

# **RANGITOTO COLLEGE**



## **INTERNATIONAL BACCALAUREATE STUDENT HANDBOOK**

A COLLECTION OF USEFUL  
PRACTICAL INFORMATION AND ADVICE

Updated July 2019

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# Introduction

The Diploma Programme provides a challenging, internationally focused, broad and balanced educational experience for students aged 16 to 19. Students are required to study six subjects and a curriculum core concurrently over two years. The programme is designed to equip students with the basic academic skills needed for university study, further education and their chosen profession as well as developing the values and life skills needed to live a fulfilled and purposeful life.

The driving force behind the Diploma Programme is a philosophy about the nature of education, which is expressed in the IB's mission statement, in the IB learner profile and in the fundamental principles on which the curriculum is based and which continue to inspire its development.

## The Rangitoto College Mission Statement

*Every student of Rangitoto College will maximise their potential through the provision by the school of a world class education.*

### Goals

#### **1 Academic Excellence**

Through the highest quality teaching, all students at Rangitoto College will achieve their full academic potential, resulting in the College being rated as one of the top five schools nationally at all academic achievement levels.

#### **2 Co-curricular Excellence**

The College will actively support students in performing to their highest ability in sports, arts and cultural activities to reach a national and international level of performance.

#### **3 Staff**

Rangitoto College will attract and retain high quality teaching and non-teaching staff across all teaching disciplines and administrative duties, who will embrace and promote the vision, values and strategic goals of the school.

#### **4 Community Relationships**

Rangitoto College will communicate and engage effectively in a timely manner with parents, caregivers and all stakeholders.

#### **5 Culture**

Rangitoto College will provide a safe, caring and inclusive community which will promote the pursuit of excellence, respect for others, and develop high self-esteem for all.

## **6 Participation**

All Rangitoto College students will take part in a co-curricular activity that will celebrate participation and College identity.

## **7 Globalisation**

Rangitoto College will establish opportunities for students and staff to collaborate, share and compete with renowned schools and organisations throughout the world as a means of growing the cultural intelligence of the school community and critiquing our performance internationally.

## **8 International students**

Rangitoto College shall provide a world-class educational experience for a wide diversity of international students of high calibre.

## **9 Resourcing**

Rangitoto College will achieve financial resilience by accessing and maximising all appropriate revenue sources and by prudent fiscal management to meet the growth, development and strategic goals of the school.

## **10 Facilities and Infrastructure**

Rangitoto College will provide optimal facilities and infrastructure to enable the college to be fully resourced to meet its stated goals.

# **The IB learner profile**

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet and help to create a better and more peaceful world. IB learners strive to be:

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They

take responsibility for their own actions and the consequences that accompany them.

- Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
- Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## The IB Core Competencies

The core competencies include:

- independent study skills
- the ability to work collaboratively in groups
- good reading comprehension and written production in the student's language
- reasonable language skills in the language of instruction and examination
- the ability to engage in authentic research by finding, evaluating and appropriately using a wide range of different source material
- an ability to write independent, critical essays, while maintaining academic honesty by consistent use of an appropriate method of citation and referencing
- the ability to generate a hypothesis, design and carry out experiments and analyse data
- literary skills—close reading of texts with a focus on analysing literary technique
- information literacy skills—the ability to effectively use a variety of electronic and other media in support of learning and the production of assignments
- presentation skills—the ability to make an oral presentation to others
- the ability to work independently on portfolios and projects in a number of subjects
- reflective practice—an ability to show initiative, critically evaluate one's own work and the work of others, reflect on progress and set goals

# The Subjects



The IB Diploma Programme involves the study of six subjects. One subject is chosen from each of the subject areas one to five. Subjects have two Levels **Higher Level (HL)** and **Standard Level (SL)**. HL courses involve 240 hours of teaching study over two years and SL courses involve 150 hours of teaching study over two years. A Diploma Programme involves three SL subjects and three HL subjects. The skills and activities are common for SL and HL. Students doing HL are required to study some topics in greater depth, to study additional topics and to study extension material. The distinction between SL and HL is one of breadth and depth.

**For more information on subject course content, assessment and pre-requisites, refer to the subject selection Guide.**

|         |                                       | Subjects available   |
|---------|---------------------------------------|--|
| Group 1 | Language A (First Language)           | English:Literature SL/HL, Language & Literature SL/HL<br>Mandarin: Language a& Literature SL/HL<br>Other languages on request or as self taught. |
| Group 2 | Additional Language                   | French SL, Japanese SL, English SL/HL<br>Mandarin ab-initio, Spanish abi-initio,   |
| Group 3 | Social Sciences                       | History SL/HL, Geography SL/HL, Economics SL/HL<br>* Business Management SL/HL, *Psychology HL/SL  |
| Group 4 | Experimental Sciences                 | Biology SL/HL, Chemistry SL/HL, Physics SL   |
| Group 5 | Mathematics                           | Mathematics Applications & Interpretation SL/HL,<br>Mathematics Analysis and Approaches  |
| Group 6 | The Arts or a second subject from 1-5 | * Visual Art SL/HL<br>* Music SL/HL  |

# Core Requirements

In addition the Diploma Programme has **three core requirements**:

**The Extended Essay (EE)** is a requirement for students to produce a 4000 word essay based on their independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance which they examine through the lens of at least two DP subjects.

**Theory of knowledge (TOK)** develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

**Creativity, action, service (CAS)** involves students in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Action seeks to develop a healthy lifestyle through physical activity. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery.

## Assessment

All subjects (except CAS) are assessed by a combination of **internal** and **external** assessments. Students take **external** written examinations at the end of the second year of the programme in November. These are marked by independent IB examiners. Students also complete **internal** assessment in school, which are either initially marked by teachers and then moderated by external moderators or sent directly to independent IB examiners.

**Internal** assessment varies subject to subject. It can involve written, oral or practical assessment. **Internal** assessment can count for between 20 and 50 percent of the mark awarded in each subject. The marks awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on theory of knowledge and the extended essay. The diploma is awarded to students who gain at least 24 points from their 6 subjects, with a minimum of 12 points from their higher level subjects and a minimum of 9 points from their standard level subjects, and completed all the requirements for the extended essay, theory of knowledge and satisfactory participation in the creativity, action, service (CAS) requirement. The highest total that a Diploma Programme student can be awarded is 45 points.

Assessment is criterion-related, which means student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject curriculum, rather than the performance of other students taking the same examinations. The range of scores that students have attained remains statistically stable, and universities value the rigour and consistency of Diploma Programme assessment practice.

The extended essay (EE) is externally marked by independent IB markers. There is no external examination for Theory of Knowledge (TOK), it is assessed through an internally oral presentation (1/3) and an externally assessed essay (2/3). The three extra points from the combined Theory of Knowledge (TOK) and Extended Essay (EE) are calculated as follows:

| Extended Essay | Theory of Knowledge |      |    |    |    |      |
|----------------|---------------------|------|----|----|----|------|
|                |                     | A    | B  | C  | D  | E    |
|                | A                   | 3    | 3  | 2  | 2  | 1    |
|                | B                   | 3    | 2  | 1  | 1  | F*   |
|                | C                   | 2    | 1  | 1  | 0  | F*   |
|                | D                   | 2    | 1  | 0  | 0  | F*   |
|                | E                   | 1 F* | F* | F* | F* | fail |

(F\* 28 points overall are required to be eligible for the Diploma)

The **Creativity, Action and Service (CAS)** component has eight outcomes that students must achieve over the two year programme. The outcomes are as follows:

- An increased awareness of their own strength and areas for growth
- Undertake new challenges
- Planned and initiated activities
- Worked collaboratively with others
- Show perseverance and commitment to their activities
- Engaged with issues of global importance
- Considered the ethical implications of their activities
- Developed new skills

Each student must participate in one creativity activity, one action activity and one service activity. In addition they must participate in a Project where they work as part of a group over an extended period. It is expected that students will spend approximately one hour a week on each activity and complete a reflective journal entry every two to three weeks.

## Selection Criteria

Application will be by interview in conjunction with academic reports and student profile.

These criteria will be taken into consideration:

- Attendance
- Task commitment
- Acceptable level of academic ability with a wide range of subject interests
- Must have met the NCEA Level 1 literacy and numeracy requirements
- Students must have shown proficiency in learning a second language
- Proven co-curricular involvement
- Proven commitment to wider school community
- Global viewpoint



# Commitment

The Diploma Programme is demanding in terms of time commitment and it is important that students develop effective time management skills from the start. The programme involves six subjects at both year 12 and year 13. Class time is timetabled for the extended essay (EE) and for the theory of knowledge (TOK) but these will generate homework and reflective time. In addition the Creativity, Action and Service (CAS) aspect requires an extra out of class time commitment. The Diploma is awarded as a total qualification and cannot be broken up. While it is not impossible to move into an NCEA course part way through the Diploma course, differences in course content and sequencing will make it a difficult transition.

Students are responsible for familiarising themselves with the course requirements, retaining materials required for assessment and meeting deadlines in any task completed for assessment.

Absence caused by such things as family, travel, non-College sports and religious conventions must be approved **in advance**. A letter requesting leave must be sent to the Principal. A Doctors Certificate is required to excuse absences due to illness that involve missing an IB internal assessment. Unforeseeable non-medical emergencies will be judged on an individual basis. Disputes will be referred to the IB Coordinator. In the case of truancy or "self-interest" absences that are not approved, no assessment allowance will be made.

# Academic Honesty

The IB Organization defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components. Malpractice includes the following:

- Plagiarism: this is defined as the representation of the ideas or work of another source or person as the candidate's own
- Collusion: this is defined as supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another
- Duplication of work: this is defined as the presentation of the same work for different assessment components and/or IB diploma requirements.
- Any other behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example taking unauthorized material into an examination, misconduct during an examination, falsifying a CAS record, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination)

Students will be asked to declare that all work submitted for internal assessment reflects their own effort and ability. Teachers have the right to check authenticity by means such as an oral test or in-class demonstration of skills. Failure to show familiarity with, or understanding of concepts contained in out-of-class assignments could affect the assessment decision made.

Breaches of the Academic Honesty Policy will be dealt with by the IB Coordinator in line with the IB rules and regulations.

# The Nature of Creativity, Action, Service

...if you believe in something, you must not just think or talk or write, but must act.  
*Peterson (2003)*

**Creativity, action, service (CAS)** is at the heart of the Diploma Programme. It is one of the three essential elements in every student's Diploma Programme experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows.

**Creativity:** arts, and other experiences that involve creative thinking.

**Action:** physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

**Service:** an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected. CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self-discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life-changing.

For student development to occur, CAS should involve:

- real, purposeful activities, with significant outcomes
- personal challenge—tasks must extend the student and be achievable in scope
- thoughtful consideration, such as planning, reviewing progress, reporting
- reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student's Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme, and certainly for at least 18 months.

Successful completion of CAS is a requirement for the award of the IB diploma. CAS is not formally assessed but students need to document their activities and provide evidence that they have achieved eight key learning outcomes. A school's CAS programme is regularly monitored by the relevant regional office.

## International dimensions

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

Creating "a better and more peaceful world" is a large aim. Working towards it should be seen as involving many small steps, which may be taken locally, nationally or internationally. It is important to see activities in a broader context, bearing in mind the

maxim “Think globally, act locally”. Working with people from different social or cultural backgrounds in the vicinity of the school can do as much to increase mutual understanding as large international projects.

### **CAS and ethical education**

Ethical education involves more than simply “learning about ethics”. Meaningful ethical education—the development of ethical beings—happens only when people’s feelings and behaviour change, as well as their ideas.

Because it involves real activities with significant outcomes, CAS provides a major opportunity for ethical education, understood as involving principles, attitudes and behaviour. The emphasis in CAS is on helping students to develop their own identities, in accordance with the ethical principles embodied in the IB mission statement and the IB learner profile.

### **CAS and theory of knowledge**

Both CAS and theory of knowledge (TOK) emphasize the importance of reflection and developing self-awareness. CAS reflection flows from experience, from thinking about how an activity feels and what it means to everyone involved. In TOK the approach to knowledge issues tends more towards the abstract and theoretical.

At a general level, students are encouraged to compare their learning in CAS with their subject learning, and to consider how one may help the other. TOK lessons may provide an opportunity for extended discussion of the values and philosophy of CAS, and student responses to these.

### **Aims**

Within the Diploma Programme, CAS provides the main opportunity to develop many of the attributes described in the IB learner profile. For this reason, the aims of CAS have been written in a form that highlights their connections with the IB learner profile.

The CAS programme aims to develop students who are:

- reflective thinkers—they understand their own strengths and limitations, identify goals and devise strategies for personal growth
- willing to accept new challenges and new roles
- aware of themselves as members of communities with responsibilities towards each other and the environment
- active participants in sustained, collaborative projects
- balanced—they enjoy and find significance in a range of activities involving intellectual, physical, creative and emotional experiences.

### **Learning outcomes**

Learning outcomes are differentiated from assessment objectives because they are not rated on a scale. The completion decision for the school in relation to each student is, simply, “Have these outcomes been achieved?”

As a result of their CAS experience as a whole, including their reflections, there should be evidence that students have:

- increased their awareness of their own strengths and areas for growth
- undertaken new challenges
- planned and initiated activities
- worked collaboratively with others
- shown perseverance and commitment in their activities
- engaged with issues of global importance
- considered the ethical implications of their actions

- developed new skills

All eight outcomes must be present for a student to complete the CAS requirement. Some may be demonstrated many times, in a variety of activities, but completion requires only that there is some evidence for every outcome.

This focus on learning outcomes emphasizes that it is the quality of a CAS activity (its contribution to the student's development) that is of most importance. The guideline for the minimum amount of CAS activity is approximately three to four hours per week) or approximately 150 hours in total, over the period Diploma, with a reasonable balance between creativity, action and service.

## Extended Essay

The extended essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects—normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (a teacher in the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is recommended that completion of the written essay is followed by a short, concluding interview, or viva voce, with the supervisor.

The extended essay is assessed against common criteria, interpreted in ways appropriate to each subject.

The extended essay is:

- compulsory for all Diploma Programme students
- externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB diploma
- a piece of independent research/investigation on a topic chosen by the student in cooperation with a supervisor in the school
- chosen from the list of approved Diploma Programme subjects, published in the Handbook of procedures for the Diploma Programme
- presented as a formal piece of scholarship containing no more than 4,000 words
- the result of approximately 40 hours of work by the student
- concluding with a short interview, or viva voce, with the supervising teacher (recommended).

In the Diploma Programme, the extended essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. In those countries where it is the norm for interviews to be required prior to acceptance for employment or for a place at university, the extended essay has often proved to be a valuable stimulus for discussion.

## **Prior learning**

The extended essay is a unique task for all DP students. Whilst no particular background is needed as a formal requirement for undertaking the extended essay, students are strongly recommended to carry out research in a subject area they are currently studying in the Diploma Programme to ensure that they have sufficient subject knowledge to complete the task. A familiarity with research methods would be an advantage. However, when students begin the extended essay, part of the process is to develop an understanding of the methodology most appropriate for their research question. Developing this understanding will be undertaken with the support and guidance of their supervisor.

## **The extended essay and the IB learner profile**

The learning involved in researching and writing the extended essay is closely aligned with the development of many of the characteristics described in the IB learner profile. Students are, to a large extent, responsible for their own independent learning, through which they acquire and communicate in-depth knowledge and understanding. The research process necessarily involves intellectual risk-taking and extensive reflection; open-mindedness, balance and fairness are key prerequisites for a good extended essay.

## **Relationship to theory of knowledge**

Whichever subject is chosen, the extended essay shares with the theory of knowledge (TOK) course a concern with interpreting and evaluating evidence, and constructing reasoned arguments. Where the two differ is in the emphasis placed on the research process and its formal outcomes. These aspects are of primary importance in the extended essay but are given much less weight in TOK. At a more abstract level, both TOK and the extended essay promote reflection on the nature of knowledge and on how new knowledge is produced.

## **International dimensions**

Some extended essay subjects include cross-cultural questions within them. Others invite such an approach. Whatever the subject, the extended essay student should strive to find relevant information from a diverse range of sources.

## **Assessment Objectives:**

In working on the extended essay, students are expected to:

1. plan and pursue a research project with intellectual initiative and insight
2. formulate a precise research question
3. gather and interpret material from sources appropriate to the research question
4. structure a reasoned argument in response to the research question on the basis of the material gathered
5. present their extended essay in a format appropriate to the subject, acknowledging sources in one of the established academic ways
6. use the terminology and language appropriate to the subject with skill and understanding
7. apply analytical and evaluative skills appropriate to the subject, with an understanding of the implications and the context of their research.

It is required that students:

- choose a topic that fits into one of the subjects on the approved extended essay list (in the Handbook of procedures for the Diploma Programme)

- observe the regulations relating to the extended essay
- meet deadlines
- acknowledge all sources of information and ideas in an approved academic manner.

It is strongly recommended that students:

- start work early
- think very carefully about the research question for their essay
- plan how, when and where they will find material for their essay
- plan a schedule for both researching and writing the essay, including extra time for delays and unforeseen problems
- record sources as their research progresses (rather than trying to reconstruct a list at the end)
- have a clear structure for the essay itself before beginning to write
- check and proofread the final version carefully
- make sure that all basic requirements are met (for example, all students should get full marks for the abstract).

## The Theory of Knowledge Course

As a centrepiece of the IB Diploma Programme, TOK is an integral and valuable learning experience for all Diploma Programme students. The aims of the TOK course are for students to:

- make connections between a critical approach to the construction of knowledge, the academic disciplines and the wider world
- develop an awareness of how individuals and communities construct knowledge and how this is critically examined
- develop an interest in the diversity and richness of cultural perspectives and an awareness of personal and ideological assumptions
- critically reflect on their own beliefs and assumptions, leading to more thoughtful, responsible and purposeful lives
- understand that knowledge brings responsibility which leads to commitment and action.

Further to these, **it is expected** that by the end of the TOK course, students will be able to:

- identify and analyse the various kinds of justifications used to support knowledge claims
- formulate, evaluate and attempt to answer knowledge questions
- examine how academic disciplines/areas of knowledge generate and shape knowledge
- understand the roles played by ways of knowing in the construction of shared and personal knowledge
- explore links between knowledge claims, knowledge questions, ways of knowing and areas of knowledge
- demonstrate an awareness and understanding of different perspectives and be able to relate these to one's own perspective
- explore real-life/contemporary issues from a TOK perspective.

# Student Device Responsibility

**Related documents – please refer to RangiNET for these documents**

Communication Guidelines  
Student Email Guidelines  
Student Google Accounts - Introduction  
Student ICT Use Agreement  
Student Log A Job

## **My device is my responsibility at all times**

- I will ensure that I know where it is at all times.
- I will not leave it anywhere that puts it at risk (damage, loss, etc.).
- I will bring it to school fully charged.
- I am responsible for the maintenance, repair, and security of my device.
- I am responsible for all content that is stored on my device and any that I access using the school's wireless network. All content must be appropriate to the school setting.

## **My device is there to support my learning**

- I am required to bring my device every day and have it ready to use at the beginning of every lesson.
- During lessons I will remain on task and not get distracted i.e. I will use it for educational purposes.
- My teacher can tell me to stop using my device or ask me to put it away at any time.
- If I do not have my device I will be required to work with pen and paper and catch up on all digital requirements.

## **I must follow these classroom rules**

- I am not allowed to record (sound or video) any lesson unless my teacher has given me permission to do so.
- I am not allowed to listen to music on my device.
- I am not allowed to communicate with other students during lessons (e.g. chat, skype, email, etc.) unless my teacher has given me permission to do so for educational purposes.
- I must use headphones when listening to sound.

## **Everything I do can be traced**

- All user access is recorded - it is possible to trace all sites any student has visited.
- Any file in the Google Domain can be accessed, including those that have been deleted.
- All Gmail accounts can be accessed and emails can be read.

# IB and University Entrance

## ENTRY INTO OVERSEAS UNIVERSITIES

Successful completion of the IB Diploma programme enables students to gain **acceptance into universities worldwide**. Students wishing to study outside of New Zealand are advised to consult the university websites they are interested in for information regarding entry requirements.

## UNIVERSITY ENTRANCE STANDARD FOR NEW ZEALAND UNIVERSITIES

To be eligible for admission from International Baccalaureate, you must achieve the full International Baccalaureate Diploma (24 points minimum).

Literacy and numeracy requirements for university entrance must also be satisfied by completing an IB Diploma with English as Language A1 at either Higher or Standard Level together with any mathematics subject.

An IB rank score may be required to gain entry into competitive courses within some New Zealand universities. This rank score is the equivalent of your IB score. For example, if you achieve an IB score of 31 points, you will be given a rank score of 31.

## ENTRY INTO THE UNIVERSITY OF AUCKLAND

To be admitted to the University of Auckland, you must gain the University Entrance Standard and be selected into a programme.

### **Admission Requirements – Rank Scores, Subject and Other Requirements for 2017**

The following tables indicate the rank score, subject/credit requirements and other requirements that will guarantee students admission into their chosen programme/s in 2017.

If a student achieves the University Entrance Standard but does not achieve the rank score that will guarantee selection into the programme they wish to study, their application will be given individual consideration if places are available.

Applicants for the Architectural Studies, Fine Arts, and Urban Planning programmes may require an interview. For more information about requirements for specific programmes (e.g. portfolio of creative work), refer to the relevant faculty undergraduate prospectus or website. [www.auckland.ac.nz](http://www.auckland.ac.nz)

International applicants should also refer to the relevant pages on the university website for information relating specifically to international applicants. [www.auckland.ac.nz/en/for/international-students.html](http://www.auckland.ac.nz/en/for/international-students.html)

**PLEASE NOTE: CHANGES MAY OCCUR TO ENTRY REQUIREMENTS FOR 2018**



| <b>UNIVERSITY OF AUCKLAND</b>                                       |                   |   |
|---|-------------------|---|
| <b>DEGREE PROGRAMME</b>   | <b>RANK SCORE</b> | <b>SUBJECT AND OTHER REQUIREMENTS</b>   |
| <b>Bachelor of Architectural Studies (BAS)</b>                      | 31                | Subject to the qualitative evaluation of a portfolio of creative work and written statement.  |
| <b>Bachelor of Arts (BA)</b>  | 26                |   |
| <b>Bachelor of Commerce (BCom)</b>                                  | 27                |   |
| <b>Bachelor of Dance Studies (BDanceSt)</b>                         | 26                | Subject to the qualitative evaluation of a CV, written statement and an audition/interview.   |
| <b>Bachelor of Education (Teaching) (BEd(Tchg))</b>                 | 26                | Subject to a satisfactory interview, police check, and referees' reports.   |
| <b>Bachelor of Engineering (Honours) (BE(Hons))<sup>1* 2*</sup></b> | 33                | with Mathematics and Physics at HL level  |
| <b>Bachelor of Fine Arts (BFA)</b>                                  | 26                | Subject to the qualitative evaluation of a portfolio of 12 colour reproductions and written statement.  |
| <b>Bachelor of Health Sciences (BHSc)</b>                           | 33                |   |
| <b>Bachelor of Laws (LLB (Part I))</b>                              |                   | Students must be offered a place in another bachelors degree. Entry will be based on the guaranteed scores for the other bachelors degree.  |
| <b>Bachelor of Music (BMus)</b>                                     | 26                | Subject to the qualitative evaluation of a statement of musical background, referee's report and:<br>Classical Performance – an audition and musical qualification certificates<br>Jazz Performance and Popular Music - an audition<br>Composition major - a portfolio of 2-3 composition works and musical qualification certificates<br>Musicology – musical qualification certificates |
| <b>Bachelor of Nursing (BNurs)</b>                                  | 31                |   |
| <b>Bachelor of Property (BProp)</b>                                 | 27                |   |
| <b>Bachelor of Science (BSc)</b>                                    |                   |   |
| - <b>Biomedical Science</b>   | 33                |   |
| - <b>Food Science and Nutrition</b>                                 | 29                |   |
| - <b>Exercise Sciences</b>  | 27                |   |
| - <b>all other BSc majors/specialisations</b>                       | 26                |   |
| <b>Bachelor of Sport, Health &amp; Physical Education (BSHPE)</b>   | 26                |   |
| <b>Bachelor of Social Work (BSW)</b>                                | 26                | Subject to a satisfactory interview, police check, and referees' reports.   |
| <b>Bachelor of Urban Planning (Honours) (BUrbPlan(Hons))</b>        | 31                | Subject to the qualitative evaluation of a written statement.   |

## Conjoint Programmes

Applicants must achieve the greater of the two rank scores for their selected programmes and must meet the entry requirements for both programmes. Not all degree programmes have conjoint options.

| <b>DEGREE PROGRAMME</b>  | <b>RANK SCORE</b> | <b>SUBJECT AND OTHER REQUIREMENTS</b>   |
|--|-------------------|---|
| <b>Bachelor of Arts conjoints</b>                              | 28                |   |
| <b>Bachelor of Commerce conjoints</b>                          | 28                |   |
| <b>Bachelor of Engineering (Honours) conjoints<sup>1</sup></b> | 36                | <i>with Mathematics and Physics at HL level</i>   |
| <b>Bachelor of Fine Arts conjoints</b>                         | 28                | <i>Subject to the qualitative evaluation of a portfolio of 12 colour reproductions and written statement.</i>   |
| <b>Bachelor of Health Sciences conjoints</b>                   | 33                |   |
| <b>Bachelor of Laws (Part I) conjoints</b>                     |                   | <i>Satisfy the conjoint score for the other degree.</i>   |
| <b>Bachelor of Music conjoints</b>                             |                   | <i>Satisfy the conjoint score for the other degree. Subject to the qualitative evaluation of a statement of musical background, referee's report and:<br/>Classical Performance – an audition<sup>6</sup> and musical qualification certificates<br/>Jazz Performance and Popular Music - an audition<sup>6</sup><br/>Composition major - a portfolio of 2-3 composition works and musical qualification certificates<br/>Musicology – musical qualification certificates</i> |
| <b>Bachelor of Nursing conjoints</b>                           | 31                |   |
| <b>Bachelor of Property conjoints</b>                          | 28                |   |
| <b>Bachelor of Science conjoints</b>                           | 28                |   |

### **NOTES:**

*Applicants for the Bachelor of Medicine and Bachelor of Surgery (MBChB) must first complete Year 1 of either the BHSc or the BSc in Biomedical Science, or have completed another degree approved by the Faculty of Medical and Health Sciences.*

*Applicants for the Bachelor of Pharmacy (BPharm) must first complete an appropriate first year programme including the prescribed BPharm Part I courses (or equivalent) or have completed another degree approved by the Faculty of Medical and Health Sciences.*

*Applicants for the Bachelor of Optometry (BOptom) must first complete the set courses from the common year of the BSc in Biomedical Science (or equivalent) or have completed another degree approved by the Faculty of Medical and Health Sciences.*

### **Bachelor of Engineering Notes:** (1\* 2\*)

- For IB students, SL Mathematics and Physics may be accepted based on level of grade achieved.*
- The Faculty of Engineering will give consideration to students who missed out on admission to BE(Hons) who are able to demonstrate sufficient ability in engineering-related and approved study, in the Bachelor of Science (BSc) programme for admission in Semester 2. Please see [BE\(Hons\) Alternative pathway](#) for more information.*





