



TE KURA TUARUA O  
TAMATEUA

# **Ngā Hōtaka mō ngā Tuakana**

## **Senior Course Information**

# **2025**

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

**Growing good people for a changing world**

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# Ngā Hōtaka mō ngā Tuakana 2025

## 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 2025. 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)	Jesse Te Weehi
Tumuaki Tuarua (Deputy Principal)	Kat McNicholl

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

Year 9 Dean	Meredith Ellingham
Year 10 Dean	Chanel Atkin
Year 11 Dean	Emma Neal
Year 12 Dean	Tamara Murphy
Year 13 Dean	Josie Burdon
International Dean	Meredith Ellingham
Careers Advisor	Cindy Morgan
NZQA Principal's Nominee	Sanjesh Kumar
Pastoral Lead	Chelsea Hay

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

Rapuara/Careers	Cindy Morgan
Te Reo Ingarihi/English	Hugh Forlong-Ford
Hauora/Health	Annie Macfarlane
Pāngarau and /Mathematics	Sanjesh Kumar
Pūtaiao/Science	John Aloï
Kori Tinana/Physical Education	Ken Bolland
Aotearoatanga (New Zealand History/Social Studies)	Chelsea Hay
Rumaki - Te Reo Māori/Te Ao Haka/ Māori Performing Arts	Brenda Marriner
Hangarau and Nga Toi/Technology and Arts	Chanel Atkin

#### 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 2025, 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!

<b>TAMATEA HIGH SCHOOL</b>			
<b>MĀRAUTANGA TUAKANA - SENIOR CURRICULUM STRUCTURE 2024</b>			
<b>Departments</b>	<b>Level 1 NCEA</b>	<b>Level 2 NCEA</b>	<b>Level 3 NCEA</b>
<b>Reo Ingarihi English (p12-15)</b>	11 English	12 English	13 English‡
<b>Pāngarau Mathematics (p16-19)</b>	11 Mathematics	12 Mathematics	13 Mathematics‡
<b>Pūtaiao Science (p20-27)</b>	11 Science	12 Biology 12 Chemistry 12 Physics	13 Biology‡ 13 Chemistry‡ 13 Physics‡
<b>Ngā Toi Arts (p28-36)</b>	11 Art – Visual Arts  11 Music	12 Art – Visual Arts (includes painting, photography, and design)  12 Music	13 Art – Visual Arts‡ (includes painting, photography, and design)  13 Music‡
<b>Hauora and Kori Tinana Health and Physical Education (p37-43)</b>	11 Health 11 Physical Education	12 Health 12 Physical Education	13 Health‡ 13 Physical Education‡
<b>Aotearoatanga Hitori/History Social Studies (p44-50)</b>	11 History 11 Social Studies	12 History 12 Social Studies	13 History ‡ 13 Social Studies
<b>Te Ao Māori Te Reo Māori Te Ao Haka (Māori Performing Arts) (p51-58)</b>	11 Kaupapa Rumaki* 11 Te Reo Māori 11 Te Ao Haka – Māori Performing Arts	12 Kaupapa Rumaki* 12 Te Reo Māori 12 Te Ao Haka – Māori Performing Arts	13 Kaupapa Rumaki* 13 Te Reo Māori‡ 13 Te Ao Haka – Māori Performing Arts‡
<b>Hangarau Technology (p59-70)</b>	11 Design Technology – Hard Materials 11 Digital Technologies/ 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) (p71-73)</b>		12 Gateway 12 Trades Academy @ EIT	13 Gateway 13 Trades Academy @ EIT

\* Please note this is for ākonga who have a reo immersion background. Special conditions apply, please see Whaea Brenda.

‡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), 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

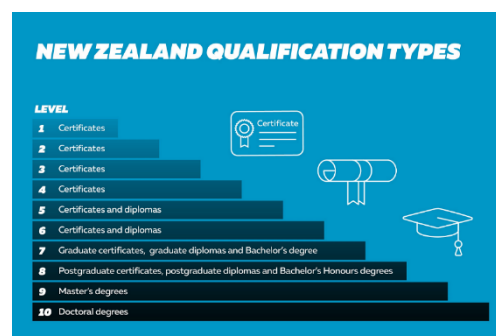
### **Project Based Learning (PBL)**

In 2025 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.

## Taumata Mātauranga ā Motu, Kua 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
- 10 credits in Numeracy

**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  
Agriculture & Horticulture  
Biology  
Business Studies  
Calculus  
Chemistry  
Chinese  
Classical Studies  
Construction and Mechanical Technologies  
Cook Islands Māori  
Dance  
Design (Practical Art)  
Design and Visual Communication  
Digital Technologies and Hangarau Matihiko  
Drama  
Earth and Space Science  
Economics  
Education for Sustainability  
English  
French  
Geography  
German  
Hauora\*  
Health Education  
History  
History of Art  
Home Economics  
Indonesian  
Japanese  
Korean

Latin  
Mathematics/Pāngarau  
Media Studies  
Music Studies  
New Zealand Sign Language  
Ngā Mahi a te Rēhia\*  
Ngā Toi\*  
Ngā Toi Ataata\*  
Ngā Toi Puoro\*  
Painting (Practical Art)  
Photography (Practical Art)  
Physical Education  
Physics  
Printmaking (Practical Art)  
Processing Technologies  
Psychology  
Religious Studies  
Samoan  
Science/Pūtaiao  
Sculpture (Practical Art)  
Social Studies  
Spanish  
Statistics  
Technology/Hangarau  
Te Ao Haka  
Te Reo Māori  
Te Reo Rangatira  
Tikanga-ā-iwi\*  
Tongan

\* 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 approved 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://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.

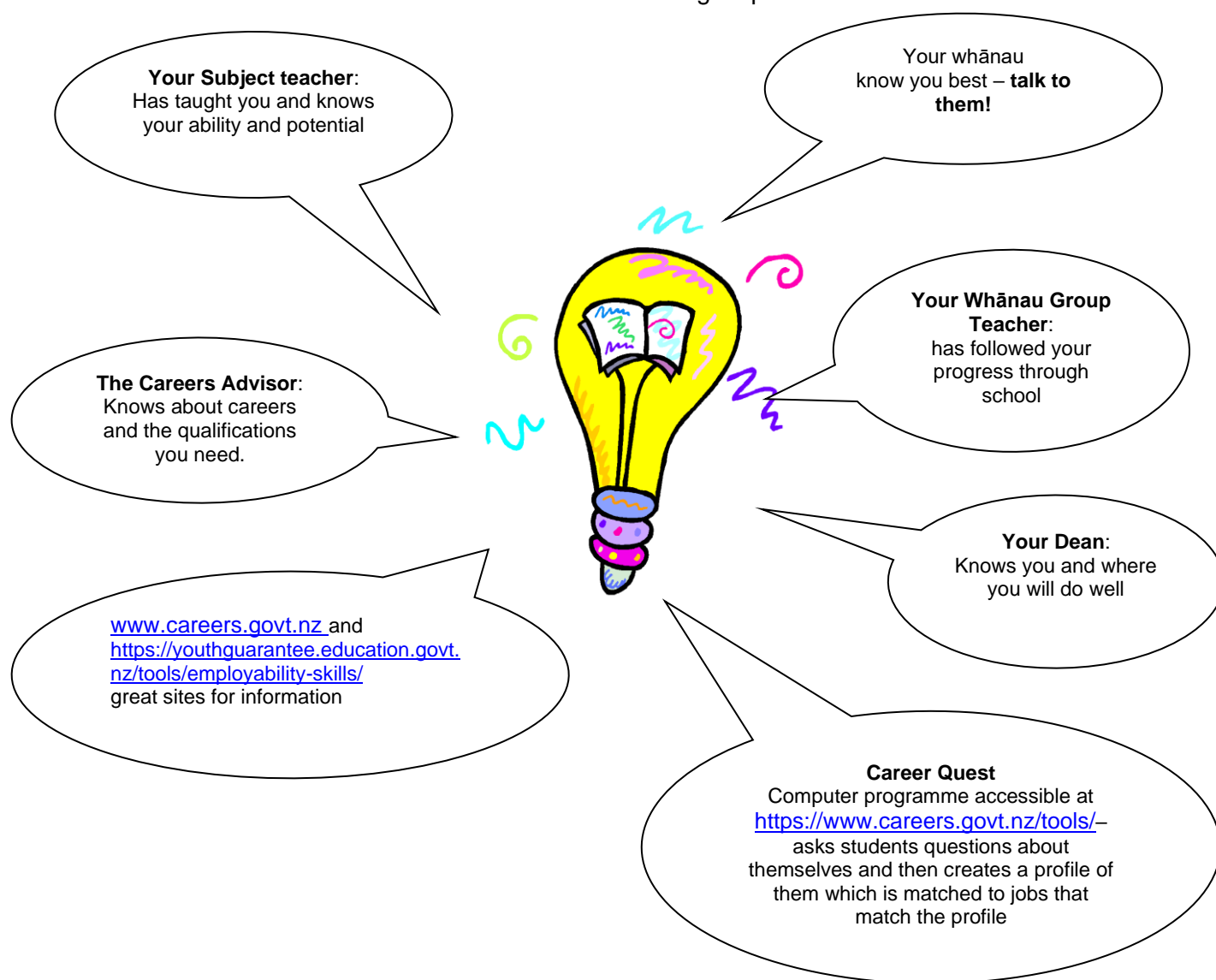
## Kei a koe te kōwhiringa! The choice is yours!

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

# 11 English

11ENG

<b>Total Credits Available</b>	20
<b>Literacy Credits</b>	10
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>12 English</b></li> </ul>

Texts are studied to develop our understanding of how language is used purposefully for effect and to appeal to the audience. We focus on reading for understanding and writing for clarity.

## Standards to be assessed:

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard And Version	L/ N	Level	Cr	Standard Title	Ex/ Int
AS 91924 v3	L	1	5	Demonstrate understanding of how context shapes verbal language use	Int
AS 91925 v3	L	1	5	Demonstrate understanding of specific aspects of studied text	Int
AS 91926 v4	L	1	5	Develop ideas in writing using stylistic and written conventions	Ext
AS 91927 v5	L	1	5	Demonstrate understanding of significant aspects of unfamiliar texts	Ext
US 32403 v2	L	1	5	Demonstrate understanding of ideas and information in written texts	Ext
US 32405 v3	L	1	5	Write texts to communicate ideas and information	Ext

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

# 12 English

12ENG

<b>Total Credits Available</b>	25
<b>University Entrance Reading Credits</b>	8
<b>University Entrance Writing Credits</b>	14

<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>
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<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 English</b></li> </ul>
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Texts are studied to develop deeper appreciation of how they are crafted as well as more complex themes. It is possible to gain University Entrance Literacy by passing the standards in this course.

## Standards to be assessed:

**Standards marked with L meet the NCEA Level 1 requirements for Literacy (L)**

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

Standard and Version	L R/W	Level	Cr	Standard Title	Ex/ Int
AS 91101 v2	L W	2	6	Produce a selection of crafted and controlled writing	Int
AS 91104 v2	L	2	4	Analyse significant connections across texts, supported by evidence	Int
AS 91107 v2	L	2	3	Analyse aspects of visual and/or text(s) through close viewing and/or listening, supported by evidence	Int
AS 91105 v2 OR AS 91106 v2	L R	2	4	Use information literacy skills to form developed conclusion(s) OR Form developed personal responses to independently read texts, supported by evidence	Int
AS 91098 v3	L R/W	2	4	Analyse specified aspect(s) of studied written text(s), supported by evidence	Ex
AS 91099 v3	L W	2	4	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	Ex

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

# 13 English

# 13ENG

<b>Total Credits Available</b>	24
<b>University Entrance Reading Credits</b>	4
<b>University Entrance Writing Credits</b>	14
<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>

Texts are studied to explore the potential of language use to communicate sophisticated ideas. This is a University Entrance course.

## Standards to be assessed:

Standards marked with **L** meet the NCEA Level 1 requirements for Literacy (L)

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

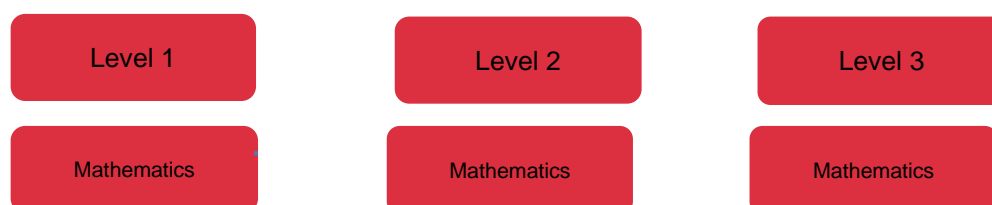
Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int
AS 91475 v1	L W	3	6	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Int
AS 91476 v1	L	3	3	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	Int
AS 91478 v1	L	3	4	Respond critically to significant connections across texts, supported by evidence	Int
AS 91480 v1	L	3	3	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Int
AS 91472 v1	L R/W	3	4	Respond critically to specified aspect(s) of studied written or oral text(s), supported by evidence	Ex
AS 91473 v1	L W	3	4	Respond critically specified aspect(s) of studied visual or oral text(s), supported by evidence	Ex

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

## 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



# 11 Mathematics

11MAT

<b>Total Credits Available</b>	25
<b>University Entrance Numeracy Credits</b>	25
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards NCEA Level 1 Numeracy</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>12 Mathematics</b></li> </ul>

In Year 11, students explore Mathematical ideas required to develop important life skills and fully engage in work and their community. It will enable students to access further learning and equip them with effective means for modelling, analysing, and interpreting the world in which they live.

It will also give students an opportunity to gain their Numeracy, which is a must for any NCEA qualification.

## Standards to be assessed:

Standards marked with **N** meet the NCEA Level 1 requirements for Numeracy (N)

Standard and Version	N	Level	Cr	Standard Title	Ex/Int
US 32406	N	1	10	Apply Mathematics and Statistics in a range of everyday situations	Int
AS 91945	N	1	5	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	Ex
AS 91944	N	1	5	Explore data using a statistical inquiry cycle	Int
AS 91947	N	1	5	Demonstrate Mathematical Reasoning	Int

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

# 12 Mathematics

12MAT

<b>Total Credits Available</b>	15
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<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>

In year 12 mathematics, students explore a range of mathematical ideas to solve problems. Eg. using networks to find optimum solution, applying coordinate geometry techniques in mapping, applying sequences and series to model events. Students also use statistical inquiry cycle to interpret data sets.

**Standards to be assessed:**

**Standards marked with N meet the NCEA Level 1 requirements for Numeracy (N)**

Standard and Version	N	Level	C r	Standard Title	Ex/Int
AS 91260 v3	N	2	2	Apply network methods in solving problems	Int
AS 91258 v3	N	2	2	Apply sequences and series in solving problems	Int
AS 91256 v3	N	2	2	Apply co-ordinate geometry methods in solving problems	Int
AS 91268 v3	N	2	2	Investigate a situation involving elements of chance using simulations	Int
AS 91259 v3	N	2	3	Apply trigonometric relationships in solving problems	
AS 91267 v3	N	2	4	Apply probability methods in solving problems	Ex

**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)

# 13 Mathematics

13MAT

<b>Total Credits Available</b>	16
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<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>

In Year 13, students use Mathematical and Statistical methods to explore, solve or model problems. They get a chance to report optimum solutions and make predictions/ suggestions.

**Standards to be assessed:**

**Standards marked with N meet the NCEA Level 1 requirements for Numeracy (N)**

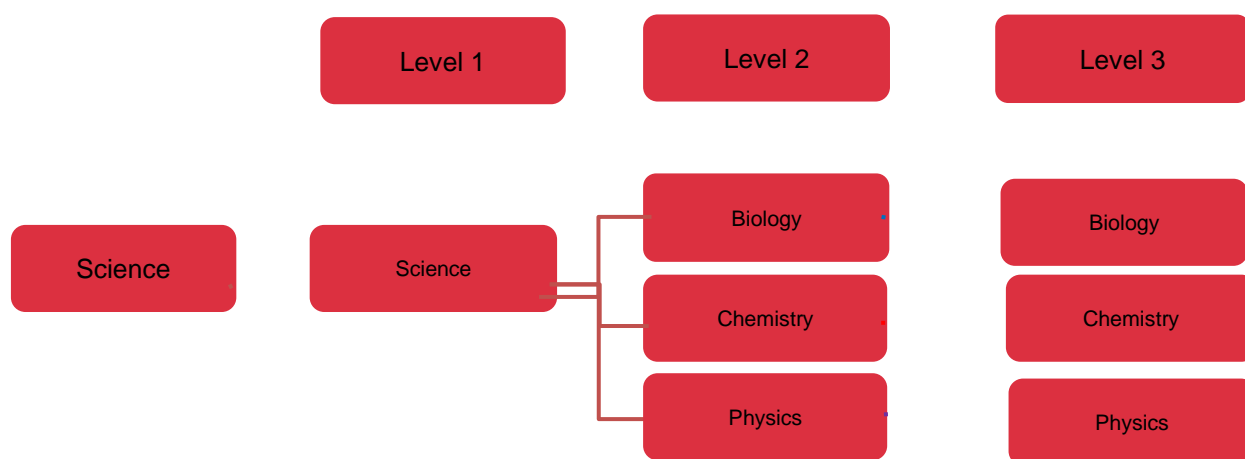
Standard and Version	N	Level	Cr	Standard Title	Ex/Int
AS 91576 v2	N	3	2	Use critical path analysis in solving problems	Int
AS 91574 v2	N	3	3	Apply linear programming methods in solving problems	Int
AS 91587 v2	N	3	3	Apply systems of simultaneous equations in solving problems	Int
AS 91575 v2	N	3	4	Apply trigonometric methods in solving problems	Int
AS 91585	N	3	4	Apply probability concepts in solving problems	Ext

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

# Pūtaiao - Science

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

# 11 Science

11SCI

<b>Total Credits Available</b>	15
<b>University Entrance Numeracy Credits</b>	12
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards NCEA Level 1 Literacy</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>12 Biology and/or</b></li> <li>• <b>12 Chemistry and/or</b></li> <li>• <b>12 Physics</b></li> </ul>

Science involves generating and testing ideas, gathering evidence, and understanding the natural world through observations, investigations, modelling, and communication through debate and discussion.

## Standards to be assessed:

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	C r	Standard Title	Ex/ Int
AS 91920 v4	L	1	5	Demonstrate understanding of a science-informed response to a local issue	Int
AS 91921 v3	-	1	5	Demonstrate understanding of the use of a range of scientific investigative approaches in a context	Int
AS 92022 v3	L	1	5	Demonstrate understanding of genetic variation in relation to an identified characteristic	Ext

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

# 12 Biology

12BIO

<b>Total Credits Available</b>	18
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0

**Qualification** • Credits towards NCEA Level 2

**Next Step** • 13 Biology

Biology is the scientific study of living things, and the interconnectedness of life forms and the environment.

**Standards to be assessed:**

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

Standard and Version	R/ W	Level	C r	Standard Title	Ex/ Int
AS 91153 v2	-	2	4	Carry out a practical biological investigation in a biology context	Int
AS 91154 v2	-	2	3	Analyse the biological validity of information presented to the public	Int
AS 91155 v2	-	2	3	Demonstrate understanding of adaptation of plants or animals to their way of life.	Int
AS 91156 v2	<b>W</b>	2	4	Demonstrate understanding of life processes at the cellular level	Ex
AS 91158 v2	-	2	4	Investigate a pattern in an ecological community, with supervision	Int

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

# 12 Chemistry

12CHE

Total Credits Available	21
University Entrance Reading Credits	0
University Entrance Writing Credits	0
Qualification	• Credits towards NCEA Level 2
Next Step	• 13 Chemistry

Chemistry is the scientific study of the properties of different substances and how these substances can change

**Standards to be assessed:**

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

Standard and Version	R/W	Level	C r	Standard Title	Ex/Int
AS 91910 v1	-	2	4	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	Int
AS 91911 v1	-	2	3	Carry out an investigation into chemical species present in a sample using qualitative analysis	Int
AS 91163 v2	-	2	3	Demonstrate understanding of the chemistry used in the development of a current technology	Int
AS 91165 v2	-	2	4	Demonstrate understanding of the properties of selected organic compounds.	Ext
AS 91166	-	2	4	Demonstrate understanding of chemical reactivity	Ext
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>	19
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<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>

Physics seeks to understand nature at its most fundamental level. This involves attempting to discover and apply the general laws that govern force and motion, matter and energy, and space and time.

## Standards to be assessed:

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

Standard and Version	R/ W	Level	C r	Standard Title	Ex/ Int
AS 91168 v2	-	2	4	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	Int
AS 91172 v2	-	2	3	Demonstrate understanding of atomic and nuclear physics	Int
AS 91171 v2	-	2	6	Demonstrate understanding of mechanics	Ex
AS 91173 v2	-	2	6	Demonstrate understanding of electricity and electromagnetism	Ex

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



# 13 Biology

13BIO

Total Credits Available	22
University Entrance Reading Credits	
University Entrance Writing Credits	9
Qualification	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards University Entrance</li> </ul>
Next Step	<ul style="list-style-type: none"> <li>Tertiary Study or Employment</li> </ul>

Biology is the scientific study of living things, and the interconnectedness of life forms and the environment.

## Standards to be assessed:

Biology is the scientific study of living things, and the interconnectedness of life forms and the environment

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
AS 91601 v2	-	3	4	Carry out a practical investigation in a biological context, with guidance	Int
AS 91602 v2	R	3	3	Integrate biological knowledge to develop an informed response to a socio-scientific issue	Int
AS 91603 v3	R/ W	3	5	Demonstrate understanding of the responses of plants and animals to their external environment	Ext
AS 91604 v2	R	3	3	Demonstrate understanding of how an animal maintains a stable internal environment	Int
AS 91606 v2	R/ W	3	4	Demonstrate understanding of trends in human evolution	Ext
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

13CHE

<b>Total Credits Available</b>	19
<b>University Entrance Reading Credits</b>	3
<b>University Entrance Writing Credits</b>	3
<b>Qualification</b>	Credits towards NCEA Level 3
<b>Next Step</b>	<b>Tertiary Study or Employment</b>

Chemistry is the scientific study of the properties of different substances and how these substances can change

**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**

Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int
AS 91388 v2	-	3	3	Demonstrate an understanding of spectroscopic data in chemistry	Int
AS 91389 v2	R/ W	3	3	Demonstrate understanding of chemical processes in the world around us	Int
AS 91390 v2	-	3	5	Demonstrate understanding of thermochemical principles and the properties of particles and substances	Ex
AS 91391 v2	-	3	5	Demonstrate understanding of the properties of organic compounds	Ex
AS 91393 v2	-	3	3	Demonstrate understanding of oxidation–reduction processes	Int

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

# 13 Physics

13PHY

Total Credits Available	22
University Entrance Reading Credits	0
University Entrance Writing Credits	0

Qualification Credits towards NCEA Level 3

Next Step Tertiary Study or Employment

Physics seeks to understand nature at its most fundamental level. This involves attempting to discover and apply the general laws that govern force and motion, matter and energy, and space and time.

**Standards to be assessed:**

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

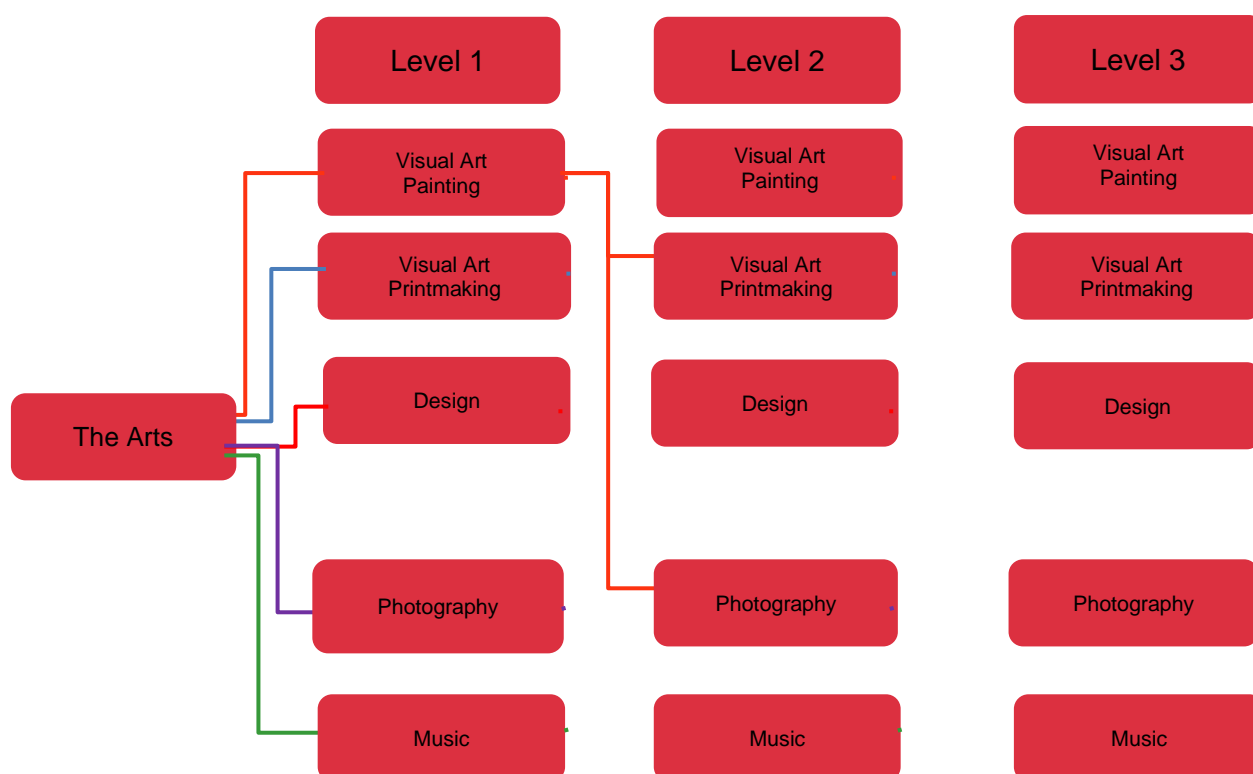
Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int
AS 91521 v2	-	3	4	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Int
AS 91525 v2	-	3	3	Demonstrate understanding of Modern Physics	Int
AS 91524 v2	-	3	6	Demonstrate understanding of mechanical systems	Ex
AS 91526 v2	-	3	6	Demonstrate understanding of electrical systems	Ex

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

# 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

# 11 Visual Arts

# 11ART

<b>Total Credits Available</b>	26
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 1
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>12 Visual Art – one of the following disciplines: Painting, Photography, Design</b></li> <li>• <b>If you want to take Design as an option, please see Ms Neal</b></li> </ul>

If you are looking for a creative outlet, art is for you. In Year 11 you will be looking at exploring who you are through the mediums of painting and photography. Photography will be done both at school and outside of school to explore our local area. In 2025, portfolios you may have seen will be a thing of the past. Instead we will be moving towards creating individual works

## Standards to be assessed:

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
AS 91912 v4	-	1	5	Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context	Int
AS 91913 v3	-	1	5	Produce resolved artwork appropriate to established art making conventions	Int
AS 91914 v4	-	1	5	Explore Visual Arts processes and conventions to inform own art making	Ext
AS 91915 v3	-	1	5	Create a sustained body of related artworks in response to an art making proposition	Ext

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

# 12 Visual Art

12ART

<b>Total Credits Available</b>	20
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 2
<b>Next Step</b>	<b>13 Visual Arts</b>

Year 12 students will be working towards creating drawings and paintings for their internal and external portfolio assessments

If you want to take Design as an option, please see Ms Neal

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
AS 91311 v2	-	2	4	Use drawing methods to apply knowledge of conventions appropriate to painting	Int
AS 91316 v2	-	2	4	Develop ideas in a related series of drawings appropriate to established painting practice	Int
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>Qualification</b>	Credits towards NCEA Level 2
<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>	<b>13 Visual Arts and/or 13 Photography</b>

Photography allows you to indulge your creativity through the lens of the camera. You will learn how to use a DSLR camera and the adobe editing suite. You will end up creating a portfolio filled with photos that tell a story of your choice.

If you want to take Design as an option, please see Ms Neal

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	<b>R</b> / <b>W</b>	Level	Cr	Standard Title	Ex/Int
AS 91312 v2	-	2	4	Use drawing methods to apply knowledge of conventions appropriate to photography	Int
AS 91317 v2	-	2	4	Develop ideas in a related series of drawings appropriate to established photography practice	Int
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)

# 13 Visual Art

# 13ART

<b>Total Credits Available</b>	22
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 3
<b>Next Step</b>	<b>Tertiary Study or Employment</b>

Art class allows you the opportunity to express your creative side. In Year 13 you work towards creating a beautiful portfolio that is filled with work based on your ideas. In Year 13 you are able to work both digitally and/or with physical paint. It is a great opportunity to be able to work creatively.

**If you want to take Design as an option, please see Ms Neal**

Possible pathways; Designer, tv and film producer, special effects art, fashion designer, stylist, advertiser, architecture, urban planning, art therapy, art conservationist, photographer.

## Standards to be assessed:

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

<b>Standard and Version</b>	<b>R/ W</b>	<b>Level</b>	<b>Cr</b>	<b>Standard Title</b>	<b>Ex/ Int</b>
AS 91446 v2	-	3	4	Use drawing to demonstrate understanding of conventions appropriate to painting	Int
AS 91451 v2	-	3	4	Systematically clarify ideas using drawing informed by established painting practice	Int
AS 91456 v2	-	3	14	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	Ex
93306		3		Scholarship - Painting	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>Qualification</b>	Credits towards NCEA Level 3
<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>	<b>Tertiary Study or Employment</b>

In Year 13, photography is a subject that will offer you 22 credits through taking beautiful photos. You will work with the school's DSLR camera's and gain a good understanding of these cameras and computer editing suites.

If you want to take Design as an option, please see Ms Neal

**Standards to be assessed:**

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
AS 91447 v2	-	3	4	Use drawing to demonstrate understanding of conventions appropriate to photography practice	Int
AS 91452 v2	-	3	4	Systematically clarify ideas using drawing informed by established photography practice	Int
AS 91457 v2	-	3	14	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	Ex
93310		3		Scholarship photography	Ex

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

# 11 Music

11MUS

<b>Total Credits Available</b>	20 (45)
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 1
<b>Next Step</b>	<b>12 Music</b>

If you have a talent for and/or an interest in performing, composing, listening to and learning about all kinds of Music... join this class!

Possible pathways: Tertiary. Bands. Performance. Audio Tech. Good vibes. Personal fulfilment.

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
AS 91948 v3	-	1	5	Use music skills in a music style	Int
AS 91949 v3	-	1	5	Demonstrate music performance skills	Int
US 32300 v1	-	1	2	Demonstrate and apply introductory knowledge of MIDI sequencing	Int
US 30240 v3	-	1	6	Demonstrate knowledge of whanau taonga puoro	Int
US 30241 v2	-	1	5	Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga	Int
US 30242 v2	-	1	8	Construct simple taonga puoro	Int
US 30243 v2	-	1	4	Describe the relationship between te taiao and taonga puoro, and incorporate into performance using simple taonga puoro	Int
AS 91950 v3	-	1	5	Demonstrate understanding of music in relation to music contexts	Int
AS 91951 v3	-	1	5	Shape music ideas to create an original composition	Int

# 12 Music

# 12MUS

**Total Credits Available** 24 (45)

**University Entrance Reading Credits** 0

**University Entrance Writing Credits** 0

**Qualification** Credits towards NCEA Level 2

**Next Step** 13 Music

If you have a talent for and/or an interest in performing, composing, listening to and learning about all kinds of Music... join this class!

Possible pathways; Tertiary. Bands. Performance. Audio Tech.

**Standards to be assessed:**

**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
AS 91270 v2	-	2	6	Perform two substantial pieces of music as a featured soloist	Int
AS 91271 v2	-	2	6	Compose two substantial pieces of music	Int
AS 91272 v2	-	2	4	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	Int
AS 91278 v2	-	2	4	Investigate an aspect of New Zealand music	Int
US 30240 v3	-	2	6	Demonstrate knowledge of whanau taonga puoro	Int
US 30241 v2	-	2	5	Demonstrate knowledge of the traditional use of taonga puoro in accordance with tikanga	Int
US 30242 v2	-	2	8	Construct simple taonga puoro	Int
US 30244 v3	-	2	6	Demonstrate knowledge of factors that led to the historical demise, renaissance, and revival of taonga puoro	Int

# 13 Music

13MUS

<b>Total Credits Available (Making Music)</b>	20 (36)
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 3 and University Entrance
<b>Next Step</b>	<b>Tertiary Study or Employment</b>

If you have a talent for and/or an interest in performing, composing, listening to and learning about all kinds of Music... join this class!

Possible pathways; Tertiary. Bands. Performance. Audio Tech

**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**

Standard and Version	<span style="color: blue;">R</span> / <span style="color: green;">W</span>	Level	Cr	Standard Title	Ex/Int
AS 91416 v2	-	3	8	Perform two programmes of music as a featured soloist	Int
AS 91418 v2	-	3	4	Demonstrate ensemble skills by performing two substantial pieces as a member of a group	Int
AS 91849 v1	-	3	8	Compose three original songs that express imaginative thinking	Int
US 30245 v2	-	3	12	Construct and refine taonga puoro	Int
US 30246 v2	-	3	4	Whakatangi taonga puoro	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 Sports person, 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

# 11 Health

11HED

<b>Total Credits Available</b>	23
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 1
<b>Next Step</b>	<b>12 Health</b>

**He oranga ngākau, he pikinga waiora** (Positive feelings in your heart, will raise your sense of self-worth)

Health is about wellbeing in all its forms. It is about those things that affect health and how we can sustain good health and wellbeing not just with ourselves, but with those around us and society as a whole. Health is a literacy strong subject meaning there will be critical thinking and writing involved in each unit of work we cover.

There are many options for future careers - Nursing and anything medical, social work, population health, teaching, targeted health initiatives like Smoke Free and addiction education are examples.

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	C r	Standard Title	Ex/Int
US 29583 v4	-	1	3	Te Ara Hou ki te Ora: Describe key elements of hauora from a Māori world view	Int
AS 92008 v3	-	1	5	Demonstrate understanding of hauora in a health-related context through the application of a model of health	Int
AS 92009 v3	-	1	5	Demonstrate understanding of decision-making in a health-related situation	Int
AS 92010 v3	-	1	5	Demonstrate understanding of factors that influence hauora	Ext
AS 92011 v3	-	1	5	Demonstrate understanding of strategies that enhance hauora	Ext

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

# 12 Health

12HED

Total Credits Available	23
University Entrance Reading Credits	0
University Entrance Writing Credits	0

Qualification Credits towards NCEA Level 2

Next Step 13 Health

**He oranga ngākau, he pikinga waiora** (Positive feelings in your heart, will raise your sense of self-worth)

Building on 11 HED, the focus expands to the wider NZ society looking at influences and strategies around current health issues. Students can take this level of health without having done 11 HED with HOD approval. An understanding of hauora is required.

There are many options for future careers - Nursing and anything medical, social work, population health, teaching, targeted health initiatives like Smoke Free and addiction education are examples.

**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**

Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int
US 18352 v7	-	3	3	Te Ara Hou ki te Ora: Explain four key dimensions of hauora	Int
AS 91235 v2	-	2	5	Analyse an adolescent health issue	Ext
AS 91236 v2	-	2	5	Evaluate factors that influence people's ability to manage change	Int
AS 91237 v2	-	2	5	Take action to enhance an aspect of people's well-being within the wider community	Int
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)

# 13 Health

# 13HED

<b>Total Credits Available</b>	23
<b>University Entrance Reading Credits</b>	19
<b>University Entrance Writing Credits</b>	5
<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>	<b>Tertiary Study or Employment</b>

He oranga ngākau, he pikinga waiora (Positive feelings in your heart, will raise your sense of self-worth)

Largely research based and focusing on current health issues both in New Zealand and worldwide. Students can pick up Health at this level without having done it previously, but a degree of literacy is required as well as HOD approval.

There are many options for future careers - Nursing and anything medical, social work, population health, teaching, targeted health initiatives like Smoke Free and addiction education are examples.

## Standards to be assessed:

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
US 15299 v6	-	3	4	Explain the principles and concepts of hauora based on a Māori world view.	Int
AS 91461 v2	R	3	5	Analyse a New Zealand health issue	Int
AS 91462 v2	R/W	3	5	Analyse an international health issue	Ex
AS 91463 v2	R	3	5	Evaluate health practices currently used in New Zealand	Int
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)



# 11 Physical Education

11PED

<b>Total Credits Available (Physical Education)</b>	17
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards Level 1 Literacy</li> </ul>
<b>Next Step</b>	<b>12 Physical Education</b>

## He oranga ngākau, he pikinga waiora

(Positive feelings in your heart, will raise your sense of self-worth)

In Year 11 Physical Education, you will have the opportunity to explore and understand:

- How to improve your movement and skills in Badminton or Volleyball?
- Kotahitanga - together, working as one to solve problems.
- How does your understanding of Te Ao Maori, Sociocultural and Biophysical factors influence your movement?
- How does movement in Adventure Racing link to your Hauora?

## Standards to be assessed will be selected from:

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
AS 92016 v2	-	1	5	Apply movement strategies in an applied setting	Int
AS 92017 v2	-	1	5	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	Int
AS 92018 v3	-	1	5	Demonstrate understanding of the influence of personal movement experiences on hauora	Ext
AS 92019 v2	-	1	5	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific	Ext

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

# 12 Physical Education

12PED

<b>Total Credits Available (Physical Education)</b>	19
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	Credits towards NCEA Level 2
<b>Next Step</b>	<b>13 Physical Education</b>

## He oranga ngākau, he pikinga waiora

(Positive feelings in your heart will raise your sense of self-worth)

In Year 12 Physical Education, you will have the opportunity to explore and understand:

- How to improve your movement and skills through Athletics and your current sporting activity?
- Why and how teams function effectively through group development and Social Responsibility.
- Leadership Strategies for coaching Tamariki in the local community
- How knowledge of Biomechanics, Anatomy and Skill Learning can improve performance
- Risk Management in Outdoor Activities.
- Significant Sporting Events and their impact on self, others and society.

**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**

Standard and Version	R/ W	Level	Cr	Standard Title	Ex/ Int
AS 91328 v2	-	2	5	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	Int
AS 91330 v2	-	2	4	Perform a physical activity in an applied setting	Int
AS 91332 v2	-	2	4	Evaluate leadership strategies that contribute to the effective functioning of a group	Int
AS 91333 v2	-	2	3	Analyse the application of risk management strategies to a challenging outdoor activity	Int
AS 91334 v2	-	2	3	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity	Int

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

# 13 Physical Education

13PED

<b>Total Credits Available</b>	15
<b>University Entrance Reading Credits</b>	4
<b>University Entrance Writing Credits</b>	0

<b>Qualification</b>	• Credits towards NCEA Level 3
<b>Next Step</b>	• <b>Tertiary Study or Employment</b>

## He oranga ngākau, he pikinga waiora

(Positive feelings in your heart, will raise your sense of self-worth)

In Year 13 Physical Education, you will have the opportunity to explore and understand:

- How to improve your movement and skills?
- Devising strategies to enhance personal well-being in the future
- Safety Management and policies in Outdoor Activities in New Zealand.
- Physical Activity trends/events and their impact on New Zealand society.

## Standards to be assessed:

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

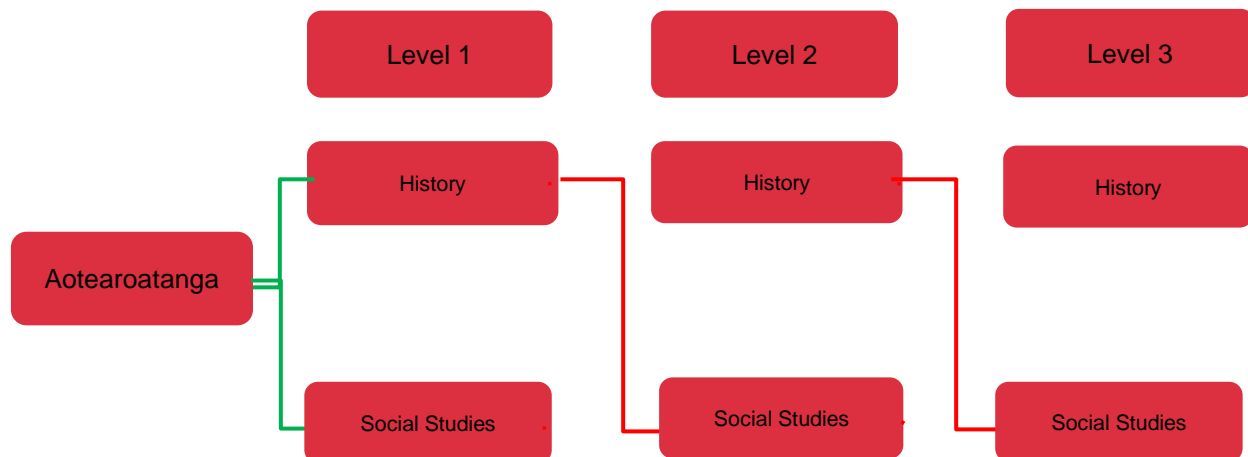
Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int
AS 91498 v2	-	3	4	Evaluate physical activity experiences to devise strategies for lifelong well-being	Int
AS 91501 v2	-	3	4	Demonstrate quality performance of a physical activity in an applied setting	Int
AS 91504 v2	<b>R</b>	3	3	Analyse issues in safety management for outdoor activity to devise safety management strategies	Int
AS 91789 v2	-	3	4	Devise strategies for a physical activity outcome	Int

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

# Aotearoatanga

## History, Social Studies

The Aotearoatanga curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.



## 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

# 11 History

11AOT

<b>Total Credits Available</b>	20
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards NCEA Level 1 Literacy</li> </ul>
<b>Next Step</b>	<b>12 Aotearoatanga (AOT)</b>

The Aotearoatanga curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

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

Standards marked with **L** meet the NCEA Level 1 requirements for Literacy (L)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
AS 92024 v3	-	1	5	Engage with a variety of primary sources in a historical context	Int
AS 92025 v3	L	1	5	Demonstrate understanding of the significance of a historical context	Int
AS 92026 v3	L	1	5	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	Ext
AS 92027 v3	L	1	5	Demonstrate understanding of perspectives of a historical context	Ext

Please note: Unit Standard alternatives are available as needed.

# 12 History

12AOT

<b>Total Credits Available</b>	23
<b>University Entrance Reading Credits</b>	23
<b>University Entrance Writing Credits</b>	9

**Qualification** Credits towards NCEA Level 2

**Next Step** 13 Aotearoatanga (AOT)

The Aotearoatanga curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

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

**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
AS 91229 v2	R	2	4	Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Int
AS 91230 v2	R	2	5	Examine an historical event or place that is of significance to New Zealanders	Int
AS 91231 V2	R/ W	2	4	Examine sources of an historical event that is of significance to New Zealanders	Ext
AS 91232 v2	R	2	5	Interpret different perspectives of people in an historical event that is of significance to New Zealanders	Int
AS 91233	R/ W	2	5	Examine causes and consequences of a significant historical event.	Ext

Please note: Unit Standard alternatives are available as needed.

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

# 13 History

13AOT

<b>Total Credits Available</b>	21
<b>University Entrance Reading Credits</b>	14
<b>University Entrance Writing Credits</b>	4
<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>	<b>Tertiary Study or Employment</b>

The Aotearoa curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

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

**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
AS 91434 v2	R	3	5	Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Int
AS 91435 v2	R	3	5	Analyse an historical event, or place, of significance to New Zealanders	Int
AS 91437 v2	R	3	5	Analyse different perspectives of a contested event of significance to New Zealanders	Int
AS 91438 v2	R/ W	3	6	Analyse the causes and consequences of a significant historical event	Ext

Please note: Unit Standard alternatives are available as needed.

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

# 11 Social Studies

11AOT

<b>Total Credits Available</b>	15
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0

<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>12 Aotearoatanga (AOT)</b></li> </ul>
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The Aotearoatanga curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	C r	Standard Title	Ex/ Int
AS 92048 v3	L	1	5	Demonstrate understanding of findings in a Social Studies inquiry.	Int
AS 92049 v3	-	1	5	Demonstrate understanding of perspectives on a contemporary social issue.	Int
AS 92051 v3	L	1	5	Describe a social action undertaken to support or challenge a system.	Ext

Please note: Unit Standard alternatives are available as needed.



# 12 Social Studies

12AOT

<b>Total Credits Available</b>	17
<b>University Entrance Reading Credits</b>	9
<b>University Entrance Writing Credits</b>	0

**Qualification** Credits towards NCEA Level 2

**Next Step** 13 Aotearoatanga (AOT)

The Aotearoatanga curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

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

**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
AS 91280 v2	<span style="color: blue;">R</span>	2	5	Conduct a reflective social inquiry	Int
AS 91283 v2	<span style="color: blue;">R</span>	2	4	Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights.	Int
AS 91279 V2	-	2	4	Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas.	Ext
AS 91281 v2	-	2	4	Describe how cultural conflict(s) can be addressed.	Ext

Please note: Unit Standard alternatives are available as needed.

# 13 Social Studies

12AOT

<b>Total Credits Available</b>	20
<b>University Entrance Reading Credits</b>	14
<b>University Entrance Writing Credits</b>	4
<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>	<b>Tertiary Study or Employment</b>

The Aotearoa curriculum covers Social Studies and History. In this space you will explore multiple issues that impact on society today. These can include historical events, influential people and current controversies. Ākonga can explore multiple topics of their choice, and can draw from Social Studies or History standards, or a combination of both. Final course outlines will be confirmed as aligned with the goals of the individual student; from strengthening literacy skills to gaining University Entrance.

**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**

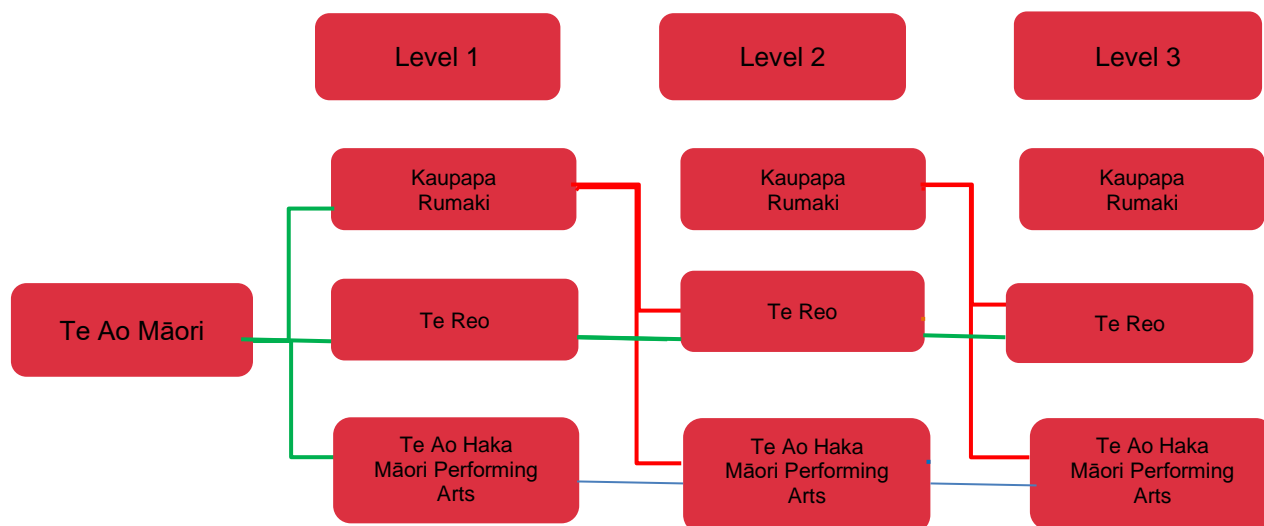
Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int
AS 91597 v2	<span style="color: blue;">R</span>	3	6	Conduct a critical social inquiry	Int
AS 91600 v2	<span style="color: blue;">R</span>	3	4	Examine a campaign of social action(s) to influence policy change	Int
AS 91596 v2	<span style="color: blue;">R</span> / <span style="color: green;">W</span>	3	4	Demonstrate understanding of ideological responses to an issue	Ext

Please note: Unit Standard alternatives are available as needed.

# Te Ao Māori

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

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

# Kaupapa Rumaki (11-13KPR):

*Ko te reo te mauri o te mana Māori” Tā Hēmi Henare*

Rua tē Pāia: He Kāinga ka Awatea

Nau mai, haere mai ki a Rua tē Pāia: He kāinga Ka Awatea (Rumaki Reo)

He huarahi rumaki, reorua hoki.

In 2023, we began our inaugural Te Reo Māori immersion class for year 9 and 10 ākonga in Rua tē Pāia: He kāinga ka Awatea. The senior Kaupapa Rumaki class (KPR) allows the opportunity for our ākonga with with a rumaki background to continue their tikanga and te reo Māori journey.

The Kaupapa Rumaki class is an excellent opportunity to be supported by our kaiako who are fluent in te reo Māori. Fluent speakers are welcomed and challenged. Ākonga study a broad a range of kaupapa Māori topics, and are able to work on Te Reo Māori and Te Ao Haka standards.

Please note this is for ākonga who have a reo immersion background. Please see Whaea Brenda.

# 11 Te Reo Māori

11TRM

<b>Total Credits Available</b>	20
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards NCEA Level 1 Literacy</li> </ul>
<b>Next Step</b>	<b>12 Te Reo Māori</b>

Students will develop skills in both written and oral Māori. They will learn to communicate about past, immediate and future activities. Joining the Kapa Haka group is encouraged

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
AS 92092 v2	L	1	5	Te kōrerorero i ngā pārongo, i ngā ariā me ngā whakaaro	Int
AS 92093 v2	L	1	5	Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo	Int
AS 92094 v2	L	1	5	Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana	Ext
AS 92095 v2	L	1	5	Te tuhi e pā ana ki tētahi horopaki e taunga ana	Ext

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

# 12 Te Reo Māori

12TRM

<b>Total Credits Available</b>	31
<b>University Entrance Reading Credits</b>	6
<b>University Entrance Writing Credits</b>	8
<b>Qualification</b>	• Credits towards NCEA Level 2
<b>Next Step</b>	• <b>13 Te Reo Māori</b>

**“Tōku reo tōku ohooho, tōku reo tōku māpihi maurea”**

Te reo Māori is the key to understanding te ao Māori. Te reo Māori lays the foundation of communicative skills and cultural knowledge to enable ākonga to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

At Tamatea High our Reo Māori programme is based on tikanga Māori. Mātauranga Māori and local pūrākau are woven through the programme with karakia, waiata and haka. Our focus is on developing the acquisition and improvement of oral language competence and confidence in Te Reo Māori. The programme is individualised and ākonga are able to work at any level of the Reo Māori curriculum depending on ability and desire. This programme is an integral part of our Rua Tē Pāia course, run alongside Te Ao Haka. Whakapiripiri mai!

**Standards to be assessed:**

**Standards marked with L meet the NCEA Level 1 requirements for Literacy (L)**

**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
AS 91284 v3	L	2	4	Whakarongo kia mōhio ki te reo o te ao torotoro	Int
AS 91285 v3	L	2	6	Kōrero kia whakamahi i te reo o te ao torotoro	Int
AS 91288 v3	L W	2	6	Waihanga tuhinga i te reo o te ao torotoro	Int
AS 91286 v2	L R	2	6	Pānui kia mōhio ki te reo o te ao torotoro	Ex
AS 91287 v2	L W	2	6	Tuhi i te reo o te ao torotoro	Ex
US 16054	-	2	3	Describe the life, achievements and impact of a Māori leader	Int

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

# 13 Te Reo Māori

13TRM

Total Credits Available	28
University Entrance Reading Credits	6
University Entrance Writing Credits	6
Qualification	• Credits towards NCEA Level 3
Next Step	• Tertiary Study or Employment

## “Ko te reo te mauri o te mana Māori” Tā Hēmi Henare

Te reo Māori is the key to understanding te ao Māori. Te reo Māori lays the foundation of communicative skills and cultural knowledge to enable ākonga to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

At Tamatea High our Te Reo Māori programme is based on tikanga Māori. Mātauranga Māori and pūrākau are woven through the programme with karakia, waiata and haka. Our focus is on developing the acquisition and improvement of oral language competence and confidence in Te Reo Māori. The programme is individualised and ākonga are able to work at any level of the Te Reo Māori curriculum depending on ability and desire. This programme is an integral part of our Rua Tē Pāia course, run alongside the Te Ao Haka programme of work. Whakatata mai!

### Standards to be assessed:

Standards marked with **L** meet the NCEA Level 1 requirements for Literacy (L)

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
AS 91650 v2	L	3	4	Whakarongo kia mōhio ki te reo Māori o te ao whānui	Int
AS 91651 v2	L	3	6	Kōrero kia whakamahi i te reo Māori o te ao whānui	Int
AS 91654 v2	W L	3	6	Waihanga tuhinga whai take i te reo Māori i te ao whānui (optional)	Int
AS 91652 v2	R L	3	6	Pānui kia mōhio ki te reo Māori o te ao whānui	Ex
AS 91653 v2	W L	3	6	Tuhi i te reo Māori o te ao whānui	Ex

# 11 Te Ao Haka/Māori Performing Arts

11TAH

<b>Total Credits Available</b>	20 (minimum)
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>12 Te Ao Haka</b></li> </ul>

Te Ao Haka and Māori Performing Arts provide opportunities for all ākonga to engage in Māori culture, language and traditional practices.

Te Ao Haka is founded on traditional knowledge, tikanga, mātauranga Māori. At Tamatea High, this programme runs alongside our Te Reo Māori in Rua Tē Pāia.

At Level 1, ākonga with an interest in Kapa Haka are able to discover, identify, access, and explore foundational knowledge and ideas in and about Te Ao Haka and Māori Performing Arts.

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	C r	Standard Title	Ex/Int
AS 91976 v2	-	1	6	Demonstrate understanding of key features of Te Ao Haka	Int
AS 91977 v2	-	1	6	Perform an item from a Te Ao Haka discipline	Int
AS 91978 v2	-	1	4	Demonstrate understanding of categories within a Te Ao Haka discipline	Ext
AS 91979 v2	-	1	4	Demonstrate understanding of elements within a Te Ao Haka performance	Ext
US 22752 v9	-	1	3	Demonstrate knowledge and skills of performance components	Int
US 22753 v9	-	1	4	Demonstrate knowledge of people associated with kapa haka	Int
US 22755 v8	-	1	4	Demonstrate knowledge of Māori performing arts kakahu	Int

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



# 12 Te Ao Haka/Māori Performing Arts

12TAH

<b>Total Credits Available</b>	20 (minimum)
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 2</li> <li>Credits towards UE</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>13 Te Ao Haka/Māori Performing Arts</b></li> </ul>

Te Ao Haka and Māori Performing Arts is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language and traditional practice.

The Level 2 Te Ao Haka programme is most suited to those who are passionate about Kapa Haka and Māori performing Arts.

Ākonga will explore their own creativity, based on their grounding in Te Ao Haka. They innovate and experiment, exploring their own role and connections within Te Ao Haka.

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

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

Unit and Version	R/ W	Level	Cr	Standard Title	Ex/ Int
AS 91980 v2	R/ W	2	6	Explore elements to create a section of a Te Ao Haka item.	Int
AS 91981 v2	R	2	6	Perform a Te Ao Haka item to respond to a local kaupapa.	Int
AS 91982 v2	R/ W	2	4	Compare a Te Ao Haka performance and one other performance.	Ext
AS 91983 v2	R/ W	2	4	Respond to a Te Ao Haka performance.	Ext
US 13359 v13	-	2	6	Demonstrate knowledge and skills of mōteatea	Int
US 13363 v12	-	2	6	Demonstrate knowledge and skills of waiata-a-ringā.	Int
US 13367 v11	-	2	10	Demonstrate knowledge and skills of poi.	Int

# 13 Te Ao Haka/Māori Performing Arts

13TAH

<b>Total Credits Available</b>	20 (minimum)
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 3</li> <li>Credits towards UE</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>Tertiary Study or Employment</b></li> </ul>

Te Ao Haka and Māori Performing Arts is a vehicle used to wānanga and communicate culture, tikanga, knowledge systems and iwi traditions.

At Tamatea High our Te Ao Haka programme is based on tikanga Māori. Mātauranga Māori and local pūrākau are woven through the programme with karakia, waiata and haka.

The Level 3 Te Ao Haka programme is most suited to those who are passionate performers in Kapa Haka and in Māori performing Arts.

At this level, ākonga refine their analysis of Te Ao Haka and their skills in performance. They are able to effectively express narrative and embody their performance.

**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
AS 91984 v2	R/ W	3	5	Reflect on a personal learning journey in a Te Ao Haka discipline	Int
AS 91985 v2	R	3	5	Perform three categories within a discipline of Te Ao Haka	Int
AS 91986 v2	R	3	5	Perform two Te Ao Haka disciplines	Ext
AS 91987 v2	R/ W	3	5	Demonstrate understanding of a key role within Te Ao Haka	Ext
US 22757 v8	-	3	10	Demonstrate knowledge of influencing factors in the historical development of Māori Performing Arts	Int
US 15020 v8	-	3	6	Perform whakaraka	Int

**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

# 11 Design Technology – Hard Materials

11DTH

<b>Total Credits Available</b>	23
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> <li>• Credits towards BCATS Level 1 National Certificate</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>12 Design Technology - Hard Materials</b></li> </ul>

Design, planning, architectural draughting, building construction, carpentry and joinery skills, welding, laser cutting, computer aided design, workshop skills.

Possible pathways: Designer/Architect or any other trade based career.

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	C r	Standard Title	Ex /Int
US 24355 v3	-	1	4	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	Int
US 25919 v3	-	1	2	Use hardware and fastenings for a BCATS project	Int
US 25920 v3	-	1	3	Use joints for a BCATS project	Int
US 31512	-	1	2	Demonstrate knowledge of BCATS trades involved in the construction of a residential building	Int
US 31813	-	1	4	Complete basic concrete works as a BCATS project	Int
US 24356	-	1	8	Apply elementary procedures and processes for 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 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>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>

Research and design a project so this can be constructed with the plans they have drawn, This may include landscape design and constructing a project for the school or a collaborative project or their own project.

Possible pathways; Design/Architect or any trade based career.

**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**

Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int
12933	-	2	6	Complete minor concrete works as a BCATS project	Int
12938	-	2	4	Lay paving blocks as a BCATS project	Int
24361	-	2	3	Apply mathematical processes to BCATS projects	Int
24358	-	2	3	Plan and monitor the construction of a BCATS project, and quality check the product	Int
24353	-	2	6	Demonstrate knowledge of and create sketches and drawings for BCATS projects	Int
24357	-	2	4	Receive instructions and communicate information in relation to BCATS projects	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 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>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>

Develop outcomes from a range of digital media including, Graphic Design, Web Design, Product Design, Animation, Coding and Marketing.

Possible pathways; Tertiary

Future Pathways include: Graphic designer, content designer

## Standards to be assessed:

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
AS 91611	-	3	6	Develop a prototype considering fitness for purpose in the broadest sense	Int
AS 91620	-	3	6	Implement complex procedures to integrate parts using resistant materials to make a specified product	Int
US 29679 v1	-	3	8	Develop and use BCATS project documentation for a Stage 3 BCATS project.	Int
US 29677 v1	-	3	2	Follow safe workplace practices and contribute to a health and safety culture in a BCATS environment.	Int
US 29680 v1	-	3	5	Communicate and work collaboratively in a Stage 3 BCATS project	Int
US 29682 v1	-	3	4	Select, use, and maintain tools, equipment and machinery for 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.

# 11 Digikai (Food and Digital Technology)

11DGK

<b>Total Credits Available</b>	32
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>12 Food Technology or Digital Technology</b></li> </ul>

This is a combined Food and Digital Technology course. The programme offers you the opportunity to explore the following concept; Food: Health and Safety in the kitchen, food processing, packaging, preservation and distribution, food hygiene, Tikanga in the kitchen, cooking/life skills, basic nutrition knowledge. Digital Technology: Graphic Design with printed media, presentation, web design, programming or game design, 3D print and design.

## Standards to be assessed:

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
US 167	-	2	4	Practise food safety methods in a food business under supervision	Int
US 21059	-	1	2	Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	Int
US 13283	-	2	2	Prepare and assemble, and present salads for service	Int
US 13285	-	2	2	Handle and maintain knives in a commercial kitchen	Ext
US 13281	-	2	2	Prepare and assemble, and present basic sandwiches for service	Int
AS 92012	-	1	6	Develop a Materials and Processing Technology outcome in an authentic context	Int
US 5946 v9	-	1	3	Use computer technology to create and deliver a presentation from given content	Int
US 2792 v9	-	1	2	Produce simple desktop published documents using templates	Int
US 18734 v7	-	1	2	Create a web page using a template	Int
US 504 v9	-	1	2	Produce a CV (curriculum vitae)	Int
AS 92005 v3	-	1	5	Develop a digital technologies outcome	Int

# 12 Digital Technology

12DGT

<b>Total Credits Available</b>	19
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0

**Qualification** • Credits towards NCEA Level 2

**Next Step** • **13 Digital Technologies**

Students develop, prototype and present an outcome. Outcomes are developed based on the interest and passion for each student. These outcomes can be based on coding, design, animation and print media.

**Standards to be assessed:**

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
AS 91356 v3	-	2	6	Develop a conceptual design for an outcome	Int
AS 91357 v3	-	2	6	Undertake effective development to make and trial a prototype	Int
AS 91893 v1	-	2	4	Use advanced techniques to develop a digital media outcome	Int
US 29771 v3	-	2	3	Use the main features and functions of a presentation application for a purpose	Int

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



# 13 Digital Technology

13DGT

<b>Total Credits Available</b>	21
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<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>

Develop outcomes from a range of digital media including, Graphic Design, Web Design, Product Design, Animation, Coding and Marketing.

Future Pathways include: Graphic designer, Content designer, Front end developer, Animator, Digital marketing specialist, Web developer, Game engineer, Researcher, Software developer, Marketing, Skill based learning for use in the workplace

**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**

Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int
AS 91610 v3	-	3	6	Develop a conceptual design considering fitness for purpose in the broadest sense	Int
AS 91903	-	3	4	Use complex techniques to develop a digital media outcome	Int
AS 91611 v3	-	3	6	Develop a prototype considering fitness for purpose in the broadest sense	Int
US 29793 v2	-	3	5	Investigate, plan, design and create digital outcome solutions to meet the requirements of a specified brief	Int

# 11 Project Based Learning

11PBL

<b>Total Credits Available</b>	22 (minimum)
<b>University Entrance Numeracy Credits</b>	0
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</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>

Project-based learning or problem-based learning (PBL) is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Alternatively they can work on life skills while designing their project.

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

Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int
US 3503 v7	-	1	2	Communicate in a team or group to complete a routine task	Int
US 3501 v7	-	1	2	Demonstrate knowledge of and apply listening techniques	Int
US 1293 v8	-	1	2	Be interviewed in an informal, one-to-one, face-to-face interview	Int
US 3483 v8	-	1	2	Fill in a form	Int
US 18758 v6	-	1	2	Find information using the Internet	Int
US 7121 v7	-	1	2	Demonstrate skills to search and select information	Int
US 548 v10	-	1	3	Demonstrate knowledge of the effects of alcohol and other drugs on self	Int
US 504 v7	-	2	2	Produce a CV (curriculum vitae)	Int
US 10871 v8	-	2	3	Produce a plan for own future directions	Int
US 4253 v9	-	2	3	Demonstrate knowledge of job search skills	Int
US 12383 v3	-	1	6	Explore career options and their implications	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 Project Based Learning

12PBL

<b>Total Credits Available</b>	22 (minimum)
<b>University Entrance Numeracy Credits</b>	0
<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>

Project-based learning or problem-based learning (PBL) is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Alternatively they can work on life skills while designing their project.

**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	L/N	Level	Cr	Standard Title	Ex/Int
US 9611 v11	-	2	3	Communicate in a team or group which has an objective	Int
US 3488 v7	-	2	3	Write business correspondence for a workplace	Int
US 1299 v10	-	2	4	Be assertive in a range of specified situations	Int
US 29773 v2	-	2	3	Produce digital images for a range of digital media	Int
US 7118 v7	-	2	3	Manage own learning in a programme	Int
US 10781 v7	-	2	3	Produce a plan for own future directions	Int
US 4253 v8	-	2	3	Demonstrate knowledge of job search skills	Int
US 12355 v7	-	2	3	Describe strategies for managing stress	Int
US 12383 v9	-	2	3	Explore career options and their implications	Int
US 7117 v7	-	2	2	Develop strategies to enhance own learning	Int
4251 v9	-	3	3	Plan a career pathway	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 etc.

# 13 Project Based Learning

13PBL

<b>Total Credits Available</b>	22 (minimum)
<b>University Entrance Numeracy Credits</b>	0
<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>Tertiary study or employment</b></li> </ul>

Project-based learning or problem-based learning (PBL) is a teaching approach in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Alternatively they can work on life skills while designing their project.

**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	C r	Standard Title	Ex/ Int
US 1304 v10	-	3	2	Communicate with people from other cultures	Int
US 4253 v8	-	3	3	Demonstrate knowledge of job search skills	Int
US 12355 v7	-	3	3	Describe strategies for managing stress	Int
AS 91628 v3	-	3	6	Develop a visual presentation that exhibits a design outcome to an audience	Int
US 28098 v4	-	3	3	Evaluate options to increase personal income	Int
US 18352 v7	-	3	3	Explain four key dimensions of hauora	Int
US 18862 v6	-	3	4	Facilitate the Peer Support programme in schools	Int
US 11097 v6	-	3	3	Listen actively to gain information in an interactive situation	Int
US 4251 v9	-	3	3	Plan a career pathway	Int
10781 v7	-	3	3	Produce a plan for own future directions	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 etc.

# 12 Food and Nutrition

12KAI

<b>Total Credits Available</b>	32
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<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>

This course offers you the opportunity to explore the following concepts:  
Health and safety in the kitchen, food hygiene, cooking/life skills, basic nutrition knowledge, different cooking and preparation techniques

**Standards to be assessed:**

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
US 17285	-	2	4	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	Int
US 13276	-	2	2	Cook food items by grilling	Int
US 13275	-	2	2	Cook food items by steaming	Int
US 30895	-	2	4	Demonstrate knowledge of basic nutrition in commercial catering	
US 22234	-	2	4	Compare characteristics of international dishes and prepare and present international dishes	
US 13271	-	2	2	Cook food items by frying	Int
US 27510	-	2	2	Identify customary kai Māori and describe its gathering process	Int
US 31159	-	2	4	Demonstrate knowledge of traditional and customary kai Māori	Int
US 31287	-	2	8	Prepare and provide kai service, as part of a team and under supervision, for manuhiri	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.

# 13 Food and Nutrition

13KAI

Total Credits Available	27
University Entrance Reading Credits	0
University Entrance Writing Credits	0

Qualification	• Credits towards NCEA Level 3
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Next Step	• Tertiary Study or Employment
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This course offers you the opportunity to explore the following concepts:

Health and safety in the kitchen, food hygiene, cooking/life skills, food processing, packaging, preservation and distribution, basic nutrition knowledge, different cooking and preparation techniques, hangi making, mahinga kai, traditional and customary kai Māori.

This is a hands-on course that requires students to complete a number of practical activities on a weekly basis. Students will also be responsible for organizing several events. Being an effective team player is crucial in this course.

Possible pathways include: Hospitality, Tourism, Community Health Mahi.

**Standards to be assessed:**

**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
US 168	-	3	4	Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment	Int
US 31161	-	3	6	Explain customary and traditional kai Māori, and the kaitiakitanga of kai Māori	Int
US 6145	-	3	6	Explain mahinga kai in relation to the way Māori connect to, and use taonga of, the taiao	Int
US 6146	-	3	6	Plan, carry out and evaluate a local mahinga kai activity	Int
US 30540	-	3	5	Plan, prepare, and produce a hāngi as part of a team, in accordance with tikanga and kawa	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.**

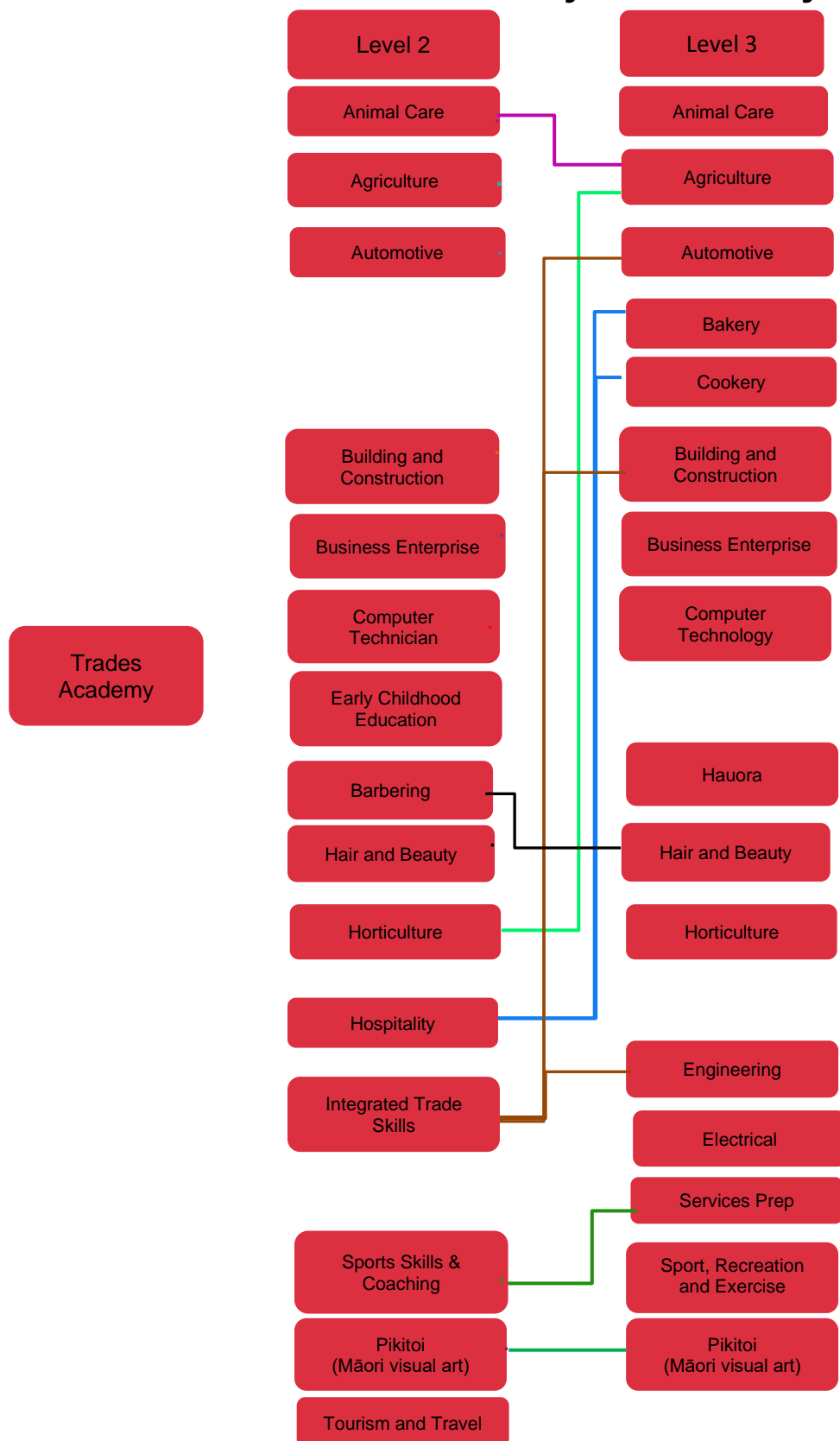
**If this Unit Standard is not completed the student can not continue with 13 Food and Nutrition.**

**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>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>13 Gateway</b></li> </ul>

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 2025

Agriculture Level 2 and 3	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
Building and Construction Level 2 and 3	Integrated Trade Skills Level 2, 3 of Automotive
Computer Technician Level 2	Engineering, Building, Electrical and Plumbing
Computer Technology Level 3	Pikitoi Level 2 and 3
Cookery Level 3	Services Preparation Level 3
Early Childhood Education Level 2	Sport, Recreation and Exercise Level 3
Electrical Level 3	Sports Skills and Coaching Level 2
Engineering Level 3	Tourism and Travel Level 2
Exercise Level 3	Workbased Learning Level 2 or 3

Students typically attend EIT each Friday for most courses (Building and Construction Level 3 and Automotive Level 3 are two day courses and some of the other Level 3 courses are on Thursdays) 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>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>Tertiary Study or Employment or possibly a return to school</b></li> </ul>

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