



**TAMATEIA**  
HIGH SCHOOL

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

**Level 3**

**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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- 16 13 Mathematics
  
- 17 **Pūtaiao - Science – includes Horticulture**
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- 21 13 Physics
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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

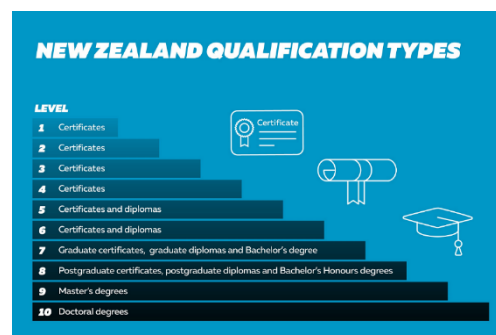
### **Project Based Learning (PBL)**

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.**

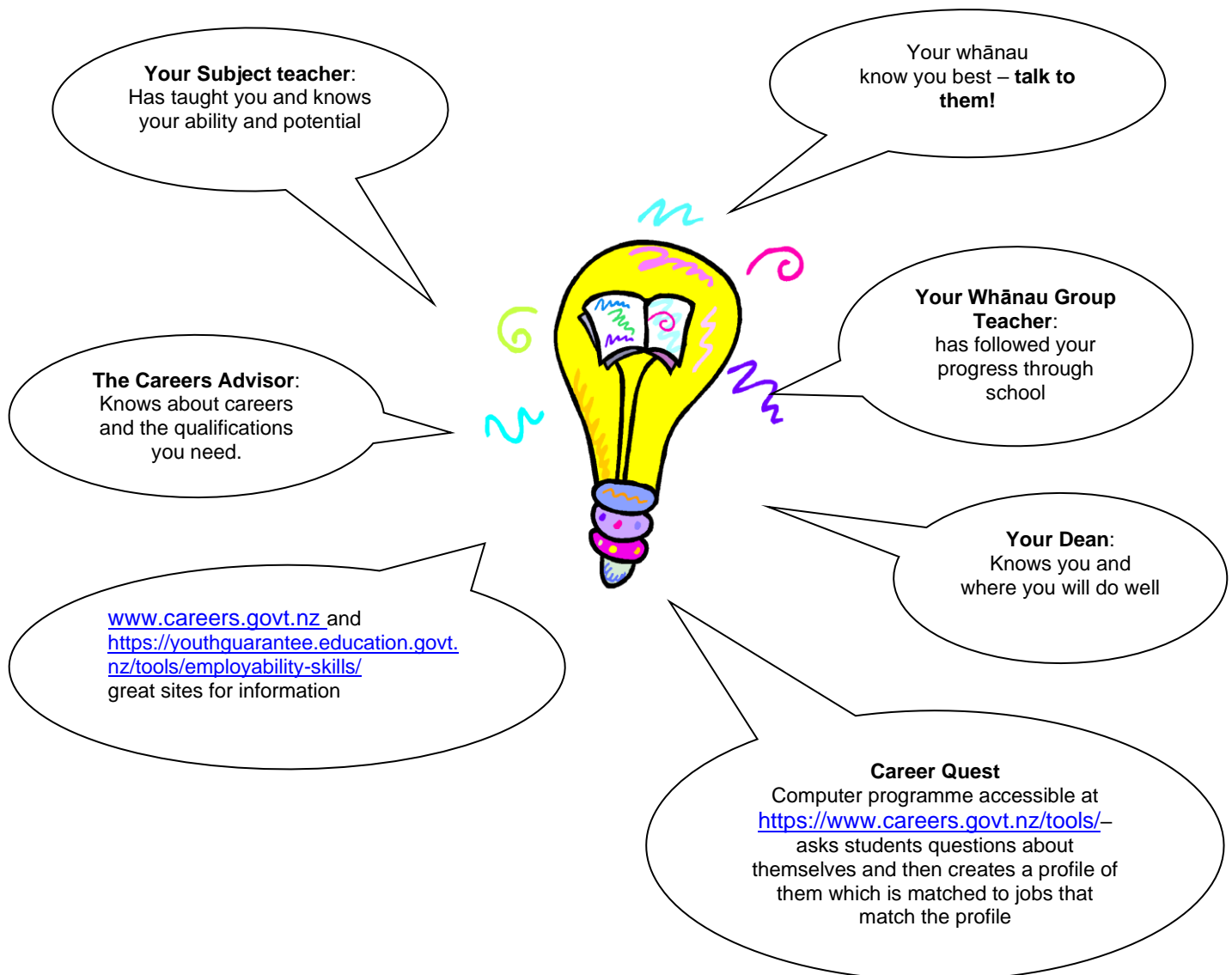
# Kei a koe te kōwhiringa! The choice is yours!

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.

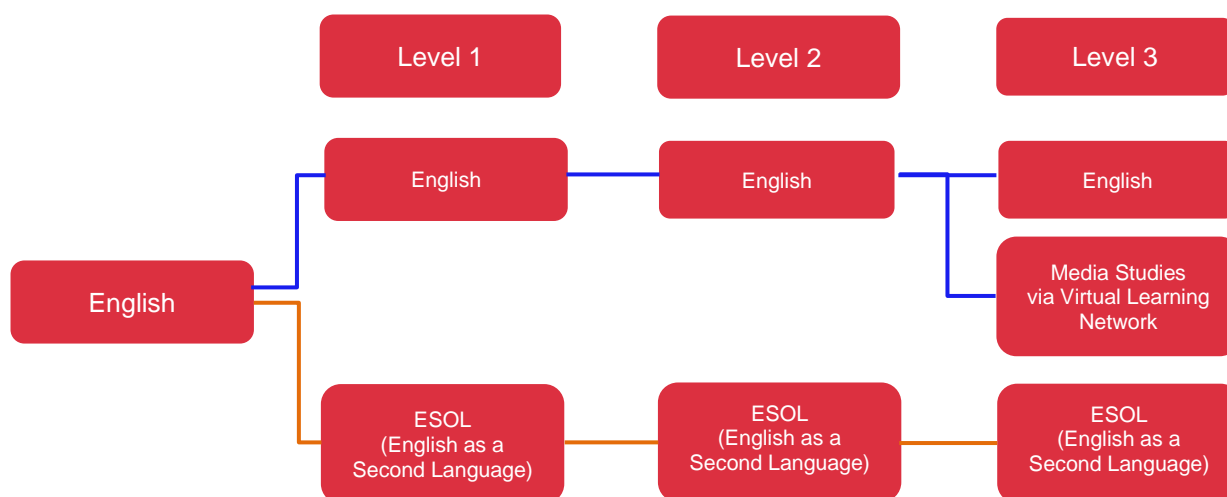


**Consult, discuss, consider**  
**It's YOUR future you are planning**

# 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

# 13 English

# 13ENG

<b>Total Credits Available</b>	21
<b>University Entrance Reading Credits</b>	4
<b>University Entrance Writing Credits</b>	14
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>At least 12 credits in Level 2 English or at HOD discretion</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Attainment of the English standards fulfilling the requirements for University Entrance Literacy</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
11	21
<b>Creative Industries</b>	<b>Primary Industries</b>
13	21
<b>Service Industries</b>	<b>Social and Community</b>
21	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
Eng 3.1	AS 91472 v1	R/ W	3	4	Respond critically to specified aspect(s) of studied written or oral text(s), supported by evidence	Ex	
Eng 3.2	AS 91473 v1	W	3	4	Respond critically specified aspect(s) of studied visual or oral text(s), supported by evidence	Ex	
Eng 3.4	AS 91475 v1	W	3	6	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Int	
*Eng 3.5	AS 91476 v1	-	3	3	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	Int	
Eng 3.7	AS 91478 v1	-	3	4	Respond critically to significant connections across texts, supported by evidence	Int	
Eng 3.9	AS 91480 v1	-	3	3	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Int	

\* Optional

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

# 13 English for Speakers of Other Languages

## 13ESL

<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 12ESL and/or be in your third year living in New Zealand</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>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
ESOL	US 28062 v3	-	3	5	Participate in a formal interview (EL)	Int	
ESOL	US 28068 v3	-	3	5	Write a connected text on a familiar topic (EL)	Int	
ESOL	US 28069 v3	-	3	5	Write a text for a practical purpose (EL)	Int	
ESOL	US 30982 v1	-	3	5	Demonstrate understanding of a spoken text on a familiar topic (EL)	Int	
ESOL	US 30997 v1	-	3	5	Read and understand a text on a familiar topic (EL)	Int	
ESOL	US 30987 v1	-	3	5	Demonstrate understanding of spoken instructions in a familiar context (EL)	Int	
ESOL	US 31004 v1	-	3	5	Read and understand a text for a practical purpose (EL)	Int	
ESOL	US 31027 v1	-	3	5	Deliver a developed presentation on a familiar topic (EL)	Int	

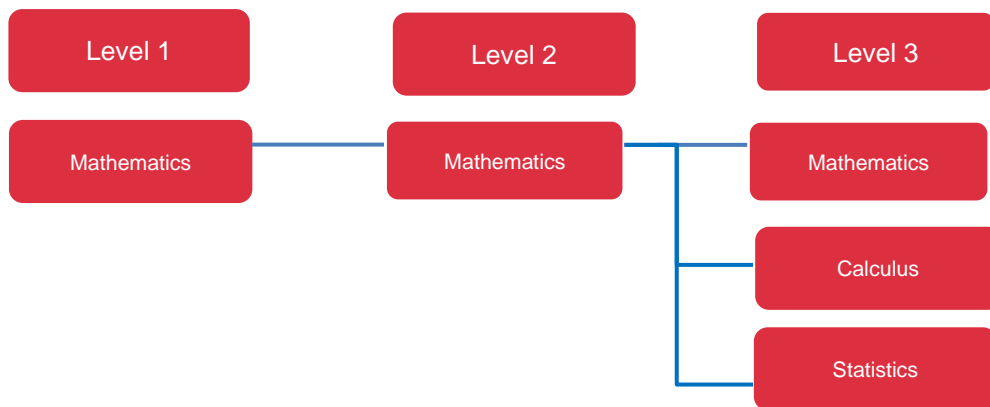
If you have not completed the corresponding Level 1 or 2 ESOL Unit Standards, there will be an opportunity to pass those assessments in preparation for Level 3.

**Note:** The available grades for US 30997, 31004, 31027 and 28068 are Achieved, Merit or Excellence

# 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



# 13 Mathematics

# 13MAT

<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 12 credits from 12 Mathematics or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards University entrance</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>Tertiary Study or Employment</b></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>10</b>	<b>12</b>	<b>3</b>	<b>16</b>	<b>11</b>	<b>9</b>

Standards to be assessed:

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

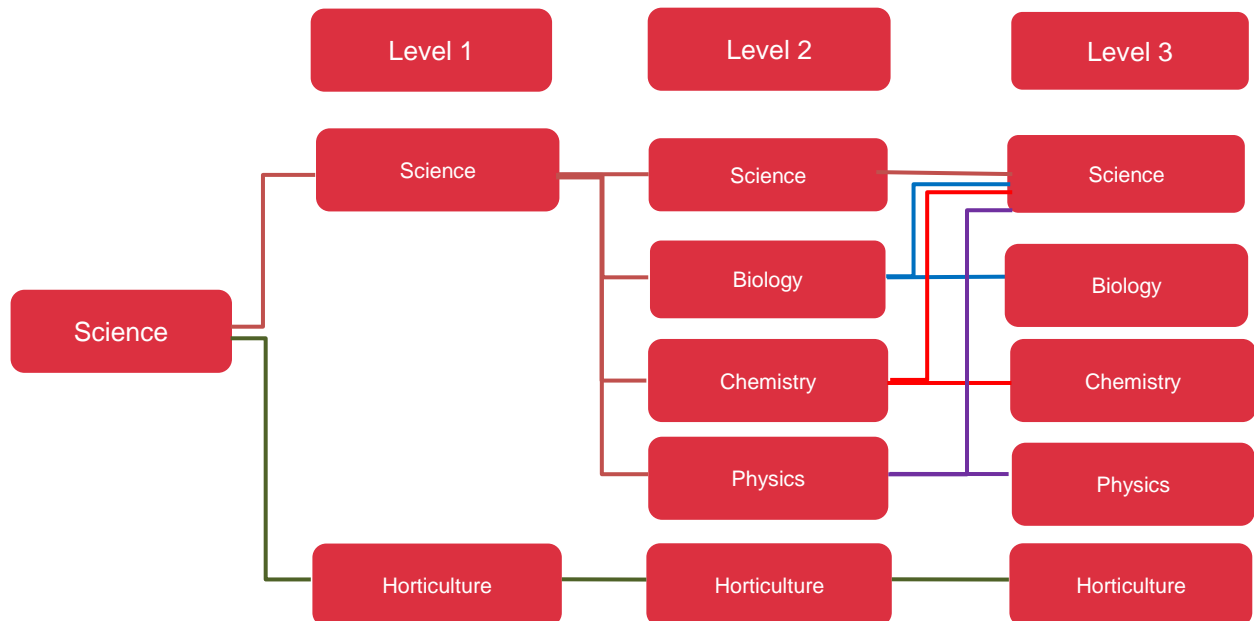
Sub Ref	Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int	VP
Math & Stat 3.2	AS 91574 v2	-	3	3	Apply linear programming methods in solving problems	Int	
Math & Stat 3.4	AS 91576 v2	-	3	2	Use critical path analysis in solving problems	Int	
Math & Stat 3.15	AS 91587 v2	-	3	3	Apply systems of simultaneous equations in solving problems	Int	
Math & Stat 3.3	AS 91575 v2	-	3	4	Apply trigonometric methods in solving problems	Int	
Math & Stat 3.9	AS 91581	-	3	4	Investigate bivariate measurement data	Int	
Math & Stat 3.13	AS 91586 v2	-	3	4	Apply probability distributions in solving problems	Ex	

**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

# 13 Science





# 13SCI

<b>Total Credits Available</b>	22				
<b>University Entrance Reading Credits</b>	15				
<b>University Entrance Writing Credits</b>	11				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>NCEA Level 2</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 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>Tertiary Study or Employment</b></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>6</b>	<b>22</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>6</b>

Standards to be assessed:

You will choose a course from the above Achievement Standards or a selection from 13 Biology, 13 Chemistry and/or 13 Physics to suit your pathway.

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

Unit	Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int	VP
Sci 3.1	AS 91410 v2	R/ W	3	4	Carry out an independent practical Earth and Space science investigation	Int	
Sci 3.2	AS 91411 v2	R/ W	3	4	Investigate a socio-scientific issue in an Earth and Space Science content	Int	
Sci 3.3	AS 91412 v2	-	3	4	Investigate the evidence related to dating geological events	Int	
Sci 3.6	AS 91415 v2	R	3	4	Investigate an aspect of astronomy	Int	

# 13 Biology

<b>Total Credits Available</b>	17				
<b>University Entrance Reading Credits</b>	17				
<b>University Entrance Writing Credits</b>	4				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>14 or more credits from Level 2 Biology with at least four from external papers</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards University Entrance</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>
14	0	0	17	0	17

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 3.1	AS 91601 v2		3	4	Carry out a practical investigation in a biological context, with guidance	Int	
Bio 3.2	AS 91602 v2	R	3	3	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Int	
Bio 3.4	AS 91604 v2	R	3	3	Demonstrate understanding of how an animal maintains a stable internal environment	Int	
Bio 3.5	AS 91605 v2	R/W	3	4	Demonstrate understanding of evolutionary processes leading to speciation	Ex	
Bio 3.7	AS 91607 v2	R	3	3	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	Int	





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

# 13 Chemistry

<b>Total Credits Available</b>	15				
<b>University Entrance Reading Credits</b>	3				
<b>University Entrance Writing Credits</b>	3				
<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 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>
15	15	0	15	0	15

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
Chem 3.1	AS 91387 v2	-	3	4	Carry out an investigation in chemistry involving quantitative analysis	Int	
Chem 3.3	AS 91389 v2	R/ W	3	3	Demonstrate understanding of chemical processes in the world around us	Int	
Chem 3.4	AS 91390 v2	-	3	5	Demonstrate understanding of thermochemical principles and the properties of particles and substances	Ex	
Chem 3.7	AS 91393 v2	-	3	3	Demonstrate understanding of oxidation–reduction processes	Int	

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

# 13 Physics

<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>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 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>Tertiary Study or Employment</b></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>
22	22	0	15	0	22

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 3.1	AS 91521 v2	-	3	4	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Int	
Phys 3.2	AS 91522 v2	-	3	3	Demonstrate understanding of the application of physics to a selected context	Int	
Phys 3.4	AS 91524 v2	-	3	6	Demonstrate understanding of mechanical systems	Ex	
Phys 3.5	AS 91525 v2	-	3	3	Demonstrate understanding of Modern Physics	Int	
Phys 3.6	AS 91526 v2	-	3	6	Demonstrate understanding of electrical systems	Ex	

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





# 13 Horticulture

# 13HOR

<b>Total Credits Available</b>	19				
<b>University Entrance Reading Credits</b>	15				
<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 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>Tertiary Study or Employment</b></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>15</b>	<b>0</b>	<b>19</b>	<b>5</b>	<b>0</b>

Standards to be assessed will be selected from the following:

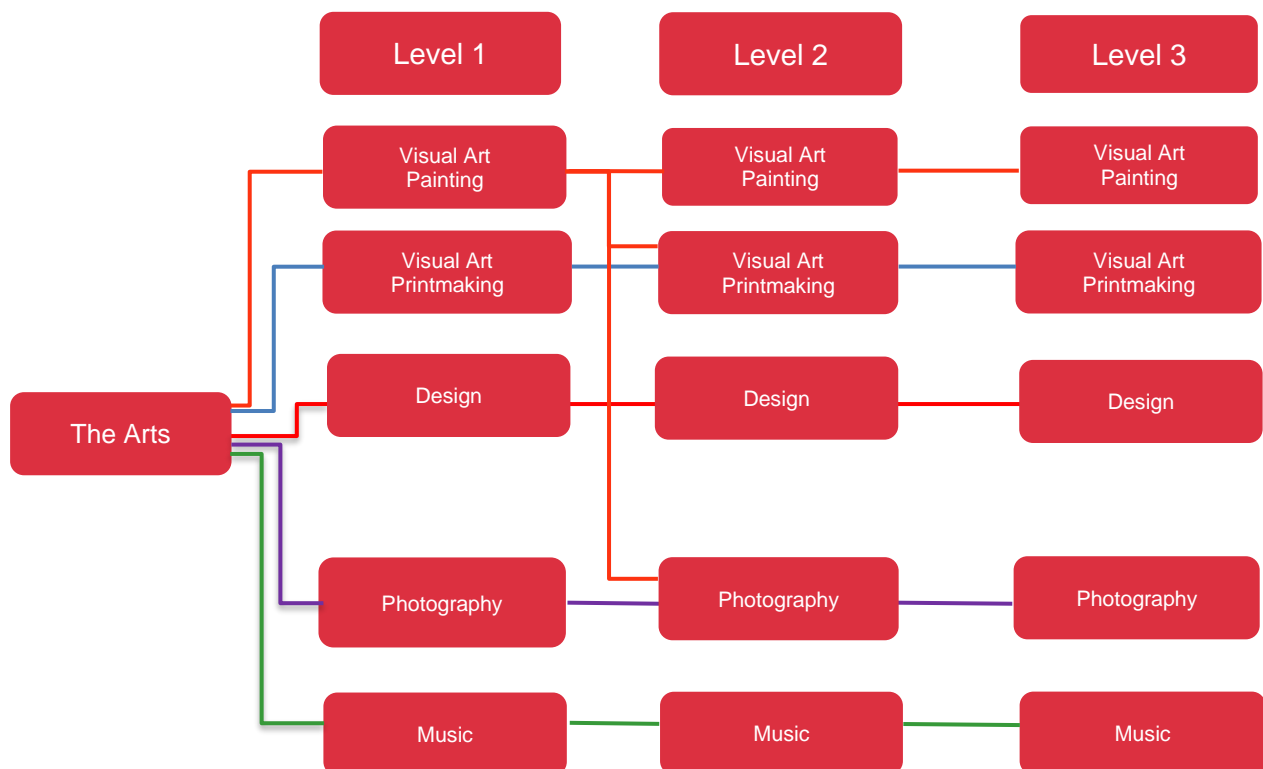
Standards marked with **R** (Reading) and/or **W** (Writing) meet the requirements for University Entrance Literacy

Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Edu For Sus 3.1	AS 90828 v3	R	3	6	Evaluate a personal action that contributes towards a sustainable future	Int	
Edu For Sus 3.5	AS 90832 v3	R	3	5	Develop a strategy for an organisation that will contribute to a sustainable future	Int	
Edu For Sus 3.2	AS 91735 v2	R	3	4	Evaluate measures that may be taken to sustain and/or improve a biophysical environment	Int	
Agr	US 581 v4	-	3	4	Dock and treat lambs	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



# 13 Visual Art - Painting

# 13ART

<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>Achievement in 12 Art of AS 2.2, 2.3 and AS 2.4 or HOD approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>22</b>	<b>0</b>
<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>

### Standards to be assessed:

In Year 13, Visual Arts Students build on their previous skills from Level 2. The programme is integrated through a chosen theme

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 3.2	AS 91446 v2	-	3	4	Use drawing to demonstrate understanding of conventions appropriate to painting	Int	
Visual Arts 3.3	AS 91451 v2	-	3	4	Systematically clarify ideas using drawing informed by established painting practice	Int	
Visual Arts 3.4	AS 91456 v2	-	3	14	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	Ex	

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

# 13 Visual Arts - Photography

# 13PHO

<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>Achievement in 12 Photography of AS 2.2, 2.3 and AS 2.4 or HOD approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</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</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
<b>0</b>	<b>0</b>
<b>0</b>	<b>22</b>
<b>Primary Industries</b>	<b>0</b>
<b>Service Industries</b>	<b>0</b>
<b>Social and Community</b>	<b>0</b>

## Standards to be assessed:

In Year 13, Photography Students build on their previous skills from Level 2. The programme is integrated through a chosen theme

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 3.2	AS 91447 v2	-	3	4	Use drawing to demonstrate understanding of conventions appropriate to photography practice	Int	
Visual Arts 3.3	AS 91452 v2	-	3	4	Systematically clarify ideas using drawing informed by established photography practice	Int	
Visual Arts 3.4	AS 91457 v2	-	3	14	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	Ex	

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

# 13 Visual Arts - Printmaking

# 13PRI

<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>Achievement in 12 Photography of AS 2.2, 2.3 and AS 2.4 or HOD approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>22</b>	<b>0</b>	<b>0</b>	<b>0</b>

### Standards to be assessed:

In Year 13, Photography Students build on their previous skills from Level 2. The programme is integrated through a chosen theme

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 3.2	AS 91448 v2	-	3	4	Use drawing to demonstrate understanding of conventions appropriate to printmaking	Int	
Visual Arts 3.3	AS 91453 v2	-	3	4	Systematically clarify ideas using drawing informed by established printmaking practice	Int	
Visual Arts 3.4	AS 91458 v2	-	3	14	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice	Ex	

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





# 13 Music

# 13MUS

<b>Total Credits Available (Making Music)</b>	20
<b>Total Credits Available (Music Studies)</b>	8
<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 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 3 and University Entrance</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
0	0
<b>Creative Industries</b>	<b>Primary Industries</b>
28	0
<b>Service Industries</b>	<b>Social and Community</b>
0	0

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

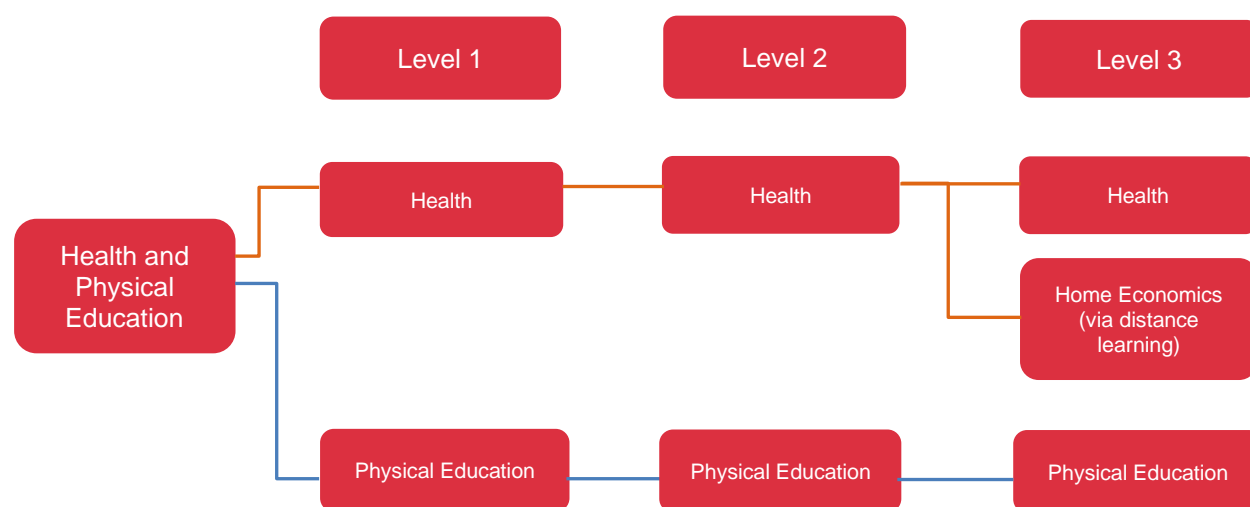
Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Making Music 3.1	AS 91416 v1	-	3	8	Perform two programmes of music as a featured soloist	Int	
Making Music 3.3	AS 91418 v1	-	3	4	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Int	
Music Studies 3.7	AS 91422 v2	-	3	4	Analyse a substantial music work	Int	
Making Music 3.11	AS 91849 v1	-	3	8	Compose three original songs that express imaginative thinking	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

# 13 Health

# 13HED

<b>Total Credits Available</b>	19				
<b>University Entrance Reading Credits</b>	19				
<b>University Entrance Writing Credits</b>	5				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of 12 credits in 12 Health or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards University Entrance</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>Tertiary Study or Employment</b></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>14</b>	<b>19</b>	<b>19</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
Health 3.1	AS 91461 v2	R	3	5	Analyse a New Zealand health issue	Int	
Health 3.2	AS 91462 v2	R/W	3	5	Analyse an international health issue	Ex	
Health 3.3	AS 91463 v2	R	3	5	Evaluate health practices currently used in New Zealand	Int	
Health 3.4	AS 91464 v2	R	3	4	Analyse a contemporary ethical issue in relation to well-being	Int	

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

# 13 Physical Education

# 13PED

<b>Total Credits Available</b>	16				
<b>University Entrance Reading Credits</b>	4				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>12 Credits from Level 2 Physical Education</li> <li>or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 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>Tertiary Study or Employment</b></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>8</b>	<b>0</b>	<b>16</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 Ed 3.1	AS 91498 v2	-	3	4	Evaluate physical activity experiences to devise strategies for lifelong well-being	Int	
Phys Ed 3.4	AS 91501 v2	-	3	4	Demonstrate quality performance of a physical activity in an applied setting	Int	
Phys Ed 3.5	AS 91502 v2	<b>R</b>	3	4	Examine a physical activity, trend or issue and its impact on New Zealand Society	Int	
Phys Ed 3.9	AS 91789 v2	-	3	4	Devise strategies for a physical activity outcome	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







# 13 Japanese

# 13JPN

<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>Achievement of 9 credits in Level 2 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 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>Tertiary Study or Employment</b></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>0</b>	<b>0</b>
<b>Service Industries</b>	<b>Social and Community</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	R/ W	Level	Cr	Standard Title	Ex/ Int	VP
Jap 3.1	AS 91553 v2	-	3	5	Demonstrate understanding of a variety of extended spoken Japanese texts	Ext	
Jap 3.2	AS 91554 v1	-	3	3	Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	Int	
Jap 3.4	AS 91556 v1	-	3	5	Demonstrate understanding of a variety of extended written and/or visual Japanese texts	Ext	
Jap 3.5	AS 91557 v1	-	3	5	Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	Int	

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

# Aotearoa

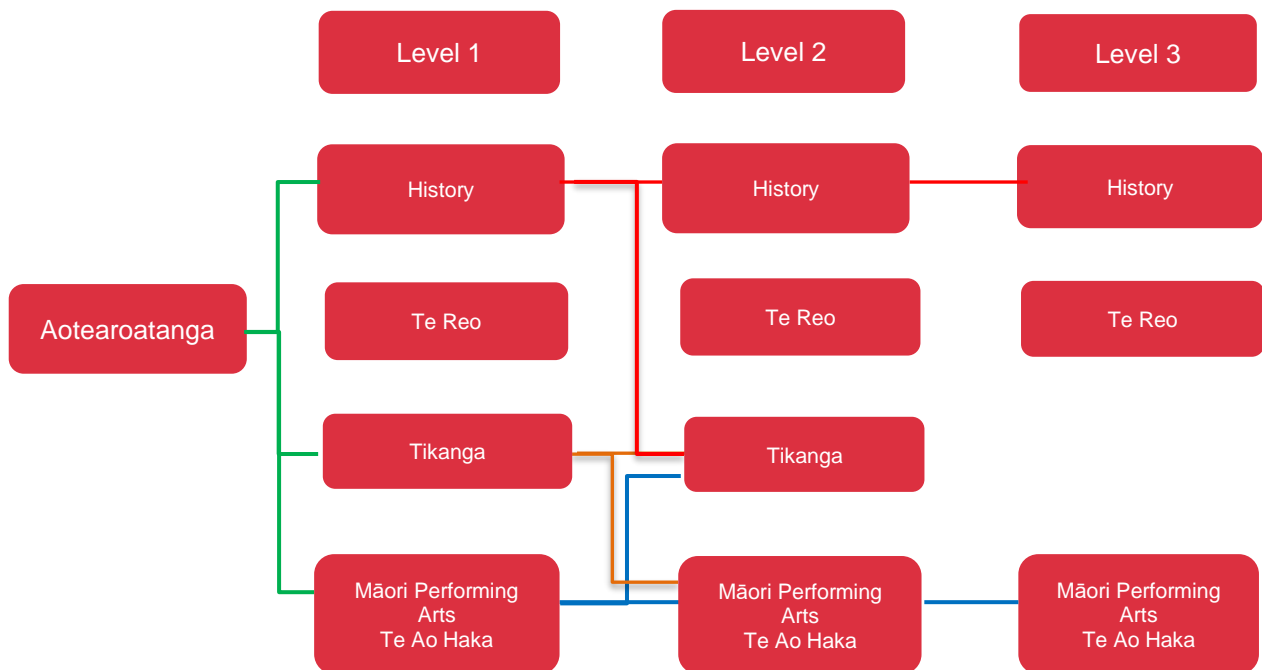
## History, Te Reo Māori, Tikanga, Māori Performing Arts, Te Ao Haka

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

# 13 History

# 13HIS

<b>Total Credits Available</b>	32				
<b>University Entrance Reading Credits</b>	14				
<b>University Entrance Writing Credits</b>	4				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Level 2 History</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards University Entrance</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>14</b>	<b>10</b>	<b>0</b>

Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

### Standards to be assessed:

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 3.1	AS 91434 v2	R	3	5	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Int	
Hist 3.2	AS 91435 v2	R	3	5	Analyse an historical event, or place, of significance to New Zealanders	Int	
Hist 3.3	AS 91436 v2	R/ W	3	4	Analyse evidence relating to an historical event of significance to New Zealanders	Ext	
Tou	US 17784 v8	-	3	8	Discuss, examine and recite appropriate karakia in tourism Māori	Int	
Tou	US 17786 v8	-	3	5	Explain tikanga in tourism Māori	Int	
Tou	US 17791 v8	-	3	5	Explain kaitiaki practices in a tourism context	Int	

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

# 13 Te Reo Māori

# 13TRM

<b>Total Credits Available</b>	28
<b>University Entrance Reading Credits</b>	6
<b>University Entrance Writing Credits</b>	6
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>At least 18 credits from Level 2 Te Reo Māori</li> <li>Students arriving from a Runaki or Kura Kaupapa environment must have HOD/Dean approval</li> <li>Under 18 credits must be discussed with HOD/Dean</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
28	28
<b>Creative Industries</b>	<b>Primary Industries</b>
28	28
<b>Service Industries</b>	<b>Social and Community</b>
28	28

## 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 3.1	AS 91650 v2	-	3	4	Whakarongo kia mōhio ki te reo Māori o te ao whānui	Int	
Te Reo 3.2	AS 91651 v2	-	3	6	Kōrero kia whakamahi i te reo Māori o te ao whānui	Int	
Te Reo 3.3	AS 91652 v2	R	3	6	Pānui kia mōhio ki te reo Māori o te ao whānui	Ex	
Te Reo 3.4	AS 91653 v2	W	3	6	Tuhi i te reo Māori o te ao whānui	Ex	
Te Reo 3.5	AS 91654 v2	W	3	6	Waihanga tuhinga whai take i te reo Māori i te ao whānui (optional)	Int	

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

- attain 5 credits in Reading from Level 2 AS 91286 or Level 3 AS 91652
- attain 5 credits in Writing from Level 2 AS 91287, AS 91288 or Level 3 AS 91653

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

# 13 Māori Performing Arts

# 13MPA

<b>Total Credits Available</b>	22 (30)				
<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 12 Māori Performing Arts</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</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>Tertiary Study or Employment</b></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	8	0	0	0

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
Māori Perf.	US 15020 v6	-	3	6	Perform whakaraka	Int	
Māori Perf.	US 22756 v5	-	3	10	Perform a Māori performing arts bracket	Int	
Māori Perf.	US 22757 v5	-	3	6	Demonstrate knowledge of influencing factors in the historical development of Māori performing arts	Int	
Optional							
Te Mau Rākau	US 20948 v4	-	3	8	Demonstrate knowledge of tūwaewae	Int	

**Note:** The available grades for these units are Achieved, Merit or Excellence





# 13 Te Ao Haka

# 13TAH

<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 12 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 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b> 0	<b>Construction and Infrastructure</b> 0	<b>Creative Industries</b> 6	<b>Primary Industries</b> 0	<b>Service Industries</b> 0	<b>Social and Community</b> 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
TAH	AS 91984		2	6	Reflect on a personal learning journey in a Te Ao Haka discipline	Int	
TAH	AS 91985		2	6	Perform three categories within a discipline of Te Ao Haka	Int	
TAH	AS 91986		2	4	Perform two Te Ao Haka disciplines	Ext	
TAH	AS 91987		2	4	Demonstrate understanding of a key role within Te Ao Haka	Ext	

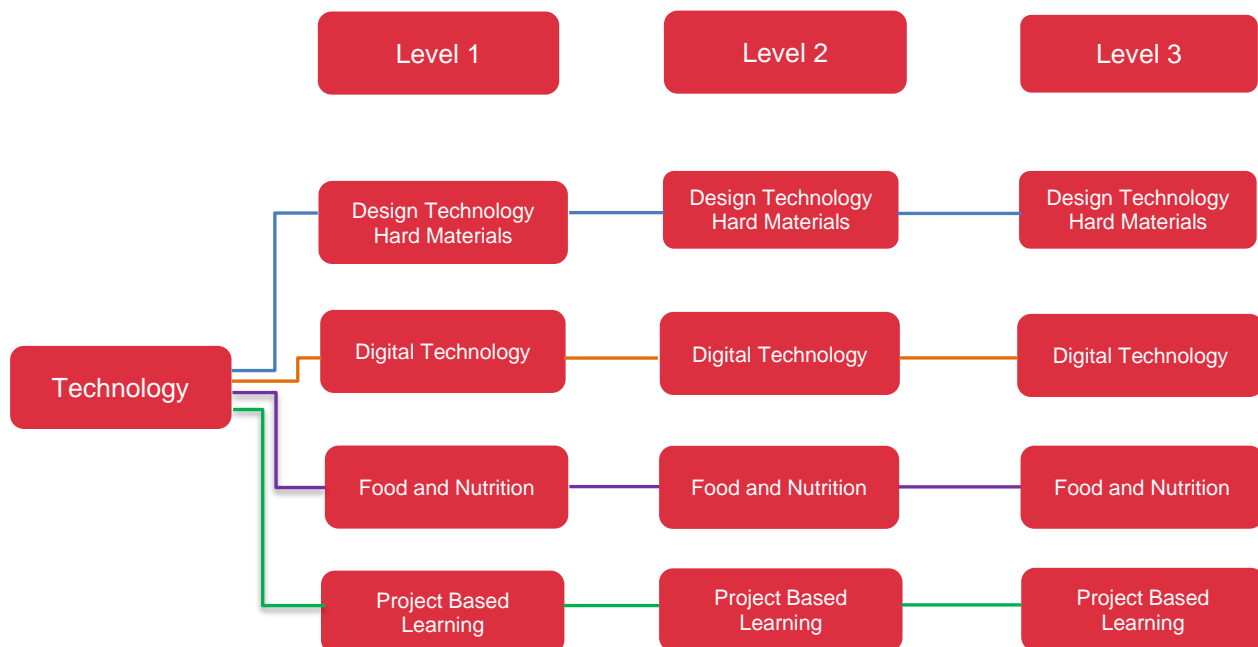
**Course  
Endorsement  
available**  
(see page 7 for  
explanation)

# 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, 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

# 13 Design Technology - Hard Materials

# 13DTH

<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>Achievement of 12 credits in 12 Design Technology - Hard Materials or HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</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>Tertiary Study or Employment</b></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>

Design Technology – Hard Materials requires a major project, development and demonstration of practical skills.

## 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
BCAT	US 29677 v1		3	2	Follow safe workplace practices and contribute to a health and safety culture in a BCATS environment.	Int	
BCAT	US 29678 v1		3	4	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	Int	
BCAT	US 29679 v1		3	8	Develop and use BCATS project documentation for a Stage 3 BCATS project.	Int	
BCAT	US 29680 v1		3	5	Communicate and work collaboratively in a Stage 3 BCATS project	Int	
BCAT	US 29681 v1		3	3	US 29681 Measure and calculate for a Stage 3 BCATS project	Int	
BCAT	US 29682 v1		3	4	Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project	Int	
BCAT	US 29684 v1		3	12	Undertake a Stage 3 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.



# 13 Digital Technology







# 13DGT

<b>Total Credits Available</b>	28				
<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 learning area or 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 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>16</b>	<b>16</b>	<b>20</b>	<b>16</b>	<b>10</b>	<b>16</b>

At Level 3 students undertake a digital project. They create their own theme and decide the areas they would like to further develop, whether that be graphic design, filmmaker, online media, animation etc. The project content, outcomes and expectations are negotiated and agreed with the teacher.

**Standards to be assessed:** These are examples of Digital standards. Assessment will be confirmed depending on students chosen digital outcome

**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	AS 91617 v3	-	3	4	Undertake a critique of a technological outcome's design	Int	
Gen Tech	AS 91610 v3	-	3	6	Develop a conceptual design considering fitness for purpose in the broadest sense	Int	
Gen Tech	AS 91611 v3	-	3	6	Develop a prototype considering fitness for purpose in the broadest sense	Int	
Comp	29789 v2	-	3	3	Use a presentation application to produce an interactive multimedia presentation		
Comp	29793 v2	-	3	5	Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief		
Media Studies	AS 91494 v2	-	3	4	Produce a design for a media product that meets the requirements of a brief		

External Assessments depend on the project undertaken and will be agreed with the HOD.

# 13 Project Based Learning

13PBL

<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 1</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>12 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>0</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 3.3	AS 91610 v3	-	3	6	Develop a conceptual design considering fitness for purpose in the broadest sense	Int	
Gen Tech 3.4	AS 91611 v3	-	3	6	Develop a prototype considering fitness for purpose in the broadest sense	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

# 13 Food and Nutrition

# 13 FAN

<b>Total Credits Available</b>	27 (31)				
<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, 12 Food and Nutrition, 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 3</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></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>0 (4)</b>	<b>0</b>

**This course is yet to be confirmed**

**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
Manaaki Marae	US 31161 v2	-	3	6	Explain customary and traditional kai Māori, and the kaitiakitanga of kai Māori	Int	
Manaaki Marae	US 31288 v1	-	3	10	Prepare and provide kai service, with limited supervision, for manuhiri	Int	
Manaaki Marae	US 30540 v2	-	3	5	Plan, prepare, and produce a hāngi as part of a team, in accordance with tikanga and kawa	Int	
Te Whaka mahi Whenua	US 6146	-	3	6	Plan, carry out and evaluate a mahinga kai activity of your choice	Int	
Food	US 167 v7	-	2	4	Practice food safety methods in a food business under supervision	Int	

**If students have not passed US 167 (covered in Year 11) it must be completed in their own time by the end of the term they enter the Food and Nutrition course – support and resources will be provided.**

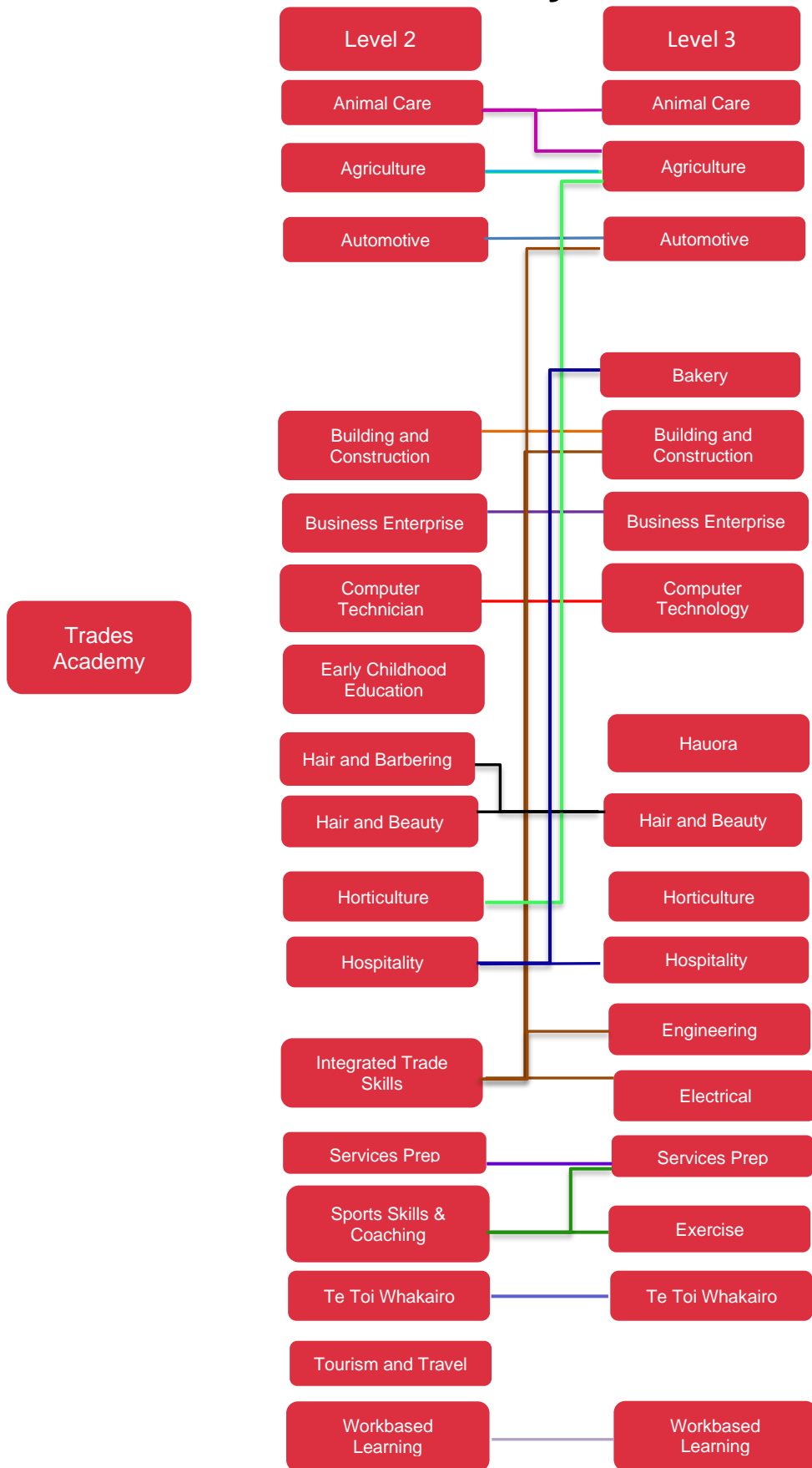
**If this Unit Standard is not completed the student can not continue with 13 Food and Nutrition.**

**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 and Gateway



## 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>

## 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>
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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

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






# 13 Gateway

# 13GTW

<b>Total Credits Available</b>	Up to 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>Gateway is open to any Year 13 student.</li> <li>Year 12 students who believe they need to build a work record and gain industry qualifications can pick Gateway as a 6<sup>th</sup> option choice. They will be interviewed, with their parents and may then be offered a place</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA</li> <li>Gain qualifications towards an industry qualification</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil but students must be prepared to catch up missed class work because of time out of school</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment or possibly a return to school</b></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>0</b>	<b>0</b>

Standards to be assessed will be chosen 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
H & S	497		1	3	Demonstrate knowledge of workplace health and safety	Int	
H & S	17593		2	4	Apply safe work practices in the work place	Int	
H & S	30265		3	8	Apply a health and safety risk assessment to a job role	Int	
Gate	US 4251 v5	-	3	2	Manage own career development	Int	
Gate	US 1312 v5	-	3	3	Give oral instructions in the workplace	Int	

Gateway is a programme designed for the individual. It involves time in a workplace and the study of units associated with that workplace.

This programme is ideal for those who wish to train by apprenticeship as it gives an opportunity for a student and an employer to see if they suit one another.

Learning programmes vary according to the industry area. For example, Carpentry has 20 Level 3 credits available while other industry areas may have fewer. While we do our best, not all industry areas can be accommodated. For any questions please see Mrs Morgan.

## 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