



Faith is our Compass

SANCTA MARIA COLLEGE

Academic Excellence

Senior School

Learning excellence, centred on our Catholic faith, personal growth, service to others and strong academic success.



Building Academic Excellence

Years 11-13

Top scholars can and should link knowledge across subject areas and view knowledge in a wider societal context. This programme has been designed to foster a culture of academic rigour and critical thinking early in the senior school. It is creating a pathway towards NCEA Scholarship for top scholars to achieve their academic goals and have the best possible preparation for university study.

We recognise that our students lead busy lives and will work to ensure that top scholars, at every level, will be supported by mentors, supported with wellbeing, and receive assistance in time management and study techniques.

Developing Critical Thinking Skills and Broadening Horizons

- Ethics Olympiad
- Tournament of Minds
- SMC Service
- Performing Arts – participation and as an audience
- Inspirational speakers
- Curriculum enrichment trips (in 2025 Greece, Italy, and Japan)
- Olympiads: Biology, Mathematics
- Academic Competitions
- MUNA



Wellbeing

Our top scholars are some of our most involved students. A work life balance is key to maintaining academic rigour until the end of Year 13. Studying too hard, without maintaining some balance can cause ‘academic burnout’. This is something whānau can really help with.

Five Ways to Maintain Wellbeing:

1. Manage time effectively – create habits and routines
2. Be organised and prioritise
3. Keep healthy: eat healthily, drink lots of water, get outside, exercise
4. Keep in touch with people and let trusted adults or friends know if you’re struggling
5. Take breaks and time for self-care moments!

Guidance

Students/parents can make appointments in person or via email for wellbeing checks.

Guidance Counsellors:

Ms Eleanor Purchase e.purchase@sanctamaria.school.nz

or

Mr Colin Didier/Serre Colin Didier/Serre c.didierserre@sanctamaria.school.nz



Year 11

At Year 11, students who have been identified as top achievers across their subjects in Year 10 will be invited to begin an extension programme intended to broaden their knowledge base and develop critical thinking skills and an academic mindset.

As part of this programme, students will complete a wide reading programme designed to broaden minds and deepen knowledge. A suggested reading list will support this learning.

Students will build their academic vocabulary, general knowledge, and habits of mind. In exceptional cases, students can undertake Scholarship studies in Year 11.

Year 12

At Year 12, students who are identified as top scholars will be invited to continue participating in the academic extension programme. The focus of this at Year 12 is to build a pathway towards top level undergraduate study.

Year 12 students will be encouraged to participate in Scholarship tutorials in some subjects. Students can choose to sit the examination/s at the end of the year or use their study to develop their skills base for Year 13. Many of our previous Outstanding Scholarship recipients have sat the examinations in both years.

Students are expected to complete the preparatory work required and will be formatively assessed mid-year and sit the end of year practice exam to gauge progress. They will only be entered for Scholarship examinations if they are ready. **Students who gain an NCEA Scholarship in Year 12 have the option of a differentiated timetable in Year 13 and points toward the Dux calculation.**

Students will have the opportunity to attend extension opportunities arranged by the school both on and off campus. These may include visiting speakers, visiting scholars, academic workshops, and some subject-specific workshops.

Year 13

At Year 13, we strongly encourage top scholars to complete Scholarship examinations. The focus for students sitting for the second year is to gain Outstanding Scholarship. We will be supporting students to look at grouping Scholarship subjects so that they are eligible for the financial awards (see next page). It is suggested that students include one non-examination subject. Most subjects offer Scholarship options at Year 13.

Our former top scholars have reported to us that undertaking NCEA Scholarship was the best preparation for top level undergraduate study.

Students completing three or more Scholarship subjects, who already have UE, will have the option of a differentiated timetable if they have an NCEA Scholarship from Year 12.

Students will have the opportunity to build their academic writing, critical thinking, and time management skills through workshops, university visits, and mentorships.

Scholarship at Sancta Maria College

New Zealand Scholarship assessments enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Assessment is by either a written/spoken examination or by the submission of a portfolio or report of work produced throughout the year, depending on the subject.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding, and ideas to complex situations.

New Zealand Scholarship provides recognition and a monetary reward to top students. Approximately 3% of all students studying each subject at Level 3 are awarded Scholarship, if they reach the standard that has been set. Of the 3% nationwide who gain a Scholarship pass, a small number, equating to approximately 0.5% nationally, will be awarded an Outstanding Scholarship.

NZQA Scholarship exams take place at the end of the year during the NCEA exam period.

Top Academic Awards

The top academic awards, Dux, Proximae Accessit, and Year 12 St Catherine's Trophy are weighted heavily towards NCEA Scholarship achievement. There is a significant financial reward for the Dux which will be awarded at Academic Honours after Scholarship results come out in February.

Recognition of Scholarship Recipients

Sancta Maria College students regularly achieve both Scholarships and Outstanding Scholarships across a wide range of subjects. This high level of academic excellence is recognised through our Academic Honours System.

- Students who achieve three or more Scholarships have their names placed on our Academic Honours Board in the auditorium.
- Study toward Scholarship is a consideration in the top academic awards at Prizegiving for Years 12 and 13.
- Publication of top scholars in a local newspaper and on our website.
- There is a badge to recognise NCEA Scholarship achievement at Year 12.
- Year 12 students who pass an NCEA Scholarship and are continuing their Scholarship journey in Year 13, have the option of differentiated timetable if undertaking three Scholarship subjects.

Financial Rewards

Successful NCEA Scholarship students gain substantial monetary awards. These range from a single subject Scholarship award of \$500 as a single payment, to \$15000, across three years of successful tertiary study for Outstanding Scholarship.

<p>Outstanding Scholar Award</p>	<ul style="list-style-type: none"> • The minimum eligibility requirement to be considered for this award is achievement of three Scholarships including at least two at “Outstanding” level in the same year, or more than three Scholarships including at least one at “Outstanding” level in the same year. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award. • \$5,000 each year for up to three years for as long as the recipient maintains at least a ‘B’ grade average each year of their tertiary study
<p>Scholarship Award</p>	<ul style="list-style-type: none"> • For Candidates who achieve New Zealand Scholarship in three or more subjects in the same year and for Candidates who achieve two Scholarships at "Outstanding" level in the same year. • \$2,000 each year for up to three years for as long as the recipient maintains at least a ‘B’ grade average each year of their tertiary study.
<p>Top Subject Scholar Award</p>	<ul style="list-style-type: none"> • For the top Candidate in each one of the New Zealand Scholarship subjects. • \$2,000 each year for up to three years for as long as the recipient maintains at least a ‘B’ grade average each year of their tertiary study.
<p>Single Subject Awards</p>	<ul style="list-style-type: none"> • For Candidates who achieve New Zealand Scholarship in one or more subjects. • A ‘one-off’ award of \$500 per subject, for university study, for a maximum of two subjects.



AROHA
 A new commandment I give you, that you love one another, as I have loved you.
 John 13:34

HOPE
 You will live secure and full of hope; God will protect you and give you rest.
 Job 11:18

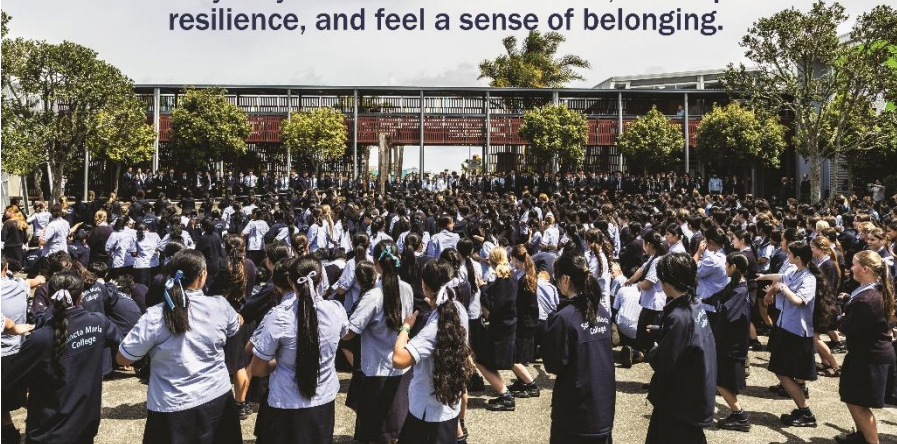
RESPECT
 So God created humankind in His image; in the image of God He created them.
 Genesis 1:27

FAITH
 Do not let your heart be troubled; believe in God, believe also in Me.
 John 14:1



Attendance Matters

Students who regularly attend school have higher academic results and more importantly they stay connected with friends, develop resilience, and feel a sense of belonging.



SANCTA MARIA COLLEGE

Scholarship Subjects



Subject	Page	Format	HoD/TiC
English	9	Exam	Ms Du-Blom
Classical Studies	10	Exam	Mr Rimamate
History	11	Exam	Mr Rimamate
Geography	12	Exam	Mr Rimamate
Accounting	13	Exam	Mr Joseph
Economics	14	Exam	Ms Chen-Dela Cruz
Statistics	15	Exam	Ms O'Carroll
Calculus	16	Exam	Ms O'Carroll
Physics	17	Exam	Mr Sullivan and Ms Sagadevan
Biology	18	Exam	Mr Williamson
Chemistry	19	Exam	Mrs Singh
Religious Education	20	Exam	Mr Bidwell
Technology (all)	21	Submission	Mrs Rehu
Digital Technologies	22	Submission	Mr Glass
Visual Arts (all)	23	Portfolio	Ms Simmons or Ms Renner
Health and PE	24	Submission	Mr James
Music	25	Submission	Ms Shone

SCHOLARSHIP ENGLISH

What is this subject about?

Scholarship English is a programme that provides an opportunity for students to critically engage with complex issues within and around literary texts. Students will analyse a range of independently chosen texts, develop skills in synthesising knowledge, evaluate higher-level thinking and ideas, and approach discussions with sophisticated and original opinions that challenges their own thinking while examining diverse perspectives.

Teacher in charge:

Ms Carol Du-Blom, HOD English and Media Studies: c.du-blom@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has three sections. Students will answer one question from each section. The first section is *Close Reading of Unfamiliar Text*, the second section is *Responding to Literature and Language*, and the third section is *Exploring Issues in Literature and Language*. Students will be expected to write an essay in response to all three sections.

What skills do students develop?

- Analytical skills and critical thinking based on a variety of literary texts
- Sourcing of primary and secondary materials to explore societal issues
- Demonstration of wide knowledge and wide reading skills
- An appreciation of aspects of genre and intertextuality
- Logically develop precision and clarity of ideas in writing
- Integration, synthesising and application of highly developed knowledge, skills and understanding to complex situations

SCHOLARSHIP CLASSICAL STUDIES

What is this subject about?

Scholarship Classical Studies immerses students in the classical world of ancient Greece and ancient Rome. Students study about how these societies functioned, what ancient people believed, and what legacies they left to us in the modern world.

Teacher in charge:

Mr John Rimamate, HOD Social Sciences: j.rimamate@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has two sections. Students will answer two questions from the first section and one question from the second section. Students choose their topics from the list below and can choose to focus their answers in the context of ancient Rome. Students are expected to answer in paragraph or essay format. They will be required to analyse and interpret primary sources.

Available topics:

Section One: Augustus; Virgil's *Aeneid*; Roman art and architecture.

Section Two: Culture and identity – focusing on gender and society; Empire and power – focusing on authority and freedom.

What skills do students develop?

- Writing skills – structuring analytical balanced arguments in an essay format
- Independent thinking; critical thinking, and insightfulness
- Primary source material analysis and interpretation; attention to detail
- In-depth knowledge and understanding of the classical world and its legacies
- Empathy towards differing perspectives and opinions.

SCHOLARSHIP HISTORY (Unavailable 2026)

What is this subject about?

Scholarship History enables students to understand the actions of people in the past through the critical analysis of primary and secondary source materials, as evidence. The theme and context for Scholarship History changes each year.

Teacher in charge:

Mr John Rimamate, HOD Social Sciences: j.rimamate@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has three sections. Students will write an essay to answer a question in each section, utilising primary / secondary source materials as evidence.

Theme for 2026: “Relationships between workers, employers, and the state.”

Section One: A focus on **historical narratives**, primarily within the context of the Treaty of Waitangi.

Section Two: A focus on **historical relationships**, which will reflect the theme but in the context of other treaties with other indigenous peoples.

Section Three: A specific Aotearoa New Zealand context related to the theme. In 2025 this is: **“Aotearoa New Zealand in the years 1852 to 1873”**.

What skills do students develop?

- Constructing a substantiated argument based on primary source evidence.
- Analysing and evaluating historical relationships, such as cause and effect, continuity and change, past and present, and differing perspectives.
- Critical thinking through judging the reliability and usefulness of historical evidence, and the strength and limitations of historians’ narratives.
- Evaluating and reflecting on Aotearoa New Zealand’s past and possible future.

SCHOLARSHIP GEOGRAPHY

What is this subject about?

Scholarship Geography enables students to understand how the actions of people and the environment create situations that need to be examined, to find solutions moving forward. Students analyse and respond to a range of geographic perspectives, using their critical thinking skills to present these possible solutions.

Teachers in charge:

Mr John Rimamate, Geography teacher: j.rimamate@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has three questions. Students will write an essay to answer questions, utilising a resource booklet of information, as well as prior knowledge.

Theme for 2025: “Emerging global geographic challenges and potential solutions.”

What skills do students develop?

- Analysis and critical thinking
- Logical development, precision, and clarity of ideas
- Convincing communication through written and visual methods
- Perception and insight

SCHOLARSHIP ACCOUNTING

What is this subject about?

Accounting is the process of preparing and communicating financial information to assist decision-makers to make relevant, accurate, and timely decisions.

Teacher in charge:

Mr Jacob Joseph, Accounting teacher: j.joseph@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has four questions which require the students to demonstrate a combination of technical, interpretative, and analytical skills.

Available context:

Questions will address:

- Company statements and accompanied notes prepared for external reporting purposes.
- The Conceptual basis.
- A current issue (resource provided)
- Application of understanding to a question covering several different aspects of Level 3 NCEA Accounting

What skills do students develop?

The ability to demonstrate

- analysis and critical thinking
- the integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- logical development, precision and clarity of ideas.

SCHOLARSHIP ECONOMICS

What is this subject about?

Scholarship Economics explores and examines how society and government make decisions on the use of resources to influence the wellbeing of people and aim to find solutions to improve people's standard of living. Students will use economic theories and models to analyse and justify possible solutions to contemporary social issues in New Zealand.

Teacher in charge:

Mrs Amy Chen-Dela Cruz: a.chen@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination will consist of three essay questions relating to micro-economic and/or macro-economic theory. Students will be given a resource booklet with information to help them plan and answer essay questions.

Context and theme:

Analysis of policies and decisions used to correct market failure, improving New Zealand's economy and achieving other government economic goals.

What skills do students develop?

- Idea development, planning and effective communication through written and visual methods.
- Critical thinking and problem solving involving the New Zealand economy.
- Comprehensive understanding of how economic decisions affect the wider society.

SCHOLARSHIP STATISTICS

What is this subject about?

Scholarship Statistics candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The student will use knowledge of statistics to apply statistical and probability concepts and methods to complex problems in contexts which may be unfamiliar, interpret and, where appropriate, make inferences and clearly communicate concepts and findings.

Teacher in charge:

Mrs Lorraine O'Carroll, HOD Mathematics and Statistics: l.ocarroll@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Resource: *Scholarship Statistics AME Workbook* – Phyl Haydock

Structure of assessment:

There are four questions with multiple parts each. The topics that will be assessed are: Time Series, Formal Inference, Bivariate Data, Experiments, Statistical Reports, Probability and Probability Distributions.

What skills do students develop?

- Exploring data
- Drawing on informed contextual knowledge
- Making inferences
- Dealing with sources and consequences of uncertainty
- Applying appropriate models
- Stating and evaluating assumptions of models used
- Explaining conceptions and processes (e.g. simulation-based processes)
- Critiquing based on the Problem-Plan-Data-Analysis-Conclusion (PPDAC) cycle
- Offering competing explanations and important follow-up questions evaluating statistically based and/or probabilistically based reports

SCHOLARSHIP CALCULUS

What is this subject about?

Scholarship Calculus candidates are expected to demonstrate high-level critical thinking, abstraction, and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

The student will use knowledge of calculus to apply mathematical concepts and methods to complex problems in contexts which may be unfamiliar.

Teacher in charge:

Mrs Lorraine O'Carroll, HOD Mathematics and Statistics: l.ocarroll@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Resource: *Scholarship Calculus AME Workbook* – Phyl Haydock

Structure of assessment:

Questions will be set in the areas of:

- patterns and relationships.
- equations and expressions.
- Calculus at level 7 and level 8 with a focus on Complex Numbers, Differentiation, Integration and Conics. The questions could be taken from ANY Level 8 Mathematics AOs of the New Zealand Curriculum.

What skills do students develop?

- Drawing on a wide base of informed contextual knowledge.
- Showing strong algebraic skills.
- 'Out of the box' thinking and creative problem solving.
- Applying appropriate models, concepts, and mathematical laws.
- An understanding of the background theory of formulae provided e.g. differentiation first principles and their proof.
- Questions may be set in both mathematical and real-life contexts.
- Questions involving unfamiliar situations may be set, but necessary information will be supplied in the question.

SCHOLARSHIP PHYSICS

What is this subject about?

Scholarship Physics is designed to challenge students' knowledge of physics and integrates a wide range of physics concepts. Students will apply their knowledge of physics to unfamiliar contexts to demonstrate understanding of physics principles.

Teacher in charge:

Mr Greg Sullivan, Physics teacher: g.sullivan@sanctamaria.school.nz

Ms Komala Sagadevan, Physics teacher: k.sagadevan@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination will include up to six questions. Questions may be asked within a variety of contexts, some of which may be unfamiliar to the students. Some questions may involve extended discussion, where students need to judge what is required. Questions relating to practical work may include discussions of sources of error, reliability of data collected, and the validity of conclusions drawn.

Content:

Content includes wave systems, mechanical systems, modern physics, and electrical systems.

What skills do students develop?

- Writing skills – logical development, precision, and clarity of ideas
- Independent thinking; critical thinking, and insightfulness
- Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- require skills developed during practical work, such as processing and evaluation of data or information

SCHOLARSHIP BIOLOGY

What is this subject about?

Scholarship Biology integrates wide aspects of biological knowledge together. The student will apply biological knowledge to unfamiliar contexts to demonstrate understanding of biological principles and implications.

Teacher in charge:

Mr. Shane Williamson, HOD Science: s.williamson@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination will consist of three questions within a variety of contexts, some of which may be unfamiliar to the students. Questions will require students to analyse biological contexts using ecological, genetic, and evolutionary concepts to integrate biological knowledge and skills into an extended answer. Resource or stimulus material will be provided for each question, and students are expected to integrate this into each answer. Questions will usually cover the content of more than one achievement objective.

Content:

Content includes responses of plants and animals to their external environment, evolutionary processes leading to speciation, human evolution and human manipulations of genetic transfer and its biological implications. Content knowledge from curriculum Levels 6 and 7, relevant to the above standards, will be assumed

What skills do students develop?

- Writing skills – logical development, precision, and clarity of ideas
- Independent thinking; critical thinking, and insightfulness
- Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations

SCHOLARSHIP CHEMISTRY

What is this subject about?

Scholarship Chemistry is designed to be difficult and integrates wide aspects of chemical knowledge together. The student will use knowledge of chemistry to demonstrate the ability to integrate and apply chemical principles and skills to a wide range of situations, to analyse problems from a chemical perspective and present coherent and well-reasoned answers.

Teacher in charge:

Mrs Praneeta Singh, Chemistry teacher: p.singh@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has no more than four questions. Questions may be open-ended or structured in a stepwise fashion. Each question can be of variable length and may be composed of sub-questions and often involve integration of different content areas under a common theme.

A periodic table and spectroscopic data table will be provided. Other numerical data or reference material will be provided in the resource booklet or questions as needed.

Content:

Content includes quantitative analysis, organic chemistry, spectroscopy, redox and electrochemistry, rates of reaction, chemical equilibria, aqueous systems, particles, substances, and thermochemical principles.

Questions may be asked within a variety of appropriate contexts and cover material from more than one content area. Contexts may be unfamiliar to the candidates.

What skills do students develop?

- Writing skills – logical development, precision, and clarity of ideas
- Independent thinking; critical thinking, and insightfulness
- Integration, synthesis, and application of highly developed knowledge, skills, and understanding to complex situations
- Require skills developed during practical work, such as processing and evaluation of data or information.

SCHOLARSHIP RELIGIOUS EDUCATION

What is this subject about?

Scholarship Religious Studies encourages students to engage in the way religion has played a part in societies and how that has changed over time. The context varies each year and this year's context is listed below.

Teacher in charge:

Mr Daniel Bidwell, Religious Education teacher: d.bidwell@sanctamaria.school.nz

Format of assessment:

Written examination at the end of the year (3 hours).

Structure of assessment:

The written examination has one section. Students will choose from two questions relating to the provided context and write one essay.

Context for 2026:

“Religious or spiritual traditions and war.”

What skills do students develop?

- Examination of key assumptions and alternative points of view; analysis and critical thinking
- Production of a valid argument; logical development, precision, clarity of ideas, perception and insight, abstraction
- Forming relationships and connections between religious ideas; application of highly developed knowledge, skills, and understanding to complex situations; integration and synthesis
- Independent reflection and extrapolation
- Convincing communication in a written essay format

SCHOLARSHIP TECHNOLOGY and DVC (DESIGN AND VISUAL COMMUNICATION)

What is this subject about?

The student will use knowledge of the Technology / DVC learning areas to select and develop a context which allows them to investigate an authentic issue. They will explore the elements that underpin the context and carry out on-going and in-depth analysis and investigation into the social and physical environment, in which the issue and the potential outcome will be used. Key attributes and project management tools as well as investigation / research methods will be used to create an innovative outcome, while reflecting on and critically analysing, their own development processes and practices.

Teachers in charge:

Mrs Prue Rehu, HOD Technology: p.rehu@sanctamaria.school.nz

Mr A Weijermars, TIC Design and Visual Communication a.weijermars@sanctamaria.school.nz

Format of assessment:

Technology: Completed Technology Portfolio including Report Submission

DVC: Completed Portfolio of work reflective of DVC that contains a coherent body of material that meets the Scholarship Standard for DVC: a physical submission.

Structure of the assessment:

Technology: The student will produce a reflective report that critically analyses the development of a technology outcome or outcome(s).

DVC: The student will produce a portfolio of work using a variety of media in any form.

What skills do students develop?

Technology:

- integration, justification, and critical reflection on technological experiences.
- analysis and critical thinking
- integration, synthesis, and application of highly developed knowledge and understanding to complex situations
- logical development, precision, and clarity of ideas

DVC: as above but also including -

- perception and insight
- sophisticated integration and abstraction
- independent reflection and extrapolation
- convincing communication.

SCHOLARSHIP DIGITAL TECHNOLOGIES

What is this subject about?

The student will use knowledge of the Digital Technologies learning area to select a context which allows them to investigate a genuine issue. They will explore the elements that underpin the context and carry out on-going and in-depth analysis and investigation into the social and physical environment in which the issue and the potential outcome will be used. The student will use advanced software development and project management to create an innovative outcome, while reflecting on and critically analysing their own development processes and practices.

Teacher in charge:

Mrs Joanne Al-Rubaie: j.al-rubaie@sanctamaria.school.nz

Format of assessment:

Digitally submitted written report.

Structure of assessment:

Over the year the candidates will produce a reflective report that critically analyses the development of a digital technology outcome.

What skills do students develop?

- Reflective analysis and synthesis of information
- Advanced software development
- Project management
- Problem solving through developing and debugging software
- Critical thinking through reflecting on their own practice

SCHOLARSHIP VISUAL ART

What is this subject about?

Scholarship Visual Art is an extension of NCEA Level 3 Visual Art and is specific to the discipline that the student chooses: Painting, Photography, Design, Sculpture. It contains the influences, ideas and thinking that underpins the student's chosen theme.

Teachers in charge:

Ms Mel Renner, Art teacher: m.renner@sanctamaria.school.nz

Format of assessment:

All evidence is sent to NZQA at the end of the year.

Structure of assessment:

You will need to submit the following:

- NCEA Level 3 folio panels – the same as you submit for the external examination
- Eight A3-sized workbook pages presented in a clear file. These will contain writing, annotations, and pictures
- One A3-sized printed image of your folio boards – this goes at the front of the eight workbook pages in the clear file

Available disciplines in 2026:

- Photography
- Painting
- Sculpture
- Design

What skills do students develop?

- Independent thinking; critical, conceptual, and philosophical
- Analysis and interpretation of specific art works; attention to detail
- In-depth knowledge and understanding of own ideas and practice and how that is influenced by outside sources and world views
- How to process, reflect upon and extrapolate personal responses towards their own ideas and work

SCHOLARSHIP HEALTH AND PHYSICAL EDUCATION

What is this subject about?

The student will use knowledge of the health and physical education learning area to critically evaluate information related to health and physical activity. This will be completed through the application of the concepts of Hauora, bio-physical principles and socio-cultural factors drawn from learning experiences in, through and about, health-related and human body movement contexts.

Teacher in charge:

Mr Nick James, HOD PE and Health: n.james@sanctamaria.school.nz

Format of assessment:

Digitally submitted written report.

Structure of assessment:

Candidates produce a report that critically evaluates one of four documents. The documents are all significant to New Zealand.

Available documents in 2026:

Document One: Overview of Youth Health NZ (2024)

Document Two: The Child and Youth Strategy NZ (2024-27)

Document Three: Active NZ – Participation Trends NZ (2017-2023)

Document Four: Sport NZ Strategic Plan (2024-2028)

What skills do students develop?

- Analysis and critical thinking
- Logical development, precision, and clarity of ideas
- Convincing communication
- Perception and insight
- Sophisticated integration and abstraction

SCHOLARSHIP MUSIC

What is this subject about?

Music is a subject in which students can focus on their strengths in performance, composition or research of a specific musical topic. Performance can develop alongside a student's membership of one of our ensembles, whilst composition can develop from our use of digital audio workstations. The research essay allows students to focus on a musical passion.

Teacher in charge:

Ms Sonya Shone, HOD Music: s.shone@sanctamaria.school.nz

Format of assessment:

The student can opt to submit a Scholarship in performance, composition, or research.

Structure of assessment:

Candidates will submit a portfolio of work, including a critical reflective analysis of 3000 words. The portfolio must contain evidence of the candidate's work as EITHER a performer, a composer, or a musicologist.

The performance repertoire, composition portfolio or research can be built up over the course of the school year, until the full portfolio is ready for submission. Each portfolio must be accompanied by an essay that outlines how the portfolio was approached, tackled and resolved.

The Performance portfolio: This must include: A video recording of up to 15 minutes of the candidate performing music as a featured soloist of a significant work or programme of works.

The Composition portfolio: This must include: The score and audio recording of a significant work or a selection of shorter works composed by the candidate.

The Musicology portfolio: This must include: A comprehensive study, along with an annotated score, of a substantial musical work. This may be in the form of an essay of no longer than 3000 words, or a video seminar (no longer than 15 minutes in duration).

What skills do students develop?

- Practical performance skills
- Composition skills in tandem with music IT skills
- Research and composition skills
- Analysis of practical & composition technique or historical & contextual understanding
- Performance of a recital of 15 minutes.

NOTES

