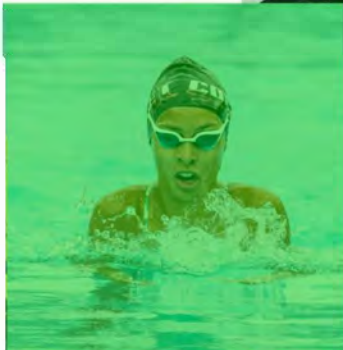


GISBORNE GIRLS' HIGH SCHOOL



COURSE PLANNING 2023

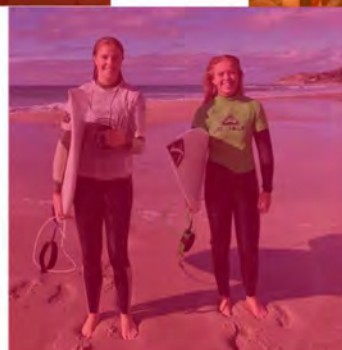


phone: 06 8686092
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PO Box 249 Gisborne 4040












YEAR 10



YEAR 10



FACULTIES

	ARTS FACULTY
	CAREERS FACULTY
	ENGLISH FACULTY
	INTERNATIONAL LANGUAGES FACULTY
	MĀORI FACULTY
	MATHEMATICS FACULTY
	PHYSICAL EDUCATION AND HEALTH FACULTY
	SCIENCE FACULTY
	SOCIAL SCIENCE FACULTY
	TECHNOLOGY FACULTY
	TAIRAWHITI SERVICES ACADEMY

VIABILITY OF COURSES

The timetable will be constructed based on the subjects chosen by the ākonga. Whether a course will run depends on the number of ākonga who have opted for it. Some courses may be cancelled and ākonga guided into new courses.

COURSE PLANNING

Be careful that you check the subjects that you **MUST** study to follow the further study or career of your choice. Put these into your programme first, and then look at the exciting options left.

When considering your future directions have a look at the Future Career Ideas shown on each faculty pathway. Remember that it is often a combination of subject areas that best prepares you for any particular career idea or industry sector so you do not have to specialise too soon – keep your options open.

Useful website: www.careers.govt.nz

THE JUNIOR CURRICULUM

YEARS 9 AND 10

Our junior programme is designed to provide opportunities to build and develop individual strengths while instilling high expectations and the strong grounding essential for success in NCEA and beyond. We encourage the selection of a broad range of subjects to ensure a wide range of opportunities remains open to our ākonga as they enter their senior years.

We have a caring and dedicated pastoral and careers team who will support both ākonga and whānau to ensure the best choices are made for future success.

In Years Nine and Ten, ākonga programmes are focussed on a range of compulsory subjects.

In Year Nine these are English, Hauora (Health and Physical Education), Mathematics, Science, Social Science and Technology. There is also a course called Te Raukura in which ākonga are immersed in Māori customs and cultural practices. Within the other subject areas, The Arts and Languages, we offer a series of specialist choices where individual talents and interests are nurtured and encouraged.

In Year Ten, the Technology learning area becomes a series of specialist courses that ākonga can choose

CHOOSING YOUR OWN COURSE

OUR VISION

Whāngaihia te āpōpō - Empowering rangatahi for life.

Our Hinetu profile is:

For ākonga to become confident, connected, culturally aware, actively involved and accomplished lifelong learners. Gisborne Girls' High ākonga are young women of integrity and self-reliance. They are able to relate effectively with others and are eager to take responsibility as citizens of their local, national and global communities.

He Kura Ao, He Ao Kura, Ko Turanga Wāhine. An educated world is a precious world; that's Gisborne Girls' High School.

MULTI LEVEL STUDY

Ākonga may study at any level as long as they meet the entry requirements of the subject.

from alongside the Arts and Languages courses.

We are committed to success for every ākonga and offer both extension opportunities and focused learning support for individual learning concerns. We offer additional assistance in literacy and numeracy for those ākonga who come to high school with extra needs. The Accelerated Learning Programmes (ALPs) offer small group assistance in these vital aspects that impact on a ākonga's progress in all curriculum subjects.

As a school we strive to create learning environments where ākonga actively participate in the learning process alongside their teachers. We value positive learning relationships between students and teachers. We encourage diversity and cultural awareness and expect our ākonga to take every opportunity that is on offer both academically and in the vast range of extracurricular activities that Gisborne Girls' High School supports. This begins with our clear expectation that attendance every day is the key to success.

DETAILED COURSE OUTLINE

Refer to the back of this document



COURSE COST CONTRIBUTION

POLICY

As a school we try to keep costs as low as possible whilst still providing the opportunities that ākonga require to get the most out of their courses. In some courses there is a cost component that ākonga are asked to contribute. These can be for the purchase of the 'take-home' product(s) that ākonga complete during the course or for a contribution towards trip costs which enable the students to experience activities offsite to enrich the course. All ākonga who select these courses are asked to make this contribution however if a ākonga is having problems meeting these costs they should talk to their Form Teacher or Dean.

ARTS FACULTY



THE ARTS

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa.
Artistic excellence makes the world sit up in wonder.

The Arts are powerful forms of expression that recognise, value, and contribute to the unique bi cultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. Through movement, sound and image, the Arts transform people's creative ideas into expressive works that communicate layered meanings.

MUSIC

Students work individually and collaboratively to explore the potential of sounds & technologies for creating, interpreting and representing music ideas.

VISUAL ARTS

Students develop visual literacy as they transform visual, tactile and spatial ideas to solve problems and celebrate their own and other's visual worlds.

DRAMA

Students learn to structure elements, use dramatic conventions, techniques and technologies to create imagined worlds.

EXPRESSIVE ARTS

Students will look at a range of performance styles, opportunities for prop making and costume design.



FUTURE CAREER IDEAS

Dancer, Choreographer, Tertiary Lecturer, Teacher, Community Group Manager, Artistic Director, Screen and Set Designer, Dance Physiotherapist, Dietician, Injury Management, Dance Therapist, Dance Training Prescription, Arts Administrator, Arts Manager, Model

EXPRESSIVE ARTS

Actress/Actor, Director, Journalist, Public Relations Professional, Tertiary Lecturer, Teacher, Marketing Manager, TV Presenter, Film Editor, Broadcaster, Events Manager, Set Designer, Drama Therapist, Stage Manager, Script Writer, Comedian, Costume Designer

DRAMA

Artist, Exhibition Curator, Architect, Teaching, Designer (Graphic, Interior, Spatial, Industrial, Web), Art Director, Advertising, Set/Screen Production, Film/Video, Jeweller, Beauty Therapist, Framer, Sign Writer, Restorer, Makeup Artist, Art Therapist

VISUAL ARTS

Composition, Performing, Radio & TV, Audio Engineering, Music Production, Live Sound Work, Instrument Making and Repair, Music Industry Jobs, Teaching, Music Therapy, Music Publishing, Music Retail & Wholesale, Arts and Culture Administrator

MUSIC



DRAMA

YEAR 9

EXPRESSIVE ARTS (DANCE/DRAMA)
 Year 9 Expressive Arts is a movement focused performance course

YEAR 10

DRAMA
 Performance techniques
 Improvisation
 Devising
 Group performances
 Characterisation in scripts
 Drama creation: make-up, costume, props, masks
 Dance component

LEVEL 1

DRAMA
 Performance techniques
 Improvisation
 Devising Drama
 Class performance
 Theatre from Drama creation: make-up, costume, props

LEVEL 2

DRAMA
 Performance techniques
 Improvisation
 Devising Drama
 Class performance
 Theatre from Drama creation: make-up, costume, props
 Study components of a live performance for exam

LEVEL 3

DRAMA **UE**
 Performance techniques
 Improvisation
 Devising Drama
 Class performance
 Theatre from Drama creation: make-up, costume, props
 Study components of a live performance for exam

MUSIC INDUSTRY

PERFORMANCE
 Group performance
 Solo performance
 Rudiments
 Industrial tuition

DISCOVERY
 Rudiments of Music
 Instrumental tuition
 Song writing and performance

PERFORMANCE
 Group performance
 Solo performance
 Recording
 Instrumental tuition

MUSIC
 Group performance
 Solo performance
 Composition
 Recording
 P.A. systems
 Music tech
 Instrumental tuition

MUSIC
 Group performance
 Solo performance
 Composition
 Recording
 P.A. systems
 Music tech 2
 Instrumental tuition

MUSIC **UE**
 Group performance
 Solo performance
 Composition
 Recording
 P.A. systems
 Music tech 3
 Instrumental tuition

VISUAL ART

ART
 Drawing
 Painting
 Sculpture
 Printmaking
 Cultural identity

ART
 Drawing
 Painting
 Photography
 Sculpture
 Design
 Portraiture
 Cultural identity

ART
 Drawing
 Painting
 Photography
 Personal identity & Local coastal community links

PAINTING PHOTOGRAPHY DESIGN AND/OR SCULPTURE
 Landscape
 Urbanism
 Portraiture
 Symbolism
 Iconography
 Figurative
 Social

PAINTING PHOTOGRAPHY DESIGN AND/OR SCULPTURE **UE**
 Landscape
 Urbanism
 Portraiture
 Symbolism
 Iconography
 Figurative
 Social

CAREERS FACULTY



CAREERS

Whāia te iti kahurangi ki te tūohu koe me he maunga teitei. Pursue that which is precious and do not be deterred by anything less than a lofty mountain.

Career education and guidance assists students to make decisions at key transition points that will equip them to manage their pathways and opportunities throughout their lives.

Through school-wide career guidance, all students will develop an individualised learning plan to support their transition from school into work, training or study.

LEARNING PLANS

Career education and guidance develops student career management competencies of Self-Awareness, Explore Opportunities, Decide and Act.

CAREER EDUCATION

Provides broader educational options and strengthens pathways for Yr12 and 13 students to further education and training or employment.

GATEWAY

Explore an area of career interest and gain industry skills and knowledge.

PATHWAYS / LICENCE TO WORK

Combination of theory to practical applications within an ECE setting and opportunities for students to gain valuable life and work ready skills.

EARLY CHILDHOOD EDUCATION

Students attend EIT one day a week and gain valuable knowledge and skills in their chosen trade.

TRADES ACADEMY



IDEAS OF 6 DESTINATIONS FROM SCHOOL

Paid to learn and train on the job: Baking, Food & Beverage, Plastics, Sign Making, Printing, Journalism, Electrical, Plumbing, Electricity Supply, Water Supply, Engineering, Fabrication, Forestry Science, Hairdressing, etc.

APPRENTICESHIPS

There are many opportunities and careers within the Defence Forces from training to studying: Army, Navy, Air Force, Police Force, Fire Fighting

DEFENCE FORCES

Earning an hourly wage, may develop into a salary, build a career within an organisation
Entrepreneurship by starting your own business/company
Volunteer, work, travel, overseas student exchange.

**DIRECT TO WORK
ENTREPRENEURSHIP
GAP YEAR**

The Design School, PIHMS, Queenstown Resort College, South Seas Film and TV School, Naturopathic College of NZ, NZ School of Dance, Toi Whakaari, NZ Institute of Sport, EDENZ, EXCEL, YooBee, NZ Aviation Institute, Wanaka Helicopters etc.

**PRIVATE TRAINING
ESTABLISHMENTS**

Degrees, Diplomas and Certificates, Post Graduate study, Bridging/Foundation: Courses that have a greater practical base: EIT, Te Wananga o Aotearoa, Mainz, Otago Polytechnic, UCOL, Unitec, Bay of Plenty Polytechnic, WELTEC, WINTEC, NMIT, Open Polytechnic etc.

**POLYTECHNICS, WANANGA,
INSTITUTES OF TECHNOLOGY**

Many careers require University Degrees/Post Graduate study and are often courses that have a greater theory base. Universities also offer Bridging/Foundation courses that pathway into Degrees: Auckland, AUT, Waikato, Massey, Victoria, Canterbury, Lincoln, Otago

UNIVERSITY



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
CAREER EDUCATION	CAREER EDUCATION Extended Form time: Develop Career Management Competencies Knowledge of Self Explore Opportunities	CAREER EDUCATION Extended Form time: Build on Career Management Competencies Knowledge of Self Explore Opportunities Options and the World of Work	CAREER EDUCATION Extended Form time: Build Career Management Competencies Knowledge of Self Explore Opportunities Decision Making Careers Expos STAR courses	CAREER EDUCATION Extended Form time: Group career discussions: Industry/Business visits Careers Expos Tertiary Trips STAR courses Work Experience	CAREER EDUCATION Extended Form time: Individual and group career discussions to support transitions Industry/Business visits Careers Expos Tertiary trips Tertiary Preparation Scholarship/course applications/Studylink STAR courses Work Experience
GATEWAY			GATEWAY Individualised learning plan for the work place Work placements Health & Safety Industry related short courses	GATEWAY Individualised learning plan for the work place Work placements Health & Safety Industry related short courses	GATEWAY Individualised learning plan for the work place Work placements Health & Safety Industry related short courses
PATHWAYS			PATHWAYS CV writing Exploring career ideas and work place requirements Job search skills Health & Safety in the workplace Community interviews Volunteer Work Work experience	PATHWAYS TO WORK Targeted CV and cover letter writing skills Interview skills Health & Safety in the workplace Producing a Career Plan Job search skills Work Experience Volunteer Work	PATHWAYS TO WORK Producing a career action plan Updating CV and cover letter Interview skills Employability skills Voluntary work Work placement Financial literacy
EARLY CHILDHOOD EDUCATION				EARLY CHILDHOOD EDUCATION Aspirations and connections Health & Well-being Hygiene & Safety Community Agencies Nutrition Community links and ECE pathways	EARLY CHILDHOOD EDUCATION Aspirations and connections Te Whariki Te Tiriti o Waitangi Effective communication Development ECE services ECE work placement First Aid
TRADES ACADEMY				TRADES ACADEMY Sport Hospitality Hair Beauty and Barbering Forestry Horticulture Agriculture Trades Skills Automotive Building and Construction Business Enterprise Computer Technician	TRADES ACADEMY Hospitality Bakery Hair and Beauty Farming Services Prep Pikitoi L2&3 Wai Restoration Computer Technology Engineering Exercise Hauora

ENGLISH FACULTY



ENGLISH

Ko te reo tuakiri. Ko te reo toku ahurei. Ko te reo te ora.
Language is my identity. Language is my uniqueness. Language is life.

English is the study, use and enjoyment of the English language and its literature, communicated orally, visually and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language and learning about the language.

Students develop and improve a wide range of English literacy and communication skills, including an intensive focus on reading and writing, with a secondary focus on speaking and visual production skills.

ENGLISH

Media covered in this course includes film, television, radio and print journalism. Students will develop skills in media production and analysis, with many standards providing flexibility in terms of student interest.

MEDIA STUDIES

English for Speakers of Other Languages is a course for International and non-English speaking background students. The course is designed to assist students develop their language skills, gain English Language credits and support students with their work from other subjects.

ESOL



FUTURE CAREER IDEAS

Diplomat, Journalist, Policy Analyst, Copywriter, Public Relations Professional, Recruiting Manager, Lawyer, Actor, Director (Film Television Radio Stage), Film and Video Editor, Television Presenter, Translator, Library Assistant, Author, Editor, Journalist, Technical Writer, Teacher, Tertiary Lecturer, Primary School Teacher, Private Teacher, School Principal, Secondary School Teacher, Teacher of English to Speakers of Other Languages (ESOL), Tertiary Lecturer, Trainer, Barrister, Court/Legal Clerk, Judge, Legal Executive, Solicitor, Customs/Freight Broker, Data Entry Operator/Transcriptionist, Management Consultant, Printer, Geospatial Specialist, Procurement Manager, Auctioneer, Lexicographer Medical Device Sales Representative, Human Resources Generalist, Publicist, Market Research Analyst

ENGLISH MEDIA STUDIES ESOL



		YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
ENGLISH	ENGLISH	ENGLISH Close Reading Creative Writing Formal Writing Speech Debating Research Static Images	ENGLISH Close Reading Creative Writing Formal Writing Speech Debating Research Static Images NCEA Credits	ENGLISH Written Text ext Film Analysis ext Close Reading ext Creative Writing Formal Writing Text Connections Speech Static Images Personal Response	ENGLISH UE Literacy: Written Text ext Film Analysis ext Close Reading ext Writing Personal Response Non-UE Literacy: Text Connections Speech	ENGLISH UE Written Text ext Film Analysis ext Close Reading ext Writing Critical Analysis Non-UE Literacy: Text Connections Seminar Film Analysis
		ESOL An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	ESOL An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	ESOL An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	ESOL An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	ESOL An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in
ENGLISH ACHIEVEMENT	ENGLISH ACHIEVEMENT			ENGLISH ACHIEVEMENT Close Reading ext Writing, Reading Oral Discussion Letters Text Connections Speech Static Images Personal Response	ENGLISH ACHIEVEMENT UE Literacy Written Text ext Film Analysis ext Writing Personal Response Non-UE Literacy Text Connection Speech Visual Presentation	ENGLISH ACHIEVEMENT UE UE Literacy Writing Critical Analysis Non-UE Literacy Film Analysis Text Connections Seminar Business Letters
		ALPS Literacy Skills Reading Writing	ALPS Literacy Skills Reading Writing	ENGLISH FOR LITERACY Writing Reading Oral Discussion Letters Close Reading Text Connections Speech Static Images	ENGLISH FOR LITERACY UE Literacy: Personal Response Non-UE Literacy: Text Connections Speech Business Letters Film Analysis	
MEDIA STUDIES	MEDIA STUDIES				MEDIA STUDIES UE Literacy Media Planning and production (short film, trailer, etc – student choice internal) Narrative in Media: Internal Representation in Media: Internal	MEDIA STUDIES UE UE Literacy Media Planning & Production (short film, music video, documentary): internal, Representation in New Zealand Media: internal Media and Society: Internal Media Genre and Society: external

INTERNATIONAL LANGUAGES FACULTY



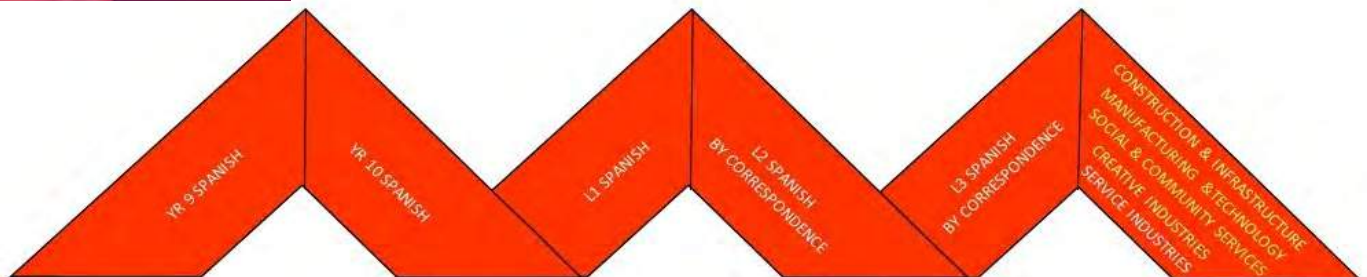
LANGUAGE

Ko te reo te kaia te rangatira
Language is the food of chiefs.

Languages are inseparably 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 intrinsic value and special significance for its users. Students are provided a means of communicating with people from another culture and exploring one's own personal world. Languages are empowering.

SPANISH

Spanish is spoken by at least an estimated 572 million people around the world and is currently the 2nd most commonly spoken language worldwide after Chinese. Learning Spanish will enable you to keep pace with Hispanic influence on culture. Spanish is becoming more and more important with regards to international business.



FUTURE CAREER IDEAS

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

SPANISH



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
SPANISH	SPANISH 2 term specialist course Speaking, reading and writing using basic Spanish vocabulary Hispanic culture and events	SPANISH 2 term specialist course Produce a magazine in Spanish Project based			

SPANISH	
YEAR 9 SPANISH	<p>Read and write using basic Spanish vocabulary, Hispanic culture and events. 2 term specialist course.</p> <p>You will create and be part of an imaginary Spanish family, living in a Spanish speaking country, exploring aspects of Hispanic culture. You will learn to use simple everyday vocabulary to greet others appropriately, talk about yourself, your family and things you like.</p>

YEAR 10 SPANISH	<p>Produce a magazine in Spanish, Project based. <u>Entry Requirements:</u> Year 9 Spanish 2 term specialist course.</p> <p>This half year course for beginners introduces you to the culture(s) of the Hispanic world. You will work through Levels 1 - 3/4 of the curriculum. You will design and produce a magazine. You will work as part of a team and contribute a variety of written and spoken texts to the magazine. The content of the magazine will comprise a range of text types including for example horoscopes, problem page, adverts, letter to the editor and interview with a 'star', recipes, puzzles and quizzes.</p>
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MĀORI FACULTY



TE REO MĀORI

Toku reo, toku kura pounamu.
My language is a precious greenstone gem.

By learning te reo and becoming increasingly familiar with tikanga, Māori students strengthen their identities, while non-Māori journey towards shared cultural understandings. All who learn te reo Māori help to secure its future as a living, dynamic and rich language. As they learn, they come to appreciate that diversity is a key to unity.

TE REO MĀORI

Te reo Māori underpins Māori cultural development and support; Māori social and economic development in Aotearoa / New Zealand and internationally.

Understanding te reo Māori stretches learners cognitively, enabling them to think in different ways and preparing them for leadership.

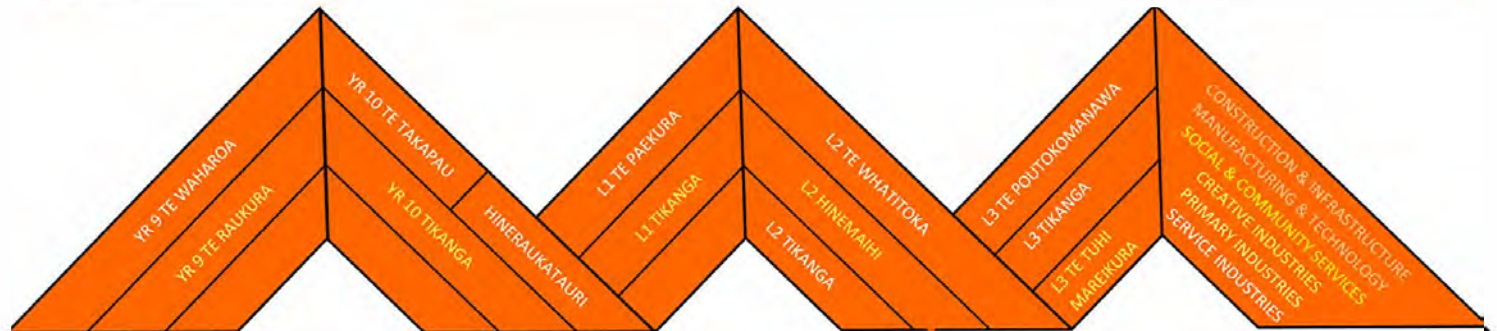
By learning te reo Māori, students are able to:

- participate with understanding and confidence in situations where te reo and tikanga Māori predominate and to integrate language and cultural understandings into their lives
- strengthen Aotearoa New Zealand's identity in the world
- broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, education, business and professional settings.

Ko te manu e kai ana i te miro, nōna te ngahere.

Ko te manu e kai ana te mātauranga, nōna teao.

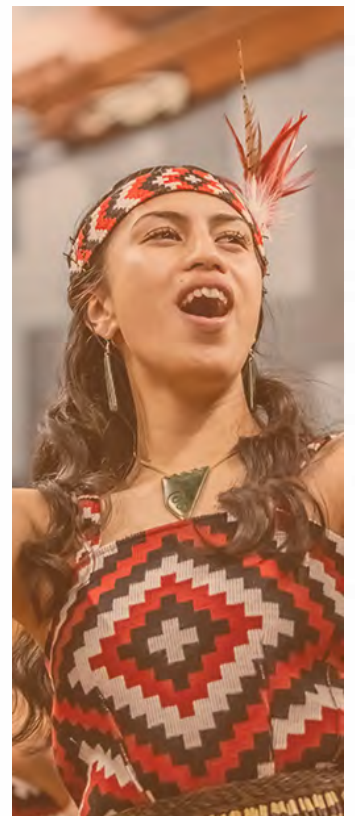
Ko te reo temauri o te mana Māori.



FUTURE CAREER IDEAS

Interpreter, Translator, Community Development Worker, Policy Analyst, Police Officer, Probation Officer, Media and Communication, National Assessment Moderator, ECE/Primary/Secondary/Tertiary, Politics, Aquaculture Manager, Lawyer, Psychologist, Performance Artist, Marketing Executive, Probation Officer, Broadcast Journalist/Reporter, Kaiarahi Mātauranga Māori, (lineal Nurse Director, Head of Mātauranga Māori, Kaihapai Toiora Māori - Health Promotion Advisor, Māori Strategy Leader, Policy Manager, Administrative Assistant, Plunket Kaiawhina, Senior Advisor Kaupapa Kura Taiao, Business Advisory, Doctor, Public Health, Database Analyst, Advisor

TE REO MĀORI



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
TE REO MĀORI	TE WAHAROA Whakarongo Pānui Kōrero Tuhituhi	TE TAKAPAU Whakarongo Pānui Kōrero Tuhituhi AND/OR MĀORI PERFORMING ARTS HINERAUKATAURI	TE PAEKURA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	TE WHATITOKA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	TE POUTOKOMANAWA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi
TE REO MĀORI	LEVEL 1 TE REO MĀORI TE PAEKURA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	LEVEL 2 TE REO MĀORI TE PAEKURA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	LEVEL 3 TE REO MĀORI TE POUTOKOMANAWA Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	LEVEL 1 – 3 TE REO MĀORI HE REO PĪKARI Introductory Course Waiata Kiwaha Whakatauki Kōrero Pūrākau	
TE REO RANGATIRA				TE REO RANGATIRA HINEMAIHI Tito pakiwaitara Poto Tuhura Reo Peha Tuhura tikanga Reo Kōrero ōhia Whakarongo Pānui Tuhituhi	TE REO RANGATIRA TE TUHI MĀREIKURA Tātaritari Reo Tuhituhi Tūhura Tuhinga raupeka Whakarite Whaikōre
TE RAUKURA	TE RAUKURA Cultural Heritage and Identity Te Raukura Marae Marae protocol Myths and legends Waka traditions Pepeha / Significant landmarks Role-play / Art / Song	TIKANGA O NEHE Hui Pohiri Whakapapa Atua Waiata Karakia	TIKANGA O NEHE Pūrākau Moteatea Karakia Whakapapa Whakatauki Waiata	TIKANGA O NEHE Whakapapa Hui Moteatea Karakia Waiata	TIKANGA O NEHE Whakapapa Hui Moteatea Karakia Waiata

MATHS FACULTY



MATHEMATICS

Mathematics and Statistics

Kei hopu tōu ringa i te aka tāepa, engari kia mau ki te aka matua
Cling to the main vine, not the loose one.

In mathematics and statistics, learners explore relationships in quantities, space and data and learn to express these relationships in ways that help them to make sense of the world around them. These two disciplines are related but require different ways of thinking to solve problems. Both equip learners with effective means for investigating, interpreting and explaining situations. Mathematicians and Statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

MATHEMATICS

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time.

STATISTICS

Statistics is the exploration and use of patterns and relationships in data.

CALCULUS

Calculus is the study of rates of change and areas under curves.



FUTURE CAREER IDEAS

Administrator, Cashier, Pharmacist, Payroll Officer, Debt Collector, Banker, Insurance Claims Officer, Lighting Technician, Interior Designer, Carpenter, Joiner, Plumber and Gasfitter, Molder, Locksmith, Electrician, Line Mechanic, Accountant, Mortgage Broker, Training Consultant, Property Developer, Geologist

MATHEMATICS

Auditor, Actuary, Statistician, Economist, Geographer, Lawyer, Psychologist, Secondary Teacher, Bank Manager, Financial Planner, Quantity Surveyor, Valuer, Property Valuer, Underwriter, Share broker, Demographer, Cartographer, Market Researcher, Survey Technician, Doctor, Nurse, Scientist

STATISTICS

Weather Forecaster, Physicist, Tertiary Lecturer, Secondary Teacher, Database Administrator, Programmer, Systems Analyst, Aeronautic, Engineer, Architect, Draftsperson, Chemical Engineer, Civil Engineer, Electrical Engineer, Electronics Engineer, Industrial Engineer, Mechanical Engineer, Navigator, Optical Instrument Repairer, Pilot, Radiologist, Architect

CALCULUS



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
MATHEMATICS / CALCULUS	<div>MATHEMATICS Developing strategies for problem solving The fundamentals of: Geometry Measurement Number</div>	<div>MATHEMATICS UE Numeracy qualification The fundamentals of: Algebra Probability Statistics Trigonometry</div>	<div>MATHEMATICS for CALCULUS Algebraic procedures Multivariate data Working tables, equations, and their graphs Right-angled trigonometry</div>	<div>MATHEMATICS with CALCULUS Algebraic methods Calculus methods Geometric concepts Probability theories Statistical inferencing Non-right-angled trigonometry</div>	<div>CALCULUS UE The algebra of complex number Working with differentials and integrals Trigonometric modelling Scholarship</div>
			<div>MATHEMATICS with STATISTICS Bivariate data Multivariate data The algebra associated with linear rates of change Statistical and probability literacy Number strategies for solving problems</div>	<div>MATHEMATICS with STATISTICS Coordinate geometry Probability experiments and theories Statistical inferences Critically analysing statistical reports</div>	<div>STATISTICS UE Bivariate data Experiments Probability concepts Time Series data Statistical Reports Scholarship</div>
ALP / MATHEMATICS	<div>Accelerated Learning Program Problem solving strategies Number skills Financial literacy</div>		<div>MATHEMATICS Number skills Measurement strategies Statistical literacy</div>	<div>MATHEMATICS Networks Probability experiments Statistical strategies Financial literacy and capability</div>	<div>MATHEMATICS UE Bivariate data Critical pathways Linear programming Systems of equations Time series data</div>

PE AND HEALTH FACULTY



PE AND HEALTH

He oranga ngakau, he pikinga waiora.

Positive feelings in your heart will enhance your sense of self-worth.

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities and of the wider society. This learning area makes a significant contribution to the well-being of students beyond the classroom.

PE STUDIES

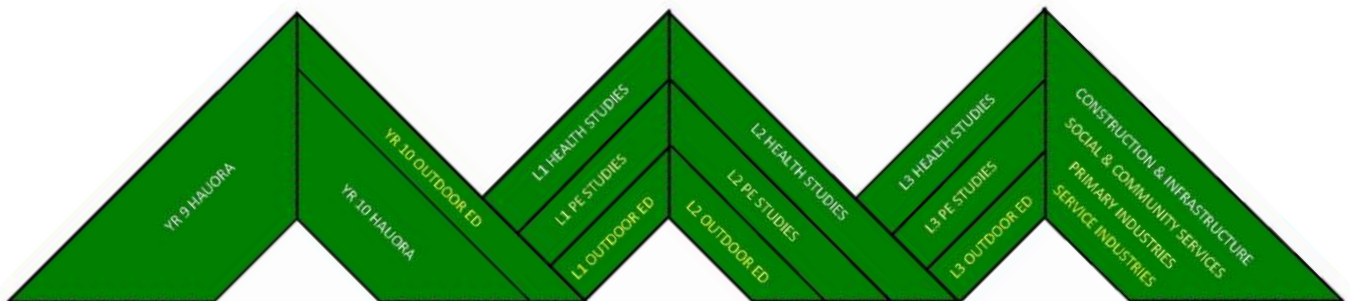
Students identify how physical activity experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value of movement and consider the effect of physical activity from social, cultural and scientific perspectives.

HEALTH STUDIES

Students develop their understanding of the factors that influence the health of individuals, groups and society. They develop competencies for the promotion of hauora. They build resilience through strengthening their personal identity and sense of self worth, manage change and learn processes for responsible decision making.

OUTDOOR EDUCATION

These courses provide students with the opportunities to enhance O.E. interests to become active, safe and skilled in the outdoors and to protect and care for the environment.



FUTURE CAREER IDEAS

The subjects in this learning area provide students with skills transferable to every career. With the four underlying concepts of Hauora, socio ecological perspective, attitudes and values and health promotion, the students leave the learning area with competencies to thrive in the 21st century environment. The students are educated to view life holistically in order to be prepared for the fullness of their lives including career, recreation and social contexts. The critical thinking they engage in means they will make informed choices for themselves, others and society in a world where change is the only constant. The skills required to manage the ever changing career space are Critical thinking, Communication, Collaboration and Creativity. The Health, PE and OE learning area develops the following skills; oral and written communication, critical thinking, problem solving, safety management, self management, interpersonal skills, collaboration, adaptability, innovation, empathy, grit and resilience. Traditionally graduates from Health, PE and OE have gone on to health or people related careers such as medicine, physiotherapy, radiography, nursing, teaching, health promotion or policy, dietician, Maori health providers, Department of Conservation roles.

**HAUORA
PE STUDIES
HEALTH STUDIES
OUTDOOR EDUCATION**



HAUORA/PE STUDIES

HEALTH STUDIES

OUTDOOR EDUCATION

YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
HAUORA Health Physical Education Outdoor Education There is a very strong focus on the development of the key competencies and the values of the school. The students learn in, through and about movement along with developing their own understanding of well-being.	HAUORA Health Physical Education Nutrition There is a strong focus on the concept of Hauora and the values of the school. Hauora in the junior school integrates learning in Health, Physical Education and Nutrition, all with pathways to NCEA.	PHYSICAL EDUCATION Physical activities Quality Movement Function of the body Interpersonal skills	PHYSICAL EDUCATION Leadership skills Social responsibility Biophysical principles Skill learning Quality performance Training programme	PHYSICAL EDUCATION Quality performance Biophysical principles Sociocultural factors Critical analysis Health promotion Performance improvement programme Lifelong well-being
		HEALTH STUDIES Health-related issues for teenagers Managing change Sexuality Influences on drug use Resilience Mental health Adolescent eating patterns	HEALTH STUDIES Sexuality and gender Adolescent health issue Health promotion Managing change	HEALTH STUDIES International health issue NZ health issue Health practices Ethical issues
	OUTDOOR EDUCATION Participating in the outdoors by learning actual outdoor skills through practical and theory lessons. Ākonga will learn about the environment blending Te Ao maori principles, when exploring topics covered in this subject.	OUTDOOR EDUCATION Experience: <ul style="list-style-type: none"> • Snorkeling • Kayaking • Orienteering/ Navigation • Camping • Introduction to Mountain biking • Safety and risk management in an outdoor environment • Quality performance 	OUTDOOR EDUCATION Experience: <ul style="list-style-type: none"> • Surfing • Mountain biking • Day tramping • Camping • Risk management • Event organisation • Appreciation for the outdoors • Weather interpretation • Quality performance 	OUTDOOR EDUCATION Experience: <ul style="list-style-type: none"> • Multi day Tramping • Mountain biking • Bush survival skills • River crossing • Weather interpretation • Outdoor First Aid certificate • Quality performance • Lifelong well-being • Safety management

SCIENCE FACULTY



SCIENCE

Mate whakaaro nui e hanga te whare; ma te matauranga e whakaO.
Big ideas create the house; knowledge maintains it.

Science is a way of investigating, understanding and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence -including by making observations, carrying out investigations and modelling and communicating and debating with others - in order to develop scientific knowledge, understanding and explanations.

SCIENCE

Science is about understanding the world around us. Students learn to carry out investigations, research ideas and use their knowledge to solve problems.

BIOLOGY

Biology is the study of living things, their structure, function, origin and evolution.

CHEMISTRY

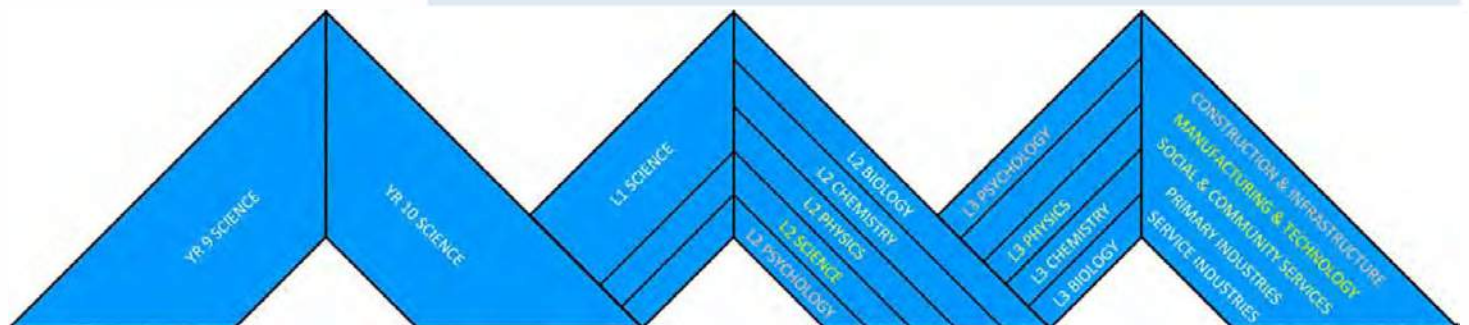
Chemistry involves the study of matter and the changes it undergoes. Understanding the composition and properties of atoms and molecules.

PHYSICS

Physics provides explanations for a wide range of ideas, including light, sound, heat, electricity, waves forces and motion, united by the concept of energy that cannot be created or destroyed.

PSYCHOLOGY

Psychology is the scientific study of all forms of human and animal behaviour, sometimes concerned with the methods through which behaviour can be modified.



FUTURE CAREER IDEAS

This is a special course designed to help prepare Year 12 and 13 students for the study of Psychology, Social Work and a wide range pathways at a tertiary level.

PSYCHOLOGY

Physics leads to many options when going on to tertiary study, including Health Studies, Aviation, Computer Programming, Engineering and Pharmacy.

PHYSICS

Chemistry leads to many options when going on to tertiary study, including Health Studies, Nursing, Veterinary Science, Engineering and Pharmacy.

CHEMISTRY

Biology leads to many options when going on to tertiary study including Health Studies, Horticulture, Nursing, Veterinary Science and Pharmacy.

BIOLOGY

Most jobs need a good science background including Hairdressing, Motor mechanics, or any job working with plants or animals. The Senior Sciences lead to many options when going to university, including Health Studies and Horticulture.

SCIENCE



SCIENCE

AG HORT

BIOLOGY

CHEMISTRY

PHYSICS

PSYCHOLOGY

YEAR 9

YEAR 10

LEVEL 1

LEVEL 2

LEVEL 3

SCIENCE

Investigations
Living things
Atoms
Forces
Ecology
Plants
Space

SCIENCE

Electricity
The body and genetics
Acids and bases
Structure of the earth
Plants

SCIENCE

Biology
Chemistry
Physics
Success in this course can lead to any Level 2 Science subject

SCIENCE

Horticulture
Biology
Chemistry
Physics
Space

SCIENCE

Education for Sustainability
Biology and Earth
Space Science

UE

AGRICULTURE AND HORTICULTURE

Plant Propagation
Modifying the Environment
Livestock
Reproduction
Landscape design
Environmental impact

BIOLOGY

Cells
Evolution
Diversity
Ecosystems

BIOLOGY

Evolution
Behaviour
Speciation
Genetics and Genetic engineering
Biological controversies

UE

CHEMISTRY

Structure and Bonding
Chemical substances
Titrations
Chemical Reactions

CHEMISTRY

Atomic structure
Redox
Energy
Organic and Aqueous solutions

UE

PHYSICS

Waves
Mechanics
Atomic
Electricity

PHYSICS

Waves
Mechanics
Atomic
Electricity

UE

PSYCHOLOGY

Behavioural approaches
Research
Human Behaviour
Ethics
Fields
The Brain

PSYCHOLOGY

Psychology
Inquiry
Issues
Fields
Research and experiments
Human Behaviour and theories

UE

SOCIAL SCIENCE FACULTY



SOCIAL SCIENCE

Ehara taku māunga a Hikurangi, he māunga nekeneneke, he māunga tu tonu.
My mountain Hikurangi does not move, it remains firm and steadfast.

The social sciences learning area is about how societies work and how people can participate as critical, active, informed and responsible citizens. Contexts are drawn from the past, present and future and from places within and beyond New Zealand.

SOCIAL SCIENCE

The study of Identity, Culture and Organisation; Place and Environment; Continuity and Change; and the Economic World.

HISTORY

Students gain an understanding of their own heritage and of their place in a wider context. They will understand that people's views on past events differ.

GEOGRAPHY

Provides students with a holistic view of the world, combining knowledge, skills, and understandings of the physical and social sciences.

CLASSICAL STUDIES

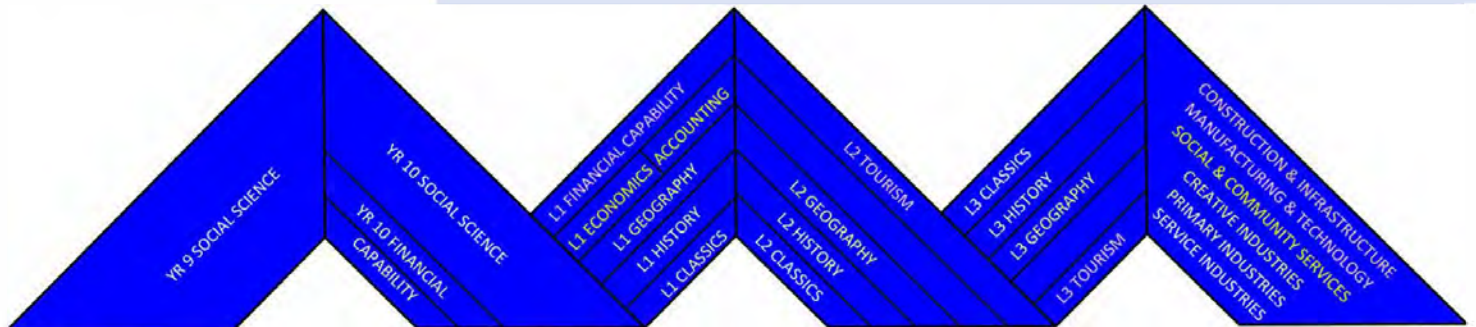
Students learn about the literature, art, history, and philosophy of the classical world (Greece and Rome).

ACCOUNTING ECONOMICS

Accounting: Information used to collect, classify, and manipulate financial data. Economics: Production and consumption of goods and the transfer of wealth.

TRAVEL & TOURISM

Introductory units provide background knowledge about available careers in the tourism industry and what might be of interest to you in your future career.



FUTURE CAREER IDEAS

Education, Law, Diplomacy, Journalism, Town Planning, Political Science, Accountancy, Economy, Researching, Social Work, Travel and Tourism

SOCIAL SCIENCE

Heritage Manager, Conservation Officer, Museum Education, Museum/Gallery Curator, Historian, Author, Academic Librarian, Archaeologist, Archivist, Broadcast Journalist, Politician's Assistant

HISTORY

Cartographer, Surveyor, Environmental Consultant, Geographical Information systems Officer, International Aid/Development Worker, Landscape Architect, Market Researcher, Transport Planner

GEOGRAPHY

Curator, Policy Analyst, Librarian, Social Researcher, Historian Human Resource Advisor, Secondary School Teacher

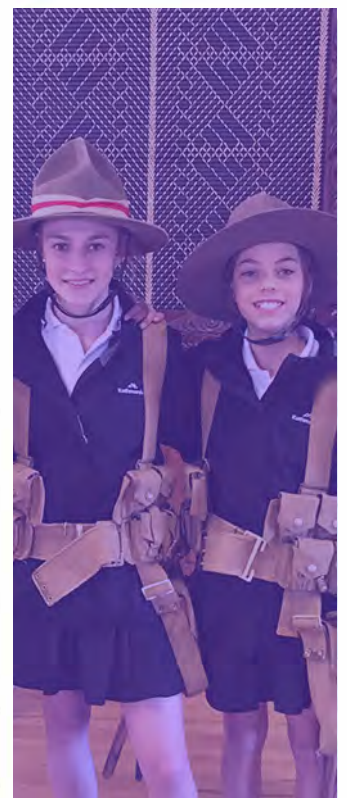
CLASSICAL STUDIES

Banking, Business, Consultancy, Economic and Financial Areas, Entrepreneurship, Industry, Insurance, The Legal System, Management, Marketing, Property, Sharebroking

ACCOUNTING ECONOMICS

Tourism Operators, Travel Agencies, Airlines, Airport, Ferries and Cruise Ships, Hotels, Resorts, Flight Attendants (Cabin Crew), Tour Guides, Conferencing and Events

TRAVEL & TOURISM



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
SOCIAL SCIENCE	SOCIAL SCIENCE Social inquiry Projects Conceptual understandings Skills & Essay writing	SOCIAL SCIENCE Social inquiry Projects Conceptual understandings Skills & Essay writing			
HISTORY			HISTORY Global History NZ History	HISTORY Global History NZ History	HISTORY UE Global History NZ History
GEOGRAPHY			GEOGRAPHY Natural processes Cultural processes	GEOGRAPHY Natural Environments Differences in development	GEOGRAPHY UE Natural Processes Cultural Processes
CLASSICS			CLASSICS Ancient History and Society Mythology and religion	CLASSICS Demonology Archaeology Greek Mythology Ancient History	CLASSICS UE Alexander the Great Underworld through time Occultism Roman Mythology
ACCOUNTING / ECONOMICS			ACCOUNTING Concepts/Processes Accounting Systems Accounting Reports Decision Making ECONOMICS Consumers Producers The Market		
TOURISM / FINANCIAL CAPABILITY		FINANCIAL CAPABILITY Concepts Processes Accounting Systems Decision Making	FINANCIAL CAPABILITY Decision Making Processes This course pathways to Level 2 Travel and Tourism	TRAVEL AND TOURISM Introductory tourism Industry skills	TRAVEL AND TOURISM National Certificate of Travel and Tourism L1

TECHNOLOGY FACULTY



TECHNOLOGY

I orea te tuatara kapatu ki waho

A problem is solved by continuing to find solutions

Technology allows students to apply knowledge and skills, with their developing beliefs and values as they design and create technological outcomes in authentic contexts. They address needs or opportunities whilst taking account of en-users so that they become designers of successful, fit for purpose outcomes.

TEXTILES TECHNOLOGY

Students explore design ideas and develop them to produce a textile outcome. It is a blend of practical sewing, design work, testing and evaluation.

FOOD AND NUTRITION

Students design and manufacture food products to meet a brief. Emphasis is placed on nutrition and its effects on society at senior level.

COOKERY

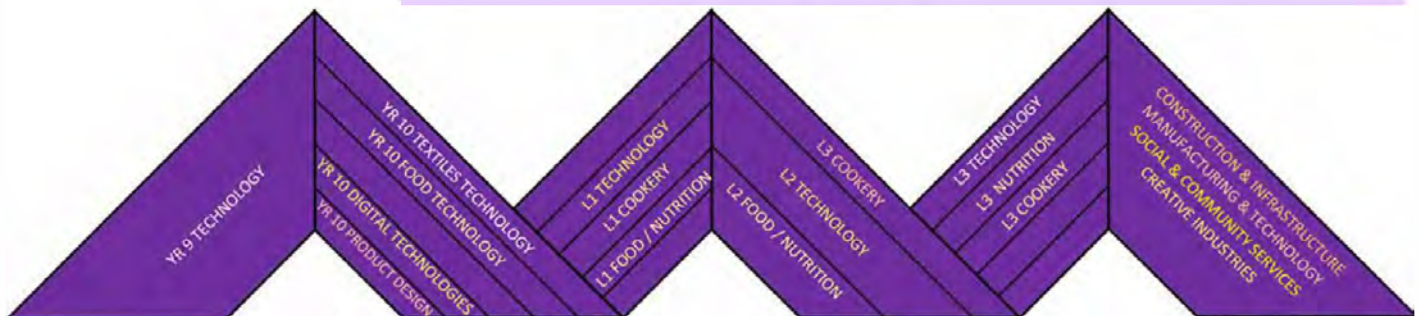
Students develop practical skills useful for life and industry.

PRODUCT DESIGN

Students will develop and design outcomes using traditional and new technologies.

DIGITAL TECHNOLOGIES

Students learn how to use digital tools in a variety of contexts.



FUTURE CAREER IDEAS

Developing New Fibres, Fabrics or Finishes, Textile Process Operator, Costume Designer, Clothing Designer, Textile Designer, Pattern Making, Teacher, Screen Printer, Garment Technician, Showroom Account Manager, Manufacturing/Logistics Assistant

TEXTILES TECHNOLOGY

Developing Food and Beverage Product:-, Food Science, Food Processor, Food Technologist, Nutritionist, Dietetics, Health Promoter, Health and Recreation Promotion, Community Worker, Personal Trainer, Nanny, Teacher

FOOD AND NUTRITION

Chef, Barista, Kitchenhand, Front Desk Manager, Baker, Waitress, Caterer, Catering Assistant, Hospitality Delivery/Driver, Administrator, Food and Beverage Attendant, Hotel Housekeeper, Pastry Chef, Butcher, Porter, Concierge, Cruise Ship Waitress/Chef

COOKERY

Graphic Design, Interior Design, Landscape Designer, Architect, Trades and Engineering, Technology, Sales and Marketing Consultant, Marketing and Advertising Co-ordinator Product Innovation, Industrial Designer, Teacher, Marketing Manager

PRODUCT DESIGN

Digital Graphics and Animation, Video and Multimedia Production, Computer Programming and Computer Science, Architectural Designer, Town Planner, Teacher Illustrator, Industrial Designer, CAD Draughtsperson

DIGITAL TECHNOLOGIES



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
TECHNOLOGY	TECHNOLOGY Includes learning about: Practical skills Digital skills Designing Evaluating Outcome Development in Textiles Product Design Food	TEXTILES Students explore design ideas and develop them to produce textile products	TECHNOLOGY Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles	TECHNOLOGY Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles	TECHNOLOGY UE Students can continue working in their chosen Technology context (Textiles or Product Design) to create and manufacture outcomes and solutions which consider the broader sense. Or Through the Young Enterprise Scheme (YES), students will learn about business planning and operations, develop a range of personal and business skills, consult with and create networks in their community. Mentors from outside the school will help facilitate this programme.
		PRODUCT DESIGN Students design and develop products made from resistant materials			
		DIGITAL Students develop skills and knowledge in using a range of design software to develop digital outcomes			
FOOD		FOOD TECHNOLOGY Students design and manufacture food products to meet a brief	FOOD TECHNOLOGY / NUTRITION Practical cooking Designing & developing food products Nutrition	FOOD TECHNOLOGY / NUTRITION Nutrition NZ related health issues	NUTRITION UE Nutrition Health promotion & advertising NZ related health issues
			COOKERY Pre-industry training: food preparation and presentation	COOKERY Pre-industry training: food preparation and presentation	COOKERY Industry training: food preparation and presentation

TAIRAWHITI SERVICES ACADEMY

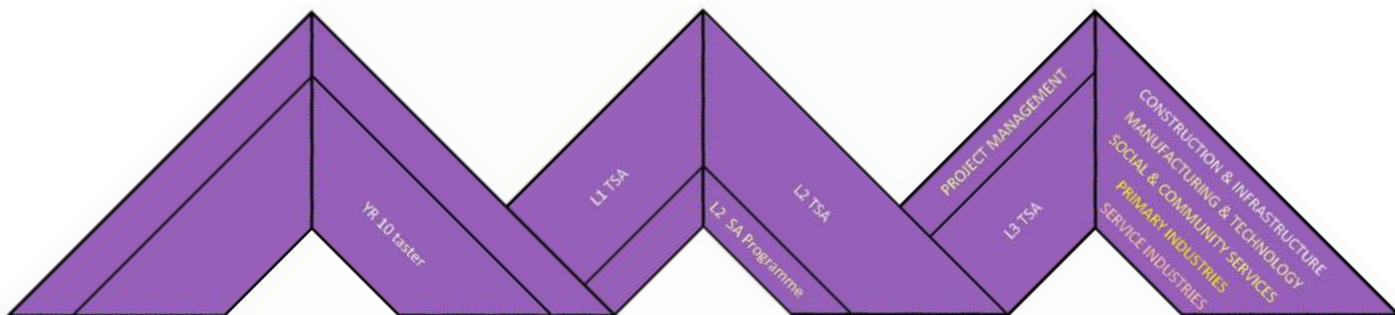
TSA

E Hara toku toa, I te toa taki, he toa taki tini kē
My success should not be bestowed onto me
alone, as it was not individual success, but
success of a collective.

The TSA programme is a co-ed journey that aims to: Integrate military skills into the academic syllabus. The programme philosophy is driven by intangible terms such as uncompromising values, positive attitude, honest behavior and humble respect for people and assets.

TEAM LEADERSHIP

Working towards understanding of work
communication, leadership, team building,
decision making and problem solving.



FUTURE CAREERS IDEAS

TSA continues to contribute towards preparing students for work opportunities by introducing and developing metacognitive skills in order to be resilient in both job seeking and life skills.



YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
<p>TSA Taster programme A short 4 hour programme introducing the TSA programme.</p>	<p>TSA <u>Entry Requirements:</u> Complete the TSA enrolment form. Core standards focus on pre-employment skills contextualised with short activities and away programmes such as Tough guy Tough gal.</p>	<p>TSA <u>Entry Requirements:</u> Complete the TSA enrolment form, Level 1 TSA or at HOF discretion. This course builds on learning at Level 1. The curriculum consists of the National Services Academy program. Concepts covered are: communication, team leadership and managing people and problem solving. The learning is contextualised with the integration of 5 x Youth Development Unit military programmes.</p>	<p>TSA <u>Entry Requirements:</u> Complete the TSA enrolment form, Level 2 TSA or at HOF discretion. The course builds on learning at Level 2. The curriculum consists of organisational behaviour and project management. Students will also have the opportunity to attend 5 x Youth Development unit military programmes (if not attended at 12TSA)</p>

DRAMA

DRAMA

Performance Techniques, Improvisation, Devising Group Performances, Characterisation in scripts, Drama creation: make-up, costume, props, masks, Dance component.

2 term specialist course

This course extends and develops skills in self-confidence and expression through small performances.

Components of the course include:

- Developing confidence and working on voice, body, movement and space drama techniques
- Fun improvisation exercises that are unplanned or unscripted: created spontaneously by the performers.
- Devising group play based on a theme or story
- Working with a script: bringing text on a page to life!
- Drama creation: students will have the opportunities to enhance their group performances with make-up, costume, props, masks as time allows
- Class play
- Within the different group work a dance choreography and dance performance element is optional to students who show strength in dance

This course leads to NCEA Drama Level 1 and NCEA Dance Level 1.

MUSIC

MUSIC PERFORMANCE

Group performance, Solo performance, Composition, Recording.

2 term specialist course.

This course is about performing as a member of a group, song writing and increasing musical knowledge. It also builds on skills taught in Year 9. Work in this course will involve a variety of class activities.

You will need to:

- Participate and co-operate as a member of a group
- Perform a variety of songs as a member of a group in front of an audience
- Improve skills and accuracy on a selected Performance instrument
- Write original songs
- Participate in instrumental tuition and perform a piece on your tuition instrument
- Learn the basics of recording music

This course builds on the skills taught in Year 9 in preparation for taking Music at Year 11.

VISUAL ARTS

YEAR 10 ART

Drawing, Painting, Photography, Sculpture, Portraiture, Design, Post-Modernism.

2 term specialist course.

An advanced course of Visual Art, Design and/or Photography where students will further develop their own creativity through a range of different media and varying art techniques. Students will explore themes relating to their own immediate world, themselves and their personal identity through both practical and digital art forms gaining extended confidence in drawing, painting, sculpture, design and photography.

Activities:

- Direct drawing techniques
- Painting with a variety of media
- Polynesian media studies
- Papier mache, sculpture
- Digital photography, studio & camera techniques
- Digital design work and illustration
- Use of Corel Draw X6 and Adobe Design CC
- Woodblock printing and mixed media exploration

CAREER EDUCATION

CAREER EDUCATION

Extended Form Time:

Students explore and identify their work values, career ideas based on interests, skills, goal setting and CV writing. Build their career profiles on career central. There is also an emphasis on students gaining understanding of useful/necessary subjects that lead to their career ideas.

Careers Health Expo: Exploring career pathways in the Health industry and local health practitioners.

BEAMS: Business, Engineering, Architecture, Medicine and Science is 1 day experience in the above workshops for Māori and Pacific Island students at University of Auckland.

ENGLISH

ENGLISH

Close Reading, Creative Writing, Formal Writing, Speech, Debating, Static Images.

4 term compulsory course.

This subject is about developing and improving all English based skills studied in Yr 9. The focus will be on Reading and Writing, including assignments and tests, as well as speaking skills including

Speech and Debate, as well as analysing visual texts.
Extension includes: Speech Competition, Inter-Class Debating Competition, Australian English and Writing Competitions and more.

ALPS/ENGLISH FOR LITERACY

ALPS

Literacy Skills, Developing Reading and Writing Skills
2 term specialist course.

The Year 9 and Year 10 Accelerated Learning Program (ALPS) is a course designed to offer extra assistance with both Literacy and Numeracy.

The course supplements what students learn in their core English and Maths classes. Students in this class will dictate what they learn based on their needs in these two core classes.

ESOL

JUNIOR ESOL

Entry Requirements:
First language other than English.

An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in.

SPANISH

SPANISH

Produce a magazine in Spanish, Project based.

Entry Requirements:
Year 9 Spanish 2 term specialist course.

This half year course for beginners introduces you to the culture(s) of the Hispanic world. You will work through Levels 1 - 3/4 of the curriculum. You will design and produce a magazine. You will work as part of a team and contribute a variety of written and spoken texts to the magazine. The content of the magazine will comprise a range of text types including for example horoscopes, problem page, adverts, letter to the editor and interview with a 'star', recipes, puzzles and quizzes.

TE REO MĀORI

TE REO MĀORI

TE REO MĀORI TE TAKAPAU:

Whakarongo, Pānui, Kōrero, Tuhituhi.
2 term specialist course.

This course builds upon the foundation course offered at Year 9. Students will be working towards curriculum levels 3-5.

Work in this course will involve a wide variety of communicative learning activities reinforced by regular grammatical/vocabulary homework. This course leads to Te Reo Māori in Years 11, 12 and 13. Students can gain qualifications in NCEA Levels 1-3 and Scholarship.

PERFORMING ARTS HINERAUKATAURI:

Whakarongo, Pānui, Kōrero, Tuhituhi
2 term specialist course.

This is a foundation course for those students interested in developing their knowledge and skills within the disciplines of mōteatea, waiata ā-ringā, poi, haka wahine.

Work in this course will involve a wide variety of learning activities supported by on-going research tasks. Students can gain L1 and L2 Unit Standards in this course. This is an internally assessed course.

NGA MANU TANGIATA TIKANGA O NEHE

NGA MANU TANGIATA TIKANGA O NEHE

Cultural Heritage and Identity. This course is compulsory to students in 'Ngā Manu Tangiata'.
2 Term Course

This course runs in conjunction with Yr 10 Te Reo Māori. Students broaden their knowledge and understanding of tikanga Māori through practice in real world contexts. Topics of study include: karakia, waiata, hui, whakapapa, kōrero atua and pōhiri.

MATHEMATICS

MATHEMATICS

Algebra, Probability, Problem Solving, Statistics, Trigonometry.

This course develops fundamental skills in algebra, geometry, statistics, and probability. Learners will be working at Curriculum Levels 3,4,5, and 6.

Learners will also participate in the University Entrance Numeracy qualification which begins their qualification journey with 10 credits.

HAUORA / PHYSICAL EDUCATION

HAUORA

In Year 10 Hauora students will understand the concept of Hauora and Hinetu/school values and how this underpins all units of learning across Health, Physical Education and Nutrition. Ākonga will develop skills and strategies to demonstrate a positive attitude throughout the year. They will have an opportunity to participate in a range of physical activities and learn and develop the skills necessary to set up and run a successful competition or activity. Ākonga will develop an understanding of influences surrounding resilience through being able to identify risk and protective factors in their lives. They will use decision-making and strategies to minimise and manage risk in situations involving sexuality, sexual health and drugs and alcohol contexts. Students will develop an understanding of what influences their food choices and how their food choices contribute to lifestyle balance.

Topics: Hauora/well-being, resilience, mental health, sexuality, relationships, interpersonal skills, health promotion, decision making around drugs and alcohol, nutrition, physical activity, fitness, quick rip skills, movement skills in volleyball and motor learning principles.

OUTDOOR EDUCATION

OUTDOOR EDUCATION

2 Term course

This course will develop and enhance students' OE interests via engaging in a range of interpersonal, bushcraft and survival skills. Practical application of all these skills will occur during an overnight camp. Students will have the opportunity to continue Outdoor Education through to Level 3 with UE. This course could allow students to complete the theory requirements for the adventurous journey section at Bronze level of the Duke of Edinburgh award.

Students will develop skills in: environmental care and appreciation, navigation, ways to protect and advocate for the whenua, tane and manu of Aotearoa. An introduction to kayaking and weekly walks to local reserves and an overnight camp in the bush.

SCIENCE

SCIENCE

Electricity, The body and genetics, Acids and bases, Structure of the earth, Plants.
4 term compulsory course.

Science is about understanding the world around us. When studying science, students learn to carry out investigations, research ideas and use their knowledge to solve problems.

Areas of study will include electricity, the body and genetics, acids and bases, structure of the earth, plants. Success in Year 10 Science can lead to senior courses in chemistry, physics, biology, psychology or general science. Students are able to gain qualifications in NCEA Levels 1-3 and Scholarship.

SOCIAL SCIENCE

SOCIAL SCIENCE

Identity, culture, and organisation, place and environment, continuity and change, and the economic world.
4 term compulsory course.

This course provides the foundational knowledge and skills for success as a citizen in New Zealand society. It also prepares you for the senior Social Science courses: Accounting, Classics, Economics, Geography, History, Social Science, and Travel and Tourism.

Topics include:

- Social inquiry into current affairs
- Social science skills
- Sustainability
- Human Rights
- The Treaty of Waitangi and Te Koati
- Past and Present

Work in the subject involves

- Building understanding of New Zealand society and the world
- Non-fiction paragraph and essay writing
- Mapping, graphing and source interpretation
- Research and social inquiry
- Critical thinking
- Presenting in digital and poster formats

FINANCIAL CAPABILITY

Two term specialist course

Financial capability is a key life skill characterised by a wide range of choices we all need to make as consumers, which require good financial capability skills. The course

aims to enable students to understand and manage their own personal limited means:

Money: Recognise the value of New Zealand's currency. Compare different ways of paying and receiving payment.

Spending: Compare spending choices, getting value for money and influences on people's financial choices.

Credit and Debt: Describe the cost of credit and discuss "good" and "bad" debt.

Saving and Investing: Describe saving and investment options, calculate interest and discuss how it affects lenders and borrowers.

Income & Taxation: Investigate types of income, perform calculations, describe income taxes and deductions.

Budgeting and financial Management: Create budgets prioritising "needs" and "wants", setting goals and managing risk.

This course leads on to Year 11 Accounting and/or Economics where students are able to gain qualifications in NCEA Level 1, 2 and 3.

ACCOUNTING/ ECONOMICS

YEAR 10 FINANCIAL LITERACY

Concepts, processes, Accounting systems, Decision Making.
2 term specialist course.

Consumer and financial literacy is a key life skill, characterised by a wide range of choices we all need to make as consumers, which require good financial literacy skills. The course aims to enable students to understand how the individual makes economic decisions and helps them to gain the skills needed to manage their personal limited means. Based on an employee and their income this subject involves:

- CONCEPTS - understanding the foundations of accounting and making choices as consumers
- PROCESSES - record keeping an individual would use
- ACCOUNTING SYSTEMS - identifying and designing systems and source documents e.g. bank reconciliation syst for an individual, invoices, statements
- DECISION MAKING - evaluating financial and non-financial information and affordability. This course leads on to Years 11-13 Accounting and/or Economics where students are able to gain qualifications in NCEA Levels 1-3 and Scholarship.

TECHNOLOGY

DIGITAL TECHNOLOGIES

Brief Development, Outcome Development and Evaluation, Digital Media, Computational thinking
2 term specialist course.

Builds on skills taught in Year 9. In this course students develop computational thinking and learn how to design their own digital solutions and become creators of, not just users of, digital technologies.

FOOD TECHNOLOGY

Develop a food product, Cooking skills, Nutrition, Project management.
2 term specialist course.

Builds on skills taught in Year 9. Food Technology explores the fundamentals of food preparation in our contemporary, fast paced society in order to form a firm foundation for simple, nutritious and delicious meals and snacks for themselves and others. Food hygiene and food safety will be investigated. Whilst examining the effects technology has on our food, students will investigate, design, create and evaluate their improvement to chosen food products with a local and international flavour.

PRODUCT DESIGN

Outcome Development and Evaluation, Drawing Techniques, Technological Products, Practical Skills.
2 term specialist course.

Outcomes for this course are student driven. Themes focus on solving authentic issues using a range of tools and materials including digital technologies.

TEXTILES TECHNOLOGY

Technological Modelling, Outcome Development, Practical skills, Applied Design.
2 term specialist course.

Builds on skills taught in Year 9. This course is about exploring and using a range of practical skills and applied design techniques to create textile outcomes in a socially responsible context.

Faculties & Subject Areas	Year 9	Year 10	Level 1: Year 11	Level 2: Year 12	Level 3: Year 13	
ART	Art, Design and Photography Expressive Art	Art, Design and Photography	Art	Design Painting Photography Sculpture Drama Music	Design Painting Photography Sculpture Drama Music	UE UE UE UE UE UE
	Drama Music: Performance / Instrumental Music: Discovery	Drama Music: Performance / Instrumental	Drama Music			
CAREERS	Career Education (Extended Form Time)	Career Education (Extended Form Time)	Career Education (x 2 classes) Pathways	Career Education (individual basis) Gateway Pathways to Work Early Childhood Education Trades Academy	Career Education (individual basis) Gateway Licence to Work Early Childhood Education Trades Academy	
ENGLISH	English ESOL ALPS	English ESOL ALPS	English ESOL English Achievement English for Literacy	English ESOL English Achievement English for Literacy Media Studies	English ESOL English Achievement Media Studies	UE UE UE UE
INTERNATIONAL LANGUAGES	Spanish	Spanish				
MAORI	Te Reo Māori Te Raukura	Te Reo Māori Māori Performing Arts: Hineraukatauri Tikanga	Te Reo Māori Te Reo Rangatira Tikanga He Reo Pīkari	Te Reo Māori Te Reo Rangatira Tikanga He Reo Pīkari	Te Reo Māori Te Reo Rangatira Tikanga He Reo Pīkari	UE UE
MATHEMATICS	Mathematics ALPS	Mathematics ALPS	Maths for Calculus Maths with Statistics Maths for Numeracy	Maths for Calculus Maths with Statistics Mathematics	Maths for Calculus Maths with Statistics Mathematics	UE UE UE UE
PE AND HEALTH	Hauora	Hauora Outdoor Education	Health Studies Outdoor Education Physical Education	Health Studies Outdoor Education Physical Education	Health Studies Outdoor Education Physical Education	UE UE
SCIENCE	Science	Science	Science	Biology Chemistry Physics Psychology Science	Biology Chemistry Physics Psychology	UE UE UE UE UE
SOCIAL SCIENCE	Social Sciences	Social Sciences Financial Capability	Accounting Classics Economics Geography History Financial Capability	Classics Geography History Travel and Tourism	Classics Geography History Travel and Tourism	UE UE UE UE
TECHNOLOGY	Technology	Digital Technology Food Technology Product Design Technology Textiles Technology	Technology Food Technology/ Nutrition Cookery	Technology Food Technology/ Nutrition Cookery	Technology Nutrition Cookery	UE UE
TSA		TSA taster programme	Tairāwhiti Services Academy	Tairāwhiti Services Academy Team Leadership	Tairāwhiti Services Academy Team Leadership	

