



**TAMATEEA**  

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**HIGH SCHOOL**

**Growing Good People for a  
Changing World**

**Year 11  
Course  
Information**

**2020**

# Tamatea High School Course Handbook 2020

This booklet contains essential information on National Certificate of Educational Achievement (NCEA) Level 1 courses offered at Tamatea High School in 2020. Choosing the correct subjects for a student's educational 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 taking alternative courses may gain work/industry related Unit Standards which also count towards NCEA Qualifications.

## Key Contacts

### Senior Management

Principal	Robin Fabish
Deputy Principal	Nigel Groom
Deputy Principal	Nicky Anderson

### Deans/Careers/Guidance

Year 9 Dean	Josie Burdon
Year 10 Dean	Cheryl Pohlen
Year 11 Dean	Sanjesh Kumar
Year 12 Dean	Jan Miles
Year 13 Dean	Dave Murdoch
International Dean	Cheryl Brownlee
Careers Advisor	Cindy Morgan
Guidance Counsellor	Wendy Isakson
NZQA Principal's Nominee	Cheryl Brownlee
SENCO	Nicky Anderson

### Heads of Departments/Teachers in Charge

Careers	Cindy Morgan
English	Hugh Forlong-Ford
Health	Annie Macfarlane
Languages	Cheryl Brownlee
Mathematics	Sanjesh Kumar
Physical Education	Ken Bolland
Science	David Murdoch
Social Sciences	Dianne Martin
Technology and Arts	Kay Le Comte

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## Subjects

13	<b>English – includes English for Speakers of Other Languages (ESOL)</b>
14	101 English
15	102 English
16	103 English
17	102 English for Speakers of Other Languages (ESOL)
18	<b>Mathematics</b>
19	101 Mathematics
20	102 Mathematics
21	103 Mathematics
22	<b>Science – includes Horticulture</b>
23	101 Science
24	102 Science
25	103 Science
26	102 Horticulture
27	<b>The Arts - includes Visual Art (Design, Painting, Photography, Printmaking and Sculpture) Music and Theatre Technology</b>
28	101 Visual Art
29	101 Music
30	102 Theatre Technology
31	<b>Health and Physical Education – includes Home Economics</b>
32	101 Health
33	101 Physical Education
34	<b>Languages</b>
35	101 Japanese
36	<b>Māori</b> includes Te Reo, Tikanga and Māori Performing Arts
37	101 Te Reo Māori
38	102 Tikanga
39	102 Māori Performing Arts
40	<b>Social Sciences - includes Social Studies, Geography, History, Classics, Tourism and Education for Sustainability</b>
41	101 Social Studies
42	101 Geography
43	101 History
44	101 Classical Studies

45	<b>Technology - includes Multi Technology, Design Technology - Hard Materials, Digital Technology, Food and Nutrition</b>
46	101 Design Multi Technology
47	102 Design Technology – Hard Materials
48	101 Digital Technology
49	102 Digital Communication
50	102 Food and Nutrition
51	Final Advice

# Principal's Notes

## Career Planning for Students

As you begin to select your course of study for 2020 there are a number of factors you must carefully consider when making your decision.

### 1. Ownership of your learning

This occurs when you take time to set goals for yourself in terms of your learning and how it relates to your future. Career planning and building your life begins with taking responsibility for your choices and developing a vision for your future.

### 2. Developing a vision

Time spent planning for your future is a challenging task but is the key to your success. Here are a number of strategies to work through:

- Work with your Whānau Group teacher and/or Dean to write a well-considered plan
- Set goals for your learning and achievement for 2020 and beyond eg. NCEA Goals
- Pursue excellence in all your tasks and activities
- Know the skills you have and the skills you need to develop, to be the very best you can be

### 3. Practical issues to consider when choosing subjects

- Keep your options as broad as possible for as long as possible
- Know how subjects develop through the senior school, for example: Level 1 Science can become Physics, Chemistry and Biology at Levels 2 and 3
- Know what the entry requirements are for particular jobs and/or courses of study at universities or polytechnics. Check [www.careers.govt.nz](http://www.careers.govt.nz)
- Get good information and advice from your Careers Advisor (Mrs Morgan) and/or employers, about what subjects you need and at what level
- Consider the subjects that you are interested in and have ability in, these classes will help you achieve your best and may help you see future career options
- Future proof your learning, by gaining skills which will help you to continue learning throughout your life. Work places will demand this as change in the work force becomes constant. You will need to:
  - ♦ communicate well, orally and in writing
  - ♦ work co-operatively with others
  - ♦ use a range of information technologies
  - ♦ cope with and adapt to constant change
  - ♦ be punctual and reliable
  - ♦ be a good person

Choosing your programme of study for 2020 is an important task. Seek assistance and advice from your parents, your Whānau Group teacher, class teachers, Heads of Departments, Deans and Mrs Morgan. You will be most successful when these decisions are carefully planned and fit with your own interests and needs. Please do not hesitate in seeking help with this task.

Good planning

Robin Fabish  
Principal

**TAMATEA HIGH SCHOOL**  
**SENIOR CURRICULUM STRUCTURE 2020**

Departments	Level One	Level Two	Level Three
	NCEA	NCEA	NCEA
<b>ENGLISH</b>	101 English 102 English 103 English ESOL	201 English 202 English 203 English ESOL	301 English‡ 302 English  ESOL
<b>MATHEMATICS</b>	101 Mathematics 102 Mathematics 103 Mathematics	201 Mathematics 202 Mathematics	301 Mathematics‡  301 Calculus‡ 301 Statistics‡
<b>SCIENCE</b>	101 Science  102 Science 103 Science 102 Horticulture	201 Biology 201 Chemistry 201 Physics  202 Horticulture	301 Biology‡ 301 Chemistry‡ 301 Physics‡ 302 Science  302 Horticulture
<b>ARTS</b>	101 Art – Visual Arts 101 Music 102 Theatre Technology	201 Art – Visual Arts 201 Music 202 Theatre Technology	301 Art – Visual Arts‡ 301 Music‡ 302 Theatre Technology
<b>HEALTH and PHYSICAL EDUCATION</b>	101 Health  101 Physical Education	201 Health  201 Physical Education	301 Health‡ 301 Home Economics‡ 301 Physical Education‡
<b>LANGUAGES</b>	101 Japanese	201 Japanese	301 Japanese‡
<b>MAORI</b>	101 Te Reo Māori 102 Tikanga 102 Māori Performing Arts	201 Te Reo Māori 202 Tikanga 202 Māori Performing Arts	301 Te Reo Māori‡  302 Māori Performing Arts
<b>SOCIAL SCIENCES</b>	101 Social Studies 101 Geography 101 History  101 Classics	201 Social Studies 201 Geography 201 History 201 Education for Sustainability 201 Classics 202 Tourism Studies	301 Social Studies ‡ 301 Geography‡ 301 History‡ 301 Education for Sustainability‡ 301 Classics‡ 302 Tourism Studies
<b>TECHNOLOGY</b>	102 Design Technology – Hard Materials 101 Design Multi Technology 102 Digital Communication 101 Digital Technologies 102 Food and Nutrition	202 Design Technology – Hard Materials  202 Digital Communication 201 Digital Technologies 202 Food and Nutrition	302 Design Technology – Hard Materials   301 Digital Technologies‡ 302 Food and Nutrition
<b>OTHER PROGRAMMES</b> (Special conditions apply – see Mrs Morgan)	Virtual Learning Network Project Based Learning	202 Gateway 202 Trades Academy @ EIT Virtual Learning Network Project Based Learning	302 Gateway 202/302 Trades Academy @ EIT Virtual Learning Network Project Based Learning

‡ 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 learning
- by virtual learning
- by attending EIT

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

## Alternative courses

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

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

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, Ms Anderson 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 202/302 Trades Academy.

### STAR Courses

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

### Distance Learning

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

- be self-motivated, well organised and committed to achieving
- have an excellent attendance record
- have the necessary pre-requisites for the course (e.g. a pass in externals of a previous NCEA level)
- gain permission from their dean and parents

### Project Based Learning (PBL)

In 2020 we are offering Project Based Learning as full year courses for Year 11, 12 and 13. Project Based Learning is where students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.

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.

### NCEA Guide: Mobile App

To help parents and employers better understand NCEA, NZQA has developed an app designed for mobile devices - phones and tablets.

Called NCEA Guide, the app is for parents, whānau and employers and provides quick and easy access to key information about NCEA. NCEA Guide includes key content about the structure of NCEA, how the qualification is used after studying, how credits work, and how endorsements are earned. Users can also choose to view the content in English or Te Reo.

Importantly, parents and whānau can also get information about how they can support family members studying towards gaining their secondary school qualification. For employers, content focusses on what they can expect to see when job candidates show them documents detailing their qualifications and what they have studied.

The NCEA Guide App is free to download from the [Apple App Store](#) and [Google Play Store](#).

# National Certificate of Educational Achievement (NCEA)

NCEA (the National Certificate of Educational Achievement) has three levels: 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:

<b>Achievement standards</b> with	Excellence Merit Achieved Not Achieved
<b>Unit Standards</b> with	Achieved Not Achieved

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

- 80 credits.
- 10 credits in Literacy standards
- 10 credits in Numeracy standards.

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

- 60 credits at level 2 or above; plus
- 20 credits at any level, even if gained for any other National Qualification
- Level 1 Literacy and Numeracy

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

- 60 credits at level 3 or above; plus
- 20 credits at level 2 or above, even if gained for any other National Qualification
- Level 1 Literacy and Numeracy

## NCEA Certificate Endorsement

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

**NCEA with Excellence** requires 50 credits at Excellence

**NCEA with Merit** requires 50 credits at Merit (or a combination of Excellence and Merit)

## NCEA Course Endorsement

Students can pass a particular subject with a Merit or Excellence endorsement

eg **Science with Excellence, Music with Merit**

To do this they must get:

14 or more credits at Merit or 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.

<p><b>Course Endorsement available</b> (see page 7 for explanation)</p>
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## Gaining University Entrance (UE)

### UE Requirements

University Entrance (UE) is the **minimum requirement** 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)

### Approved Subjects

Accounting	Indonesian
Agriculture & Horticulture	Japanese
Biology	Korean
Business Studies	Latin
Calculus	Mathematics
Chemistry	Media Studies
Chinese	Music Studies
Classical Studies	New Zealand Sign Language
Construction and Mechanical Technologies	Painting (Practical Art)
Cook Islands Māori	Photography (Practical Art)
Dance	Physical Education
Design (Practical Art)	Physics
Design and Visual Communication	Printmaking (Practical Art)
Digital Technologies	Processing Technologies
Drama	Psychology
Earth and Space Science	Religious Studies
Economics	Samoan
Education for Sustainability	Science
English	Sculpture (Practical Art)
French	Social Studies
Geography	Spanish
German	Statistics
Health Education	Technology
History	Te Reo Māori
History of Art	Te Reo Rangatira
Home Economics	Tongan

**A student who wishes to study for a degree at a New Zealand Polytechnic or University disadvantages themselves if they do not plan a course which gives them five approved subjects at Level 3.**

## Gaining Admission to a New Zealand University

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

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

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

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

### Examples for Entrance to an undergraduate degree in 2018:

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	101 English	201 English	301 English
Mathematics	101 Mathematics	201 Mathematics	301 Calculus
Physical Education	101 Physical Education	201 Physical Education	301 Physical Education
Social Sciences	101 Social Sciences	201 Social Sciences	301 Classical Studies
Science	101 Science	201 Biology	301 Biology
Technology	102 Design Technology Hard Materials		

## 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.

## 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



Industry leaders from those areas then sat down and examined almost 2000 standards taught in schools and identified the standards containing the knowledge used in their industry.

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. <http://youthguarantee.net.nz/vocational-pathways/profile-builder/>

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

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

Literacy (10 credits) and

Numeracy (10 credits) at Level 1 or above, **and**

Achieve 60 Level 2 credits from the Recommended Assessment Standards for a Vocational Pathways sector e.g Primary Industries,




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

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

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

Once a vocational pathway has been identified the information provided in Occupation Outlook <http://www.dol.govt.nz/publications/lmr/occupational-outlook/> will identify the probable income fees and job prospects for that pathway.

The dials show the income, fees and job prospects for each occupation

 <p><b>INCOME</b></p>	 <p><b>FEEs</b></p>	 <p><b>JOB PROSPECTS</b></p>
<p>This dial shows likely income</p>	<p>This identifies the fees required to qualify for this job.</p>	<p>This dial shows the chance of a job in this area of work.</p>

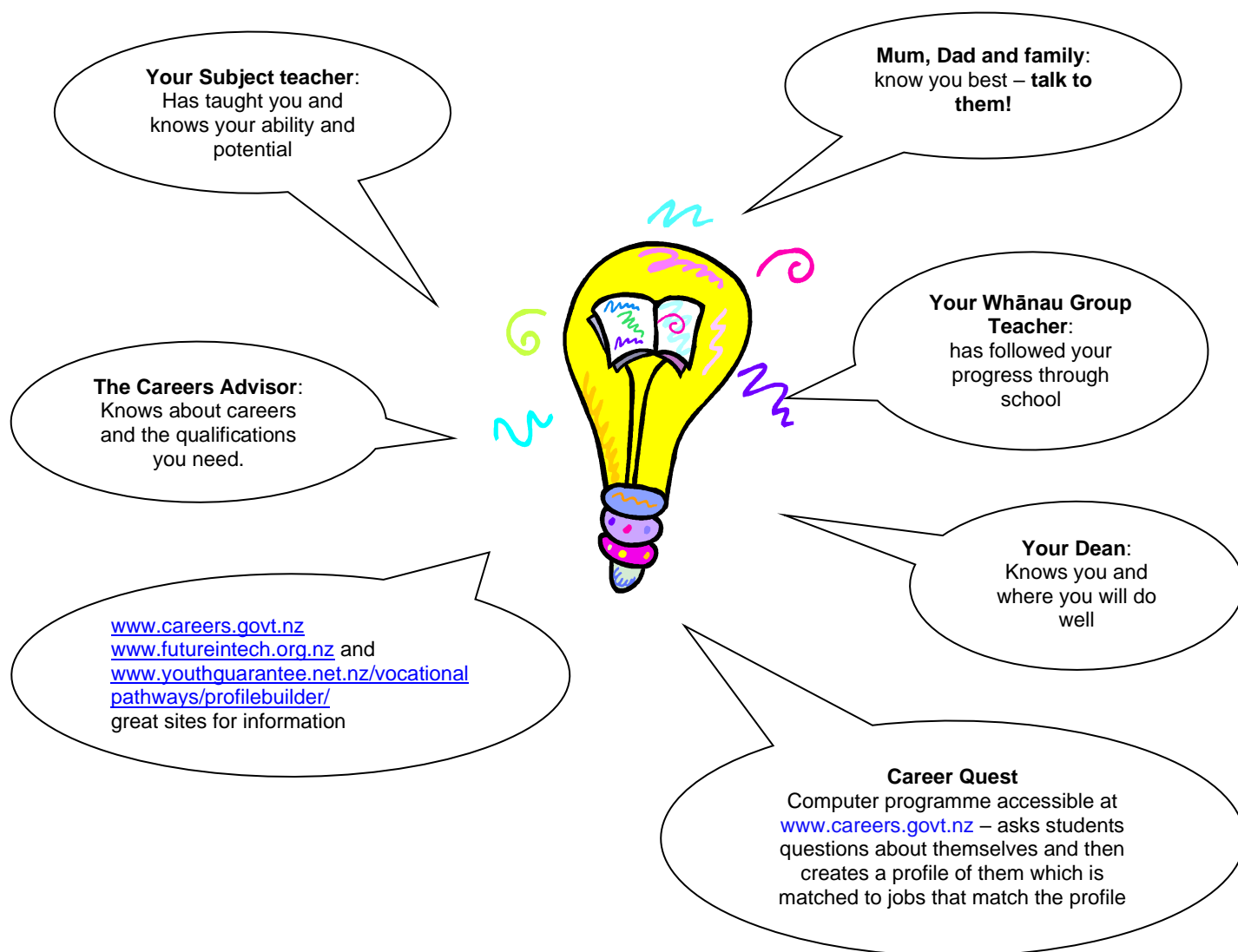
## What To Choose

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.**
- **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**

# Course Costs

## Course/Subject Contribution

Course/Subject contributions represent the 'take home' material that is used in the classroom. The school purchases these materials (at a discount due to bulk purchasing), and this charge covers part of the costs.

**To meet these financial commitments Tamatea High School recommends parents or caregivers establish an automatic payment of approximately \$5-\$10 per week. At the end of your son/daughter's schooling any unused payments are refunded to the parent or caregiver.**

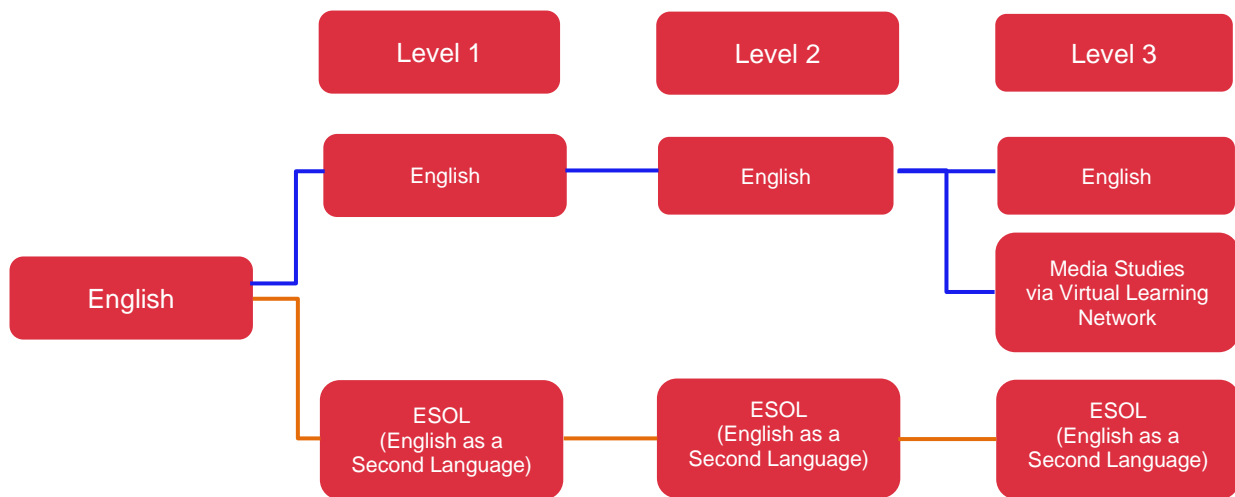
### KEY TO ABBREVIATION USED ON COURSE TEMPLATES

<b>AS</b>	Achievement Standard
<b>US</b>	Unit Standard
<b>01</b>	For students with proven performance at Year 10
<b>02</b>	For students who have found aspects of the Year 10 subject difficult or a course that is mainly Unit Standard based
<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

# 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

# 101 English

# 101ENG

<b>Total Credits Available</b>	18
<b>University Entrance Numeracy Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of Junior Diploma in English in Year 10</li> <li>HOD/Dean approval</li> </ul>
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 or 202 English</b></li> </ul>
<b>Requirement for Level 2 Entry:</b>	<ul style="list-style-type: none"> <li>Eligibility for entry into 201 or 202 English will be by HOD/Dean approval</li> </ul>







### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
18	18	18 (15)	18	18	15 (12)

This course develops sound reading, writing, listening, speaking, viewing and presenting skills.

### Standards to be assessed:

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

Sub Ref	Standard And Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Eng 1.2	AS 90850 v3	L	1	4	Show understanding of specified aspect(s) of studied visual or oral text(s) using supporting evidence	Ex	
Eng 1.3	AS 90851 v2	L	1	4	Show understanding of specified aspects of unfamiliar text(s) through close reading, using supporting evidence	Ex	
Eng 1.4 <b>or</b> Eng 1.5	AS 90052 v5 <b>or</b> AS 90053 v5	L	1	3	Produce creative writing <b>or</b> Produce formal writing	Int	 
Eng 1.8	AS 90852 v2	L	1	4	Explain significant connections across texts, using supporting evidence	Int	
Eng 1.11	AS 90856 v2	L	1	3	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Int	

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

# 102 English

# 102ENG

<b>Total Credits Available</b>	17 (18)				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Achievement of Junior Diploma in English in Year 10</li> <li>HOD/Dean approval</li> </ul>				
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201, 202 or 203 English</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>Eligibility for entry into 201 or 202 English will be by HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
17 (18)	17	17 (18)	17 (18)	17 (18)	14

**Note:** Only students who sit AS90850 will be eligible for endorsement. However, Merit and Excellence grades can be attained for all standards

**This course develops sound reading, writing, listening, speaking, viewing and presenting skills**

**Standards to be assessed:**

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Eng 1.2	AS 90850 v3	L	1	4	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence.	Ext	
Eng 1.7	AS 90855 v2	L	1	3	Create a visual text	Int	
Eng 1.8	AS 90852 v2	L	1	4	Explain significant connection(s) across texts, using supporting evidence	Int	
Eng 1.11	AS 90856 v2	L	1	3	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Int	
<b>Optional</b>							
Eng 1.6 or 1.9	AS 90857 v2 or AS 90853 v2	L	1	3	Construct and deliver an oral text	Int	
				4	Use information literacy skills to form conclusion(s)		

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







# 103 English

# 103ENG

<b>Total Credits Available</b>	<ul style="list-style-type: none"> <li>Credits towards New Zealand Certificate in Foundation Skills Level 1</li> </ul>					
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>					
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards New Zealand Certificate in Foundation Skills Level 1</li> </ul>					
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>					
<b>Vocational Pathways</b>						
<b>Manufacturing</b> <b>0</b>	<b>Construction and Infrastructure</b> <b>0</b>	<b>Creative Industries</b> <b>0</b>	<b>Primary Industries</b> <b>0</b>	<b>Service Industries</b> <b>0</b>	<b>Social and Community</b> <b>0</b>	

This course focusses on developing competencies needed for lifelong learning to include further study, supported employment and preparing young people to become contributing citizens in Aotearoa/New Zealand

Unit	NZC Level	Unit Title	Ex/Int	VP
1	1	Communication skills	Int	
2	1	Personal safety and wellbeing	Int	
3	1	Developing literacy skills	Int	
4	1	Developing positive work habits and independence	Int	

# 102 English for Speakers of Other Languages

# 102ESL

<b>Total Credits Available</b>	40				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>A student for whom English is not their first language.</li> <li>There may be an opportunity to sit some Level 2 ESOL Unit Standards if your language ability warrants it</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202ESL</b></li> </ul>				
<b>Requirements for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>15 credits in 102ESL and/or be in 2<sup>nd</sup> year living in New Zealand</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
12	12	0	12	12	12

## Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
ESOL	US 27996 v3	-	1	5	Write simple texts on everyday topics (EL)	Int	
ESOL	US 27997 v3	-	1	5	Write simple texts for practical everyday purposes (EL)	Int	
ESOL	US 27998 v3	-	1	5	Complete simple forms with personal information (EL)	Int	
ESOL	US 30994 v1	-	1	5	Read and understand simple texts in everyday contexts (EL)	Int	
ESOL	US 31001 v1	-	1	5	Read and understand simple texts for everyday practical purposes (EL)	Int	
ESOL	US 31005 v1	-	1	5	Read and understand a range of simple written texts independently (EL)	Int	
ESOL	US 31013 v1	-	1	10	Participate in simple everyday spoken interactions	Int	

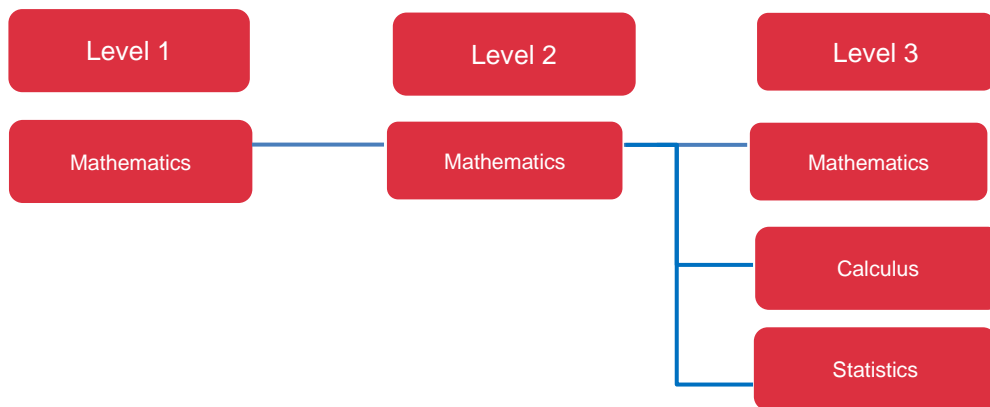
Students will do a selection of the assessments listed

There may be an opportunity to sit some Level 2 ESOL Unit Standards if your language ability warrants it.

# 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

# 101 Mathematics

# 101MAT

<b>Total Credits Available</b>	17
<b>University Entrance Numeracy Credits</b>	17
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Mathematics</li> <li>HOD/Dean approval</li> </ul>
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li>201 Mathematics</li> </ul>
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>12 credits from 101 Mathematics which must include AS91026 and AS91027</li> <li>Or HOD/Dean Approval</li> </ul>






### Vocational Pathways

<b>Manufacturing</b> 17	<b>Construction and Infrastructure</b> 17	<b>Creative Industries</b> 17	<b>Primary Industries</b> 17	<b>Service Industries</b> 17	<b>Social and Community</b> 10
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This course is aimed at students intending to continue their Mathematics study through the senior school and on to tertiary learning levels

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Math & Stats 1.1	AS 91026 v3	N	1	4	Apply numeric reasoning when solving problems	Int	
Math & Stats 1.3	AS 91028 v3	N	1	4	Investigate relationships between tables, equations and graphs	Ex	
Math & Stats 1.4	AS 91029 v3	N	1	3	Apply linear algebra in solving problems	Int	
Math & Stats 1.5	AS 91030 V	N	1	3	Apply measurement in solving problems	Int	
Math & Stats 1.7	AS 91032 v3	N	1	3	Apply right-angled triangles in solving measurement problems	Int	

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

# 102 Mathematics






# 102MAT

<b>Total Credits Available</b>	17				
<b>University Entrance Numeracy Credits</b>	17				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Mathematics</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>NCEA Level 1 Numeracy</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
14	14	13	17	17	14

This course is for the student wishing to develop competence and confidence in using mathematics

**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)





Unit	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Math & Stats 1.1	AS 91026 v3	N	1	4	Apply numeric reasoning in solving problems	Int	
Math & Stats 1.5	AS 91030 v3	L/N	1	3	Apply measurement in solving problems	Int	
Math & Stats 1.7	AS 91032 v3	N	1	3	Apply right-angled triangles in solving measurement problems	Int	
Math & Stats 1.10	AS 91035 v3	N	1	4	Investigate a multivariate data set using the statistical inquiry cycle.	Int	
Math & Stats 1.11	AS 91036 v3	L/N	1	3	Investigate bivariate data using the statistical enquiry cycle	Int	

# 103 Mathematics

# 103MAT

<b>Total Credits Available</b>	<ul style="list-style-type: none"> <li>Credits towards New Zealand Certificate in Foundation Skills Level 1</li> </ul>				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards New Zealand Certificate in Foundation Skills Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b> <b>0</b>	<b>Construction and Infrastructure</b> <b>0</b>	<b>Creative Industries</b> <b>0</b>	<b>Primary Industries</b> <b>0</b>	<b>Service Industries</b> <b>0</b>	<b>Social and Community</b> <b>0</b>

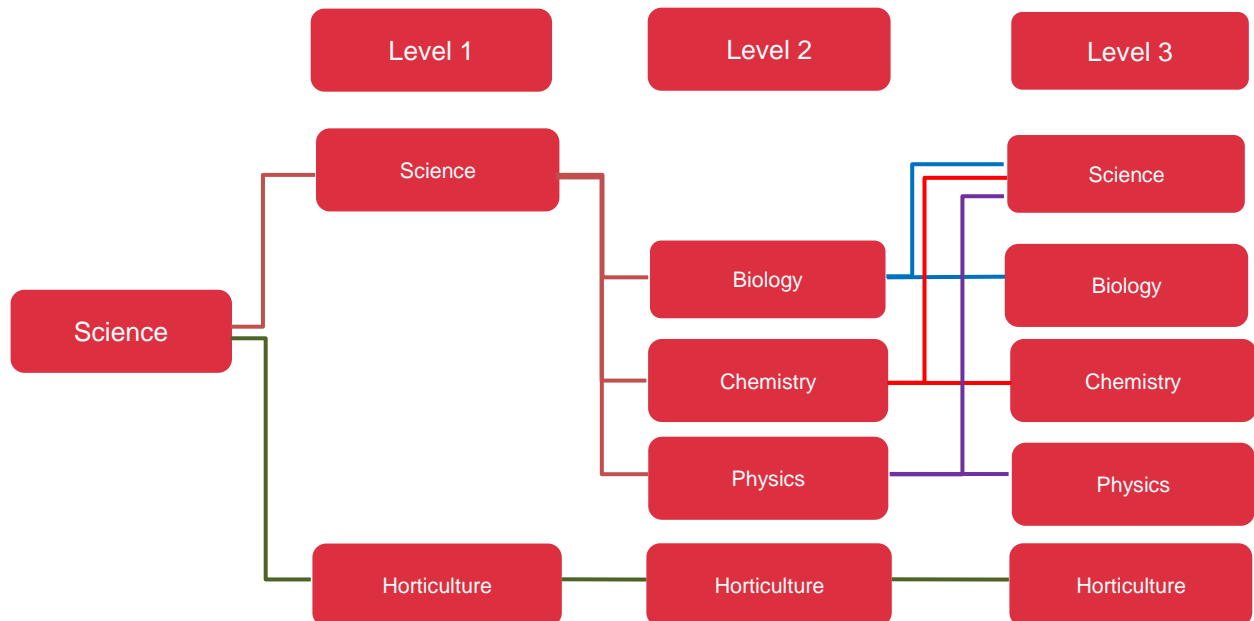
This course focusses on developing competencies needed for lifelong learning to include further study, supported employment and preparing young people to become contributing citizens in Aotearoa/New Zealand

Unit	NZC Level	Unit Title	Ex/Int	VP
1	1	Developing numeracy skills	Int	
2	1	Personal safety and well being	Int	
3	1	Problem solving	Int	
4	1	Developing confidence and independence	Int	

# Science (includes Horticulture)

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

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



## Possible Careers

For example:

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

# 101 Science

# 101SCI

<b>Total Credits Available</b>	24				
<b>University Entrance Numeracy Credits</b>	16				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Science</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Biology and/or</b></li> <li><b>201 Chemistry and/or</b></li> <li><b>201 Physics</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>12 credits from Level 1 Science</li> <li>Level 1 Numeracy</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
24	16	12	24	12	16

This course is aimed at students intending to continue their science studies through the senior school and beyond. It includes understanding knowledge and skills through relating their learning to everyday situations and carrying out practical investigations

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Sci 1.1	AS 90940 v3	N	1	4	Demonstrate understanding of aspects of mechanics	Ex	
Phys 1.1	AS 90935 v3	N	1	4	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Int	
Chem 1.1	AS 90930 v3	N	1	4	Carry out a practical chemistry investigation, with direction	Int	
Bio 1.1	AS 90925 v3	N	1	4	Carry out a practical investigation in a biological context, with direction	Int	
Chem 1.5	AS 90944 v4	-	1	4	Demonstrate understanding of aspects of acids and bases	Ex	
Sci 1.9	AS 90948 v3	L	1	4	Demonstrate understanding of biological ideas relating to genetic variation	Ex	

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



# 102 Science

# 102SCI

<b>Total Credits Available</b>	20
<b>University Entrance Numeracy Credits</b>	12
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Science</li> <li>HOD/Dean approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Biology and/or</b></li> <li><b>201 Chemistry and/or</b></li> <li><b>202 Physics</b></li> </ul>
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>12 credits from Level 1 Science</li> <li>Level 1 Numeracy</li> <li>HOD/Dean approval</li> </ul>

### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>20</b>	<b>16</b>	<b>12</b>	<b>20</b>	<b>12</b>	<b>12</b>

This course is tailored for those students not intending to pursue science beyond Year 12 or on to tertiary education. (NB: Some apprenticeships require a higher level of science than is offered in this course.)

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Bio 1.1	AS 90925 v3	N	1	4	Carry out a practical investigation in a biological context, with direction	Int	
Chem 1.1	AS 90930 v3	N	1	4	Carry out a practical chemistry investigation, with direction	Int	
Phys 1.1	AS 90935 v3	N	1	4	Carry out a practical investigation that leads to a linear mathematical relationship, with direction	Int	
Sci 1.7	AS 90946 v3	-	1	4	Investigate the implications of the properties of metals for their use in society	Int	
Sci 1.11	AS 90950 v3	-	1	4	Investigate biological ideas relating to interactions between humans and micro-organisms	Int	

# 103 Science

# 103SCI

**Total Credits Available** • Credits towards New Zealand Certificate in Foundation Skills Level 1

**Entry Requirements** • Nil





**Qualification** • Credits towards New Zealand Certificate in Foundation Skills Level 1

**Course Contribution** • Nil

### Vocational Pathways

<b>Manufacturing</b> 0	<b>Construction and Infrastructure</b> 0	<b>Creative Industries</b> 0	<b>Primary Industries</b> 0	<b>Service Industries</b> 0	<b>Social and Community</b> 0
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This course focusses on developing competencies needed for lifelong learning to include further study, supported employment and preparing young people to become contributing citizens in Aotearoa/New Zealand

Unit	NZC Level	Unit Title	Ex/Int	VP
1	1	Science Savvy	Int	
2	1	New Zealand Land Based Industries	Int	
3	1	Measuring and Timing	Int	
4	1	Environmentally Friendly	Int	

# 102 Horticulture

# 102HOR

<b>Total Credits Available</b>	28				
<b>University Entrance Numeracy Credits</b>	4				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Open entry</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Horticulture and/or Trades Academy Agriculture</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>28</b>	<b>0</b>	<b>3</b>

This course is tailored for those students who enjoy getting out and working with the land.

### Standards to be assessed:

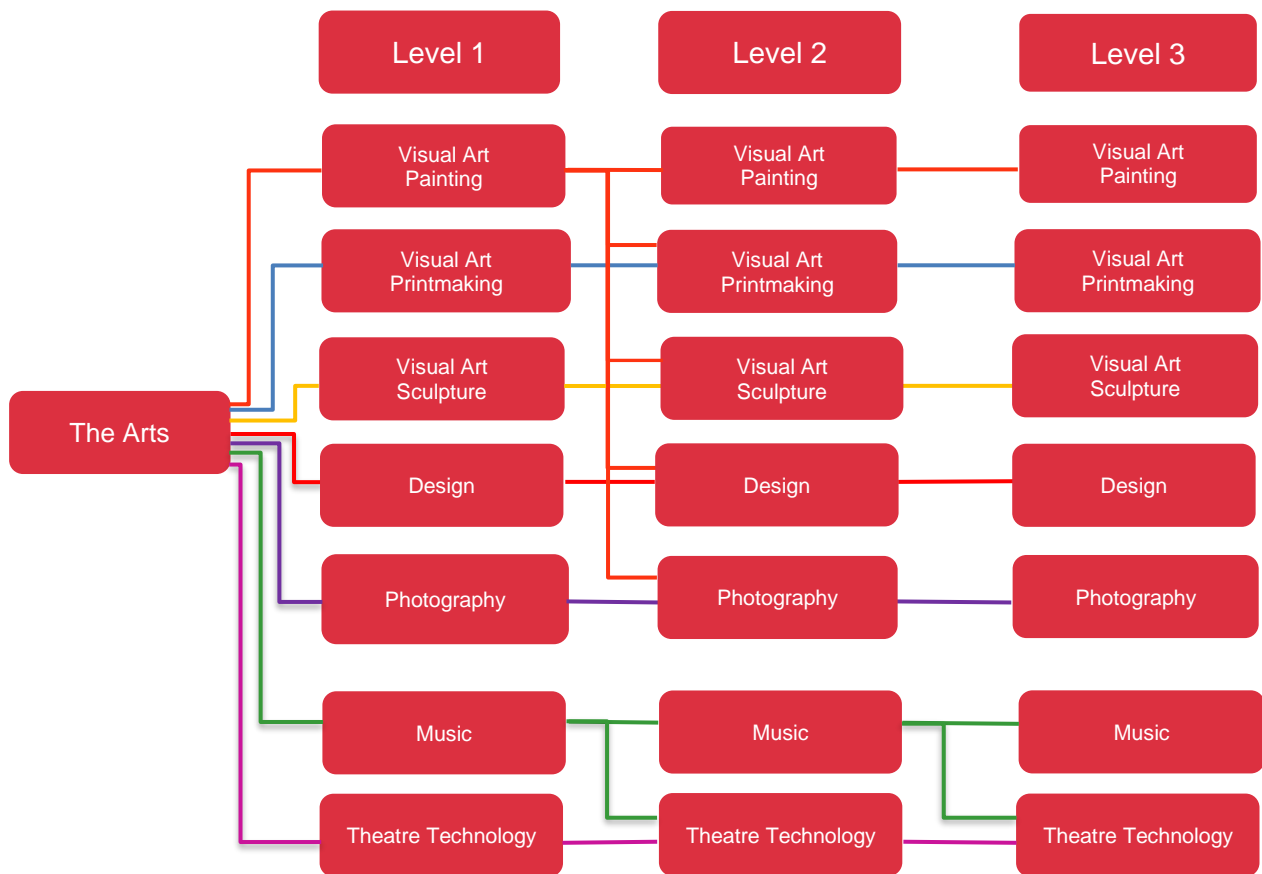
Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Ag & Hort Sci	As 90918 v2	N	1	4	Carry out a practical agricultural or horticultural investigation.	Int	
Ag & Hort Sci	As 90157 v4	-	1	4	Demonstrate practical skills used in agricultural or horticultural production.	Int	
Ag & Hort Sci	AS 90922 v2	-	1	3	Design a landscape plan that reflects user requirements	Int	
Hort	US 1 v5	-	1	5	Prepare and sow outdoor seed beds manually	Int	
Hort	US 23780 v1	-	1	5	Undertake general garden maintenance	Int	
Hort	US 23782 v1	-	1	2	Identify containers, materials, plants and tools used in plant propagation	Int	
Hort	US 23783 v1	-	1	5	Grow and maintain plants in containers from seed.	Int	

# The Arts

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

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

# 101 Visual Arts

# 101ART

<b>Total Credits Available</b>	26
<b>University Entrance Numeracy Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits from Year 10 Art</li> <li>HOD/Dean approval</li> </ul>
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>\$30.00 towards the cost of materials for take home component - projects</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Visual Art – one of the following disciplines:</b></li> <li><b>Painting</b></li> <li><b>OR Photography</b></li> <li><b>OR Printmaking</b></li> <li><b>OR Sculpture</b></li> <li><b>OR Design</b></li> <li><b>OR a combination with HOD/Dean approval</b></li> </ul>
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>For photography, painting, printmaking, sculpture or design: achievement of AS90914, AS90915 and/or AS90916 from Level 1</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
<b>0</b>	<b>0</b>
<b>Creative Industries</b>	<b>Primary Industries</b>
<b>26</b>	<b>0</b>
<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>

Year 11 Visual Art gives students a great creative outlet which will develop their media skills and understanding of how artists work.

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Vis Arts 1.2	AS 90914 v3	-	1	4	Use drawing methods and skills for recording information using wet and dry media	Int	
Vis Arts 1.3	AS 90915 v2	-	1	6	Use drawing conventions to develop work in more than one field of practice	Int	
Vis Arts 1.4	AS 90916 v3	-	1	12	Produce a body of work informed by established practice, which develops ideas, using a range of media	Ex	
Vis Arts 1.5	AS 90917 v3	-	1	4	Produce a finished work that demonstrates skills appropriate to cultural conventions	Int	

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

# 101 Music

# 101MUS

<b>Total Credits Available</b>	30
<b>University Entrance Numeracy Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>You need to be able to perform in front of people</li> </ul>
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Students will require headphones for this course</li> <li>\$5 for photocopying if you are learning an instrument</li> <li>Students may have the option to attend concerts which may incur a payment</li> </ul>
<b>Next Step Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li><b>201 Music</b></li> <li>Achievement of 16 credits in 101 Music</li> <li>Or HOD/Dean approval</li> </ul>
<b>Vocational Pathways</b>	
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>
<b>0</b>	<b>0</b>
<b>Creative Industries</b>	<b>Primary Industries</b>
<b>30</b>	<b>0</b>
<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>

This course develops skills in and knowledge of score reading, music theory, composition, performance and music history

**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)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Music 1.1	AS 91090 v3	-	1	6	Perform two pieces of music as a featured soloist	Int	
Music 1.2	AS 91091 v3	-	1	4	Demonstrate ensemble skills through performing a piece of music as a member of a group	Int	
Music 1.3	AS 91092 v3	-	1	6	Compose two original pieces of music	Int	
Music 1.5	AS 91094 v3	L	1	4	Demonstrate knowledge of conventions used in music scores	Ex	
Music 1.6	AS 91095 v3	L	1	6	Demonstrate knowledge of two music works from contrasting contexts	Int	
Music Tech	US 27656 v1	-	1	4	Demonstrate and apply introductory knowledge of music technology, equipment and techniques	Int	

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

# 102 Theatre Technology

# 102TTE

<b>Total Credits Available</b>	20
<b>University Entrance Reading Credits</b>	0
<b>University Entrance Writing Credits</b>	0
<b>Entry Requirements</b>	•
<b>Qualification</b>	• Credits towards NCEA Level 1
<b>Course Contribution</b>	•
<b>Next Step</b>	• <b>201 TTE</b>
<b>Requirement for Level 3 Entry</b>	• Achievement of 14 credits in 101 TTE and HOD/Dean approval

### Vocational Pathways

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

Standards to be assessed:

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

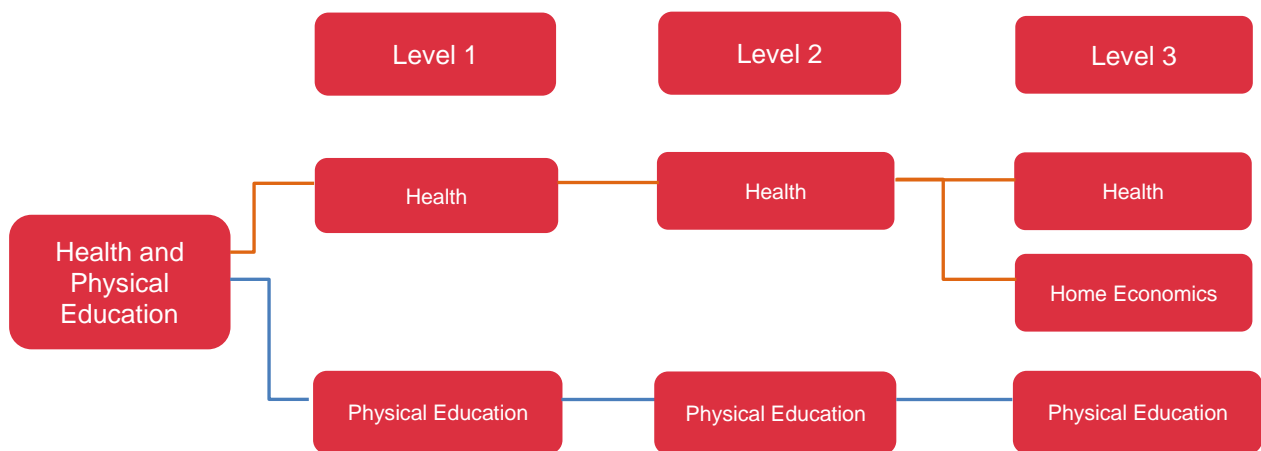
Sub Ref	Standard and Version	R/W	Level	Cr	Standard Title	Ex/Int	VP
Ent. & Event Tech	US 26687 v4	-	1	4	Demonstrate and apply knowledge of sound technology for a performance context	Int	
Ent. & Event Tech	US 26686 v4	-	1	4	Demonstrate and apply knowledge of simple stage lighting for a performance context	Int	
Ent. & Event Tech	US 26690 v4	-	1	3	Construct item(s) to meet production needs for a performance context from a given brief	Int	
Ent. & Event Tech	US 26689 v3	-	1	3	Demonstrate knowledge of costuming for a performance context	Int	
Ent. & Event Tech	US 26688 v4	-	1	4	Demonstrate knowledge and techniques of make-up application for a performance context	Int	
Ent. & Event Tech	US 26691 v4		1	2	Assist in a performing arts production by undertaking a specified production role	Int	

# 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 rate and significance of physical activity for self, others and society.



## Possible Careers

For example:

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



# 101 Health

# 101HED

<b>Total Credits Available</b>	24				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>HOD/Dean approval</li> </ul>				
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Health</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>12 credits in 101 Health or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>24</b>

This course studies a range of relevant health issues including managing your hauora/wellbeing, understanding sexuality issues, exploring issues related to drugs and alcohol use plus food and nutrition.

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Health 1.1	AS 90971 v3	L	1	3	Take action to enhance an aspect of personal wellbeing	Int	
Health 1.2	AS 90972 v3	L	1	4	Demonstrate understanding of influences on adolescent eating patterns by making health-enhancing recommendations	Ex	
Health 1.3	AS 91097 v3	L	1	4	Demonstrate understanding of ways in which wellbeing can change and strategies to support wellbeing	Int	
Health 1.4	AS 90973 v3	L	1	5	Demonstrate understanding of interpersonal skills used to enhance relationships	Int	
Health 1.5	AS 90974 v4	L	1	4	Demonstrate understanding of strategies for promoting positive sexuality	Int	
Health 1.6	AS 90975 v3	L	1	4	Demonstrate understanding of strategies for making health-enhancing decisions in drug related situations	Ex	

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

# 101 Physical Education

# 101PED

<b>Total Credits Available (Physical Education)</b>	20
<b>University Entrance Numeracy Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>A minimum of at least 5 achieved assessments in Year 10 Physical Education or HOD/Dean approval</li> <li>Black Physical Education shorts and sports top</li> </ul>
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 PED</b></li> </ul>
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>14 credits from Level 1 Physical Education</li> <li>HOD/Dean approval</li> </ul>






### Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>20</b>	<b>4</b>	<b>20</b>	<b>20</b>

This course provides a variety of physical activities, sporting knowledge and skill development.

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

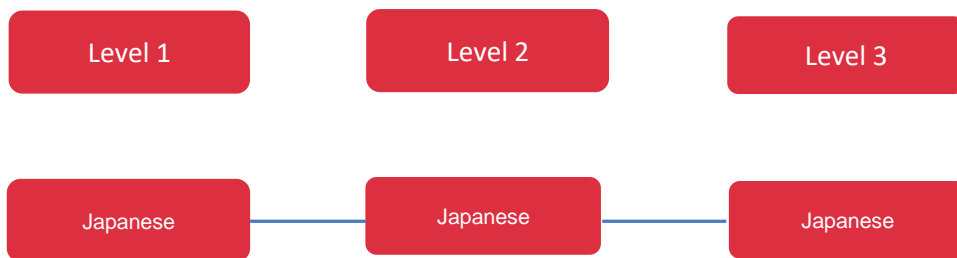
Standards marked with **L** or **N** meet the NCEA Level 1 requirements for Literacy (L) and Numeracy (N)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Phys Ed 1.1	AS 90962 v3	-	1	5	Participate actively in a variety of physical activities and explain factors that influence own participation	Int	
Phys Ed 1.2	AS 90963 v3	L	1	5	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	Int	
Phys Ed 1.3	AS 90964 v3	-	1	3	Demonstrate quality movement in the performance of a physical activity	Int	
Phys Ed 1.5	AS 90966 v3	L	1	4	Demonstrate interpersonal skills in a group and explain how these skills impact on others	Int	
Phys Ed 1.9	AS 90970 v3	L	1	3	Demonstrate self management strategies and describe the effects on participation in physical activity	Int	

**Course Endorsement available**  
**Achievement standards only**  
 (see page 7 for explanation)

# Languages

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



## Possible Careers

For example:

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

# 101 Japanese





# 101JPN

<b>Total Credits Available</b>	19				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>• 15 credits in Year 10 Japanese</li> <li>• HOD/Dean approval</li> <li>• Students wishing to begin learning Japanese should see the HOD of Languages</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>• Credits towards NCEA Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>• \$15 Language Perfect registration (optional)</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li>• <b>201 Japanese</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>• Achievement of 10 credits in 101 Japanese</li> <li>• Students wishing to begin learning Japanese should see the HOD of Languages</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>10</b>	<b>9</b>	<b>15</b>	<b>5</b>

This course provides the skills of reading, writing, speaking and listening through the study of a wide range of thematic units based on Japanese society

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Jap 1.1	AS 90893 v2	-	1	5	Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance	Ext	
Jap 1.2	AS 90894 v2	-	1	4	Give a spoken presentation in Japanese that communicates a personal response	Int	
Jap 1.4	AS 90896 v2	-	1	5	Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance	Ext	
Jap 1.5	AS 90897 v2	-	1	5	Write a variety of text types in Japanese on areas of most immediate relevance	Int	

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

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

# Māori

## (includes Te Reo Māori, Tikanga and Māori Performing Arts)

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

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

Māori Performing Arts offers a range of skills and knowledge of the disciplines. You are encouraged to join our Kapa Haka group to perform.



### Possible Careers

For example:

Actor, Air Force Officer, Air Traffic Controller, Army Officer, Archivist, Barrister, Clinical Coder, Communications Professional, Conservator, Customs/Freight Broker, Dancer, Data Entry, Diplomat, Director (Film, Television, Radio, Stage), Entertainer, Events Manager, Editor, Elected Government Representative, Film and Video Editor, Foreign Policy Office, Historian, Hotel/Motel Manager, Human Resources Generalist, Immigration Officer, Intelligence Officer, Journalist, Judge, Kaiwhakaako Māori, Kaiwhakawhiti Reo ā-Tuhi (Translator), Kaiwhakawhiti ā-Waha (Interpreter), Lawyer, Legal Executive, Lexicographer, Library Assistant, Librarian, Management Consultant, Market Research Analyst, Marketing Specialist, Musician, Navy Officer, Navy Sailor, Policy Analyst, Police Officer, Public Relations Professional, Publicist, Radio Presenter, Recruiting Manager, Television Presenter, Tertiary Lecturer, Tour Guide, Trainer, Translator, Travel Agent/Adviser, Workplace Relations Adviser

# 101 Te Reo Māori





# 101TRM

<b>Total Credits Available</b>	24				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>12 credits in Year 10 Te Reo Māori</li> <li>HOD/Dean approval</li> </ul>				
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Te Reo Māori</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>NCEA Level 1 Te Reo Māori (Students from a Rumaki or Kura Kaupapa must have HOD approval)</li> <li>At least 12 credits from Level 1 Te Reo Māori</li> <li>Less than 12 credits - HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>24</b>	<b>24</b>	<b>24</b>	<b>24</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)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Te Reo 1.1	AS 91085 v3	L	1	6	Whakarongo kia mōhio ki te reo o tōna ao	Int	
Te Reo 1.2	AS 91086 v3	L	1	6	Kōrero kia whakamahi i te reo o tōna ao	Int	
Te Reo 1.3	AS 91087 v2	L	1	6	Pānui kia mōhio ki te reo o tōna ao	Ex	
Te Reo 1.5	AS 91089 v3	L	1	6	Waihanga tuhinga i te reo o tōna ao	Int	

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

# 102 Tikanga

# 102TIK

<b>Total Credits Available</b>	13				
<b>University Entrance Reading Credits</b>	0				
<b>University Entrance Writing Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1 and/or Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Tikanga or 101 Te Reo Māori</b></li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>13</b>	<b>6</b>

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)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Tik	US 27106 v4	-	1	2	Describe the terms connected with whakapapa and use terms within a family structure	Int	
Tik	US 16160 v7	-	1	3	Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho	Int	
Tik	US 27108 v4	-	1	2	Describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa	Int	
Tik	US 16165 v6	-	1	2	Describe a hui and the roles associated with hui in accordance with tikanga and or kawa	Int	
Tik	US 27105 v3	-	1	2	Describe and explain the separation of Ranginui and Papatūānuku in accordance with ngā kōrero tuku iho	Int	
Tik	US 29316 v2	-	1	2	Describe the migration from Hawaiki in accordance with ngā kōrero tuku iho	Int	

# 102 Māori Performing Arts

# 102 MPA

<b>Total Credits Available</b>	22				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$40 for optional entry into competitions and/or concerts which may incur entry fees</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Māori Performing Arts</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>14 credits in 102 Māori Performing Arts</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>22</b>	<b>0</b>	<b>9</b>	<b>0</b>

This course offers a range of skills and knowledge of the disciplines of Māori Performing Arts. Joining the Kapa Haka group is encouraged.

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Māori Perf	US 27546 v2	-	1	5	Demonstrate knowledge of torotoro tinana	Int	
Māori Perf	US 22752 v6	-	1	3	Demonstrate knowledge and skills of performance components	Int	
Māori Perf	US 22753 v5	-	1	3	Demonstrate knowledge of people associated with Māori performing arts	Int	
Māori Perf	US 22754 v5	-	1	4	Demonstrate knowledge of the origins of Māori performing arts disciplines and events	Int	
Māori Perf	US 27547 v2	-	1	4	Identify ngā momo rākau whawhai	Int	
Māori Perf	US 22755 v5	-	1	3	Demonstrate knowledge of Māori performing arts kākahu	Int	

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

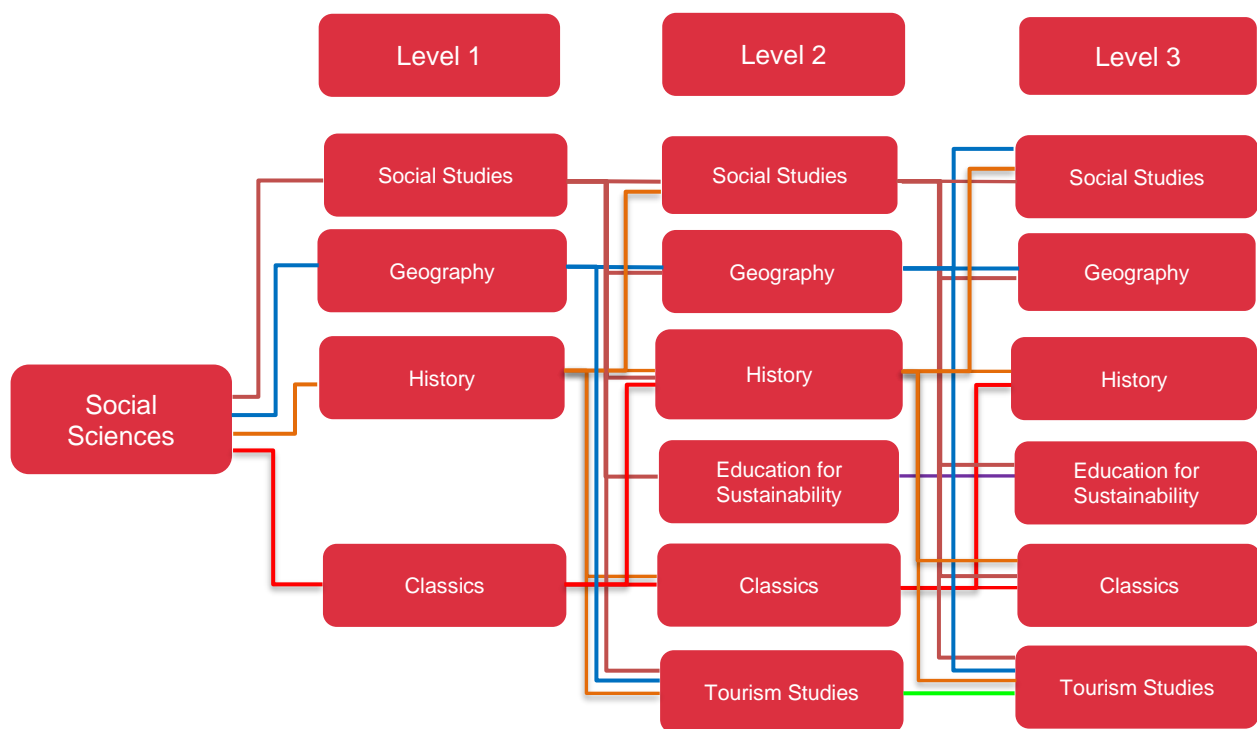


# Social Sciences

## (includes Social Studies, Geography, History, Classics and Tourism Studies)

Social Sciences are about learning how societies work and how people participate within those societies. You will be able to acquire skills such as: research, handling data, writing reports, questioning, make informed decisions, communicating and be socially, politically and environmentally aware. Social Sciences can be explored through social science, history, geography or classical studies.

The Tourism course works towards the New Zealand Certificate in Tourism. You will study the tourism business, the impact of the tourism industry, research tourist attractions in New Zealand and throughout the world, and the roles and skills required in the tourism industry.



### Possible Careers

For example:

Academic Librarian, Airlines, Airport, Archaeologist, Archivist, Author, Biosecurity Officer, Broadcast Journalist, Cartographer, Conferencing and Events, Conservation Officer, Curator, Economist, Environmental Consultant, Ferries and Cruise Ships, Flight Attendants (Cabin Crew), Geographical Information Systems Officer, Heritage Manager, Historian, Hotels, Human Resource Advisor, International Aid/Development Worker, Landscape Architect, Librarian, Market Researcher, Museum Education, Museum/Gallery Curator, Policy Analyst, Politician's Assistant, Resorts, Social Researcher, Statistician, Surveyor, Teacher, Tour Guides, Tourism Operators, Transport Planner, Travel Agencies

# 101 Social Studies






# 101SST

<b>Total Credits Available</b>	20				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Social Studies</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$10.00 for optional Geography/Social Studies field work</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li>201 Social Studies and/or</li> <li>201 Geography and/or</li> <li>201 Classics and/or</li> <li>201 History and/or</li> <li>201 Education for Sustainability</li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>NCEA Level 1</li> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>12</b>	<b>16</b>	<b>16</b>	<b>20</b>

At Level 1 students can select a learning programme from within Social Studies, Geography, Classics and History. Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Social Studies 1.1	AS 91039 v3	L	1	4	Describe how cultures change	Ex	
Social Studies 1.2	AS 91040 v3	L	1	4	Conduct a social inquiry	Int	
Social Studies 1.3	AS 91041 v3	L	1	4	Describe consequences of cultural change(s)	Ex	
Social Studies 1.4	AS 91042 v3	L	1	4	Report on personal involvement in a social justice and human rights action	Int	
Social Studies 1.5	AS 91043 v3	L	1	4	Describe a social justice and human rights action	Int	

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

# 101 Geography

# 101GEO

Total Credits Available	24				
University Entrance Numeracy Credits	8				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Social Studies</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$10.00 for optional Geography/Social Studies field work</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Social Studies and/or</b></li> <li><b>201 Geography and/or</b></li> <li><b>201 Classics and/or</b></li> <li><b>201 History and/or</b></li> <li><b>201 Education for Sustainability</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>Level 1 Social Sciences/NCEA Level 1</li> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>4</b>	<b>14</b>	<b>21</b>	<b>28</b>	<b>7</b>

At Level 1 students can select a learning programme from within Social Studies, Geography, Classics and History. Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Geo 1.1	AS 91007 v3	L	1	4	Demonstrate geographic understanding of environments that have been shaped by extreme natural events	Ex	
Geo 1.3	AS 91009 v3	L	1	3	Demonstrate geographic understanding of the sustainable use of an environment	Int	
Geo 1.4	AS 91010 v2	N	1	4	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	Ex	
Geo 1.5	AS 91011 v3	L/N	1	4	Conduct geographic research, with direction	Int	
Geo 1.6	AS 91012 v3	L	1	3	Describe aspects of a contemporary New Zealand geographic issue	Int	
Geo 1.7	AS 91013 v3	L	1	3	Describe aspects of a geographic topic at a global scale	Int	
Geo 1.85	AS 91014 v3	-	1	3	Apply spatial analysis, with direction, to solve geographic problems	Int	

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

# 101 History

# 101HIS

Total Credits Available	24				
University Entrance Numeracy Credits	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Social Studies</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$10.00 for optional Geography/Social Studies field work</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Social Studies and/or</b></li> <li><b>201 Geography and/or</b></li> <li><b>201 Classics and/or</b></li> <li><b>201 History and/or</b></li> <li><b>201 Education for Sustainability</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>Level 1 Social Sciences/NCEA Level 1</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
0	0	24	0	16	15

At Level 1 students can select a learning programme from within Social Studies, Geography, Classics and History. Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Hist 1.1	AS 91001 v3	L	1	4	Carry out an investigation of an historical event, or place, of significance to New Zealanders	Int	
Hist 1.2	AS 91002 v3	L	1	4	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Int	
Hist 1.3	AS 91003 v3	L	1	4	Interpret sources of an historical event of significance to New Zealanders	Ex	
Hist 1.4	AS 91004 v3	L	1	4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Int	
Hist 1.5	AS 91005 v3	L	1	4	Describe the causes and consequences of an historical event	Ex	
Hist 1.6	AS 91006 v4	L	1	4	Describe how a significant historical event affected New Zealand society	Ex	

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






# 101 Classical Studies

# 101CLS

<b>Total Credits Available</b>	24				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>15 credits in Year 10 Social Studies</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> <li>Credits towards NCEA Level 1 Literacy and Numeracy</li> <li>Credits towards University Entrance Numeracy</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Approximately \$10.00 for optional Geography/Social Studies field work</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Social Studies and/or</b></li> <li><b>201 Geography and/or</b></li> <li><b>201 Classics and/or</b></li> <li><b>201 History and/or</b></li> <li><b>201 Education for Sustainability</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>Level 1 Social Sciences/NCEA Level 1</li> <li>Or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>0</b>

At Level 1 students can select a learning programme from within Social Studies, Geography, Classics and History. Students will explore how other people view themselves through a variety of contexts and settings. Independent learning is encouraged.

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

Sub Ref	Standard and Version	L / N	Level	Cr	Standard Title	Ex/Int	VP
Class. Studies 1.1	AS 91021 v2	L	1	4	Demonstrate understanding of ideas and values of the classical world	Ex	
Class. Studies 1.2	AS 91022 v2	L	1	4	Demonstrate understanding of the significance of features of work(s) of art in the classical world	Ex	
Class. Studies 1.3	AS 91023 v3	L	1	4	Demonstrate understanding of an important historical figure in the classical world	Ex	
Class. Studies 1.4	AS 91024 v3	L	1	6	Demonstrate understanding of social relationships in the classical world	Int	
Class. Studies 1.5	AS 91025 v3	L	1	6	Demonstrate understanding of links between aspects of the classical world and another culture	Int	

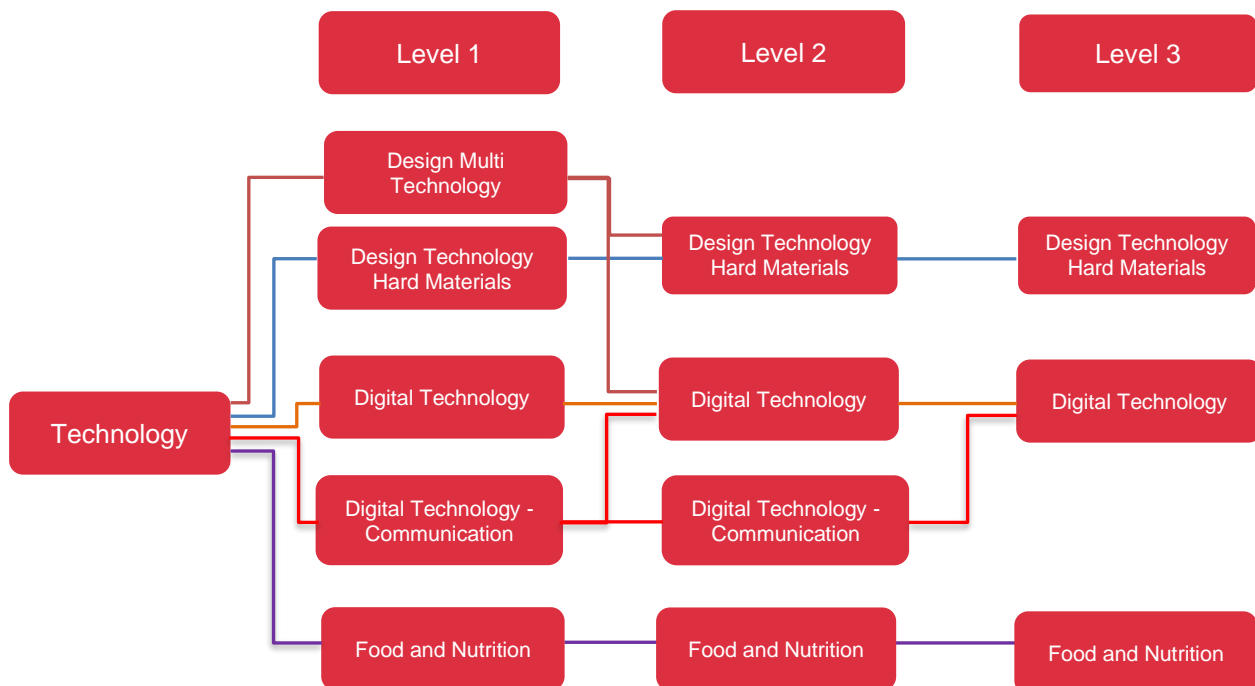
**Course Endorsement available**  
(see page 7 for explanation)

# Technology

## (includes Multi Technology, Hard Materials, Digital 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.

Multi-Tech and Hard Materials have 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.



### Possible Careers

For example:

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

# 101 Design Multi-Technology

# 101DMT

<b>Total Credits Available</b>	20				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>HOD/Dean approval</li> </ul>				
<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>Course Contribution</b>	<ul style="list-style-type: none"> <li>\$30.00 towards the cost of consumables</li> <li>Individual projects will incur additional costs depending on the complexity of the design</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Design Technology – Hard Materials</b></li> <li><b>OR Trades Academy @ EIT</b></li> <li><b>OR 201 Design Multi-Technology (yet to be developed)</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>12 credits in a Technology subject or HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
16	16	20	6	0	0

Students will develop skills in Visual Communication Design with a strong focus on small object/3D designs. They will become familiar with the use of a variety of 3D drawing and construction methods, using professional software and equipment.

## Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Gen Tech 1.3	AS 91046 v3	-	1	6	Use design ideas to produce a conceptual design for an outcome to address a brief	Int	
DVC 1.30	AS 91063 v5	-	1	3	Produce freehand sketches that communicate design ideas	Ex	
DVC 1.34	AS 91067 v3	-	1	3	Use the work of an influential designer to inform design ideas	Int	
DVC 1.36	AS 91069 v3	L	1	4	Promote an organised body of design work to an audience using visual communication techniques	Int	
Visual Arts 1.5	AS 90917 v3	-	1	4	Produce a finished work that demonstrates skills appropriate to cultural conventions	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

# 102 Design Technology – Hard Materials 102DTH

<b>Total Credits Available</b>	22
<b>University Entrance Numeracy Credits</b>	0
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>HOD/Dean approval</li> </ul>
<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>\$30.00 per term for materials (e.g. wood) used in projects as take home component</li> </ul>
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Design Technology - Hard Materials</b></li> </ul>
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>Minimum of 12 credits from Level 1 Design Technology – Hard Materials or HOD/Dean approval</li> </ul>

## Vocational Pathways

<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>6</b>	<b>22</b>	<b>0</b>	<b>8</b>	<b>0</b>	<b>0</b>

Students learn to design and manufacture products that meet the needs of clients. Focus is given to developing each student's skills in the use of machines, tools and processes to manipulate a range of materials including wood, metals and plastics. Key competencies developed include time management, planning, drawing and the communication of design ideas.

### 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)

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex /Int	VP
BCAT	US 24352 v2	-	1	2	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	Int	
BCAT	US 24356 v2	-	1	8	Apply elementary workshop procedures and processes for BCATS projects	Int	
BCAT	US 25921 v2	-	2	6	Make a cupboard as a BCATS project	Int	
Constr & Mech Tech 1.20	AS 91057 v4	-	1	6	Implement basic procedures using resistant materials to make a specified product	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



# 101 Digital Technologies







# 101DGT

<b>Total Credits Available</b>	20				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>Students will require headphones for this course</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>201 Digital Technology</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

Gaming is used as an introduction to the technology process. Students will research, conceptualise, code and design a computer game and the promotional merchandise. This course takes the student from initial idea to finished outcome, developing a range of technological techniques and software skills.

## Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Digital Tech 1.1	AS 91877 v1	L	1	3	Develop a proposal for a digital outcome	Int	
Digital Tech 1.2	AS 91878 v1	L	1	3	Develop a design for a digital outcome	Int	
Digital Tech 1.4	AS 91880 v1	L	1	4	Develop a digital media outcome	Int	
Gen Tech 1.5	AS 91048 v4	L	1	4	Demonstrate understanding of how technological modelling supports decision making.	Ext	
Digital Tech 1.7	AS 91883 v1	L	1	4	Develop a computer program	Int	
Digital Tech 1.8	AS 91884 v1	L	1	6	Use basic iterative processes to develop a digital outcome	Int	

# 102 Digital Technology Communication 102DTC

<b>Total Credits Available</b>	19				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>Nil</li> </ul>				
<b>Next Step</b>	<ul style="list-style-type: none"> <li><b>202 Digital Technology Communication</b></li> <li><b>OR Trades Academy @ EIT</b></li> </ul>				
<b>Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li>HOD/Dean approval</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>5</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>0</b>	<b>3</b>

Providing a Unit Standard based digital technology course for those who want workplace qualifications and skills. Skills include communication, business correspondence and the use of a variety of software.

## Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Business Info Process	US 101 v7	-	1	3	Develop and use keyboarding skills to enter text	Int	
Business Info Process	US 102 v7	-	1	3	Consolidate keyboarding skills and produce accurate text based documents	Int	
Gen. Comp.	US 5946 v8	-	1	3	Use computer technology to create and deliver a presentation from given content	Int	
Core Gen.	US 504 v8	-	1	2	Produce a CV (curriculum vitae)	Int	
Core Gen.	US 24709 v4	-	1	3	Produce a balanced budget to manage personal finances	Int	
Gen. Comp	US 2792 v8	-	1	2	Produce simple desktop published documents using templates	Int	
Writing	US 10792 v5	-	1	3	Write formal personal correspondence	Int	

# 102 Food and Nutrition

# 102FAN

<b>Total Credits Available</b>	23				
<b>University Entrance Numeracy Credits</b>	0				
<b>Entry Requirements</b>	<ul style="list-style-type: none"> <li>Year 10 Junior Diploma</li> <li>HOD/Dean approval</li> </ul>				
<b>Qualification</b>	<ul style="list-style-type: none"> <li>Credits towards NCEA Level 1 and Level 2</li> </ul>				
<b>Course Contribution</b>	<ul style="list-style-type: none"> <li>\$30.00 <b>per term</b> for take home components (ingredients)</li> </ul>				
<b>Next Step Requirement for Level 2 Entry</b>	<ul style="list-style-type: none"> <li><b>202 Food and Nutrition</b></li> <li>US167 or interview with teacher to gauge skill level, interest and commitment to the subject</li> </ul>				
<b>Vocational Pathways</b>					
<b>Manufacturing</b>	<b>Construction and Infrastructure</b>	<b>Creative Industries</b>	<b>Primary Industries</b>	<b>Service Industries</b>	<b>Social and Community</b>
<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>23</b>	<b>0</b>

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

### Standards to be assessed:

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

Sub Ref	Standard and Version	L/N	Level	Cr	Standard Title	Ex/Int	VP
Food	US 167 v8	-	2	4	Practise food safety methods in a food business under supervision	Int	
Cook	US 21059 v4	-	1	2	Demonstrate knowledge of knife care, use, storage and carrying for the hospitality industry	Int	
Hosp	US 15901 v5	-	1	3	Prepare and present fruit and vegetables in the hospitality industry	Int	
Hosp	US 15920 v5	-	1	2	Prepare and present sauce and soup in the hospitality industry	Int	
Hosp	US 15895 v4	-	1	3	Demonstrate knowledge of boiling and baking in the commercial catering industry	Int	
Hosp	US 15921 v4	-	1	3	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	Int	
Hosp	US 15900 v4	-	1	4	Prepare and present meat in the hospitality industry	Int	
Hosp	US 15891 v5	-	1	2	Demonstrate knowledge of commercial cutlery and crockery types and uses in the hospitality industry	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
- 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.

## Final Advice

Organisation for the 2020 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