



**TAMATEIA**  
HIGH SCHOOL

**Ngā Hōtaka mō ngā Tuakana  
Senior Course  
Information**

**Level 2**

**2023**

**E tipu e rea, ka tipu koe hei tangata**

**Growing good people for a changing world**

# Ngā Hōtaka mō ngā Tuakana 2023

## Tamatea High School Senior Course Information

This booklet contains essential information on all NCEA (National Certificate of Educational Achievement) courses offered at Tamatea High School in 2023. Choosing the correct subjects for a student's educational and career pathway is important so that their course of study suits their individual abilities, interests and learning needs.

Students in Years 11, 12 and 13 work towards gaining their NCEA at Level 1, 2 and 3. NCEA is primarily made up of Achievement Standards. Students may gain work/industry related Unit Standards which also count towards NCEA Qualifications.

### Ngā Pou o te Kura - Key Contacts

#### Ngā Kaihautau - Senior Leadership

Tumuaki (Principal)	Robin Fabish
Tumuaki Tuarua (Deputy Principal)	Nigel Groom
Tumuaki Tuarua (Deputy Principal)	Nicky Anderson

#### Ngā Kaiarahi Tamariki - Deans/Careers/Guidance

Year 9 Dean	Meredith Ellingham
Year 10 Dean	Amy Rose
Year 11 Dean	Josie Burdon
Year 12 Dean	Chelsea Hay
Year 13 Dean	Laleshni Kumar
International Dean	Cheryl Brownlee
Careers Advisor	Cindy Morgan
Guidance Counsellor	Wendy Isakson
NZQA Principal's Nominee and Senco	Cheryl Brownlee

#### Ngā Upoko o ngā Tari - Heads of Departments

Rapuara/Careers	Cindy Morgan
Te Reo Ingarihi/English	Hugh Forlong-Ford
Hauora/Health	Annie Macfarlane
Te Kōrero me Nga Reo/Languages	Cheryl Brownlee
Pāngarau and Pūtaiao/Mathematics and Science	Sanjesh Kumar
Kori Tinana/Physical Education	Ken Bolland
Tikanga-a-iwi/Social Sciences	Waiārani Eruera
Hangarau and Nga Toi/Technology and Arts	Chanel Atkin

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### Subjects

12	<b>Te Reo Ingarihi - English – includes English for Speakers of Other Languages (ESOL)</b>
13	12 English
14	12 English for Speakers of Other Languages (ESOL)
15	<b>Pāngarau - Mathematics</b>
16	12 Mathematics
17	<b>Pūtaiao - Science – includes Horticulture</b>
18	12 Biology
19	12 Chemistry
20	12 Physics
21	12 Horticulture
22	<b>Ngā Toi - The Arts - includes Visual Art (Design, Painting, Photography, Printmaking) Music</b>
23	12 Visual Art – Painting
24	12 Visual Art – Photography
25	12 Visual Art - Design
26	12 Music
27	<b>Hauora - Health and Kori Tinana - Physical Education</b>
28	12 Health
29	12 Physical Education
30	<b>Te Kōrero me Nga Reo - Languages</b>
31	12 Japanese
32	<b>Aotearoatanga – History, Te Reo, Tikanga, Māori Performing Arts and Te Ao Haka</b>
33	12 History
34	12 Te Reo Māori
35	12 Tikanga
36	12 Māori Performing Arts
37	12 Te Ao Haka
38	<b>Hangarau - Technology - includes Design Technology - Hard Materials, Digital Technology, Project Based Learning and Food and Nutrition</b>
39	12 Design Technology – Hard Materials
40	12 Digital Technology
41	12 Project Based Learning
42	12 Food and Nutrition
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## **KEY TO ABBREVIATION USED ON COURSE TEMPLATES**

<b>AS</b>	Achievement Standard
<b>US</b>	Unit Standard
<b>Internal</b>	Internally assessed
<b>External</b>	Externally assessed (typically through examinations)
<b>Sub Ref</b>	Subject Reference
<b>HOD</b>	Head of Department
<b>NCEA</b>	National Certificate of Educational Achievement

# He Kupu Āwhina nō te Tumuaki - Principal's Notes

## Career Planning for Students

*Te pae tawhiti, whaia kia tata. Te pae tata, whakamaua kia tina.  
Pursue the distant horizons and cherish those that you attain.*

### A meaningful pathway is what counts

One of the things that matters most about school is what happens to you when you leave. A meaningful pathway when you leave Tamatea High School is a key goal for our staff.

### Your goals should be your own

- Review your goals and decide which subjects will help you to achieve them.
- Are they motivating for you?
- Ensure your goals are about your interests and passions.
- Don't set goals to make your parents or friends happy.

### How to find your pathway

If somebody could wave a wand and you were magically doing your dream job, what would that be? Whatever it is, that's what we'd like to help you work towards. Here are a few tips:

- Take the time to think about your ideas for goals.
- Kia tū angitu! Pursue excellence – set challenging goals and strive to achieve them.
- Think about the skills you already have and those that you still need to develop.
- Discuss your ideas with your Whānau Group Teacher and or your Dean.
- Write your plan down – this will help you get clearer about your next steps.
- Think about NCEA goals for 2023, but also keep in mind where your NCEA is going to take you? NCEA isn't the ultimate goal – but it is an important step along your pathway.

### What should you think about when choosing subjects for next year?

The subjects that you select for 2023 should help you on your pathway to a meaningful and satisfying job. Talk to your teacher about where their subject could take you. Mrs Morgan our Careers Advisor is great to talk to for some ideas about what subjects are required for the training course, university or job that you are interested in. You can also get some good guidance from the Government's careers website – [www.careers.govt.nz](http://www.careers.govt.nz). Think about keeping a subject that you enjoy, its likely to be one that you're good at, even if it doesn't necessarily fit with your career pathway.

### What are employers looking for?

If you know people who are employers, talk to them about the kinds of things that are important to them when they are hiring staff. The most important things are often:

- Can you turn up on time consistently?
- Are you reliable and trustworthy?
- Do you know how to get along with others in a team?
- Are you a good listener and a clear speaker?
- Are you confident to ask questions and ask for help?
- Do you know how to solve problems?
- Can you stay off your phone?

What can you do to prove that you have these attributes? Our school motto is 'E tipu e rea, ka tipu koe hei tangata - growing good people for a changing world'. Good people are those who display our school values: Participation, Respect, Integrity, Diversity and Excellence. These are the things that really matter when you're taking your next step to a meaningful pathway. Make sure you focus on developing these life skills.

Toro atu tō ringa ki ngā whetū! Reach for the stars!

Matua Robin  
Tumuaki

## TAMATEA HIGH SCHOOL

### MĀRAUTANGA TUAKANA - SENIOR CURRICULUM STRUCTURE 2023

Departments	Level 1 NCEA	Level 2 NCEA	Level 3 NCEA
<b>Reo Ingarihi English</b>	11 English 11 ESOL	12 English 12 ESOL	13 English‡ 13 ESOL
<b>Pāngarau Mathematics</b>	11 Mathematics	12 Mathematics 12 Mathematics	13 Mathematics‡
<b>Pūtaiao Science</b>	11 Science  1 Horticulture	12 Biology 12 Chemistry 12 Physics 12 Horticulture	13 Science‡ 13 Biology‡ 13 Chemistry‡ 13 Physics‡ 13 Horticulture
<b>Ngā Toi Arts</b>	11 Art – Visual Arts (includes painting, photography, printmaking and design) 11 Music	12 Art – Visual Arts(includes painting, photography, printmaking and design) 12 Music	13 Art – Visual Arts‡ (includes painting, photography, printmaking and design) 13 Music‡
<b>Hauora and Kori Tinana Health and Physical Education</b>	11 Health 11 Physical Education	12 Health 12 Physical Education	13 Health‡ 13 Physical Education‡
<b>Languages</b>	11 Japanese	12 Japanese	13 Japanese‡
<b>Aotearoatanga Te Reo Māori Māori Performing Arts Hitori/History</b>	11 Te Reo Māori 11 Māori Performing Arts 11 History	12 Te Reo Māori 12 Māori Performing Arts 12 History	13 Te Reo Māori‡ 13 Māori Performing Arts‡ 13 History ‡
<b>Hangarau Technology</b>	11 Design Technology – Hard Materials 11 Digital Technologies 11 Food and Nutrition 11 Project Based Learning	12 Design Technology – Hard Materials 12 Digital Technologies 12 Food and Nutrition 12 Project Based Learning	13 Design Technology – Hard Materials‡ 13 Digital Technologies‡ 13 Food and Nutrition 13 Project Based Learning
<b>Other Programmes (Special conditions apply – see Mrs Morgan)</b>	11 Literacy 11 Numeracy  Virtual Learning Network	12 Gateway 12 Trades Academy @ EIT  Virtual Learning Network	13 Gateway 13 Trades Academy @ EIT  Virtual Learning Network

#### ‡ Subjects from the University Entrance Approved List

**If there is a subject you would really like to study that is not listed above,  
see Mrs Morgan to discuss it**

There is a possibility of studying other subjects  
through distance or virtual learning  
by attending EIT

Subjects studied in the past have included Agriculture, Accounting, Business Studies, Calculus, Classical Studies, Economics, Home Economics, Law, Media Studies, Spanish, Health Disability and Age Support Certificate and University papers.

## Ngā Hōtaka Motuhake - Alternative courses

A range of programmes exist to meet the diverse needs of students:

### **Special Needs/ Gifted and Talented Education (GATE) Programmes**

Students with Special Needs including GATE may be invited to enter alternative programmes that better meet their learning needs. They may also apply for special assessment conditions – please see the SENCO (Special Educational Needs Co-Ordinator), Ms Brownlee for further details.

### **Gateway**

This programme links school and the workplace – refer to Year 13 Course descriptions for detail.

### **Hawke's Bay Schools' Trades Academy @ EIT**

Students will typically spend each Friday out at EIT following a programme of study for their area of interest. For more information refer to 12/13 Trades Academy.

### **STAR Courses**

A number of Secondary/Tertiary Alignment Resource (STAR) courses link students to Polytechnics or other providers for short term courses. These courses are often in the holidays for levels 1-3 and provide students with work related learning. Mrs Morgan (STAR Coordinator) will offer these courses to meet individual student needs and interest.

### **Distance Learning**

If there is a subject not offered by Tamatea High School or for which there is an unresolvable timetable clash, there are other opportunities available for self-motivated learners. These are opportunities to study through Te Kura Pounamu, (the Correspondence School) through the VLN via the Volcanics cluster of schools, or tertiary study through EIT or the Universities To find out more see Mrs Morgan.

Students who succeed are usually:

- strong and independent learners
- good with attendance
- those who have a solid record of achievement
- supported by their parents and kaiako

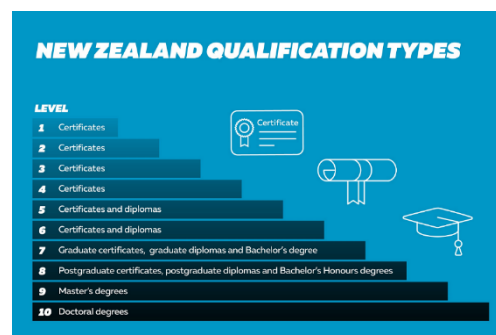
### **Project Based Learning (PBL)**

In 2023 we are again offering Project Based Learning as full year courses for Year 11, 12 and 13. In PBL students choose a project that they are passionate about and we build an assessment programme from that.

Students who are interested can opt in to PBL as a subject. These students will meet with the appropriate staff member to discuss the content of the project.

# Te Taumata Mātauranga a Motu, Ka Taea National Certificate of Educational Achievement (NCEA)

NCEA (National Certificate of Educational Achievement) has three levels: Kaupae 1, 2 and 3/Levels 1, 2 and 3. These are the first three levels of the National Qualification Framework's eight levels, with higher levels studied at polytechnics, universities and other tertiary providers.



Students gain credits through:

**Achievement standards** with

Kairangi/Excellence  
Kaiaka/Merit  
Paetae/Achieved

**Unit Standards** with

Paetae/Achieved

**For a student to be awarded NCEA Kaupae 1/Level 1 they must achieve:**

- 80 credits at level 1,2 or 3.
- 10 credits in Literacy standards
- 10 credits in Numeracy standards.

**For a student to be awarded NCEA Kaupae 2/Level 2 they must achieve:**

- 60 credits at level 2 or above; plus
- Level 1 Literacy and Numeracy

**For a student to be awarded NCEA Kaupae 3/Level 3 they must achieve:**

- 60 credits at level 3 or above; plus
- 20 credits at level 2 or above,
- Level 1 Literacy and Numeracy

## Te Tohu Taunaki-Ā-Tiwhikete - NCEA Certificate Endorsement

Students have the opportunity to earn NCEA with Kaiaka/Merit or Kairangi/Excellence if they gain 50 credits at the required level.

**NCEA with Kairangi/Excellence** - 50 credits at Excellence

**NCEA with Merit/Kaiaka** - 50 credits at Merit (or with a combination of Excellence)

## Te Tohu Taunaki-Ā-Kōhi - NCEA Course Endorsement

Students can pass a particular subject with a Kaiaka/Merit or Kairangi/Excellence endorsement eg **Science with Excellence, Music with Merit**

To do this they must get:

14 or more credits at Kaiaka/Merit or Kairangi/Excellence in their course in a single year with at least three credits from externally assessed standards and three credits from internally assessed standards

The courses where this is available are marked at the bottom of the relevant page with this box.

**Course  
Endorsement  
available**  
(see page 7 for  
explanation)



# Te Tohu Whakauru Whare Wānanga

## Gaining University Entrance (UE)

### UE Requirements

University Entrance (UE) is the **minimum requirement** for school leavers to go to a New Zealand university or to study for a degree at a New Zealand polytechnic. To qualify a student will need:

- **NCEA Level 3** – 60 credits at Level 3 or higher and 20 credits at Level 2 or higher
- **Three subjects** - at **Level 3 or above**, made up of:
  - 14 credits each, in three approved subjects (see below)
- **Literacy - 10 credits at Level 2 or above, made up of:**
  - 5 credits in specified reading credits
  - 5 credits in specified writing credits
- **Numeracy - 10 credits at Level 1 or above**, made up of either:
  - Achievement Standards – specified standards from a range of subjects, **or**
  - Unit Standards - three Unit Standards (26623, 26626, 26627- **all** required)

Credits can be accumulated over more than one year.

### Approved Subjects

Accounting	Latin
Agriculture & Horticulture	Mathematics/Pāngarau
Biology	Media Studies
Business Studies	Music Studies
Calculus	New Zealand Sign Language
Chemistry	Ngā Mahi a te Rēhia*
Chinese	Ngā Toi*
Classical Studies	Ngā Toi Ataata*
Construction and Mechanical Technologies	Ngā Toi Puoro*
Cook Islands Māori	Painting (Practical Art)
Dance	Photography (Practical Art)
Design (Practical Art)	Physical Education
Design and Visual Communication	Physics
Digital Technologies and Hangarau Matihiko	Printmaking (Practical Art)
Drama	Processing Technologies
Earth and Space Science	Psychology
Economics	Religious Studies
Education for Sustainability	Samoan
English	Science/Pūtaiao
French	Sculpture (Practical Art)
Geography	Social Studies
German	Spanish
Hauora*	Statistics
Health Education	Technology/Hangarau
History	Te Ao Haka
History of Art	Te Reo Māori
Home Economics	Te Reo Rangatira
Indonesian	Tikanga-ā-iwi*
Japanese	Tongan
Korean	

\* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded the subjects identified with an asterisk

**We recommend that a student plans a course which gives them at least four approved subjects at Level 3 if they wish to study for a degree at a New Zealand Polytechnic or University**

## Gaining Admission to a New Zealand University

Students who are applying for admission to a New Zealand University must gain both:

- **University Entrance**
- **Selection into the specific university degree programme through their rank score/points.**

Rank score/Points are calculated from a student's top 80 credits at Level 3 or higher with a maximum of 24 credits per subject over five approved subjects.

- credits at Excellence = 4 points
- credits at Merit = 3 points
- credits at Achieved = 2 points

### Examples for Entrance to an undergraduate degree in 2021:

Victoria University

- Guaranteed Entry Score 150 points

### University Entrance: Information for Parents and Caregivers

Research recently undertaken at the University of Auckland found many school leavers were missing out on University Entrance because of unsuitable NCEA choices. They recommended the following

1. Understand NCEA.
2. Plan from Year 9 (as many subjects have pre-requisites).
3. Keep options open by choosing academic subjects such as English, Mathematics, Sciences and Languages.
4. Find out about the university entry standards for your son/daughter's choice of career and then work backwards when choosing NCEA subjects.
5. Review their career goals each year to ensure they are enrolled in the correct subjects.
6. Go to Individual Development Plan (IDP) meetings and engage with the school.
7. Encourage high standards and celebrate your son/daughter's successes.

#### A possible course outline for someone heading for degree study

Subject	Level 1	Level 2	Level 3
English	11 English	12 English	13 English
Mathematics	11 Mathematics	12 Mathematics	13 Calculus
Physical Education	11 Physical Education	12 Physical Education	13 Physical Education
Te Reo Māori	11 Te Reo	12 Te Reo	13 Te Reo
Science	11 Science	12 Biology	13 Biology

### Te Hiringa. Ngā Karahipi o Aotearoa - Scholarship

Entry for Scholarship is available for students who are top academics and who seek to challenge themselves beyond the level of NCEA Level 3. Any student who may wish to prepare for Scholarship needs to speak to the relevant HOD.

## Ngā Huarahi Mahi - Vocational Pathways

Vocational pathways were introduced by the Government to help a learner see the industry links to their learning at schools developed

Six pathways were identified:

- Construction and Infrastructure
- Manufacturing and Technology
- Primary Industries
- Service Industries
- Social and Community Services
- Creative Industries



This is particularly useful for students following a pathway into vocations.

Students can log in to NZQA and see which sector/s value the standards they have gained. Alternatively they can plan a programme and use the profile builder to see where their plan will take them [Profile Builder – Youth Guarantee \(education.govt.nz\)](https://www.education.govt.nz/profile-builder/)

Parents will see that we have identified the Vocational Pathways that relate to each standard.

Students are able to achieve **NCEA Level 2 in Vocational Pathways**. To achieve the Vocational Pathways Award, the learner must achieve: NCEA Level 2 which includes

Literacy (10 credits) and  
Numeracy (10 credits) at Level 1 or above, **and**  
Achieve 60 Level 2 credits from the Recommended Assessment Standards for a Vocational Pathways sector e.g Primary Industries,

The pathways enable students to see how their learning and achievement will be valued in the workplace and the types of study options and jobs opportunities available.

Achieving a vocational pathway means a learner has developed the skills and knowledge in areas that employers' value. It lets an Employer see a learner's strengths, abilities and interests are relevant to a field of work.

**Although we have indicated Vocational Pathways (where available) at Level 1, 2 and 3, please note Vocational Pathways Awards are currently only available for Level 2.**

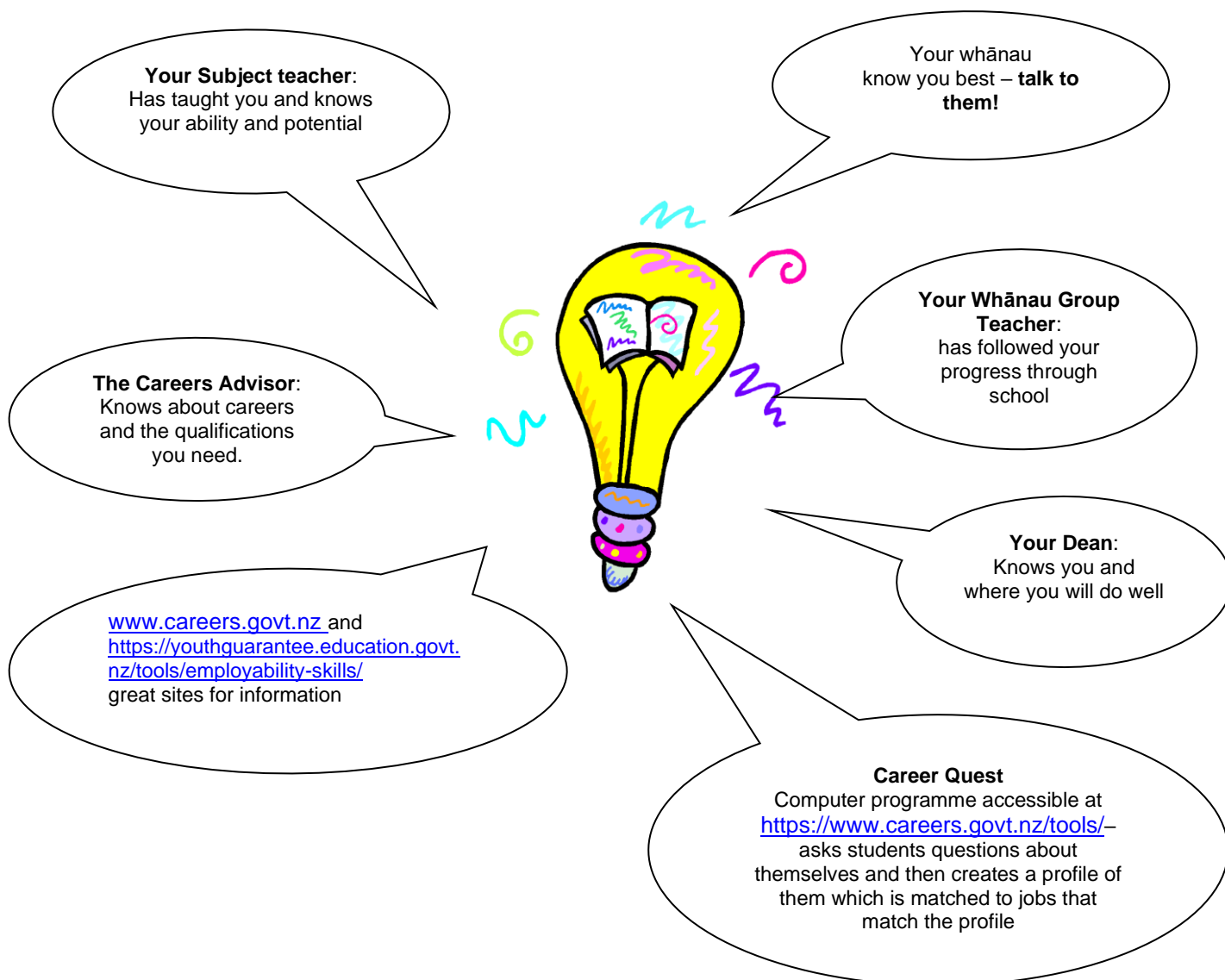
## Kei a koe te kōwhiringa! The choice is yours!

Students should be aiming to achieve approximately 12 - 15 credits in every subject selected.

- **Plan your course as though you are at school until the end of Year 13. Just in case you decide to stay!**
- **Choose:** the subjects you enjoy  
the subjects you do well in  
the subjects you need for your career areas of interest

### A Guide to Course Choice

Select courses according to your ability and interest. Bear in mind it is wise to keep a broad range of courses for as long as possible.

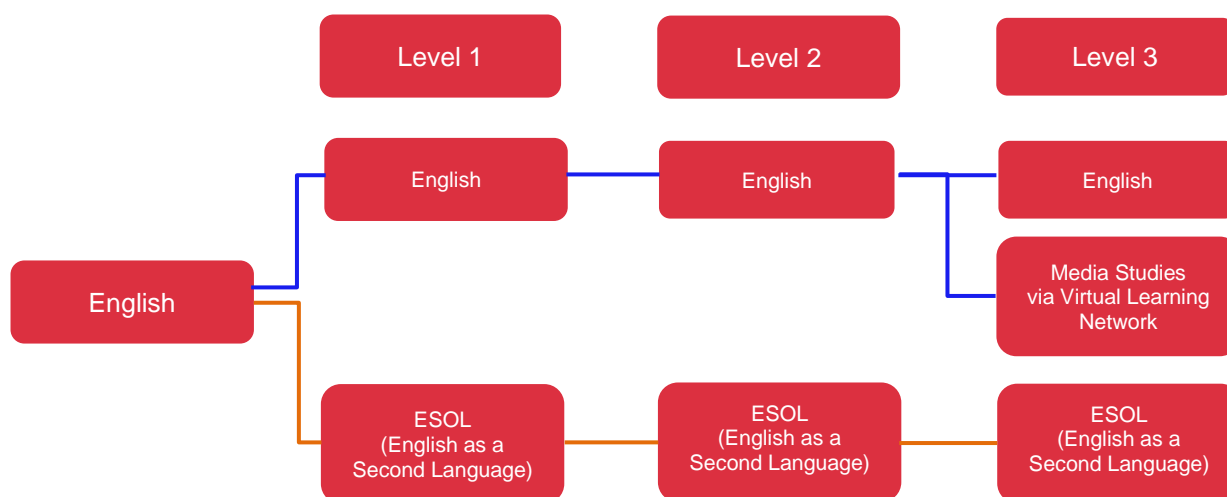


**Consult, discuss, consider**  
**It's YOUR future you are planning**

# Reo Ingarihi - English

English is the study of the English language and literature. You will read a range of literature and explore the ideas within different texts. You will practise writing creatively and informatively and develop speaking, listening and research skills.

For all levels of English, students will be placed in the most appropriate English course depending on their previous year's achievement.



## Possible Careers

For example:

Actor, Advertising Specialist, Air Force Officer, Air Traffic Controller, Army Officer, Archivist, Auctioneer, Author, Barrister, Clinical Coder, Communications Professional, Conservator, Copywriter, Court/Legal Clerk, Court Registry Officer, Customs/Freight Broker, Data Entry, Diplomat, Director (Film, Television, Radio, Stage), Dispensing Optician, Editor, Elected Government Representative, Film and Video Editor, Foreign Policy Officer, Geospatial Specialist, Historian, Immigration Officer, Intelligence Officer, Human Resources Generalist, Journalist, Judge, Kaiwhakaako Māori, Lawyer, Legal Executive, Lexicographer, Library Assistant, Librarian, Management Consultant, Market Research Analyst, Marketing Specialist, Medical Device Sales Representative, Navy Officer, Navy Sailor, Policy Analyst, Police Officer, Printer, Procurement Manager, Public Relations Professional, Publicist, Radio Presenter, Recruiting Manager, Registered Nurse, Solicitor, Speech-Language, Therapist, Sterilising Technician, Teacher, Teacher Aide, Teacher of English for Speakers of Other Languages (ESOL), Technical Writer, Television Presenter, Tertiary Lecturer, Trainer, Translator, Workplace Relations Adviser

# 12 English

# 12ENG

<b>Total Credits Available</b>	19				
<b>University Entrance Reading Credits</b>	8				
<b>University Entrance Writing Credits</b>	8				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Eligibility decided by HOD/Dean</li> <li>Competent achievement of 11 ENG in previous year</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> <li>Attainment of the English standards required for University Entrance Literacy</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 English</b></li> </ul>				
<b>Requirement for Level 3 Entry:</b>	<ul style="list-style-type: none"> <li>Eligibility for entry into Level 3 English will be decided by the HOD/Dean</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
12	12	7	19	19	16 or 19

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Eng 2.1	AS 91098 v3	R/W	2	4	Analyse specified aspect(s) of studied written text(s), supported by evidence	Ex	
Eng 2.2	AS 91099 v3	W	2	4	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	Ex	
Eng 2.5 or 2.6	AS 91102 v2 or 91103 v2	-	2	3	Construct and deliver a crafted and controlled oral text or Create a crafted and controlled visual and verbal text	Int	
Eng 2.7	AS 91104 v2	-	2	4	Analyse significant connections across texts, supported by evidence	Int	
Eng 2.8	AS 91105 v2	R	2	4	Use information literacy skills to form developed conclusion(s)	Int	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 English for Speakers of Other Languages

## 12ESL

<b>Total Credits Available</b>	20 (with an extra 20 available credits)				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Be a person for whom English is not their first language</li> <li>12 credits in 11ESL and/or be in 2<sup>nd</sup> year living in New Zealand</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>NCEA Level 3</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>15 credits in 12ESL and/or be in 3<sup>rd</sup> year living in New Zealand</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>5</b>	<b>15</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
US 27999 v3	-	2	5	Write a simple connected text on a familiar topic (EL)	Int	
US 28001 v3	-	2	5	Complete a form (EL)	Int	
US 30980 v1	-	2	5	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	Int	
US 30985 v1	-	2	5	Demonstrate understanding of straightforward spoken instructions on a familiar topic (EL)	Int	
US 30995 v1	-	2	5	Read and understand a straightforward text on a familiar topic (EL)	Int	
US 31002 v1	-	2	5	Read and understand a straightforward text for a routine practical purpose (EL)	Int	
US 31020 v1	-	2	5	Participate in an interview on a familiar topic (EL)	Int	
US 31026 v1	-	2	5	Present information on a familiar topic (EL)	Int	

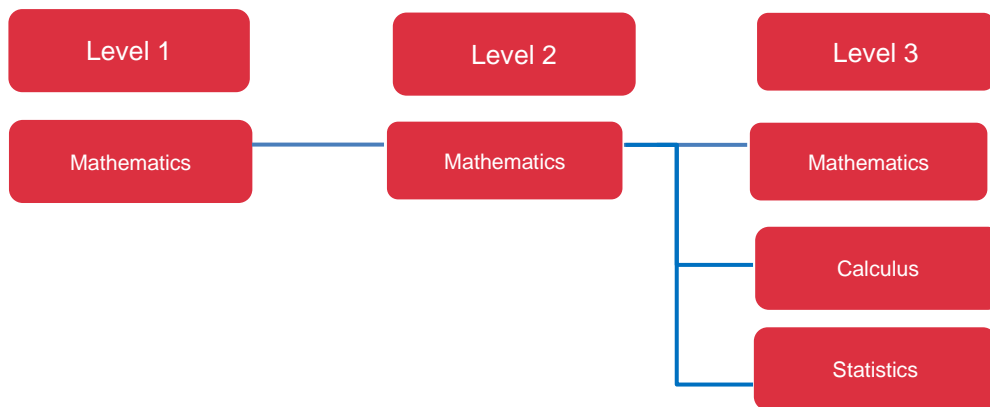
**Note:** If you have not completed the corresponding Level 1 ESOL Unit Standards, there will be an opportunity to pass those assessments in preparation for Level 2

There may be an opportunity to sit some Level 3 ESOL Unit Standards if your language ability warrants it

# Pāngarau - Mathematics

These courses will develop confidence and competence in Mathematics. Students will learn to solve problems using different mathematical methods. Mathematicians and Statisticians use symbols, graphs and diagrams to investigate, interpret and explain different situations.

For all levels of Mathematics, students will be placed in the most appropriate Mathematics course depending on their previous years' achievements.



## Possible Careers

For example:

Accountant, Actuary, Aeronautical Engineer, Architect, Auditor, Bank Manager, Bank Worker, Carpenter, Cashier, Chemical Engineer, Civil Engineer, Database Administrator, Debt Collector, Demographer, Doctor, Draughtsperson, Economist, Electrical Engineer, Financial Planner, Financial Planner, Geographer, Industrial Engineer, Insurance Claims Officer, Insurance Loss Adjuster, Interior Designer, Joiner, Lawyer, Lighting Technician, Market Researcher, Mechanical Engineer, Mortgage Broker, Navigator, Nurse, Payroll Officer, Pharmacist, Physicist, Pilot, Programmer, Property Valuer, Quantity Surveyor, Radiologist, Scientist, Share Broker, Statistician, Survey Technician, Systems Analyst, Teacher, Tertiary Lecturer, Training Consultant, Underwriter, Valuer, Weather Forecaster



# 12 Mathematics

# 12MAT

<b>Total Credits Available</b>	16
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of at least 12 credits in 11 Mathematics which must include AS91026 or HOD/Dean approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Mathematics</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>13 Mathematics: Achievement of 12 credits from 12 Mathematics</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
<b>8</b>	<b>8</b>
<b>Creative Industries</b>	<b>Primary Industries</b>
<b>8</b>	<b>14</b>
<b>Service Industries</b>	<b>Social and Community</b>
<b>12</b>	<b>14</b>

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Math & Stats 2.1	AS 91256 v3	-	2	2	Apply co-ordinate geometry methods in solving problems	Int	
Math & Stats 2.3	AS 91258 v3	-	2	2	Apply sequences and series in solving problems	Int	
Math & Stats 2.5	AS 91260 v3	-	2	2	Apply network methods in solving problems	Int	
Math & Stats 2.9	AS 91264 v3	-	2	4	Use statistical methods to make an inference	Int	
Math & Stats 2.12	AS 91267 v3	-	2	4	Apply probability methods in solving problems	Ex	
Math & Stats 2.14	AS 91269 v3	-	2	2	Apply systems of equations in solving problems	Int	

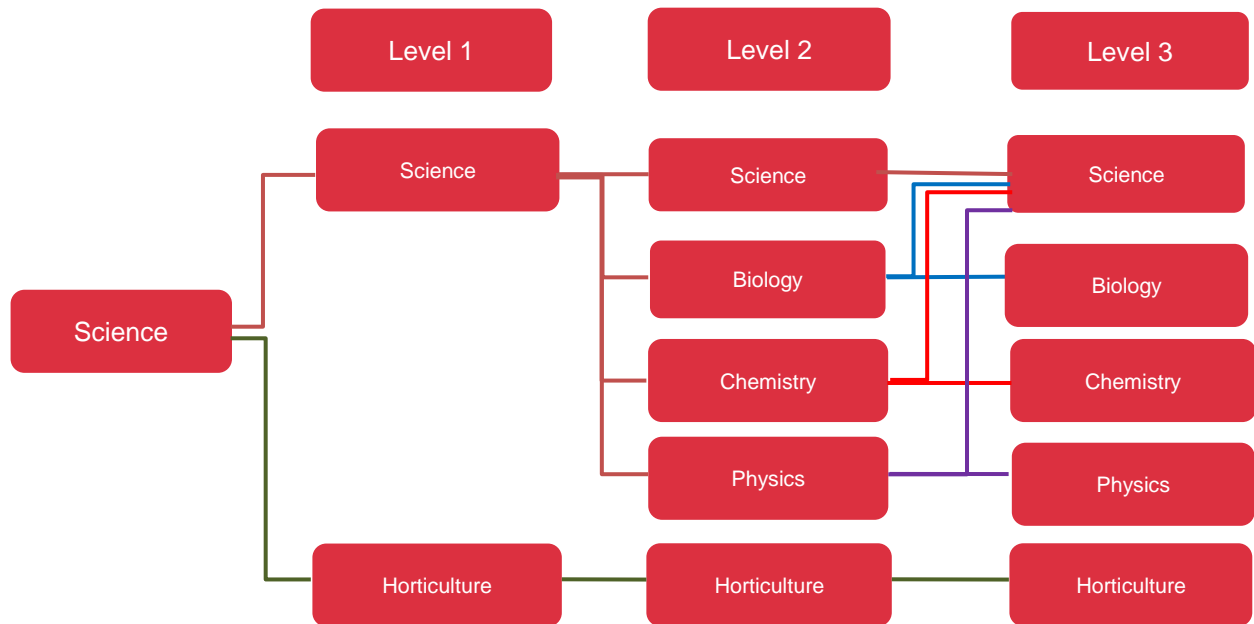
**NOTE:** To obtain UE Numeracy 10 credits must be gained from either Mathematics Achievement Standards or Numeracy Unit standards. A combination of Unit and Achievement standards is not possible.

**Course  
Endorsement  
available**  
(see page 7 for  
explanation)

# Pūtaiao - Science (includes Horticulture)

In Science you will investigate, learn how to understand and explain the natural and physical world. You will test ideas and gather evidence. You will use skills such as observation, investigating and communicating. Science allows you to develop scientific knowledge, understanding and to explain your processes.

Horticulture is the science of growing plants. You will learn how to grow, nurture and cultivate plants.



## Possible Careers

For example:

Agricultural/Horticultural Scientist, Agriculture/Horticulture Consultant, Anaesthetist, Audiologist, Aviation, Beekeeper, Biomedical Engineer, Biomedical Technician, Biosecurity Officer, Cardiac Physiologist, Chemical Engineer, Civil Engineer, Clinical Coder, Computer programming, Dental Assistant, Dental Technician, Dentist, Diagnostic Radiologist, Dietitian, Engineering, Environmental Scientist, General Practitioner, Gynaecologist/Obstetrician, Health Promoter, Health Studies, Horticulture, Landscaping, Mechanical Engineer, Medical Laboratory Technician, Medical Radiation Technologist, Midwife, Mining Engineer, Naturopath, Nursery worker, Nursing, Occupational Therapist, Optometrist, Orchard work, Paramedic, Pathologist, Pest Control Technician, Pharmacy, Physician, Physiotherapist, Radiation Oncologist, Surgeon, Veterinary Science, Water/Wastewater Treatment Operator, Zookeeper

# 12 Biology

# 12BIO

<b>Total Credits Available</b>	21
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>12 or more Science credits from Level 1 – including at least three from external papers</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Biology</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>At least 14 credits from Level 2 Biology with at least four from external papers</li> </ul>

### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
4	0	0	21	10	21

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Bio. 2.1	AS 91153 v2	-	2	4	Carry out a practical biological investigation in a biology context	Int	
Bio. 2.2	AS 91154 v2	-	2	3	Analyse the biological validity of information presented to the public	Int	
Bio. 2.3	AS 91155 v2	-	2	3	Demonstrate understanding of adaptation of plants or animals to their way of life.	Int	
Bio. 2.4	AS 91156 v2	<b>W</b>	2	4	Demonstrate understanding of life processes at the cellular level	Ex	
Bio. 2.5	AS 91157 v2	<b>W</b>	2	4	Demonstrate understanding of genetic variation and change	Ex	
Bio. 2.8	AS 91160 v2	-	2	3	Investigate biological material at the microscopic level	Int	

**Course Endorsement available**  
(see page 7 for explanation)






# 12 Chemistry

# 12CHE

<b>Total Credits Available</b>	18				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Chemistry</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
18	18	3	18	10	18

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Chem. 2.1	AS 91910 v1	-	2	4	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Int	
Chem. 2.2	AS 91911 v1	-	2	3	Carry out an investigation into chemical species present in a sample using qualitative analysis	Int	
Chem. 2.3	AS 91163 v2	-	2	3	Demonstrate understanding of the chemistry used in the development of a current technology	Int	
Chem. 2.4	AS 91164 v2	-	2	5	Demonstrate understanding of bonding, structure, properties and energy changes	Ex	
Chem. 2.7	AS 91167 v2	-	2	3	Demonstrate understanding of oxidation–reduction	Int	

**Course Endorsement available**  
(see page 7 for explanation)






# 12 Physics

# 12PHY

<b>Total Credits Available</b>	22				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>14 or more credits from Level 1 Science (four or more from externals)</li> <li>10 or more credits from 11 Mathematics</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Physics</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>14 or more credits from Level 2 Physics and 14 or more credits from Level 2 Mathematics</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>22</b>	<b>19</b>	<b>3</b>	<b>19</b>	<b>0</b>	<b>12</b>

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Phys 2.1	AS 91168 v2	-	2	4	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	Int	
Phys 2.2	AS 91169 v2	-	2	3	Demonstrate understanding of physics relevant to a selected context	Int	
Phys 2.4	AS 91171 v2	-	2	6	Demonstrate understanding of mechanics	Ex	
Phys 2.5	AS 91172 v2	-	2	3	Demonstrate understanding of atomic and nuclear physics	Int	
Phys 2.6	AS 91173 v2	-	2	6	Demonstrate understanding of electricity and electromagnetism	Ex	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Horticulture

# 12HOR

<b>Total Credits Available</b>	24				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Open entry</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Horticulture</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Open entry</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>4</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>

Standards to be assessed will be selected from the following:

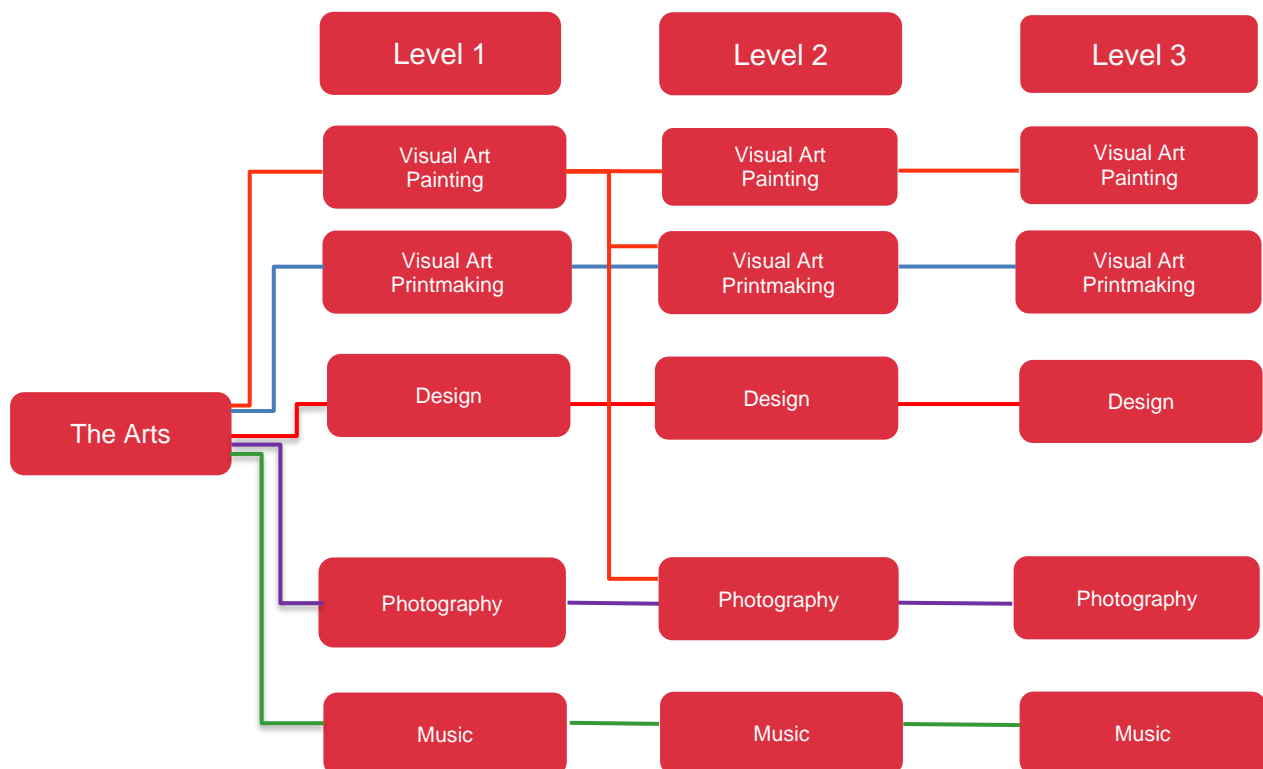
Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Ag & Hort Sci 2.1	AS 91289 v2	-	2	4	Carry out an extended practical agricultural or horticultural investigation	Int	
Ag & Hort Sci 2.7	AS 91295 v2	-	2	4	Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices	Int	
Ag & Hort Sci 2.8	AS 91296 v2	-	2	4	Produce a landscape plan	Int	
Hort	US 21556 v2	-	2	2	Control weeds under supervision	Int	
Hort	US 22183 v2	-	2	5	Plant out horticultural plants by hand	Int	
Hort	US 23781 v1	-	2	5	Grow and pot up plants from stem cuttings	Int	

# Ngā Toi - The Arts

## (includes Visual Art, Design, Photography and Music)

The Arts includes all forms of expression or application of creativeness; these reflect the bicultural and multicultural character of Aotearoa New Zealand. This can be drawing, painting, sculpture, photography, design, printmaking, music and theatre. You will generate, develop and improve ideas in a body of work. The skills used in The Arts transform people's creative ideas through sound, image and movement into expressive works that communicate layered meanings.



### Possible Careers

For example:

Actor, Advertising Specialist, Animator, Antique Dealer, Architect, Archivist, Arts and Culture Administrator, Art Director, Art Historian, Art Therapist, Artist, Auctioneer, Audio Engineering, Composition, Conservator, Curator, Digital Artist, Director (Film, TV, Radio), Entertainer, Exhibition Curator, Exhibition and Collections Technician, Exhibition/Events Organiser, Film/Video Editor, Film/Television Camera Operator, Florist, Graphic Designer, Heritage Officer, Historian, Industrial Designer, Instrument Making and Repair, Interior Designer, Jeweller, Journalist, Lighting Technician, Live Sound Work, Makeup Artist, Marketing Specialist, Media Producer, Museum Curator, Museum Educator, Musician, Music Industry jobs, Music Production, Music Publishing, Music Retail and Wholesale, Music Therapy, Performing, Photographer, Photographer's Assistant, Production Assistant (Film, Television, Radio, Stage), Producer, Radio and TV Presenter, Set/Screen Production, Sign Maker, Sound Technician, Tattoo Artist, Teacher, Teacher, Television Presenter, Tertiary Lecturer, Web Designer




# 12 Visual Art - Painting

# 12ART

<b>Total Credits Available</b>	20				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement in 11 Art of AS90915 and/or AS90016 or HOD/Dean approval</li> <li><b>HOD approval is required for more than one discipline to be attempted</b></li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Visual Arts</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement in 12 Art of AS 2.2, 2.3 and AS 2.4 or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
0	0	20	0	4	0

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R / W	Level	Cr	Standard Title	Ex/Int	VP
Visual Arts 2.2	AS 91311 v2	-	2	4	Use drawing methods to apply knowledge of conventions appropriate to painting	Int	
Visual Arts 2.3	AS 91316 v2	-	2	4	Develop ideas in a related series of drawings appropriate to established painting practice	Int	
Visual Arts 2.4	AS 91321 v2	-	2	12	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	Ex	

**Course Endorsement available**  
(see page 7 for explanation)



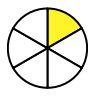
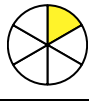

# 12 Visual Arts - Photography

# 12PHO

<b>Total Credits Available</b>	20
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>For photography - achievement of NCEA Level 1</li> <li><b>HOD approval is required for more than one discipline to be attempted</b></li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
<b>Course Requirements</b>	<ul style="list-style-type: none"> <li>An SD card is required for the camera, and an A3 Visual Diary</li> <li>Students are welcome to use their own camera</li> </ul>
<b>Next Step Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li><b>13 Visual Arts and/or 13 Photography</b></li> <li>Achievement in 12 Photography of AS 2.2, 2.3 and AS 2.4 or HOD/Dean approval</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
0	0
<b>Creative Industries</b>	<b>Primary Industries</b>
20	0
<b>Service Industries</b>	<b>Social and Community</b>
0	0

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R / W	Level	Cr	Standard Title	Ex/Int	VP
Visual Arts 2.2	AS 91312 v2	-	2	4	Use drawing methods to apply knowledge of conventions appropriate to photography	Int	
Visual Arts 2.3	AS 91317 v2	-	2	4	Develop ideas in a related series of drawings appropriate to established photography	Int	
Visual Arts 2.4	AS 91322 v2	-	2	12	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	Ex	

**Course Endorsement available**  
(see page 7 for explanation)




# 12 Visual Arts - Design

12DES

<b>Total Credits Available</b>	20
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of NCEA Level 1</li> <li><b>HOD approval is required for more than one discipline to be attempted</b></li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Visual Arts</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement in 12 Visual Arts - Design of AS 2.2, 2.3 and AS 2.4 or HOD/Dean approval</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
0	0
<b>Creative Industries</b>	<b>Primary Industries</b>
20	0
<b>Service Industries</b>	<b>Social and Community</b>
0	0

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R / W	Level	Cr	Standard Title	Ex/Int	VP
Visual Arts 2.2	AS 91310 v2	-	2	4	Use drawing methods to apply knowledge of conventions appropriate to design	Int	
Visual Arts 2.3	AS 91315 v2	-	2	4	Develop ideas in a related series of drawings appropriate to established design practice	Int	
Visual Arts 2.4	AS 91322 v2	-	2	12	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	Ex	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Music

# 12MUS

<b>Total Credits Available</b>	24
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>• 11 Music</li> <li>• You need to be able to perform in front of an audience</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 2</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>13 Music</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>• Achievement of 14 credits in 12MUS and HOD/Dean approval</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
<b>0</b>	<b>0</b>
<b>Creative Industries</b>	<b>Primary Industries</b>
<b>24</b>	<b>0</b>
<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

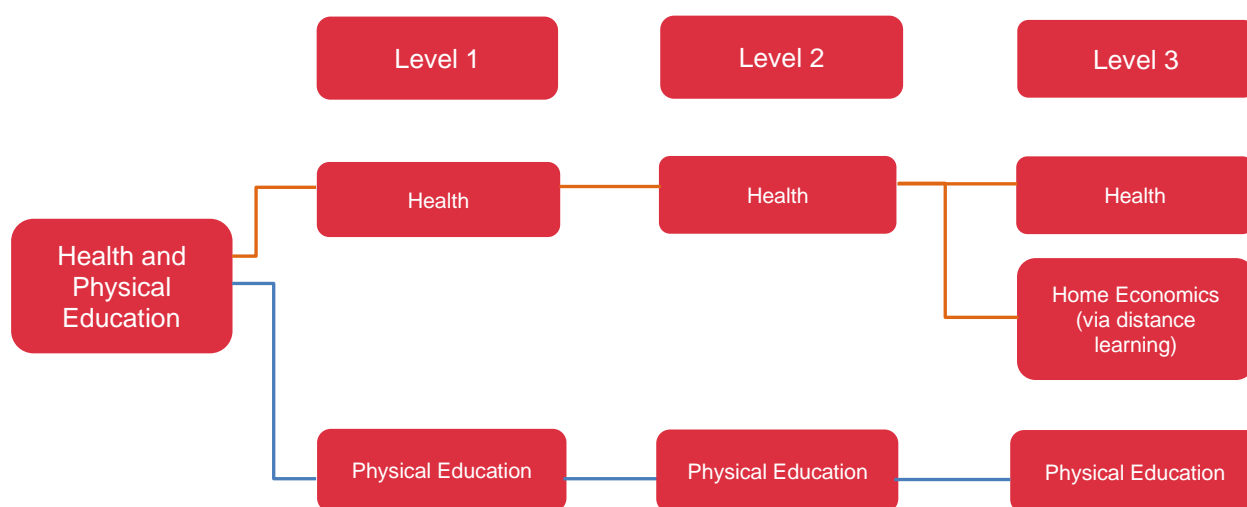
Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Music 2.1	AS 91270 v2	-	2	6	Perform two substantial pieces of music as a featured soloist	Int	
Music 2.3	AS 91272 v2	-	2	4	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Int	
Music 2.4	AS 91271 v2	-	2	6	Compose two substantial pieces of music	Int	
Music 2.8	AS 91273 v2	-	2	4	Devise an instrumentation for an ensemble	Int	

# Hauora and Kori Tinana - Health and Physical Education

Health and Physical Education gives you the opportunity to study aspects of personal and community-wide wellbeing. You will be able to develop the knowledge, values and skills to live a healthy, active life.

In Health you will learn strategies to support wellbeing. Health related contexts will be used to consider personal well-being and sustainable health-enhancing change in communities. Health also explores Hauora, health promotion, attitudes and values and socio-ecological perspectives.

In Physical Education you will develop an understanding of the function of the body in physical activity. The learning is based around teamwork, strategies and participation. Students can then reflect on the role and significance of physical activity for self, others and society.



## Possible Careers

For example:

Acupuncturist, Anaesthetic Technician, Anaesthetist, Chiropractor, Clinical Coder, Community Work, Community Karitane, Counsellor, Defence Forces, Dentist, Dental Technician, Dietitian, Doctor, Environmental/Public Health Officer, Fitness and Leisure related employment, Fitness Industry, General Practitioner, Gynaecologist/Obstetrician, Health Promotion, Health Service Manager, Health and Safety Adviser/Inspector, Massage Therapist, Medical Laboratory Technician, Medical Radiation Technologist, Midwife, Naturopath, Nursing, Nursing Support and Care Worker, Occupational Therapist, Oral Health Therapist, Osteopath, Outdoor Education, Paramedic, Pathologist, Personal Training, Pharmacist, Physiotherapy, Podiatrist, Professional Sport Coaching, Professional Sportsperson, Psychiatrist, Psychologist, Recreation Co-ordinator, Registered Nurse, Regional and National Sporting Bodies, Social Worker, Speech-Language Therapist, Sport Development, Sport Studies, Sterilising Technician, Surgeon, Teacher, Youth Worker

# 12 Health

# 12HED

<b>Total Credits Available</b>	20 (24)
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of 12 credits in 11 Health or HOD/Dean approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Health</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement of 12 credits in 12 Health or HOD/Dean approval</li> </ul>

### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
0	0	0	19	20	24

Standards to be assessed will be selected from the following:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Health 2.1	AS 91235 v2	-	2	5	Analyse an adolescent health issue	Ext	
Health 2.2	AS 91236 v2	-	2	5	Evaluate factors that influence people's ability to manage change	Int	
Health 2.3	AS 91237 v2	-	2	5	Take action to enhance an aspect of people's well-being within the school or wider community	Int	
Health 2.4	AS 91238 v2	-	2	4	Analyse an interpersonal issue(s) that places personal safety at risk	Ex	
Health 2.5	AS 91239 v2	-	2	5	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	Int	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Physical Education

# 12PED

<b>Total Credits Available (Physical Education)</b>	16
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0

<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>14 or more credits from 11 Physical Education</li> <li><b>Or</b> HOD/Dean approval</li> </ul>
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<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>
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<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Physical Education</b></li> </ul>
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement of 12 credits in Level 2 Physical Education</li> </ul>

### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>16</b>	<b>9</b>

Standards to be assessed will be selected from the following:

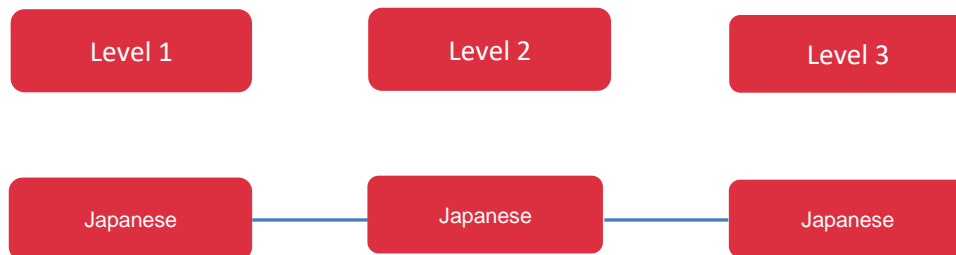
Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Phys Ed 2.4	AS 91330 v2	-	2	4	Perform a physical activity in an applied setting	Int	
Phys Ed 2.7	AS 91333 v2	-	2	3	Analyse the application of risk management strategies to a challenging outdoor activity	Int	
Phys Ed 2.8	AS 91334 v2	-	2	3	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity	Int	
Phys Ed 2.9	AS 91335 v2	-	2	3	Examine the implementation and outcome(s) of a physical activity event or opportunity	Int	
Phys Ed 2.10	AS 91336 v2		2	3	Analyse group processes in physical activity	Int	

**Course Endorsement available**  
(see page 7 for explanation)

# Te Kōrero me Nga Reo - Languages

Languages are a system of communication consisting of a set of sounds and written symbols used by different cultures and communities. They are linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own way of expressing meanings; each has an essential value and a special significance for its users. As you move through the levels there are opportunities to expand your knowledge in written and spoken language. You will learn skills such as listening and comprehension, creative writing, speeches, language structure and vocabulary.



## Possible Careers

For example:

Accounting Manager, Business Manager, Caregiver, Communications Professional, Customer Service Manager, ESOL Teacher, Events Manager, Export Analyst, Project Manager, Financial Aid Specialist, Flight Attendant, Foreign Language Teacher, Foreign Policy Officer, Historian, Human Resource Manager, Immigration or Customs Officer, Importer/Exporter, Interpreter, IT Systems Analyst, Media Analyst, Medical Translations Project Manager, Nurse, Paralegal, Psychologist, Social Worker, Speech-Language Therapist, Teacher, Technical Support Engineer, Tour Guide, Trainee Recruitment Consultant, Translator, Youth or Community Worker

# 12 Japanese

# 12JPN

<b>Total Credits Available</b>	19				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of 9 credits in Level 1 Japanese.</li> <li>Students wishing to begin learning Japanese should consider Level 1 Japanese or see the HOD of Languages – Level 1 credits may be attainable</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Level 3 Japanese</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement of 9 credits in Level 2 Japanese</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>0</b>

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Jap 2.1	AS 91133 v3	-	2	5	Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	Ex	
Jap 2.2	AS 91135 v2	-	2	4	Give a spoken presentation in Japanese that communicates information, ideas and opinions	Int	
Jap 2.4	AS 91136 v3	-	2	5	Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters	Ex	
Jap 2.5	AS 91137 v2	-	2	5	Write a variety of text types in Japanese to convey information, ideas and opinions in genuine contexts	Int	

**NOTE:** Exchange opportunities may be available.

**Course Endorsement available**  
(see page 7 for explanation)



# Aotearoa

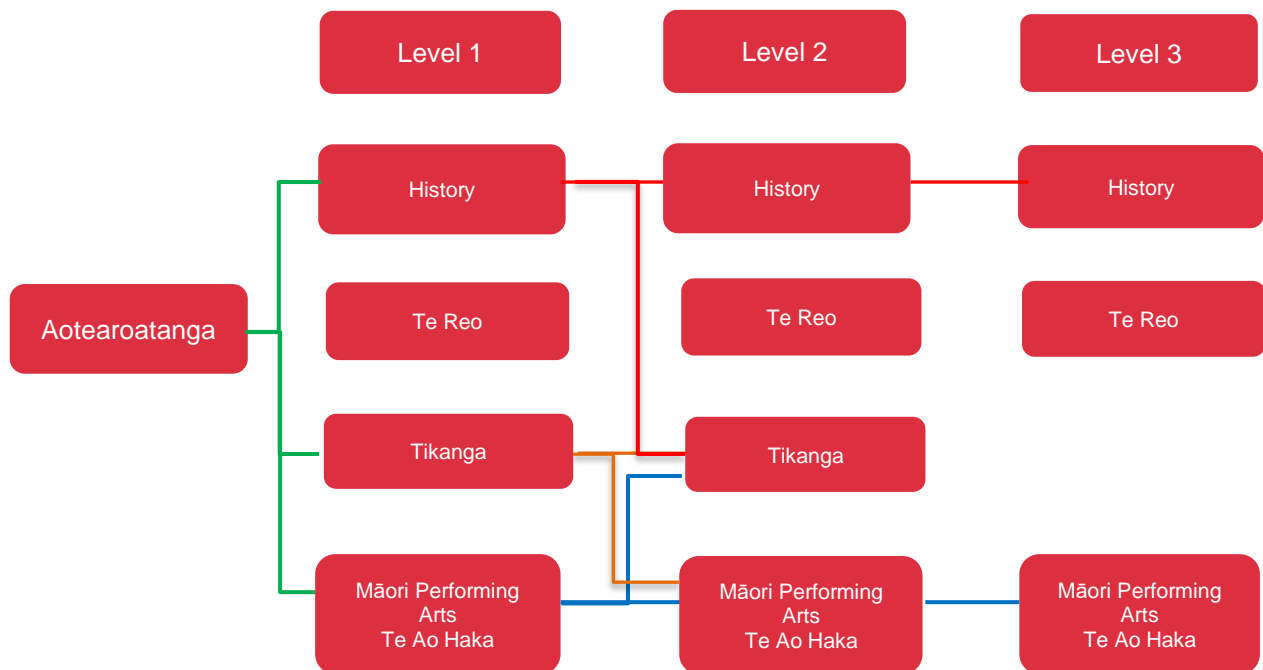
## History, Te Reo Māori, Tikanga, Māori Performing Arts, Te Ao Haka

New Zealand History explores historical events or places of significance to New Zealanders.

Languages are a system of communication which consists of a set of sounds and written symbols used by different cultures and communities.

Tikanga has a wide range of meanings – culture, custom, ethic, etiquette, fashion, formality, lore, manner, meaning, mechanism, method, protocol and style. It can be described as general behaviour guidelines for daily life and interaction in Māori culture.

Māori Performing Arts offers a range of skills and knowledge of the disciplines. You are encouraged to join our Kapa Haka group to perform. Te Ao Haka is a University Entrance course for those with a deep passion for Māori Performing Arts.



### Possible Careers

For example:

Academic Librarian, Actor, Air Force Officer, Air Traffic Controller, Airport, Army Officer, Archaeologist, Archivist, Author, Barrister, Biosecurity Officer, Broadcast Journalist, Cartographer, Clinical Coder, Communications Professional, Conservator, Conferencing and Events, Conservation Officer, Curator, Customs/Freight Broker, Dancer, Data Entry, Diplomat, Director (Film, Television, Radio, Stage), Economist, Entertainer, Environmental Consultant, Events Manager, Editor, Elected Government Representative, Film and Video Editor, Foreign Policy Office, Ferries and Cruise Ships, Flight Attendants (Cabin Crew), Geographical Information Systems Officer, Heritage Manager, Historian, Hotels, Human Resource Advisor, Immigration Officer, Intelligence Officer, International Aid/Development Worker, Journalist, Judge, Kaiwhakaako Māori, Kaiwhakawhiti Reo ā-Tuhi (Translator), Kaiwhakawhiti ā-Waha (Interpreter), Landscape Architect, Lawyer, Legal Executive, Lexicographer, Library Assistant, Librarian, Librarian, Market Researcher, Marketing Specialist, Musician, , Museum Education, Museum/Gallery Curator, Navy Officer, Navy Sailor Police Officer, Policy Analyst, Politician's Assistant, Public Relations Professional, Publicist, Radio Presenter, Recruiting Manager, Resorts, Social Researcher, Statistician, Surveyor, Teacher, Tour Guides, Tourism Operators, Transport Planner, Travel Agencies Television Presenter, Tertiary Lecturer, Tour Guide, Trainer, Translator, Travel Agent/Adviser, Workplace Relations Adviser

# 12 History





# 12HIS

<b>Total Credits Available</b>	18				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>NCEA Level 1</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li><b>13 History</b></li> <li>NCEA Level 2</li> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>13</b>	<b>0</b>

At Level 2 students can select a learning programme from within Social Studies, Geography, Classics, Education for Sustainability and History. Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

**Standards to be assessed will be selected from the following:**

**Standards marked with R (Reading) and/or W (Writing) meet the requirements for University Entrance Literacy**

Domain	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Hist 2.1	AS 91229 v2	R	2	4	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Int	
Hist 2.2	AS 91230 v2	R	2	5	Examine an historical event or place that is of significance to New Zealanders	Int	
Hist 2.3	AS 91231 V2	R/W	2	4	Examine sources of an historical event that is of significance to New Zealanders	Ext	
Hist 2.4	AS 91232 v2	R	2	5	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	Int	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Te Reo Māori

# 12TRM

<b>Total Credits Available</b>	24				
<b>University Entrance Reading Credits</b>	6				
<b>University Entrance Writing Credits</b>	8				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>At least 12 credits from Level 1 Te Reo Māori</li> <li>Students arriving from a Rumaki or Kura Kaupapa must have HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li><b>13 Te Reo Māori</b></li> <li>18 credits from 12 Te Reo Māori or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>16</b>

Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Te Reo 2.1	AS 91284 v3		2	4	Whakarongo kia mōhio ki te reo o te ao torotoro	Int	
Te Reo 2.2	AS 91285 v3		2	6	Kōrero kia whakamahi i te reo o te ao torotoro	Int	
Te Reo 2.3	AS 91286 v2	<b>R</b>	2	6	Pānui kia mōhio ki te reo o te ao torotoro	Ex	
Te Reo 2.5	AS 91288 v3	<b>W</b>	2	6	Waihanga tuhinga i te reo o te ao torotoro	Int	
Te Reo 2.4	AS 91287 v2	<b>W</b>	2	6	Tuhi i te reo o te ao torotoro	Ex	

**NOTE:** To obtain UE Literacy (from Te Reo Māori) students must:

- attain 5 credits in Reading from AS 91286
- attain 5 credits in Writing from AS 91287 or AS 91288

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Tikanga

# 12TIK

<b>Total Credits Available</b>	21				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>NCEA Level 1</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li>11 Te Reo Māori</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>17</b>	<b>0</b>	<b>2</b>	<b>2</b>

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Unit and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Tik	US 16046 v5	-	2	5	Describe the relationship between Māori and Pākehā prior to 1840	Int	
Tik	US 16051 v5	-	2	5	Describe the wars between Māori and Pākehā during the 1800s in accordance with ngā kōrero tuku iho	Int	
Tik	US 16054 v5	-	2	3	Describe the life, achievements and impact of a Māori leader	Int	
Tik	US 16058 v5	-	2	4	Describe the establishment and history of a hāhi Māori	Int	
Tik	US 16142 v7	-	2	2	Describe the practices associated with a powhiri in accordance with tikanga and/or kawa	Int	
Tik	US 27129 v3	-	2	2	Explain the use of karakia in accordance with tikanga	Int	





# 12 Māori Performing Arts

# 12MPA

<b>Total Credits Available</b>	24				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of 14 credits in 11 Māori Performing Arts</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$40 for optional entry into competitions and/or concerts which may incur entry fees</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Māori Performing Arts</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Achievement of 13 credits in 12 Māori Performing Arts</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>40</b>	<b>0</b>	<b>30</b>	<b>0</b>

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Māori Perf.	US 13359 v9	-	2	6	Demonstrate knowledge and skills of mōteatea	Int	
Māori Perf.	US 13363 v8	-	2	6	Demonstrate knowledge and skills of waiata ā-ringa	Int	
Māori Perf.	US 13371 v9	-	2	6	Demonstrate knowledge and skills of haka	Int	
Māori Perf.	US 15019 v7	-	2	6	Demonstrate knowledge and skills of whakaraka	Int	

**Note:** The available grades for these Units Standards are Achieved, Merit and Excellence

# 12 Te Ao Haka

# 12TAH

<b>Total Credits Available</b>	20				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of 20 credits in 11 Te Ao Haka</li> <li>HOD or Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Te Ao Haka</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>20 credits from 12 TAH</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>20</b>	<b>0</b>	<b>0</b>	<b>0</b>

Standards to be assessed will be selected from:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int	VP
TAH	AS 91980		2	6	Explore elements to create a section of a Te Ao Haka kaupapa	Int	
TAH	AS 91981		2	6	Perform a Te Ao Haka item to respond to a local kaupapa	Int	
TAH	AS 91982		2	4	Compare a Te Ao Haka performance and one other performance	Ext	
TAH	AS 91983		2	4	Respond to a Te Ao Haka performance	Ext	

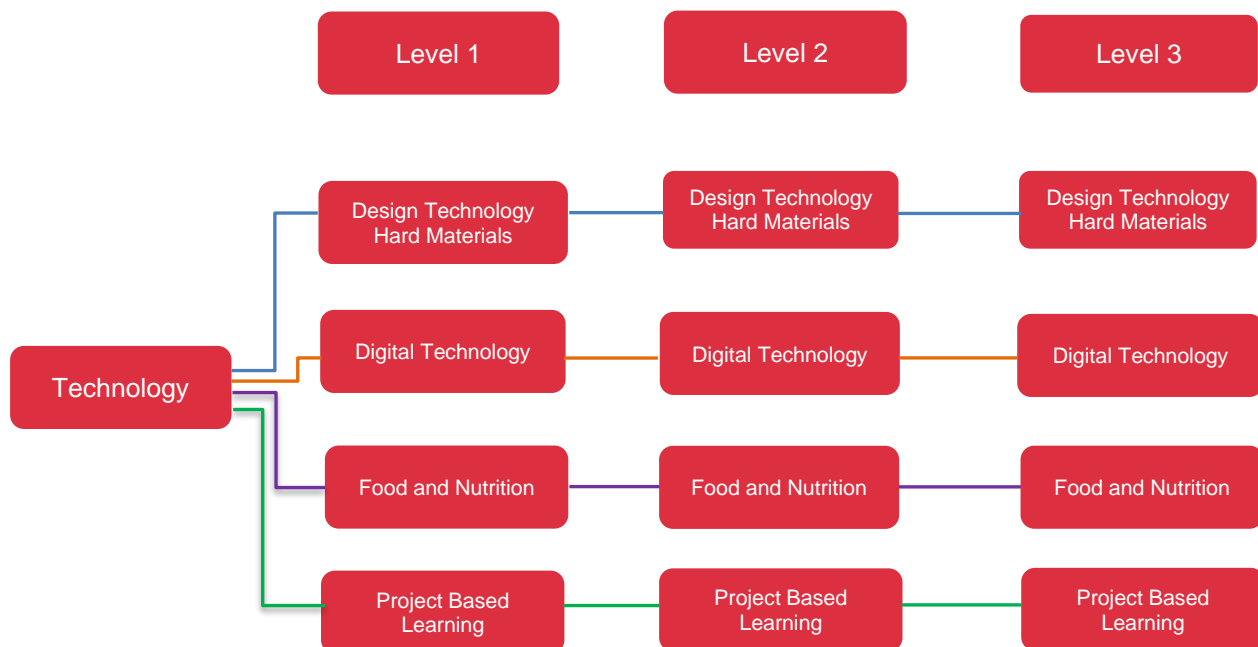
**Course Endorsement available**  
(see page 7 for explanation)

# Hangarau - Technology

## (includes Hard Materials, Digital, Project Based Learning and Food and Nutrition)

In Technology students develop outcomes in a variety of contexts. Students gain skills, knowledge and understanding of the technology that shapes our lives. They are encouraged to be innovative, reflective and critical no matter what area of technology they are studying. The aim is for students to be well equipped to participate in society as informed citizens and provide a platform for technology-related careers.

Hard Materials has the development of 3-dimensional (3D) outcomes using both traditional wood and metalwork machinery through to the modern tools of laser cutters and 3D printers. Digital technology focuses on computer graphic design and programming. Food and Nutrition teaches the culinary and nutritional skills that will set the students up for their future lives. In Project Based Learning students will gain knowledge and skills by working to investigate and respond to an engaging and complex outcome, this is for students who have a real passion or interest that they are keen to pursue.



## Possible Careers

For example:

Aeronautical Engineer, Aircraft Maintenance Engineer, Animator, Automotive Electrician, Automotive Refinisher, Automotive Technician, Barista, Bar Tender, Boiler Attendant, Brick Layer, Builder, Building and Construction Labourer, Building and Construction Manager, Building Contractor, Building Insulator, Building Surveyor, Cabinet Maker, CAD operator, Café Worker, Café/Restaurant Manager, Carpenter, Chemical Engineer, Chef, Civil Engineer Technician/Draughtsperson, Civil Engineer, Coachbuilder/Trimmer, Cook, Collision Repair Technician, Computer Science, Concrete Worker, Crane Operator, Data Entry, Earthmoving Machine Operator, Electrical Engineer, Electrical Engineering Technician, Electrician, Electronics Trades Worker, Engineer, Engineering Machinist, Environmental Engineer, Fabrication Engineer, Fencer, Floor and Wall Tiler, Floor Covering Installer, Food Science Technician, Game Developer, Glazier, Industrial Designer, Industrial Spray Painter, Information Technology Architect, Information Technology Helpdesk/Support Technician, Joiner, Kitchen Hand, Lift Technician, Locksmith, Marine Engineer, Mechanical Engineer, Mechanical Engineering Technician, Motor Vehicle Salesperson, Network Administrator, Nutritionist, Painter and Decorator, Plasterer, Plumbing, Gasfitter and Drainlayer, Printer, Quantity Surveyor, Refrigeration/Air-Conditioning Technician, Roding Construction Worker, Roadmarker, Roofer, Saw Doctor, Scaffolder, Software Developer, Surveyor, Systems Administrator, Toolmaker, Tyre Technician, Vehicle Groomer/Cleaner, Waiter/Waitress, Web Developer, Welder

# 12 Design Technology - Hard Materials







# 12DTH

<b>Total Credits Available</b>	35				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Minimum of 12 Credits from Level 1 Design Technology - Hard Materials or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Individual projects may incur additional costs</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Design Technology - Hard Materials</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>Eligibility for entry into 13 Design Technology – Hard Materials will be decided by the HOD/Dean</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Students develop knowledge of building practices through the practical application of materials, tools and processes used within the building industry. Projects include production of tools and outdoor furniture.

**Standards to be assessed will be selected from the following:**

**Standards marked with R (Reading) and/or W (Writing) meet the requirements for University Entrance Literacy**

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
BCAT	US 24354 v3		2	4	Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	Int	
BCAT	US 24360 v3		2	5	Demonstrate knowledge of timber and other construction materials used in BCATS projects	Int	
BCAT	US 12927 v5		2	6	Demonstrate knowledge of, select, maintain and use, hand tools for BCATS projects	Int	
BCAT	US 24350 v3		2	6	Identify, select, maintain and use power tools for BCATS projects	Int	
BCAT	US 12932 v5		2	8	Complete timber garden furniture as BCATS projects	Int	
BCAT	US 31812 v1		2	6	Complete a BCATS project	Int	

**Note:** By signing up to this course students are agreeing to follow all Health and Safety rules of the Hard Materials Workspace.

- Never wear loose clothing, including loose sleeves, ties, or scarves, when working with machinery
- Tie back and cover long hair.
- Wear fully enclosed footwear, not sandals, jandals, or open-toed shoes.
- Remove rings, and all loose jewellery.
- Use protective clothing, safety glasses, or noise protection as required.

Failure to follow these rules means the student may not participate in practical assessments, so will be unable to complete the course



# 12 Digital Technology

# 12DGT

<b>Total Credits Available</b>	23				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>12 credits in a Technology subject</li> <li>HOD/Dean approval</li> <li>Students will require headphones for this course</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Digital Technologies</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>12 credits at Level 2 in a technology learning area and/or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
23	23	19	19	3	7

This course uses digital media to develop the student's understanding of design in both print and web-based medias, including photo manipulation, illustration and video. Students will work using Adobe software.

### Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Gen Tech 2.3	AS 91356 v3	-	2	6	Develop a conceptual design for an outcome	Int	
Gen Tech 2.4	AS 91357 v3	-	2	6	Undertake effective development to make and trial a prototype	Int	
Digi Tech 2.4	AS 91893 v1	-	2	4	Use advanced techniques to develop a digital media outcome	Int	
Gen Comp	US 29771 v3	-	2	3	Use the main features and functions of a presentation application for a purpose	Int	
Gen Tech 2.5	AS 91358 v3	-	2	4	Demonstrate understanding of how technological modelling supports risk management	Ext	

**Course Endorsement available**  
(see page 7 for explanation)

# 12 Project Based Learning

12PBL

<b>Total Credits Available</b>	12 (minimum)				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Students need to have an idea or interest area</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Project Based Learning, Technology or Trades Academy @ EIT</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>12</b>	<b>12</b>	<b>12</b>	<b>12</b>	<b>0</b>	<b>0</b>



In PBL students will gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex outcome.

This is for students who have a real passion or interest that they are keen to pursue in this manner. Students will be invested in their passion, be self-motivated and able to work independently to create their chosen outcome.

Students will discuss their plans with the teacher and/or HOD and an individual brief and plan of assessments will be agreed.

## Standards to be assessed:

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Gen Tech 2.3	AS91356	-	2	6	Develop a conceptual design for an outcome	Int	
Gen Tech 2.4	AS91357	-	2	6	Undertake effective development to make and trail a prototype	Int	

Depending on chosen project, assessments will come from other curriculum areas, i.e. Media Studies, Design and Visual Communication, Design Technology Hard Materials, Drama

# 12 Food and Nutrition

# 12FAN

<b>Total Credits Available</b>	22				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>US167 or interview with teacher to gauge skill level, interest and commitment to the subject</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Food and Nutrition</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>US167, 12 Food and Nutrition, or interview with teacher to gauge skill level, interest and commitment to the subject</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>

This course provides a sound knowledge of health, food and nutrition as well as practical food preparation and presentation.

**Standards to be assessed:**

Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

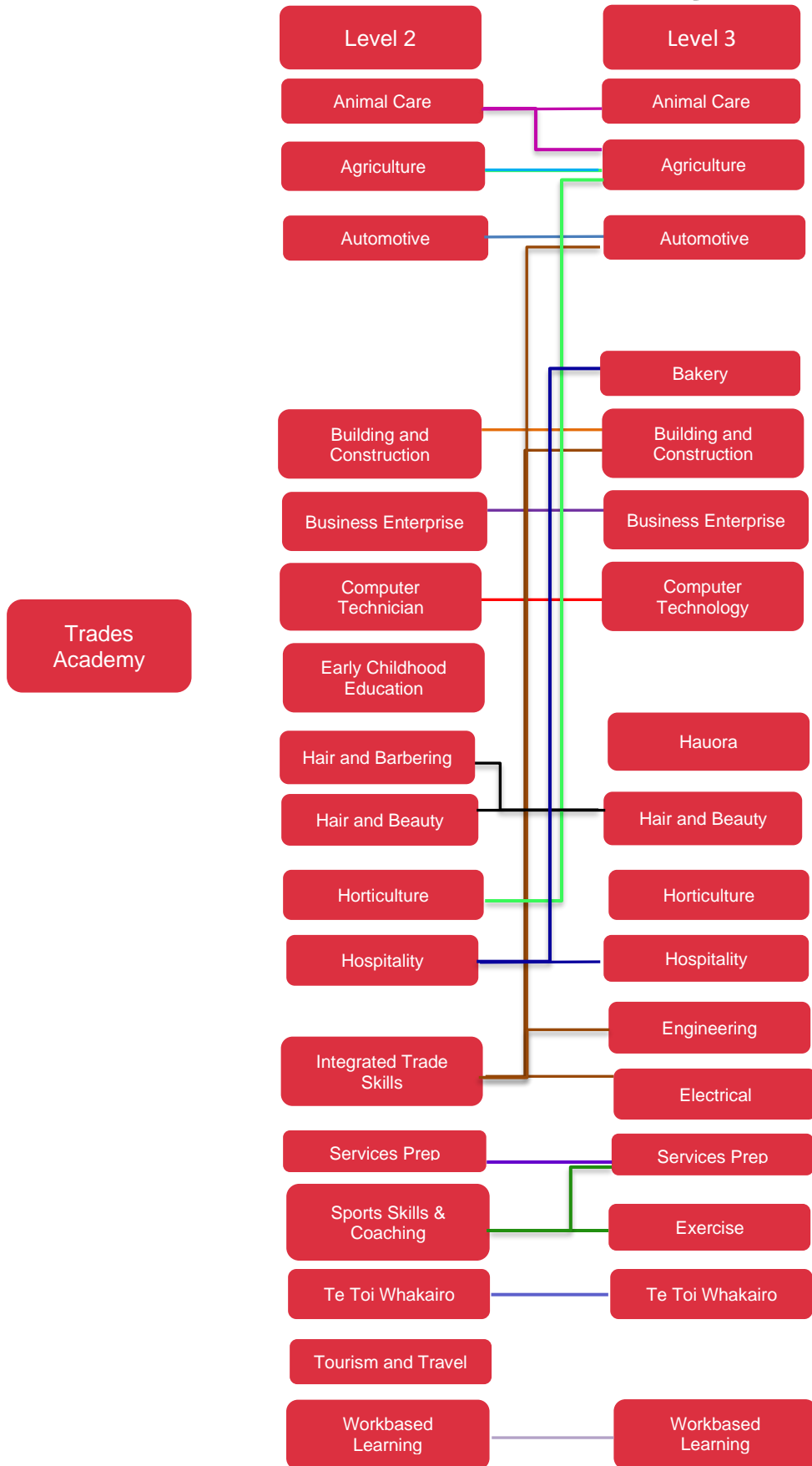
Sub Ref	Standard and Version	R/W	L	Cr	Standard Title	Ex/Int	VP
Cook	US 20666 v7	-	2	2	Demonstrate basic knowledge of contamination hazards and control methods used in a food business	Int	
Cook	US 13284 v6	-	2	2	Clean food production areas and equipment	Int	
Cook	US 13285 v5	-	2	2	Handle and maintain knives in a commercial kitchen	Int	
Cook	US 13271 v5	-	2	2	Cook food items by frying	Int	
Cook	US 13275 v6		2	2	Cook food items by steaming	Int	
Cook	US 13276 v5	-	2	2	Cook food items by grilling	Int	
Cook	US 13278 v6	-	2	2	Cook food by roasting	Int	
Cook	US 13277 v6		2	2	Cook food items by braising and stewing	Int	
Cook	US 13272 v5	-	2	2	Cook food items by baking	Int	
Cook	US 22234 v6		2	4	Compare characteristics of international dishes and prepare and present international dishes	Int	

**Note: By signing up to this course students are agreeing to follow all Health and Safety rules of the kitchen**

- Short, clean nails, no nail polish, false or gel nails
- No jewellery
- No cooking in Jackets or Jerseys
- Hair tied back off the face
- Fully enclosed shoes

Failure to follow these rules means the student may not participate in practical assessments, so will be unable to complete the course.

# Trades Academy



## Possible Careers

Almost any career that requires practical skills

# 12/13 Trades Academy

# 12/13TRA

<b>Total Credits Available (approximately)</b>	20				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>• 80% attendance or better or HOD/Dean approval and</li> <li>• Application</li> <li>• Possible interview with Caregivers</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 2 and 3</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>13 Gateway</b></li> </ul>				
<b>Requirement for Level 3 Entry</b>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>

Credits attained depend on the course selected. All students will be encouraged and assisted to learn for and pass their Learner Licence.

## Possible Trades Academy Courses in 2023

Agriculture Level 2 and 3	Hair and Barbering Level 2
Animal Care Level 2 and 3	Hair and Beauty Level 2 and 3
Automotive Level 2 and 3	Hauora Level 3
Bakery Level 3	Horticulture Level 2 and 3
Business Enterprise Level 2 and 3	Hospitality Level 2 and 3
Building and Construction Level 2 and 3	Integrated Trade Skills Level 2, 3 of Automotive, Engineering, Building and Electrical
Computer Technician Level 2	Services Preparation Level 3
Computer Technology Level 3	Sport and Coaching Level 2
Early Childhood Education Level 2	Toi Whakairo Level 2 and 3
Electrical Level 3	Tourism and Travel Level 2
Engineering Level 3	
Exercise Level 3	

Students typically attend EIT each Friday for most courses (apart from Building and Construction Level 3 which is Wednesday and Thursday, Automotive Level 3 and Hair and Beauty Level 3 on a Thursday) to study their chosen programme. Courses will consist of both theory and practical work as appropriate to the course.

**As students will not be at school on these days, there is a requirement that they will catch up any work missed in their other subjects, whether in their own time or in their Trades Academy in-school classes.**

## Final Advice

Organisation for the 2023 timetable starts now and we need to know as accurately as possible what you are going to do next year; leave school or come back to school. If you are coming back then we need to know the subjects you want to take.

At this stage we are offering the full range of subjects. **Choose wisely as your choices determine which classes will finally be offered.**

**Read the information** in the Course Booklet very carefully, then:

- discuss it with your caregivers
- discuss it with your teacher, particularly your Dean
- discuss it with your Whanau Group Teacher
- discuss it with your Careers advisor
- and discuss it with the Heads of Departments and Teachers in Charge

Take **every** chance to ensure you make a satisfactory choice at this stage. Listen to your teachers' advice carefully as they know your capabilities.

**F**ocus on our skills and your future

**O**pt for subjects you would like to do

**C**onsult your caregivers, Teachers, Dean and Careers Advisor

**U**se the information your House Group Teacher has to help you make your choices

**S**tudy hard for your NCEA exams