

# Year 11 Courses

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## Year 11 Course overview

The Year 11 course is designed to prepare students well for Level 2 NCEA and the IB Diploma Programme by concentrating on learning and the development of key transferable skills.

The focus of the course is to develop a depth and breadth of learning that isn't available in a course based on discrete achievement standards.

Courses have New Zealand Curriculum achievement objectives as well as those of the International Baccalaureate as the basis of their design.

Learning within each course is connected, and units of work are themed or constructed to make learning deeper and more meaningful. There will be opportunities for students to complete interdisciplinary units of work across certain courses and subjects.

Students study 5 full-year subjects that provide the foundation of their further learning in NCEA or the IB Diploma Programme. English, Mathematics and Science are compulsory; students choose the most appropriate course within those subjects. These 5 full-year subjects are complemented by 2 semester courses and a full-year collaborative project. Semester courses are more specialised and are designed to stimulate learning in a range of areas.

All courses consist of clear learning objectives that will be measured using a range of formative and summative assessments, allowing students and parents to receive feedback on levels of achievement and skill development.

Within each full-year course there will be some NCEA assessment. In general, each course will include 1 externally assessed achievement standard and 1 internally assessed achievement standard. This will assist students in preparation for NCEA Level 2 and IB Diploma Programme by requiring them to complete some internal assessment and sit some exams.

At the foundation of the Year 11 programme are the key skills of: Communication, Collaboration, Self-management, Research, Innovation, Creativity, and Critical Thinking, and Problem Solving. Students will develop these skills through the learning activities that take place in their subject classes as well as through the full-year project they will complete.

Project details:

- It is a full-year collaborative group project.
- Students will spend one period a week working on their project.
- Students will research a problem and plan a solution, building in a number of 21st century skills such as collaboration, creativity and design thinking.
- Groups can choose an area of interest from Transport, Environment, Well-being, Culture and Language, and Entertainment. They can then use this as a basis for utilising and developing their scientific, technological, entrepreneurial and creative skills to develop a solution.

- The project will be structured with staff supervision, a handbook, regular tracking of tasks, checkpoints and events. The project will be launched at the start of the year with an event such as three day BP Challenge and culminate in an exhibition at the end of the year.
- Students will be asked to reflect on their project throughout the year, demonstrating what they have learned or how they would have done something differently – this reflection will be the main focus for the project's assessment along with the final exhibition.

The combination of key skills, connected learning, and a collaborative project will prepare students well for future study in Years 12 and 13 as well as give them more opportunities to develop the skills necessary to be successful in the rapidly changing world that surrounds them.

### What do students need to select:

- 1 English course
- 1 Mathematics course
- 1 Science course
- 2 additional full-year courses
- 2 Semester courses

## Full Year Courses

### Business Studies

#### INTRODUCTION TO BUSINESS STUDIES

##### Introduction to course

The *Introduction to Business Studies* course is a full year course, and builds on the skills and knowledge obtained from MYP Business Studies courses. The course structure consists of carrying out and reviewing product based business activities concluding with a school-wide Market Day experience. The course aims to provide a broad understanding of operations and internal features of a small scale business. This is through organising, planning, carrying out, and reviewing of a product-based business activity to satisfy a specific group of customer's needs. Students will apply knowledge of the four functions of business throughout the planning, carrying out and evaluation of a Market Day. Prior study of the MYP Enterprise Studies course would be beneficial as a basis, but is not essential.

This course leads to further study at Year 12, towards the NCEA Level 2 Accounting/Business Studies course or IB Diploma Business and Management. It is also a valuable life skill and provides a basis for entrepreneurial skills and knowledge for young people who will contribute to New Zealand's economic future in the 21st Century.

##### How and what will I learn?

The key intended learning outcomes of the course is for students to develop and carry out a business plan for a product-based business, including preparing a marketing plan and financial plan for Market Day. This will be underpinned with a strong knowledge base of the key internal features of a business. There are five topics covered over the academic year, with the Market Day experience embedded throughout the year. The topics include internal features of a

small business, marketing, small business accounting, product development and operations management. Students will be exposed to numerous local, national and global business case studies through excursions and school-based presentations. They will be expected to complete the marketing component of the course through a series of online modules and communicate their understanding through a Dragon's Den.

##### Students completing this course will develop the ability to:

- Understand the internal features of a small businesses and how owners make operational decisions that have consequences for the success of their business
- Relate business knowledge of the marketing mix to a new or existing product from a suitable business connected to the student's life and community
- Plan, carry out, and then review a one-off business activity, basing recommendations for the future on market feedback
- Manage the financial affairs of a small business

##### How will I be assessed?

Students will be assessed throughout the year via a range of formative tests and submissions related to their Market Day product. Up to 6 internal and 4 external NCEA Level 1 credits will be offered.

### Design and Visual Communication (Graphics)

#### DESIGN AND VISUAL COMMUNICATION

##### Introduction to course

This course will appeal to students who want to develop design thinking and practice. Students will learn to create

architectural and product design through drawing, sketching, modelling and computer design software. It will suit students undertaking further study in product or spatial design, and who wish to pursue the subject at Years 12 and 13, and beyond into design studies such as architecture, product design, landscape design, graphic design, urban planning, interior design, fashion design. Year 10 DVC or Graphics would be an advantage but is not essential.

##### How and what will I learn?

Students will focus on skills including self-management, collaboration, problem solving, communication and creative thinking through project based learning. Students will undertake work on two major projects: *Flashlight Design* and *Architectural Brief*. Within these projects students will complete discrete phases of the design cycle, including research, brief development, conceptual design/development, final design and evaluation. Creative practice will comprise: model making, sketching, drawing, rendering, display principles and electronics.

##### Students completing this course will develop the ability to:

- Analyse existing products/solutions in terms of functional and aesthetic values
- Develop a design brief considering function and aesthetic values, target audience, human factors/ergonomics and sustainability
- Design a product of their own, considering all of the factors above

##### How will I be assessed?

Students will be assessed on self-management, communication, collaboration, creative thinking, critical thinking and problem solving. One internal and one external NCEA Level 1 standard totaling six credits will be available.

## Digital Technology

### DIGITAL DESIGN

#### Introduction to course

This *Digital Design* course is designed to facilitate the journey from consumers of digital content to creators. Digital technology incorporates aspects of computer science and information technology. It explores how we can use technology to create, store, process, analyse and present information in a digital context. This includes computer architecture, networks, web technology, digital media, programming tools and software applications.

Innovative Digital Technology qualifications are a direct response to the call for digital skills and digital makers.

#### How and what will I learn?

Students will acquire and apply knowledge and understanding of digital technology in a variety of contexts. They will also develop creative and practical digital technology skills, either using a range of generic software or in an object-oriented environment. They explore the legal, social, economic, ethical and environmental impact of digital technology. This course also helps them to develop transferable skills such as creative problem solving and teamwork.

#### Students completing this course will develop the ability to:

Students will develop an understanding of the foundations of digital design and the creative process required to successfully develop solutions to given issues. They will develop a range of skills and knowledge to help present their digital design ideas effectively and to a high standard.

The course has five units plus a project development component:

- Unit 1: Digital Technology
- Unit 2: Web Design Concepts
- Unit 3: Web Design Project
- Unit 4: Coding Concepts
- Unit 5: Coding Project

- **Project Development** – 1 hour a week to work on a project of personal interest (for example: programming, graphics, or app development)

#### How will I be assessed?

Students will be assessed on self-management, communication, collaboration, critical and creative thinking and problem solving.

In their assessment students will demonstrate how they have been able to:

- develop an understanding of the foundations of digital design and the creative process required to successfully develop solutions to given issues
- develop a range of skills and knowledge to help present their design ideas effectively and to a high standard.

## Drama

### 11 DRAMA COMPANY 20

#### Introduction to course

This course will see students spending a year of working in a *Drama Company* environment, with the purpose of producing work that explores our social conventions.

The *Year 11 Drama Company 20* course has been developed to broaden students' skill base in drama. New skills and methodologies are to be introduced in the first half-year, and explored bi-weekly in a supportive workshop environment to develop students' repertoire of drama practices. Through these practices students will develop their stagecraft and dramas. The second part of the course is designed for students to work collaboratively on producing a two part thematic drama including a scripted and self-devised body of work for an audience.

#### How and what will I learn?

The course will include teacher lead workshops, exploration of renowned theatre practitioners' theatre forms

and methodologies such as Brecht, Stanislavski, Bogart, Musical Theatre, Combat Metaphor and Contemporary Playwrights, devised self-directed work, group collaboration and project based work. This will culminate in a production to an invited audience. The focus will be on developing the idea of Company; a condition of being with another or others, especially in a way that provides support and enjoyment. This is achieved by using collaboration in the arts and finding ways of working together in drama. These include the 8C's of drama; creativity, confidence, communication, compassion, culture, collaboration, critical thinking and challenge.

#### Students completing this course will develop the ability to:

- Investigate the forms and purposes of drama in different historical and contemporary contexts
- Select and use techniques, conventions and technologies in a range of dramatic forms
- Research, evaluate and refine ideas in a range of dramatic forms to develop drama
- Perform and respond to drama and make critical judgements about how elements, techniques, conventions and technologies are used to create form and meaning in their own and others' work
- Work collaboratively with their peers in an artistic environment to produce a drama
- Communicate their ideas on social conventions through producing a drama for a specific audience

#### How will I be assessed?

The course will comprise diagnostic, formative and summative assessment. This will be achieved through observations, feedback from the teacher and peers when presenting work in progress. Two NCEA Level 1 internal assessments will be offered, with no external assessment.

## Economics

### INTRODUCTION TO ECONOMICS

#### Introduction to course

This *Introduction to Economics* course builds on the skills and knowledge obtained from the MYP Business Studies course. The broad focus of this course includes exploring the resources used by consumers and producers as active stakeholders in the economy. This course leads to further study of Economics at Year 12 (IBDP or NCEA). For students interested in a pathway into commerce and a wider understanding of the economic environment, this course is designed for you.

#### How and what will I learn?

The *Introduction to Economics* course aims to develop students' comprehensive understanding of the causes and flow on effects of economic decisions in the 21st Century. This course uses a domestic New Zealand context to provide foundational economic skills for further study. It will cover the fundamental economic concepts of supply, demand and market equilibrium which underpin pricing and production decisions and consumer behaviour. Transactions between the key sectors of the economy are explored with a focus on New Zealand and a comparison with key trading partners. Students will explore the microeconomics concepts of consumer, producer and government choices using the economic models of demand, supply and market equilibrium. Students will be exposed to numerous local, national and global economic case studies through excursions to the Reserve Bank and Treasury and through school-based presentations.

#### Students completing this course will develop the ability to:

- Construct economic models to describe market situations and the impact on the wider economy
- Analyse and explain stakeholders behaviour using economic models
- Analyse and explain the interdependent nature of sectors in

the economy

- Analyse and evaluate the impacts of significant events in markets and the wider economy
- Analyse and explain the roles and actions of governments in markets and the wider economy
- Understand economic issues relating to the economy

#### How will I be assessed?

Students will be expected to complete components of the course through a combination of classroom teaching, a series of online modules and communicate their understanding through giving presentations to an audience. At the conclusion of the course, students will need to be able to demonstrate their understanding of how consumer, producer and government choice affect society using the market equilibrium. Project work will also be assessed.

One internal and one external NCEA Level 1 Achievement Standards will be undertaken.

## English

### ENGLISH STUDIES

#### Introduction to course

English Studies is a practical course with an emphasis on developing skills which are transferable to their other Year 11 subjects. The course is based around the concept of 'the joy of food' and will use a variety of visual and written texts to explore the ways various people have achieved success through eating and working with food. The course builds on Year 10 MYP English and prepares students to study English Studies at NCEA Level 2.

#### How and what will I learn?

The course will use a variety of cooperative learning, discussion, presenting, report writing, guest speakers, practical tasks, off site visits and inter-disciplinary learning. Based around the theme of food students will cover the close viewing and production

of visual text, formal writing, reading, research and speaking.

#### Students completing this course will develop the ability to:

- Write in a range of styles – formal, research, report, creative
- Create and present a visual presentation and an oral presentation
- Examine connections in themes and style across a range of texts
- Analyse and respond to visual texts
- Research using a variety of sources

#### How will I be assessed?

The course will offer one (student selected) Level 1 NCEA external Achievement Standard and one Level 1 NCEA internal Achievement Standard.

### STANDARD ENGLISH

#### Introduction to course

The Standard English course prepares students for using language in a wide variety of situations. Students will be taught to communicate through written, oral and visual language. The course builds on Year 10 MYP English and prepares students to study either NCEA Level 2 or the IB Diploma.

#### How and what will I learn?

Based around a theme of either conflict or identity, the course will cover topics of novel, short text, film, speech making and report writing.

#### Students completing this course will develop the ability to:

- Read and analyze visual and written texts
- Research a topic and write a report on it
- Write a literary essay
- Prepare and present an oral text

#### How will I be assessed?

The course will offer one (student selected) Level 1 NCEA external Achievement Standard and one Level 1 NCEA internal Achievement Standard.

## Individuals and Societies

### HUMANITIES

#### Introduction to course

This *Humanities* course is a blended course which draws on aspects of Geography, History and Classics, this course prepares students for the future by equipping them with the thinking skills required to actively engage in a changing world. It aims to ignite student curiosity in real world issues by exploring different societies, cultures and perspectives. This is a skills-based course building from Year 10 MYP Humanities and leads to any IBDP or NCEA senior Humanities subjects at Year 12.

#### How and what will I learn?

There will be a variety of learning utilized in this course. These include inquiry based learning, authentic learning when applicable, G.R.A.S.P.S. approach, some online learning and some project based learning. Four topics will be covered over the academic year:

- Olympics: How the Olympic games promote relationships between nations and celebrates identities
- Superpowers: Power systems shift in relation to time, place and space
- Pop Culture: Cultures and environments change as individuals and communities express themselves
- Colonialism: Colonialism has redistribution of resources has created inequalities in development

#### Students completing this course will develop the ability to:

- Analyse and evaluate a range of different sources
- Interpret different perspectives and their implications
- Synthesise information to make valid arguments
- Structure information and ideas for an appropriate audience
- Use inquiry methods to collect and record relevant information

- Document sources of information using a recognised convention

#### How will I be assessed?

The course will offer one NCEA Level 1 External Achievement Standard and one NCEA Level 1 Internal Achievement Standard. In addition, there will be other project based exhibition style assessment tasks.

## Languages

### DISCOVER CHINA

#### Introduction to course

This course is designed for students interested in Chinese language and culture. Students will build on their current Mandarin knowledge to help consolidate their future learning and prepare them for Year 12 courses (IBDP SL or NCEA)

#### How and what will I learn?

Students will learn a wide range of Chinese language and cultural knowledge. They will develop their speaking, reading, writing and listening skills throughout the course. The course will be structured by four core contexts: Everyday life in China; Chinese history and famous places; Traditional Chinese art; and Chinese literature. Learning will take many forms, including (but are not limited to): Research, group work, collaborative learning, community seminars, through an iQualify module, Education perfect, EOTC with a focus on community engagement, and opportunities for interdisciplinary study.

#### Students completing this course will develop the ability to:

- Understand Chinese culture and legends
- Discover and perform traditional Chinese art
- Demonstrate an understanding of spoken Chinese texts
- Speak confidently in order to give a spoken presentation to an audience

#### How will I be assessed?

Assessment tasks will take many forms throughout the year. These are to include interactive conversations; Great Wall marathon competition; performance; Comic-book writing. Internal and External NCEA Level 1 Achievement Standards will also be part of the formal assessment of this course.

### FRENCH

#### Introduction to course

Students develop their French language skills through the study of French-speaking cultures, history, art, literature, music and civilization. Students who successfully complete this course will be good candidates to continue study at Year 12 (IBDP SL or NCEA).

#### How and what will I learn?

The course will comprise four core units of work: What is it to be a young person?; Discover France through its regions; Discover the French speaking world beyond France; French culture through cinema and media. Learning will be centred through projects, literature, DELF Scolaire (A2 level), and will take an inter-cultural approach.

#### Students completing this course will develop the ability to:

- Understand ways in which French is organised for different purposes
- Express and respond to personal ideas and opinions
- Communicate appropriately in different situations, participating and contributing in communities
- Develop interactive skills
- Develop intercultural understanding
- Have an awareness of the role of language in relation to other areas of knowledge

#### How will I be assessed?

Assessments will be designed to measure the acquisition of oral, writing and reading skills in French. Students will undertake one internal and one external NCEA Level 1 Achievement Standard.

Students will also be encouraged to undertake DELF Scolaire.

### SPANISH

#### Introduction to course

The aim of the *Spanish* course is to build on language competency and develop intercultural awareness. This course will prepare students to engage with Spanish speaking countries via making connections with culture, history and commerce. Students who successfully complete this course will be good candidates to continue study in Year 12 (IBDP SL or NCEA). An interest in Hispanic culture would be an advantage.

#### How and what will I learn?

The course will comprise three core units: Discover Cuba; Spanish in the working world; and Cultural heritage of the Spanish speaking world. Teaching strategies will include (but are not limited to): research, group work, collaborative learning, community seminars, an iQualify module, Education perfect, EOTC with a focus on community engagement and opportunities for interdisciplinary study.

#### Students completing this course will develop the ability to:

- Communicate clearly and effectively demonstrating intercultural understanding
- Use language appropriate to a range of interpersonal and/or cultural contexts
- Understand and use language to express and respond to a range of ideas with some accuracy and fluency
- Understand literature to demonstrate cultural and historical context
- Understand and apply topic-specific vocabulary for the correct purpose

#### How will I be assessed?

Assessment will take many forms throughout the year, and will measure written, oral and reading skills in Spanish. Two achievement standards (one internal and one external) will be completed.

## Materials Design Technology

### MATERIALS DESIGN TECHNOLOGY

#### Introduction to course

This is a creative design course that enables students to realise their design ideas through a practical outcome and is aimed at students who want to develop design thinking and hands-on skills.

#### How and what will I learn?

Students undertaking Materials Design will gain familiarity with good workshop safety protocols and tool usage. They will also follow the design cycle, comprising: Research, brief development, and evaluation skills. This course is structured around the following modules: Safety and Workshop Practice; Practical skills training and equipment familiarization; Testing/trialling; and the Major Project: Toy design project. Other projects are lamp design and skateboard design.

#### Students completing this course will develop the ability to:

- Analyse existing products/solutions in terms of functional and aesthetic values
- Develop a design brief considering functional and aesthetic values, target audience, human factors/ergonomics and sustainability
- Design a product of their own, considering all of the factors above
- Work with a variety of materials, including wood and wood products, metals, plastics and composites
- Maintain safe working practices in a potentially hazardous environment

#### How will I be assessed?

Safety and Workshop Practice: Assessment will comprise diagnostic and summative, with key skill sign-offs. Major Project: Toy design: Observation, portfolios, exhibitions, peer assessment. Undertake development to make a prototype to address a brief. Up to 6 internal NCEA Level 1 credits will be assessed across the course.

## Mathematics

### ABSTRACT WORLD MATHEMATICS

#### Introduction to course

This *Abstract World Mathematics* course deals with mathematical theory, patterns and their application in real life problems. It covers algebra, geometry and trigonometry in detail, and the basics of probability and statistics. This course is intended for students who wish to pursue studies in mathematics at a higher level. It is for students who enjoy developing mathematical arguments, problem solving and exploring both real and abstract applications of mathematics. Students will become fluent in the construction of mathematical arguments, and develop strong skills in mathematical thinking. They will also learn to explore real and abstract applications of different concepts, with and without the use of technology. This course is aimed at students that are looking at careers in or further study of areas such as mathematics itself, engineering, physical sciences, or economics.

#### How and what will I learn?

This course aims to develop students' skills in logical and systematic thinking; presentation and critical analysis of data; statistical insight; solving of both familiar and unfamiliar problems; abstract reasoning; and number processing using calculator and computer. The course comprises units covering: Algebra basics, Algebra advanced, Geometry & Trigonometry basics, Geometry & Trigonometry advanced, Statistics basics and Probability basics.

#### How will I be assessed?

Assessment will take many forms throughout the year. Students will complete a Level 1 NCEA Achievement Standard assessing their abilities in both manipulation and solving of algebraic expressions and equations. Students will also undertake an Achievement Standard assessing competency in Tables, Equations and Graphs. This will assess their understanding of

mathematical models and patterns along with their fluency with different forms of mathematical representation and ability to investigate different mathematical scenarios.

## REAL WORLD MATHEMATICS

### Introduction to course

This *Real World Mathematics* course deals with mathematical theory, patterns and their application in real life problems. It will cover probability and statistics in detail and the basics of algebra, geometry and trigonometry.

This course is intended for students who enjoy describing the real world and solving practical problems using mathematics. Students will gain experience in harnessing the power of technology alongside exploring mathematical models to help solve real world problems. This course will suit those students who enjoy mathematics best when seen in a practical context. It is aimed towards students who are looking at careers in or further study of areas such as social sciences, natural sciences, statistics, business, psychology, and design.

### How and what will I learn?

This course is to comprise Algebra basics, Geometry & Trigonometry basics, Statistics basics, Statistics advanced, Probability basics and Probability advanced.

### Students completing this course will develop:

- Skills in logical and systematic thinking
- The ability to present and critically analyse data
- Statistical insight
- The ability to solve both familiar and unfamiliar problems
- Skills in number processing using a calculator and a computer

### How will I be assessed?

Assessment will take many forms throughout the year. Students will complete a Level 1 NCEA Achievement

Standard on Numerical Reasoning.

This will assess their ability in applying numeric reasoning and using relational and abstract thinking to solve problems.

Students will also undertake an Achievement Standard on Chance and Data. This will assess their ability to demonstrate an understanding of chance and data, which includes their ability to justify statements and findings and show statistical insight.

## Music

### SOUNDS LIVE – REAL MUSIC FOR THE REAL WORLD

#### Introduction to course

This is a dynamic course for active musicians that focuses on practical skills of recording, performing and composing. This will give opportunities for students to develop their areas of strength in real settings as well as learning 21st Century skills in the music studio. A willingness to perform, compose and work with other musicians is a pre-requisite. Singers, instrumentalists and technicians are all welcome. Core music theory will also be covered in preparation for the final external exam.

#### How and what will I learn?

Students will work in practical settings as much as possible, firstly learning recording and sound skills, and then developing performances and compositions. A high degree of independence and collaboration will be encouraged in order to complete work on personalised projects. The broad structure of the course includes units on: Soundtrack – learning studio and live music skills; Remix – making music in for a real setting or community; Big Bucks – working to provide musical services to a set brief; Showtime – a final showcase of students’ work.

#### Students completing this course will develop the ability to:

- Understand the use of equipment for live and recorded sound

- Develop advanced performance skills
- Develop advanced skills in the use of composing and editing software
- Gain experience in authentic settings making music in the community
- Build knowledge of music theory and understanding of written music
- Develop a final showcase presentation of their musical achievements

#### How will I be assessed?

Assessment will take many forms throughout the year. Formal assessment for this course will include performance and/or composition achievement standards as well as the external music theory exam.

## Physical Education

### PHYSICAL EDUCATION

#### Introduction to course

This *Physical Education* course will give students the opportunity to learn about anatomy, biomechanics, energy systems, psychology and societal influences on sport. Much of this will be delivered through engaging practical learning situations. This course will also have a unit on adolescent health issues.

#### How and what will I learn?

This course will comprise units covering broad aspects of sports: Societal Influences; Performance Psychology; Biomechanics and Anatomy; Health and Wellbeing; and Sports Education.

#### Students completing this course will develop an understanding of:

- Anatomy/biomechanics/exercise physiology
- Societal influences on Generation Z
- Sports performance
- Sports education: coaching/ leadership/personal training/event management/grounds maintenance/ player management
- Skill analysis including psychology
- Health and well-being

#### How will I be assessed?

This course will be assessed through a variety of approaches. The course will include four formal assessments; one NCEA Level 1 Achievement Standard on societal influences, a knowledge based test around anatomy and biomechanics, multiple performance related testing and self-reflection process. The class will have the opportunity to learn about sports strapping and will complete a level 1 coaching course.

## Science

### BIOLOGY AND ENVIRONMENTAL SYSTEMS

#### Introduction to the course:

Through studying this course, students will develop an awareness of the complex relationship organisms have between themselves and the environment they live in and how this drives evolution. Students will also examine how humans impact the environment, and this will include elements of Physics, Chemistry and Biology. It is intended that students develop an informed personal view of pressing global issues and instead of local real-world problems. If this course is done in conjunction with the semester Biology course, it will lead to IBDP or NCEA Level 2 Biology.

#### How and what will I learn?

Students will develop an understanding of fundamental biological and environmental system concepts and ways to test these concepts by research, fieldwork, experimentation and investigation. Topics covered will be pollution and stream studies, ecology, microbes, genetics and evolution and environmental impacts of combustion.

#### Students completing this course will develop:

The ability to think critically, research, investigate and make connections between observed phenomena which allow them to draw conclusions.

## Visual Art

### FOUNDATION ART

#### Introduction to course:

The *Foundation Art* course is a pathway to studying art in Years 12 and 13. It is designed to provide students with the various skills required of young art students. Through this course students will handle a variety of art-making media such as sculpture, painting, drawing and printmaking. As well, some photography will be used in documenting work. In this course students will be looking at the work of artists, designers and commercial photographers, an important feature of studying Art at a senior level.

Students are expected to purchase and maintain their own materials to supplement those supplied by the Art Department. As well, students may undergo field trips to visit galleries and exhibitions and will be expected to do so independently as well.

Prior study of Year 10 Art is required, or students are encouraged to discuss with the HoD Art.

#### How and what will I learn?

All work will be documented in a visual diary, with larger work being kept in folders. The programme will begin quite teacher-directed and will gradually become more student-directed as the course develops.

#### Students completing this course will develop:

- The ability to handle a variety of art-making media such as sculpture, painting, drawing and printmaking. As well, some photography will be used in documenting work.
- Skills including time and self-management, critical art analysis, annotation, planning and research.

#### How will I be assessed?

Work will be assessed through evidence supplied by the student in visual diaries. There are two NCEA Level 1 internal Achievement Standards offering approximately 10 credits.

#### How will I be assessed?

Assessment tasks for this course will take several forms throughout the year; these may include research reports, assignments, end of topic tests, and oral presentations.

### PHYSICS AND CHEMISTRY

#### Introduction to course:

This course is designed to introduce students to the fundamentals of Chemistry and Physics and allow students to see the connections between the two subjects. This course, alongside the respective semester courses, will cover content that will prepare students for NCEA Level 2, IBDP Physics or Chemistry.

#### How and what will I learn?

Students will learn through practical work, inquiry, class discussions and online platforms. The course is designed to link core understandings between Physics and Chemistry. Students will cover atomic structure and bonding, redox, and electricity; making links between the structure of metals, electron transfer and electrical circuits. Students will also learn about combustion and heat production and the physics behind heat transfer. Finally, students will learn about the stability of isotopes and radioactivity.

#### Students completing this course will develop:

The ability to think logically and clearly; observe and describe Physics and Chemistry in everyday occurrences and look for and identify commonalities and themes. Students will also collect sound qualitative and quantitative data and use it to draw valid conclusions.

#### How will I be assessed?

There will be a range of different assessments for this course; end-of-topic tests and practical investigations.

## Semester Courses

The range of Semester Courses may not be limited to those printed in this book. At the time any additional courses are made available students will be offered the opportunity to assess their selections.

### A Taster to Consumer and Business Law

#### Introduction to course

The *Law* course at Scots College presents students with an insight into law (including international law in some instances), the legal systems, processes and associated principles that govern society.

The course is designed in such a way that it stimulates the thought process, requiring students to think critically, research extensively, analyse effectively in the process of formulating legal and other arguments. Furthermore, the course challenges their ability to consider ethical dilemmas whilst developing their own perspective on real-life issues and the importance of living a values-based existence in order to contribute to the development of society by being a “good citizen”. The ability to develop an understanding of theoretical legal principles, think critically about the impact of such legislation and then apply the legislation using a concrete example provides an opportunity that allows students to challenge themselves on all fronts; none more so than giving thought to proposing possible changes to legislation, if they were in a position to do so. Some of the added benefits of enrolling for this course are reflected in students’ development of effective communication skills, both verbal and written. The introduction of debating as a means to encourage students to think on their feet, is another very important skill to be gained.

The course outline is quite broad so as to allow opportunity to introduce real-life cases as they occur and highlighted in the media. This ensures that curriculum is current and the learning experience more practical. Students who are interested in a career in law beyond

university or who are interested in philosophy or debating, may find this course beneficial.

#### How and what will I learn?:

Students will engage in collaborative and self-directed research on the pathway towards developing their problem-solving skills. They will present aspects of the law course, engage in debates and present arguments in order to gain an understanding of how law works in New Zealand and abroad. Legal case studies will also be used as a means to conduct teaching and learning and when opportunity presents, exposure to guest speakers and visits to law faculties and law firms.

Students enrolling for this course will be exposed to:

- The legal system
- Citizenship
- The Law Commission
- Criminal law
- Immigration law
- Sports law
- Ethical dilemmas
- Environmental law
- Intellectual Property law
- Privacy law
- Careers in law
- International law
- Family law

#### Students completing this course will develop the ability to:

- Understand the legal systems and processes within New Zealand
- Describe and explain the legal concepts and principles of Consumer Law, in particular the Consumer Guarantees Act, Fair Trading Act and the Privacy Act

- Describe and explain legal concepts, systems and principles of Business Law, in particular Employment Law, the Copyright Law and the Health and Safety Act
- Apply and present a legal argument based on the concepts and principles of Consumer and Business Law to real-life case studies and situations

#### How will I be assessed?:

Students will be assessed at the end of each unit based on:

- Knowledge and understanding
- Critical thinking and analysis skills
- Research skills
- Collaborative skills
- Communication skills
- Attitude, behaviour and work ethic

## Commerce

### FINANCIAL CAPABILITY

#### Introduction to course:

This semester course is aimed at all students, by providing them with life skills that will be useful now and in the future with their financial decision making. No prior knowledge will be needed and there is no expectation that they should take a commerce class in Year 11 or in future years.

Students will be introduced to the topics of Managing Income and Spending (budgeting), Credit and Debt (credit cards and loans), Savings and Investing (shares and the sharemarket, currency, property, compounding interest and Kiwisaver), and Managing and Protecting Wealth (insurance).

#### How and what will I learn?:

Learning will be student centered, with examples and case studies that are relevant to 15 and 16 year olds. The opportunity to develop their own

personal finance plans will be a key feature of their learning. Learning tools will consist of workbook based learning, online tools and websites, using OneNote and iQualify, as well as a blended learning course called Bamzonia. There may also be the opportunity for guest speakers and a visit to a brokering firm to see the sharemarket in action.

#### Students completing this course will develop the ability to:

On completion of the course, students will be able to:

- Demonstrate understanding of the effect of life stage factors on personal income sources
- Perform income-related calculations for personal financial management
- Demonstrate understanding of credit and debt on personal finances.
- Demonstrate understanding of personal financial goal setting
- Produce a balanced budget to manage personal finances
- Demonstrate knowledge of personal financial saving and investment options
- Describe risks and basic risk management strategies for personal finances
- Interpret financial documents and verify accuracy of financial documents for personal financial management

#### How will I be assessed?:

Students will keep a portfolio of their work and there will be topic tests for theory using Bamzonia and practical research projects based on the students’ current (and future) life stages. At the end of the course, students will present their ‘financial life plan’ to incorporate what they have learned from the course. Financial literacy unit standards may also be provided if there is sufficient student interest.

## Design Biomimicry Exhibition

#### Introduction to course

This *Digital Design* course is for students who want to develop design thinking and practice. The course will centre on the design and manufacture a biomechanic sculpture that is engaging, interactive and draws its inspiration from nature. It must “do” something that resembles movement or function in nature or promotes the concept of Biomimicry. This course will suit students undertaking further study in product technology, design and visual communication, art, or hard tech and wish to pursue these subject at Years 12 and 13, and beyond into design studies such as architecture, product design, graphic design, fashion design, art, exhibition design, painting, sculpture. Year 10 DVC, Graphics, Art, or Technology is an advantage but not essential.

#### How and what will I learn?:

Students will focus on self-management, collaboration, problem solving, communication and creative thinking through project based learning. The philosophy of design, the design cycle: Research, brief development and evaluation skills. The major project undertaken in this course will be a *Biomimicry Exhibition*. Creative practice will include aspects of: model making, sketching, drawing, rendering, display principles, electronics.

#### Students completing this course will develop the ability to:

- Analyse existing products/solutions in terms of functional and aesthetic values
- Develop a design brief considering function an aesthetic values, target audience, human factors/ergonomics and sustainability
- Design a product of their own,

considering all of the factors above

- Work with a variety of mediums including pencil, pen, marker, modelling material, wood, metal
- Develop an understanding of the philosophy of design and the creative process required to successfully develop solutions to given issues
- Develop a range of skills and knowledge to help present their design ideas effectively and to a high standard

#### How will I be assessed?:

Students will be assessed on self-management, communication, collaboration, creative thinking, critical thinking and problem solving.

## Film

### SELLING IT ON SCREEN

#### Introduction to course:

Ever wonder why you feel compelled to buy a certain product after you’ve seen it advertised on TV? Ever impulse purchased something, and then wondered why you did that? Advertising has a language all of its own. The combined impact of both the visual and verbal elements compels people to engage with the product being advertised. Often, people are unaware of this. The aim of the course is to teach students to understand this language, be critical of it and reproduce its effects.

#### How and what will I learn?:

Students will learn mostly through doing. They will learn about shot and composition choices, sound and editing. To achieve this, students will learn to use video editing software such as Adobe Premiere Pro, Adobe After Effects and access to the Scots College Recording and Performing Arts Studio. The practical aspect of the programme will be driven through a well-developed theoretical understanding of the combined impact of both the visual and verbal elements of advertising. Students will develop the ability to analyse images in a manner that allows them to create their own

commercial, in their own way. This will also complement the visual text studies in English, and Visual Arts courses.

#### **Students completing this course will develop the ability to:**

Analyse visual texts and transfer that analysis into creating their own visual text. Students will develop the skills necessary to plan and produce in an infomercial style. These skills will also help students who choose to take IB Film in Year 12.

#### **How will I be assessed?:**

Final assessment will be based on the visual text produced, and the accompanying planning and process documentation. The process documentation will highlight the students ability to work and think creatively, to collaborate and communicate effectively (both with each other and their audience) and finally their ability to think critically.

## Geography

#### **Introduction to course**

This *Geography* course covers aspects from both human and physical Geography in the 21st century. It prepares students for the future, by equipping them with the thinking skills required to actively engage in a changing world. It aims to ignite student curiosity in real world issues by exploring different societies, cultures and perspectives. It is a skills based course building from Year 10 MYP Humanities and leads to any IBDP or NCEA senior Humanities subjects at Year 12. It is a digital product creation course that integrates multiple elements of Geography, Sociology and Environmentalism in an inquiry learning structure.

#### **How and what will I learn?**

This course will have a global focus and will investigate elements of natural hazards, population and sustainable resource use as well as current issues and a global study while integrating Geographic Information Systems (GIS)

and digital technologies to produce a product. This course will focus on:

- Understand that natural and cultural environments have particular characteristics and how environments are shaped by processes that create spatial patterns
- Understand how people interact with natural and cultural environments and that this interaction has consequences

#### **Students completing this course will develop the ability to:**

- Interpret different perspectives and their implications on social structure
- Structure information and ideas for appropriate audience
- Use inquiry methods to collect and record relevant information
- Apply mapping techniques using GIS technology
- Communicate and collaborate both internally and with external organisations

#### **How will I be assessed?**

A final summative assessment for this course will be an ‘Our Planet’ style, country focused, 10 minute video. This video will focus on elements of Geography for a country chosen by each student at the start of the course, that is taught throughout the semester (hazards, population, resources, tourism, world events, GIS, issues and conflicts).

## How the Ancient Past Influences the Present

#### **Introduction to course**

This course is for all students who enjoyed Humanities and are interested in ancient history. It is designed to lead equally into NCEA Level 2 and 3 History or Classical Studies, or IBDP History or Classical Greek and Roman Studies. It may be taken in conjunction with its modern counterpart “How the Recent Past Influences the Present” or alone.

This course will explore the relationship between the ancient past and the present, with a focus on both continuity

and change. This will include the ways the ancient world laid the foundations for the modern western world, and the ways that it continues to influence western culture and politics.

#### **How and what will I learn?**

As a class we will study the culture of Ancient Sparta, comparing it to its chief rivals, Athens and the Persian Empire. We will compare and contrast the political and military systems, and the conflict between them. We will also conduct a film study on *The 300/300: Rise of an Empire*, and consider the ways ancient history is used and understood in a modern context and in popular culture, including the rise of the Far Right in Europe, and Islamophobia in the USA. Students will then conduct an investigation on a topic of their own choice from ancient history, using the inquiry model, and present their research to the class.

#### **Students completing this course will develop the ability to:**

- Critically evaluate sources of information, both primary and secondary, and assess their value and limitations
- Identify the origins and purposes of sources of information, and the potential biases that accompany those origins and purposes
- Plan, prepare, and present a seminar on a chosen topic and respond to questions from an audience, demonstrating mastery of content and clear communication skills
- Understand continuity and change as historical concepts
- Understand that the way people engage with history can change, and can be influenced by contemporary cultural and political factors
- Understand the relationship between popular media and people’s perceptions of history and culture
- Increase their media literacy and interpret news, entertainment, and social media sources of information critically

#### **How will I be assessed?**

Formative, summative and peer assessments will be undertaken throughout the course. Students will also present their findings to the class using a format of their own choice, other than essay or powerpoint, demonstrating mastery of content, and communicating clearly and effectively.

## How the Recent Past Influences the Present

#### **Introduction to course**

This course is for all students who enjoyed Humanities and are interested in modern history. It is designed to lead equally into NCEA Level 2 and 3 History or Classical Studies, or IBDP History or Classical Greek and Roman Studies. All students taking this course will be well prepared to study either or both course(s) in either programme. It may be taken in conjunction with its counterpart “How the Ancient Past Influences the Present” or alone.

This course will explore the relationship between the recent past and the present, with a focus on both continuity and change and the different perspectives of individuals and groups on contested events. This will include the ways in which groups have organised and fought for their rights, and the ways that this continues to be an ongoing process in modern society. This course will also critically explore the ways that these processes have been interpreted and expressed by modern individuals and groups to suit a contemporary agenda.

#### **How and what will I learn?**

As a class we will study the Civil Rights Movement in the USA, including the forms of protest used, the backlash to it, and how successful it was overall. We will also conduct a film study on *Mississippi Burning / Selma*, and consider the ways recent history is used and understood in popular culture, and how groups and individuals can have different perspectives. We will discuss how New Zealand has grappled with some of the

same issues, the increase in incidents of white supremacy during the Trump era, and the influence of social media on public opinion. Students will then conduct an investigation on a topic of their own choice from recent history, using the inquiry model, and present their research to the class.

#### **Students completing this course will develop the ability to:**

- Critically evaluate sources of information, both primary and secondary, and assess their value and limitations
- Identify the origins and purposes of sources of information, and the potential biases that accompany those origins and purposes
- Plan, prepare, and present a seminar on a chosen topic and respond to questions from an audience, demonstrating mastery of content and clear communication skills
- Understand continuity and change as historical concepts
- Understand that the way people engage with history can change, and can be influenced by contemporary cultural and political factors
- Understand the relationship between popular media and people’s perceptions of history and culture.
- Increase their media literacy and interpret news, entertainment, and social media sources of information critically

#### **How will I be assessed?**

Formative, summative and peer assessment will be integrated through this course. Students will also present their findings to the class using a format of their own choice, other than essay or powerpoint, demonstrating mastery of content, and communicating clearly and effectively.

## Integrated Design Challenge

#### **Introduction to course**

This *Integrated Design Challenge* is for students who want to develop design thinking and practice. Students will design and manufacture a marketable and commercially viable global product that can be transported around the world in a kit form and assembled by its owner. It must integrate some kind of electronic or mechanical device within it. It must be aimed at a specified researched target market and add value and a point of difference to the product range. Students will research how to successfully brand, promote and package their product, and produce a working prototype. This course suits students undertaking further study in product Technology, Design and Visual Communication, Art, or Hard Tech and wish to pursue these subjects at Years 12 and 13, and beyond in to design studies such as Architecture, Product Design, Graphic Design, Fashion Design, Art, Electronics. Year 10 DVC, Graphics, Art, or Technology is an advantage but not essential.

#### **How and what will I learn?**

Students will focus on self-management, collaboration, problem solving, communication and creative thinking through project based learning. The major project for this course will be ‘Build Me!’ through which the philosophy of design, the design cycle: Research, brief development and evaluation skills will be developed. Creative practices will comprise: model making, sketching, drawing, rendering, display principles, electronics.

#### **Students completing this course will develop the ability to:**

- Analyse existing products/solutions in terms of functional and aesthetic values
- Develop a design brief considering function an aesthetic values, target audience, human factors/ergonomics and sustainability

- Design a product of their own, considering all of the factors above
- Work with a variety of mediums including pencil, pen, marker, modelling material, wood, metal
- Develop an understanding of the philosophy of design and the creative process required to successfully develop solutions to given issues
- Develop a range of skills and knowledge to help present their design ideas effectively and to a high standard

#### How will I be assessed?

Students will be assessed on self-management, communication, collaboration, creative thinking, critical thinking and problem solving.

## Science

### BIOLOGY

#### Introduction to course:

Through studying this course, students will develop an awareness of the complex internal systems of living things and how it helps them to survive. This course alongside the full year Biology and Environmental Systems course will prepare students for NCEA Level 2 or IBDP Biology.

#### How and what will I learn?

Students will investigate fundamental biological concepts relating to cells, anatomy, physiology and biochemistry. These concepts will be looked at in a variety of contexts but will have a focus on medicine and human health. Students use a variety of ways to test these concepts through research, observation, and experimentation.

#### Students completing this course will develop:

An understanding of the anatomy, cells, biochemistry and physiology of living things and how this helps them to survive. Students will develop research, investigative and critical thinking skills appropriate for science.

#### How will I be assessed?

Assessment tasks for this course will take several forms throughout the semester; these may include assignments, end of topic tests, and scientific investigations.

## CHEMISTRY

#### Introduction to course:

This course will provide key foundation knowledge required for future studies. This course alongside the full year Physics and Chemistry course will prepare students for NCEA Level 2 or IBDP Chemistry.

#### How and what will I learn?

Students will learn through practical work, inquiry, class discussions and online platforms. The course is designed to introduce stoichiometry, precipitation and complex ions, organic chemistry, green chemistry and equilibrium.

#### Students completing this course will develop the ability to:

Learn how to name organic molecules through IUPAC naming; use observations to draw conclusions about unknown solutions, critically evaluate the human impact of modern day chemistry and complete practical investigations.

#### How will I be assessed?

There will be a range of different assessments for this course; end-of-topic tests and practical investigations.

## PHYSICS

#### Introduction to course:

This course will offer additional Physics topics to provide key foundation knowledge required for future studies. This course alongside the full year Physics and Chemistry course will prepare students for NCEA Level 2 or IBDP Physics.

#### How and what will I learn?

Students will learn through a variety of methods including discussion, developing and using theory and practical work. Topics will include mechanics, wave characteristics, reflection, refraction, dispersion and diffraction. There will also be a topic on experimental investigation.

#### Students completing this course will develop the ability to:

Learn to think logically, recognise commonalities and themes in science, experimentally determine a physics relationship.

#### How will I be assessed?

Students will report on practical work, complete quizzes and formal tests.

## Sports and Exercise Science

#### Introduction to course

This *Sports and Exercise Science* course aims to develop students' understanding of the functional components of health and fitness. In doing so, students will be exposed to physiological, biomechanical, psychologic and motor control aspects of physical education. This course is designed to be practical and will focus on the real world application of the science behind human movement.

This course will prepare students for the IBDP Sports Science course, as well as add depth of understanding to NCEA topics in Physical Education. It will offer an insight into university research and testing methods as well as looking at what underpins sports and exercise science.

#### How and what will I learn?

This semester course is to comprise modules of study including Sports Nutrition, Anatomy, Biomechanics, Energy Systems, Exercise Physiology, and Sports Psychology.

#### Students completing this course will develop the ability to:

- Sports Nutrition: Macro & Micro nutrients
- Energy Systems: Aerobic and Anaerobic systems
- Exercise Physiology: Bodies response to training (heart rates, stroke volume, temperature regulation)
- Anatomy: Muscles and bones
- Biomechanics: How our body moves and why. Increasing sports performance through technique. Principles of balance and stability related to sporting movements.
- Sports psychology: Arousal, visualisation, self-talk, goal setting

#### How will I be assessed?

Short response tests will be undertaken through the course.