

# MIDDLETON GRANGE SCHOOL



**YEAR 11 COURSE BOOK 2026**

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### Course Subject Overview

	Year 11	Year 12	Year 13
<b>Compulsory Subjects</b> →	Christian Studies English - OR - English A Mathematics Science - OR - Life Sciences	Christian Studies English - OR - English A	Christian Focus Days
<b>Options</b> →	<b>Choose 3</b>	<b>Choose 4 or 5</b>	<b>Choose 5 or 6</b>
	<p><b>Social Sciences:</b> Commerce Geography History Pasifika Studies</p> <p><b>Physical Education:</b> Physical Education</p> <p><b>Drama:</b> Drama</p> <p><b>Music:</b> Music</p> <p><b>Visual Art:</b> Art</p> <p><b>Learning Languages:</b> Spanish Te Reo Māori</p> <p><b>Technology:</b> Design &amp; Visual Technology Food and Nutrition Workshop Technology</p> <p><i>Digital Technology:</i> Computer Science &amp; Programming Digital Media Skills for Employment &amp; Education</p> <p><b>Mathematics:</b> (students will be placed into the appropriate course)</p> <p><b>Science - choose ONE of:</b> Science - General Life Sciences</p> <p><b>English - choose ONE of:</b> English Communication English General (co-ed) English General (girls) English General (boys) English Literature English Language (ESOL)</p>	<p><b>Mathematics:</b> Akoranga Tumu Senior Numeracy</p> <p><b>Science:</b> Biology Chemistry Physics</p> <p><b>Social Sciences:</b> Accounting Business Studies Economics Classical Studies Geography History Pasifika Studies</p> <p><b>Physical Education:</b> Physical Education</p> <p><b>Technology:</b> Design &amp; Visual Technology Food and Nutrition Workshop Technology</p> <p><i>Digital Technology:</i> Computer Science &amp; Programming Digital Media Skills for Employment &amp; Education</p> <p><b>Learning Languages:</b> Spanish Te Reo Māori</p> <p><b>Drama:</b> Drama</p> <p><b>Music:</b> Music</p> <p><b>Visual Art:</b> Design Painting Photography</p> <p><b>Alternative Pathways to Qualifications:</b> Intro. to Education &amp; Teaching Tourism &amp; Hospitality</p> <p><b>English - choose ONE of:</b> English Communication English General (co-ed) English General (girls) English General (boys) English Literature English Language (ESOL)</p>	<p><b>Christian Studies:</b> Christian Studies</p> <p><b>English:</b> Cinematic English English Language (ESOL) English Literature Media Studies Calculus Statistics Mathematics &amp; Statistics Senior Numeracy</p> <p><b>Mathematics:</b> Calculus Statistics Mathematics &amp; Statistics Senior Numeracy</p> <p><b>Science:</b> Biology Chemistry Physics</p> <p><b>Social Sciences:</b> Accounting Business Studies Economics Classical Studies Geography History Pasifika Studies</p> <p><b>Physical Education:</b> Physical Education</p> <p><b>Technology:</b> Design &amp; Visual Technology Food and Nutrition Workshop Technology</p> <p><i>Digital Technology:</i> Computer Science &amp; Programming Digital Media Skills for Employment &amp; Education</p> <p><b>Learning Languages:</b> Spanish Drama</p> <p><b>Music:</b> Music</p> <p><b>Visual Art:</b> Design Painting Photography</p> <p><b>Alternative Pathways to Qualifications:</b> Intro. to Education &amp; Teaching Tourism &amp; Hospitality</p>

Please submit your option choices by **Friday 12<sup>th</sup> September** using the [Kamar web portal](#).

**Login details have been emailed to parents/caregivers, not students.**

**OR** If you are leaving MGS, please [click here](#) to email your intentions to our Course Selection co-ordinator instead of option choices.

**In December course confirmation will be sent out by email to parents.**

**If you did not get these choices by email, we have not got your current email address – please update us!**

## Introduction

This document is designed to help you plan your courses in the Senior College wisely and strategically. All the information you need is contained in this document or the links within. Your choices will determine our option structures, so we ask you to consider your selection carefully.

*Note: Courses offered will depend on sufficient student demand.*

## Choosing Courses

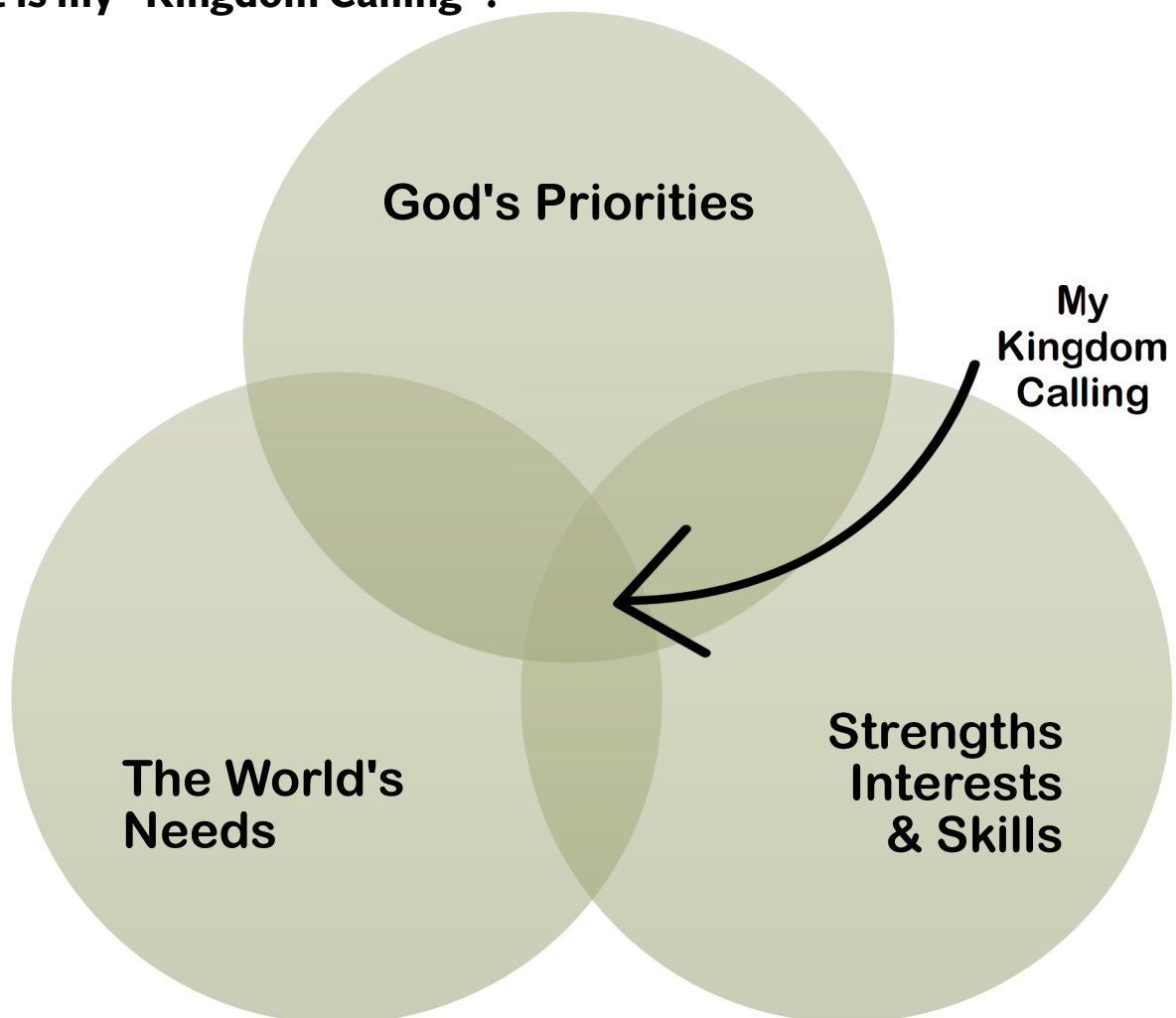
Your education at Middleton Grange involves much more than what you learn during class time. There are many areas in which you might be involved, including sport, music, drama, service, and social situations. Nevertheless, your choice of courses is of profound importance.

It is vital to choose courses which will give you a satisfying and successful year, and one which will prepare you well for the years ahead. Investigate the careers areas you might wish to enter. Check courses and grades required to enter tertiary education. Keep current with developments in chosen careers areas.

God is interested in you and the courses you choose, even though at times it may not be easy to have clear understanding of His direction for you. The Bible has some useful verses which relate to all this, one of which being:

*"Commit everything you do to the Lord. Trust him, and he will help you." Psalm 37:5*

## What is my "Kingdom Calling"?



## Course Subject Charges

To ensure we continue delivering the high-quality education that our students and staff value, we rely on a combination of parent Special Character Voluntary Donations, school fundraising efforts, and the International College programme. Unfortunately, the State funding alone does not cover the full cost of our curriculum and programs.

The school has made every effort to avoid imposing general subject charges \* as part of the core curriculum. Students will have the opportunity to excel using the resources provided by the school. \*\* However, to enhance the range of activities, projects, and experiences available, there are likely to be additional costs associated with some optional subjects and extracurricular activities.

Permission for these optional activities must be obtained in advance and costs may be charged to your child's school account, or in some cases, payment must be made before the event. If you agree to these activities, any charges may be enforced by our finance department to honour our own agreements.

Please review our updated [terms and conditions](#) to avoid unnecessary charges.

Your generous donations play a crucial role in helping us maintain the standard of education our school is known for. We sincerely encourage you to contribute to this fund, via any suggested contributions or donations, as it directly benefits your child, enriching and enhancing their learning experience. Participation in any optional activities is therefore encouraged, but no student will be academically disadvantaged for choosing not to participate.

Thank you for your continued support and commitment to our school community.

\* [Stationery](#) will be listed on the Middleton Grange School website, later in Term 4 once subject teachers have confirmed 2026 requirements.

\*\* Faculty Leaders have identified the minimum amount of photocopying required by a student to achieve excellence in their subjects. This photocopying credit will be given to students on a 'Photocopy Account'. If students exceed this amount, then the student and family must pay for further printing.

## Helpful Information for selecting courses

- All advanced scientific and technical occupations require Mathematics to NCEA Level 3. You need to continue with Mathematics if you are interested in careers such as Accountancy, Physical Education, Psychology, Medicine, Consumer Science, Health and Physical Sciences.
- If you want to keep a scientific, engineering, many technical or medical careers open as a possibility, you should take Mathematics, Chemistry and Physics.
- Most Science careers require Biology with Chemistry or Physics with Chemistry.
- If you are *definitely* not interested in any of the above careers, you should consider breadth of option choice to keep doors open. The inclusion of Mathematics in your course increases the range of career opportunities which may be open to you.
- If you are not sure what you wish to do, Mathematics with two/three Science subjects plus a language-rich subject will open entry into *\*most\** university courses.
- Attaining high standards in English and communication skills is essential for some career areas and is useful for all.
- Students heading in the direction of medical sciences need to remember that an arts course is required.
- If your career interest requires a specific course such as Art, Music, a language, etc then this must be included in your option choices.

# MIDDLETON GRANGE SCHOOL

## Year 11 Certificate

### Introduction

The Middleton Grange School Mission Statement reads that we are committed to a rigorous learning culture based on an understanding of truth as revealed in the whole counsel of Scripture. The Year 11 Middleton Grange Certificate allows us to explore this mission statement with integrity and depth.

The focus of our Year 11 programme is to cultivate teaching and learning experiences that enrich our ākonga, guided by Christian values. Our aim is to help students discover the joy that learning holds for each one as they grow in wisdom, faith, and understanding of God's creation. Each curriculum area has designed engaging and relevant courses that prepare students thoroughly for NCEA Levels 2 and 3.

While there is an expectation to complete the Certificate, the focus is on the learning; the assessment is an outcome of the learning and not the priority of it.

The Certificate will help ākonga recognise that learning extends beyond the classroom. Students will have opportunities to experience growth in a variety of settings; including sport, cultural activities, service, the arts, and wider school activities.

#### The Year 11 qualification will include:

- Rigorous teaching and learning that will prepare students for the academic demands of Level 2 in 2027.
- Opportunities for formal assessment and recognition of achievement.
- The ability to complete NCEA literacy and numeracy requirements, through the co-requisites, if these have not already been achieved.
- Service and co-curricular components.

Shane McConnell

*Deputy Principal: Head of Senior College*



# Middleton Grange School Certificate Requirements

## Graduation Requirements

To successfully complete the Middleton Grange School Certificate, students must:

- Earn a minimum of 60 credits across all their subjects.
- Complete at least 20 hours of service in areas of their choice.
- Participate in at least 20 hours of co-curricular activities in areas of their interest.
- Maintain an attendance rate of 90% or higher.

The certificate will be awarded with one of the following endorsements:

- Excellence
- Merit
- Achieved

## Course Assessment

Students will be graded as **Excellent**, **Merit**, **Achieved**, or **Not Achieved** based on specific assessment criteria. Those who consistently achieve high grades may qualify for a prestigious Middleton Grange School Scholar award. These awards, along with other honours, will be presented during the Year 11 Prizegiving ceremony.

# Dimensions of the Year 11 Programme

## Christian Special Character

Middleton Grange School assists families in the education of their children by providing an environment in which the Biblical truths of Jesus Christ are taught and lived. Our special character plays an integral part across the whole Year 11 programme including in lesson content and preparation. We seek to develop and nurture a biblical worldview through all aspects of school life. We work with parents to encourage students in their gifts and abilities to serve God and others.

## Curriculum Options

Alongside the compulsory subjects of Christian Studies, English, Mathematics, and Science, students are offered the opportunity to select from a wide range of option subjects. Students will be encouraged to cultivate their talents and embrace challenges with confidence and resilience.

## Culture of Service

Middleton Grange School aims to create meaningful opportunities for students to engage in service, following the example of Jesus' servant-hearted leadership. We encourage students to embrace His calling by actively responding to the needs of others. Through practical experience they will be inspired to live out the compassion and dedication exemplified in Jesus' life and ministry.

## Extra-curricular

Learning is a holistic journey, and students are encouraged to engage with life beyond the classroom. Extracurricular opportunities allow them to thrive in many areas, developing strengths, talents, and skills that empower them to flourish.

## Academic Rigour

We are dedicated to delivering a high-quality teaching and learning programme grounded in a rigorous academic culture and guided by the truth revealed in the entirety of Scripture. Our Year 11 qualification will elevate students' academic achievement and fully prepare them, in line with the NZ Curriculum, for the challenges of Year 12 and 13 NCEA.

## Hauora (Pastoral Support/Guidance)

Teachers, Deans, and the Counselling team are there to offer well-being support.

## Assessment and Reporting

Year 11 teachers will provide regular feedback on progress and achievement. Students and parents can expect timely and valuable reporting.

## High Expectations

Middleton Grange School upholds high expectations for both staff and students. The Year 11 programme is designed to challenge and inspire students, fostering growth and excellence through perseverance and diligence. Our commitment is to see every student progress and succeed.

## Cultural Competency

Middleton Grange School is committed to honouring the principles of Te Tiriti o Waitangi and foster a vibrant, diverse community. We aim for our Year 11 students to build meaningful connections within this community, equipping them to serve and engage with others respectfully and effectively.



# The National Certificate of Educational Achievement (NCEA)

[Document for Parents and Students](#) with framework etc. Although this is not part of our curriculum for Year 11 in 2026, you may find it useful to understand what you are working towards, in Levels 2 and 3.

## Entry to University

Due to the complexity of establishing a consistent standard for entry to a NZ University it is important that all students are aware of the entry criteria. It may impact on the units of study you choose to include in your course at Level 3.

### For NZ Permanent Residents and Citizens

NCEA Level 3 is required for entry into university. This must include at least 14 credits in each of 3 approved subjects *and* the literacy and numeracy requirements.

### IMPORTANT:

Courses not on the Approved Subjects list at level 3 will be identified by a hash key (#) beside the course title in Year 13 Course Book.

### Alternative Entry Pathway

For students who do not achieve entry to university in Year 13, University of Canterbury has a Certificate of University Preparation. Other universities also offer this entry method.

In addition to gaining a university entrance qualification, students need to meet specific criteria. A rank score has been introduced to raise the bar and this is different for each faculty/programme. This is called **GES (Guaranteed Entry Score) or RES (Rank Entry Score)** and is used in some courses, in some universities.

**Please note:** The benchmark is changing all the time and is different for each university. Consult their website for further details.

**Your Guaranteed Entry Score (GES) is based on your best 80 credits at Level 3.**

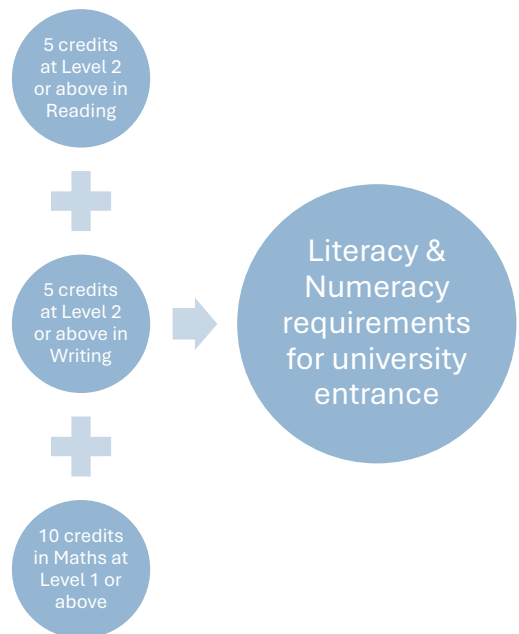
**Excellence = 4, Merit = 3 and Achieved = 2. Unit standards = 2 points**

**When making subject choices – a minimum of four UE approved subjects is strongly recommended.**

**If in doubt, check with Mrs Wilson, the Tertiary and Vocational Coordinator on an individual basis to see if your situation meets the requirements to enter a chosen university.**

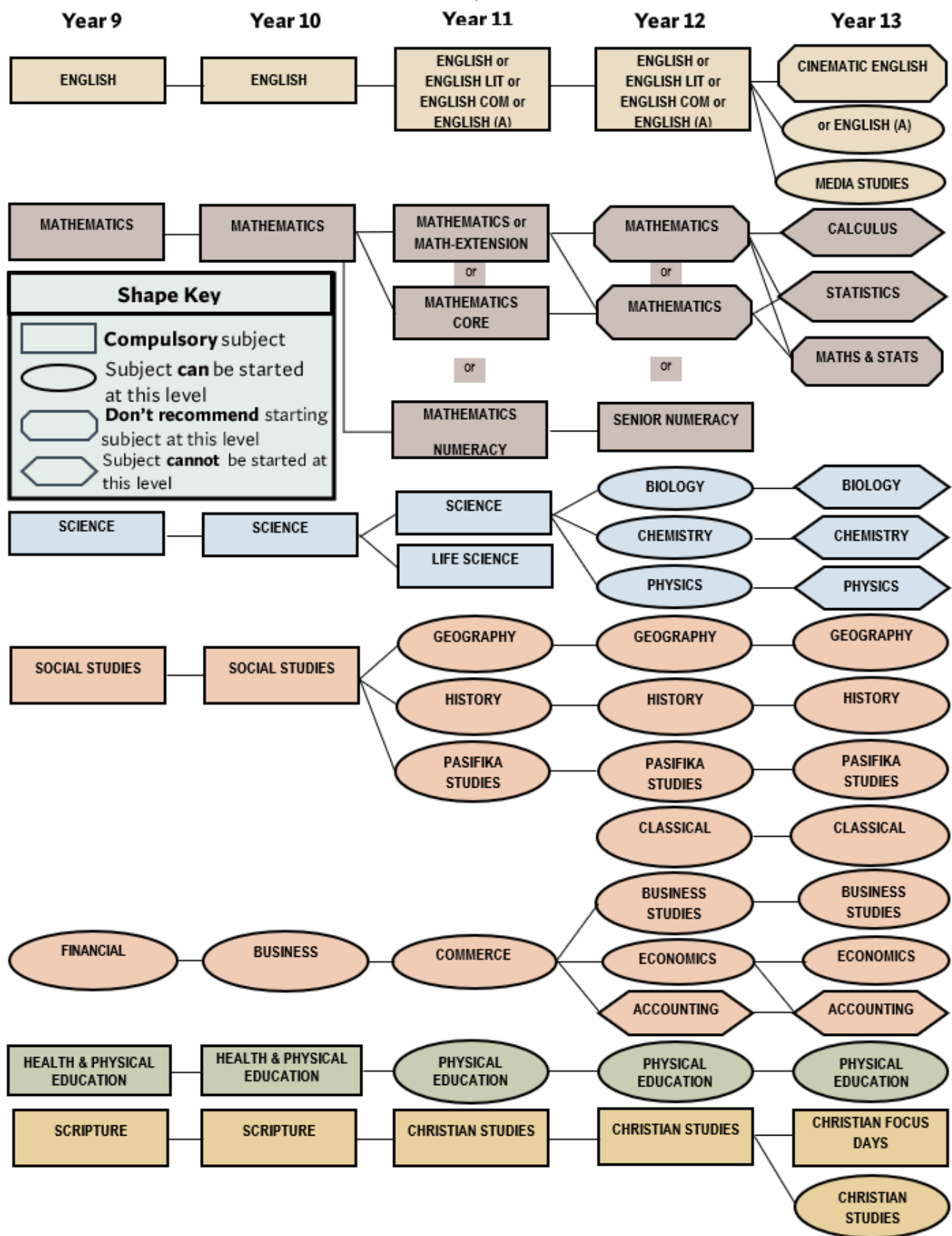
## Helpful Careers Advice

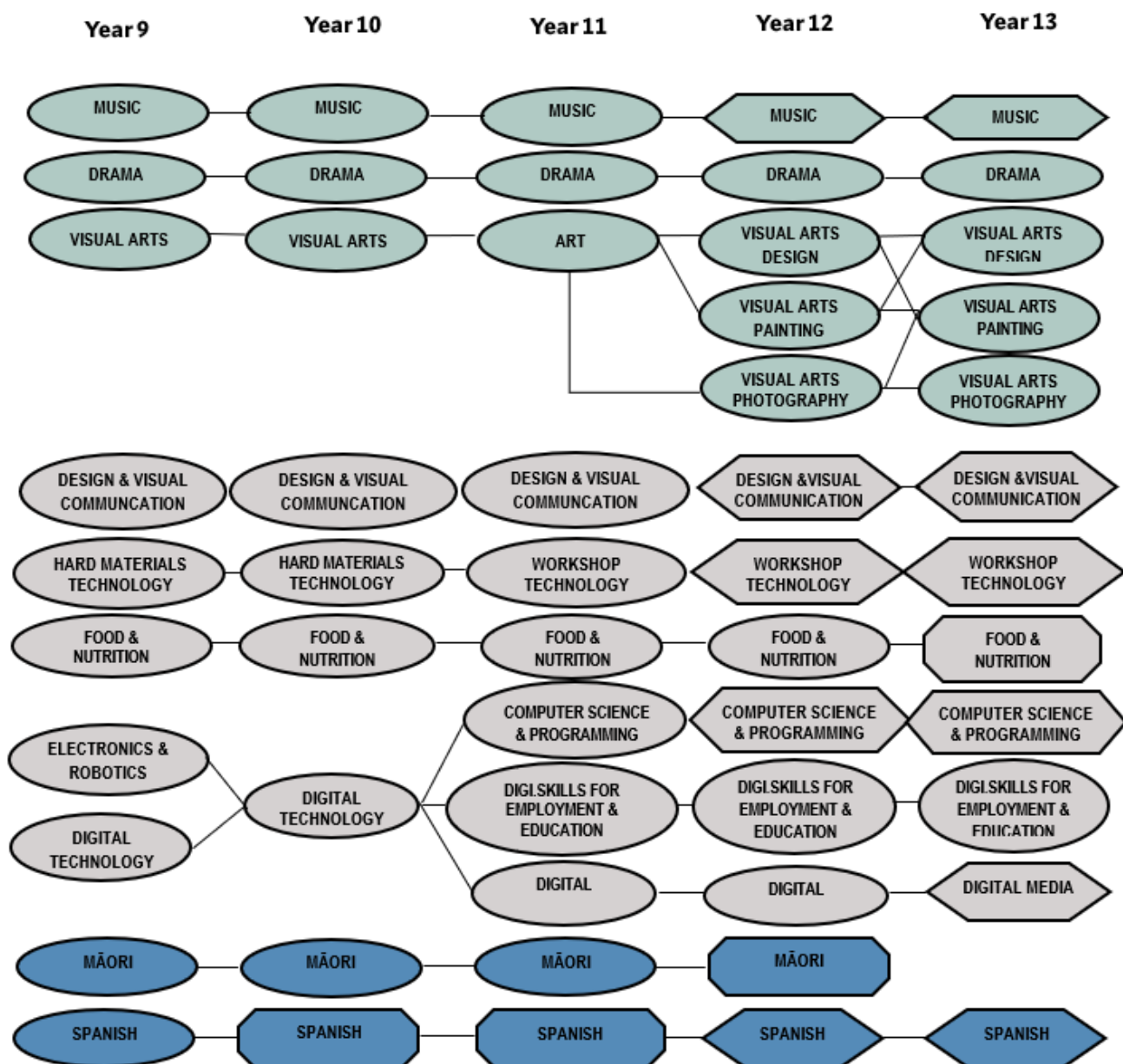
- Mrs Wilson, the **Tertiary and Vocational Coordinator** at school – [careers.gateway@middleton.school.nz](mailto:careers.gateway@middleton.school.nz)
- [Middleton CareerWise](#) for all up to date careers news, jobs, scholarships apprenticeship opportunities, links to all the major New Zealand Tertiary Institutions and careers sites such as [UC Careers](#), [Just the Job](#) and [Money Hub](#)
- [Careers NZ](#) for an extensive jobs database and great tools to help you discover your best career option.
- The Course Selection and Mini Careers Expo in Term 3 in the school gym.
- The tertiary liaisons who visit the school in Terms 1 and 3.
- Computer Programmes are available in the school library to provide information (and a printout if desired) on various careers, necessary tertiary courses of study, and the institutions that provide such courses.





# Middleton Grange Subject Pathways





Colour Key		
English	Mathematics & Statistics	Science
Social Science	Physical Ed & Health	Scripture & Christian Studies
Technology	The Arts	Learning Languages

### Alternative Pathways to Qualifications



These diagrams are accurate at the time of printing. Subsequent changes may occur as courses develop.

# English

There are four separate English course options in Year 11. Head of Faculty (Mr Scott Aitken) and Assistant Head of Faculty (Mrs Cassie Foster) will be happy to provide guidance if required. The Teacher in Charge of ESOL (Mrs Shelley Liken) is very happy to give guidance to any students who have another first language.

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## English - Communication (11ENC)

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This course is for students who struggle with their reading and writing, including those who have not passed their literacy co-requisites tests. Similarly to the other courses, students will complete a literature study, a film study, and examine unfamiliar texts. There will be a greater focus on reading comprehension and the surface features of writing, such as spelling, grammar, punctuation and sentence types and structures. The teacher and students in this course will work alongside the Learning Centre, and this course will enable students the best opportunity to re-sit and pass the literacy co-requisite tests throughout the year, should this be needed.

### Assessment Standards:

- 1.1 Write an essay in response to a written OR film text question (4 credits)**
- 1.2 Research a language or social topic (4 credits)**
- 1.3 Analyse language aspects in unfamiliar texts (4 credits)**
- 1.4 Craft and select pieces for a writing portfolio (4 credits)**

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## English - General 11ENB (Boys' class), 11ENF (Girls' class), 11ENM (Mixed class)

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These courses are what most students participate in and will complete a literature study, a film study, examine unfamiliar texts, and be taught a variety of writing genres and purposes, culminating in a choice of writing and styles and options to be assessed on. However, unlike the Literature course, a bit more guidance will be given to the students on the writing styles and options.

### Assessment Standards:

- 1.1 Write an essay in response to a written OR film text question (4 credits)**
- 1.2 Research a language or social topic (4 credits)**
- 1.3 Analyse language aspects in unfamiliar texts (4 credits)**
- 1.4 Craft and select pieces for a writing portfolio (4 credits)**

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## English – Literature (11ENL)

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This course enables extension in English for students and is for those who are gifted and talented with English and/or would like to extend themselves. Students who are interested in the possibility of doing English Scholarship in Year 13 should strongly consider this course. They will complete a literature study, a film study, examine unfamiliar texts, and be taught a variety of writing genres and purposes, culminating in having a choice of writing styles and options to be assessed on. **Year 10 achievement levels will be viewed before entry is allowed into this course.**

### Assessment Standards:

- 1.1 Write an essay in response to a written OR film text question (4 credits)**
- 1.2 Research a language or social topic (4 credits)**
- 1.3 Analyse language aspects in unfamiliar texts (4 credits)**
- 1.4 Craft and select pieces for a writing portfolio (4 credits)**

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## English A (English Language) 11ENA

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This course is specifically designed for Year 11 learners for whom English is not their first language, so that they can increase their knowledge of English vocabulary and grammar and gain skills in speaking, listening, reading and writing. With smaller class sizes and specialist teachers, the aim is to enable these students to have sufficient English to access the curriculum and the Special Character of our School. Students will study a range of culturally appropriate texts and speak and write for a variety of purposes. This course will also include work to build the skills required for the co-requisite literacy requirements for NCEA.

### Unit/Assessment Standards:

- US 27999 Write a simple connected text on a familiar topic in English language (5 credits)**
- US 30995 Read and understand a straightforward text on a familiar topic in English language (5 credits)**
- US 31026 Present information on a familiar topic in English language (5 credits)**
- EngLa 1.2 Show understanding of specified aspects of a studied visual or oral text, using supporting evidence (3 credits)**

# Mathematics and Statistics

Mathematics is an important part of God's creation. As we learn more about Mathematics, we also learn more about the incredible universe that God made. Mathematics and Statistics equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematics is a compulsory subject in Year 11. In Terms 3 and 4 of 2025, teachers will have discussions with students about which Mathematics course is the most appropriate for them. Students who have not yet met the NCEA Numeracy co-requisite should (in most cases) take either the Core or the Numeracy course.

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## Mathematics (11MAT)

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This course covers a broad range of topics including Algebra, Number, Geometry and Statistics. This course suits those who intend to continue Mathematics and Statistics study in Year 12 and possibly Year 13.

**Ideally the students in this course would have already gained the NCEA Numeracy Co-Requisite US32406, but where this is not the case, additional opportunities will be provided.**

**Assessment Standards:**

- 1.2 Apply Algebraic Techniques to Solve Problems (4 credits)**
- 1.3 Use Graphical Methods to Explore Problems (4 credits)**
- 1.4 Use Measurement and Geometry to Solve Problems (4 credits)**
- 1.6 Investigate Multivariate Data Using the Statistical Enquiry Cycle (4 credits)**

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## Mathematics – Extension (11MTX)

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This course is designed for those students who have strong mathematical skills and understanding and enjoy academic rigour, a faster pace of learning and exposure to a broad range of mathematical concepts.

**Students who would like to be considered for this course are selected based on their performance in Year 10, an entry test and teacher recommendations.**

*Small charges may be incurred for national and international mathematics competitions which students are encouraged to enter.*

**Assessment Standards:**

- 1.2 Apply Algebraic Techniques to Solve Problems (4 credits)**
- 1.3 Use Graphical Methods to Explore Problems (4 credits)**
- 1.5 Apply Geometric Reasoning in Solving Problems (4 credits)**
- 1.6 Investigate Multivariate Data Using the Statistical Enquiry Cycle (4 credits)**

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## Mathematics – Core (11MAC)

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This course is designed for students who find some aspects of Mathematics study challenging but have still experienced some success. It suits those who prefer to work at a slower pace.

**Students who have not yet met the NCEA Numeracy co-requisite should (in most cases) take this course or the Numeracy course.**

**Assessment Standards:**

- 1.1 Use Numerical Methods to Solve Problems (4 credits)**
- 1.4 Use Measurement and Geometry to Solve Problems (4 credits)**
- 1.6 Investigate Multivariate Data Using the Statistical Enquiry Cycle (4 credits)**
- 1.7 Explore and Apply Probability Concepts (4 credits)**

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## Mathematics - Numeracy (11MAN)

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The focus of this course is on gaining the Numeracy Co-Requisite, but some other standards may be offered where appropriate. These would be a selection from:

**Assessment Standards:**

- 1.1 Use Numerical Methods to Solve Problems (4 credits)**
- 1.7 Explore and Apply Probability Concepts (4 credits)**
- 1.8 Apply Transformation Geometry Techniques in Solving Problems (3 credits)**

# Physical Education and Health

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## Physical Education (11PED)

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Physical Education is a subject that reflects the benefits of movement in the physical and mental capacities. Students will experience the God given joys of movement in a wide range of familiar and unfamiliar contexts, making links to body responses to the activities along with some biophysical components.

Through these activities (which will include an Outdoor Education unit), students will learn to relate positively with others, developing character and life skills that can be used in all areas of life. The aspects include belonging, honour, resilience, working with others, personal challenge and development, skill development, and self-reflection. Students will also learn about social and cultural significances for the role physical activity plays in the wellbeing of individuals, groups, and communities.

This level scaffolds from the Middle School programme as they work towards Level 3 NCEA, with a biblical worldview of wellbeing. They will be equipped to manage their wellbeing (hauora) in a lifelong capacity, contributing also to the wellbeing (hauora) of others and society.

### Costs to consider:

One possible (optional) outing, approximately \$20

Optional First Aid Course, approximately \$35

### Assessment Standards:

**1.1 Demonstrate, and reflect on Kotahitanga (school values) (4 credits)**

**1.2 Demonstrate and show understanding of responsible behaviour for self and others in team roles (4 credits)**

**1.3 Demonstrate understanding of body function in relation to physical activity (4 credits)**

**1.4 Demonstrate quality performance in physical activity (4 credits)**

## Science

Science is compulsory in Year 11 so students must choose between 11SCI and 11SCA

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### Science (11SCI)

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11SCI is an engaging course that builds on the foundation of Science from Years 9 and 10. It covers big ideas from Biology, Chemistry and Physics and helps students to explore and better understand the physical world around them, while simultaneously bringing glory to God who put it all together. Year 11 Science lays the foundation for the Level 2 subjects of Biology, Chemistry and Physics.

### Assessment Standards:

**1.1 Demonstrate understanding of atomic theory and factors that affect rates of reaction (4 credits)**

**1.2 Demonstrate understanding of a physical phenomenon through investigation (4 credits)**

**1.3 Demonstrate understanding of energy; genetics; and chemical reaction types (5 credits - end of year exam)**

**1.4 Demonstrate understanding of biological ideas relating to the cardiovascular system (3 credits)**

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### Life Science (11SCA)

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The Year 11 Life Science course is designed for students who have previously found science challenging. Life Science explores living things, their interactions with the world around them, and practical, science-based life skills that will be valuable beyond school. This course focuses on the key areas of biology and life sciences, with some overlap with the general science course. It emphasises a strong understanding of the essentials, giving students more time and support to build confidence and secure their foundational knowledge.

The specific units conducted will be tailored to learners in the class, but may include standards based on the following topics:

**God's Design at a Microscopic Level** - Investigate biological material at the microscopic level

**Agriculture** - How cows produce milk and Environmental Impact of a Primary Product

**Human Body & Function** - Practical investigation (e.g. heart rate) and Basic human anatomy and physiology

**Living in God's World** - How organisms survive in extreme environments

# Scripture/Christian Studies

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## Christian Studies (11CHR)

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Year 11 Christian Studies provides an overview of the metanarrative of the whole Bible, and an introduction to how the Gospel came to New Zealand. The aim is for students to gain a greater understanding of the whole Bible so that they can better understand the Word of God for themselves. In first and second term, students are introduced to the promises God made in the Old Testament, and to issues related to the reliability of the Bible. Towards the end of second term, students then begin to examine how the promises in the Old Testament are fulfilled by Jesus in the New Testament. A brief overview of the New Testament is then provided. Finally, in fourth term, an examination of how the Gospel first came to New Zealand is then undertaken.

**1.1 Demonstrate understanding of the Old Testament and Canon. (3 credits)**

**1.2 Describe key messages in a New Testament narrative (5 credits)**

**1.3 Demonstrate understanding of the New Testament (5 credits)**

**1.4 Research Assignment on the Gospel coming to New Zealand (3 credits)**

## Social Sciences

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### Commerce (11COM)

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Commerce skills and knowledge are essential for everyone in today's world. This course is an introduction to the fundamental skills in commerce, particularly those needed to interpret accounting and financial information and to understand how economic decisions are made.

11COM introduces the ideas of how a modern economy like New Zealand's works. You will begin to analyse consumer and producer behaviour and the issues that are impacting the New Zealand economy. You will learn the language of business and the financial skills to complete the accounting process for a small business.

Year 11 Commerce will provide the recommended pre-requisite knowledge for further commerce study in Accounting and Economics at NCEA Level 2.

**Assessment Standards:**

**1.1 Demonstrate understanding of demand and supply (4 credits)**

**1.2 Demonstrate understanding of the market (4 credits)**

**1.3 Prepare financial statements for sole proprietors (4 credits)**

**1.4 Analyse and interpret accounting information for sole proprietors (4 credits)**

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### Geography (11GEO)

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Geography is a synthesising subject. It draws on a variety of disciplines to enable students to view their world as an integrated whole. It can be pursued as a subject in itself, but a wide range of other subjects can be allied to Geography in order to create powerful tools for future study and work. Our world faces serious challenges, poverty, human rights abuses, environmental degradation. People trained in Geography make excellent stewards of God's creation and are able to speak knowledgeably into the issues of our day, partnering with God in His redemptive work in the world. The course in Year 11 is deliberately broad, in order to give you a solid foundation of skills and knowledge. Future years build on this foundation and become progressively more focused.

**Assessment Standards:**

**1.1 Apply concepts and basic skills in Geography (4 credits)**

**1.2 Demonstrate understanding of how natural processes shape a South Island environment (3 credits)**

**1.3 Analyse a spatial distribution and its impacts on the environment (4 credits)**

**1.4 Conduct geographic research under direction (5 credits)**



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## **History (11HIS)**

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The study of History is an essential academic discipline that delves into the past to understand and interpret the events, cultures, and societies that have shaped the world we live in today. The study of History also emphasizes critical thinking and analysis, prompting students to examine different historical perspectives and draw their conclusions based on evidence. Furthermore, the study of history encourages empathy and an understanding of diverse cultures, fostering an appreciation for God's creation and the inherent worth of every individual. Contexts studied in the course will be selected from the 1981 Springbok Tour, Civil Rights in the US, Origins of WWII, NZ's involvement in WWII and various NZ contexts. Contexts will be selected prior to the start of the 2026 academic year.

### **Assessment Standards:**

- 1.1 Engage with a variety of primary sources in a historical context (4 credits)**
- 1.4 Demonstrate understanding of perspectives on a historical context (4 credits)**
- 1.2 Describe the causes and consequences of an historical event (4 credits)**
- 1.3 Interpret sources of an historical even of significance to New Zealanders (4 credits)**

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## **Pasifika (11PAS)**

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This class is inclusive and open to all ethnicities and will appeal to students who identify with or who are interested in Pacific history, culture, literature, and contemporary socio-political issues.

Students will be taught according to MGS Certificate Assessment Standards. The content of the course will steer towards the students' interests and members of the Pasifika community and other academics will be invited in to share their knowledge on various topics. Students who take Pasifika Studies in Year 13 will not study the same topics.

There will be a range of class activities and an additional option to study Tongan (at Christchurch Boys' High on Fridays Term 3), or Samon through Te Kura Correspondence School.

The class is combined with Years 12 and 13 for instruction, but students will complete assessments appropriate to their year.

### **Assessment Standards:**

- 1.1 Describe consequences of cultural change(s) (4 credits)**
- 1.2 Report on personal involvement in a social justice and human rights issue (4 credits)**
- 1.3 Describe a social justice action (4 credits)**
- 1.4 Draw a conclusion after an investigation into an aspect of Pacific society with direction (4 credits)**



# Technology

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## Design and Visual Communication (11DVC)

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Design and Visual Communication provides students with a grounding in the design process and visual communication techniques. Applying a design process is comparable to problem solving and so becomes a generic skill that is relevant in all fields of endeavour. To be able to communicate effectively with visual techniques is equally a valuable skill applicable in many fields of endeavour, not just design careers and trades. Consequently, skills in DVC offer a student a further “string to their bow” when it comes to possible career options in the future. Having an interest in design and/or drawing is appropriate, however, DVC is not Art and so competency with art skills is not a prerequisite. Most students enjoy good success in DVC.

The course consists of four areas of study:

- Design Process
- Freehand Sketching
- Instrumental Drawing
- Presentation

**It is advantageous for students to have completed a Middle School DVC course in order to confidently attempt a Year 11 course, however, this is NOT a requirement as all knowledge and skills can successfully be learned at Year 11.**

DVC aims to develop a student’s ability in design, drawing, and presentation.

All assessments are generated through both Product and Spatial project work that will be completed during the year.

Design Projects are the means to develop an effective design process, to develop proficiency in both freehand sketching and instrumental drawing skills, and to develop quality presentation techniques.

Where appropriate, design outcomes will reflect consideration of the needs of the end user and/or a design influence.

The course leads naturally through to an NCEA Level 2 DVC and then to either NCEA Level 3 DVC or to tertiary study for those who wish to take it further.

### Assessment Standards:

- 1.1 Design Process: Designing for people (3 credits)**
- 1.2 Visual Communication Techniques: Formal modes (5 credits)**
- 1.3 Design Process: Design in the environment (5 credits)**
- 1.4 Visual Communication Techniques: Representation (3 credits)**

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## Food and Nutrition (11FNT)

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This course focuses on Level 6 of the Health and Physical Education Curriculum. It offers students the opportunity to experience and participate in a wide range of Food and Nutrition activities in a variety of contexts with a strong focus on Kaitiakitanga, Manaakitanga and Whakawhanaungatanga. This course will equip students with the necessary skills to maintain their own personal wellbeing both now and in the future; as well as prepare them for future academic and vocational opportunities. They will be able to make informed, critical decisions about food and make choices that will contribute to both their own well-being and that of other people. The practical food experiences have been designed to help develop health-enhancing attitudes to food and nutrition.

The *Underlying Concepts* of Food and Nutrition are Hauora, Attitudes and Values, Health Promotion and The Socio-ecological Perspective.

The *big ideas* behind 11FNT include:

- Hauora needs to be approached through a holistic understanding
- Tiakitanga, manaakitanga, and whanaungatanga are vital to enhance the hauora of individuals, whānau, and communities
- Understanding hauora requires consideration of the complex and interconnected nature of personal, interpersonal, and societal perspectives.

The [Foundational Principles for Curricula](#) are woven throughout the whole year as we think through complex topics, celebrate diverse cultures and perspectives, and look for the truth amongst a world of marketing ambiguities.

### Course Fee – Important note

The cost of providing ingredients for the practical component of *Food and Nutrition* is considerable. A fee of **\$170** applies to help cover these expenses. Students are able to take home the food they prepare in class. By selecting *Food and Nutrition*, you are agreeing to be invoiced for this amount at the beginning of the course.

### Assessment Standards:

- 1.1 Demonstrate knowledge of practices and strategies to address food handling issues (4 credits)**
- 1.2 Demonstrate knowledge of an individual's nutritional needs (4 credits)**
- 1.3 Demonstrate understanding of interpersonal and societal influences on an individual's food choices and well-being (4 credits)**
- 1.4 Demonstrate understanding of how packaging information influences an individual's food choices and well-being (4 credits)**

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## Workshop Technology (11WTC)

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The Year 11 course for WTC has three desired outcomes:

- For students who are considering a vocation within the construction industry, this course will serve as the first step in preparation for industry training.
- For students who see WTC as more of a hobby, we will assist them in honing useful skills for application in day-to-day life.
- For all students there will be the opportunity to experience hands-on learning in a safe and structured environment, and the necessary training to prepare them to successfully approach Workshop Technology at Level 2.

Practical work is emphasised, covering a selection of historical and modern construction and finishing techniques, as well as digital fabrication. Time management, problem solving, and motor skills are refined, and safe working practices that are expected in practical vocations are developed. Alongside practical work, students learn to identify and mitigate hazards in the workplace, interpret and construct technical drawings, and plan/prepare project documentation prior to construction to help ensure a quality outcome.

### Special Character Elements

- **Service** – honing the skills and mindset to be able to assist people inside and outside of school. Galatians 5:13–14 “Who is my neighbour?” 1 Peter 4:10
- **Stewardship** – highlighting sustainability and caring for the things that God has put in our control. Genesis 1:26–28, 2:15
- **Communication** – Identifying the important information required within plans and instructions, and testing it’s ‘fit for purpose’. Ark Case Study, Genesis 6.

### Course Fee – Important note

The cost of providing materials for the practical component of *Workshop Technology* is considerable. A fee of **\$140** applies to help cover these expenses. Students are able to take home the projects they build in class. By selecting *Workshop Technology*, you are agreeing to be invoiced for this amount at the beginning of the course.

### Assessment Standards:

- 1.1 Demonstrate knowledge of safe working practices (3 credits)
- 1.2 Select, use, and maintain basic workshop tools (3 credits)
- 1.3 Interpret and demonstrate rudimentary project documentation (5 credits)
- 1.4 Apply developed skills and knowledge in the construction of a workshop project (5 credits)

## Digital Technology Subjects

**\*\* Year 11 students may choose ONLY ONE of the three digital technology subjects listed below\*\***

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### Computer Science and Programming (11DTC)

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As society becomes increasingly dependent on the digital tools of the current age, this course provides a solid foundation for careers in computing, especially Software Engineering, and the study of Computer Science at tertiary level. It also provides the foundation for more advanced NCEA courses in Year 12 and 13. Students will learn how to:

- design and develop computer programs (using Python)
- use online project management tools
- build databases
- create websites using HTML and CSS
- understand algorithmic logic and how compression coding is used by computers

**This course requires the use of Microsoft Access. The software is free, but students will need to have access to a computer running Windows 10 or 11.**

**Students should enjoy solving computational problems. Those whose strengths include Maths and English are most likely to succeed.**

### Assessment Standards:

- 1.1 Develop a computer programme (4 credits)
- 1.2 Use basic iterative processes to plan and develop a digital outcome (4 credits)
- 1.3 Develop an outcome to manage data (4 credits)
- 1.4 Demonstrate understanding of compression coding for a chosen media (4 credits)

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## Digital Skills for Employment and Education (11DTS)

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This course equips students with essential digital literacy skills, including proficiency in core applications like word processing, spreadsheets, presentations, and desktop publishing. Building a strong foundation for academic and professional success, students will also learn ergonomic principles for the safe use of the workspace environment and develop accurate, efficient typing and data entry techniques. Upon completion, graduates will be able to produce high quality, well-formatted content, and will be well-prepared for the extension of this program, which develops these skills further at Years 12 and 13. Topics studied include:

- ergonomics
- touch typing
- file management
- word processing using Microsoft Word
- spreadsheets using Microsoft Excel
- presentations using Microsoft PowerPoint
- desktop publishing using Microsoft Publishing

### Assessment Standards:

**1.1 Creating spreadsheets and graphs using basic features and functions of Microsoft Excel (3 credits)**

**1.2 Integrating images and spreadsheets into word processed documents (5 credits)**

**1.3 Creating a presentation using basic features and functions of Microsoft PowerPoint (4 credits)**

**1.4 Ergonomics and planning and producing desktop published documents using templates (4 credits)**

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## Digital Technology Media (11DTM)

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- Develop a competent level of core computing skills that are applicable for personal, educational, and employment use
- Gain experience using a variety of programs:
  - Microsoft Office Suite – PowerPoint, Word
  - Investigate, Internet, Research
  - Adobe Suite – InDesign, Photoshop, Illustrator, Premiere
- Develop a *proposal* for a digital outcome
- *Design* a digital technologies outcome
- Use basic iterative processes to *plan and develop* a digital outcome
- *Create* a digital media outcome

**There are no pre-requisites, however students who have completed Digital Information Technology courses in Year 9 or 10 will be very well prepared.**

### Assessment Standards:

**1.1 Develop a proposal for a digital outcome (4 credits)**

**1.2 Develop a digital technologies outcome (4 credits)**

**1.3 Use basic processes to plan and develop a digital outcome (4 credits)**

**1.4 Design a digital media outcome (4 credits - exam)**

# Learning Languages

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## Spanish (11SPA)

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Year 11 Spanish is a full-year course that builds on the foundations laid in Year 10. It is designed to develop students' social and functional competence in the Spanish language. By the end of the course, students will be able to interact with Spanish speakers in familiar and social situations and will have strategies to manage less familiar contexts. They will begin to use basic language spontaneously and show a growing confidence in experimenting with new language. Students will be able to read simple texts independently and write short passages, personal letters, and basic formal letters. They will also be developing their language learning strategies.

The course objectives and content align with Levels 5 and 6 of Spanish in the New Zealand Curriculum, and includes the following topics:

Myself	Family	School	Holidays
Daily Routine	Free time	Shopping	Health

**Students must have completed the Year 10 course (or equivalent). On occasions, a very motivated and able student could join in Year 11 with only one year of Spanish study behind them, but only by negotiation with Head of Faculty.**

### Assessment Standards:

- 1.1 Interact using spoken Spanish to share and respond to information, ideas and opinions (4 credits)**
- 1.2 Communicate in Spanish for a chosen purpose (4 credits)**
- 1.3 Demonstrate understanding of written Spanish related to everyday contexts (4 credits)**
- 1.4 Demonstrate understanding of spoken Spanish related to everyday contexts (4 credits)**

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## Māori (11MAO)

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Year 11 Māori builds upon the language structures, vocabulary and customs learned in previous years, and prepares students for the reading, writing and listening requirements of assessments. Application and diligence in learning grammar and vocabulary are required for progress to be made. Students will gain a deeper understanding of the taha Māori (Māori aspect) of our nation.

**To gain entry into Year 11 Māori, students must have completed the Year 10 Māori course to satisfactory level, or seek permission from Mātua Pairama.**

### Assessment Standards:

- 1.1 Demonstrate knowledge and skills of performance components (5 credits)**
- 1.2 Demonstrate knowledge of people associated with kapa haka (5 credits)**
- 1.3 Mihimihi – Communicating in te reo Māori (5 credits)**
- 1.4 Panui – Read to understand in te reo Māori (5 credits)**

### Costs to consider:

- Optional day trips, approx \$20 each
- Optional overnight Marae visit, approx \$150
- Optional Māori Dictionary

### Assessment Standards:

- 1.1 Te whakapuaki whakaaro e pa ana ki tetahi horopaki e ora nei e te reo (4 credits)**
- 1.2 Demonstrate knowledge of performance components (4 credits)**
- 1.3 Demonstrate knowledge of people associated with Kapa Haka (4 credits)**
- 1.4 Listen to understand the language of this world (4 credits)**

# Drama

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## Drama (11DRA)

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Studying Drama at Year 11 requires the desire and ability to work in a disciplined, co-operative and creative environment. Drama offers students the opportunity to access and develop both the 'personal' self and the 'social' self through the development and outworking of performance activities, play building, improvisation and stagecraft. Although there are an increasing number of career pathways open to the Drama graduate, the core of the course work, at this level, finds its greatest value in the strengthening of the readily transferable and sought after skills of:

- Public speaking and effective use of voice to communicate, persuade, challenge and enthuse
- Overcoming social anxiety and developing confidence and poise
- Sustaining focus, working with others, accepting responsibility and offering leadership
- Analysis, offering and accepting critique, and recognising key ideas
- Empathy – exploring life from the perspective of another, withholding judgement
- Recognising the significance of story and how story can be used to bring change for good

**Students of Drama are encouraged to view live theatre productions to observe and experience the work of those skilled in the craft. Often schools are offered a discounted price by theatre companies, and students may wish to take advantage of these discounts by attending a performance as part of a group.**

**The content of the course will include:**

- The development of the Techniques of the actor
- The study and application of the Elements of Drama
- Experiencing Drama from the perspective of the audience
- Working within the theatrical medium as an actor and a designer; including the creation and the performance of dramatic works

**Assessment Standards:**

**1.1 Apply drama techniques in a dramatic context (4 credits)**

**1.2 Demonstrate understanding of the use of drama aspects within live performance (4 credits)**

**1.3 Use features of a drama/theatre form in a performance (4 credits)**

**1.4 Perform an Acting Role (4 credits)**

# Music

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## Music (11MUS)

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This course teaches and develops skills in performance, composition, aural and musical knowledge. It is aimed at preparing students for NCEA Level 2 Music. It is an excellent all-round course for students wishing to further develop their musical skills.

**Students *MUST* be able to play an instrument (which includes voice) to a reasonable standard (approximately 3-4 years minimum tuition) and are continuing to receive tuition on the instrument while in the course. A compulsory audition will be held at the beginning of 2026 as a requirement for the course. Basic theory skills (i.e. reading treble clef notation) are assumed. Students in this course are expected to participate in a school music group.**

**Assessment Standards:**

**1.1 Perform two piece of music as a featured soloist (3 credits)**

**1.2 Demonstrate ensemble skills through performing a piece of music as a member of a group (3 credits)**

**1.3 Compose two original pieces of music (5 credits)**

**1.4 Demonstrate skill and knowledge in music theory and aural (5 credits)**

# Visual Art

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## Art (11ART)

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*"Yet you, LORD, are our Father. We are the clay; you are the potter; we are all the work of your hand." Isaiah 64:8*

Students will explore the theme of 'belonging' by reflecting on their faith and identity in Christ. They will also research and collect imagery that honours their heritage and cultural background. Using these themes as a foundation for creative exploration students will explore drawing, painting, sculpture and photography processes. This mixed media approach allows them to express their personal journeys and spiritual reflections in meaningful ways.

Students will complete a series of workbook pages where they will experiment with materials, refine their concepts, and document their process. They will create a ceramic sculpture and a one board folio submission which is developed through the successful application of conventions, methods and processes explored through the internal components of the course.

**Limited places are available in this course; preference will be given to students who have studied Art in Year 9 & 10.**

### Assessment Standards:

**Art 1.1 Create workbook pages that inform art practice by exploring concepts, processes and conventions (4 credits)**

**Art 1.2 Produce a resolved artwork appropriate to established art making conventions (3 credits)**

**Art 1.3 Generate artwork that uses methods and skills to record information using wet and dry media (4 credits)**

**Art 1.4 Create a related series on an A1 folio board (5 credits)**

### Costs to consider

*This course does require a considerable stationery cost (estimated \$90-100), with clay and specialty paper an additional \$30.*

## Alternative Pathways to Qualifications

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### Employment Skills

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This internally assessed course focuses on building key employability skills while guiding students in exploring potential career pathways. It offers valuable life and employment skills, provides Level 2 credits towards NCEA, and is directly relevant to future careers. With flexible assessment options, in-class learning support, smaller class sizes, and self-paced learning, this course ensures a tailored and practical learning experience.

*Entry into the course is at the discretion of the Head of Senior College, and Special Educational Needs Coordinator. This course is subject to numbers and resource available at beginning of 2026.*

**Unit Standards** be a selection of (but not limited to):

**4252 Produce a targeted CV (2 credits)**

**4253 Demonstrate knowledge of job search skills (3 credits)**

**4261 Identify legal rights and obligations in relation to motor vehicle ownership and operation (3 credits)**

**6400 Manage First Aid in an emergency situation (2 credits)**

**33019 Communicate in an organisation (3 credits)**

**24695 Explain taxation and other deductions relating to personal income (2 credits)**

**337 Demonstrate knowledge of diversity in workplaces (2 credits)**