

Years 12/13 Programme



In Years 12 and 13, your learning and qualifications form a strong foundation for tertiary study and future pathways. Our aim is to build the attitude, flexibility, breadth of learning, and independent work habits you need to thrive beyond Marsden.

Students work towards NCEA (National Certificate of Educational Achievement) at Level 2 (Year 12) and Level 3 (Year 13). Scholarship is available as an optional extension programme in Year 13 for students seeking further academic challenge. NCEA is a globally recognised qualification, opening doors to universities in New Zealand and internationally. Marsden students consistently achieve excellent outcomes, and our graduates go on to study across New Zealand, Australia, the UK, the USA, Europe, and Asia.

NCEA combines internal assessment throughout the year with external examinations in November. Students are offered approximately 120 credits across six subjects at Year 12 and 100 credits at Year 13 i.e. 20–24 credits per subject. 60 credits are required to achieve NCEA Level 2 and NCEA Level 3. There are ample opportunities in the courses offered at Marsden at each level for you to gain the required number of credits. 50 credits achieved at Merit level or Excellence level qualifies for a Merit or Excellence course endorsement, a personal goal for many of our students. Courses offer a

mix of internal and external assessment. At Level 2, students may also choose from our innovative NCEA+ collaborative courses, which offer interdisciplinary, real-world learning experiences alongside traditional subjects.

At Level 3, students may choose from our NCEA+ Pathways and Leadership programme, which offers opportunities to extend learning through Stage 1 university courses, explore vocational pathways, or prepare for Scholarship. To achieve University Entrance you must attain NCEA Level 3, including achievement of 14 credits at Level 3 in each of three subjects. Your results must include the Literacy and Numeracy co-requisite qualification to gain University Entrance and NCEA Level 3.

Subject to timetable constraints and academic background, it may be possible for you to choose a course of study at a level above or below your year group. In selecting subjects, it is important to be aware of any prerequisites for tertiary courses you may be considering.

Additional non-assessed programmes support your hauora/wellbeing, social awareness and preparation for life beyond school.

We challenge you to be the best you can be.

Marsden *Inspiring Girls*

English

English at Years 12 and 13 highlights the pleasure that comes through an in-depth understanding and appreciation of the English language and its literature.

Year 12 (Highly recommended)

The Year 12 English programme is rich and varied. You will develop creative and formal writing skills, analysis skills in relation to a range of texts, effective communication skills and explore a variety of engaging written, visual and oral texts.

You are expected to achieve a minimum of 15 credits at Level 2, to proceed to Level 3 (Year 13) English.

We encourage you to further foster your interest in all things English by being involved in a wide range of English-related activities, such as debating and writing and speaking competitions.

Year 13 (Option)

The Year 13 English programme places emphasis on the skills of analysis, literary appreciation and writing skills applicable across all disciplines. You will engage in an in-depth study of different genres and texts, including a Shakespearean play; delivery of a seminar and extended writing.



You may be invited to join the Advanced English Programme. This is a challenging and exhilarating programme which includes an introduction to critical theory and demands sound independent reading habits. It specifically prepares for the Scholarship English examination. Entry to this class will be at the discretion of the Head of Department.

While English becomes optional at Year 13, please note that it is a required area of study for entry to many Australian universities, and a number of tertiary courses in New Zealand.

Stage and Screen

Year 12 (Option)

This programme draws from both the Drama and Media Studies curricula, creating the opportunity for students to express their ideas performatively. For the Stage topic, students will build confidence in developing and sustaining acting roles across a range of theatre genres. Emphasis will be placed on working collaboratively, taking risks, problem-solving and thinking creatively. The Screen topic involves analysing how media products are constructed for an audience and to appreciate the persuasive power of modern media formats. Students will plan and produce a film, in the process learning the skills of visual storytelling. As a significant component of the programme is practical in nature, you will be expected to manage yourself and your time effectively.

Year 13 (Option)

This programme builds on the skills and concepts introduced at Level 2, although it can be selected for the first time in Year 13. The programme draws from both the Drama and Media Studies curricula. For the Stage topic, students will develop and perform acting roles across different genres. The Screen topic involves students designing and producing a media product for a designated brief. As a significant component of the programme is practical in nature, success in this course depends on effective time management and strong organisational skills.

Mathematics

“The essence of Mathematics is not to make simple things complicated, but to make complicated things simple.”

S GUDDER

Mathematics teaches students to think creatively, critically, strategically, and logically. Students learn to structure and to organise, to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge.

Year 12 (Option)

A large proportion of students take Mathematics at Year 12 and, should numbers allow, we have two courses available: NCEA Level 2 (full); NCEA Level 2 Applied Mathematics.

The full NCEA Level 2 course covers a diverse range of topics within Mathematics. While much of the work is of an abstract nature, you have ample opportunities to develop problem-solving and investigative skills. Building on skills from Year 11, you will start to appreciate the beauty of abstract mathematics. This course is the basis for the study of Level 3 Calculus and/or Level 3 Statistics.

The NCEA Level 2 Applied Mathematics course is a targeted programme designed specifically for students who wish to continue the study of mathematics but who may have difficulty with some of the complexities of the full Level 2 programme. The emphasis of the course is on providing you with various mathematical and logical thinking skills but may not cover extended abstract thinking. With 14 credits, including probability and informal inferences, you may continue on to Level 3 Statistics from this course, but not Level 3 Calculus. Entry to this course is made in consultation with the Head of Mathematics.

Year 13 (Option)

Mathematics splits into two distinct subjects in Year 13: Calculus and Statistics. Calculus gives us a deeper understanding of mathematical functions and how they can be used to model a wide range of real-world phenomena. Statistics is about finding meaning in data and modelling possibility. These two disciplines are related but focus on different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Calculus

This course is designed for students interested in pursuing Mathematics to a higher level or interested in studying an Applied Science, Engineering, Computer Science, Finance or Technology at university. It is also useful for

students interested in careers in commerce, or in any field where analysis is important.

Strong algebraic skills are necessary throughout the course which covers differentiation, integration, complex numbers, trigonometry, simultaneous equations and linear programming.

Statistics

Given the importance of being able to understand and interpret data in a vast number of careers, it comes as no surprise that the study of statistics is required in many tertiary qualifications. Our ability to analyse data appropriately is crucial.

The Level 3 Statistics course exposes students to two different strands of statistics: applied statistics and theoretical statistics.


Applied statistics is telling the story of data. It is about analysing and interpreting what the data means and critiquing the implications of it. In this course you encounter sampling techniques, statistical reports and statistical inference. Theoretical statistics involves the understanding of how statistical calculations are made, through probability methods, probability distributions and confidence intervals.

Technology is used extensively to analyse and form mathematical models for sets of data. In this course you are required to write full statistical reports and good language skills are an advantage.

At Level 3, students are encouraged to extend their learning through Scholarship in Calculus and/or Statistics. Dedicated tutorials are offered to support students in preparing for this advanced level of study.



Science

 *The important thing is not to stop questioning. Curiosity has its own reason for existing.”*

ALBERT EINSTEIN

Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective. Through the sciences, students develop an understanding of the world built on current scientific theories and use their scientific knowledge for problem-solving and to gain an understanding of its implications and relevance in their own lives.

Biology (Option)

Biology is a subject of wide general interest where students learn about the way living things interact with each other and the environment. It is particularly relevant to current issues regarding environmental sustainability, conservation, gene technology and biotechnology. Biology is a prerequisite for a range of careers, including health sciences, plant, animal and food sciences.

Year 12

The content of this course includes ecology, cell structure and function, genetics and plant and animal adaptations to their way of life. Laboratory work is an important component of this course.

Year 13

Level 2 Biology is strongly recommended as a prerequisite for Level 3. During this course you will study animal behaviour, plant responses, homeostasis, evolutionary processes and trends in human evolution. You will also research an area of your choice, to produce a report showing development of an informed response to a socio-scientific issue which is relevant to New Zealand.

Scholarship Biology is a regular tutorial programme for students with a keen interest in this subject.

Chemistry (Option)

Chemistry leads to a diverse range of career opportunities. Achievement in Year 13 Chemistry is mandatory for some careers, such as the Health Sciences and is also a useful background to other physical, biological and applied science careers.



Year 12

The course provides a foundation for any further studies in Chemistry. There is a considerable emphasis on practical work. Major topics in the course are: atomic structure, bonding and energy changes; qualitative and quantitative analysis; organic chemistry; oxidation-reduction and aspects of chemical reactivity.

Competence in Mathematics and achievement in the Level 1 Chemistry standards are strongly recommended as prerequisites.

Year 13

Level 2 Chemistry is an essential prerequisite for Year 13 study. Concepts discussed at Level 2 are developed to a more sophisticated level, with increasing emphasis on quantitative aspects, thus confidence with mathematical techniques, such as simple algebra, logarithm functions and graphs, is essential. Laboratory work continues to be an important component.

Major topics in the course are: spectroscopic analysis; atomic structure, bonding and energy changes; aqueous equilibria; oxidation-reduction; organic and inorganic chemistry. Support is available for students who wish to sit Scholarship Chemistry.

Physics (Option)

Physics is a fundamental science concerned with the nature of the physical universe and includes the concepts of gravity, motion, electromagnetism, radiation, the origins of the universe and the structure of the atom. Physics is a recommended subject for a number of careers, such as aviation, engineering, industrial design, surveying, health sciences, and veterinary science. If you are anticipating tertiary study in these disciplines, you will benefit from a thorough grounding in the essential aspects of Physics taught at Levels 2 and 3.


Year 12

Level 2 Physics introduces the fundamental concepts and formulae relating to waves, mechanics, electricity, electromagnetism and atomic and nuclear physics, including optics and energy. There is a substantial mathematical content and students without reasonable competence in Mathematics may find this subject challenging. Physics at Level 2 is a prerequisite for Level 3 Physics.

Year 13

Concepts introduced in Year 12 Physics are developed at a more sophisticated level in Year 13 and you must be competent with the practical skills acquired at Level 2 and Level 3 Mathematics. Mathematics with Calculus is highly recommended if future Physics study is intended. Explanatory writing and problem-solving are essential skills for success in Level 3 Physics. Support is available for highly motivated and able students who wish to pursue Scholarship Physics.

Social Sciences

 *The mind is not a vessel to be filled, but a fire to be kindled.”*

PLUTARCH

The Social Sciences department encompasses five subject areas at senior level: Accounting and Business Studies, Classical Studies, Economics, Geography and History. Students are encouraged to think logically, critically and creatively in order to discover and implement strategies for positive change and sustainability.

Accounting and Business Studies (Option)

Accounting is the language of business. It is the most useful tool you can have when entering the business world. If you can understand the concepts and terminology of accounting, you will have a good grasp of business problems and their solutions. Accounting is the art and science of measuring, interpreting and communicating financial information. Financial literacy is now recognised as an important life skill.

The knowledge and skills gained in Business Studies, and exposure to entrepreneurship culture, can help shape “creative, energetic, and enterprising” young people who will contribute to New Zealand’s economic future.

Year 12 Accounting/Business Studies

Year 12 students complete a mixture of Accounting and Business Studies standards. You will explore why businesses in New Zealand make decisions and the consequences of those decisions. You learn about processing financial information to prepare cash flow statements, income statements and balance sheets and being able to analyse data to make sound business recommendations. Processing of financial information will be taught using the computer package Xero. You will use your business skills to conduct market research for a new or existing product and apply business knowledge to a critical problem in a large business.

Year 13 Accounting

At Year 13 the course continues with the processing, presentation and analysis of financial statements for a partnership and a company. You will learn how to apply a job cost system to a manufacturing organisation. Each student will undertake a full financial analysis of a New Zealand public company and make recommendations regarding working for the firm. Participation at Scholarship level is encouraged.

Classical Studies (Option)

Classical Studies allows you to study the civilisations of Ancient Greece and Rome. So much of modern society is based on the laws, science, art, literature and politics of the ancient world; Classical Studies allows you to better understand these aspects of our own lives. You will experience a truly interdisciplinary subject that allows you to master new approaches to History, Art History, and literature study. Additionally, you will develop research, source analysis and communication skills that will provide you with a solid grounding for future study in any subject.

Year 12

The Level 2 course provides an introduction to the literature, art history and history of the classical world of Greece and Rome. The course will build an understanding of the ideas and values of the Ancient World through analysis of their artefacts. The contexts offered are: Mythology and its influence on modern popular culture; Athens in the fifth century BCE; Homer’s *Odyssey*; the development of Athenian architecture and sculpture; and the impact of the eruption of Mount Vesuvius.

Year 13

The Level 3 course can be taken as a new subject in Year 13, but a background in Level 2 Classics or History is an advantage. We begin by critically examining the influence of Romans on later cultures, including Renaissance Europe and fascist Europe. We will then explore the Art History topic of imperial Roman art and Virgil’s *Aeneid*. Participation in Scholarship is encouraged.

Economics (Option)

Year 12

The study of Economics enables students to recognise the interdependent nature of the economy, and analyse and provide solutions to economic issues and problems. You will explore issues resulting from market forces within the context of the New Zealand economy. You will also develop an awareness of policies that a government may implement to address economic issues.

Year 13

The Level 3 course can be taken as a new subject in Year 13, but it is an advantage for you to have studied Level 2 Economics. You will learn about micro-economic concepts, efficiency of market equilibrium and efficiency of market structures, marginal analysis, market failure and government intervention. You will also get to hear from authentic voices involved in various aspects of our economy. Participation at Scholarship level is encouraged.

Geography (Option)

Thinking geographically is a vital skill for a rapidly changing world. Students will learn to make connections between people and the environment, critically examine perspectives on complex issues, and propose courses of action that try to solve them. Geography promotes an appreciation for the natural world and different societies, and how they have impacted each other across our planet.

Year 12

Viewing the world geographically is an important skill. The ability to make connections between people and the environment is becoming increasingly important as the world grapples with a rising number of global issues. Geography gives students the skills to view the world from different viewpoints, combining knowledge, skills, and understandings of the physical and social sciences. Geography provides opportunities through fieldwork for first-hand investigations of places, environments, and human activities. It helps students make sense of complex issues

Year 13 Geography trip to Rotorua.

such as crime, pandemics, land conflicts, globalisation, and sustainability. Contexts include the Tongariro natural environment, the consequences of poverty, and global patterns of disease and development.

Year 13

You may take Level 3 Geography as a new subject but it is an advantage to have studied it at Level 2. Studies are made of natural and cultural processes and how they have shaped New Zealand, with a particular focus on Rotorua and the development of tourism. We carry out extensive fieldwork to analyse environments in our own rohe and further afield. Geographic skills are incorporated into lessons and assignments, and there are short studies of issues of global social significance. Participation at Scholarship level is encouraged.

History (Option)

“Study the past if you would define the future.”

CONFUCIUS

History is studied because it is essential to individuals and societies and because it holds great fascination, opportunity for contemplation and wisdom for the future. Employers often deliberately seek graduates with the skills historical study promotes, such as research, analysis and interpretation, critical thinking and strong written and verbal communication skills. All of these skills are also essential for any student embarking on a university course.

Year 12

The topics for Year 12 History are selected from the theme of conflict, and will include case studies from events such as wars, revolutions, and protest movements. Students will conduct an inquiry into a protest movement of significance to New Zealand. We will focus on developing research skills, as well as the ability to interpret historical sources and explain different perspectives on important events.



Year 13

You may take History as a new subject in Year 13, but it is an advantage to have studied it or another Humanities subject previously. The course will cover several topics drawn from a range of options. Possible topics include World War I and women's suffrage in New Zealand. Whenever possible, student interest and choices are taken into account. The importance and value of historians'

Languages

“Language is the road map of a culture. It tells you where its people come from and where they are going.”

RITA MAE BROWN

Communicating with people from other cultures is an important skill in this age of global mobility. Learning a language also helps you analyse and understand your own culture and language.

Chinese (Option)

Year 12

This course provides an opportunity to increase students' awareness of the Chinese culture and language. The teaching of Chinese at this level is theme-based. We focus on synthesising your linguistic skills so that you can communicate in authentic language situations. Students have the opportunity to participate in the New Zealand Chinese Speech Competition in Term 2.

Standards in speaking, writing, listening and reading develop the linguistic skills you acquired at Level 1. You will assemble pieces throughout the year for a portfolio of spoken interactions and a written portfolio of texts.

Year 13

The Chinese course is theme-based including topics such as tourism, current social issues, education and cultural difference. Vocabulary, grammatical constructions and idioms are consolidated at Level 3 to enable you to use the language with more flexibility. There is an emphasis on a total immersion environment in the classroom.

Assessment develops your linguistic skills in preparation for tertiary study. You will assemble pieces throughout the year for a portfolio of spoken interactions and a written portfolio of texts. You have the opportunity to participate in the New Zealand Chinese Speech Competition in Term 2. Students interested in pursuing Scholarship have the opportunity to synthesise their linguistic skills and apply language in an authentic context.

perspectives (historiography) is introduced and students are taught to critique differing perspectives and make their own judgments about the past. Level 3 History is designed to provide a transition from school to university study, equipping students with invaluable inquiry, thinking and communication skills. Participation at Scholarship level is encouraged.

French (Option)

Year 12

Level 2 French provides you with a sound base of vocabulary and structures for communication in a variety of everyday situations at a mature level. It also aims to deepen your awareness of the French way of life. There is an emphasis on both written and spoken French.

Standards in speaking, writing, listening and reading develop the linguistic skills you acquired at Level 1. Throughout the year you will assemble pieces for a portfolio of spoken interactions and a written portfolio of texts. You are encouraged to reinforce your vocabulary acquisition through regular use of Education Perfect, an effective online learning resource.

Year 13

The course is theme-based and students are introduced to topics such as French speaking countries, the media and the study of French films. You are encouraged to speak French as much as possible in class. Assessment develops the linguistic skills you acquired at Level 2 in preparation for tertiary study. Throughout the year you will assemble pieces for a portfolio of spoken interactions and a written portfolio of texts. You are encouraged to reflect on your learning as well as reinforce your vocabulary acquisition through regular use of Language Perfect, an effective online learning resource.

If you are interested in pursuing Scholarship, you have the opportunity to synthesise your linguistic skills and apply language in an authentic context.



Year 12 French students have a go at making flammekueche, a dish from the region of Alsace.

Te Reo Māori (Option)

Year 12

In Year 12 Te Reo Māori students should be able to engage in discussions with their peers and teachers in Te Reo Māori, understanding much of what is said. They will be able to read Te Reo Māori and understand a variety of texts. Students will broaden their vocabulary and use it in context in both oral and written forms. The extended use of Te Reo Māori in class will elevate their understanding with emphasis on tikanga and whanaungatanga.

Students will prepare for external exams through practising examination techniques, using laptops for e-learning, vocabulary revision and independent research.

Topics may include The Natural World – Te Taiao and Language Revitalisation in Aotearoa – Te Ora o Te Reo.

Year 13

Te Reo Māori is offered at Level 3 for NCEA and builds on the Level 2 programme. Level 3 has a focus on levels 7 and 8 of the National Curriculum. Students will embellish their writing skills, improve their fluency in oral language skills and be able to read a variety of text.

Technology

“The great growling engine of change – Technology.”

ALVIN TOFFLER

Developing a brief to ‘fitness for purpose’, and providing a suitable outcome for your stakeholder is the requirement for the Technological process of planning. Prototyping plays a large part in this process. Project management tools and economy of time, as well as independent learning, and showing initiative are key factors at this level of learning.

Digital Technology (Option)

Year 12

You will explore programming concepts in depth. Web development extends your understanding of CSS and JavaScript, with opportunities to work across a more diverse range of design approaches. You will design, build, and test your own custom digital project while developing skills in professional design, digital media creation, and advanced programming. You will also present an analytical summary of your project.

Year 13

The Year 13 course requires you to specialise in a particular area of digital technologies while using the skills of the last few years in programming concepts. You will use CSS and Javascript, and extend your web development, exploring a more diverse range of design options. You will have the opportunity to work closely with a real world stakeholder and learn first hand about technology in the workplace.



Mojo barista course.

Food and Nutrition (Option)

Year 12

This course addresses issues around the provision of food for people with specific food needs; explores the relationship between the determinants of health, food choices and wellbeing in New Zealand; examines beliefs, attitudes and practices related to a nutritional issue, and evaluates sustainable food practices. You will also have the opportunity to complete a Mojo barista course, which holds great value in the casual workforce or hospitality. There are additional charges for food items during the year.

Year 13

During this course you will explore the effects of multinational corporations on food choices in New Zealand; learn about a current nutritional issue affecting New Zealand society; examine strategies for achieving health-enhancing changes and discuss the influences of media messages on food choices. This course is a mix of practical work and theory and is drawn from the Home and Life Sciences and Health curricula. There are additional charges for food items during the year.

Textiles Technology (Option)

Year 12

This course requires a technological approach to a project whereby you complete a range of garments or textiles items as well as a design portfolio and written reports. You will undertake an external investigation of world sustainability problems linked with textile waste, extending and widening your range of skills as a variety of technological solutions emerge. You will look at topics such as sustainability in design, tailored jackets, digital fabric printing and pattern drafting. There are additional charges for materials during the year.

Year 13

This course focuses on the textile requirements and complex material development for an authentic client. It involves consideration of the wider implications of sustainability in design. Textiles technology requires a technological approach to projects where you will complete a range of textile items, as well as a design portfolio and written reports.



You will be able to digitally print fabric, use laser cutting and have access to the latest machines. Scholarship Technology is offered as part of this course. There are additional charges for materials during the year.

Music

“The true beauty of music is that it connects people.”

ROY AYERS

Music is an integral part of life at Marsden and there are musical opportunities for all students. Music as an option targets students who wish to pursue music as a field of academic study.

Year 12 (Option)

By Level 2, you are able to work with your strengths in Music. You can create a personal selection of standards from the following options: solo and group performance, instrumentation, composition, New Zealand music studies, music theory and aural dictation. Depending on your musical background, there are possibilities for multi-level study in Music. It is expected that you will continue with your vocal or instrumental tuition alongside your academic coursework in Music.

Year 13 (Option)

NCEA Level 3 Music is, in fact, two different courses (Making Music and Music Studies) from which you may individually select a variety of standards. The internally assessed standards include solo and group performing, composing, arranging music, research of a musical topic and studying music in context. The external standards involve aural dictation, harmony and a wide study of musical compositions. It is expected that you will continue



with your vocal or instrumental tuition alongside your academic coursework in Music. The number of standards you take is determined in consultation with your teacher and is dependent on your musical background and other commitments.

The subject of your Music Scholarship can be chosen from one of three options: performance, composition or musicology.

As a performer, you would present a 15 minute recital, including solo and/or group items. As a composer, you would present a folio of 15 minutes worth of your compositions which will reflect your skills and inspirations as a musician. As a musicologist you would present a written commentary and analysis of music scores by other composers, chosen by you. Scholarship does not involve a separate external examination.



Visual Arts

 *Creativity takes courage.”*

HENRI MATISSE

Visual Arts students create and respond to works using curiosity, collaboration, courage, critical thinking and creativity.

At Level 2 and Level 3, Painting, Design and Photography are offered as three separate subject options in which you can extend your understanding of contemporary Visual Arts practice, whilst developing creative and independent thinking and risk taking in the pursuit of excellence. You are encouraged to draw on aspects of your learning from other curriculum areas in order to inspire and support your creative endeavours and you have the opportunity to engage with our Artist in Residence.

Level 2 Painting, Design and Photography

Level 2 courses are a direct preparation for the individual Level 3 Visual Arts courses at Year 13. Each consists of two internally assessed achievement standards and, either, a digital video portfolio or a two-panel folio, submitted for external assessment at the end of the year. It is preferable for students to have completed Level 1 Visual Art.

Year 12 Painting (Option)

You will generate a range of drawn and painted works around a theme of your choice. By researching the ideas and methods of selected traditional and contemporary painters, and experimenting with media, you will develop and extend your own painting practice to create a sustained series of works.

Year 12 Design (Option)

Over the year you will generate and develop a series of marketing solutions for a fictional brand, campaign or event of your choice based on your own personal interests. Informed by research into the work of established artists, you will make images to use in your designs through exploration of processes such as collage, sculpture, illustration, photography, mixed-media and 3D typography, and extend this imagery using Photoshop and Illustrator. It is essential to have a laptop computer that can support Adobe software and connect to the school printers.

Year 12 Photography (Option)

This course is designed to give you the technical and design skills necessary for making elegant and meaningful photographic images. You will learn about camera controls, the lighting studio, digital processing and image manipulation in Photoshop. You will explore and analyse work by established and contemporary photographers and apply this research in the development of your own images. You will need a digital SLR camera with manual

options and a laptop computer able to support Adobe software.

Level 3 Painting, Design and Photography

These courses provide the necessary background for students who are considering a tertiary education pathway leading to the creative industry sector through a study in Fine Arts, Design, Photography or Architecture.

You will work within the conventions of your selected field in developing an individual body of work, engage in activities that critically reflect on and evaluate your own and others' art-making practice. You will also undertake an in-depth study of established and contemporary artists working within your chosen field. Submission is by workbook and either a digital or 3-panel portfolio.

The prerequisite for study at Level 3 is Level 2 Visual Arts or similar. A Level 1 Visual Art qualification only may be considered on a case-by-case basis.

Year 13 Painting (Option)

We focus on growing your ability to develop ideas and generate solutions using a range of drawing and painting practices. In response to a social, political or environmental concern of your choice, you will create a sustained body of work consisting of drawing notes, developed sequences of drawings, media studies and finished compositions which show how practical ideas and the relationship between such ideas, methods, materials and forms are developed, clarified and resolved.

Year 13 Design (Option)

In the context of a theme or topic of your own choice, you will undertake a brand identity design process in which the brief is clearly defined and solutions are effectively communicated through concept drawings, developments and finished artworks. Cross-curricular and real design briefs are encouraged. You will generate a range of original imagery using photography, illustration, collage and mixed-media to use in the development of a logo, poster and at least three further briefs of your choice. Fields of study include an investigation of typography, image editing and manipulation, and layout design using Photoshop, Illustrator and InDesign. Equipment requirements are as for Level 2 Design.

Year 13 Photography (Option)

You are encouraged to select areas of photographic practice which are of personal interest in response to a variety of motivations and pictorial concerns. You will develop a systematic study of your selected subject matter which demonstrates your ability to develop ideas, generate and regenerate multiple solutions and which shows a sound understanding of photography as picture making. Equipment requirements are as for Level 2 Photography.

Physical Education

Year 12 (Option)

At Year 12 Physical Education is a full academic option assessed for Level 2 NCEA. The course covers: hauora/wellbeing – the role and significance of physical activity for young people; functional anatomy; biomechanical principles; risk assessment; principles and methods of training and personal performance. You will engage in learning experiences that promote an understanding of a physically active and healthy lifestyle. All components of this course are internally assessed; they incorporate physical activities, excursions, written work and research.

Year 13 (Option)

At Year 13 Physical Education is offered as an academic subject assessed for Level 3 NCEA. It is not necessary for you to have completed the Year 12 course in PE, although it is beneficial. The course covers topics such as hauora/wellbeing, health promotion, principles and methods of training, risk management in the outdoors, sports psychology, and personal performance. You will engage in learning that explores and challenges



assumptions about how societal factors affect the participation and the well-being of people in our community. All components of this course are internally assessed; they incorporate physical activities, written work and research.

Life Skills (Core)

Once a week Year 12 and 13 students enjoy a class where the focus is not on assessment but on developing skills and ideas in a range of real life contexts. The classes run from Terms 1 to 3, with a different module in each term. The skills explored may include financial literacy, ethical discussions, physical

and social wellbeing, and service outreach projects. These are all invaluable skills as students ready themselves for life beyond Marsden. In Term 4, Life Skills ends and is replaced with study.

Awhi (Core)

Tukua kia tū takitahi ngā whetū o te rangi.
Let each star in the sky shine its own light.

Awhi, meaning nurture, care for and cherish, is our values-based wellbeing education programme. This programme has been designed to empower Marsden students with the knowledge and strategies to best manage their hauora. Sessions are part of the school's timetable, and learning is intentional and relevant to key stages of development. Learning will usually take place with the form teacher, a

year level dean, or student house captains. In the senior school our focus is on ensuring each student has the tools they need to successfully navigate their future beyond Marsden. Classes will explore topics such as collaboration, leadership styles, independence and resilience. Students will learn strategies for time management, balancing priorities and coping with challenging situations. Year 13 students in particular will reflect on and celebrate elements of change as they navigate their future pathways.



Guided Study

It is an NZQA requirement that students who are approved for special assessment conditions must be overseen by our Personalised Learning team. You may opt into a Guided Study programme as an option, where you work in small

groups to manage your assessment load across subjects. Your Guided Study teacher gives you direction and strategies to help break your workload down into manageable chunks.



Year 12 Collaborative Courses (option)

At Year 12, collaborative courses are an option. Students can either carry on the same collaborative themed course (collab) they did Year 11 or choose another theme from our NCEA+ offering.



Like in Year 11, this is an innovative, interdisciplinary NCEA course where you select one of the following collabs and choose up to three different subject areas to explore a real-world context, work collaboratively, think critically and earn credits on the NZQA framework. Students should choose a collab course that offers 14 credits or more, including an external, in order to be eligible for subject endorsement. All courses can be used for overall endorsement at Year 12.

See pages 13–15 for course details

Year 13 NCEA+ Pathways and Leadership (option)

Elevate your learning: Leadership, University and Vocational Pathways

This personalised learning space offers unique opportunities to extend your academic boundaries or develop practical skills for the professional and vocational world.

For Year 13 students seeking an additional challenge, the NCEA+ Pathways and Leadership programme allows Year 13 students to enrol in Stage 1 university papers through partner institutions such as the University of Waikato, Te Herenga Waka—Victoria University, and the University of Canterbury allow you to enroll in Stage 1 papers as part of your Year 13 programme. This option is ideal if you've already completed some Level 3 courses and are ready for a taste of university-level study. These papers can complement your school programme and may even contribute towards your future degree. Success in this pathway requires strong self-management and organisational skills. Specific course requirements are available on each university's website.

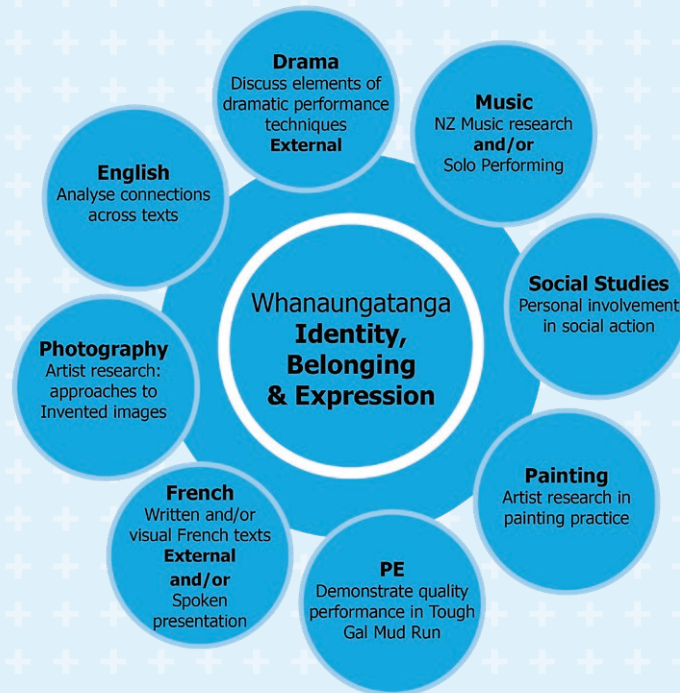
Alternatively, NCEA+ provides a valuable opportunity to explore vocational pathways. With guidance from our personalised learning team, you can design a bespoke programme that includes relevant unit standards and industry-recognised certifications helping you prepare for the world of work.

The NCEA+ course is also a space where you can deepen your reading, critical thinking and problem-solving skills in preparation for New Zealand Scholarship examinations. Through a blend of rigorous academic inquiry, independent learning and practical application, students will develop essential skills, cultivate intellectual curiosity, and prepare for diverse future pathways.

Identity, Belonging and Expression | Whanaungatanga

*Inā kei te mōhio koe ko wai koe, i anga mai koe i hea, kei te mōhio koe, kei te anga atu ki hea
If you know who you are and where you are from, then you will know where you are going*

Who am I? Shape your sense of purpose through creative exploration towards creative outcomes.



Students will:

- explore and extend their own identity and belonging through influencers, visionaries, interests, role models, whānau, community and global connections
- research and identify global events (or current and historical events) to explore the impact on personal, local and global identity (cultural) perspectives
- research and identify a unifying identity, belonging and expression project theme
- choose forms of expression to inform /create/perform/ write creative outcomes
- collaborate as a group or individually to express their creative outcome
- visit galleries and engage with guest speakers or workshops from wider community
- have the opportunity to showcase their creative outcome whether that be in the form of writing, music, drama, cultural honouring, languages, PE and visual arts.

Term 1: Who am I?

- Research and written extension - Explore personal, local and global and cultural perspectives
- Develop a project plan for a self-selected folio of 'self' identity for expression in Term 2

Term 2: Expressing our own identity

- How do I best express myself? Students can choose to work individually or as a group
- Develop expression in one area
- Reflect and refine ideas and/or performance

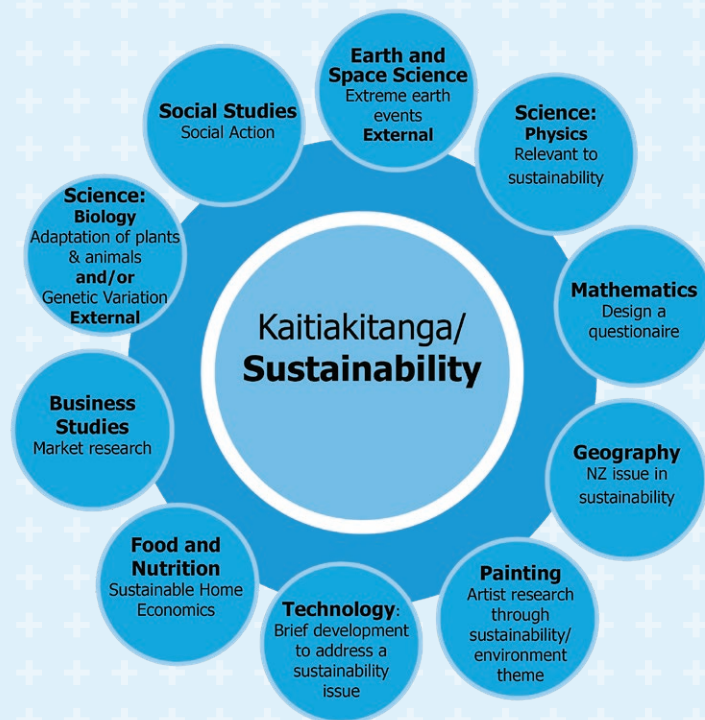
Term 3: Showcase

- Celebrate different ways of expressing oneself
- Be part of a wider showcase of all contributors in the Identity, Belonging and Expression NCEA+ collab
- Possible service aspect to the performance/expression
- Submissions completed

Sustainability | Kaitiakitanga

Manaaki whenua, manaaki tangata, haere whakamua
Care for the land, care for the people, go forward

The intersection of the environment, economy and society and showing guardianship for our place.



Students will:

- create a sustainability overarching project which encompasses the standards they have chosen
- learn about the world in a local and global context
- investigate how culture and communities embrace/ approach sustainability
- investigate the impacts of human action on the environment and climate change and look at the positive and negative outcomes
- examine science-related claims in communicated information (from a wide range of sources) and explain how science language and conventions are used to support these
- collect and analyse data and use this to explore ways to innovate and create a sustainable outcome or product.

Term 1: Research - laying the foundation of understanding

- Create an overarching sustainability project which can be used across your standards
- Research a number of issues related to sustainability to investigate, and analyse the sources and claims. Issues

may include: climate change, fast fashion, food waste, carbon emissions, marine plastic pollution among others. Present your findings to others (this may include slide show, report, poster, video etc).

- Explore Aotearoa and global communities
- Branch off into different areas and standards

Term 2: Creation

- Problem solve through design thinking, Technology or Business Studies through specific standards
- Development and testing of an idea or scientific or geographic problem relating to sustainability

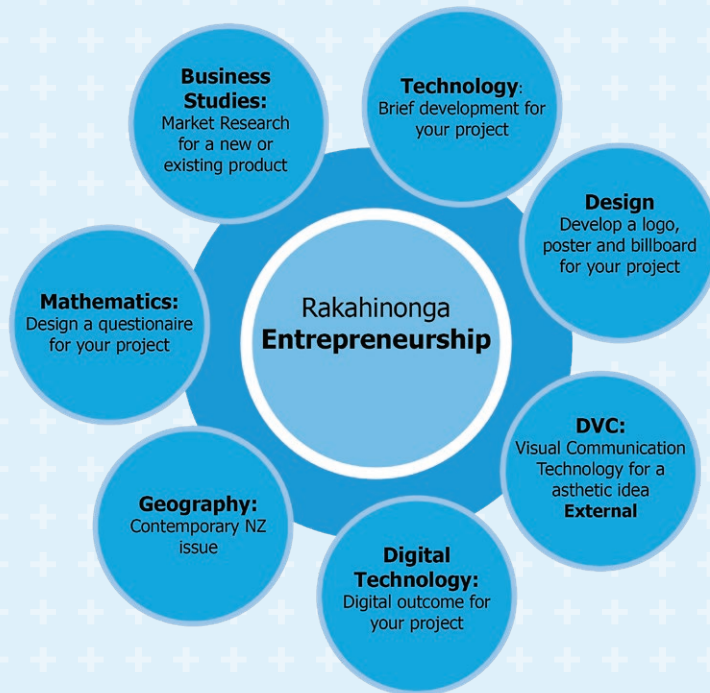
Term 3: Consolidation

- Determine one's point of view through comparison and contrast through an understanding of a range of viewpoints
- This could look like (but not limited to) a report, a technological outcome, a workbook of design prototypes
- Prepare an exhibit for the end of year showcase

Entrepreneurship | Rakahinonga

Ko te pae tawhiti whmāhioia kia tata, ko te pae tata whakamaua kia tina
Seek out distant horizons, cherish those you attain

Innovating a creative, environmentally and responsibly sound social enterprise and solution to a problem, developing that solution and carrying it out effectively.



Students will:

- develop an overarching brief for a project and create a client brief or big idea proposal
- create, investigate and analyse an opportunity and/or issue in our wider community
- research and brainstorm the opportunity and undergo an inquiry into the need and opportunity
- understand how to run a business or project and how it can affect social, environmental and economic decisions.
- collaborate or work individually to create an outcome for a purpose or idea
- design and/or create a visual presentation outcome for the showcase.

Term 1: Investigation

- Create, innovate and brainstorm an idea for a specific purpose
- Write a brief or development plan for business or project which can be real or hypothetical
- Planning and organising management of project plan
- Research a range of models/businesses of entrepreneurship specific to idea

Term 2: Development

- Experiment with processes through sketching, mock ups, notations, materials, media or concept
- Test ideas and outcomes with stakeholders, whānau and community
- Develop, create, make predictions and connections through testing and experimenting for a purpose
- Refine processes through mock ups, notations, materials, media and prototypes
- Reflect and refine to move the project forward

Term 3: Consolidation

- Create a product for an event or exhibition or web outcome
- Create a final aesthetic 2D outcomes for promotional design of your chosen project
- Evaluate (for example, marketing plan or brief)

Marsden

Our Values

Hiranga Excellence

Marsden School is a high-performance environment where everyone aspires to be the best they can be in their academic and co-curricular pursuits.

Manahau Resilience

Our programmes focus explicitly on building resilience, knowing we can pick ourselves up and keep going, giving ourselves the greatest chance of personal happiness and success.

Auahatanga Creativity

We have the ability to think outside the square, to respond to the challenges of today in innovative ways, to find new ways of working, thinking and living to create a successful future.

Oha Service

Our students know their place in the local and global community. They will honour the Anglican values and traditions of caring and having consideration for others as fostered and delivered through all our co-curricular programmes.

Whanaungatanga Respectful relationships

We will form and forge reciprocally respectful relationships, where a sense of belonging is nurtured through shared experiences and working positively together as one Marsden family.

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