



AUCKLAND  
GRAMMAR SCHOOL

**COURSE HANDBOOK**

2025

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## INTRODUCTION BY THE HEADMASTER

This Course Handbook is intended to help parents and your sons make wise and informed subject selection decisions.

While the handbook cannot be totally comprehensive, there is sufficient information to stimulate discussion, and to encourage students to seek more detail from Heads of Departments, Student Services, or Vocational and Assisted Learning Departments. The handbook is particularly useful in the current context of educational change.

General enquiries regarding curriculum matters may be addressed to Dr John Ety, Associate Headmaster (Academic), Mr Daniel Oram, Deputy Headmaster (Academic), or to the relevant form-level Dean.

2002 marked the beginning of a new era in secondary school qualifications in New Zealand and at Auckland Grammar School, as the National Certificate of Educational Achievement (NCEA) replaced the then-existing set of national qualifications. During the same period, Auckland Grammar School also progressively introduced international qualifications provided by Cambridge International Examinations (now known as Cambridge Assessment International Education). The Dual Qualifications Pathway is now firmly established, having operated successfully since 2005.

The School has since made further changes by introducing Pre-Q for Form 5 students. As its name suggests, Pre-Q is a pre-qualification curriculum and assessment programme, which aims to prepare students thoroughly for academic success, as they enter either the Cambridge or NCEA qualification pathway in Form 6. The Pre-Q courses have been designed to more effectively “bridge the gap” which existed between previously prescribed Form 5 course requirements and the significant demands of Cambridge AS and NCEA Level 2 courses. Further to this, with Form 5 examinations now scheduled by the School towards the end of Term 4, rather than by external providers at the start of the term, we are delighted to be able to provide Form 5 students with an extra month of teaching time. This was not possible under the former external examination system.

All students in this year's Forms 4, 5, and 6 have attended an Options Briefing where they have been given cohort-specific information about the Dual Pathway, external qualifications frameworks and requirements, and pathway requirements for progression and success in the Senior School and beyond to University Entrance and tertiary education. They have also been given advice about course planning and the option selection process for 2025. Students have been given a printed copy of the Course Handbook and further information about specific courses is available in the Departments and Faculties section of the School website.

I hope you find the handbook informative and useful, as your sons look ahead, plan their future courses of study at Grammar, and embark on tertiary education and career pathways.

Tim O'Connor  
Headmaster

# AUCKLAND GRAMMAR SCHOOL

## - SCHOOL GOALS -

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- To provide a curriculum, which in all disciplines will consist of content that is both substantial and rigorous.
- To enable students to achieve a standard of literacy and numeracy comparable to the best international standards.
- To require students in Forms 3 and 4 to study a major core of subjects consisting of English, Mathematics, Social Studies, Science, Languages, and a minor core of Physical Education, Health, Music, Art and Technology. No major core subject will consist of a course of less than one year's duration.
- To measure student performance by competitive School examinations three times a year for all form levels and external examinations for all students in Forms 6 and 7.
- To encourage students to reach their maximum potential by competition and cooperation with their peers and for this purpose to use academic attainment grouping, form by form.
- To inspire in students a love of learning and a respect for knowledge in a wide variety of disciplines.
- To enable students to master the skills required to acquire and apply knowledge.
- To teach students the value of hard work and the importance of healthy competition.
- To develop in students self-discipline, resourcefulness, adaptability, creativity, honesty, courtesy, self-reliance, healthy self-esteem, pride in personal appearance, public spirit and other personal qualities, and to aim to use these virtues for the good of the School and of society at large.
- To promote attitudes and behaviour reflecting a core of values supported by the School and community, including:
  - The encouragement and reward of effort and achievement.
  - The pursuit of excellence in all personal and group endeavours.
  - The importance of fulfilling commitments.
  - The acceptance of lawful and just authority.
  - Respect for and participation in the democratic process.
  - The balancing of self-interest with concern and tolerance for others, their cultures and beliefs.
- To develop in students sensitivity towards and acceptance of the rights of others in our culturally-diverse society.
- To encourage participation and interest in cultural activities and pursuits which lead to physical fitness and good health.
- To provide School rules requiring a high standard of conduct from students, in the interests of creating and maintaining a well-disciplined learning environment for all.
- To appoint staff of the highest calibre, who are dedicated to excellence in classroom teaching, to continual enhancement of their subject expertise, and to full participation in extracurricular activities.
- To provide hostel accommodation for selected students from a wide variety of schools outside the Auckland metropolitan area, giving these students the opportunity to study at Auckland Grammar School.
- To promote these objectives for mutual benefit through contact and association with organisations in the community, such as universities, Old Boys, and Friends of the School.

# QUALIFICATION PATHWAYS

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## INTRODUCTION

- The success of Auckland Grammar School students in external examinations is well known.
- Most students entering Form 3 at Auckland Grammar School will complete a five-year programme, gain University Entrance, and access further study at tertiary level when they leave.
- We are committed to giving students at all levels the best teaching, guidance and support possible, so that all students may achieve external qualifications commensurate with their abilities and application.
- Students must be prepared to work hard and tackle the requirements of the rigorous, advanced courses on offer.
- A small number of students will leave at the end of Form 5 or Form 6, for a variety of courses and reasons, but essentially the Senior School Programme at Auckland Grammar School should be viewed as a three-year commitment, beginning at Form 5.

## CURRICULUM AND THE DUAL QUALIFICATIONS PATHWAYS

### Form 4:

There are no external qualifications on offer. Students in 4A and 4B will study the Pre-Q Mathematics course.

|           |   |
|-----------|---|
| 4A and 4B | Form 4 curriculum and Pre-Q Mathematics |
| 4C to 4R  | Form 4 curriculum for all subjects.     |

### Form 5:

The majority of students will study Pre-Q courses.

Students in 5A and 5B will study the Cambridge AS Level Mathematics course. A selected group of students (predominantly students from 2024's 4P and 4R) will study a full NCEA Level 1 course tailored to their learning needs.

|           |   |
|-----------|---|
| 5A and 5B | Pre-Q curriculum and Cambridge AS Level Mathematics |
| 5C to 5O  | Pre-Q curriculum for all subjects                   |
| 5P and 5R | NCEA Level 1 for all subjects                       |

### Form 6:

Forms 6 and 7 should be regarded as a two-year programme. Students beginning Form 6 study must decide which qualification pathway they will pursue: Cambridge or NCEA.

|            |   |
|------------|---|
| 6A and 6B  | Cambridge AS Level for all available subjects* and A Level Mathematics (optional) |
| 6C to 6I   | Cambridge AS Level for all available subjects*                                    |
| 6C1 to 6I1 | NCEA Level 2 for all subjects   |

### Form 7:

Most students will remain on the qualifications pathway they followed in Form 6. Students who do not attain marks sufficient to enable them to continue on the Cambridge pathway may be required to change to the NCEA Level 3 pathway in Form 7.

|            |  |
|------------|--|
| 7A to 7H   | Cambridge A Level and AS Level for all available subjects* |
| 7C1 to 7H1 | NCEA Level 3 for all subjects                              |

\* Not all subjects are available on the Cambridge pathway: Te Reo Māori, Japanese, and ESOL are available for Form 6-7 students as NCEA subjects. Physical Education is available only as an AS subject.

Course planning, Pre-Q, Cambridge, and NCEA qualifications pathway information can be found in the next section.

# FORM LEVELS SUMMARY

## FORM FOUR

### Entry

Automatic, upon completion of a Form 3 year of academic study.

### Form Class Placement

Students are placed according to their aggregate marks in the three Form 3 School examinations\* (exceptional circumstances such as illness are taken into account).

### Course Outline

- All students study a common core of English, Mathematics, Science, and Social Studies Sciences - Geography and History.
- Students in 3A - 3H in 2024 choose two option subjects for 2025; students in 3I - 3R in 2024 choose one option subject for 2025.
- All classes have Physical Education, Health, and Music each week. Physical Education and Health address several important aspects of personal development.
- Students in 4A and 4B will study the Pre-Q Mathematics course in 2025.

## FORM FIVE

### Entry

Automatic, upon completion of a Form 4 year of academic study.

### Form Class Placement

Students are placed according to their aggregate marks in the three Form 4 School examinations\* (exceptional circumstances such as illness are taken into account).

### Course Outline

All students must study six subjects, and will select from a range of options available to them depending on their Form 4 class.

- English and Mathematics are compulsory for all students except some students who do ESOL instead of English.
- Students in 4A - 4D can take Triple Science (STQ and STZ - 3 Science subjects (BIQ/CHQ/PHQ) across 2 option lines) or up to 2 Science subjects (BIQ/CHQ/PHQ).
- Students in 4E - 4I can take up to 3 Science subjects (BIQ/CHQ/PHQ), although it is recommended that students select a maximum of 2 subjects.
- Students in 4J - 4N can take up to 2 Science subjects (BIQ/CHQ/PHQ) or Pre-Q Science.
- Students in 4O - 4R take NCEA Level 1 Science (SCI-L1).
- Courses at Form 5 Level must be chosen carefully, with consideration given to proposed Form 6 and 7 study and possible tertiary study requirements.

## FORM SIX

### Entry

To earn automatic entry to Form 6 in 2025:

- Students must gain the following marks in School examinations and/or Pre-Q examinations:

|               |                   |
|---------------|-------------------|
| <i>Either</i> | 280 in 6 subjects |
| <i>Or</i>     | 250 in 5 subjects |

### Form Class Placement

Students are placed on the basis of their weighted aggregate marks\* in all subjects in the Form 5 School examinations (exceptional circumstances such as illness are taken into account).

### Course Outline

- All students must study Form 6 qualifications in **five** subjects except:
  - Students who completed Cambridge AS Mathematics in Form 5 may select Cambridge A2 Mathematics in Form 6 (optional). Careful consideration must be given to University Entrance and tertiary and possible career pathways when selecting Form 6 options.
- English or ESOL is compulsory for all students.

## FORM SEVEN

### Entry

To earn automatic entry to Form 7 in 2025, students in:

- 6A - 6I must gain a weighted best \*four-subject aggregate of 200 or better in the School examinations or 160 or better in AS examinations.
- 6C1 - 6I1 must gain a weighted best \*four-subject aggregate of 200 or better in the School examinations and at least 60 credits in NCEA Level 2.

### Form Class Placement

Students are placed according to their aggregate marks in all five subjects in the three Form 6 School examinations\* (exceptional circumstances such as illness are taken into account).

### Course Outline

- Students studying for NCEA Level 3 must enter **five** subjects.
- Students studying for Cambridge AS/A Levels must enter four subjects. They will attend structured tutorial periods in lieu of a fifth subject.
- There are no compulsory subjects, however, careful consideration must be given to University Entrance and tertiary and possible career pathways, when selecting Form 7 options.

### Weighted Aggregates

\* The weighted aggregate is generated by their performance in three School examinations held during the year. The weighting is as follows:

- Term 1 examination result = 15% of total
- Term 2 examination result = 35% of total
- Term 3 (for Forms 6 and 7) or Term 4 (for Forms 3, 4 and 5) examination result = 50% of total.

# CURRICULUM FLOW CHART

## Subject Availability (will run subject to demand and staffing)

| Form 3                               | Form 4  | Form 5<br>(Pre-Q/Limited NCEA Level 1)  | Form 6<br>(Cambridge AS/<br>NCEA Level 2)  | Form 7<br>(Cambridge AS and A Level/<br>NCEA Level 3)   |
|--------------------------------------|---|---|--|---|
| English<br>ESOL                      | English<br>ESOL                                   | English<br>ESOL<br>Literacy (L1)  | English<br>ESOL (L2)   | English<br>ESOL (L3)<br>Media Studies (L3)  |
| Mathematics                          | Mathematics                                       | Mathematics   | Mathematics  | MAT<br>Mathematics Statistics   |
| Science                              | Science   | Biology<br>Chemistry<br>Physics<br>General Science<br>Science (L1)                                | Biology<br>Chemistry<br>Physics<br>Earth & Space Science (L2)  | Biology<br>Chemistry<br>Physics<br>Earth & Space Science (L3)   |
| Social Studies:<br>Geography/History | Geography/<br>History                             | Geography<br>History<br>Humanities (L1)   | Geography<br>History<br>Earth & Space Science (L2)   | Geography<br>History<br>Earth & Space Science (L3)  |
| Latin<br>(Compulsory for 3A to 3H)   | Latin   | Latin<br>Classics   | Latin (L3)<br>Classics   | Latin (L3)<br>Classics  |
| French                               | French  | French  | French   | French  |
| Japanese                             | Japanese  | Japanese  | Japanese (L2)  | Japanese (L3)   |
| Spanish                              | Spanish   | Spanish   | Spanish  | Spanish   |
| Te Reo Māori                         | Te Reo Māori                                      | Te Reo Māori  | Te Reo Māori (L2)  | Te Reo Māori (L3)   |
| Visual Art                           | Visual Art  | Digital Art<br>Fine Art<br>Visual Art (L1)  | Design (L2)<br>Painting (L2)<br>Photography (L2)<br>Digital Art Design (AS)<br>Digital Art Photography (AS)<br>Fine Art (AS) | Design (L3)<br>Painting (L3)<br>Photography (L3)<br>Design (A2)<br>Photography (A2)<br>Painting (A2)  |
| Technology                           | Graphics<br><br>Engineering Systems<br>and Design | Graphics/Graphic Products<br><br>Trades and Construction<br><br>Engineering Systems<br>and Design | Graphics (AS)<br>Industrial Design (L2)<br><br>Trades and Construction<br>(L2)<br>Product Design (AS)                        | Graphics (A2)<br>Industrial Design (L3)<br><br>Trades and Construction<br>(L3)<br>Product Design (A2) |
| Physical Education/<br>Health        | Physical Education/<br>Health                     | Physical Education  | Physical Education   | Physical Education (L3)   |
| General Music                        | General Music<br>Music                            | Music   | Music  | Music   |
|                                      | Accounting Bus. Studies                           | Accounting<br>Business Studies<br>Commerce (L1)   | Accounting<br>Business Studies   | Accounting<br>Business Studies  |
|                                      | Economics Bus. Studies                            | Economics<br>Business Studies<br>Commerce (L1)  | Economics<br>Business Studies  | Economics<br>Business Studies   |
|                                      |   | Career Studies (L1)   | Career Studies (L2)  | Career Studies (L3)   |

# QUALIFICATION PATHWAYS

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## AUCKLAND GRAMMAR SCHOOL'S PRE-Q PROGRAMME

- Pre-Q is a pre-qualification curriculum and assessment programme, which aims to prepare students rigorously for study in Forms 6 and 7, and for high levels of academic achievement in Cambridge and NCEA qualifications.
- The School introduced Pre-Q for Form 5 students in 2019, replacing Cambridge IGCSE. The intention was to reduce the gap in content and rigour that existed previously between Form 5 course requirements and the significant demands of Cambridge NCEA courses in Form 6.
- The majority of Form 5 students will study Pre-Q subject courses.

### The aims of the Pre-Q programme are:

- To help students to acquire the fundamental knowledge of specific subjects.
- To promote deep understanding of subject content with a depth and a rigour appropriate to progression to, and success in, Senior School external qualifications.
- To increase the amount of teaching and learning time for Form 5 students, by rescheduling examinations later in Term 4.

### Pre-Q Programme Structure and Syllabus/Course Design:

- Form 5 Pre-Q courses are designed to be appropriate for a wide range student ability.
- Courses are differentiated so that they are accessible for students who have completed the Form 4 programme, and they include sufficient challenge to stretch students before they begin NCEA Level 2 or Cambridge AS Level courses:
  - Some departments offer Pre-Q Core courses containing core subject material designed to assist in preparing all students for Cambridge AS Level and NCEA Level 2.
  - Some departments also offer Pre-Q Advancing courses, containing additional content, which will enable students to begin Form 6 courses with a strong foundation of knowledge and skills.
- Pre-Q courses are reviewed annually, to ensure that they achieve their objectives.
- There are no major changes to the options or timetable structures for Form 5 students for 2025. Students will study six subjects, including compulsory English (or ESOL) and Mathematics, and four option subjects, which they will select.

### Pre-Q Assessment, Reporting and Passing Form 5:

- Pre-Q assessments mirror the internal and external assessment modes currently in use by external qualifications providers, to prepare students for the format of Cambridge and NCEA assessments.
  - End-of-year examinations are a major part of the Pre-Q assessment system. For most courses, the Pre-Q mark is 100% derived from the Term 4 examination.
  - Several Pre-Q courses also have a coursework component.
- As is the case for students at all form levels, Form 5 students will sit School examinations in three examination sessions and receive a weighted aggregate mark for the year: (15% for the Term 1 examination, 35% for the Term 2 examination, and 50% for the Term 4 examination). This aggregate will be reported upon and used for Form 6 class placement and will be used, in conjunction with Pre-Q marks, to determine whether a student can progress to Form 6.
- Students will receive a Pre-Q Results Certificate, with a single percentage mark and a percentile ranking for each subject.



# QUALIFICATION PATHWAYS

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## INTERNATIONAL QUALIFICATIONS - CAMBRIDGE

Cambridge qualifications are administered by the University of Cambridge Local Examinations Syndicate (UCLES). UCLES is one of the world's leading examining bodies. Established in 1863, it provides examination services in over 160 countries around the world. Each year, over one million students in over 10,000 schools sit Cambridge examinations. Although Cambridge is based in the United Kingdom, and the structure of the Cambridge awards is similar to the UK awards, its courses are designed for the international community.

Cambridge qualifications are recognised both nationally and internationally and are highly regarded as University Entrance qualifications in New Zealand and overseas. Further information about University Entrance can be found on page 12.

Cambridge award grades and percentage marks for each subject. Most Cambridge courses are assessed through external examinations only, but a small number of subjects also have a coursework component. Components of Cambridge subjects are assessed by separate units, including assessments of practical work in the Sciences, Physical Education, Music, Technology and Art subjects.

Examinations are held twice a year: in May/June and in October/November. Students at Auckland Grammar School will generally sit their examinations in the October/November examination series. Students who are currently studying an A Level subject will have the opportunity to resit the AS components of their A Levels in the May/June series, in some subjects.

Cambridge offers three general secondary qualifications:

- **International General Certificate of Secondary Education (IGCSE)** – not offered at Auckland Grammar School since 2019.
- **Advanced Subsidiary (AS) Level:**
  - the first half of a full A Level qualification.
  - generally studied in Form 6.
  - cover the core, foundation aspects of a subject at an advanced level.
  - are worthwhile, stand-alone qualifications that can be used for University Entrance in New Zealand.
  - can be reattempted in resit examinations in the year after the first assessment.
  - awarded at one of five pass grades: A, B, C, D and E. Marks below E are Ungraded (U).
- **Advanced (A) Level:**
  - the second half of a full Advanced Level qualification.
  - studied in Form 7.
  - only available to students who have already completed the AS syllabus components.
  - unofficially known as "A2", although there is no such thing as a separate, stand-alone A2 qualification.
  - challenging assessments to stretch the most able students.
  - required for some restricted entry courses at some New Zealand and overseas universities.
  - awarded at one of six pass grades: A\*, A, B, C, D, E. Marks below E are Ungraded (U).

Further information can be found at: [www.cambridgeinternational.org](http://www.cambridgeinternational.org)

# QUALIFICATION PATHWAYS

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## **NATIONAL QUALIFICATIONS – National Certificate of Educational Achievement**

NCEA qualifications are administered by the New Zealand Qualifications Authority (NZQA). There are three senior secondary qualification, which are generally studied at the following form levels:

- NCEA Level 1 - Form 5
- NCEA Level 2 - Form 6
- NCEA Level 3 - Form 7

Important features of NCEA include:

- Each year-long course of study of an NCEA subject at Auckland Grammar School is assessed against Achievement Standards or Unit Standards.
- Each Standard has a credit value. In most cases, each course will provide the opportunity for students to gain a maximum of 24 credits.
- All assessment is standards-based and:
  - Standards describe what a student knows and can do.
  - Standards describe the nature of the work that students need to produce.
  - Assessment criteria establish the level of performance required for the award of credits at different levels of achievement.
- Achievement Standards generally have between one and four assessment criteria.
- Each Achievement Standard is assessed either internally or externally:
  - Internal assessment generally involves common tests or assignments during the School year.
  - External assessment usually takes place during three-hour, end-of-year examinations.
- Students may successfully meet the Achievement Standards at one of three levels:
  - Achieved
  - Achieved with Merit
  - Achieved with Excellence
- Typically, a student studying five subjects will be able to gain a maximum of 120 credits.
- Students who achieve sufficient credits at a level are awarded an NCEA certificate, which shows that the students has achieved a general level of educational achievement.
- NZQA maintains a Record of Achievement for each student throughout their time at secondary school, which records the credits that they gain by passing Achievement Standards. The Record of Achievement shows the details of exactly which Achievement Standards students have achieved. Students can access their Record of Achievement via the NZQA website, and a record of all the Achievement Standards a student is currently entered for is available via the Auckland Grammar School Portal.
- Unit Standards may also contribute credits towards NCEA. At Auckland Grammar School, Unit Standard assessment is currently limited to Career Studies courses, some Technology courses, and Form 6 and Form 7 ESOL courses. There are only two grades available under Unit Standard assessment; Achieved or Not Achieved.

# QUALIFICATION PATHWAYS

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## **Please Note: Changes to NCEA**

Until 2024, NZQA was reviewing the way NCEA works, and a 'Change' package was being enacted. This process of change is paused in 2025 and we do not anticipate any further changes.

In 2025:

- The new set of NCEA Level 1 Achievement Standards (implemented in 2024) will continue.
- NCEA Levels 1, 2 and 3 are 60-credit qualifications. The provision for students to 'carry over' 20 credits from the previous year will cease, so learners will not be able to carry over 20 credits from Level 1 through to Level 2, or 20 credits from Level 2 to Level 3.
- In 2025, to be awarded any level of NCEA, students will need to achieve the new 20-credit co-requisite. These new co-requisites, which sit outside the NCEA qualification, are mandatory in 2025. Students will not be awarded an NCEA qualification without also passing the new 20-credit co-requisites. These co-requisites will consist of:
  - 10 Literacy credits
  - 10 Numeracy credits
  - Or by gaining 20 credits from a small list of literacy and numeracy-rich standards.
- Students need only complete the co-requisites once. Because of the change process already introduced, in 2025:
  - Most students entering Form 6 will not have the co-requisite already.
  - Most students entering Form 7 will have the co-requisite already.

The opportunity to gain the co-requisites will be offered to all students who have not already achieved them.

- The 60-credit NCEA Levels 1, 2, and 3 will not include the 20-credit co-requisites, which sit alongside these qualifications. Credits used towards the co-requisite cannot be used towards the 60-credit NCEA.

Course Endorsements enable students with strong performances in individual courses (in most cases this means subjects) to gain Excellence or Merit endorsements in those courses. Likewise, certificate endorsements recognise strong performances across multiple subjects. Course and certificate endorsement requirements will remain the same in 2025.

- To be eligible for course endorsement, students must gain 14 or more credits from a single course at Achieved, Merit or Excellence, with at least one externally assessed standard achieved.
- Certificate endorsement continues to require 50 or more credits at Merit or Excellence level.

Please also note that, while the above information regarding NCEA was correct at the time of printing, NZQA changes to NCEA may be announced at any time. The School will inform students and parents of significant changes affecting the current academic year, in a timely manner.

Further information on NZQA and NCEA can be found at: [www.nzqa.govt.nz](http://www.nzqa.govt.nz).

# QUALIFICATION PATHWAYS

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## NZQA SCHOLARSHIP

New Zealand Scholarship is a stand-alone NZQA award. Scholarship is not a qualification. Further information can be found at <https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/nz-scholarship/>.

Scholarship assessments are based on the content of NCEA Level 3 Achievement Standards, derived from Level 8 of the NZ curriculum (or its equivalent). The examinations require candidates to demonstrate high-level critical thinking, abstraction and generalisation, and the ability to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Scholarships will be awarded to 2 – 3% of the number of students entered in each Level 3 subject ( $\pm 1\%$  and/or  $\pm 5$  candidates in subjects with small cohorts). NZQA Scholarships therefore carry significant prestige. Furthermore, NZQA Scholarships carry significant monetary awards (provided that students are enrolled at a New Zealand tertiary institution the year following the earning of Scholarships and provided students maintain a B average):

- **Premier Awards**, worth \$10,000 each year for three years.
- **Outstanding Scholar Awards**, worth \$5000 each year for up to three years.
- **Scholarship Awards**, worth \$2000 each year for up to three years.
- **Top Subject Scholar Awards**, worth \$2000 each year for up to three years.
- **Single Subject Awards**: All candidates who achieve the Scholarship standard in one or two subjects will receive a one-off payment of \$500 per subject, with a maximum of \$1000.

## \* REQUIREMENTS FOR AUCKLAND GRAMMAR SCHOOL HONOURS BOARD

To be eligible for consideration for recognition on the School's Honours Board, students must:

- Be studying in Form 6 or Form 7, AND
- Attend and make a genuine attempt in all Cambridge, NCEA, and NZQA Scholarship examinations entered this year.

### AND ACHIEVE:

EITHER:

- A place in the top 10% of the cohort studying Form 7 Cambridge pathway and Form 6 students studying A Level Mathematics, based on Cambridge exam 6-credit<sup>1</sup> mean mark results<sup>2</sup>, AND
- At least 2 NZQA Scholarships in this year's NZQA examinations

OR:

- 3 or more passes in NZQA Scholarship subjects this year

Exceptions will only be considered for Form 7 students who fulfil the following criteria this year:

- Place in at least the Top 10% of the total number of students studying the Form 7 Cambridge pathway, based on Cambridge exam 5-credit mean mark results, AND
- Study a subject that is not offered by Cambridge and is NCEA, AND
- Receive an Excellence endorsement in the NCEA subject, AND
- Receive an NZQA Top Scholar subject award in the NCEA subject

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<sup>1</sup> An AS result = 1 credit; an A2 result = two credits. To obtain a 6-credit mean mark, Form 6 students must be studying A Level Mathematics this year, so most Form 6 students not eligible via Cambridge marks.

<sup>2</sup> For November 2023 Cambridge examinations this was a 6-credit mean mark of at least 92%.

# QUALIFICATION PATHWAYS

## UNIVERSITY ENTRANCE

To qualify for University Entrance (UE) at a New Zealand university, there are three requirements:

1. A Numeracy standard
2. A Literacy standard
3. A general subject standard

These requirements can be met through either NCEA or Cambridge qualifications, but not through a combination of both, for the general subject standard. That is, while students can gain University Entrance Numeracy and Literacy from a mix of Cambridge and NCEA Standards, the general subject standard must be attained by meeting the Cambridge or NCEA requirements. This is why students need to select either the Cambridge Pathway or the NCEA Pathway from Form 6 onwards.

Students gain entrance to university by attaining the standards below:

| STANDARD         | NCEA   | CAMBRIDGE  |
|------------------|--|--|
| Numeracy         | <ul style="list-style-type: none"> <li>• Minimum of Numeracy 10 credits at Level 1 or higher (from Mathematics or specified standards in a range of subjects)</li> </ul>   | <ul style="list-style-type: none"> <li>• Any Mathematics subject passed at AS Level (or as prescribed for NCEA UE Numeracy).</li> </ul>  |
| Literacy         | <ul style="list-style-type: none"> <li>• Minimum of Literacy 10 credits at Level 2 or higher (from English, or specified standards in a range of subjects), including (or as prescribed for NCEA UE Literacy):                             <ul style="list-style-type: none"> <li>- 5 credits in Reading;</li> <li>- 5 credits in Writing</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Minimum grade of E in AS Level English.</li> </ul>  |
| General Subjects | <ul style="list-style-type: none"> <li>• NCEA Level 3 (60 credits), minimum of 14 credits in three subjects from the approved list *</li> </ul>  | <ul style="list-style-type: none"> <li>• Minimum of 120 points on the NZ Cambridge University Entrance Tariff (NZ CUET) ** table (see below)</li> <li>• Minimum grade of D in at least 3 subjects (at AS or A Level).</li> </ul> |

\* With the exception of Career Studies, ESOL, and Trades and Construction, all Level 3 and Cambridge AS/A Level subjects are on the approved list.

\*\* The NZ Cambridge University Entrance Tariff (NZ CUET) is a system which converts AS and A Level grades into points for entry purposes (see below):

| GRADE | A LEVEL | AS LEVEL |
|-------|---------|----------|
| A*    | 140     |          |
| A     | 120     | 60       |
| B     | 100     | 50       |
| C     | 80      | 40       |
| D     | 60      | 30       |
| E     | 40      | 20       |

University Entrance criteria are reviewed and amended periodically. The information provided here is correct, as at the time of publication.

# QUALIFICATION PATHWAYS

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## **Rank Scores and Admission to Limited Entry Courses:**

In 2010, the University of Auckland established limited entry to all degree courses and universities, and Massey, Otago, and Victoria have also introduced limited-entry criteria. Since then, the selection process is based on the number and standard of credits (Achieved, Merit, or Excellence) students have achieved in NCEA, or a student's achievement of points according to the NZ Cambridge University Entrance Tariff (NZ CUET). A student's rank score is based on the total points score for up to six subject units at AS Level (one subject unit) or A Level (two subject units).

More detailed information about University Entrance, via the Cambridge Pathway and the NCEA Pathway, including criteria for admission to degree programmes at the University of Auckland, can be found in the Departments and Faculties section of the School website. More details can be also found on all university websites.

## **Points of Note:**

- Students intending to study at universities outside of Auckland or overseas should find out what the entrance criteria are for selective entry courses, in terms of the levels of qualifications and subjects that are required. Cambridge students seeking admission to overseas universities are strongly advised to complete three A Levels and should note that English Language (Literacy) requirements may be higher than the New Zealand general UE Literacy requirement.
- Students identifying as Māori and Pacific Islanders should note that they may be eligible for the admissions schemes established for them in many faculties and departments.
- The University of Auckland has additional requirements for selection into many of its programmes for International Students.
- In general, students are expected to enter university after they have completed Form 7. Universities have entrance procedures in place to admit students who have only completed Form 6, however, these usually require higher grades. Neither the School nor the universities encourage students to seek Discretionary Entrance. Most students cope better with university life and gain higher grades when they have completed a Form 7 course and five years of secondary education.
- The tertiary course availability and subject prerequisites on the websites of the individual universities are essential reading. You should consult Student Services staff, your Dean, the Associate Headmaster (Academic), Dr Etty, or relevant university websites and liaison officers, if you need further information or advice.

# COURSE PLANNING

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## GENERAL GUIDELINES FOR STUDENTS CHOOSING OPTIONS

Take care over making your choices.

Research your options and discuss your proposed option selections with your teachers and parents and other people who can give you good advice. Student Services and Vocational and Assisted Learning Department staff can help you, and subject teachers can also help.

Do not choose a subject because your friends are taking it - choose subjects based on your strengths, interests, and possible tertiary and career pathways.

With the exception of students selected to be accelerated in Mathematics, students cannot study courses above their form level.

Be realistic about your abilities. Generally, it is not advisable to continue with a subject if you are not achieving sound results at your current level of study, as subject difficulty increases incrementally each year.

Select subjects that you are interested in and in which you expect to succeed. Entry to Form 6 and Form 7 and to tertiary courses will depend upon the grades you gain, and it is usually easier to succeed in a subject in which you have an interest.

If you wish to pursue a particular tertiary qualification or career, find out the Cambridge or NCEA qualifications and grades that you will need for entry and the subjects that you need to study at School. Qualifications and careers advice is available from the Student Services Department.

The following is a useful formula to use to help determine your course choice:

$$\begin{aligned} &\text{Ability} + \text{Interest} + \text{Tertiary Study \& Career Pathways} \\ &= \text{Course Choice.} \end{aligned}$$

Plan your course ahead, and pay particular attention to subject pathways and prerequisites. Ensure that the particular combination of subjects you wish to take is available under the present option structure for each of the remaining years you will be at School. Do not choose to do two subjects which only appear on the same option line, at a later stage.

Accounting, Business Studies, Classical Studies, Earth & Space Science, Economics, Geography, History, and Media Studies can be commenced at any level. Music, Physical Education, and Visual Arts can be commenced at any level, provided students are able and gain the approval of the Head of Department. Other subjects have prerequisites of prior study, so it is essential that students check subject and course prerequisites carefully.

Note that the inclusion of a subject in any option line on the option choices forms is not a guarantee that there will actually be a class. Sometimes not enough students choose the subject in a particular option line to justify allocating staff, and the School is not always able to allocate teachers to staff all classes in all option lines.

The option structure is a School policy matter, decided upon by the Headmaster and senior staff, and changed only after much careful thought and debate. While the option line structure is carefully designed to enable the vast majority of students to be able to select their preferred options, and the School endeavours to make all options available to students (subject to prerequisites being met), there are inevitably restrictions, which means that not all students are able to select their preferred combination of subjects (especially when their preferred subjects only have one class operating). If necessary, some students may be advised to reselect subject options.

# COURSE PLANNING

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## **FORM 4 COURSE PLANNING - ADVICE TO CURRENT FORM 3 STUDENTS**

You should carefully consider the following points before selecting your option subjects for 2025:

- Students currently in 3A – 3H are to select two Form 4 options.
- Students currently in 3I – 3R are to select one Form 4 option.
- If a student currently in 3I - 3R shifts to the 4A - 4H band, he will be asked to select a second option by the Form 4 Dean on Day 1, 2025. Conversely, if a student currently in 3A - 3H shifts to the 4I - 4R band, he will be asked which one of his two selected options he would like to study for 2025.
- You should choose option subjects in which you are demonstrating ability, have an interest, and which are likely to help you in the future. You need to identify your strengths and interests and think about which subjects you would like to study in the Senior School.
- Many subjects offered at Form 5 level and beyond require students to have studied the subject at Form 4 level, so you need to plan your subject pathways carefully. Form 5 subjects which have a prerequisite of having studied the subject in Form 4 include: Art, Engineering, Graphics, Music, French, Japanese, Latin, Spanish, and Te Reo Māori.
- Detailed descriptions of Form 4 option subjects (including course outlines and pathways to further study) can be found in the Departments and Faculties section of the School website.
- Each of these options runs for 6 periods per week.



These options are correct at the time of printing, however, they are subject to change.



# Auckland Grammar School

## Form 4 Option Choices for 2025



| Option | 2024 Forms 3A and 3B   | 2024 Forms 3C - 3H  | 2024 Forms 3I - 3R   |
|--------|--|---|--|
| 5      | BEA / ESD / FRE / GRA / JAP /<br>LAT / MAO / MUS / SPA / VIS | BEA / ESD / FRE / GRA / JAP / LAT /<br>MAO / MUS / SPA / VIS  | BEA / ESD / FRE / GRA /<br>JAP / LAT / MAO / MUS / SPA / VIS |
| 6      | BEA / ESD / FRE / GRA / JAP /<br>LAT / MAO / MUS / SPA       | BEA / ESD / ESOL / FRE / GRA /<br>JAP / LAT / MAO / MUS / SPA |  |

### Form 4 Course Planning - Advice to Current Form 3 Students

**You should carefully consider the following points before selecting your option subjects for 2025:**

- Students currently in 3A - 3H are to select two Form 4 options.
- Students currently in 3I - 3R are to select one Form 4 option.
- If a student currently in 3I - 3R shifts to the 4A - 4H band, he will be asked to select a second option by the Form 4 Dean on Day 1, 2025. Conversely, if a student currently in 3A - 3H shifts to the 4I - 4R band, he will be asked which one of his two selected options he would like to study for 2025.
- You should choose option subjects which you are demonstrating ability, have an interest, and which are likely to help you in the future. You need to identify your strengths and interests and think about which subjects you would like to study in the Senior School.
- Many subjects offered at Form 5 level and beyond require students to have studied the subject at Form 4 level, so you need to plan your subject pathways carefully. Form 5 subjects which have a prerequisite of having studied the subject in Form 4 include: Art, Engineering, Graphics, Music, French, Japanese, Latin, Spanish and Te Reo Māori.
- Detailed descriptions of Form 4 option subjects (including course outlines and pathways to further study) can be found in the Departments and Faculties section of the School website following Options Evening on Tuesday 13 August.
- Each of these options runs for 6 periods per week.

### Subject Codes

|      |                                |
|------|--------------------------------|
| BEA  | Business Studies               |
| ESD  | Economics                      |
| ESOL | Accounting                     |
| FRE  | Engineering Systems and Design |
| GRA  | English Second Language        |
| JAP  | French                         |
| LAT  | Graphics                       |
| MAO  | Japanese                       |
| MUS  | Latin                          |
| SPA  | Te Reo Māori.                  |
| VIS  | Music                          |
|      | Spanish                        |
|      | Visual Art                     |

# COURSE PLANNING

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## FORM 5 COURSE PLANNING - ADVICE FOR CURRENT FORM 4 STUDENTS

It is important to understand that although Form 5 School examinations and Pre-Q are useful signposts of student ability and achievement, they cannot be used by students to gain entry to tertiary education and are seldom used by Auckland Grammar School students to gain employment.

Rather, Form 5 is an important foundation year for senior academic study. The examination results are used primarily as a formal measure of student performance and development and are used to determine a student's ability to progress to study at Form 6 level. External qualifications, which can be used as 'tickets' to tertiary education and employment, are gained at Forms 6 and 7.

You should carefully consider the following points before selecting your subjects for 2025:

- You must study six subjects (although students selecting Triple Science are effectively studying seven subjects).
- English and Mathematics are compulsory.
- You should choose four option subjects. These should be subjects which you are good at, have an interest, and which are likely to help you in the future. You need to identify your strengths and interests and think about what you may need in your studies beyond School or in the work-force.
- Your course should be broad-based, so that you keep your options open for the future. For this reason, you are strongly advised to select both Arts and Sciences subjects. Several degree courses (BE, BHSc, BPharm) prefer or require applicants to have full A Levels in one or more Science subjects, and/or English-Language-rich subjects, so you need to plan your subject pathways carefully.
- To ensure that students do not choose courses with too narrow a focus, these restrictions apply:
  - You may choose DAQ or FAQ but not both.
  - You may choose a maximum of 2 Commerce subjects (ACQ, BUQ, ECQ).
- Students in 4A - 4D can take Triple Science (STQ and STZ) - 3 Science subjects (BIQ/CHQ/PHQ across 2 option lines) or up to 2 Science subjects (BIQ/CHQ/PHQ).
- Students in 4E - 4I can take up to 3 Science subjects (BIQ/CHQ/PHQ), although it is recommended that students select a maximum of 2 Sciences.
- Students in 4J - 4N can take up to 2 Science subjects (BIQ/CHQ/PHQ) or Pre-Q General Science.
- Students in 4O - 4R take NCEA Level 1 Science (SCI-L1), English and Mathematics and three option subjects.
- You will study five subjects in Form 6, as you start to specialise more.

**NB:** Students wishing to study Cambridge AS Level Science subjects must take Triple Science (STQ/STZ) or specialist Science subjects (BIQ, CHQ, PHQ) in Form 5.

These options are correct at the time of printing, however, they are subject to change.



# Auckland Grammar School

## Form 5 Option Choices for 2025

|   | 2024 4A - 4D  | 2024 4E - 4I  | 2024 4J - 4N  | 2024 4O - 4R                      |
|---|---|---|---|-----------------------------------|
| 1 | ACQ / CHQ / CLQ / DAQ / ECQ / ERQ / GEQ / GRQ / HIQ / JAQ / SPQ       | ACQ / CHQ / CLQ / DAQ / ERQ / GEQ / GRQ / HIQ / JAQ / SPQ       | ACQ / CAS-L1 / CHQ / CLQ / DAQ / GEQ / GRQ / HIQ / JAQ / SPQ    | CAS (VOC) -L1 / COM-L1 / JAQ      |
| 2 | BIQ / BUQ / CHQ / DAQ / PHQ / SPQ / STZ                               | ACQ / BIQ / BUQ / CHQ / DAQ / PHQ / SPQ                         | ACQ / BIQ / BUQ / CHQ / CNQ / DAQ / PHQ / SPQ                   | SCH-L1                            |
| 3 | BIQ / CLQ / FAQ / GEQ / GRQ / HIQ / PEQ / PHQ / STQ                   | BIQ / CHQ / CLQ / ECQ / FAQ / GEQ / GRQ / HIQ / PEQ / PHQ       | BIQ / CHQ / CLQ / ECQ / FAQ / GEQ / GRQ / HIQ / PEQ / PHQ / SGQ | CNQ / PER-L1 / VIS-L1             |
| 4 | ENQ   | ENQ   | MAQ   | MAT-L1                            |
| 5 | ACQ / BIQ / BUQ / ERQ / FNQ / GEQ / HIQ / LAQ / MRQ / MUQ / PEQ / PHQ | ACQ / BIQ / ERQ / FNQ / GEQ / HIQ / LAQ / MRQ / MUQ / PEQ / PHQ | BIQ / FNQ / GEQ / HIQ / LAQ / MRQ / MUQ / PEQ / PHQ             | FNQ / HUM-L1 / LIT-L1 / MRQ / MUQ |
| 6 | MAQ   | MAQ   | ENQ   | ENG-L1                            |

\* All Form 5 students must select 4 subjects from Option lines 1,2,3,5 English/ESOL and Mathematics are compulsory and are in Option lines 4 and 6.  
 \* Each of these options run for 6 periods per week

**Art:** Students may take DAQ or FAQ but not both

**Commerce:** Students may take a maximum of 2 Commerce subjects (ACQ, BUQ, ECQ)

**Science:** 4A - 4D can take Triple Science (STQ and STZ) - 3 Sciences (BIQ/CHQ/PHQ) across 2 option lines) or up to 2 Science subjects (BIQ/CHQ/PHQ)

4E - 4I can take up to 3 Science subjects (BIQ/CHQ/PHQ), although it is recommended that students select a maximum of 2 Sciences.

4J - 4N can take up to 2 Science subjects (BIQ/CHQ/PHQ) or PRE-Q General Science

4O - 4R can take NCEA L1 Science (SCH-L1), English and Mathematics and three option subjects

|              |                                      | Subject Codes |                             |        |                    |         |                       |
|--------------|--------------------------------------|---------------|-----------------------------|--------|--------------------|---------|-----------------------|
| ACQ          | Accounting                           | EQC           | Economics                   | HUM-L1 | L1 Humanities      | PER-L1  | L1 Physical Education |
| BIQ          | Biology                              | ENG-L1        | L1 English                  | JAQ    | Japanese           | PHQ     | Physics               |
| BUQ          | Business Studies                     | ENQ           | English                     | LAQ    | Latin              | SCH-L1  | L1 Science            |
| CAS (VOC)-L1 | L1 Career Studies/Vocational Studies | ERQ           | Engineering                 | LIT-L1 | L1 Literacy        | SGQ     | Pre-Q General Science |
| CHQ          | Chemistry                            | FAQ           | Fine Arts                   | MAQ    | Mathematics        | SPQ     | Spanish               |
| CLQ          | Classics                             | FNQ           | French                      | MAT-L1 | L1 Mathematics     | STQ/STZ | Triple Science        |
| CNQ          | Trades and Construction              | GEQ           | Geography                   | MRQ    | Te Reo Māori       | VIS-L1  | L1 Visual Arts        |
| COM-L1       | L1 Business Studies/Economics        | GRQ           | Graphics / Graphic Products | MUQ    | Music              |         |                       |
| DAQ          | Digital Art                          | HIQ           | History                     | PEQ    | Physical Education |         |                       |

# COURSE PLANNING

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## FORM 6 COURSE PLANNING - ADVICE FOR CURRENT FORM 5 STUDENTS

In New Zealand, there is no official criterion for 'passing' Form 5 and Form 6. In fact, schools determine their own entry criteria to Form 6 and Form 7 courses. Auckland Grammar School has never practiced social promotion in the Senior School. Instead, it has set entrance criteria based on student performance in national qualifications (which have generally been awarded on the basis of external examinations) and in School examinations.

To earn **automatic** entry to Form 6 in 2025, students must gain the following weighted aggregate mark\* in School examinations or Pre-Q examinations:

- either 280 in 6 subjects
- or 250 in 5 subjects

Students who do not meet these criteria will not be granted automatic entry into Form 6. In such cases, the academic programme will be determined in consultation with the Dean.

Most students entering Form 6 are commencing a two-year course of study, leading to tertiary study, and so you need to seriously consider your plans, for tertiary study and careers. You also need to carefully plan your two-year programme for Form 6 and Form 7 and be very clear about which qualification you are aiming for, to gain tertiary entry and access to restricted entry courses.

Your academic programme should include courses that you think you will need, to gain admission to tertiary courses or for employment (you may need to consult the Student Services staff for advice and guidance). There should still be opportunities to include subjects in your course which are strengths or that you enjoy and, in fact, if you are not strong at a subject and/or do not enjoy it, you should seriously consider whether it will lead to successful tertiary study.

Students choose:

- either Cambridge AS Level subjects
- or NCEA Level 2 subjects

The only students with a "mixed" course will be those studying a predominantly Cambridge course who:

- are studying a subject that is not available at Cambridge AS Level in Form 6.
- are weak in English and select NCEA Level 2 English or ESOL, in order to maximise the likelihood of gaining Literacy for University Entrance.

The School's recommendations for qualifications pathway selection is primarily determined by a student's Form Class. The expectation of the most appropriate qualifications pathway in Form 6 will be:

- Cambridge AS Level courses for students in 5A-5J
- NCEA Level 2 courses for students in 5K-5R

Regardless of form class, all students must meet the course entry pre-requisites for all the subjects they wish to study.

# COURSE PLANNING

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## Qualifications Pathway Switches

Students may apply to pursue a qualifications pathway other than that recommended for them. To apply for a qualification's pathway switch, please send a letter signed by parents to the Dean of Form 6 students, by the end of Week 4, Term 3. This letter must clearly state the switch requested, along with a full explanation of the reasons for it.

Pathway switches will be provisional until confirmed by the Dean. At that point, students will be able to select subject options in their preferred pathway.

## Subject Selection Restrictions

All students in Form 6 study five subjects:

- English/ESOL is compulsory. If English is one of your weaker subjects, your best option may well be to study NCEA Level 2 English or ESOL to maximise the likelihood of gaining the University Entrance Literacy requirement (you must gain 5 credits in Reading and 5 credits in Writing for University Entrance).
- Mathematics is strongly recommended, but it is not compulsory. Students who do not opt to study Mathematics will need to consider how they will achieve the UE Numeracy requirements before the end of Form 7. The School can offer assistance with this, and information is available from the Form 6 Dean.
- Students studying AS Mathematics in Form 5 can select A Level Mathematics for Form 6.

Some courses have pre-requisites. More information about specific courses, including pre-requisite information, can be found in the Departments and Faculties section of the School website.

To ensure that students do not choose courses with too narrow a focus, these restrictions apply:

- You may choose GRX or PDX but not both at AS Level.
- You may choose two Commerce subjects.
- For 2025 you may only choose one of DEX or PYX but not both at AS Level, or only two of DES, PTG, and PHO at NCEA Level 2.

These options are correct at the time of printing, however, they are subject to change.



# Auckland Grammar School

## Senior Option Choices for 2025



| FORM 6                          |   | FORM 7  |   |
|---------------------------------|---|---|---|
| NCEA Level 2                    |   | NCEA Level 3  |   |
| Form 6 Advanced Subsidiary (AS) |   | A2  |   |
| 1                               | ENG / ESOL-L2   | ENX / ESOL-L2 / MA2   | BIO / BUS / CON / DES / ECO / GEO / PHY                               |
| 2                               | CHE / GEO / HIS / MAT / PED                                     | CLX / ENX (6A & 6B) / GEX / HIX / MAX / PEX                           | CHE / CLS / ECO / ENG / ESOL-L3 / GEO / HIS / PED / STA               |
| 3                               | BIO / BUS / ESS / GEO / LAT-L3 / MUS / PED / PHO / PHY / PTG    | ACX / BIX / BUX / CHX / ECX / FAX / GEX / LAT-L3 / MUX / PHX / PXY    | ESS / GEO / HIS / LAT / MAT / MDS / MUS                               |
| 4                               | CHE / CLS / CON / DES / ECO / FRE / GEO / HIS / JAP / MAO / SPA | CHX / CLX / DEX / ECX / FRX / HIX / JAP-L2 / MAO-L2 / PEX / PHX / SPX | ACC / BIO / CAS / FRE / HIS / IND / JAP / MAO / MAT / PED / PHY / SPA |
| 5                               | ACC / BIO / CAS / DES / HIS / IND / PED / PHY                   | ACX / BIX / CHX / GEX / GRX / HIX / PDX / PEX / PHX                   | BUS / CHE / CLS / DES / ENG / ESOL-L3 / PHO / PTG / STA               |

  

| FORM 6                          |                         | FORM 7          |             |
|---------------------------------|-------------------------|-----------------|-------------|
| NCEA Level 2                    |                         | NCEA Level 3    |             |
| Form 6 Advanced Subsidiary (AS) |                         | A2              |             |
| ACC/ACX/AC2                     | Accounting              | JAP-L2/JAP-L3   | PHY/PHX/PH2 |
| BIO/BIX/BI2                     | Biology                 | LAT-L2/LAT-L3   | PTG/PT2     |
| BUS/BUX/BU2                     | Business Studies        | MAO-L2/MAO-L3   | SPA/SPX/SP2 |
| CAS                             | Career Studies          | MAT / MAX / MA2 | STA         |
| CHE/CHX/CH2                     | Chemistry               | MDS             |             |
| CLS/CLX/CL2                     | Classics                | MUS/MUX/MU2     |             |
| CON                             | Trades and Construction | PDX/PD2         |             |
| DES/DEX/DE2                     | Design                  | PED/PEX/PE2     |             |
| ECO/ECX/EC2                     | Economics               | PHO/PYX/PY2     |             |

  

| Subject Codes              |                                     |
|----------------------------|-------------------------------------|
| English                    | Japanese                            |
| English as Second Language | Latin                               |
| Earth and Space Science    | Te Reo Māori                        |
| Fine Arts                  | Mathematics                         |
| French                     | Media Studies                       |
| Geography                  | Music                               |
| Graphics                   | Product Design                      |
| History                    | Physical Education                  |
| Industrial Design          | Photography/Digital Art Photography |

  

Students in:

- 6A - 6I1 must select an English or ESOL course and 4 other subjects\*
- 6A - 6B must select Form 6 AS subjects or A2 Mathematics\*
- 6C - 6I must select Form 6 AS subjects\*
- 6C1 - 6I1 must select NCEA Level 2 subjects\*

\* Each of these options runs for 7 periods per week

Students may take:

- GRX or PDX but not both at AS Level
- DEX or PXY but not both at AS Level
- A maximum of 2 of DES, PTG and PHO at NCEA Level 2
- A maximum of 2 Commerce subjects

Students in:

- Form 7A - 7H must select four subjects from Form 7 A2 or Form 6 AS subjects\*
- Form 7C1 - 7H1 must select five NCEA Level 3 subjects\*
- \* Each of these options runs for 7 periods per week.

Students may take:

- A maximum of 2 of DES, PTG and PHO at NCEA Level 3 or a maximum of 1 of DE2 or PT2 or PH2 at A2 Level
- A maximum of 2 Commerce subjects
- At any level - Graphics or Product Design but not both
- Either MAT or STA or both

# COURSE PLANNING

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## FORM 7 COURSE PLANNING - ADVICE FOR CURRENT FORM 6 STUDENTS

The main academic objective for Form 7 students must be to achieve the qualifications necessary, in the appropriate subjects, to gain entrance to tertiary courses or employment.

Every student in Form 7 must sit either Cambridge AS/A Level courses and examinations or NCEA Level 3 courses and examinations. In most cases, students continue with the pathway they followed in Form 6. Accordingly, the information in this section is divided into two sections:

### Students who are studying a Cambridge Pathway in Form 6:

Students on the Cambridge pathway study four subjects. They therefore have the opportunity to combine learning in depth, by taking A Level subjects, and learning in breadth, by taking new AS courses. There are no compulsory subjects.

- Most students will continue with three subjects from Form 6 and complete the full A Level in those subjects. They also select one new AS subject. Multi-level study is an important feature of the Cambridge pathway.
- As long as students meet the pre-requisites for all four subjects, students are permitted to study four full A Levels. Four A Level courses will present a challenging workload and should only be attempted by capable students.
- In the fifth 'free' option line, students attend structured tutorial periods in the Study Centre, which will support the study of AS/A Level subjects.

### **Subject Selection Restrictions**

To ensure that students do not choose courses with too narrow a focus, these restrictions apply:

- You may only choose **two** Commerce subjects.
- You may choose AS or A Level Graphics **or** Product Design **but** not both.

Please note:

- Students who have completed A Level Mathematics in Form 6 have already completed a two-year course of study and cannot redo A Level Mathematics in one year in Form 7.
- Students who are achieving at D grade level in an AS subject will find A Level study difficult and might consider choosing a new AS subject, rather than continuing to A Level.
- Achieving good AS grades can produce more points than achieving average results in a full A Level (for example, a 'B' in AS Classics and a 'C' in AS Physical Education earns a total of 90 points, whereas a 'D' in A Level Mathematics earns 60 points).
- In most cases, AS Level subjects provide a very good basis for further study at tertiary level. However, a number of degree courses (BE, BHSc, BPharm) require applicants to have full A Levels in one or more Sciences and/or Mathematics.
- If you are intending to apply to overseas universities, you are strongly advised to complete at least three A-Levels.

# COURSE PLANNING

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## **Qualifications Pathway Switches**

To continue on the Cambridge Pathway in Form 7, students must gain a minimum of three D grades in the Cambridge AS examinations. Students who do not meet these requirements, or do not meet the pre-requisites for their chosen A Level courses, may be advised by the Form 7 Dean to switch to the NCEA pathway.

NCEA Level 3 is a 'standalone' qualification. You do not have to complete NCEA Level 2 in order to study NCEA Level 3 subjects. However, you will need to achieve your Level 3 Certificate and University Entrance in one year.

## **Students who are studying an NCEA Pathway course in Form 6:**

Students on the NCEA pathway study five subjects. They therefore have the best opportunity to meet the general New Zealand University Entrance standard for tertiary study. There are no compulsory subjects.

To meet the general New Zealand University Entrance standard for tertiary study students must gain at least 14 credits in at least three university-approved Level 3 subjects. New Zealand universities presently rank applicants for admission to all courses on the basis of their best 60 Level 3 credits over a maximum of five subjects.

## **Subject Selection Restrictions**

To ensure that students do not choose courses with too narrow a focus, these restrictions apply:

- You may choose a maximum of two of Design, Painting or Photography
- You may choose a maximum of two of Accounting, Business Studies or Economics.
- You may choose Mathematics (7MAT) and Statistics (7STA).

Please Note: Students who do not meet the Literacy standard required for University Entrance in Form 6 have three options to resolve the problem next year:

1. You can repeat a Form 6 English or ESOL course.
2. You can gain the credits in designated NCEA Level 3 standards that count towards UE Literacy.
3. You can complete special English and History short courses, which will be held at lunchtimes and after school, leading to NCEA Level 2 internal assessment against appropriate Reading and Writing standards.



These options are correct at the time of printing, however, they are subject to change.



# Auckland Grammar School

## Senior Option Choices for 2025



| FORM 6   |   | FORM 7  |   |
|--|---|---|---|
| NCEA Level 2   |   | NCEA Level 3  |   |
| Form 6 Advanced Subsidiary (AS)  |   | A2  |   |
| 1  | ENG / ESOL-L2   | ENX / ESOL-L2 / MA2   | BIO / BUS / CON / DES / ECO / GEO / PHY                               |
| 2  | CHE / GEO / HIS / MAT / PED                                     | CLX / ENX (6A & 6B) / GEX / HIX / MAX / PEX   | CHE / CLS / ECO / ENG / ESOL-L3 / GEO / HIS / PED / STA               |
| 3  | BIO / BUS / ESS / GEO / LAT-L3 / MUS / PED / PHO / PHY / PTG    | ACX / BIX / BUX / CHX / ECX / FAX / GEX / LAT-L3 / MUX / PHX / PXY  | ESS / GEO / HIS / LAT / MAT / MDS / MUS                               |
| 4  | CHE / CLS / CON / DES / ECO / FRE / GEO / HIS / JAP / MAO / SPA | CHX / CLX / DEX / ECX / FRX / HIX / JAP-L2 / MAO-L2 / PEX / PHX / SPX   | ACC / BIO / CAS / FRE / HIS / IND / JAP / MAO / MAT / PED / PHY / SPA |
| 5  | ACC / BIO / CAS / DES / HIS / IND / PED / PHY                   | ACX / BIX / CHX / GEX / GRX / HIX / PDX / PEX / PHX   | BUS / CHE / CLS / DES / ENG / ESOL-L3 / PHO / PTG / STA               |
| <p>Students in:</p> <ul style="list-style-type: none"> <li>- 6A - 6I1 must select an English or ESOL course and 4 other subjects*</li> <li>- 6A - 6B must select Form 6 AS subjects or A2 Mathematics*</li> <li>- 6C - 6I must select Form 6 AS subjects*</li> <li>- 6C1 - 6I1 must select NCEA Level 2 subjects*</li> </ul> <p>* Each of these options runs for 7 periods per week</p> <p>Students may take:</p> <ul style="list-style-type: none"> <li>- GRX or PDX but not both at AS Level</li> <li>- DEX or PXY but not both at AS Level</li> </ul> <p>- A maximum of 2 of DES, PTG and PHO at NCEA Level 2</p> <p>- A maximum of 2 Commerce subjects</p> |   | <p>Students in:</p> <p>Form 7A - 7H must select four subjects from Form 7 A2 or Form 6 AS subjects*<br/>           Form 7C1 - 7H1 must select five NCEA Level 3 subjects*<br/>           * Each of these options runs for 7 periods per week.</p> <p>Students may take:</p> <ul style="list-style-type: none"> <li>- A maximum of 2 of DES, PTG and PHO at NCEA Level 3 or a maximum of 1 of DE2 or PT2 or PH2 at A2 Level</li> <li>- A maximum of 2 Commerce subjects</li> <li>- At any level - Graphics or Product Design <u>but not both</u></li> <li>- Either MAT or STA or both</li> </ul> |   |
| Subject Codes  |   | Subject Codes   |   |
| ACC/ACX/AC2  | Accounting  | ENG/ENX/EN2   | English   |
| BIO/BIX/BI2  | Biology   | ESOL-L2/ESOL-L3   | English as Second Language  |
| BUS/BUX/BU2  | Business Studies  | ESS   | Earth and Space Science   |
| CAS  | Career Studies  | FAX   | Fine Arts   |
| CHE/CHX/CH2  | Chemistry   | FRE/FRX/FR2   | French  |
| CLS/CLX/CL2  | Classics  | GEO/GEX/GE2   | Geography   |
| CON  | Trades and Construction   | GRX/GR2   | Graphics  |
| DES/DEX/DE2  | Design  | HIS/HIX/HI2   | History   |
| ECO/ECX/EC2  | Economics   | IND   | Industrial Design   |
|  |   | JAP-L2/JAP-L3   | Japanese  |
|  |   | LAT-L2/LAT-L3   | Latin   |
|  |   | MAO-L2/MAO-L3   | Te Reo Māori.   |
|  |   | MAT / MAX / MA2   | Mathematics   |
|  |   | MDS   | Media Studies   |
|  |   | MUS/MUX/MU2   | Music   |
|  |   | PDX/PD2   | Product Design  |
|  |   | PED/PEX/PE2   | Physical Education  |
|  |   | PHO/PYX/PY2   | Photography/Digital Art Photography                                   |
|  |   | PHY/L2/PHY2   | Physics   |
|  |   | PTG/PT2   | Painting  |
|  |   | SPA/SPX/SP2   | Spanish   |
|  |   | STA   | Statistics  |

# WHERE WILL MY SUBJECTS TAKE ME?

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- **An Overview of Career Destinations with Tertiary Studies in the Subjects Offered at Auckland Grammar School**

**Compiled by the Student Services Department  
with acknowledgement to the University of Canterbury**

**ACCOUNTING:** Accounting graduates can enter a variety of fields in business and administration. They may work for chartered accounting firms, government organisations, finance departments of business enterprises, sports and non-profit organisations, banks and financial institutions, or management consultancies. Because of its increasing emphasis on analysing and advising managers and other stakeholders on the financial state of an organisation, accountants are key people in any organisation and as such are well-placed to enter top management roles. To become a chartered accountant requires a four-year degree qualification at a university or polytechnic.

**ART & DESIGN:** Many Fine Arts and Design students pursue their creative talents full-time as artists in their own right or commercial designers working in applied areas such as graphic design, product design, digital and media design, and spatial, landscape, or fashion design. The importance of good design principles is being increasingly recognised in industry today, as producers move away from mass-market products to niche and value-added production, and consumers become more demanding of good visual design in the items they buy.

**ART HISTORY:** Graduates in Art History are employed as curators in art galleries, museums and private collections, and a variety of other employment opportunities exist in media and publishing, design companies, libraries and information services, performing arts organisations, government cultural programmes, advertising, and promotions. An Art History major would typically be completed as a Bachelor of Arts degree, as opposed to Fine Arts, although the two specialties could make an effective combination.

**BIOLOGY:** For pure Biology, there are wide-ranging careers in Crown Research Institutes, government ministries (Conservation, Environment, Agriculture & Forestry, Health), public and private-sector organisations involved in forensic science, fisheries, aquaculture, oceanography, entymology, soil science, veterinary, and medical services. There is also an expanding field of work in biosecurity, as the need to protect a country's plant and animal life against imported pests and diseases grows with globalisation.

Biology expands at university level into specialised programmes which combine skills and knowledge with other subjects, for example Pharmacology (Biology with Chemistry), Biotechnology and Food Technology (Biology with Physics and Chemistry), Medical Imaging (Biology with Physics), Bioinformatics (Biology with Mathematics), and Biomedical Engineering (Biology with Physics, Chemistry and Mathematics). It is also the major contributing science to specialised health courses such as Medicine, Veterinary Science, Physiotherapy, Sport & Exercise Science, and Biomedical Science.

## WHERE WILL MY SUBJECTS TAKE ME?

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**BUSINESS STUDIES:** This can lead into a variety of business degree specialisations such as Management Studies, Marketing and Finance, and lead to successful careers in financial management, human resources management, information systems, marketing, and product management.

**CAREER STUDIES:** Note that this is not a university-approved subject in terms of gaining University Entrance, rather it is a course designed to expose students to a wide range of employment and vocational skills and opportunities. Students will gain skills which are valued in the workplace, and this course will assist students with the transition to the workplace and into vocational and industry-based tertiary pathways and careers.

**CHEMISTRY:** Graduates with a major in Chemistry find career opportunities in New Zealand's resource-based industries, such as energy, forestry, dairy, petrochemicals, aluminium, or biotechnology, working in applied technology, research and development, quality control, environmental control and monitoring, forensic science, sales, and management. Good career opportunities also exist in the Crown Research Institutes, especially in the areas of materials technology and biotechnology.

Chemistry is also a fundamental part of specialised programmes which combine skills and knowledge with other subjects, for example Pharmacology, Biotechnology and Food Technology (where Chemistry combines with Biology and Physics). It also contributes to specialised health courses such as Medicine, Pharmacy, Veterinary Science, and Biomedical Science. It is also a major contributing subject (with Physics and Calculus) in Engineering degree courses, particularly Chemical Engineering (Chemistry is also a required subject for entry into the Bachelor of Engineering course at the University of Canterbury).

**CLASSICS & LATIN:** A degree in Classics and/or Latin (typically a BA or MA) provides students with high-level analytical and critical reading and writing skills, which are useful in any career where the ability to communicate effectively is valued. Graduates in Classical Studies and Latin are well-prepared for careers in fields such as law, politics, government, diplomacy, academia, teaching, journalism, publishing, the arts and media. Students whose intended career path is the Sciences or Commerce would also benefit from having Classics and Latin as part of their degree, as they will not only enhance their communication skills, but will also give them a greater appreciation of different historical, social, political, artistic and literary contexts, and familiarity with the basis of European languages and Western civilisation.

**ECONOMICS:** Economics can be studied as part of a Business/Commerce degree or an Arts degree, depending on the accent that the student wishes to put on his degree. Graduates in the more mathematically-oriented aspects of Economics find good career prospects in economic analysis and forecasting with organisations like Treasury, the Reserve Bank, Statistics NZ, commercial banks, stockbrokers, insurance companies, management consultancies, and market research companies. Those with a more social policy-oriented interest tend to work in government policy ministries such as the Ministry of Economic Development, Ministry of Foreign Affairs & Trade, social policy research

## WHERE WILL MY SUBJECTS TAKE ME?

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organisations, city and regional planning, property, secondary or tertiary teaching, market research, and export marketing.

**ENGLISH:** A degree in English (typically a BA or MA) can lead on to careers wherever strong communication skills are an asset. These include journalism, law, creative and critical writing, speechwriting, publishing, the media, recruitment and human resources management, social service agencies, education at all levels, library and information services, central government social policy ministries, local government and, at times, financial market trading.

**GEOGRAPHY:** Many Geography graduates (with either Arts or Science degrees depending on the complementary subjects) find work in resource and urban planning, environmental impact and conservation studies, Geographic Information Systems (GIS) work, market research (using demographic analysis skills), social policy work in government, teaching, and planning consultancies. Geographical skills are also an important component in other professional degree courses like Planning, Surveying and Geology.

**HISTORY:** History graduates have a distinctive mix of skills that involve critical analysis of information, awareness of social values and influences, interest in world affairs and politics, and the ability to research and write effectively and persuasively. They may work in diplomacy, broadcasting, journalism, politics, public relations, historical research and archiving, museum curating, heritage protection or teaching. History is also a popular and skill-enhancing subject for Law students to include in their degrees.

**LANGUAGES:** Knowledge of languages other than English is useful in the global economy, especially in areas such as the hospitality industry, travel and tourism, export marketing, importing and outsourcing of manufacturing, entertainment and fashion, international finance, foreign diplomacy, interpreting, and social work involving migrants and refugees. Information services and teaching also offer strong job prospects for specialists in many popular languages.

**MATHEMATICS:** Mathematicians work in a surprisingly wide range of professions and applied skill sectors. Their skills are employed directly in statistical analysis and research, actuarial work for financial markets and insurance, economic forecasting, operations research in industry, logistical planning and management, computer programming and scientific and medical research. Mathematics is also an essential ingredient for degree courses in Engineering (with Calculus) and Surveying (with Geometry/Trigonometry) and features with Biology and Physics in medically-based specialties, such as Bioinformatics and Medical Imaging. Mathematicians are also in high demand at all levels of the teaching profession and in all areas of market analysis.

**MUSIC:** Students with musical interests may opt for performance degrees or a more general theory-based degree course, as part of an Arts degree. Performance graduates may be orchestra musicians,

## WHERE WILL MY SUBJECTS TAKE ME?

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conductors, composers, sound engineers or producers, music teachers, therapists, or critics. Music theory graduates may work in performing arts companies, film and media, entertainment and music promotion, tourism, multimedia, or in music-based social programmes.

**PHYSICAL EDUCATION:** Graduates in this field often work in secondary teaching, but with the rise of more generic Sport & Fitness degrees and related courses and the rise of the outdoor recreation, professional sport and the “fitness industry”, work opportunities are now much broader. Increasingly also the adventure tourism and outdoor pursuits industry is employing young people with physical education skills and an interest in the outdoors. Physical Education also nurtures the skills needed for careers in areas like physiotherapy, nursing and paramedic work, although the importance of additional Science training for entry to these fields should not be underestimated.

**PHYSICS:** Physicists are employed for their ability to measure, analyse and predict the behaviour of complex physical systems. As such, they are extremely valuable in many areas of scientific research and technological development including geological, astronomical and climate change research, electronics, energy exploration and research, telecommunications, aviation and space travel development, military and industrial research. Physics is an essential subject for entry into Engineering degree courses and figures highly in applied programmes such as Medical Imaging, Optometry and Optoelectronics.

**TECHNOLOGY & GRAPHICS:** The importance of good technological skills can never be underestimated and trained people with applied skills in all areas of trades and technology continue to be in high demand, as skill shortages remain even in times of recession. The skills imparted in school-based technology courses give a sound basis for further training in either traditional trades or applied technology for industry and information services. Graphics is an essential element of the design process and skilled technologists with Graphics and CAD/CAM skills are constantly in high demand in the engineering industry.

Further information about specific subjects may be found in the Departments and Faculties section of the School website: [www.ags.school.nz](http://www.ags.school.nz).

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