



SAINT KENTIGERN



2018

College Course Handbook



NEW ZEALAND QUALIFICATIONS AUTHORITY
HAKA TOMU HAKURANGA O ROTOMANGA



NCEA AND INTERNATIONAL BACCALAUREATE DIPLOMA

MIDDLE COLLEGE

Boys and Girls Years 7-10



SAINT KENTIGERN

Middle College Courses 2018

This Middle College Course Handbook outlines the range and nature of subjects available in 2018.

In Years 7 to 10, there is a core curriculum that all students follow based on the New Zealand Curriculum and enhanced by the Christian Education programme that is an integral part of College life.

In Year 7, students are offered subject choices in Languages, and from Year 8, in the Arts. This range of choices increases in Year 9 onwards. The selection of option subjects is important and should be made with personal reflection and open dialogue between students, parents, Tutors and teachers. We trust that this Course Handbook will help you understand what is covered in both the core subjects and the optional subjects available. Optional subjects will be taught where there are sufficient numbers of students. Because of this, the College cannot guarantee that every possible combination can be accommodated.

Girls and boys are taught separately in core classes (English, Mathematics, Science, Social Studies, Christian Education, Health and Physical Education) and we endeavour to create separate girls and boys classes for option courses when there are sufficient numbers. However, it is important to note that many option courses have mixed gender classes otherwise class numbers could be insufficient for students to take the option of their choice.

Students, especially those in Year 10, who are beginning to consider their study and career options for the future, are encouraged to visit the Student Futures office for information and advice.

A deadline will be set for your course selection to enable us to begin planning for staffing and timetables for 2018. Please consider your course selections carefully as alterations may be difficult to make at a later stage.

We believe that we have a varied and exciting range of subjects available that will provide every student academic progress and opportunity at the College.

Mr Duncan McQueen

M.Sc. (Hons), M.Ed (Hons), Dip.Tchg

PRINCIPAL, MIDDLE COLLEGE

Staff Who Can Assist

To make good decisions about subject choices and possible career pathways, you need the right information. There are many teachers who can assist you to make an informed choice about whether a particular subject is right for you. In addition, Student Futures has a wealth of information about possible future careers or tertiary options.

Principal, Middle College	Mr D McQueen
Assistant Principal, Middle College	Ms C Carter
Head of Student Wellbeing, Middle College	Ms M Duston
Head of Studies, Deputy Principal Senior College	Mr R Stead
Middle College (MC) Heads of Houses	
Head of House Cargill	Mr D Sheehan
Head of House Chalmers	Mr T Arrol
Head of House Hamilton	Miss N Wilson
Head of House Stark	Mr P Bennett
Head of House Wilson	Mr E Sharp
Head of House Wishart	Ms J O'Dwyer
Head of Year 7	Mr K Taylor
Enhanced Learning Coordinator	Mrs J Nugent
Head of Student Futures	Mrs S Shaw
Head of Art	Mr R Stratton
Head of Commerce	Ms V Patel
Head of Christian Education	Mrs S Mudford
Head of Dance	Mr G Wilcox
Head of Drama	Ms J Acheson
Head of English (MC)	Mrs S Howard
Head of Science (MC)	Mr G Hodgson
Head of Languages	Mrs C Leishman

Head of Latin	Mr M Clyne
Head of Media in Society	Mr I Thomas
Head of Mathematics (MC)	Ms J Maclean
Head of Music	Mr R Gerritsen
Head of Physical Education & Health	Ms E Colebourne
Head of Social Studies (MC)	Mrs Coughlan
Head of Spatial Design	Mr M Samaeli
Head of Technology	Ms M Aitken

GLOSSARY

ASSESSMENT

Formative Assessment

Formative assessment refers to all assessment activities planned by teachers and undertaken by the students themselves during the course of their learning. Such assessments become formative when the evidence is used to enhance and adapt the teaching to meet the needs of students.

Summative Assessment

This is an evaluation made by the teacher at the conclusion of a unit of work (often as a result of a test, exam or assignment) to assess student skills, knowledge, and understanding. These assessments can also be used formatively if they are used to promote future learning.

Contents

ACADEMIC PATHWAYS	4	Year 8 The Arts	20
Parallel Education.....	4	Year 8 Languages.....	21
MIDDLE COLLEGE YEARS.....	5	YEAR 9	22
Selecting Courses.....	5	Year 9 Core Subjects.....	23
NCEA or IB Diploma?	5	Year 9 The Arts	28
Middle College Learner Profile.....	6	Year 9 Languages.....	30
Understanding College Grades.....	7	YEAR 10.....	33
Saint Kentigern OLE.....	8	Year 10 Core Subjects.....	34
Middle College Curriculum 2018.....	9	Year 10 Options.....	38
YEAR 7	10	SENIOR COLLEGE	48
Year 7 Core Subjects.....	11	NCEA.....	49
Year 7 The Arts.....	14	International Baccalaureate Diploma Explained.....	51
Year 7 Languages.....	15	How does the Diploma Programme work?.....	52
YEAR 8.....	16	IB Diploma Core Requirements (compulsory).....	53
Year 8 Core Subjects.....	17	NZQA Scholarship.....	55
		Senior College Curriculum 2018.....	56

e-asTTle

Assessment Tools for Teaching and Learning.

An online formative tool for assessing literacy and numeracy developed for the Ministry of Education by the University of Auckland. e-asTTle provides teachers, students, and parents with information about a student's progress towards curriculum achievement outcomes.

EOTC

Education Outside The Classroom. This takes the form of camps and other subject related field trips.

IB Diploma

International Baccalaureate Diploma. A two year course of study, offered as an alternative qualification to NCEA to students in Years 12 and 13.

NCEA

National Certificate of Educational Achievement. NCEA is the national qualification for senior secondary school students in New Zealand. The College offers both NCEA or the International Baccalaureate (IB) Diploma as a choice of qualification pathway for students in Years 12 and 13.

NZC

New Zealand Curriculum

PAT

Progressive Achievement Test

Academic Pathways At Saint Kentigern College

With a reputation for excellence in our academic, sporting and cultural programmes, Saint Kentigern College opens 'a world of opportunity' for the young people who take their educational journey with us.

Generally at Year 7 or Year 9, our new students quickly settle into 'The Saint Kentigern Way,' a philosophy founded on timeless Christian values which, together with a traditional emphasis on personal responsibility and high expectations, lays the foundation for a first class education.

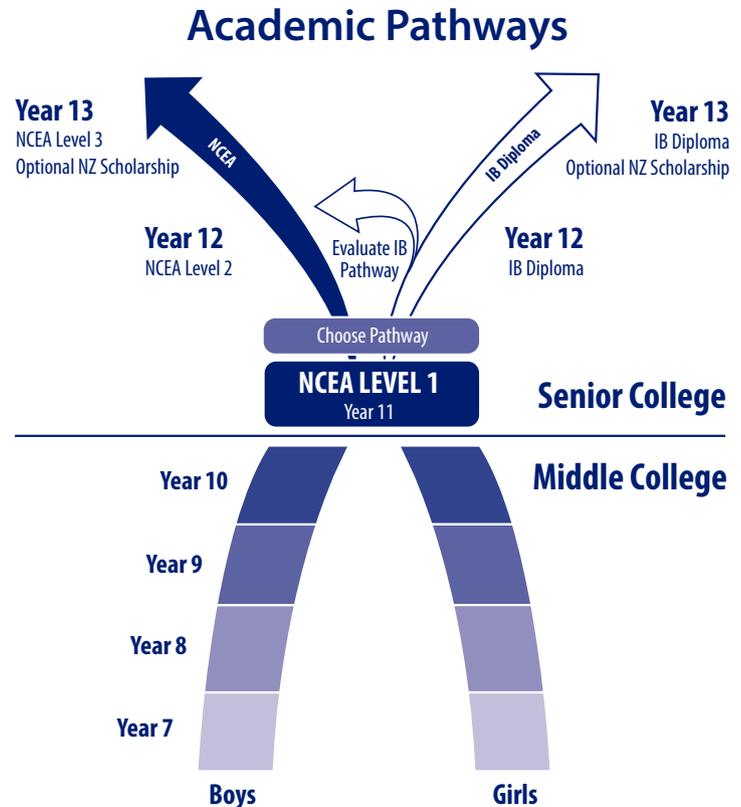
Parallel Education

Middle College

In recognition that boys and girls learn differently in their early teens, and often achieve better outcomes in single-gender classrooms, Saint Kentigern College operates a very successful 'parallel education model'. In the Middle College (Years 7-10), our boys and girls are taught separately for all core curriculum subjects. This model allows these younger students to learn in an environment best suited to their different development needs during those crucial, early teenage years.

Senior College

Following their Middle College years, students enter the Senior College (Years 11-13) where our young men and women work together in a co-educational setting, developing teamwork and collaborative skills that prepare them for tertiary education and beyond.



The Middle College Years

In Years 7 to 10, all students follow a core curriculum based on the New Zealand Curriculum and enhanced by the Christian Education programme that is part of the special character of Saint Kentigern College.

As the nature of society and learning evolves, our Middle College curriculum will continue to be refined to meet the needs and challenges of all our students, taking into account their differentiated learning needs. Where appropriate, for a small number of students, the College provides additional learning support programmes. Likewise, there are year level extension programmes for identified Gifted Education Students.

For all students, there is a focus on individual student centred learning and innovative use of digital technologies in the classroom to enhance learning opportunities.

Selecting Courses

In this Middle College Course Handbook, all courses have been grouped according to year level. The curriculum table on page 9 illustrates how each of the subjects progresses from year to year with the gradual inclusion of optional subjects, notably in Languages, the Arts and Technology. All subjects written in bold on the table are a compulsory part of the core curriculum at that year level.

The opportunities for subject choice and specialisation increase at each year level and in making their selection for options, students need to plan ahead. We do encourage all students to 'keep their options open' as long as possible so they do not limit their learning opportunities in later years. There are some courses that are 'non-continuing' and this should be taken into account when planning ahead.

At the back of this Course Handbook, there is a short introduction to the Senior College. The Senior College Curriculum is illustrated on pages 56-57. This gives insight to Middle College students, especially those in Year 10, as they begin to think ahead and plan for their qualification pathway. The Year 10 curriculum has been included on the Senior College table so students can see how their final year of Middle College subjects relates to the subject courses available in the Senior College.

NCEA or IB Diploma?

By Year 10, students should be thinking ahead to their Senior College years.

During Year 11, all Saint Kentigern College students complete NCEA Level 1 qualifications. At Year 12, students will choose to either continue with NCEA or begin the two year International Baccalaureate (IB) Diploma course.

In 2008, Saint Kentigern College gained accreditation as an IB World School enabling the College to offer the IB Diploma as an alternative qualification to NCEA for students in Years 12 and 13. Whilst the majority of our students will elect to continue with NCEA, we believe that it is important to be able to offer a choice of qualification pathways.

An introduction to the Senior College with an explanation about each of these qualifications is featured at the end of this Handbook. This is useful reading for all our Middle College families to assist with planning ahead to courses to study in the Senior College years.

Middle College Learner Profile

In recent years the Middle College has developed a detailed list of the key characteristics that are essential aspects of a well-rounded and flourishing student.

These characteristics are founded on three fundamental areas. The Character, Learning and Attitude of the individual. We seek to encourage our students to develop these characteristics during their time in the Middle College.

These are explained below:

Character

Caring: Students will show compassion and respect towards the needs and feelings of others. They will participate in service to others, and want to make a positive difference to the environment and to the lives of others.

Principled: Students are honest and show a sense of fairness and justice. They will respect the rights of other individuals and groups.

Reflective: Students will give thoughtful consideration to learning and personal development. They can consider personal strengths and weaknesses in a helpful and productive way.

Resilient: Students will demonstrate the skills and attitudes of perseverance and be able to face challenges in life and learning.

Risk-taker: Students will be confident and prepared to take risks inside and outside the classroom in order to learn more.

Learning

Communicator: Students will understand and express ideas and information confidently and creatively, and be able to use a variety of forms of communication e.g. written, visual, verbal.

Contribute: Students will make contributions which enhance learning, both inside and outside of the classroom.

Inquirer: Students show natural curiosity and develop the skills necessary to conduct constructive research.

Knowledgeable: Students can explore concepts, ideas and issues to gain a broad and deep level of knowledge and understanding across all subjects.

Thinker: Students can apply thinking skills critically and creatively. They approach problems positively and make good choices and decisions.

Attitude

Balanced: Students demonstrate a good range of physical, social, spiritual and academic activities in their daily/weekly life.

Open minded: Students appreciate their own culture, as well as the values and traditions of others. They can seek and evaluate other points of view and are willing to grow from the experience.

Self-Managing: Students are well organised and in control of their learning. They can meet deadlines and have good daily routines.

Self-Motivated: Students are motivated to learn and accomplish personal goals and ambitions.

Value Learning: Learning and knowledge are important to students and provide challenge and enjoyment. They aim to become an independent, active and a life long learner.

Understanding College Grades

Saint Kentigern College grades are recorded and reported in a standardised format across the whole school. Known as 'Achievement Plus', our unique grading system is compatible with the requirements of New Zealand Qualifications Authority (NZQA), but doubles the number of grades used for marking and reporting within the College. The table below shows the relationship of 'Achievement Plus' grades compared to national qualifications grades and percentages.

'Achievement Plus' has now been in operation for a number of years and has proved successful in that it optimally rewards effort and provides a heightened level of feedback on the progress of students of all abilities. It helps teachers to focus students on specific actions they can take to improve their results. The eight-grade scale offers smaller 'grade bands' making 'moving up a grade' a realistic option for students because it is more attainable. As a consequence, students are motivated to produce work of the highest standard.

At the end of each Semester, grade averages from core subjects are used for the calculation of Academic Honours.

For students who are struggling in a topic, the Nearly Achieved grade fairly represents the results of those students who have not met the expected standard of work but put in an honest effort. A Nearly Achieved grade separates those who have some understanding from others who have not grasped what is being learnt or made an honest attempt at an assessment. It rewards their perseverance rather than discouraging them for trying and failing.

NATIONAL QUALIFICATIONS GRADE	'ACHIEVEMENT PLUS' GRADE	VALUE FOR GPA CALCULATION
Not Achieved	Not Achieved (N)	30
	Nearly Achieved (N+)	40
Achieved	Achieved (A)	50
	Achieved Plus (A+)	60
Achieved with Merit	Merit (M)	70
	Merit Plus (M+)	80
Achieved with Excellence	Excellence (E)	90
	Excellence Plus (E+)	100

Saint Kentigern OLE

The Saint Kentigern Online Learning Environment (OLE) is a private digital community space for staff, parents and students to interact with Saint Kentigern about aspects of their child's education and life at the College.

Access to the OLE allows families to be involved in the education process, ensuring students are supported both at school and at home.

How is the OLE accessed?

Each parent contact receives a Login Name and Password for access to the OLE.

The OLE can be accessed from the left hand side of the Saint Kentigern website www.saintkentigern.com by clicking on 'Parent OLE Access' (as indicated).



Features of the OLE

For Students

- An enhanced style of learning that retains digital records of progress that can mature and move with students
- Provides access to collaborative tools to interact with teachers for support with effective management of academic workloads
- Enables students to complete and submit online assessments, engage with teachers about their comments and review results
- Provides access to extensive curriculum resources, school calendars, news, events, daily notices and due work.

For Parents

- Provides parents with the opportunity to be partners in their child's learning being able to view 'due work', formative results, department resources; and for Years 7 to 10 being able to view class pages featuring the latest academic information alongside forums, wikis and image galleries.
- Provides news and information including curriculum, co-curricular, service activities and events.
- Access to further subject related information such as Middle College Learning Areas.
- Access to end of term/year reports & booking portal for Parent Teacher interviews.

Help and support

1. For help or support while navigating around the OLE, parents can use the 'OLE Help' button positioned in the quick links box in the middle of the home page



Parent Portal



Uniform Shop



Health & Safety



Parents & Friends



OLE Help



School Website

Middle College Curriculum 2018

Middle College				Senior College
Year 7	Year 8	Year 9	Year 10	Year 11
English	English	English	English Media in Society	English Media in Society
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics with Algebra Mathematics Cambridge Mathematics (non Algebra) Mathematics Numeracy
Science	Science	Science	Science	General Science Biology Chemistry Physics
Social Studies	Social Studies	Social Studies	Social Studies Enterprise Studies Ancient Civilisations	Classical Studies Geography History Accounting Business Studies Economics
Health	Health			
Physical Education	Physical Education	Physical Education/Health	Physical Education/Health	*Physical Education Physical Education (NCEA)
Christian Education	Christian Education	Christian Education	Christian Education	Christian Education
Technology	Technology	Technology	Digital Technology Fashion and Textiles Food Technology Object Art Product Design	Digital Technology Fashion and Textiles Design Food Technology Object Art Product Design
			Spatial Design	Spatial Design
Group A Language French Spanish Te Reo Maori Group B Language Chinese Japanese Te Reo Maori	French Spanish Chinese Japanese Te Reo Maori (TBC)	French Spanish Latin Chinese Japanese Te Reo Maori	French Spanish Latin Chinese Japanese Te Reo Maori (TBC)	French Spanish Latin Chinese Japanese
Dance Drama Music Visual Arts	Select Two Arts courses Dance Drama Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Music Visual Arts	Dance Drama Music Music Projects Visual Art - Painting and Printmaking Visual Art - Photography and Design

Bold indicates a compulsory core subject

Year 7 Curriculum

Our boys and girls in Year 7 come together from a wide variety of schools and consequently a key focus at the start of this year is the successful integration of our new students into College life. We focus on ensuring they quickly settle into new routines together and establish friendship groups.

We are committed to excellence in teaching for all students. In Year 7, there is a focus on providing an excellent grounding in core subject areas such as English and Mathematics. To achieve this, the time allocation to these subjects is greater than for other subjects. We cover all the Learning Areas of the New Zealand Curriculum.

Our Year 7 students are taught in a homeroom with a dedicated classroom teacher. Specialist teachers work with the classroom teacher and contribute to the programme in the areas where timetable allocations make this possible.

During Year 7, students will experience semester length courses in their choice of one Group A and one Group B Language. In addition to this, students take four block courses in The Arts and a full year course in Technology. These courses provide student insight into possible course options in later years.

In Year 7, extension work and learning support is offered to selected students in English and Mathematics. Students with sporting and leadership potential are given extra training in various groups.

Christian values are an intrinsic part of the special character of Saint Kentigern College. The Year 7 course provides students with a foundational understanding of the Christian faith.

All Year 7 students participate in an Outdoor Education experience. During the first term, all our Year 7's travel away together to a 5 day camp at Chosen Valley in the Bombay Hills, where it does not take long for new friendships and House bonds to be established.

In addition to internal assessment, students may participate in ICAS (University of NSW) assessments in English, Spelling, Writing, Science, Mathematics and Computer Skills. Selected students may also compete in the Otago University Mathematics Problem Challenge. The College also enters teams for the regional Mathex competition. The students participate in and represent the College in a wide range of sports. They are also encouraged to be involved in cultural, musical and service programmes. These include orchestra, choirs, productions, Wearable Arts, Environmental Group, Robotics, Theatre Sports and World Vision to name a few.

YEAR 7 SUBJECTS

English

Mathematics

Science

Social Studies

Health

Physical Education
(including Sport)

Christian Education

Technology

Languages

*All students select **ONE** Group A and **ONE** Group B semester-length language course. Te Reo Maori can only be selected for one semester.*

Group A Language

French

Spanish

Te Reo Maori

Group B Language

Chinese

Japanese

Te Reo Maori

The Arts

All students take four **'block'** courses:

Dance

Drama

Music

Visual Arts

BOLD indicates a compulsory core subject

Year 7 - Core Subjects

ENGLISH

Introduction

The Year 7 English programme covers the following aspects

- Reading
- Speaking
- Viewing
- Writing
- Listening
- Presenting

The course is underpinned by the two key strands of the English Curriculum:

Making Meaning – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of how to construct texts for different purposes and audiences, how to select, form, communicate and organise ideas and how to use language features appropriately for effect.

Course Outline

Year 7 English offers a rich, varied programme of learning integrated effectively into the wider learning programme. There is a focus on developing creative and formal writing skills. Key genres covered are Recount, Biography, Argument and Narrative writing. Reading is another significant element of the course. Students are guided in their reading based on their current level of reading comprehension and are also expected to read widely for personal reading. Speaking and listening are incorporated through regular class and group discussion and more formal oral presentations linked with other parts of the curriculum. Students have regular spelling tests and an 'Action English' workbook for instruction in grammar, punctuation and vocabulary.

The programme will include opportunities to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level, and grades

for:

- Formal Writing
- Creative Writing
- Oral Presentation
- Visual Presentation
- Reading
- Spelling

There is also an end-of-year examination which incorporates:

- Literacy Essay Skills
- Reading Comprehension Skills
- Visual Language Interpretation
- Poetry Analysis

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms S Howard

MATHEMATICS

Introduction

Students are assessed at the beginning of the year and are cross-class grouped in ability groups so they are working with peers of a similar ability.

Appropriate aspects of the Numeracy Project are adapted to student needs and taught within the New Zealand Curriculum and in line with National Standards recommendations.

Course Outline

Topics covered are:

- Number (divided into two separate units)
- Measurement
- Statistics
- Geometry
- Algebra

Emphasis is placed on learning tables, basic mental and written calculation skills and problem solving strategies. e-asTTle is used to inform planning at the beginning of each unit as well as being used to stimulate independent learning.

Assessment

e-asTTle pretests are administered at the beginning of each unit. Written tests are completed at the end of each unit.

An end of year examination is used as a summative assessment of curriculum knowledge, mental and written calculating and problem solving ability.

Contact: Miss J Maclean

SCIENCE

Introduction

Science aims to develop students' knowledge and understanding of scientific concepts. Students are given learning experiences that stimulate curiosity and excitement, and develop scientific and investigative skills that are necessary for them to understand their everyday world.

Course Outline

Students explore the following contexts for learning:

- Forces and Energy
- Fair Testing and Experimenting
- Classifications and Characteristics of Living Things
- Properties of Matter

Each student completes a Science Fair investigation to be submitted to the Saint Kentigern College Science Fair. Winning entries are submitted to the regional Science Fair.

Assessment

Presentations, projects and unit tests are used for assessment, including an individual Science Fair project. An end of year examination is used as a summative assessment of all the units covered.

Contact: Mr G Hodgson

SOCIAL STUDIES

Introduction

The Social Studies programme aims to develop students' knowledge and understanding of different cultures, societies and environments. It seeks to build students' basic knowledge of the world around them and how to successfully interact with it and each other. A component of the course is developing students' awareness of current events and issues locally, nationally and globally. They are encouraged to think about the impact and consequences of these events on people and environments.

Course Outline

Current events are integrated as an extra dimension where students are encouraged to think and respond to community issues.

The main units to be covered:

- Kiwiana
- Egypt
- Peace not Pieces
- Innovators

Assessment

Oral presentations, weekly current events tests, projects and unit tests are used for assessment. An end of year examination is used as a summative assessment of all the units covered.

Contact: Ms J Coughlan

HEALTH

Health at Year 7 is taught by Year 7 teachers and fosters attitudes and values that endorse health-enhancing practices.

Course Outline

In this curriculum area contexts and topics covered include:

- **Secret Me** - getting to know each other activities. Learning the skills involved in developing friendships and working with others
- **My Body** - investigating and describing the functions of each of the major systems of the body
- **Decision Making** - students will gain information to make informed choices in relation to cigarette smoking
- **Growth and Development** - this is done with the use of an outside organisation and includes a Parent and Child evening

Contact: Ms E Colebourne

PHYSICAL EDUCATION

Introduction

The Physical Education course is designed to foster and enhance positive attitudes towards participating in physical activity and to encourage engagement in challenging movement experiences that promote the development of physical and social skills.

Course Outline

Year 7 Physical Education covers:

1. **Swim Safe** - To develop students technique in freestyle to ensure safety in the water and improve movement patterns
2. **Small Ball Skills** - students develop throwing and catching technique and their application in various game situations
3. **Invasion Games** - students participate in a range of invasion games where they will gain an understanding of attacking and defensive strategies to outwit their opponents
4. **SKC Attitudes and Values** - raise awareness of what good sportsmanship is while highlighting the value of positive team members
5. **Jump Rope for Heart** - students develop various skipping skills whilst experiencing the benefit of exercise, culminating in the Jump Rope for Heart event
6. **Athletics** - students will develop skills and techniques in a variety of athletic events

Contact: Ms E Colebourne

TECHNOLOGY

Introduction

Technologists are the designers, inventors and entrepreneurs who shape the world we live in. They are risk takers and creators who see possibilities where others may not. Middle College Technology aims to foster designedly thinking and encourages the synthesis of cross curricular subject knowledge in order for students to create outcomes that respond to authentic needs or opportunities.

Course Outline

Technology in Year 7 is a full year course designed to foster creative and critical practice in a project based environment. The aim of this course is to challenge any preconceptions students may have about what design is, who can perform it, how it is performed and what is considered 'good' design. This leads to the primary focus on the idea of design for social good. The year is split into four key sections where students cover things like; an introduction to the context and discipline of design, a practical challenge, immersion into the context of 'good design starts at home' and the conceptual development and presentation of a design solution

Technology students in Year 7 have the opportunity to develop their thinking, design and practical skills depending on the nature of their given context. Contexts could include things like; Communication Design, Product Design, Food Technology and Digital Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Technology courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Object Art and Product Design.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

CHRISTIAN EDUCATION

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 7 students. The focus in Year 7 is on the Old Testament including the Creation story, with particular emphasis on a study of Moses.

Aims

- To present the Old Testament Bible narrative to students in an exciting and relevant manner
- To challenge and encourage students to gain a better concept of the Christian understanding of God and thus be able to make a conscious decision concerning the spiritual aspect of their lives
- To provide an environment in which students feel the freedom to express their viewpoint on a variety of issues
- To provide a differentiated framework curriculum that caters for the variety of learning styles, learning abilities and learning behaviours
- To provide evidence to support the historical and geographical accuracy of the Bible
- To present the Bible as a user-friendly resource

Objectives

By the end of the course students will:

- Be familiar with large parts of the Bible, more particularly the Old Testament
- Have an elementary understanding of God as He is described in the Bible
- Have discussed the Biblical account of Creation, the Fall of Man and the origins of Sin
- Have explored the Biblical account of Creation, including Noah
- Have an elementary knowledge of Jewish History from Abraham to Moses
- Have a detailed knowledge of at least one Old Testament character and be able to apply the lessons learned from that character into their own lives
- Have viewed the video 'Prince of Egypt' to enhance their understanding of the life of Moses
- Have experienced a variety of teaching and learning practices
- Have completed various assessment tasks to demonstrate their knowledge and understanding of the course material

Contact: Mrs S Mudford

Year 7 - The Arts

In Year 7, in accordance with the New Zealand Curriculum, all students participate in a block course in each of The Arts - Dance, Drama, Music and Visual Arts. These short courses will give students a 'taster' that will assist them in selecting future course options.

DANCE

Introduction

Students will be introduced to dance as a social and physical aspect in their lives, and to the Elements of Dance.

Course Outline

- Group choreography: Exploring the elements of dance
- Perform the choreographed dance
- Introduction to Dance terminology

Assessment

Assessment will be through a combination of practical tasks and written theory.

Contact: Mr G Wilcox

DRAMA

Introduction

Drama allows students to discover the world of theatre and performance. Students will work both in groups and independently as they are introduced to Stage Craft, Drama Vocabulary, Drama Elements and Techniques through the use of practical games, exercises and written theory.

Course Outline

- Stage Craft
- Drama Games
- Group Performance
- Drama Techniques
- Drama Elements

Assessment

Students are assessed individually through both practical and written requirements of the course.

Contact: Mr D Sheehan
Ms J Acheson

MUSIC

Introduction

Exploring the practical side of creating music, this course is designed to give Year 7 students a chance to create music on a variety of instruments which require different skills.

Course Outline

Students will gain musical experience and skills through reading and playing music on the Pipes & Drums, Ukulele and Marimba. There are approximately 6 lessons on each instrument module.

Assessment

There will be a performance-based assessment at the conclusion of each instrumental module.

Contact: Mr O Gilmour

Year 7 - Languages

VISUAL ARTS

Introduction

Visual Artists are people who use their expertise and understanding of visual communication to shape, challenge and change the world around us. They are often engaged in both industrial activities and Fine Art practices. The thinking and outcomes of Visual Artists influence most aspects of modern life.

Course Outline

Visual Art in Year 7 is an 8-week block designed to foster creative and critical practice in a project based environment. The primary focus of this course is to introduce students to the formal principles of Art and Design and increase their confidence and enthusiasm in visual communication. Most importantly students should leave with an informed understanding of the purpose and practice of Visual Artists.

Students will have the opportunity to develop their conceptual and technical practice and develop a range of skills such as; composition, ideation and drawing, understanding three dimensional spaces, the application of specific media and an introduction to specialist vocabulary.

Assessment

The assessment in Visual Art is portfolio based. The development of this body of work is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of the block. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Visual Art courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow student to gain a range of experiences before specialising in a specific area of Visual Art. At Year 11 students are given the opportunity to specialise in either; Visual Art – Design and Photography or Visual Art – Painting and Printmaking. At Year 12 and 13 the specialist areas include: NCEA Design, Photography, Sculpture, Painting and Printmaking and IB Visual Arts.

All courses in Visual Art lead to UE approved Level 3 courses

Contact: Mr R Stratton

LANGUAGES

Introduction

At Year 7, all students undertake two different semester length language courses from their choice of:

ONE Group A language

Either French
or Spanish
or Te Reo Maori

ONE Group B language

Either Chinese
or Japanese
or Te Reo Maori

Please note that in Year 8, students will select a full year Language course from one of the languages studied in Year 7.

Course Outline

In each of the language courses, students will be introduced to themes such as personal introduction, an understanding of the country of origin and simple language-based activities. In Chinese and Japanese at this stage, very little script will be used.

Languages at Year 7 are a Beginners course and as such intended for second language learners and not for students whom this is their primary language used at home.

Assessment

Language activities will be assessed, at the end of the Semester; there will be both speaking and listening assessments.

Contact: Mrs C Leishman

Year 8 Curriculum

In Year 8, students continue to be taught in a homeroom with a dedicated classroom teacher.

The focus continues on ensuring an excellent grounding in core areas such as English, Mathematics, Social Studies and Science which are all taught by specialist teachers. To achieve this, the time allocation to these subjects is greater than for other subjects. We cover all the Learning Areas of the New Zealand Curriculum, whilst working closely with the core College departments to ensure students are equipped with skills required to make the seamless transition into Year 9.

Specialist teachers work with the classroom teacher and contribute to the programme in areas where timetable allocations make this possible. At times, integrated thematic approaches will allow a common theme to be the focus of learning across learning areas.

Students in Year 8 will select a full year Language course from one of the languages studied in Year 7, two semester length Arts courses and will follow a full year Technology course that covers all contexts.

In Year 8, extension work and learning support is offered to selected students in English, Mathematics and Science.

Students may participate in external ICAS (University of NSW) assessments in English, Spelling, Science, Mathematics and Computer Skills. Selected students may also compete in the Otago University Mathematics Problem Challenge and the regional Mathex competition. All students continue with their foundational course as part of their Christian Education studies.

Year 8 students are encouraged to explore a wide range of co-curricular activities offered, including sport, service, cultural and environmental programmes. Students with sporting potential are identified and offered opportunities for specialist coaching and development. In Year 8, there is a greater focus on personal organisation and independence as students prepare for their transfer from the homeroom environment to the more mobile and demanding day of a Year 9 student.

A one week EOTC programme is completed in Term 4 in addition to other subject related field trips. This consolidates the fun and friendships and spirit developed through the year.

YEAR 8 SUBJECTS

English

Mathematics

Science

Social Studies

Health

Physical Education

Christian Education

Technology

Languages

This is a continuing course from Year 7.

Select ONE full year course from the following Language options:

Chinese

French

Japanese

Spanish

Te Reo Maori (TBC)

The Arts

All students select TWO semester length Arts courses:

Dance

Drama

Music

Visual Arts

BOLD indicates a compulsory core subject

Year 8 - Core Subjects

ENGLISH

Introduction

The Year 8 English programme builds on learning from Year 7. The Year 8 programme will cover the following aspects: Reading, Writing, Listening, Presenting, Speaking, Viewing. The course is underpinned by the two key strands of the English Curriculum:

Making Meaning – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of how to construct texts for different purposes & audiences, how to select, form, communicate and organise ideas and how to use language features appropriately for effect.

Course Outline

Year 8 English offers an engaging, comprehensive programme of learning integrated effectively into the wider learning programme. There is a focus on developing creative and formal writing skills. Key genres covered are Explanation, Argument, Narrative and Literary Essays. Reading is another significant element of the course. As well as texts studied in class, students are expected to read widely for personal reading. Speaking and listening are incorporated through regular class and group discussion and more formal oral presentations linked with other parts of the curriculum. In addition, students are provided with several opportunities to develop their skills in visual language with a short film study and presentation of brochures and advertisements. Students have regular spelling tests and an 'Action English' workbook for instruction in grammar, punctuation and vocabulary. The programme will include opportunities to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level, and grades for:

- Formal Writing
- Creative Writing
- Oral Presentation
- Visual Presentation
- Reading
- Spelling

There is also an end-of-year examination which incorporates:

- Literary Essay Skills
- Reading Comprehension Skills

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms S Howard

MATHEMATICS

Introduction

Students are grouped in ability groups so they are working with peers of a similar ability. Aspects of the Numeracy Project are adapted where appropriate to student needs and taught within the New Zealand Curriculum and in line with National Standards recommendations.

Course Outline

Number, Measurement, Statistics, Geometry and Algebra strands are covered and are inclusive of problem solving and building basic calculation and mental skills. Students are offered opportunities to participate in Mathex. Classes are differentiated according to aptitude and achievement. In addition, extension and support are offered to selected students.

Assessment

e-asTTle is used to inform planning at the beginning of each unit, written assessments for Number, Algebra, Measurement, Geometry and Statistics are held at the end of each unit of work. An end of year examination is used as a summative assessment of curriculum knowledge, mental and written calculating, and problem solving ability.

Contact: Miss J Maclean

SCIENCE

Introduction

Science aims to develop students' knowledge and understanding of scientific concepts. Students are given learning experiences that stimulate curiosity and excitement, and develop scientific and investigative skills that are necessary for them to understand their everyday world.

Course Outline

Students explore the following contexts for learning:

- Introduction to the Science laboratory and scientific skills
- Astronomy
- Fuels and Climate
- Food and digestion
- Magnetism

Assessment

Projects and unit tests are used for assessment.

An end of year examination is used as a summative assessment of all the units covered.

Contact: Mr G Hodgson

SOCIAL STUDIES

Introduction

Social Studies follows the New Zealand Curriculum and focuses on a range of skills that allows students to understand how decisions related to leadership, innovation and heritage have consequences for individuals, the community and the environment.

Course Outline

Four main units will be covered:

- Pasifika
- Amazon Rainforest
- Human Rights/Child Labour
- Economics

Current events are integrated as an extra dimension where students are encouraged to think and respond to community issues.

Assessment

Oral presentations, weekly current events tests, group and individual projects, class work, unit tests, and an end of year examination as a summative assessment of topics covered.

Contact: Miss J Coughlan

HEALTH

Health, fosters attitudes and values that endorse health-enhancing practices.

Course Outline

Health at Year 8 includes the following topics:

- **Digital Citizenship** - an introduction to safe online behaviour
- **Sunsmart** - an investigation of sun smart procedures which will protect from UV radiation
- **Bullying** - identifying the effects that bullying has on individuals and discussing action towards community resolution against this issue
- **Decision Making** - awareness of alcohol and its effects
- **Health** - positive Life Decision - this is done with the use of an outside organisation and includes a Parent and Child evening

Contact: Ms E Colebourne

PHYSICAL EDUCATION

Introduction

Physical Education is designed to continue fostering positive attitudes towards participating in physical activity and to help students gain knowledge about successful team work using appropriate interpersonal skills.

Course Outline

Year 8 Physical Education comprises contexts and topics including:

1. **Stroke and Stride** - students will participate in a training programme that will enable them to complete an Aquathon consisting of a 200m swim and a 1km run. The unit provides opportunities for students to experience and enhance their own water skills and endurance
2. **Gymnastics (Fundamental Movement Skills)** - students will improve their skill and understanding of gymnastic movement, developing an enhanced sense of body control
3. **Fast Fives** - develop tactical awareness at faster paced versions of traditional sport such as Turbo Touch, 5 aside Football, Street Ball and 5 aside Hockey
4. **Large Ball skills** - students will develop their kicking, catching, passing and more importantly, application to game settings. This unit involves a wide variety of games such as basketball, football, touch etc
5. **Striking Skills** - to enable students to learn and develop fundamental movement skills through play and games. Students will learn and develop fundamental manipulative skills - involving striking and controlling a ball with an implement and striking and controlling a ball with the hands

Contact: Ms E Colebourne

TECHNOLOGY

Introduction

Technologists are the designers, inventors and entrepreneurs who shape the world we live in. They are risk takers and creators who see possibilities where others may not. Middle College Technology aims to foster designedly thinking and encourages the synthesis of cross curricular subject knowledge in order for students to create outcomes that respond to authentic needs or opportunities.

Course Outline

Technology in Year 8 is a full year course designed to foster creative and critical practice in a project based environment. This course is delivered by one teacher who moves with the students to specialist rooms when and where required. It is usually split into four key projects, the first being a series of creative challenges. The aim of Technology in Year 8 is to challenge students to think differently about digital and industrial design outcomes. Unlike the Year 7 course which focuses on ideas of sustainability and design for social good, Year 8 focuses on creative thinking and gives students the opportunity to begin to develop a personal design voice through a number of smaller projects. Students have the opportunity to develop their thinking, design and practical skills in a few specialist areas, however, they have been set up to challenge existing notions of what designers in those fields create. Projects may cover seemingly unconnected areas such as; Digital and Product Design and challenge students to apply an understanding of the elements of design to create innovative and personal outcomes.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Technology courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Object Art and Product Design.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

CHRISTIAN EDUCATION

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 8 students. The Christian Education Department is constantly evolving the Year 8 programme to ensure it is both interesting and relevant to our students at this stage in their development as young men and women on their individual faith journeys, whatever they each perceive that to be. The focus in Year 8 is on the New Testament, more especially the life of Jesus.

Specific Aims

- To present the story of Jesus to students in an exciting and relevant manner
- To ensure that pupils understand the link between the Old Testament and New Testament by looking at the fulfilment of various prophecies
- To present and explore the belief that there is an evil force (Satan) who is in opposition to God
- To encourage students to consider their own ideas about spirituality and to question the importance of studying Jesus' life, death and resurrection
- To provide evidence to support the historical and geographical accuracy of the Bible and thus the person of Jesus
- To recall what the disciples gave up to become followers of Jesus
- To debate moral and ethical issues that might arise from the content of this course eg prejudice, sin, bullying etc
- To encourage and challenge students to use higher order thinking skills when approaching various aspects of their course
- To encourage students to think about implementing some of Jesus' principles into their own lives

Objectives

At the end of the course students will have

- Explored and reflected upon their own opinions and thoughts about God
- Become more familiar with large parts of the Bible, more particularly the New Testament
- A detailed knowledge of Jesus' birth, growing up and ministry years
- Explored aspects of the Temple in Jerusalem and its significance
- Discussed some concepts and ideas about Satan and the temptations of Jesus
- A familiarity with Jesus' disciples and the fact that Jesus had enemies
- A knowledge of Jesus' death and resurrection and its meaning
- Completed a written test and assignments to demonstrate their knowledge and understanding of the course material

Contact: Mrs S Mudford

Year 8 - The Arts

In Year 8, all students select TWO semester length courses from The Arts; Dance, Drama, Music, Visual Arts and one full year Language course. These classes are likely to be mixed gender classes to facilitate timetabling and student option choices.

DANCE

Introduction

Students studying Dance at Year 8 will have the opportunity to develop their skills in choreography, performance and research.

Course Outline

- Choreography - Create a dance through exploration of the Elements of Dance
- Performance - Whole class performance focusing on a genre of dance in depth
- Girls: Musical Theatre - Research the history and background of dance shows and practical exploration of the genre
- Boys: Break Dance - Research the history and practical exploration of the genre

Assessment

Choreographic and performance tasks will be assessed in a performance setting. Research of specific genres will be assessed in both written and practical settings. Design and research will be both written and practical assessments.

Contact: Mr G Wilcox

DRAMA

Introduction

Year 8 Drama allows students to enhance their learning from Year 7 Drama. Students will work both in groups and independently in structuring, rehearsing and performing scenes both self devised and scripted. Students will be introduced to dramatic conventions to further develop their understanding of the dramatic structure.

Course Outline

- Stage Craft
- Drama Games
- Improvisations
- Drama Elements and Techniques
- Drama Conventions
- Performing Scenes

Assessment

Students are assessed individually through both practical and written requirements of the course at the completion of course units.

Contact: Mr D Sheehan
Ms J Acheson

MUSIC

Introduction

Music in Year 8 covers basic skills in certain facets of music. It is designed to be a fun way of easing students into the requirements for studying Academic Music at the College. It provides an introduction and progression to areas of musical study which will become the focus of Year 9 and Year 10 Music in the future.

Course Outline

Students will complete the following:

- Composition using computer software.
- A Musical Knowledge unit about music videos.
- A research assignment about a musical instrument.
- Practical skills in a rock band context.

Assessment

Musical Knowledge, Composition and Research will be assessed through assignments and key competency points. Performance will be assessed through practical assessments and key competency points.

Contact: Mr O Gilmour

VISUAL ARTS

Introduction

Visual Artists are people who use their expertise and understanding of visual communication to shape, challenge and change the world around us. They are often engaged in both industrial activities and Fine Art practices. The thinking and outcomes of Visual Artists influence most aspects of modern life.

Course Outline

Visual Art in Year 8 is designed to develop creative and critical practice in a project based environment. The primary focus of this course is to promote experimentation and risk-taking across a range of media. Most importantly students should leave with increased confidence in thinking about, planning and producing a range of artworks. Students will have the opportunity to continue to develop their visual literacy alongside skills such as; composition, ideation and drawing, understanding three dimensional spaces, the application of specific media and an introduction to specialist vocabulary.

Assessment

The assessment in Visual Art is portfolio based. The development of this body of work is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of the block. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Visual Art courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Visual Art. At Year 11 students are given the opportunity to specialise in either; Visual Art – Design and Photography or Visual Art – Painting and Printmaking. At Year 12 and 13 the specialist areas include: NCEA Design, Photography, Sculpture, Painting and Printmaking and IB Visual Arts.

All courses in Visual Art lead to UE approved Level 3 courses.

Contact: Mr R Stratton

Year 8 - Languages

Students select ONE Language for a full year course.

Introduction

The Year 8 course is a Continuing course for Beginner learners and is a continuation of the Year 7 foundation course. As such, students will choose from ONE of the languages studied in Year 7. These classes are likely to be mixed gender to facilitate timetabling and student option choices.

Students select ONE Language for a full year course from:

- French
- Spanish
- Japanese
- Chinese
- Te Reo Maori (TBC)

Course Outline

The four skills of listening, reading, speaking and some writing will be developed. This will be in conjunction with the Communications functions outlined in New Zealand Curriculum Levels 1-2.

Languages at Year 8 are a Continuing course for Beginners and as such intended for second language learners and not for students whom this is their primary language used at home

Assessment

This will consist of oral presentations, cultural projects, basic listening skills and some written assessment.

There are mid year and full year written assessments.

Contact: Mrs C Leishman

Year 9 Curriculum

The start of Year 9 sees a new intake of boys and girls from many different schools. They join together with students who have already enjoyed two years at the College in Years 7 and 8. At this time, we focus on the pastoral care of our students to ensure they quickly settle together into new routines and establish friendship groups.

In Year 9, all students study a core programme of English, Mathematics, Science, Social Studies, Physical Education and Health, Christian Education, Technology, one Language and two Arts courses.

***Within the core programme, students select ONE full year Language course from Chinese, French, Japanese, Latin, Spanish or Te Reo Maori. Where possible, students will be grouped in differentiated classes as Beginner or Continuing learners. There is a possibility, by consultation, for a student to undertake two language options instead of Arts/Technology. This, however, is subject to timetabling.*

Students also select TWO Arts courses of one semester each from Dance, Drama, Music or Visual Arts. Please note that in 2018, subject to student demand/staffing, we may run a full year course in a chosen Arts subject.

All students take a year long course in Technology involving blocks of work covering four contexts. These short courses give our Year 9 students a 'taster' that may help them make decisions about future Technology option choices.

Early in Term 1, all our Year 9's travel away together for a three day orientation camp at Totara Springs in Matamata where it does not take long for new friendships and Tutor Group and House bonds to be established.

YEAR 9 SUBJECTS

English

Mathematics

Science

Social Studies

Physical Education and Health

Christian Education

Languages (**See note to left)

Select ONE full year course from the following Language options:

Chinese

French

Japanese

Latin

Spanish

Te Reo Maori

The Arts

All students select TWO courses from the Arts of one semester each from:

Dance

Drama

Music

Visual Arts

(NB: Subject to student demand/staffing, we may run a full year course in a chosen Arts subject)

Technology

All students take four block courses including:

Digital Technology

Food Technology

Product Design

Spatial Design

BOLD indicates a compulsory core subject

Year 9 - Core Subjects

ENGLISH

Introduction

The Year 9 English programme covers the following aspects:

- Reading
- Speaking
- Viewing
- Writing
- Listening
- Presenting

The course is underpinned by the two key strands of the English Curriculum:

Making Meaning - In their reading, listening and viewing, students will show an increasing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning - In their writing, speaking and presenting, students will show an increasing understanding of how to construct texts for different purposes and audiences, how to communicate, develop and organise ideas and how to use language features appropriately for effect.

Course Outline

The Year 9 English programme is a rich and challenging course designed to help students develop their comprehension and communication skills, while sparking engagement and interest in language and literature. Students are offered a smorgasbord of literature 'tastes' and are exposed to a broad range of texts from a variety of genres, timeframes and cultural perspectives. Thematic units will focus on poetry and extended texts, speaking and listening are incorporated through regular class and group discussion, drama or debating. There is a focus on developing creative writing skills through regular journal writing. The programme will include opportunities to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level, and grades for:

- Literary Essays
- Oral Presentation
- Creative Writing
- Comprehension Reading

There is also an end-of-year examination for summative assessment of:

- Literacy Essay Skills
- Comprehension Reading skills

e-asTTle Reading will also be used as an assessment-for-learning tool to identify strengths and skills which need further development.

Contact: Ms S Howard

MATHEMATICS

Introduction

Mathematics in Year 9 will cover the following New Zealand Curriculum strands:

- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

Course Outline

The main focus in Mathematics in Year 9 is to develop students' skills in

- Number
- Algebra
- Measurement and Statistics

Students will be required to problem solve, undertake practical activities and communicate mathematical ideas. Calculators will be permitted in all strands except for Number and Algebra.

All students will be given access to Mathletics, Education Perfect and e-asTTle online learning platforms that allow students to use them as a formative tool to practise Mathematics at home and also use for assessment preparation.

Extension classes or support classes are offered to selected students.

Assessment

- Class tests for each topic
- End of year examination of main strands
- e-asTTle formative testing with Number and Algebra leading into Year 10

Contact: Miss J Maclean

SCIENCE

Introduction

Year 9 Science aims to develop key scientific skills and an understanding of the Nature of Science. Students will develop a scientific way of thinking where creativity and curiosity are fostered. A wide body of scientific knowledge will be explored through a diverse range of methods and processes.

Course Outline

The topics covered at this level include

- Material World including Matter and Elements
- Physical World including Light Waves and Energy
- Living World including Ecology and Botany

The topics in Year 9 Science are structured as part of a two-year science course through Year 9 and Year 10 in which significant skills and content are covered in preparation for Senior Sciences.

Assessment

A range of assessment modes are used.

- Topic Tests
- End of topic reports
- End of year examination

Contact: Mr G Hodgson

SOCIAL STUDIES

Introduction

The aim of the Year 9 Social Studies course is to enable students to participate in a changing society as informed, confident and responsible citizens. The Year 9 programme of work is primarily based around Level 5 Social Studies in the New Zealand Curriculum. Through a variety of topics, students will cover the five Social Studies strands (social organisation, culture and heritage, place and environment, time, continuity and change, resources and economic activities), and the Social Studies processes (inquiry, values exploration and social decision-making).

Course outline

The year consists of four major topics:

- People on the Move
- Justice and Human Rights
- Conflict/Terrorism
- ANZAC

Each topic is structured to give students the appropriate knowledge and skills to lead into Year 10.

Skills acquired during the course include:

- Mapping
- Presentation Skills
- Writing Skills
- Field Work Skills
- Graphing
- Diagram Creation
- Interpretation Skills
- Research and Investigation Skills

Assessment

Formative Assessment

- Individual and group projects
- Recall Tests
- Inquiry processes

Summative Assessment

- End of topic assessments
- End of year examination
- Skills assessment

Contact: Ms J Coughlan

PHYSICAL EDUCATION AND HEALTH

Introduction - Physical Education

Physical Education fosters and enhances attitudes and values that endorse health-enhancing practices and enables students to understand, appreciate and move their bodies, and relate positively to others. It will encourage the students to construct and demonstrate constructive attitudes and values in the physical context.

Course Outline

1. **Water Confidence** - Students develop a range of skills to cope with different rescue scenarios in the water: Examples include side-stroke, safe entries, treading water and use of floatation devices
2. **Play with Purpose** - A centred approach to physical education introducing strategies, tactics and communication in a range of games.
3. **Invasion games** - improving student understanding of attack and defence strategies so that they are able to play games in a more informed way whilst focusing on technique in football, hockey and basketball
4. **Te Ao Kori** - students will participate in a range of Maori movement patterns, dances and games. Displaying a control of movement while appreciating Maori culture
5. **Social Responsibility** - students will demonstrate and reflect on the social interactions that occur in competitive sports, gaining greater awareness of the impacts they have on others. Co-operation, communication, problem solving and team work skills are developed in this scheme of learning.

Introduction - Health

Year 9 Health fosters attitudes and values that endorse health-enhancing practices.

Course Outline

Contexts and topics for Health at Year 9 include:

1. **Digital Citizenship** - through a range of activities students develop an understanding of safe online behaviour and consequences for their actions on Social Media.
2. **Body, Mind and Soul** - using the concept of Hauora, students gain an understanding of how their body works, the impact and affect of long term exercise on their bodies and the benefit to their mental health
3. **Healthy me, Healthy you** - this encompasses important issues to keep teenagers safe during their transformative years. Topics include puberty, sexual health and safety, bullying and dealing with grief and loss (Please note that parents may withdraw their child from this important scheme of learning by informing Mr Duncan McQueen, Principal, Middle College).
4. **Alcohol** - investigation into the impact of alcohol on the body and brain along with the social implications. Students create a short video on this topic for their assessment
5. **Decision making** - through a range of teen issues, students will develop the skills to make good, strong decisions based on their own moral code

Assessment

Internal Assessment

Contact: Ms E Colebourne

TECHNOLOGY

Introduction

Technologists are the designers, inventors and entrepreneurs who shape the world we live in. They are risk takers and creators who see possibilities where others may not. Middle College Technology aims to foster designedly thinking and encourages the synthesis of cross curricular subject knowledge in order for students to create outcomes that respond to authentic needs or opportunities.

Course Outline

Technology in Year 9 is a full year course designed to foster creative and critical practice in a project based environment. This course is primarily delivered by one teacher who moves with the students to specialist rooms when and where required. It is usually split into four key projects, the first being a series of creative challenges. The aim of Technology in Year 9 is to introduce students to designedly thinking and ensure they develop an understanding of what design is, how designers work and how this kind of thinking can be applied to any other learning area. It is a multidisciplinary course and focuses on developing thinking, design and practical skills alongside the soft skills of observation, collaboration and empathy. Students have the opportunity to develop these skills during each project. Projects may cover contexts such as; creative challenges, learning to think like a designer, design communication, an introduction to safe practices in a range of specialist workshops, small practical projects across a range of specialist materials, self-guided outcome development and presentation and critical reflection.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Technology courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow students to gain a range of experiences before specialising in a specific area of Technology. Specialisation begins in Year 10 and develops further from Level 1 - 3. The full range of specialisations in Technology include; Animation and Motion Graphics, Computer Science, Fashion and Textile Design, Food Technology, Object Art and Product Design.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

CHRISTIAN EDUCATION

Introduction

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 9 students. The Christian Education Department is constantly evolving the Year 9 programme to ensure that it is both interesting and relevant to our students at this stage in their development as young men and women on their individual faith journeys, whatever they each perceive that to be.

In Year 9, the focus is on learning to read the Bible for greater meaning. Students will consider their own story, the story of Saint Kentigern College and the story of Christianity. This learning will be based on the Old Testament of the Bible, namely some key historical figures whose lives provide insight in both historical and contemporary contexts.

Students will also undertake a visit to a Christian Church (other than the Chapel of Saint Kentigern) and present their findings to the class.

Aims

- To create a learning environment in which our students feel the freedom to question and debate some of the crucial questions about life, the Christian faith and humanity
- To experience Christian Church in a context other than the Chapel of Saint Kentigern.
- To provide students with the skills to read and interpret Biblical literature so that it makes sense
- To explore the Christian scriptures and teachings from a historical perspective to provide a foundation of understanding so they can become a source of encouragement, guidance and hope for our students
- To present the Old Testament Bible narrative to students in an exciting and relevant manner
- To enhance students' different learning styles and higher order thinking skills
- To challenge and encourage students to gain a better concept of the Christian understanding of God and the Bible and thus be able to make a conscious decision concerning the spiritual aspect of their lives

Contact: Mrs S Mudford

Year 9 - The Arts

All students select TWO semester length courses from Dance, Drama, Music, Visual Art. In addition, dependent on interest and student numbers, we offer a full year course in the Arts for students with specific passions and abilities.

DANCE

Course Outline

An in-depth exploration of the key Elements of Dance. Students have opportunities to present and respond to dance. They will explore how dance is used in different cultures and research dance genres through practical and theoretical activities.

Semester Course

- Elements of Dance (Group Choreography)
- Perform the choreographed dance.
- Study and research the dance in the past and present.
- Choreographic Devices
- Theory: researching, reflecting, responding to and analysing dance

Full Year Course

In the Full Year course, students will cover the Semester course in addition to

- Viewing and interpreting dance performance
- Choreographing a group dance
- Exploring production technologies of costumes and make up

Assessment

Students are assessed on a combination of practical tasks and written theory.

Contact: Mr G Wilcox

DRAMA

Course Outline

Students will develop practical knowledge about dramatic processes through a variety of activities. Students will plan, develop and perform drama both collaboratively and independently.

Semester Course

Students learn, through practical exploration, skills that will enable them to understand the components of drama including:

- Drama Elements and Techniques
- Improvisation
- Performing a scripted scene
- Mime - Physical expression

Full Year Course

In the Full Year Course, students complete all Semester units and explore units of work that link the skills to specific dramatic skills including:

- Playing Status
- Puppetry or Clowning
- Devised Drama
- Shakespeare

Students will also explore stage technologies and the way in which they enhance performance.

Assessment

Students are assessed using both practical and written work. Year 9 Drama uses a variety of assessment tools such as self assessment, peer assessment and teacher assessment both formally and informally.

Contact: Mr D Sheehan
Ms J Acheson

MUSIC

Introduction

Music at Year 9 is offered as a semester or full year course covering basic skills in all facets of Music. This course is designed to ease students into the requirements for studying Academic Music in the Senior College. It provides an introduction and progression to areas of musical study which will become the focus of NCEA and IB Music in the future.

Semester Course

Students will complete written and practical work in the following disciplines:

- Music Theory
- Aural Perception
- Composition
- Music History
- Group Performance
- Research

Full Year Course

Students will complete the year with the Semester length course along with the following:

- Solo Performance
- Music Technology

Students who opt for the full year course are expected to be taking individual music lessons.

Assessment

Music Theory, Aural Perception and Musical Knowledge will be assessed in an examination at the conclusion of each Semester. Composition and Musical Knowledge will also be assessed with assignments.

Contact: Mr O Gilmour

VISUAL ARTS

Introduction

Visual Artists are people who use their expertise and understanding of visual communication to shape, challenge and change the world around us. They are often engaged in both industrial activities and Fine Art practices. The thinking and outcomes of Visual Artists influence most aspects of modern life.

Course Outline

Visual Art in Year 9 is delivered in either a semester or full year course. The full year course extends the skills and practices covered in the semester course with additional projects. Both courses in Visual Art in Year 9 are designed to further challenge and extend the thinking and technical skills covered in Years 7 - 8. The primary focus of Year 9 is to begin to develop critical understanding of making visual outcomes across a range of specialist areas in Visual Art. Most importantly students should leave with increased confidence independent learning and visual problem solving skills and confidence to communicate in a range of media.

Students will have the opportunity to continue to develop their visual literacy alongside skills such as; formal composition alongside abstraction, ideation, drawing and mark making, printmaking, three dimensional character design and photography.

Assessment

The assessment in Visual Art is portfolio based. The development of this body of work is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of each unit. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Visual Art courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow student to gain a range of experiences before specialising in a specific area of Visual Art. At Year 11 students are given the opportunity to specialise in either; Visual Art – Design and Photography or Visual Art – Painting and Printmaking. At Year 12 and 13 the specialist areas include: NCEA Design, Photography, Sculpture, Painting and Printmaking and IB Visual Arts

All courses in Visual Art lead to UE approved Level 3 courses.

Contact: Mr R Stratton

Year 9 - Languages

All students select one full year course from the following languages Chinese, French, Japanese, Latin, Spanish and Te Reo Maori. Students are offered Beginner or Continuing language courses (Continuing courses are for students who have had at least one year of prior learning in their chosen language).

CHINESE

Introduction

At Year 9, three levels of Chinese classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the Chinese language and culture. This course will cover New Zealand Curriculum Levels 1 and 2.

Continuing – the Year 9 Continuing class is for those who have studied Chinese for at least one year or more of full-time study prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Advanced Combined – this class is offered to those students for whom Chinese is their primary language at home. This course covers Curriculum Levels 4, 5 and 6.

Course Outline

The skills of listening and speaking in Chinese will be the focus of beginning students, with much of the reading and writing in Pinyin. Recognition and writing of Chinese characters will be introduced along with aspects of Chinese culture.

Students in the Continuing class will begin to develop their conversational skills and will maintain a portfolio of Chinese writing, with a greater emphasis on recognising and using the Chinese characters.

The skills of reading and writing are the primary focus of the course for Advanced Combined students.

Assessment

There is regular formative testing throughout the year to assess student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Mrs T Yan

FRENCH

Introduction

At Year 9, two levels of French classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the French language and culture. This course will cover New Zealand Curriculum Levels 1 and 2.

Continuing – the Year 9 Continuing class is for those who have studied French for at least one year or more of full-time study prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in French in order to understand and be understood when using basic vocabulary and language features. Topics studied are centered around 'self'.

This French language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Ms M Fahey

JAPANESE

Introduction

At Year 9, two levels of Japanese classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the Japanese language and culture. This course will cover New Zealand Curriculum Levels 1 and 2.

Continuing – the Year 9 Continuing class is for those who have studied Japanese for at least one year or more of full-time study prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in Japanese in order to understand and be understood when using basic vocabulary and language features. Topics studied are centered around 'self'. Students are introduced to basic Hiragana reading and writing.

This Japanese language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Mrs C Leishman

LATIN

Introduction

An introduction to Latin as a language.

Course Outline

In this course, the focus is on understanding Latin as both a language and in its historical context. There is an emphasis on translation and comprehension. Roman history and culture are also explored.

Assessment

There is regular testing during the year such as vocabulary testing. In addition, there is a summative assessment at the end of the first semester and a formal end of year examination comprising listening, speaking, reading and writing.

Contact: Mr M Clyne

SPANISH

Introduction

At Year 9, two levels of Spanish classes are offered.

Beginning – the Year 9 Beginning class is an introduction to the Spanish language and culture. This course will cover New Zealand Curriculum Levels 1 and 2.

Continuing – the Year 9 Continuing class is for those who have studied Spanish for at least one year or more of full-time study prior to entry. Curriculums Level 2 and elements of Level 3 will be studied.

Course Outline

The focus of both the Beginning and the Continuing courses is on communication in Spanish in order to understand and be understood when using basic vocabulary and language features. Topics studied are centered around 'self'.

This Spanish language course is for second language learners. It is not intended for students for whom this is the primary language used at home.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Mrs M Martinez

TE REO MAORI

Introduction

An introduction to Te Reo Maori as a language.

Course Outline

The focus of the Maori course is on communicating in Maori in order to understand and be understood. Students will also develop an awareness of Maori culture and the significance of the language in Aotearoa New Zealand.

The Maori language course is for second language learners and not intended for students for whom this is their primary language at home.

Assessment

There is regular testing during the year as vocabulary testing and unit tests. There is a formal end of year examination.

Contact: Mrs C Leishman

Year 10 Curriculum

In Year 10 the skills and understandings from Year 9 are further developed with the range of option subjects increased to provide an array of new opportunities and prepare students for their Senior College courses. Year 10 students continue to follow a core curriculum and also choose three subjects from a list of optional choices. In making their selection, students need to start thinking ahead to their Senior College years and possible career pathways.

At Year 10, students may have the opportunity to gain credits towards NCEA Level 1 in some subjects.

All Students will study the following core subjects

- English
- Mathematics
- Science
- Social Studies
- Physical Education & Health
- Christian Education
- Outdoor Education - Field Centre (Term 4)

In addition, students select 3 optional choices from the following range of year long courses:

- | | |
|-------------------------|------------------|
| • Ancient Civilisations | • Japanese |
| • Chinese | • Latin |
| • Dance | • Music |
| • Digital Technology | • Media Studies |
| • Drama | • Object Art |
| • Enterprise Studies | • Product Design |
| • Fashion and Textiles | • Spanish |
| • Food Technology | • Spatial Design |
| • French | • Visual Arts |

At the end of Year 10, all students take part in an extended outdoor experience known as 'Field Centre' in the Tongariro National Park.

YEAR 10 SUBJECTS
English Media in Society
Mathematics
Science
Physical Education & Health
Christian Education
Social Studies Enterprise Studies Ancient Civilisations
Chinese French Japanese Latin Spanish Te Reo Maori (TBC)
Dance Drama Music Visual Arts
Digital Technology Fashion and Textiles Food Technology Object Art Product Design
Spatial Design

Bold indicates a compulsory core subject

Year 10 - Core Subjects

ENGLISH

Introduction

The Year 10 English programme builds on learning from Year 9 and lays a foundation for future learning in Year 11. The Year 10 programme will cover the following aspects: Reading, Writing, Listening, Presenting, Speaking, Viewing. The course is underpinned by the two key strands of the English Curriculum:

Making Meaning – In their reading, listening and viewing, students will show a developing understanding of ideas within, across and beyond texts, how texts are constructed for different purposes and audiences, and how language features are used for effect.

Creating Meaning – In their writing, speaking and presenting, students will show a developing understanding of how to construct texts for different purposes & audiences, how to select, form, communicate and organise ideas and how to use language features appropriately for effect.

Course Outline

The Year 10 English programme is a relevant and comprehensive course designed to help students further develop their comprehension and communication skills. Students are exposed to a broad range of texts from a variety of genres, timeframes and cultural perspectives. Thematic units will focus on short stories and film, and there is the flexibility in the course for teachers to target students' specific interests and learning needs with a wider choice of texts and text-types. Developing students' information literacy and formal writing skills is a key focus of the course. Creative writing skills continue to be developed through regular journal writing. Speaking and listening is incorporated through regular class and group discussion, and an oral presentation and an audio book presentation. Instruction in grammar, punctuation, spelling and vocabulary is integrated into teaching units according to student need. The programme will include opportunities to engage with audiobooks and all students will have a focus on New Zealand texts within the academic year.

Assessment

Across the year students will receive feedback, a curriculum level, and grades for:

- Literary Essays
- Oral Presentation
- Formal Writing
- Comprehension Reading

There is an end-of-year examination for summative assessment of:

- Literacy Essay Skills
- Comprehension Reading Skills

e-asTTle Reading will be used as an assessment-for-learning tool to identify strengths and skills requiring further development.

Contact: Ms S Howard

MATHEMATICS

Introduction

Mathematics in Year 10 will cover the following New Zealand Curriculum strands:

- Number and Algebra
- Geometry and Measurement
- Statistics and Probability

Course Outline

The main focus in Mathematics in Year 10 is to develop student skills in Number, Algebra, Measurement and Statistics. Students will be required to problem solve, undertake practical activities and communicate mathematical ideas. Students will be encouraged to develop their powers of reasoning to investigate and interpret mathematical problems.

Acquisition of basic skills in Middle College will prepare students for Mathematics in the Senior College.

All students will be given access to Mathletics, Education Perfect and e-asTTle. These programs allow students to use them as a formative tool, to practise Mathematics at home and also use for assessment preparation.

Extension classes or support classes are offered to selected students.

The accelerated students will be offered the opportunity to follow the IGCSE programme.

Assessment

- e-asTTle formative testing with Number and Algebra.
- Class tests for each topic
- End of year examination of main strands
- Year 10 students will sit one Level One Internal Achievement Standard

Contact: Miss J Maclean

SCIENCE

Introduction

Year 10 Science aims to continue the development of key scientific skills and an understanding of the Nature of Science. Students will refine their scientific way of thinking, where creativity and curiosity are fostered. A wide body of scientific knowledge will be explored through a diverse range of methods and processes.

Course Outline

The topics covered at this level include

- Material World including Atomic Science as well as Acids, Bases and Metals
- Physical World including Forces and Motion, Electricity
- Living World including Genetics and Medical Science

The topics in Year 10 Science are structured as part of a two-year science course through Year 9 and Year 10 in which significant skills and content are covered in preparation for Senior Sciences.

Assessment

A range of assessment modes are used

- Topic Tests
- End of topic reports
- End of year examination

Contact: Mr G Hodgson

SOCIAL STUDIES

Introduction

The Year 10 Social Studies programme follows on from Year 9, with students working primarily at Level 5 of the New Zealand Social Studies curriculum. The main aim of Social Studies remains the same with a secondary aim being to equip students with skills, ideas and knowledge which may lead to an interest in History, Geography and Travel and Tourism in the Senior College.

Course Outline

The year consists of four major topics:

- Treaties
- Governments and Peoples
- World at Risk

During each topic, students will be assessed in a variety of ways to assess their knowledge and understanding of the topic and the specific skills that are appropriate. Each of these areas are of equal importance and will be assessed and reported accordingly.

Skills acquired during the course include:

- Mapping
- Presentation Skills
- Writing Skills
- Field Work Skills
- Graphing
- Diagram Creation
- Interpretation Skills
- Research and Investigation Skills

Assessment

Formative assessment:

- Individual and group projects
- Inquiry processes
- Recall Tests

Summative assessment:

- End of topic assessments
- Skills assessment
- End of year examination

Contact: Ms J Coughlan

PHYSICAL EDUCATION AND HEALTH

Introduction - Physical Education

Physical Education at Year 10 fosters attitudes and values that endorse health-enhancing practices and enables students to gain knowledge about the significant role that physical activity plays in their social, emotional and physical development.

Course Outline

Contexts and topics covered include:

1. **Outwitting opponents through Paddle Tennis and Volleyball** – Students learn to understand how to outwit opponents and manipulate space to gain tactical advantage in games or rallies.
2. **Fit 4 Life** – Through practical labs students will identify a personal fitness goal and gain an understanding of components of fitness and methods of training.
3. **Body in Motion** – to introduce students to basic biomechanical and physiological principles and their application in various sporting activities.
4. **Games for understanding** – the learning focus of this unit is for students to be able to play invasion games, applying attack and defensive strategies and be able to transfer skills and knowledge from context to context in Netball and Touch.
5. **Field Centre Preparation** – to learn and use leadership techniques in the group setting while learning some outdoor skills prior to the Year 10 Field Centre Outdoor Education programme. To explore and learn methods of orienteering and navigation using assertive group communication skills in the school setting.

Contact: Ms E Colebourne

Introduction - Health

Health at Year 10 fosters attitudes and values that endorse health-enhancing practices.

Course Outline

Contexts and topics at Year 10 include:-

1. **Digital Citizenship** – an indepth understanding of how online actions could potentially have damaging consequences for a young persons' emotional and physical health.
2. **Fundamental Movement Patterns** – over the course of one school term, students will participate in a gym based training programme centred around basic movement patterns to enhance physical competency and decrease injury risk
3. **Feed the beast** – an indepth investigation into fad diets and their effect on physical and psychological well-being.
4. **Body Image** – a short scheme of learning focused on the effects of media on young people's perception of self.
5. **Sexuality** – open discussions around different types of relationships maintaining both physical and emotional safety throughout. A range of sexualities are discussed. (Please note that parents may withdraw their child from this important scheme of learning by informing Mr Duncan McQueen, Principal, Middle College.
6. **On the streets** – drug education, an investigation into the different classes of drugs and how they affect a teenagers mind, body and emotional well-being.
7. **Communities count** – selecting a community issue that affects them, students develop research stalls to investigate and plan ideas for improvement.

CHRISTIAN EDUCATION

Introduction

As an intrinsic part of the special character of Saint Kentigern College, Christian Education is mandatory for all Year 10 students.

The Year 10 Christian Education course explores the life and teachings of Jesus, based around the Gospel of Mark. It focuses on how to read and interpret the four Gospels and provides students with a thorough knowledge of the birth, life, death and resurrection of Jesus (including the political, religious, historical and geographical background), as well as some of his teachings and his commands to his followers when he left them.

As part of their studies, students will undertake a NCEA Level 1 Achievement Standard during this course.

Aims

- To create a learning environment in which students feel the freedom to question and debate some of the crucial questions about life and humanity
- To explore the Christian scriptures and teachings from a historical perspective, to provide a foundation of understanding that can become a source of encouragement, guidance and hope for the students
- To explore and demonstrate ways in which the Gospels can be read and interpreted in order to gain better understanding of them, more particularly the nature of the concept of 'Grace'.
- To ensure that students understand the link between the Old and the New Testaments
- To challenge and encourage students to gain a better concept of the Christian understanding of God and thus be able to make a conscious decision concerning the spiritual aspect of their lives

Assessment

- NCEA Level 1 Achievement Standard 'Describe key beliefs of a religious tradition'

Contact: Mrs S Mudford

Year 10 - Options

In addition to their core subjects, Year 10 students select 3 optional choices from the following range of year long courses Ancient Civilisations, Chinese, Dance, Digital Technology, Drama, Enterprise Studies, Food Technology, Fashion and Textiles, French, Japanese, Latin, Media in Society, Music, Object Art, Product Design, Spanish, Spatial Design and Visual Art.

ANCIENT CIVILISATIONS

Introduction

The Year 10 Ancient Civilisations course is designed to offer students a taste for all matters pertaining to historical examination of the major developments that have helped shape today's world: political, military, religious, philosophical, technological, artistic and aesthetic developments. By understanding these developments students learn how the past continues to influence present day New Zealand.

Ancient Civilisations aims to give a broad view of the important figures that shaped the worlds of the people they ruled, the social developments in education and art, innovations that are still in use even today, and evolution of social justice. At this level, students will be given an opportunity to explore issues at depth. This will give them a platform to draw connections to our own modern society.

Course Outline

The course will examine the ancient civilisations of Europe, Asia, Africa, and the Americas and explore the commonalities of ancient civilisations and their organisation and belief structures. The focus of the course will be to look at the development of the ancient world and the influence of the civilisations on each other and modern society.

Assessment

There is regular testing and assessments based upon themes studied throughout the year as well as an examination at the end of the year.

Contact: Mr M Clyne

CHINESE

Introduction

At Year 10, two levels of Chinese classes are offered, Continuing and Advanced. To gain entry to this course into either of these courses, students must have studied for a minimum of one full year in Year 9. This course encompasses Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study Chinese in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

Course Outline

Students will be introduced to the reading and writing of more Chinese characters. The course continues the development of an understanding of Chinese culture.

For students in the Advanced Combined class, reading and writing will be the primary focus of the course.

Assessment

There is regular formative testing throughout the year to assess student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester, and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also continue to maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

At the discretion of the Teacher in Charge of Chinese, students in the Advanced Combined class may have the opportunity to sit at least one NCEA Internal Assessment Achievement Standard.

Contact: Mrs T Yan

DANCE

Entry Requirements

A genuine interest and/or experience in dance.

Course Outline

Students will be introduced to practical knowledge about dance and will develop ideas in dance. They will present dance for a purpose (to communicate), interpret and explore how dance is used for different purposes in different cultures.

Concept and topics include:

- Recap Elements
- Genre Choreography
- Genre techniques and performance
- Choreographic devices
- Perform in a choreographed dance work
- Genre study
- Analysing the dance performance.
- Cultural Dance

Students in Year 10 Dance that meet the criteria set, will be offered a Level 1 NCEA Achievement Standard that leads to the Extension Dance class.

Extension Dance

This is an accelerated class in which students that have achieved at an Excellence level and are capable, be offered Achievement Standards at a level above their year group.

Assessment

End of year theory examination combined with practical and theory dance assessments during the course of the year.

Contact: Mr G Wilcox

DIGITAL TECHNOLOGY

Introduction

Digital Technology is a diverse and rapidly changing field with many potential areas of focus. Year 10 Digital Technology students are given the opportunity to explore different avenues of Digital Technology over a number of projects.

Course Outline

Year 10 Digital Technology is designed to foster creative and critical practice in a project based environment.

Students have the opportunity to develop their thinking, design and practical skills in a few specialist digital areas. Projects could include such contexts as; the evolution of photography from darkroom through to digital manipulation, web development and UX design using mark-up language and the elements of design, an investigation into the development of VR technologies, an introduction to motion graphics across a range of specialised software and 3D modelling for gaming technologies. Most importantly students should leave with the confidence to explore the areas of Digital Technology that most interest them and having the thinking and technical skills to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Digital Technology at Year 10 would be Visual Art and Spatial Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Digital Technology splits into Animation and Motion Graphics and Computer Science at Level 2 and Level 3. Students can select one or both of these courses to study.

All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

DRAMA

Entry Requirement

A genuine interest in the Dramatic Arts.

Course Outline

Students will further develop their knowledge and skills in Drama through practical planning and performance, gain understanding of Drama in past and present contexts and continue to co-operatively plan and develop their own Drama performances.

Through practical exploration, students will develop their knowledge and skills in Drama to enable them to challenge, affirm and express their ideas. Students work independently and collaboratively to construct meaning, produce work and respond to and value other contributions. They will study dramatic forms both past and present including Physical Theatre and Process Drama, Elizabethan Theatre, written theory and research projects and a scripted performance.

Assessment

Year 10 Drama continues using assessment tools introduced in Year 9 Drama such as self assessment, peer assessment and teacher assessment both formally and informally.

Students have the opportunity to complete one Level 1 NCEA Achievement Standards, which are assessed accordingly.

Contact: Mr D Sheehan
Ms J Acheson

ENTERPRISE STUDIES

Entry Requirement

A genuine interest in business and the financial world. Students taking this course will develop basic financial literacy and entrepreneurial skills.

Course Outline

Students will spend time throughout this year-long course examining the different aspects of Commerce and will gain comprehensive understanding of the business world. There are four major topics covered throughout the course; Economics, Accounting, Business Studies and Financial Literacy.

Skills and understanding will be developed through both theoretical and practical application of concepts covered and students will have the opportunity to participate in Market Day – a real world simulation of running a business. The concepts and skills which are covered in the Economics, Accounting and Business Studies units are designed to introduce students to these subjects in preparation for subject selection at the end of Year 10. Financial Literacy develops students' awareness and skill by introducing them to paying taxes, KiwiSaver, personal debt and insurance.

Assessment

Students will be assessed using a variety of methods such as class tests, presentations, group work and written reports. There is no final exam for Enterprise Studies

Contact: Miss J Stuart

FASHION AND TEXTILES

Introduction

Fashion and Textiles Design is a diverse field with many potential areas of focus. Year 10 Fashion and Textiles students are given the opportunity to explore different avenues of this specialist area over a number of projects.

Course Outline

Year 10 Fashion and Textiles Design has been developed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills over a series of projects. Projects could include such contexts as; fashion illustration and photography, basic and intermediate machine operation and techniques, digital and physical textile printing and manipulation, basic pattern adaptation, 3D printing to inspire avant-garde outcomes, pop up fashion outlets and limited edition sales techniques, response to authentic needs and opportunities in the domain of Fashion and Textile Design. Most importantly students should leave with the confidence to explore the areas of Fashion and Textiles Design that most interests them and having the thinking and technical skills to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Fashion and Textiles Design at Year 10 would be Visual Art, Object Art, Product Design and Spatial Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Fashion and Textiles Design is a specialist area of Technology from Year 10 - 13. The Level 3 course is designed to scaffold and translate into different areas of University study. All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

FOOD TECHNOLOGY

Introduction

Food Technology is a diverse field with many potential areas of focus. Year 10 Food Technology students are given the opportunity to explore different avenues of this specialist area such as culinary design, food science and nutrition over a number of projects.

Course Outline

Year 10 Food Technology has been designed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills over a series of projects. Projects could include such contexts as; Blue Brew: a practical introduction to the world of coffee, menu design, food photography and styling, event planning and management, an introduction to where food comes from and how it is consumed, basic food chemistry and nutrition and product development and manufacture for a target market. Most importantly students should leave with the confidence to explore the many avenues of Food Technology and having the thinking and technical skills to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Food Technology at Year 10 would be Visual Art and Digital Technology.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Food Technology is a specialist area of Technology from Year 10 - 13. The Level 3 course is designed to scaffold and translate into different areas of University study. All courses in Technology lead to UE approved Level 3 courses.

Contact: Ms M Aitken

FRENCH

Introduction

At Year 10, two levels of French class are offered 'Continuing' and 'Advanced'. Students must have completed at least one year's full-time study in French to qualify for acceptance into either. Selection for the 'Advanced' class will be at the discretion of the Teacher in Charge of French. Both courses encompass Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study French in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

Course Outline

This course continues the development of student understanding of French vocabulary and simple language features in a communicative environment. Topics include the family, friends and aspects of their immediate environment.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking. Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Ms M Fahey

JAPANESE

Introduction

At Year 10, one level of Japanese class is offered. This course encompasses Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study Japanese in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

Course Outline

This course continues the development of student understanding of Japanese vocabulary and simple language features in a communicative environment. Topics include the family, friends and elements of their immediate environment. Students are introduced to the katakana alphabet and common-use kanji characters.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking.

Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester.

Contact: Mrs C Leishman

LATIN

Entry Requirements

Year 9 Latin.

Students must gain a GPA of 70 in Year 9 Latin or obtain approval by the Head of Department.

Course Outline

Latin at Year 10 will increase student's confidence in the translation and comprehension of Latin and broaden their understanding of Roman history and culture, where the focus is on life in Roman Britain and life in the city of Alexandria in Egypt.

The course will enable the students to progress to NCEA Level 1.

Assessment

There is regular testing throughout the year such as vocabulary testing. In addition, there is a summative assessment at the end of the first semester and a formal end of year examination comprising listening, speaking, reading and writing.

Contact: Mr M Clyne

MEDIA IN SOCIETY

Introduction

In today's media saturated world, it is important to help young people understand the messages they are receiving. Media in Society helps students develop the basic skills to understand how visual media is constructed, and challenges them to create their own media products.

Media in Society at Year 10 course is a foundation course and can be continued through NCEA Levels 1, 2 and 3 and also in to IB Film.

Course Outline

Media in Society is a mix of practical work and understanding of theory and concepts. In the theoretical component, students develop knowledge and understanding in the following areas:

- Narrative structure and conventions
- Genre
- Film terminology
- Audiences
- Ideology
- Representation

Students apply this knowledge when making various media products ranging from socially and environmentally conscious posters and re-cut trailers to magazine covers and interactive presentations. The goal for the year is to have students develop a more engaged, yet critical view on the everyday media that they consume, how it is constructed and how it can impact popular culture and society.

Assessment

Internal assessment including one Level 1 Media in Society Achievement Standard (AS90990 Demonstrate an understanding of selected elements of media text(s) - worth 3 credits).

Contact: Mr I Thomas

MUSIC

Introduction

Music at Year 10 covers intermediate skills in all facets of music and is designed as a precursor to Level 1 Music. Students who complete the course are well prepared to progress to the NCEA Level 1 course. Students who take Year 10 Music must have individual lessons on a musical instrument.

Music at Year 10 will familiarise students with the required level of balanced academic and practical focus expected if they continue to take Music as an academic subject.

MUSIC (NCEA Level 1 Option)

Qualification

NCEA Level 1

Entry requirement

Students should be competent on an instrument and have some understanding of music theory.

Entry is at the discretion of the Head of Music however as a guide students should be at Grade 3 level.

Introduction

Level 1 NCEA Music is a diverse programme that is well suited to Year 10 students with past experiences in music at a high level.

Assessment

NCEA LEVEL 1 - MUSIC			
No.	Standard	Internal/ External	Credits
AS91090	Perform contrasting music as a featured soloist	Internal	6
AS91091	Perform music as a member of a group	Internal	4
AS91092	Compose pieces of music	Internal	6
AS91093	Aurally identify, describe and transcribe music elements from simple music	External	4
AS91094 (L)	Identify and describe fundamental materials of music	External	4
AS91095 (L)	Demonstrate knowledge of music work	Internal	6
Total Possible Credits			30

Contact: Mr R Gerritsen

Course Outline

Students will complete work in Music Theory, Aural Perception, Composition, Musical Knowledge, Solo and Group Performance musical disciplines.

A full NCEA Level 1 Music course is offered and is subject to the discretion of the Head of Music.

Assessment

Music Theory and Aural Perception will be assessed in an examination at the conclusion of each semester. Composition and Musical Knowledge will also be assessed with assignments. Solo and Group Performances will be assessed as practical assessments in front of an audience.

Contact: Mr O Gilmour

Course Outline

The course is divided into six main areas:

- Composition
- Music Theory / Score Reading
- Solo Performance
- Group Performance
- Set Works
- Aural Skills

Students will develop skills in individual and group performance, composition, aural skills, score reading and musical knowledge.

Level 1 Literacy

Standards marked (L) go towards meeting the Level 1 Literacy requirements

OBJECT ART

Introduction

Object Art is designed to cater for students who want to explore the space between Technology and the Visual Arts. It is a feeder to Product Design and Sculpture. The cross-disciplinary approach of this specialist area offers a unique learning experience and students are given the chance to explore different avenues of Object Art over a number of projects throughout the year.

Course Outline

Year 10 Object Art has been designed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills over a series of projects. Projects could include such contexts as; an introduction to silversmithing, large scale sculptural objects, skate deck manipulation, environmental installation, drawing for design, contemporary adornment practices such as 3D printing, an introduction to casting and fabrication and 3D modelling for creature design. Most importantly students should leave with the confidence to explore the many avenues of Object Art and having the thinking and technical skills to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Object Art at Year 10 would be Visual Art, Product Design and Spatial Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Object Art is a specialist area of Technology from Year 10 - 11. In Year 12 - 13 it becomes Sculpture and sits in the domain of the Visual Arts. All courses are designed to scaffold and translate into different areas of University study. All courses in Technology and the Visual Arts lead to UE approved Level 3 courses.

Contact Ms M Aitken

PRODUCT DESIGN

Introduction

Product Design is a diverse field with many potential areas of focus. Students are given the opportunity to explore different aspects of Product Design through one major project aimed at fostering the design of innovative products through designedly observation.

Course Outline

Year 10 Product Design has been developed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills throughout one major project. The current project involves the critical investigation of a design 'classic' the train powers of observation. Once students can critically isolate areas of interest and inspiration they must translate those ideas into 3D mock-ups and eventually a multi-materials outcome. The final outcome should connect to the design classic but not replicate it. Most importantly students should leave with the ability to find and translate inspiration into their own design practice and the confidence and technical facility to make full use of the Product Design specialist facilities. They should also have the independence and conceptual facility to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Product Design at Year 10 would be Object Art, Spatial Design and Fashion and Textile Design.

Assessment

The assessment in Technology is project based. The development of each project is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of a section of the course. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Product Design is a specialist area of Technology from Year 10 - 13. The Level 3 course is designed to scaffold and translate into different areas of University study. All courses in Technology lead to UE approved Level 3 courses.

Contact Ms M Aitken

SPANISH

Introduction

At Year 10, two levels of Spanish class are offered 'Continuing' and 'Advanced'. Students must have completed at least one year's full-time study in Spanish to qualify for acceptance into either course and ideally must have received a Merit grade in the writing component in Year 9, to be able to cope with the level of study in Year 10. Selection for the 'Advanced' class will be at the discretion of the Teacher in Charge of Spanish. Both courses encompass Levels 3 and 4 from the New Zealand Curriculum. It is anticipated that students who elect to study Spanish in Year 10 have the intention of continuing into Year 11 and completing the NZQA Level 1 qualification.

Course Outline

This course continues the development of student understanding of Spanish vocabulary and simple language features in a communicative environment. Topics include the family, friends and aspects of their immediate environment.

Assessment

There is regular formative testing throughout the year to check student progress. These tests will target vocabulary and grammatical understanding and recall. In addition, there is a summative test held at the end of the first semester; and a final examination held at the end of the year. These examinations will assess the skills of listening, reading, writing and speaking. Students also maintain a Speaking and a Writing portfolio, which contributes to their grades at the end of each semester:

Contact: Mrs M Martinez

SPATIAL DESIGN

Introduction

Spatial Design is an area of study based on the Design and Visual Communication (DVC) curriculum that focuses on the designing of spaces (interior and exterior). Students are given the opportunity to explore different aspects of Spatial Design through three main projects that aim to foster design thinking and visual communication around the foundations of architecture and interior design.

Course Outline

Year 10 Spatial Design has been developed to foster creative and critical practice in a project based environment. Students have the opportunity to develop their thinking, design and practical skills throughout three main projects. Projects include; 'Experiencing Space' where students develop an awareness of space and create a communal built environment; 'Presenting Space' where students develop skills around the visual presentation of their own architectural design ideas; and 'Creating Space' where students design a small house inspired by an iconic piece of furniture. Students learn how to generate and develop their own ideas and communicate these ideas and thinking visually. More importantly, they learn ways to manage creative projects and develop their own design approaches and personal perspectives. They should also have the independence and conceptual facility to commence study in Senior College.

Specialist areas that would be beneficial to study in support to Spatial Design at Year 10 would be Object Art, Product Design and Visual Art.

Assessment

The assessment in Spatial Design is project based. The development of each project is monitored through checkpoints that provide ongoing feedback and an indication of progress before final submission. Summative assessment is based on the three key strands of Design and Visual Communication (DVC) - Design Heritage, Design Practice and Visual Communication.

Future Pathways

Spatial Design is a specialist area that progresses from Year 10 - 13. The Level 3 course is designed to scaffold and translate into different areas of University study. Spatial Design is based on Design and Visual Communication (DVC) which is UE approved.

Contact: Mr M Samaeli

VISUAL ARTS

Introduction

Visual Artists are people who use their expertise and understanding of visual communication to shape, challenge and change the world around us. They are often engaged in both industrial activities and Fine Art practices. The thinking and outcomes of Visual Artists influence most aspects of modern life.

Course Outline

Visual Art in Year 10 extends the skills and practices covered in Years 7 - 9 and challenges students to begin to generate artworks that are critical and informed by established practice. The primary focus of Year 10 is to build a broad and diverse range of experiences so students have the opportunity to explore the media and techniques best suited to their personal practice. Most importantly students should leave with the confidence to select the Level 1 Visual Art course that is most suited to them and having the thinking and technical skills to commence study in Senior College.

Students will have the opportunity to continue to develop their visual literacy alongside experiences in specialisms such as; digital illustration, drawing and mark making, printmaking, painting, photography and communication design.

Assessment

The assessment in Visual Art is portfolio based. The development of this body of work is monitored through checkpoints. Checkpoints provide feedback and an indication of progress before final submission at the end of each unit. Summative assessment is based around success rubrics devised to encourage self-assessment and critical reflection from students.

Future Pathways

Visual Art courses in Middle College are broad and span the breadth of specialist areas in Senior College. The programmes have been designed to allow student to gain a range of experiences before specialising in a specific area of Visual Art. At Year 11 students are given the opportunity to specialise in either; Visual Art – Design and Photography or Visual Art – Painting and Printmaking. At Year 12 and 13 the specialist areas include: NCEA Design, Photography, Sculpture, Painting and Printmaking and IB Visual Arts.

All courses in Visual Art lead to UE approved Level 3 courses.

Contact: Mr R Stratton

Looking ahead to the Senior College

This section is intended to give Middle College students an insight into the Senior College years at Saint Kentigern College. The Senior College Curriculum is illustrated on page 56 - 57, providing an understanding of how courses progress from year to year and the range of options available in Senior College years.

On the following pages, further information explaining NCEA, the IB Diploma and NZQA Scholarships are covered.

QUALIFICATIONS - PROVIDING CHOICE

Should I choose NCEA or the International Baccalaureate Diploma?

In 2008, Saint Kentigern College gained accreditation as an IB World School enabling the College to offer the International Baccalaureate (IB) Diploma as an alternative qualification to NCEA for students in Years 12 and 13.

During Year 11, all Senior College students undertake NCEA Level 1 qualifications. At Year 12, students will choose to either continue with NCEA or begin the two year IB Diploma course.

Whilst the majority of our students will elect to continue with NCEA in Years 12 and 13, it is important to be able to offer a choice of qualifications.



NCEA

NCEA (National Certificate of Educational Achievement) is the national qualification for senior secondary school students in New Zealand. Since the introduction of NCEA, the College has been very pleased with the performance of our students at all three NCEA Levels; their results have consistently placed Saint Kentigern College as one of the top performing schools in the country. NCEA is the qualification pathway that the majority of our students will select.

Understanding NCEA

At each Level of the qualification (Level 1, Level 2 and Level 3), students are assessed on the learning attained in their selection of subjects.

Achievement Standards

Individual NCEA subjects are subdivided into Achievement Standards, some of which are assessed internally (and moderated externally) during the course of the academic year and some externally through the NZQA (New Zealand Qualifications Authority) national examinations at the end of the year. Each successful assessment earns credits that contribute to a certificate at Level 1, Level 2 or Level 3. Most subjects offer between 16-24 credits.

How many Credits do I need?

Each subject has a number of Achievement Standards. Each Achievement Standard is worth a set number of credits that count towards NCEA. This diagram shows how many credits are required to be awarded a certificate at each level.

	LEVEL 2		LEVEL 3	
LEVEL 1	80 credits at Level 2 OR...	60 credits at Level 2 or above PLUS 20 credits at any level	80 credits at Level 3 OR...	60 credits at Level 3 or above PLUS 20 credits at Level 2 or above
80 credits at any Level (Level 1, 2 or 3). Including 10 in literacy and 10 in numeracy				

There are four different levels of assessed results for

Achievement Standards:

Not Achieved (N) - The student has not met the required standard

Achieved (A) - The student has met the required standard

Merit (M) - The student has achieved the standard with Merit

Excellence (E) - The student has achieved the standard with Excellence

Unit Standards

These are internally assessed standards, generally for less academic subjects, that are assessed at the College during the year as learning takes place. These can also contribute credits towards NCEA.

There are only two different levels of results for Unit Standards:

Not Achieved (N or NA) - The student has not met the required standard

Achieved (A) - The student has met the required standard

Endorsement of Certificates

Students who have been successful receive NCEA certificates at the end of each year of study (Level 1, Level 2 and Level 3). These certificates show that a student has achieved the required number of credits at a particular level.

To encourage students to do their best, those who gain sufficient credits at Merit (50 credits at Merit or above) or Excellence (50 credits at Excellence level) will have this recognised on their certificates.

Endorsement of Courses

Course endorsement provides recognition for students who perform exceptionally well in individual courses. To attain a course endorsement, a student will need to achieve:

- 14 or more credits at Merit and Excellence
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards

The course must be completed within one school year. A great deal of further information can be found on the NZQA website: www.nzqa.govt.nz

All Year 11, 12 and 13 NCEA students will be assessed against NQF Achievement Standards or Unit Standards. For each subject studied, there are 5-9 Achievement Standards and/or Unit Standards (Unit Standards are

generally for less academic subjects). Each Achievement/Unit Standard is worth a set number of credits, generally between 2 and 6 credits. Most subjects consist of courses which offer between 16-24 credits.

Each subject is divided into 5-9 modules of work. The modules will either be Achievement Standards or Unit Standards. This example shows that Level 1 Economics has 5 Achievement Standards in addition to the optional Achievement Standard available. The letters in brackets shows whether the standard contributes to the Literacy (L) or Numeracy (N) requirements.

Some assessment is based on work completed and assessed at school (internal) and moderated. Some modules are assessed by a national examination (external)

If the Standard is achieved, a student earns a number of credits towards the total

NCEA LEVEL 1 - ECONOMICS			
No.	Standard	Internal/ External	Credits
AS90983 (L)	Demonstrate understanding of consumer choices, using scarcity and/or demand	External	4
AS90984 (L)	Demonstrate understanding of the decision a producer makes about production	Internal	5
AS90985 (L)	Demonstrate understanding of producer choices, using supply	External	3
AS90986 (L)	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	External	5
AS90988	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Internal	3
Total Possible Credits			20
OPTIONAL ACHIEVEMENT STANDARD AVAILABLE			
Optional NCEA Level 1 Economics (with HoD approval)			
AS91228 (L)	Analyse a contemporary economic issue of special interest using economic concepts model	Internal	4

An Achievement Standard identification number starts with AS. Unit Standards begin with US

During the year, students will be assessed either internally or externally (national examination) on what they learn in these modules of work

The maximum number of credits available for each subject varies. For Level 1 Economics, the maximum number of credits that can be earned is 20 plus up to 4 additional credits offered in an optional achievement standard

International Baccalaureate (IB) Diploma Overview

At Saint Kentigern College, students entering Year 12 have a choice of qualifications. They may choose to continue with NCEA or opt for the two year International Baccalaureate (IB) Diploma Programme; a challenging two year course (Years 12 and 13) leading to a qualification, like NCEA, is widely recognised by universities around the world.

Students who select the IB Diploma at Year 12 should regard this as a two year commitment, however; those whose attainment at the end of Year 12 appears insufficient to meet the Diploma requirements may be advised to reassess their qualification pathway for Year 13.

(Please note: Students who elect to study the IB Diploma are also eligible to sit the NZQA Scholarship examinations where examination timetabling permits).

Entry Requirements

The IB Diploma is available to all Saint Kentigern College students entering Year 12 providing that they have met the relevant individual subject entry criteria (see individual subjects for details).

Strong IB Diploma candidates are those who are highly motivated with average or above average ability across a range of subjects. In addition, they need to be able to organise and manage their time effectively. It is not an elitist qualification but its rigorous standards do require commitment, organisation and initiative.

Course Outline

Diploma students take six subjects. Students must choose one subject from each of Groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from Group 6, or the student may choose another subject from Groups 3 or 4.

Three subjects are studied in depth at Higher Level (HL) and three at Standard Level (SL). Students will decide which subjects they will study at Higher Level at the end of the second term in Year 12.

In addition, the programme has three core requirements that are included to broaden the educational experience and challenge students to

apply their knowledge and understanding. This requires the students to complete a course in the Theory of Knowledge (TOK), write an Extended Essay (EE) and participate in Creativity, Activity and Service (CAS).

Assessment

IB Diploma subjects are assessed by a combination of continuous coursework and external examinations at the end of the two year programme.

In each subject candidates are awarded Levels of Achievement with Level 7 being the highest:

Level 7	Outstanding/Exceptional
Level 6	Excellent
Level 5	Very Good
Level 4	Good
Level 3	Mediocre
Level 2	Poor
Level 1	Very Poor

In addition to this, up to 3 points are awarded for performance in the Extended Essay and the Theory of Knowledge. The Diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance across the whole programme and to satisfactory participation in the Creativity, Activity, Service component. The highest total that a Diploma student can be awarded is 45 points.

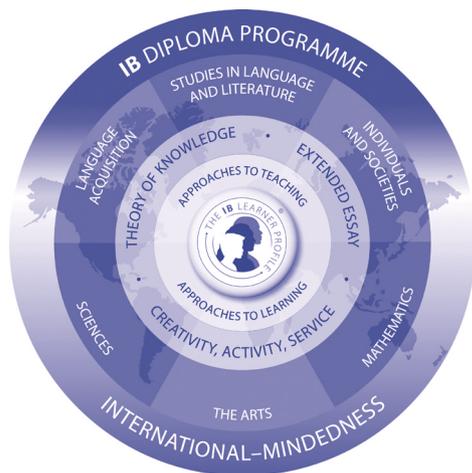
The average international IB Diploma score is 29 points out of the maximum 45. 24 points is the minimum requirement for university entry, however; more demanding university courses may require a higher level of points.

For more detailed information about the International Baccalaureate Organisation worldwide, visit their website: ibo.org

For more specific and detailed information about the IB Diploma programme at Saint Kentigern College please contact the IB Coordinator, Mr P Lee, philip.lee@saintkentigern.com

How Does The Diploma Programme Work?

The International Baccalaureate Diploma curriculum contains six subject groups, together with a core made up of three separate parts that are compulsory to all students. This is illustrated by the diagram below with the compulsory requirements at the core.



IB Diploma students study six subjects (usually selected as one from each of the subject groups). Three of these subjects will be studied at Higher Level and three at Standard Level (see explanation below).

All three parts of the core - The Extended Essay, Theory of Knowledge and Creativity, Activity and Service are compulsory, and are central to the philosophy of the Diploma.

The requirement to select a subject from each group ensures that the science-orientated student is challenged to learn a foreign language and the natural linguist becomes familiar with the scientific process. Whilst balance is maintained, flexibility is catered for with a student choosing Higher Level subjects to pursue areas of personal interest and to meet special requirements for university entrance.

Higher Level and Standard Level

At Saint Kentigern College, three subjects are studied at Higher Level (HL) and three at Standard Level (SL).

- Higher Level courses represent 240 teaching hours
- Standard Level courses represent 150 teaching hours

IB DIPLOMA SUBJECTS AVAILABLE AT SAINT KENTIGERN COLLEGE

Group 1	English A: Literature	English A: Language & Literature			Chinese A: Language & Literature
Group 2	Chinese B	French B	Japanese B	Latin B	Spanish B
Group 3	Business and Management		Economics	Geography	
Group 3 and 4 Trans-disciplinary Subject	There will be no subjects in Group 3 and 4 on offer in 2018				
Group 4	Biology	Chemistry	Physics		Sports, Exercise and Health Science
Group 5	Mathematics H/L		Mathematics S/L	Mathematical Studies	
Group 6	Film Studies	Music	Theatre Arts		Visual Art

A second subject from Groups 2, 3 or 4 may be possible if the trans-disciplinary option is taken or if students do not wish to take a subject in Group 6. Many students use this option to take another specialised subject to meet university pre-requisites.

Please note all subjects are offered subject to satisfactory numbers of interested students.

IB Diploma Core Requirements (Compulsory)

At the heart of the IB Diploma are three compulsory core requirements which all students must complete: Theory of Knowledge, Extended Essay, and Creativity, Activity and Service (CAS).

Theory of Knowledge (TOK)

The Theory of Knowledge course is a fundamental part of the IB Diploma. It is a course of interdisciplinary study that challenges students to think critically about knowledge itself. It poses questions such as: How do we know? What counts as knowledge? What is the value of knowledge? What are the implications of having, or not having knowledge?

The course encourages students to:

- Reflect critically on diverse ways of knowing and on areas of knowledge
- Consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world

The course is organised in four broad categories with linking questions:

- Knowledge issues
- Knowers and knowing
- Ways of knowing
- Areas of knowledge

A successful TOK course will build on the student's own experience and involve them to explore the values of curiosity, thoughtful inquiry and critical thought.

Theory of Knowledge Assessment

There is no examination in TOK, however, students are required to complete a TOK essay from a list of prescribed titles. The TOK essay is externally assessed. Students must also complete a TOK presentation which is internally assessed but externally moderated. The essay is worth up to two thirds of the final mark with the presentation worth up to one third.

Core Requirements point matrix

	Theory of Knowledge					
Extended Essay	Excellent - A	Good - B	Satisfactory - C	Mediocre - D	Elementary - E	Not Submitted
Excellent - A	3	3	2	2	N	N
Good - B	3	2	2	1	N	N
Satisfactory - C	2	2	1	0	N	N
Mediocre - D	2	1	0	0	N	N
Elementary - E	N	N	N	N	N	N
Not Submitted	N	N	N	N	N	N

Contact: Mrs P Baird

The Extended Essay

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma subjects - usually one of the student's six chosen subjects for the IB Diploma. This part of the programme focuses on analysis, evaluation and reasoning. It provides students with an opportunity to engage in personal independent research on a topic of their own choice, under the guidance of a supervisor (a teacher in the school).

This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner; appropriate to the IB subject chosen. In the Diploma, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice.

Assessment

The Extended Essay is assessed externally against common generic criteria, interpreted in ways appropriate to each subject. In combination with the grade for Theory of Knowledge, it contributes up to three points to the total score for the IB Diploma. The Extended Essay is presented as a formal piece of structured writing containing no more than 4,000 words; the result of approximately 40 hours of work by the student, concluded with a short interview with the supervising teacher.

Contact: Ms S Tornquist

Creativity, Activity and Service (CAS)

The aim of Creativity, Activity and Service (CAS) is to foster responsible, compassionate citizens by encouraging their participation in artistic activities, sports, expeditions and service projects.

The three strands of CAS are characterised as follows:

- CREATIVITY** Arts, and other experiences that involve creative thinking
- ACTIVITY** Physical exertion contributing to a healthy lifestyle complementing academic work elsewhere in the Diploma.
- SERVICE** An unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma.

For student development to occur, CAS should involve:

- Real, purposeful activities with significant outcomes
- Personal challenge - tasks must extend the student and be achievable in scope
- Thoughtful consideration such as planning, reviewing progress and reporting
- Reflection on outcomes and personal learning

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's IB Diploma work.

Successful completion of CAS is a requirement for the award of the IB Diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved seven key learning outcomes.

Contact: Ms S Tornquist

NZQA Scholarship

An Additional Qualification

Scholarship is a national external assessment for top Senior College students. Scholarship examines course material related to, and in extension to NCEA Level 3. Where coursework is similar, IB Diploma students are encouraged to sit Scholarship examinations.

Scholarship examinations are demanding and require students to demonstrate high-level critical thinking and analytical skills, a comprehensive understanding of key content as well as advanced written language skills. NZQA's intention is that 3% of the total number of Year 13 students in the country sitting Level 3 in each of the available subjects will be awarded a Scholarship, provided Scholarship standards are met. Of this top 3% nationwide who gain a Scholarship pass, a small number, equating to approximately 0.5% nationwide will be accorded an Outstanding Scholarship. Each year between 5 to 10 students nationwide are selected for a Premier Scholars Award.

Successful Scholarship students gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. Other Scholarship awards result in payments spanning three years of successful tertiary study. These awards are outlined in the table.

Saint Kentigern College has had great success preparing our students for these rigorous examinations.

Please Note - From 2015, NZQA charges students for each scholarship paper students are enrolled in. The cost for this is \$30 per subject.

<p>Premier Award</p> <p>For the very top 5 to 10 candidates in New Zealand. The minimum eligibility requirement to be considered for this award is at least 5 or more Scholarships with at least three at 'Outstanding' level.</p> <p>Award: \$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study.</p>
<p>Outstanding Scholar Award</p> <p>Either:</p> <ul style="list-style-type: none"> At least two Scholarships at 'Outstanding' level plus at least one at 'Scholarship' level; or One Scholarship at 'Outstanding' level plus five or more at Scholarship level <p>Award: \$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
<p>Scholarship Award</p> <p>For candidates who get Scholarship in three or more subjects.</p> <p>Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
<p>Top Subject Scholar Award</p> <p>For the top candidate in each one of the Scholarship subjects.</p> <p>Award: \$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study.</p>
<p>Single Subject Awards</p> <p>For candidates who get Scholarship in one or two subjects.</p> <p>A 'one-off' award of \$500 per subject (maximum payment \$1000).</p>

Senior College Curriculum 2018

NCEA		NCEA		INTERNATIONAL BACCALAUREATE
Year 11 Level 1 NCEA	Year 12 Level 2 NCEA	Year 13 Level 3 NCEA (NZQA Scholarship)	Year 12 and Year 13 IB Diploma (NZQA Scholarship)	
ENGLISH English Alternate English Extra Media in Society	ENGLISH English Alternate English Extra Media in Society	English or English Alternate Media in Society	GROUP 1: Studies in Language & Literature English A: Literature English A: Language & Literature**** Chinese A: Language & Literature****	
MATHEMATICS with Algebra or MATHEMATICS (non Algebra) MATHEMATICS Cambridge** or MATHEMATICS NUMERACY	Mathematical Studies Mathematics For Calculus Mathematics For Statistics	Mathematics Mathematics with Calculus Mathematics with Statistics	GROUP 2: Language Acquisition Chinese B French B Japanese B Latin B Spanish ab initio Spanish B	
GENERAL SCIENCE Biology Chemistry Physics	α -Biology Biology α -Chemistry** Chemistry Physics Physics - Calculus based Science Studies	α -Biology Biology α -Chemistry** Chemistry Physics Physics - Calculus based Science Studies**	GROUP 3: Individuals and Societies Business and Management Economics Geography History	
Classical Studies** Geography History Accounting Business Studies** Economics	Classical Studies Geography History Travel and Tourism*** Accounting Economics Financial Literacy****	Classical Studies Geography Core Geography** History Travel and Tourism*** Accounting Economics Financial Literacy****	GROUP 3 AND 4: Trans-disciplinary No subjects in Group 3 and 4 will be offered in 2018	

STUDENTS SELECT TO FOLLOW THE NCEA OR INTERNATIONAL BACCALAUREATE PATHWAY

Chinese French Japanese Latin Spanish	Chinese French Japanese Latin Spanish	Chinese French Japanese Latin Spanish	Chinese French Japanese Latin Spanish	GROUP 4: Experimental Sciences Biology Chemistry Physics Sports, Exercise and Health Science
Visual Art - Painting and Printmaking Visual Art - Design and Photography Dance Drama Music Music Projects**	Visual Art - Design Visual Art - Painting and Printmaking Visual Art - Photography Dance Drama Music Music Projects**	Visual Art - Design Visual Art - Painting and Printmaking Visual Art - Photography Dance Drama Music Music Projects**	History of Art Visual Art - Design Visual Art - Painting and Printmaking Visual Art - Photography Dance Drama Music	GROUP 5: Mathematics Mathematics SL Mathematics HL Mathematical Studies
* PHYSICAL EDUCATION Physical Education (NCEA)	Coaching and Leadership *PHYSICAL EDUCATION Physical Education (NCEA) Outdoor Education	Physical Education (NCEA) Outdoor Education	Physical Education (NCEA) Outdoor Education Sports Leadership	GROUP 6: The Arts** Film Studies Music Theatre Arts Visual Arts
Digital Technology † Fashion and Textiles Design † Food Technology † Object Art † Product Design †	Animation + Motion Graphics Computer Science Fashion and Textiles Design † Food Technology † Product Design † Sculpture	Animation + Motion Graphics Computer Science Fashion and Textiles Design † Food Technology † Product Design † Sculpture	Animation + Motion Graphics Computer Science Fashion and Textiles Design † Food Technology † Product Design † Sculpture Spatial Design	CORE REQUIREMENTS In addition all IB students are required to complete: • Theory of Knowledge • Extended Essay • Creativity, Action, Service (CAS)
Spatial Design	Spatial Design	Spatial Design	Spatial Design	
	Gateway***	Gateway***		
	Early Childhood****	Early Childhood****		
* CHRISTIAN EDUCATION	* CHRISTIAN EDUCATION	* CHRISTIAN EDUCATION	* CHRISTIAN EDUCATION	* CHRISTIAN EDUCATION (non-examinable)
† Technology and Art have a broad mix of standards, all of which are unable to be outlined. Where necessary, students can be placed on an Individual Education Plan (IEP), which may vary from the standards outlined in each subject. NCEA Subjects written in bold are compulsory at that level * Non Examinable. (Physical Education and Christian Education are compulsory where marked in bold.) ** New in 2018 **** Not an approved University subject				** A second subject from Groups 2, 3 or 4 can be selected instead of a Group 6 subject. Many students use this option to take another specialised subject so that they can meet university pre-requisites. **** New in 2018

2018

MIDDLE COLLEGE

College Course Handbook

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