



**WHANGANUI
COLLEGIATE
SCHOOL**

Senior Curriculum Handbook



Content

3-10	Cambridge & NCEA Pathways explained
11-12	English
13-14	Media Studies
15- 16	ESOL
17-20	Mathematics
21-24	Science
25-28	Visual Arts
29-31	Music
32-33	Drama
34-35	Technology
36-46	Social Sciences
47-53	Physical Education
54-57	Languages
58	Vocational courses – External Providers
59	eLearning

Senior Curriculum Overview 2026

2026	Cambridge		NCEA	
	Year 11 IGCSE 6 subjects	Year 12 AS 4 subjects	Level 2 (Year 12) 6 subjects	Level 3 (Year 13) 5 subjects
				Study
English	English Literature OR English as a Second Language	English Literature	English OR English as a Second Language	English OR English as a Second Language
	Core OR Extended	Media Mathematics	Media Mathematics Mathematics Pure	Media Statistics Calculus
Sciences	Combined OR <u>C_o-ordinated</u> (Double Award) – ***This takes up TWO options		Biology	Biology
			Chemistry	Chemistry
			Physics	Physics
			Ag Hort	Ag Hort
Visual Arts	Art & Design	Art & Design	Design	Design
			Photography	Photography
			Visual Art	Visual Art
Music	Music	Music	Music	Music
Drama	Drama	Drama	Drama	Drama
Technology	Design & Technology		Joinery/Furniture	Fine Furniture
			Product Design	Product Design
Social Sciences	History	History	History	History
	Geography	Geography	Geography	Geography
	Economics	Economics	Economics	Economics
	Global Perspectives	Global Perspectives		
	Accounting	Accounting	Accounting	Accounting
				Agribusiness
Physical Education & Health	Physical Education	Physical Education	Physical Education	Physical Education
			Outdoor Education	Outdoor Education
			Health	Health
Languages	NCEA Te Reo Māori		NCEA Te Reo Māori	NCEA Te Reo Māori
	Spanish	Spanish	Spanish	Spanish

	Compulsory subject
	Highly Recommended
	Subject not available



**WHANGANUI
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Introduction

Curriculum Pathways at Whanganui Collegiate School

This Handbook is designed to provide an overview of the curriculum pathways at WCS to support decision making around subject choice selection, providing a learning programme which can be personalised to ensure the best outcomes for each student.

For 2026:

Year 11, students study Cambridge IGCSE

Year 12 students will have the choice to study either Cambridge AS Levels OR NCEA Level 2

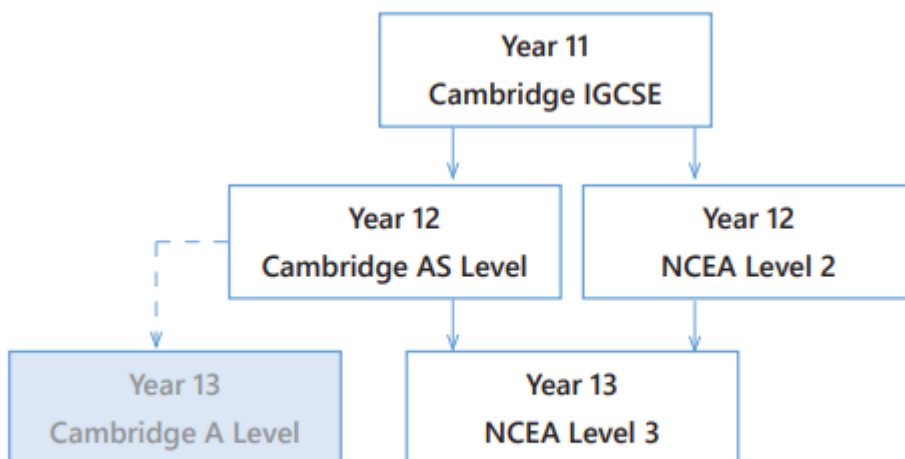
Year 13, students study NCEA Level 3.

Some students know what subjects they will study to best prepare them for whatever they choose to do on leaving WCS and for them, their choices are clear, however others may still be considering their future options. We encourage students to keep a broad curriculum base, identifying subjects they have a strong interest in and developing an understanding of what they would like to study in the future, which will assist their decision making.

The Dual Pathway

Cambridge & NCEA

A dual pathway is offered where students may opt for Cambridge Assessment International Education (CAIE) or the National Certificate of Education Achievement (NCEA) pathway.



Cambridge Pathway

Understanding Cambridge Assessment International Education

Cambridge Assessment International Education (CAIE) offers a wide range of internationally recognised qualifications, administered by the University of Cambridge Local Examinations Syndicate (UCLES). Established in 1863, it provides examination services in over 160 countries around the world.

How does it work?

Cambridge offers three general secondary qualifications.

- International General Certificate of Secondary Education (**IGCSE**) offered to all our Year 11 students
- Advanced Subsidiary Level (**AS**) Year 12-13 students
- Advanced Level (**A Level**) Year 13 students (maybe offered from 2026)

Cambridge courses are generally assessed through external examinations. A small number of subjects also have a coursework component e.g. music. The different course components of each subject are assessed by separate examination papers, including practical work in the sciences. Students receive grades and percentage marks for each subject.

Examinations are held in October/November.

Cambridge qualifications are recognised internationally and can be used for University Entrance qualification in New Zealand and overseas universities.

IGCSE

(International General Certificate of Secondary Education)

IGCSE will be offered to Year 11 students.

Subjects such as Mathematics can offer a choice of 'Core' in a single subject and 'Extended' catering for differing abilities.

Students who enrol for 'Core' can only attain up to a grade of C. Extended results are graded from A* to U.

IGCSE Grade	Percentage
A*	90%+
A	80-89%
B	70-79%
C	60-69%
D	50-59%
E	40-49%
U	0-40%

AS Level (Advanced Subsidiary Level) Year 12

AS Level courses can be taken by both Year 12 and Year 13 students. Results are graded on a five-point scale, from A to E. There are no A* grades awarded for AS.

AS Grade	Percentage	Points
A	80-100%	60
B	70-79%	50
C	60-69%	40
D	50-59%	30
E	40-49%	-
U	0-40%	-

NCEA Pathway

Understanding National Certificate of Education Achievement

The National Certificate of Education Achievement (NCEA) is administered by the New Zealand Qualifications Authority (NZQA) and is internationally recognised.

There are three levels of NCEA. Students may opt for Level 2 for 2025 and Level 2 and Level 3 for 2026. The flexibility of NCEA allows for skills-based learning that is personalised and engaging.

NCEA Standards

NCEA subjects are divided into standards. Each standard describes what a student needs to know or what they must be able to achieve to meet the standard.

Internal and External Achievement Standards

Internal assessments are standards assessed at School and marked by teachers with national moderation. They can be practical and are sometimes completed over extended periods.

External assessments are standards assessed externally i.e. as written examinations.

Example: instead of doing a three-hour exam on English, students could be assessed in separate standards: writing a business letter, analysing a text, making a film and giving a speech. Some standards will be tested in an examination at the end of the year and some will be assessed during the year.

NCEA Grades

When students receive their results, they will know how many credits they have achieved.

ACHIEVED (A) = satisfactory performance

MERIT (M) = very good performance

EXCELLENCE (E) = outstanding performance

NOT ACHIEVED (N) = not met standards criteria

Achieving NCEA Level 2 and Level 3

Students earn credits for each standard which contributes to the qualification. NCEA Level 2 and Level 3 are 60 credit qualifications.

Students will only be awarded an NCEA qualification once they have met the additional Literacy and Numeracy requirements.

The NumLit Co-requisite common assessment activities can be attempted twice a year commencing in Year 10 through to the end of Year 13.

Credit Requirement for NCEA Qualification

Level 2 = 60 credits

Level 3 = 60 credits

Literacy Reading = 5 credits

Literacy Writing = 5 credits

Numeracy = 10 credits

Certificate and Course Endorsement

When students perform consistently above the Achieved level, their results can be 'endorsed' to reflect that high achievement. Students can achieve endorsement at the certificate or individual course level.

NCEA Certificate Endorsement

NCEA certificates can be endorsed with Merit or Excellence. To achieve an Excellence endorsement, 50 credits at Excellence must be earned. To achieve a Merit endorsement, 50 credits at Merit (or Excellence) must be earned. These credits must be at the level of the certificate or above.

Course Endorsement

Course endorsement provides recognition of student achievement in an individual course in a single school year. Students achieve course endorsement if, in a single school year, they achieve 14 or more credits at either Achieved, Merit or Excellence and at least 3 credits from externally assessed standards and 3 credits from internally assessed standards.



University Entrance

University Entrance (UE) is the minimum requirement to go from school to a New Zealand university and opens doors to tertiary study in other countries.

To be awarded University Entrance following the NCEA pathway, students must complete the following at NCEA Level 3:

- 14 credits at Level 3 in each of three approved subjects.
- 10 Literacy credits at Level 1 or above, made up of: 5 credits in reading and 5 credits in writing.
- 10 Numeracy credits at Level 1 or above, made up of: co-requisite Level 1 Numeracy unit standard 32406 or certain achievement standards.
- NZQA Approved Subjects for University Entrance.

University Entrance provides entrance to university. However, some universities require certain subject areas to be included, and some have specific entry criteria. All universities publish these details.

For a complete list of NCEA Achievement Standards for each approval subject, please click [HERE](#)

Year 11 Explained

We teach the Cambridge International General Certificate of Secondary Education (or IGCSE). Students choose **6 subjects** to study across the year.

Additionally, students will take a compulsory Hauora lesson for 1 hour a week.

Year 12 Explained

The Dual Pathway – NCEA Level 2 OR Cambridge AS Levels

We are committed to students learning at the Level appropriate to their ability and having choice as to which assessment mode suits them better. The dual pathway allows them to have some choice in what they will study at Year 12. Some students may be offered the opportunity to study subjects at other Levels.

Admission to any Level 2 course relies upon the student meeting the entry requirements set down for the individual subjects.

Students will study **6 NCEA subjects** or **4 AS Level subjects**.

Students whose first language is not English must take ESOL for NCEA unless they have permission from the teacher in charge of ESOL – Mr Grant Collie or Mr Aaron Chadwick

Additionally, students will take a compulsory Hauora lesson for 1 hour a week.

Students must ensure that their choice of subjects at Year 12 for either courses will lead to a valid course of study in Year 13, with at least 4 subjects able to be studied over a two-year period

Please Note:

All courses listed in this book are subject to the following conditions:

- Some courses may not run due to insufficient numbers of students.
- Some courses may not run due to staffing availability.
- Given the large number of courses we offer, it is not always possible to accommodate every combination of subjects. We work hard to minimise the number of clashes in our timetable, but occasionally they do occur.
- Entry into any course or combination of courses is subject to the relevant Head of Learning approval and/or final confirmation by the Deputy Headmaster – Mrs Tash Bullock.

Entry requirements to subjects at this level are typically:

Automatic entry

Means this course has no specific entry requirements

Automatic entry: grade X or above at IGCSE, or at HOL discretion

Means this course has specific entry requirements. Performance in IGCSE examinations will be used as an initial indicator, with grades being used to confirm entry to courses. If a student does not meet the entry requirements, the Head of Learning may use their discretion, upon interviewing the student, to allow a student into a course.

Choosing A Pathway at Year 12

Cambridge or NCEA

Whanganui Collegiate School offers two qualifications: Cambridge Assessment International Examinations (CAIE) and the National Certificate of Educational Achievement (NCEA). Both pathways are equally rigorous, the crucial factor is to select the path that best aligns with the student's style of learning and assessment preferences.

	Cambridge	NCEA
Assessment Structure	Suits students who prefer to accumulate knowledge over the year, working to external examinations in Term 4.	Suits students who prefer assessment at the time of learning with a mixture of internal and external assessments.
Learning Style	Structured, content-rich learning allowing students to delve deeply into chosen subject areas, promoting specialisation and expertise.	Project-based, skills learning. Ability for the course to be personalised to meet learning needs.
Curriculum Content	All students internationally studying the same content, global learning community.	New Zealand based content options.
Level of Achievement	For each subject, students receive an overall grade derived from the percentage of questions they correctly answer. This grade reflects their performance in that subject.	Grading of standards of Achieved, Merit or Excellence, courses endorsed at Merit or Excellence, NCEA Certificate levels endorsed at Merit or Excellence.
Assessment Conditions	Exam access arrangements that are applied for pre-examination.	Special Assessment Conditions (SAC) are available in internal and external NCEA assessments. Students can include the use of a reader or writer assistant, rest breaks, access to quiet spaces, braille or enlarged papers.
Costs	Entry fees per subject. These vary each year.	No entry fees for domestic students.
University Entrance Requirements	At least three subjects in which no grade is lower than D. A minimum of 120 points on the A Level or AS Level. Numeracy: a D grade or better in IGCSE Mathematics. Literacy: an E grade or better in AS English Language or Literature.	Level 3 (60 Level 3 credits) and 14 credits in each of three approved Level 3 subjects AND 10 Literacy credits at Level 2 or above (5 reading + 5 writing credits) AND minimum of 10 Numeracy credits at Level 1 or above.

Year 13 Explained

NCEA Level 3

We are committed to students learning at the Level appropriate to their ability. Some students may be offered the opportunity to study subjects at other Levels.

Admission to Level 3 NCEA courses relies upon the student meeting the entry requirements set down for individual subjects.

Students will study **5 subjects** (up to 6 subjects are available), which may include Level 2 NCEA subjects if appropriate and all students will get a Study line consisting of 4 hours a week.

It is expected that students should be studying the second year of a subject in at least four subjects.

Additionally, students will take a compulsory Hauora lesson for 1 hour a week.

Academic Goals for Year 13 Students:

- Attaining NCEA Level 3.
- Entrance to New Zealand Universities and other tertiary level courses.
- Entrance to overseas universities.
- Entrance to Vocational pathways

Extension:

To gain University Entrance students need to pass Level 3 NCEA and have at least 14 credits in 3 University Approved subjects.

Students studying at Level 3 may also sit Scholarship exams in chosen subjects. The decision regarding entry, rests with the student and relevant staff, Head of Learning or Subject Teacher. Some students may take relevant University papers. Both are supported by specialist subject teachers.

Please Note:

All courses listed in this book are subject to the following conditions:

- Some courses may not run due to insufficient numbers of students.
- Some courses may not run due to staffing availability.
- Given the large number of courses we offer, it is not always possible to accommodate every combination of subjects. We work hard to minimise the number of clashes in our timetable, but occasionally they do occur.
- Entry into any course or combination of courses is subject to the relevant Head of Learning approval and/or final confirmation by the Deputy Headmaster – Mrs Tash Bullock.

Entry requirements to subjects at this level are typically:

Automatic entry

Means this course has no specific entry requirements

Automatic entry: XX credits at NCEA Level 2 subject, or at HOL discretion

Means this course has specific entry requirements. Performance in NCEA Level 2 examinations will be used as an initial indicator, with grades being used to confirm entry to courses. If a student does not meet the entry requirements, the Head of Learning may use their discretion, upon interviewing the student, to allow a student into a course.

English

Head of Learning – Mr Costas Thrasyvoulou

Cambridge IGCSE English Literature (Year 11)

Cambridge IGCSE English Literature offers learners the opportunity to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry from the works of Shakespeare to contemporary literature. This course enables learners to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. Cambridge IGCSE Literature in English will stimulate learners to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

Students should enjoy the experience of reading literature, understand and respond to literary texts in different forms and from various periods and cultures, and communicate an informed personal response appropriately and effectively. They should also appreciate the different ways in which writers achieve their effects, experience literature's contribution to aesthetic, imaginative and intellectual growth, and explore how literature enhances understanding of areas of human concern.

Assessment:

All candidates take:

Paper 1 - Poetry and Prose AND either:

Paper 3 - Drama (Open Text)

AND Paper 4 - Unseen Texts

This course leads to:

NCEA Level 2 English or Cambridge AS English and Literature

Cambridge AS Level Literature in English (Year 12)

Automatic Entry:

Grade D or above in IGCSE English Literature or at HoL discretion

Cambridge International AS Level Literature in English develops a set of transferable skills. These include critical analysis, constructing arguments and presenting knowledge and understanding in a balanced, articulate and fluent manner. Learners of Literature in English will be well-equipped for progression to higher education or directly into employment; finding that the skills needed will support them in a wide range of subjects and real-world situations.

The aims are to enable students to enjoy the experience of reading literature and to develop both an appreciation of and an informed personal response to literature in English across a range of texts, forms, periods and cultures. Students should also learn to communicate effectively, accurately and appropriately in written form, while developing the interdependent skills of reading, analysis and communication. They are encouraged to analyse and evaluate the methods writers use to create meaning and effects, to engage in wider reading and reflect on how it contributes to their personal development, and to build a firm foundation for further study of literature.

Assessment:

All candidates take:

Paper 1 – Drama and Poetry

Paper 2 – Poetry and Prose

This course leads to:

NCEA Level 3 English or Cambridge A Level Literature in English

NCEA Level 2 English (Year 12)

Automatic Entry

Level Two English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers, listeners, writers, readers, presenters and viewers.

Assessment:

Internal credits - up to 14

External credits - 8

Total credits - up to 22

This course leads to:

NCEA Level 3 English

NCEA Level 3 English (Year 13)

Automatic Entry:

14 credits in Level 2 NCEA English or at HoL discretion

English Level Three English advances skills and strategies learned at Level Two. Students are usually required to produce extended writing on a regular basis in which they respond to written, oral and visual texts. Students are required to produce crafted essays, complete independent research and critically analyse themes developed across a variety of texts. The central focus is to develop student's critical thinking about ideas presented in challenging texts. Students are encouraged to respond with increasingly focused and sophisticated expression of their thoughts. Students who pursue English at Level Three are also encouraged to attend Scholarship classes.

Assessment:

Internal credits - up to 14

External credits - 8

Total credits - up to 22

Approved subject for University Entrance

Scholarship English is offered to students who take this course.

Media Studies

Head of Learning – Mr Costas Thrasyvoulou

NCEA Level 2 Media Studies (Year 12)

Automatic Entry

Level 2 Media Studies provides an introduction for students who are new to the subject. Students both analyse media texts and produce their own. The general theme for the year is you – the teenager! We will look at how teens engage with a variety of media texts. In the first portion of the course, the focus is ethics and the media. Students will produce a report on an ethical issue within the media combining primary and secondary research. Moving into term two the shift is toward visual media. We will look at how a particular group is represented in the media, before undertaking a close narrative analysis of a film or television series. Finally, in term three the class will study the 'teen' genre in preparation for external examination.

Assessment:

Internal credits - up to 13

External credits - up to 4

Total credits - up to 17

This course leads to:

NCEA Level 3 Media Studies



Cambridge AS Level Media Studies (Year 12)

Automatic Entry

Grade D or above in IGCSE English Literature or at HoL discretion

Cambridge International AS Level Media Studies is recognised by universities and employers as proof of knowledge and understanding of the media and its role in our daily lives. Learners develop a set of transferable skills, including the skill of thinking critically about mediated information, understanding its rhetorical qualities, and being aware of the significance of its conditions of production and reception. Learners will also be able to practise this skill to communicate their own ideas in a variety of forms. These skills can be applied across a wide range of subjects and equip learners well for progression to higher education or directly into employment.

The aims are to enable students to develop a critical understanding of international media through engagement with both media products and concepts, as well as through the creative application of practical skills. Students will explore production processes, technologies and contexts, while also developing independence in research skills and their application. They are encouraged to enjoy and appreciate the media and its role in their daily lives, to engage with a variety of global and local media texts, and to explore the media's impact across different cultures and how it influences social values

Assessment:

All candidates take:

Component 1 – Foundation Portfolio and

Component 2 – Media Texts and Contexts

This course leads to:

NCEA Level 3 Media Studies or Cambridge A Level Media Studies

NCEA Level 3 Media Studies (Year 13)

Automatic Entry

10 credits in NCEA Level 2 Media Studies or NCEA Level 2 English or at HoL discretion

Level 3 Media Studies develops on the foundation established in the Level 2 course, while still being accessible to those new to the subject. It continues the focus on reading and producing media texts in accordance with the three Learning Objectives of the Media Curriculum. In the first term of the course the focus is journalism. Students will assume the role of the investigative journalist and produce a short magazine-style article. In the second term, the focus is magazine design and production. Students will adopt the role of designer to create an engaging print publication. In the third term, we move into an exploration of a media industry. Students will closely study the music industry considering the way technological developments have shaped and shifted listening habits over the past decades.

Assessment:

Internal credits - up to 16

External credits - up to 4

Total credits - up to 20

Approved subject for University Entrance

This course continues to build on the media literacy skills developed at NCEA Level 2, but the course can also be selected as a new course at NCEA Level 3.

Scholarship is offered to students who take this course.



English as a Second Language

Teacher in Charge – Mr Grant Collie

Cambridge IGCSE English as a Second Language (Year 11)

Cambridge IGCSE English as a Second Language develops skills for understanding and communicating in a range of situations in English. These skills include the ability to understand written and spoken texts and selecting relevant information from them. This information may be directly stated or implied. Learners develop the linguistic skills required for progression to further studies or employment through being able to communicate clearly in writing and speaking, on both familiar and less familiar topics.

Cambridge IGCSE English as a Second Language offers learners the opportunity to develop practical communication skills in reading, writing, listening and speaking. Learners will be presented with a variety of texts that will build up their skills in reading and writing. They will learn to select relevant details, understand the difference between what is directly stated and implied, and practise writing for different purposes and audiences. Learners will listen to a range of spoken material, including talks and conversations, to develop listening skills. Learners will engage in conversations on a variety of topics and develop their skills in responding to different situations and audiences with a degree of accuracy and clarity. Cambridge IGCSE English as a Second Language will enable learners to become independent users of English both to support further study and to communicate effectively in a variety of practical contexts.

Assessment:

All candidates take will take three components: A reading and writing examination, a speaking examination and a listening examination.

This course leads to:

NCEA Level 2 English as a Second Language

NCEA Level 2 English as a Second Language (Year 12)

Automatic Entry

Entry to Year 12 ESOL is open entry, based on either successful completion of the IGCSE course at Year 11 or an assessment of a student's level of understanding of English in an academic context.

NCEA Level 2 International English students continue to build on the knowledge and skills gained in the Cambridge IGCSE English as a Second Language course in Year 11 or, if they are joining us for the first time, their prior learning and English knowledge. Students will work towards achieving credits at Level 2 and 3 English Language (ESOL). Students may complete assessments in all four strands: Listening, Speaking, Reading, and Writing. Students will also be prepared for the NCEA Literacy co-requisite (NCEA Level 1) and will complete a variety of reading and writing activities to prepare for these assessments. In addition, IELTS preparation may begin for some students.

Programmes are individualised based on the student's Academic path, whether towards a tertiary or vocational focus.

Assessment:

Assessments consist of different types of writing such as essays, speaking activities like speeches and interactions, vocabulary and grammar revisions.

This course leads to:

NCEA Level 3 English as a Second Language

NCEA Level 3 English as a Second Language (Year 13)

Automatic Entry

L3 ESOL is a course for ESOL students who are at an intermediate/upper-intermediate level of English. Speaking, Listening, Writing and Reading skills are practised in the course as well as Vocabulary and Grammar.

Level 3 International English students continue to work towards gaining the Literacy credits needed for University Entrance. They can achieve UE via the Level 4 English for Academic Purposes standards, as well as through Achievement Standards in other subjects (e.g. Economics, Biology). Individual students are guided and supported according to their needs. Students are allocated time to study for additional examinations which they may need to complete for international universities.

Students who wish to study in English-speaking universities outside of New Zealand may also be looking for an IELTS, SAT, TOEFL or TOEIC Qualification. They can opt to use class time in ESOL to prepare for this.

Focus in Year 13 will, where required, be on preparing for the IELTS exam and may include study towards a certificate in academic English to support university applications.

Assessment:

Assessments consist of different types of writing such as essays, speaking activities like speeches and interactions, vocabulary and grammar revisions.



Mathematics

Heads of Learning – Mr Mathew Owen & Mrs Reka Hermann

Cambridge IGCSE Mathematics (Year 11)

Cambridge IGCSE Mathematics supports learners in building competency, confidence and fluency in their use of techniques and mathematical understanding. This course helps learners to develop a feel for quantity, patterns and relationships. Learners will develop their reasoning, problem-solving and analytical skills in a variety of abstract and real-life contexts. Cambridge IGCSE Mathematics provides a strong foundation of mathematical knowledge both for candidates studying mathematics at a higher level and those who will require mathematics to support skills in other subjects. The course is tiered to allow all candidates to achieve and progress in their mathematical studies.

The aims are to enable students to develop:

- develop an understanding of mathematical principles, concepts and methods in a way which encourages confidence, provides satisfaction and enjoyment, and develops a positive attitude towards mathematics
- develop a feel for number and understand the significance of the results obtained
- apply mathematics in everyday situations and develop an understanding of the part that mathematics plays in learners' own lives and the world around them
- analyse and solve problems, present the solutions clearly, and check and interpret the results
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors, select an appropriate mathematical method to solve the problem, and evaluate the method used
- use mathematics as a means of communication with emphasis on the use of clear expression and structured argument
- develop an ability to apply mathematics in other subjects, particularly science and technology
- develop the ability to reason logically, make deductions and inferences, and draw conclusions
- appreciate patterns and relationships in mathematics and make generalisations

- appreciate the interdependence of different areas of Mathematics
- acquire a foundation for further study of mathematics or for other disciplines.

All candidates will study the following topics:

Numbers	Numbers
Algebra	Algebra and graphs Coordinate Geometry
Shape/Space	Geometry Mensuration Trigonometry Vectors and Transformations
Probability & Statistics	Probability Statistics

IGCSE Extended Syllabus

The Extended IGCSE course has been designed for students with a keen interest in Mathematics and leads naturally to higher education or professional training. It is targeted at those expected to achieve grades A* to E. Students wishing to attempt AS level need to have successfully studied the Extended Curriculum course.

IGCSE Core Syllabus

The Core curriculum is within the ability range of a large majority of students. It provides a full overview of the subject and is targeted at students expected to achieve grades C to G and it prepares students well for the NCEA pathway in Year 12.

Assessment:

All candidates take two components of four possible examination papers

This course leads to:

NCEA Level 2 Mathematics

OR

Cambridge AS Level Mathematics

NCEA Level 2 Mathematics (Year 12)

Automatic Entry

Grade E or above from IGCSE Mathematics Core or Extended curriculum or at HoL discretion

This course provides students with a broad base of theoretical Mathematical skills. This course includes Algebra, Calculus, Probability and Statistical Methods.

Assessment

Internal credits - up to 11

External credits - up to 9

Total credits - up to 20

Students choosing to study Mathematics at Level 2 will have a choice between Level 2 Mathematics or Level 2 Pure Mathematics.

This course leads to:

Level 3 Calculus, Level 3 Statistics

Costs: A graphical calculator is required. NZQA has stated that students who do not have one to use may be significantly disadvantaged in some papers.

NCEA Level 2 Pure Mathematics (Year 12)

Automatic Entry

Grade E or above from IGCSE Mathematics Extended curriculum or at HoL discretion

This course provides students with a deep and rich understanding of Algebra, Calculus, Probability, Co-ordinate Geometry and Graphing methods.

Assessment:

Internal credits - up to 11

External credits - up to 13

Total credits - up to 24

Students choosing to study Mathematics at Level 2 will have a choice between Level 2 Mathematics and Statistics or Level 2 Pure Mathematics.

This course leads to:

Level 3 Calculus, Level 3 Statistics

Costs: A graphical calculator is required. NZQA has stated that students who do not have one to use may be significantly disadvantaged in some papers.



Cambridge AS Level Mathematics (Year 12)

Automatic entry:

Grade C or above from IGCSE Extended Mathematics

This course covers Cambridge Pure Mathematics and Mathematical Statistics. This is a high-level Mathematics course. It provides a rigorous mathematical background for students with the intention of progressing to tertiary study involving Mathematics.

Cambridge International A Level Mathematics develops a set of transferable skills. These include the skill of working with mathematical information, as well as the ability to think logically and independently, consider accuracy, model situations mathematically, analyse results and reflect on findings.

Learners can apply these skills across a wide range of subjects and these skills equip them well for progression to higher education or directly into employment.

The aims are to enable students to:

- develop their mathematical knowledge and skills in a way which encourages confidence and provides satisfaction and enjoyment
- develop an understanding of mathematical principles and an appreciation of mathematics as a logical and coherent subject
- acquire a range of mathematical skills, particularly those which will enable them to use applications of mathematics in the context of everyday situations and of other subjects they may be studying
- develop the ability to analyse problems logically
- recognise when and how a situation may be represented mathematically, identify and interpret relevant factors and select an appropriate mathematical method to solve the problem
- use mathematics as a means of communication with emphasis on the use of clear expression
- acquire the mathematical background necessary for further study in mathematics or related subjects.

Cambridge International AS Level Mathematics makes up the first half of the Cambridge International A Level course in mathematics and provides a foundation for the study of mathematics at Cambridge International A Level. Students may be able to use the AS level qualification to progress directly to university courses in mathematics.

Assessment:

Students will sit two examinations:

- Paper 1 Pure Mathematics 1
- Paper 5 Probability & Statistics 1

This course leads to:

NCEA Level 3 Calculus, NCEA Level 3 Statistics or Cambridge A Level Mathematics

Costs: TBC

NCEA Level 3 Statistics

Automatic entry:

14 credits from NCEA Level 2 Mathematics or at HoL discretion

This course centers on the development of skills in probability methods, mathematical and statistical analysis. It is intended for students who will study at a university level either Health Science, Biological Science, Social Sciences, Statistics or Commerce. Topics include:

- Time series
- Bi-variate data
- Formal Inference
- Probability concepts
- Probability distributions.

Assessment:

Internal credits - up to 12

External credits - up to 8

Total credits - up to 20

Approved subject for University Entrance

Success in Probability AS91267 is advised.

Scholarship is offered to students who take this course.

Costs: A graphical calculator is required. NZQA has stated that students who do not have one to use may be significantly disadvantaged in some papers.

NCEA Level 3 Calculus

Automatic entry:

17 credits from NCEA Level 2 Mathematics or at HoL discretion

This subject centers on the further development of Calculus and its applications. Topics include:

- Differentiation
- Integration and differential equations
- Complex number equations

Assessment:

Internal credits - up to 8

External credits - up to 12

Total credits - up to 20

Approved Subject for University Entrance

Success in Calculus AS91262 is advised.

Scholarship is offered to students who take this course.

Costs: A graphical calculator is required. NZQA has stated that students who do not have one to use may be significantly disadvantaged in some papers.



Science

Heads of Learning – Mrs Jo Standley & Mrs Rosie Gibson

Cambridge IGCSE Science Combined (Year 11)

This IGCSE course is divided into three key sections: Biology, Chemistry, and Physics, each comprising a range of essential topics.

In the Biology segment, learners will explore the fundamental aspects of life. This encompasses living organisms' characteristics, cell structure and function, biological molecules, enzymes, plant and animal nutrition, transport mechanisms, gas exchange and respiration, coordination and response in organisms, reproduction, the interplay between organisms and their environment, and the impact of human activities on ecosystems.

The Chemistry portion delves into the core principles of matter. Topics span the particle nature of matter, experimental techniques and chemical analysis, atoms, elements, compounds, stoichiometry, electricity's relationship with chemistry, energy changes during chemical reactions, various reaction types, properties of acids, bases, and salts, the organisation of the Periodic Table, properties of metals, chemistry related to air and water, and introductory concepts in organic chemistry.

The Physics segment concentrates on fundamental principles of motion, work, energy, and power. This also encompasses thermal physics, properties of waves including light and sound, electrical quantities, and electric circuits. Also included is the study of Space physics.

Candidates are required to study all three sections to gain a comprehensive understanding of the core concepts in biology, chemistry, and physics. This IGCSE course provides students with a solid foundation in the fundamental principles of these disciplines.

Assessment:

The course is assessed by 3 examination papers of 45 minutes, 75 minutes and 60 minutes duration. There is no course work component. Students may enter the Core or Extended examination.

This course leads to: NCEA Level 2 Biology, Chemistry, Physics or Agricultural & Horticultural Science. It is NOT a suitable pathway to AS Biology or AS Chemistry or AS Physics.

Cambridge IGCSE Coordinated Science (Double Award) (Year 11)

Automatic entry:

This is a suitable course for students who have studied Cambridge IGCSE Coordinated Science in Year 10 at WCS. It is not suitable for those who have studied IGCSE Science Combined in Y10, It is also suitable for students new to WCS who have either already passed Cambridge IGCSE Science Combined or who have been studying at least two of Cambridge IGCSE Biology or Chemistry or Physics, as separate subjects.

This takes up TWO option lines.

It is suitable for students new to WCS who have either already passed Cambridge IGCSE Science Combined or who have been studying at least two of Cambridge IGCSE Biology or Chemistry or Physics, as separate subjects.

This IGCSE course is divided into three key sections:

Biology, Chemistry, and Physics, each comprising a range of essential topics.

It is a double award qualification, earning two grades.

In Biology, students learn about the characteristics of living organisms and how life is organised into cells. They study biological molecules like carbohydrates, proteins, and fats, and how enzymes function. Nutrition in plants and humans, including digestion, is covered. Students also explore transport in plants and animals, disease and immunity, gas exchange, and respiration. Coordination, hormones, drugs, reproduction, inheritance, variation, natural selection, ecosystems, and human impact are also included.

In Chemistry, students explore states of matter, atomic structure, and how elements form compounds. They learn to balance equations and study electrochemistry, energy changes, reaction rates, acids, bases, and the Periodic Table. Topics also include metals, organic chemistry (fuels and plastics), environmental chemistry, and chemical analysis.

In Physics, students investigate motion, forces, and energy transfer. They study thermal energy, waves (sound and light), electricity, magnetism, radioactivity, and space physics, including the solar system and the universe. Candidates are required to study all three sections to gain a comprehensive understanding of the core concepts in biology, chemistry, and physics. This IGCSE course provides students with a much more solid foundation in the fundamental principles of these disciplines than the Science Combined course.

Assessment:

The course is assessed by 3 examination papers of 45 minutes (30% of final grade), 120 minutes (50% of final grade) and 90 minutes (20% of final grade) duration. There is no course work component.

Students may enter the Core or Extended examination.

This course leads to:

AS Biology or AS Chemistry or AS Physics, or to NCEA Level 2 Biology, Chemistry, Physics or Agricultural & Horticultural Science.

NCEA Level 2 Biology (Year 12)**Automatic entry:**

Grade E or above in IGCSE Science.

Success in IGCSE English is advised or at HoL discretion

This course explores biological concepts and processes such as cell structure and function, genetics and evolution and animal gas exchange. Practical skills will be enhanced as students will carry out a range of investigations. Emphasis will be placed on linking organisms' structures to their function and practical investigative skills. The course is divided into three sections:

- Cell structure and function
- Animal structure and function
- Genetics and Evolution

Assessment:

Internal credits - up to 10

External credits - up to 12

Total credits - up to 22

Level 1 Literacy:

Up to 15 Level 1 Literacy credits are available

This course leads to:

NCEA Level 3 Biology

NCEA Level 2 Chemistry (Year 12)**Automatic entry:**

Grade E or above in IGCSE Science or at HoL discretion
Success in IGCSE Mathematics is advised

The course is divided into three sections which prepare students for the external achievement standards:

- Bonding, structure, properties and energy changes
- Organic Chemistry
- Chemical Reactivity

Up to three internal achievement standards may be offered.

Assessment:

Internal credits - up to 10

External credits - up to 13

Total credits - up to 23

This course leads to:

NCEA Level 3 Chemistry

Costs: Graphical calculators are recommended but not essential.

NCEA Level 2 Physics (Year 12)**Automatic entry:**

Grade E or above in IGCSE Science or at HoL discretion
Success in IGCSE Mathematics is advised

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves and light as well as atomic and nuclear physics.

The five main areas of study are:

- Practical Investigation
- Atomic and Nuclear Physics
- Mechanics
- Electricity and Electromagnetism
- Light and Waves

Assessment:

Internal credits - up to 10

External credits - up to 16

Total credits - up to 26

This course leads to: NCEA Level 3 Physics

Costs: Graphical calculators are recommended

NCEA Level 2 Agricultural & Horticultural (Year 12)

Automatic entry:

Grade E or above in IGCSE Science or at HoL discretion
Success in IGCSE Combined Science (Grades A – E) is advised.

Agriculture topics include livestock topics related to livestock behaviour and livestock growth and development.

Horticulture topics include plant propagation, plant management practices, landscaping and a practical investigation

Assessment:

Internal credits - up to 12

External credits - up to 8

Total credits – up to 20

This course leads to:

NCEA Level 3 Agricultural and Horticultural Science

NCEA Level 3 Biology (Year 13)

Automatic entry:

14 credits NCEA Level 2 Biology

This course examines the key biological ideas that explain the place of humans in the past (human evolution), present (animal behaviour and plant responses) and future (biotechnology). The course is divided into four sections:

- Responses of plants and animals to their external environment.
- Trends in human evolution.
- Human manipulation of genetic transfer and its biological implications.
- Integration of biological knowledge to develop an informed response to a socio-scientific issue.

Assessment:

Internal credits - up to 9

External credits - up to 13

Total credits - up to 22

Approved Subject for University Entrance

Scholarship is offered to students who take this course

Costs: \$65.00, Zoo Visit (optional)

NCEA Level 3 Chemistry (Year 13)

Automatic entry:

14 credits NCEA Level 2 Chemistry

This course is a more rigorous consideration and expansion of the chemical concepts encountered at NCEA Level 2. The following topics are covered:

Atomic Structure

- Bonding and related properties
- Thermochemistry
- Organic Chemistry
- Aqueous Solution Chemistry
- Equilibrium Principles

Spectroscopy selected Chemical Processes in the world around us, and Redox Chemistry may be offered as internally assessed Achievement Standards.

Assessment:

Internal credits - up to 9

External credits - up to 15

Total credits - up to 24

Approved Subject for University Entrance

Level 1 Literacy:

Up to 21 Level 1 Literacy credits are available

Scholarship is offered to students who take this course.

Costs: Graphical calculators are highly recommended but not essential.

NCEA Level 3 Physics (Year 13)

Automatic entry:

14 credits NCEA Level 2 Physics

Physics is the science that deals with matter and energy and their actions upon each other in fields such as electricity, heat, light, mechanics and sound. The five main areas of study are:

- Practical Investigation
- Modern Physics
- Mechanics
- Electricity and Electromagnetism
- Waves

Assessment:

Internal credits - up to 10

External credits - up to 16

Total credits - up to 26

Approved Subject for University Entrance

Scholarship is offered to students who take this course.

Costs: Graphical calculators are recommended



NCEA Level 3 Agricultural & Horticultural Science (Year 13)

Automatic entry:

14 credits NCEA Level 2 Agricultural & Horticultural Science

Agriculture and horticulture are two main parts of New Zealand's primary industry sector. Primary industries form the backbone for many New Zealand communities and are the country's biggest export earner. Primary Production is about producing living things from the land and water.

This combined agriculture and horticulture course will appeal to students with an interest in commercial production of primary products and their marketing to maximise profits. Based on the production process, students are given an insight into New Zealand's agricultural and horticultural exports, with a particular focus on lamb meat and apple crop production.

Other standards provide students with the option of investigating other primary products of their choice and the environmental factors associated. The course links well with subjects such as science, biology, geography and economics.

Assessment:

Internal credits - up to 10

External credits - up to 9

Total credits - up to 19



Visual Arts

Head of Learning – Mrs Kate Sione

Cambridge IGCSE Art & Design (Year 11)

Automatic entry:

Recommended that students have taken Year 10 Art

The Cambridge IGCSE Art & Design course is designed for students keen to enhance and extend their creativity and confidence in practical art through the Cambridge IGCSE Art and Design 0400 syllabus. Throughout the course, students will explore a variety of media and techniques to develop the overarching theme of 'dwell' within Whanganui Collegiate and beyond.

The syllabus will explore:

- Drawing
- Painting and related media
- Printmaking

Students will need to be able to:

- record your own experiences and observations from first-hand and secondary resources and personal research
- collect, record and respond to visual information using a range of techniques
- select, give context to and organise the information you collect in a coherent way
- effectively use a wide range of resources and use the information to develop your practice
- make personal investigations
- apply a range of skills to produce art and design work
- evaluate their own work, review and edit
- reflect, refine and adapt.

Assessment:

All candidates take two components: Course Work and an Externally Set Assignment.

This course leads to:

NCEA Level 2 Visual Arts or Cambridge AS Level Art & Design

Cambridge AS Level Art & Design (Year 12)

Automatic entry:

Grade C or above in IGCSE Art & Design or at HoL discretion.

The syllabus will explore one or combine several of the following:

Fine art:

- painting
- sculpture
- print making
- experimental – assemblage/construction
- drawing
- photography
- mixed media

The Cambridge AS Level Art & Design 9479 course provides opportunities for students' to develop their personal practice, enrich their understanding of key concepts and improve their practical skills in a wide range of traditional and contemporary techniques. It allows students' to explore and build on their interests. The syllabus encourages independent expression and the development of a critical, reflective practice. It is designed to accommodate a wide range of abilities, materials and resources.

Students will need to be able to:

- Develop an inquisitive, creative approach to research and problem-solving
- Develop the ability to record from first-hand observation, personal experience and other sources
- Effectively communicate their personal response by improving technical skills in a range of processes and media
- Develop independent expression by analysing, evaluating and applying concepts and techniques
- Articulate ideas and responses to their work and the work of others using a relevant vocabulary
- Develop a clear contextual framework that aids critical reflection of their work
- Develop a critical understanding of important concepts and formal elements of art and design
- Develop the skills needed to study art and design at higher education

Assessment:

All candidates take two components: Coursework and an Externally Set Assignment.

This course leads to:

NCEA Level 3 Visual Arts or Cambridge A Level Art

NCEA Level 2 Visual Arts (Year 12)**Automatic entry:**

Grade E or above in IGCSE Art & Design or at HoL discretion

It is strongly recommended that the student has studied IGCSE Art + Design.

This course combines both Painting and Printmaking. Students will select one of these subjects to focus on. Students will develop specialist skills and knowledge in painting or printmaking within the theme of 'Tūrangawaewae'. Students use drawing to apply knowledge and understanding of specific techniques, processes, and conventions. They will undertake research into methods and ideas of established and contemporary painting or printmaking practice which will inform the development of an original portfolio of artwork based on a personal theme.

Assessment:

Internal credits - up to 4

External credits - up to 12

Total credits - up to 16

This course leads to:

NCEA Level 3 Visual Art

Costs: Painting and Printmaking students will purchase an Art kit from Art Department (approximately \$100).

NCEA Level 2 Visual Arts Design (Year 12)**Automatic entry:**

E grade or higher in IGCSE Art and Design or at HoL discretion

Students will develop specialist skills and knowledge in Design. Students use drawing to apply knowledge and understanding of specific techniques, processes and conventions of Design. They will undertake research into methods and ideas of established and contemporary design practice which will inform the development of an original portfolio of artwork based on a business, product or event of their personal choice.

Assessment:

Internal credits - up to 4

External credits - up to 12

Total credits - up to 16

This course leads to:

NCEA Level 3 Visual Art Design

Costs: A1 Portfolio printing (approx. \$50)

NCEA Level 2 Visual Arts Photography (Year 12)

Automatic entry:

E grade or higher in IGCSE Art and Design or at HoL discretion

Students will develop specialist skills and practical knowledge in Digital Photography. They will undertake research into methods and ideas of established and contemporary practice which will inform the development of an original portfolio of artwork based on a personal theme. The course comprises two internal Achievement Standards, one which is skills based and the second is about the development of creative ideas. The second standard develops toward a large portfolio of practical work for external assessment.

Assessment:

Internal credits - up to 4

External credits - up to 12

Total credits - up to 16

This course leads to:

NCEA Level 3 Visual Arts

Costs: Students are charged for specialist photographic printing (approx. \$100 per year) and must have their own DSLR camera.

NCEA Level 3 Visual Arts (Year 13)

Automatic entry:

12 credits in one or more NCEA Level 2 Visual Arts courses or at HOL discretion.

This course combines both Painting and Printmaking. Students will select one of these subjects. Students will develop and extend their skills and knowledge in painting or printmaking through personal project work within the theme 'Te Ao'. Students will use drawing to apply in-depth knowledge and understanding of specific techniques, processes and conventions. They will undertake independent research, critically analysing methods and ideas of established and contemporary painting or printmaking. This will inform the development and clarification of an original portfolio of paintings or prints based on a central proposal of study.

Assessment:

Internal credits - up to 4

External credits - up to 14

Total credits - up to 18

Approved Subject for University Entrance.

Scholarship is offered to students who take this course

Costs: Visual Arts students will purchase an Art kit from Art Department (approximately \$100)

NCEA Level 3 Visual Arts Design (Year 13)

Automatic entry:

12 credits in one or more NCEA Level 2 Visual Arts courses or at HOL discretion.

Students will develop and extend their skills and knowledge in Design through personal project work. Students will use drawing to apply in-depth knowledge and understanding of specific techniques, processes and conventions appropriate to their chosen theme. They will undertake independent research, critically analysing methods and ideas of established and contemporary design. This will inform the development and clarification of an original portfolio of work based on a central proposal of study. The course is comprised of two linked internal Achievement Standards that develop towards a portfolio of practical work for external assessment.

Assessment:

Internal credits - up to 4

External credits - up to 14

Total credits - up to 18

Approved Subject for University Entrance

Scholarship is offered to students who take this course.

Costs: A1 Portfolio printing (approx. \$75)



NCEA Level 3 Visual Arts Photography (Year 13)

Automatic entry:

12 credits in one or more NCEA Level 2 Visual Arts courses or at HoL discretion

Students will develop and extend specialist skills and knowledge in Photography through personal project work. Students will use drawing to apply in-depth knowledge and understanding of specific techniques, processes and conventions. They will undertake independent research, critically analysing methods and ideas of established and contemporary photography. This will inform the development and clarification of an original portfolio of photographs based on a central proposal of study. The course is comprised of two linked internal Achievement Standards that develop towards a portfolio of practical work for external assessment.

Assessment:

Internal credits - up to 4

External credits - up to 14

Total credits - up to 18

Approved Subject for University Entrance

Scholarship is offered to students who take this course.

Costs: Students are charged for specialist photographic printing (approx. \$130 per year) and must have their own DSLR camera.

Music

Teacher in Charge – Mr Richard Ellsworth

Cambridge IGCSE Music (Year 11)

Cambridge IGCSE Music is accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding. This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-western traditions. The emphasis of the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

Learners studying Cambridge IGCSE Music are given the opportunity to:

- listen to and learn about music from a wide range of historical periods and major world cultures
- develop their skills in performing music, both individually and in a group with other musicians
- develop their skills in composing music in a style of their own choice.

The aims are to:

- enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- help candidates to recognise and understand the music of selected non-western traditions, and thus to form an appreciation of cultural similarities and differences
- provide a foundation for the development of an informed appreciation of music
- provide a foundation for further study in music at a higher level

Assessment:

All candidates take three components:

- Listening (40%)
- Performing (30%)
- Composing (30%)

This course leads to:

NCEA Level 2 Music or Cambridge AS Level Music

Costs: For students who choose to have individual instrumental vocal lessons at school there is a weekly charge as part of the school's itinerant programme.

Cambridge AS Level Music (Year 12)

Automatic entry:

Ability on a musical instrument or as a singer is advisable as 25% of the marks are for music performance.

Students learn to analyse a set of Classical pieces and to identify the structure and composing techniques used as well as the historic context of the pieces studied. They also compose their own music and learn about composing techniques such as question/answer, repetition, imitation, texture and sequences. They also perform music of their choice.

Assessment:

- 60% - a 2-hour essay style written exam based on a series of work listened to and studied through the course.
- 40% - 6-10 minutes of performance on chosen instrument plus composing two contrasting pieces of 1-2 minutes each.

This course leads to:

NCEA Level 3 Music or A Level Cambridge Music

Costs: For students who choose to have individual instrumental vocal lessons at school, there is a weekly charge as part of the school's itinerant programme.

NCEA Level 2 Music (Year 12)

Automatic entry:

Some theoretical knowledge of Music is required.

Students follow a course in music reading which leads to two external papers and a choice of internal units:

- Performing as a Solo Musician
- Performing in a Group
- Performing on a Second Instrument
- Music Composing
- Music Transcribing

The two external papers cover:

- Demonstrating Knowledge of music conventions (Music Theory)
- Demonstrate understanding of two set works (Essay Writing)

Assessment:

Internal credits - up to 23

External credits - up to 10

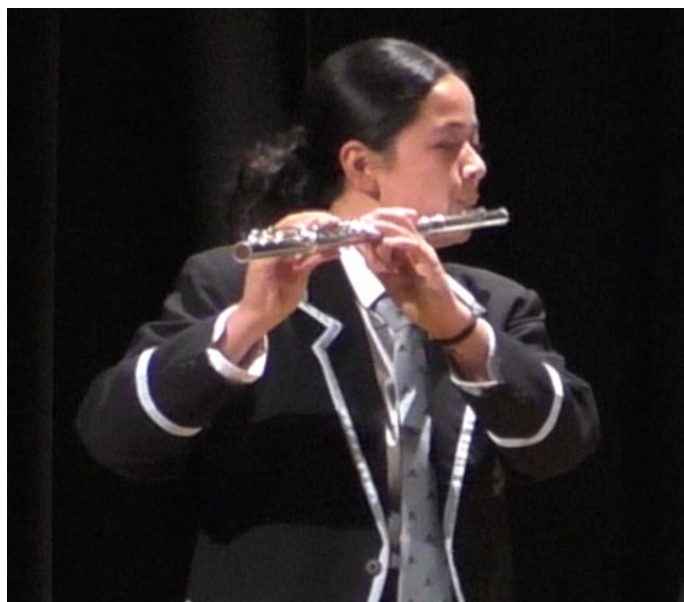
Total credits - up to 33

Students taking performance units should already be competent on their chosen instrument and should continue to have individual instrumental or vocal lessons throughout the course. There is a choice of units so that non-performers may join the course if they have a genuine interest in music listening, analysis and/ or composing.

This course leads to:

NCEA Level 3 Music

Costs: There is a charge for weekly individual instrumental lessons for students who choose to be part of the school's itinerant programme. Students are also encouraged to enter, as appropriate, Trinity, NZMEB or Royal Schools of Music examinations which are also charged,



NCEA Level 3 Music (Year 13)

Automatic entry:

Although open to all students, completion of NCEA Level 2 Music or Cambridge AS Level Music and strength in a musical instrument is advised.

All students follow a course in music reading which leads to an external written paper. Students may choose a selection of units from:

- Performing as a Solo Musician
- Performing in a Group
- Performing on a Second Instrument
- Composing
- Arranging; Song Writing
- Analysing a Substantial Music Work
- Researching a Music Topic.

All students either analyse the historical context of a set work leading to an essay-style external paper or learn advanced music harmony leading to an external paper.

Assessment:

Internal credits - up to 34

External credits - up to 4

Total credits - up to 38

Approved Subject for University Entrance

Students choose from a list of 11 units and normally prepare for 14 Internal credits and 4 External credits although more are available. Students choosing performance units are expected to demonstrate at least 5 years of individual tuition on their chosen instrument. Scholarship Music is available for very high-quality solo performers with a high level of analytical and literacy skills.

Costs: There is a charge for weekly individual instrumental lessons for students who choose to be part of the school's itinerant programme. Students are also encouraged to enter, as appropriate, Trinity, NZMEB or Royal Schools of Music examinations which are also charged.



Drama

Head of Learning – Mrs Jennifer Gregg

Important note: Students taking Drama are Not expected to participate in the School Production. This is an extra-curricular event based on voluntary participation

Cambridge IGCSE Drama (Year 11)

Cambridge IGCSE Drama provides opportunities for learners to develop practical skills in performance, both as an individual and within a group. Learners will understand the artistic choices made by actors, directors and designers in presenting performances for an audience. They will also learn about theatrical styles and genres. Learners will explore how to develop their own ideas in creating original drama.

The aims are to enable students to develop:

- an interest in and enjoyment of drama and theatre
- an understanding of the dramatic process of moving from script to performance
- skills in devising original drama
- practical performance skills as individuals and within a group
- an understanding of, and engagement with, the role of actor, director and designer in creating a piece of drama
- an understanding of how performers communicate with an audience.

Learners develop an understanding and enjoyment of drama through practical and theoretical study.

Candidates will study:

- The elements of practical drama
- how to work with extracts from published plays as an actor, director and designer
- how to devise, develop and structure their own original dramatic material from stimuli such as short titles, poems, pictures, songs, historical events and stories
- how to evaluate their contribution to the devising process and the success of the final piece
- how to use staging and design as part of a dramatic performance
- Individual and group performance skills and how they are applied to create character and communicate meaning to an audience

Assessment:

All candidates take two components: An examination and Coursework.

This course leads to:

NCEA Level 2 Drama or AS Level Drama

Cambridge AS Level Drama (Year 12)

Automatic entry

Open entry

Component One – Written exam

It is an open book exam and is externally assessed worth 50% of your final grade.

Component Two – Practical Drama coursework

Devising and performing. This is internally assessed and externally moderated.

Component Three - Theatre-making and performing Coursework

Devise and perform a play inspired by one of the theatre practitioners, traditions or styles prescribed in the syllabus. This component is Internally assessed and externally moderated.

Component Four - Theatre-making and performing Coursework

Candidates work in a group to devise and perform a play inspired by one of the theatre practitioners traditions or styles prescribed in the syllabus. Candidates also individually create a programme of thematically linked materials and perform it. This is internally assessed and externally moderated

Assessment:

- Component 1: 60 marks
- Component 2: 60 marks
- Component 3: 60 marks
- Component 4: 60 marks

This course leads to:

NCEA Level 3 Drama or A Level Drama

NCEA Level 2 Drama (Year 12)

Automatic entry

It is an advantage to have participated in IGCSE Drama due to the specific vocabulary and learning at that level.

Building on the work from IGCSE Drama, the course continues working with the three major strands within Drama: techniques of voice, movement, body and use of space, elements and conventions and knowledge of specific drama forms and theatre history. Students will devise and perform scripted performances, and this will involve out-of-class rehearsal. All assessment tasks will require a developmental portfolio and will prepare students for the external exam. Students will attend performances both within and outside of school.

Assessment:

Internal credits - up to 18

External credits - up to 8

Total credits - up to 26

This course leads to:

NCEA Level 3 Drama

NCEA Level 3 Drama (Year 13)

Automatic entry

Students are advised to have completed Level 2 Drama because of the specific knowledge gained in that course.

The emphasis of the year is on performances using the three major strands within Drama: using drama techniques of voice, movement, body and use of space; elements and conventions; and knowledge of specific drama forms and theatre history. The students will work on a scripted or devised performance chosen from a specific theatre form, a text driven performance and an original devised performance. Students will attend performances both within and outside of school.

Assessment:

Internal credits – up to 18

External credits – up to 8

Total credits – up to 26

Approved Subject for University Entrance

Scholarship is offered to students who take this course.



Technology

Head of Learning – Mr Alistair Duff

Cambridge IGCSE Design & Technology (Year 11)

Cambridge IGCSE Design & Technology enables learners to identify, consider and solve problems through creative thinking, planning and design, and by working with different media, materials and tools to produce a made product. Learners gain technical and design awareness and develop skills such as initiative, resourcefulness, enquiry and ingenuity. They also develop communication skills central to the design process. Cambridge IGCSE Design & Technology provides an ideal basis for further study and equips learners with technical knowledge and practical design and making skills for the world of work. The syllabus is designed to accommodate a wide range of interests, materials and resources, and allows the different skills of the teaching staff to be fully exploited.

The aims are to enable students to:

- develop creative thinking in areas relevant to design and technology
- apply problem-solving skills to practical and technological problems
- develop communication skills central to design, realisation and evaluation
- gain knowledge and understanding of design and technology
- develop skills in research and investigation
- design and make products, taking into consideration sustainability and the wider impact on society
- develop the ability to make aesthetic, economic, ethical and technical value judgements.

Assessment:

All candidates take three examinations.

This course leads to:

NCEA Level 2 Technology Product
Design or Technology Furniture

NCEA Level 2 Technology Furniture (Year 12)

Automatic entry

Grade C or above in IGCSE Design & Technology or at
HOL discretion

This course includes basic joinery, including the use of power tools, hand tools, and other building skills introducing essential skills and safe working practices for the trade's area. All tools are supplied, and the course is delivered in the school environment. These are hands-on courses that will give students the skills to get started in building and construction. Each course is made up of units that cover the use of hand-held tools, project planning, first aid, basic wood furniture construction, measurement, and literacy and numeracy skills.

Assessment:

Internal credits - up to 18

External credits - 0

Total credits - up to 18

The programme prepares students for further study at Level 3 and then onto apprenticeships and the workplace.

Costs: Dependent on what is made: Outdoor Furniture \$500-\$800.

This course leads to:

Level 3 Technology Fine Furniture



NCEA Level 2 Product Design (Year 12)

Automatic entry

Grade C or above in IGCSE Design & Technology or at HOL discretion

Students will decide their own pathway at the start of the year, deciding between a focus on Product or Architectural design. These pathways are supported with idea generation and presentation. Students develop their graphic drawing skills, computer aided design skills and presentation skills throughout the year whilst generating ideas and outcomes. Critical thinking, evaluation skills and self-determination are necessary to provide a quality design portfolio that effectively communicates design ideas.

Assessment:

Internal credits - up to 12

External credits - up to 3

Total credits - up to 15

This course is ideal for those students wishing to pursue careers in Design, Architecture or Engineering.

Costs: Dependent on what is made: \$50-\$100

This course leads to:

NCEA Level 3 Technology Product Design



NCEA Level 3 Technology Product Design (Year 13)

Automatic entry

12 credits at Level 2 or at HoL discretion

Students are expected to demonstrate research skills, initiative, high quality graphic design skills, computer aided design skills and presentation skills. Students will choose to focus on Product or spatial design, supported by idea generation and presentation.

Assessment:

Internal credits - up to 12

External credits - up to 4

Total credits - up to 16

Approved Subject for University Entrance

This course is ideal for those students wishing to pursue careers in Design, Architecture or Engineering.

NCEA Level 3 Technology Fine Furniture (Year 13)

Automatic entry

Grade C or above in IGCSE Design & Technology or at HOL discretion

In this course, students learn basic carpentry, including the use of power tools, hand tools, fabrication and construction, and safe working practices for the trade area. All tools are supplied, and the course is delivered in the school environment. The programme will prepare students for apprenticeships and the workplace. These are hands-on courses that will give students the skills to get started in building and construction. Each course is made up of units that cover the use of hand-held tools, project planning, first aid, basic wood furniture construction, measurement, and literacy and numeracy skills.

Assessment:

Internal credits - up to 21

External credits - 0

Total credits - up to 21

16 credits - Unit Standards (BCITO)

Costs: Dependent on what is made: \$350-\$500

Social Sciences – History

Head of Humanities – Miss Dawn Michelson

Cambridge IGCSE History (Year 11)

This course offers students the opportunity to study world history in the 20th Century (international relations since 1919). Students explore history from a diversity of perspectives, including social, economic, cultural and political.

The following key questions are addressed:

- Was the Treaty of Versailles fair?
- To what extent was the League of Nations a success?
- How far was Hitler's foreign policy to blame for the outbreak of war in Europe in 1939?
- Who was to blame for the Cold War?
- How effectively did the United States contain the spread of communism?
- How secure was the USSR's control over Eastern Europe, 1948–c.1989?

In addition, candidates complete a depth study on Germany, 1918–1945

Assessment:

Paper 1 – Structured Questions (2 hours). 40%. Externally assessed.

Paper 2 – Document Questions (1 hour 45 minutes). 30%. Externally assessed.

Component 3 – Coursework 30%. Internally assessed and externally moderated.

History encourages students to raise questions and to develop and deploy historical skills, knowledge and understanding to provide historical explanations.

This course leads to:

Level 2 NCEA History or AS Level History

Cambridge AS Level History (Year 12)

Automatic entry

This syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study

This course is a flexible and wide-ranging syllabus covering modern history in the nineteenth and twentieth centuries. The syllabus develops lifelong skills including understanding issues and themes within a historical period. The emphasis is on both historical knowledge and the skills required for historical research. Learners develop an understanding of cause and effect, continuity and change, similarity and difference, and use historical evidence as part of their studies.

The aims are to enable students to develop:

- an interest in the past and an appreciation of human endeavour
- a greater knowledge and understanding of historical periods or themes.
- a greater awareness of historical concepts such as causes and consequences, change and continuity, similarity and difference, significance, and interpretations.
- an appreciation of the nature and diversity of historical sources available, and the methods used by historians.
- an exploration of a variety of approaches to different aspects of history and different interpretations of particular historical issues.
- the ability to think independently and make informed judgements on issues.
- an empathy with people living in different places and at different times.

Assessment:

- Paper 1 – Document Question (1 hour 15 minutes). 40%. Externally assessed.
- Paper 2 – Outline Study (1 hour 45 minutes). 60%. Externally assessed.

This course leads to:

NCEA Level 3 History OR A Level History

NCEA Level 2 History (Year 12)

Automatic entry

Students do not need to have studied History. Strong literacy skills are recommended.

In History our students will be able to determine the significance of the people, places and events that they learn about and be able to consider that significance in different ways. They will develop their understanding of the nature of historical inquiry and how it is based on evidence. Their critical thinking skills will enable them to assess the strengths and limitations of the sources used.

The following topics may be taught:

- Global protests: movements which have resonated across our world such as the Civil Rights movement.
- NZ Protests: Turning points in our nation's identity have included the 1981 Springbok Tour; Nuclear Free NZ; and other significant protests which have shaped our national story.

Assessment:

Internal credits - up to 9

External credits - up to 10

Total credits - up to 19

This course leads to:

NCEA Level 3 History

NCEA Level 3 History (Year 13)

Automatic entry

Students do not need to have studied History. Strong literacy skills are recommended.

History is about engaging with historical narratives from the past. Our students explore concepts such as cause and effect, continuity and change over time as well as different perspectives. By recognising how the past has shaped the present, our students are able to grow as confident, questioning, and empathetic individuals, who are developing an understanding of their own place in, and their connection to, the world around them.

The following topics may be taught:

- Global protests: movements which have resonated across our world such as the Civil Rights movement.
- NZ Protests: Turning points in our nation's identity have included the 1981 Springbok Tour; Nuclear Free NZ; and other significant protests which have shaped our national story.

Assessment:

Internal credits - up to 10

External credits - up to 10

Total credits - up to 20

Approved Subject for University Entrance

Scholarship is offered to students who take this course

Social Sciences – Geography

Teacher in Charge – Mr Rob van Dort

Cambridge IGCSE Geography (Year 11)

Cambridge IGCSE Geography develops lifelong skills, including:

- an understanding of the processes which affect physical and human environments
- an understanding of place on a local, regional and global scale
- the ability to use and understand geographical data and information
- an understanding of how communities around the world are affected and constrained by different environments.

The aims are to enable students to:

- an understanding of location on a local, regional and global scale
- an awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- an understanding of the ways in which people interact with each other and with their environment
- an awareness of the contrasting opportunities and constraints presented by different environments
- an appreciation of and concern for the environment
- an appreciation of the earth including its people, places, landscapes, natural processes and phenomena.

The syllabus is divided into three themes:

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development

The themes are designed to develop an understanding of natural and human environments.

Assessment:

All candidates take two components.

Paper 1: Geographical Themes
(1 hour 45 minutes). 40%. Externally assessed.

Paper 2: Geographical Skills
(1 hour 30 minutes). 27.5%. Externally assessed.

Component 3: Coursework.
27.5%. Centre-based assessment.

This course leads to:

NCEA Level 3 Geography or Cambridge AS Level Geography

Cambridge AS Level Geography (Year 12)

Automatic entry

This syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study

Students widen their knowledge and understanding of the subject, while developing their investigative abilities and their evaluation and decision-making skills. The syllabus is wide-ranging and comprises a variety of options. It considers a range of environments, from tropical to arid, and learners can also study subjects such as environmental management, global interdependence and economic transition.

The aims are to enable students to:

- develop awareness of the relevance of geography to understanding and solving contemporary environmental problems.
- understand the main elements of physical geography and human geography and the interdependence between them.
- understand the processes operating at different scales within physical and human environments.
- develop a sense of space, place, and location.
- explain the causes and effects of change over space and time on physical and human environments.
- understand the importance of scale in studying geography.
- develop an appreciation of the nature, value, limitations, and importance of different approaches to analysis and explanation in geography.
- increase knowledge of, and ability to use and apply, appropriate skills and techniques including fieldwork.
- develop a concern for accuracy and objectivity in collecting, recording, processing, presenting, analysing and interpreting geographical data.
- develop the ability to interpret and evaluate different sources and types of information.
- develop a logical approach in order to present a structured, coherent and evidence-based argument.

Topics include:

Core Physical Geography

- Hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering

Core Human Geography

- Population
- Migration
- Settlement dynamics

Assessment:

- Paper 1 – Core Physical Geography (1 hour 30 minutes). 50%. Externally assessed.
- Paper 2 – Core Human Geography (1 hour 30 minutes). 50%. Externally assessed.

This course leads to:

NCEA Level 3 Geography or A Level Geography

NCEA Level 2 Geography (Year 12)

Automatic entry

Completion of IGCSE Geography is advantageous or at TiC discretion

This course reinforces Geographic Skillfulness and the interpretation of a wider range of resources. The techniques of data research, the appreciation of global perspectives and the investigation of geographic issues and evaluation of courses of action progresses. The prescribed topics for the year are:

Studies of natural landscapes (physical geography) and a range of geographic skills

Assessment:

Internal credits - up to 11

External credits - up to 8

Total credits - up to 19

This course leads to:

NCEA Level 3 Geography

Costs: A field trip to the Tongariro Plateau, approx. \$320 (optional)



NCEA Level 3 Geography (Year 13)

Automatic entry

Completion of Level 2 Geography advantageous.

This course builds upon the studies, knowledge and skills of the previous two years. There is emphasis on the study of contemporary issues from a geographer's perspective. There is a strong development of analytical writing skills, research techniques and the interpretation of a wider range of resources that is highly valued by universities and employers. Geographical skills (mapping and graphing) continue to be applied, and key ideas built upon. The course has two common topics:

Natural processes (physical geography) - a study of local Whanganui coastal processes.

OR

Cultural process (human geography) - a study of tourism development in NZ and its impacts on those settings.

Assessment:

Internal credits - up to 11

External credits - up to 8

Total credits - up to 19

Approved Subject for University Entrance.

Costs: Cultural Field Trip to Waitomo tourist destination (expense notified early- approx. \$320) (optional); Local Natural Coastal Field Trip approx. \$30 (optional)

Social Sciences – Economics

Head of Commerce – Mr Gary Smith

Cambridge IGCSE Economics (Year 11)

The IGCSE Economics syllabus develops an understanding of economic theory, terminology and principles. Students study the economics of different countries and how they interrelate. They also learn to work with simple economics data and to use the tools of economic analysis. Students will apply understanding to a range of current local, national and international issues. The course covers the following topics:

- The basic economic problem and the allocation of resources
- Microeconomic decision makers
- Government's role in the macroeconomy
- Economic development and international trade

Assessment:

All candidates take two components.

Paper 1: Multiple Choice (45 minutes). 30%. Externally assessed.

Paper 2: Structured Questions (2 hours 15 minutes). 70%. Externally assessed.

This course leads to:

NCEA Level 2 Economics or Cambridge AS Level Economics



Cambridge AS Level Economics (Year 12)

Automatic entry

It is highly recommended that students have taken IGCSE Economics in Year 11 or at HoC discretion.

In this course students learn how to explain and analyse economic issues and arguments, evaluate economic information, and organise, present and communicate ideas and judgements clearly. The syllabus covers a range of fundamental economic ideas, including an introduction to the price system and government intervention, international trade and exchange rates, the measurement of employment and inflation, and the causes and consequences of inflation.

The aims are to enable students to:

- know and understand the terminology, concepts, theories and principles of economics
- express ideas in writing and using statistics and diagrams, or other methods, where appropriate
- develop the habit of using works of reference as sources of information specific to economics
- read critically to gain information about the changes in the wider economic and social environment
- appreciate the methods of study that economists use, and the most effective ways economic information may be analysed, correlated, discussed, evaluated and presented
- develop an interest in and enthusiasm for economics that could lead to further study.

Topics include:

- Basic economic ideas and resource allocation
- The price system and the microeconomy
- Government microeconomic intervention
- The macroeconomy
- Government macroeconomic intervention
- International economic issues

Assessment:

Paper 1 – AS Level Multiple Choice (1 hour). 33% - Externally assessed.

Paper 2 – AS Level Data Response and Essays (2 hours). 67%. Externally assessed.

This course leads to:

NCEA Level 3 Economics or Cambridge A Level Economics

NCEA Level 2 Economics (Year 12)

Automatic entry

Completion of IGCSE Economics is advantageous or at HoC discretion.

Students will gain skills and experiences relating to contemporary economic issues such as:

- Inflation
- International Trade
- Economic Growth
- How Government Policies can influence our economy
- Unemployment.

Assessment:

Internal credits - up to 10

External credits - up to 8

Total credits - up to 18

This course leads to:

NCEA Level 3 Economics



NCEA Level 3 Economics (Year 13)

Automatic entry

Completion of NCEA Level 2 Economics is advantageous or at HoC discretion.

Students will gain knowledge, develop a variety of skills and experience related to economic concepts that discuss, in a contemporary context:

- The Marketplace at a micro level
- The role of the Government in the economy
- Macroeconomics in relation to government goals.

Assessment:

Internal credits – up to 10

External credits - up to 10

Total credits - up to 20

Approved Subject for University Entrance

Scholarship is offered to students who take this course.

Social Sciences - Global Perspectives

Head of Humanities – Miss Dawn Michelson

Cambridge IGCSE Global Perspectives (Year 11)

This course aims to make students aware of global problems and encourages them to explore potential solutions. It focuses on current affairs and global events. It revolves around various topics that provide a context for students to understand global issues from personal, local, national, and global viewpoints.

This course develops useful transferable skills. To develop their understanding, students will develop their critical thinking skills by researching, decision making, planning, effective communication, creative problem-solving, reflection, teamwork and independent learning.

Assessment:

All candidates take three components.

- Component 1: Written Examination (1 hour 25 minutes). 35%. Externally assessed.
- Component 2: Individual Report. 30%. Internally set and externally marked.
- Component 3: Team Project. 35%. Internally assessed and externally moderated.

This course leads to:

The skills from this subject lead to various subjects in NCEA Level 2 or Cambridge AS Level Global Perspectives



Cambridge AS Level Global Perspectives (Year 12)

Automatic entry

This syllabus builds upon skills gained at Cambridge IGCSE (or equivalent) level study

This is a skills-based course that prepares learners for positive engagement with our rapidly changing world. Learners broaden their outlook through the critical analysis of – and reflection on – issues of global significance. They will develop unique, transferable skills including research, critical thinking and communication by following an approach to analysing and evaluating arguments and perspectives called the 'Critical Path'. Collaborative skills are enhanced through participation in a team project.

The aims are to enable students to:

- acknowledge and understand the diversity of perspectives on global issues.
- develop the ability to evaluate claims and evidence.
- make independent judgements supported by reasoning and evidence and understand the importance of justifying their own opinions.
- become effective researchers, using appropriate sources to support judgements and understanding of research processes.
- develop their ability to reflect on their own learning and judgements and on their work with others.
- develop a range of effective written and spoken communication skills.

Assessment:

- Component 1 – Written Examination (1 hour 30 minutes). 36%. Externally assessed.
- Component 2 – Essay. 32%. Externally assessed.
- Component 3 – Coursework. 32%. Externally assessed.

This course leads to:

The skills from this subject lead to various subjects in NCEA Level 3

Social Sciences – Accounting

Head of Commerce – Mr Gary Smith

Cambridge IGCSE Accounting (Year 11)

Cambridge IGCSE Accounting is accepted by universities and employers as proof of an understanding of the theory and concepts of accounting, and the ways in which accounting is used in a variety of modern economic and business contexts. Learners focus on the skills of recording, reporting, presenting and interpreting financial information; these form an ideal foundation for further study, and for a future career within the profession. The syllabus is structured so that learners attain both practical skills and theoretical knowledge.

The aims are to enable students to develop:

- knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organisations and society as a whole
- an understanding of accounting concepts, principles, policies, techniques, procedures and terminology
- improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation
- improved accuracy, orderliness and the ability to think logically
- an excellent foundation for advanced study.

Assessment:

All candidates take two components.

Paper 1: Multiple Choice (1 hour 15 minutes). 30%.
Externally assessed.

Paper 2: Structured Questions (1 hour 45 minutes). 70%.
Externally assessed.

This course leads to:

NCEA Level 2 Accounting or Cambridge AS Level Accounting

Cambridge AS Level Accounting (Year 12)

Automatic entry

It is highly recommended that students have taken IGCSE Accounting in Year 11 or at HoC discretion.

The syllabus engages students with the relevance and applicability of accounting in real-world contexts. Students will explore the role and responsibilities of the accountant, and study areas such as financial accounting and cost and management accounting.

The aims are to enable students to:

- understand the role of accounting as an information system for monitoring, problem-solving and decision-making
- appreciate the ethical issues that underpin the practice of accounting and their impact on the behaviour of the accountant and of businesses
- appreciate the place of accounting in managing business change in response to economic, social and technological developments
- develop the ability to apply and evaluate accounting concepts, principles, policies and practices
- develop skills of communication, analysis, interpretation and presentation of both qualitative and quantitative accounting information
- develop skills and knowledge needed for further study or employment in accounting or business.

Topics include:

- 1.1 - Types of business entity
- 1.2 - The accounting system
- 1.3 - Accounting for non-current assets
- 1.4 - Reconciliation and verification
- 1.5 - Preparation of financial statements
- 1.6 - Analysis and communication of accounting information
- 2.1 - Costs and cost behaviour
- 2.2 - Traditional costing methods

Assessment:

Paper 1 – AS Level Multiple Choice (1 hour). 28% -
Externally assessed.

Paper 2 – AS Level structured questions (1 hour 45 mins). 72%. Externally assessed.

This course leads to:

NCEA Level 3 Economics or Cambridge A Level Accounting

NCEA Level 2 Accounting (Year 12)

Automatic entry

Open or at HoC discretion

This course focuses on management. Students will examine the systems within a business, safe-guarding assets, reporting accurately, management effectiveness and operational efficiency. XERO, a computer accounting software package, is learned as well as an analysis and presentation of financial reports for small business.

Assessment:

Internal credits - up to 10

External credits - up to 9

Total credits - up to 19

This course leads to:

NCEA Level 3 Accounting



NCEA Level 3 Accounting (Year 13)

Automatic entry

Open or at HoC discretion

Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world. It is the process of preparing and communicating financial information to a wide range of users. The context for Level 3 is large firms including partnerships, companies, and manufacturing entities.

Topics include Partnership and company structures, job costing, using break even to develop budgeted reports and analysis of an NZX company report.

Assessment:

Internal credits - up to 13

External credits - up to 9

Total credits - up to 22

Approved Subject for University Entrance

Social Sciences

Agribusiness

Teacher in Charge – Mr Grant Muirhead

NCEA Level 3 Agribusiness (Year 13)

Automatic entry

Open or at HoC discretion



This course investigates the issues facing the primary industry in New Zealand. It looks at the day-to-day challenges that a primary industry business would face. This covers a broad range of challenges such as economic, environmental, innovation, and business decisions based on internal and external factors.

Note this is recognised as a UE subject under the Business Studies domain and is recognised at all NZ Universities with the exception of Auckland University.

In 2025 the units offered in the course will consist of a range of below.

- Analyse how a product meets market needs through innovation in the value chain. (Internal assessment)
- Analyse the effect of financing options of a strategic capital expenditure decision of a business. (Internal assessment)
- Analyse future proofing strategies to ensure long term viability of a business (Internal assessment)
- Demonstrate understanding of how internal factors interact within a business that operates in a global context (External Assessment)
- Investigate the exporting potential of a New Zealand business in a market, with consultation (Internal Assessment)

Assessment:

All units are Achievement Standards. The Course comprises of 19 credits

Approved Subject for University Entrance

Physical Education & Health

Head of Learning – Mr Steve Simpson

Cambridge IGCSE Physical Education (Year 11)

Cambridge IGCSE Physical Education encourages learners to develop:

- knowledge, skills and understanding of a range of relevant physical activities
- an ability to plan, perform and evaluate physical activities
- an understanding of effective and safe performance
- an understanding of the role of sport and physical activity in society and in the wider world
- an excellent foundation for advanced study

An enjoyment of physical activity is to enable students to:

- develop their knowledge and understanding of the theory underpinning physical performance in a modern world
- use and apply this knowledge and understanding to improve their performance
- perform in a range of physical activities, developing skills and techniques, and selecting and using tactics, strategies and/or compositional ideas
- understand and appreciate safe practice in physical activity and sport
- understand and appreciate the benefit of physical activity and sport for health, fitness and well-being
- gain a sound basis for further study in the field of Physical Education

This course provides candidates with an opportunity to study both the practical and theoretical aspects of Physical Education. It is also designed to foster enjoyment in physical activity. The knowledge gained should enable candidates to develop an understanding of effective and safe physical performance.

Candidates will study all the following topics: (designed to contribute to the development of understanding and knowledge of the principles involved in safe, health-related exercise. All these sections are interrelated):

Unit 1: Anatomy and Physiology

Skeleton and joints, Energy Supply, Muscles and Tendons, Circulatory and respiratory systems

Unit 2: Health, Fitness and Wellbeing

Health and Wellbeing, Diet Training, Methods and Principles, Fitness Testing VO2 Max

Unit 3: Skill Acquisition

Skill and Ability, Performance classification, Stages of Learning, Information Processing, Feedback/Guidance, Psychology

Social, Cultural and Ethical Influences

Leisure and Recreation, Facilities, Participation, Excellence, Global events, Media, Access to sport

Assessment:**A. Coursework: Practical 50%**

You will be assessed in FOUR practical activities.

B. Examination: Theory 50%

A 1 hour and 45-minute examination that contributes 50% of your IGCSE Grade.

Candidates will undertake four different physical activities chosen from at least two of seven categories.

Games, Gymnastic, Dance, Athletic, Outdoor & Adventure, Swimming, Combat activities.

Physical activities make a significant contribution to course aims and objectives, serving as a source of material to facilitate learning.

This course leads to:

NCEA Level 2 Physical Education or Cambridge AS Level Physical Education

Cambridge AS Level Physical Education (Year 12)**Automatic entry**

It is highly recommended that students have taken IGCSE Physical Education in Year 11 or at HoL discretion.

The aims are to enable students to:

- Develop their knowledge and understanding of the theories underpinning performance in physical activity and sport
- Develop their knowledge and understanding of the theories and concepts underpinning the acquisition and development of motor skills in physical activity and sport
- Develop their knowledge and understanding of the sociocultural influences affecting trends in regular participation and elite performance in sport
- Evaluate and think critically about the theoretical concepts underpinning skill development and make informed decisions to improve health, fitness and sports performance
- Effectively perform a range of sports skills and techniques and select and apply tactics and strategies
- Understand and appreciate safe practice in physical activity and sport and the benefits of physical exercise for health, fitness and well-being.

Assessment:

- Component 1 - Theory - 70 marks
Structured questions
Externally assessed
50% of the AS Level
- Component 2 - Coursework - 70 marks
Candidates choose two physical activities from the list in the syllabus (35 marks for each physical activity). These are Internally assessed and externally moderated 50% of the AS Level
 - Association football
 - Field hockey
 - Table tennis
 - Badminton
 - Goalball
 - Tennis
 - Basketball
 - Netball
 - Track and field athletics
 - Competitive swimming
 - Olympic weightlifting
 - Volleyball
 - Cricket
 - Rugby union
 - Cross-country running
 - Squash

This course leads to:

NCEA Level 3 Physical Education or Cambridge A Level
Physical Education

NCEA Level 2 Physical Education (Year 12)

Automatic entry

Previous high levels of skill, effort and positive involvement in PE and sport is an advantage

This course covers the practical and theoretical aspects of Physical Education. Students will:

- Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills.
- Demonstrate understanding of the application of biophysical principles to training for physical activity.
- Perform a physical activity in an applied setting.
- Evaluate leadership strategies that contribute to the effective functioning of a group.
- Analyse the application of risk management strategies to a challenging outdoor activity.

The breakdown over the course of the year is approximately 40% practical and 60% theory work.

Assessment:

Internal credits - up to 20

External credits - 0

Total credits - up to 20

This course leads to:

NCEA Level 3 Physical Education

Costs: Approximately \$600 for 3-day outdoor activities camp and instruction (external costs).





NCEA Level 3 Physical Education (Year 13)

Automatic entry

It is highly recommended that students have taken NCEA Physical Education in Year 12 or at HoL discretion.

This course covers the practical and theoretical aspects of Physical Education. Students will:

- Evaluate physical activity experiences to devise strategies for life-long wellbeing.
- Analyse a physical skill performed by self or others.
- Evaluate the effectiveness of a performance improvement programme.
- Demonstrate quality performance of a physical activity in an applied setting.
- Examine a current physical activity event, trend, or issue and its impact on New Zealand society.

The breakdown over the course of the year is approximately 40% practical and 60% theory work.

Assessment:

Internal credits - up to 19

External credits - 0

Total credits - up to 19

Approved Subject for University Entrance

Scholarship is offered to students who take this course.

Costs: Approximately \$280 for golf coaching, driving range and Tough Guy & Gal Challenge - Rotorua.

Outdoor Education

Head of Learning – Mr Steve Simpson

Teacher in Charge – Mr Tyler Scott

NCEA Level 2 Outdoor Education (Year 12)

Automatic entry

Students will receive an opportunity to develop positive attitudes towards outdoor pursuits and the development of practical outdoor skills. This course is largely practical based and is aimed at personal development and teamwork in the outdoors. Students entering this course must be willing to accept the physical and mental challenges in the below adventure pursuits in the outdoors. This course includes:

- Outdoor skills, Tramping, Camping, Navigation.
- Rock Climbing, Adventure Based Learning, Orienteering, Risk Management, High and Low Ropes.
- Mountain Biking.
- Rafting

Assessment:

Internal credits - up to 28

External credits - 0

Total credits - up to 28

This is a Unit Standard course.

This course involves multiple days out of School. Students will miss time in their other subjects and there is an expectation that students will catch up on the work that they have missed.

This course should not be taken in conjunction with outside provider courses that require a day off site each week. This needs to be a consideration for students as they contemplate this subject.

This course leads to:

NCEA Level 3 Outdoor Education

Costs: \$400-\$500

NCEA Level 3 Outdoor Education (Year 12)

Automatic entry

It is highly recommended that students have taken Outdoor Education in Year 12 or at HoL discretion.

Students will receive opportunities to develop positive attitudes towards outdoor pursuits and the development of practical outdoor skills. This course is designed around giving practical experience in a range of outdoor areas that will allow students to have a base level of skill and understanding to build on for future adventure, participation and/or study in the outdoors. Students entering this course must be willing to accept the physical and mental challenges in the below adventure pursuits in the outdoors:

- Tramping, camping, navigation, river crossing, bush survival
- Adventure based learning, risk management
- Kayaking/Rafting
- Mountain Biking
- Rock climbing
- Orienteering

Assessment:

Internal credits - up to 28

External credits - 0

Total credits - up to 28

This is a Unit Standard course.

This course involves multiple days out of school. Students will miss time in their other subjects and there is an expectation that students will catch up on the work that they have missed.

This course should not be taken in conjunction with outside provider courses that require a day off site each week. This needs to be a consideration for students as they contemplate this subject.

Costs: \$750-\$850

Health

Head of Learning – Mr Steve Simpson

Teacher in Charge – Mrs Sjaane Simpson

NCEA Level 2 Health (Year 12)

Automatic entry

The focus of this course is on the well being of the students themselves, of other people, and of society through learning in health-related contexts.

Areas of study will cover:

- Analysing an adolescent health issue
- Evaluating factors that influence people's ability to manage change.
- Analysing an interpersonal issue that places personal safety at risk
- Analysing issues related to sexuality and gender to develop strategies for addressing the issues.

Assessment:

Internal credits – up to 15

External credits – 5

Total credits – up to 20

This course leads to:

NCEA Level 3 Health

NCEA Level 3 Health (Year 13)

Automatic entry

Students learn that wellbeing is a combination of the physical, mental, emotional, social, and spiritual aspects of people's lives. Students are expected to think critically and to make meaning of the world around them by exploring health-related contexts. They learn how to bring about sustainable health-enhancing change for individuals, communities, and society.

Areas of study will cover:

- Analysing a New Zealand health issue
- Analysing an international health issue
- Evaluating health practices currently used in New Zealand
- Analysing a contemporary ethical issue in relation to wellbeing.

Assessment:

Internal credits – up to 14

External credits – 5

Total credits – up to 19

Approved Subject for University Entrance

Head of Learning – Mr Costas Thrasyvoulou

Teacher in Charge – Mrs Joline Henry (Te Reo)

NCEA Level 1 Te Reo Māori (Year 11)

Automatic entry

It is an advantage if students have satisfactorily completed the Year 10 Course and/or have evidence of prior learning.

Māori is one of the official languages of New Zealand and an integral part of the country's culture. There are numerous reasons to learn Māori from personal enjoyment to career requirements. Whatever it may be, learning Māori will not only provide great satisfaction, but a greater connection with New Zealand and an enhanced understanding of our culture and society.

This course will be offered via Te Kura and offers up to 30 NCEA Level 1 credits.

Assessments:

Internal assessments:

AS91284 Whakarongo (2 listening pieces) | 6 credits

AS91285 Korero (2 speaking pieces) | 6 credits

AS91288 Waihanga Tuhinga (2 writing pieces) | 6 credits

External assessments:

AS91087 Panui (reading comprehension) | 6 credits

AS91088 Tuhi (a writing piece) | 6 credits

This course leads to:

NCEA Level 2 Te Reo Māori

Costs: It is an advantage to have your own Māori-English, English Māori dictionary.

NCEA Level 2 Te Reo Māori (Year 12)

Automatic entry

Satisfactory completion of NCEA Level 1 Te Reo Māori

A range of themes and skills will be practiced through listening, speaking, reading, and writing in Māori.

The following topics will be covered: Oku wawata, He Huihuinga, Tangata Autaia and Nga Purakau Rongonui. Students are required to have three or more years' experience in Māori language.

This course will be offered via Te Kura and offers up to 30 NCEA Level 2 credits.

Assessments:

Internal assessments:

AS91284 Whakarongo (2 listening pieces) | 6 credits

AS91285 Korero (2 speaking pieces) | 6 credits

AS91288 Waihanga Tuhinga (2 writing pieces) | 6 credits

External assessments:

AS91286 Panui (reading comprehension) | 6 credits

AS91287 Tuhi (a writing piece) | 6 credits

This course leads to:

NCEA Level 3 Te Reo Māori

Costs: It is an advantage to have your own Māori-English, English Māori dictionary.



NCEA Level 3 Te Reo Māori (Year 13)

Automatic entry

Satisfactory completion of NCEA Level 2 Te Reo Māori

A range of themes and skills will be practised and extended through listening, speaking, reading, and writing in Māori.

The following topics will be covered:

He Mahi Whakangungu, Nga Waihanga Tuhinga, Nga Ahuatanga Whakarongo and Nga Ahuatanga Korero.

This level of Māori requires a wide range of vocabulary and grammar skills.

This course will be offered via Te Kura and offers up to 30 NCEA Level 3 credits.

Assessments:

Internal assessments:

AS91650 Whakarongo (2 listening pieces) | 6 credits

AS91651 Korero (2 speaking pieces) | 6 credits

AS91654 Waihanga Tuhinga (2 writing pieces) | 6 credits

External assessments:

AS91652 Panui (reading comprehension) | 6 credits

AS91653 Tuhi (a writing piece) | 6 credits

Approved Subject for University Entrance

Costs: It is an advantage to have your own Māori-English, English Māori dictionary.

Languages – Spanish

Teacher in Charge – Mrs Queralt Scott (Spanish)

Cambridge IGCSE Spanish (Year 11)

Cambridge IGCSE Spanish develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Learners begin to develop cultural awareness of countries and communities where Spanish is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

The aims are to enable students to:

- develop the language proficiency required to communicate effectively in Spanish.
- offer insights into the culture and society of countries and communities where Spanish is spoken
- develop awareness of the nature of language and language learning
- encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- provide enjoyment and intellectual stimulation
- develop transferable skills (e.g. memorising, drawing of inferences) to complement other areas of the curriculum
- form a sound base of the skills, language and attitudes required for progression to work or further study, either in Spanish or another subject area.

The subject content is organised in five broad topic areas (A–E below). These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to gain an insight into countries and communities where Spanish is spoken.

The five topic areas are:

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

The syllabus gives students opportunities to develop and apply a wide range of foreign language skills. Candidates will be expected to read and understand a variety of written and spoken texts on familiar topics. Candidates will be required to demonstrate understanding of the main ideas, opinions and attitudes, as well as select and extract relevant details and deduce the meaning of occasional unknown words from context. They will also have opportunities to write in Spanish on familiar, everyday topics, and to speak the language by taking part in everyday conversations.

Assessment:

All candidates take all four examinations.

This course leads to:

NCEA Level 2 Spanish or Cambridge AS Level Spanish

Cambridge AS Level Spanish Language (Year 12)

Automatic entry

It is highly recommended that students have taken IGCSE Spanish in Year 11 or at TiC discretion.

Cambridge International AS Level Spanish Language helps candidates continue to develop a set of transferable skills for understanding and communicating in everyday situations in Spanish, and to use Spanish with ever increasing levels of sophistication. Learners build on the solid foundation acquired at IGCSE™ and continue to develop cultural awareness of countries and communities where Spanish is spoken. They develop the essential linguistic skills required for progression to further studies or employment.

The aims are to:

- Develop the language proficiency required to communicate effectively in Spanish as a CEFR Independent User
- Explore and engage with the culture and society of countries and communities where Spanish is spoken
- Encourage positive attitudes towards speakers of other languages and a sympathetic approach to other cultures
- Provide enjoyment and intellectual stimulation
- Support the development of transferable skills (e.g. communication and organisational skills, autonomy, resourcefulness and cognitive flexibility) to complement other areas of the curriculum

- Continue developing the skills, language and attitudes required for further study, work and leisure.

Course Content

The subject content is organised into six topic areas at AS Level. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. The study of these topic areas enables students to progress from the knowledge and skills developed at IGCSE.

Candidates will be required to show knowledge and understanding of the broad topic areas listed below. These provide contexts for the acquisition of vocabulary and the study of grammar and structures. They also provide contexts for candidates to engage with and produce both oral and written texts. Through the study of these broad themes, candidates gain insight into the cultures of the countries and communities around the world where Spanish is spoken.

- Culture
- Health and well-being
- Education and future plans
- Community and society
- Our responsibility for the planet
- Science and technology

Assessment:

Candidates take all components in the same exam series. (Speaking, Listening, Reading and Writing)
Candidates are eligible for grades a–e.

This course leads to:

NCEA Level 3 Spanish or Cambridge A Level Spanish

NCEA Level 2 Spanish (Year 12)

Automatic entry

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world.

Students learn to communicate in Spanish using more sophisticated language on a range of themes relevant to young adults. They learn to express and justify their own ideas and opinions and to support or challenge the opinions of others. Students further develop their listening, speaking, reading and writing skills whilst continuing to extend their vocabulary and grammatical knowledge and deepen their awareness of Hispanic culture.

Assessment:

Internal credits - up to 14

External credits - up to 10

Total credits - up to 24

This course leads to:

NCEA Level 3 Spanish

NCEA Level 3 Spanish (Year 13)

Automatic entry

Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. Languages are inseparably linked to the social and cultural contexts in which they are used.

Students learn to communicate confidently and fluently in Spanish using complex language on a range of themes relevant to young adults. They learn to express and justify their own ideas and opinions and to support or challenge varied ideas and perspectives. Students work with extended texts at Level 3 Spanish. Students further develop their listening, speaking, reading and writing skills whilst continuing to extend their vocabulary and grammatical knowledge and deepen their awareness of Hispanic culture, both in relation to Spain itself as well as to other Hispanic countries.

Assessment:

Internal credits - up to 14

External credits - up to 10

Total credits - up to 24

Approved Subject for University Entrance

Scholarship is offered to students who take this course.



Vocational courses – External providers

Teacher in Charge – Mr Grant Muirhead

Automatic entry

At discretion of TiC

Year 12 and 13 students may look at doing a course offered by an external provider.

In the past we have worked with UCOL, Primary ITO, AG Challenge, Whanganui Aero works and local businesses who have provided work experience to students.

This involves the student being out of school up to two days a week.

These courses offer NCEA Level Two and Three Unit standards.

Please note that while Unit Standards contribute to NCEA Level Two or Three qualifications but not towards University Entrance.

Factors to consider:

- That working with an external provider fits into the student's interests and intended pathway
- The impact on other subjects on the student being out of school one day a week.
- The impact that this may have on co-curricular interests of the student.
- The ability to study a programme or similar programme at school.
- The impact that this will have on University Entrance and/or studying at university in the future.
- The availability and accessibility of the course discussed.

PROCESS to be considered:

STEP 1: Student indicates interest in working with an external provider in 2026 with Mr Muirhead

STEP 2: Student discusses this option with Mr Muirhead based on the FACTORS above.

STEP 3: Communication with parents.

STEP 4: Recommendation to proceed made.

STEP 5: Application and / or interview with external provider.

STEP 6: If accepted MoU is organised with external provider.

STEP 7: Course incorporated into the student's 2026 Timetable.

e-Learning

Teacher in Charge – Mr Grant Collie

Automatic entry

At discretion of TiC

For Year 12 and Year 13 students at Whanganui Collegiate, a range of online learning opportunities are available, particularly when we cannot offer a specific subject or when timetable clashes occur.

Organisations such as Te Aho o Te Kura Pounamu (Te Kura), NetNZ and Kōtui Ako provide quality distance education up to NCEA Level 3, with an extensive array of subjects across humanities, sciences, arts, technologies, and languages, specifically designed to meet the identified needs of students.

These platforms can be important in ensuring students can pursue their desired subjects.

Academically strong Year 12 and Year 13 students have the unique opportunity to undertake university-level courses while still enrolled in secondary school.

Programmes like Massey University's Accelerate+ and Victoria University of Wellington's (VUW) VicStart enable students to extend their studies by completing first year (100-level) university courses.

Students can typically take one course per semester, with a maximum of two per year (or up to 30 credits per year for Massey).

To be eligible for these programmes, students generally need to be enrolled full-time at a New Zealand secondary school, be in Year 12 or 13, have achieved University Entrance literacy and numeracy requirements, demonstrate a high level of achievement at NCEA Level 2 (for VicStart), and receive support and approval from school.



WHANGANUI COLLEGIATE SCHOOL

