

# GISBORNE GIRLS' HIGH SCHOOL



## COURSE PLANNING 2023

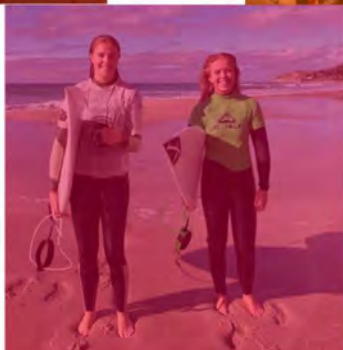


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**YEAR 11**



**YEAR 11**



## 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](http://www.careers.govt.nz)

## THE SENIOR CURRICULUM

### NCEA

NCEA involves standards-based assessment. National standards have been set in each learning area and each standard is worth a set number of credits. When a student achieves a standard they earn credits towards their NCEA qualification. With achievement standards ākonga can gain standards with achieved, merit or excellent grades. With unit standards the credits can usually only be “achieved”.

In each learning area, different aspects of skills, knowledge and understanding are assessed separately. Some are assessed externally (often this means examinations) while others involve internal assessment. A selection of internally-assessed standards will be checked by National Moderators each year to make sure assessment practice is fair and consistent.

You can achieve your NCEA certificate with Merit or Excellence. To gain NCEA with Excellence you need to achieve at least 50 credits at excellence level.

## 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.

To gain a NCEA with Merit you need to achieve at least 50 credits with either merit or excellence. You can also gain endorsement in individual subjects by gaining 14 credits at either achieved, merit or excellence level. In most subjects you must gain at least 3 credits from external assessment.

### LEVEL 1

When a total of 80 credits are achieved (with at least 10 credits in Literacy and 10 credits in Numeracy) a NCEA Level 1 qualification will be awarded.

### LEVEL 2

When a total of 80 credits are achieved (with at least 60 credits at Level 2) a NCEA Level 2 will be awarded. You must also have achieved the Level One Literacy and Numeracy requirements.

### LEVEL 3

When a total of 80 credits are achieved (with at least 60 credits at Level 3 and the remaining 20 credits at least at Level 2) an NCEA Level 3 will be awarded. You must also have achieved the Level One Literacy and Numeracy requirements.

### YEAR 11

Ākonga studying at year eleven must take a full-year course in English and Mathematics. You now have to choose **four** full time subjects. Please consider carefully when choosing these subjects. You need to consider such things as the availability of these subjects at Level 2 and Level 3 and any requirements for study at tertiary level.

## UNIVERSITY ENTRANCE QUALIFICATION

### UE

University Entrance (UE) is the minimum requirement to go to a New Zealand University and/or study a degree at a tertiary provider.

To be awarded UE you will need:

- NCEA LEVEL 3
- THREE SUBJECTS at Level 3 or above, made up of: 14 CREDITS EACH, in three approved subjects
- LITERACY: 10 credits at Level 2 or above, made up of 5 reading credits and 5 writing credits.

- NUMERACY: 10 credits at Level 1 or above, made up of:  
Achievement Standards: specified achievement standards available through a range of subjects,  
OR  
Unit Standard: package of three numeracy unit standards (26623, 26626, 26627 - all 3 required).
- To qualify for UE, achievement for NCEA Level 3 must be from Level 3 NQF credits, either from Achievement or Unit Standards. For the Approved Subjects the 14 credits must be from specific Achievement Standards.
- NB: The University of Auckland now requires 17 literacy credits.

### UNIVERSITY APPROVED SUBJECTS:

ARTS FACULTY	Design, Painting, Photography, Sculpture, Drama, Music Industry
ENGLISH FACULTY	English, Achievement English
MĀORI FACULTY	Te Reo Māori Te Reo Rangatira
MATHEMATICS FACULTY	Calculus, Statistics, Mathematics
PE & HEALTH FACULTY	Physical Education Studies, Health Studies, Outdoor Education
SCIENCE FACULTY	Biology, Chemistry, Physics, Psychology, Science
SOCIAL SCIENCE FACULTY	History, Geography, Classical Studies, Economics Accounting
SOCIAL SCIENCE FACULTY	Food and Nutrition, Textiles Technology, Design Technology (Product and Digital)

### YEAR 13 SUBJECTS ASSESSING AT LEVEL 3:

Licence to Work, Early Childhood Education, Gateway, ESOL, Outdoor Education, Travel and Tourism, Cookery, TSA.

In Outdoor Education, ākonga can gain University Entrance if they complete Physical Education standards that are offered.



## NATIONAL CERTIFICATE COURSES

### EARLY CHILDHOOD EDUCATION, TOURISM & TSA

Gisborne Girls' High School is able to offer tertiary qualifications at levels two and three that can be gained wholly or partly at school. For each of these qualifications you can:

- gain the same tertiary qualification available from polytechnics at a hugely reduced cost
- explore and investigate workplaces as part of the tertiary qualification
- transfer the qualifications gained at school to a polytechnic if you wish to finish off a level or study at a higher level.

The National Certificate Programmes are being offered in:

- Early Childhood Education (Level 3)
- Tourism (Levels 2 & 3)
- National Certificate in Business Introduction to Leadership TSA (Level 3)

### OTHER NATIONAL CERTIFICATE COURSES:

It is possible to take other National Certificate Courses through the Careers Faculty. Examples of these are Agriculture and Forestry. These courses can be taken as independent study programmes, or block courses. If there is something you are interested in see the Careers advisor.

## COURSES AT GISBORNE BOYS'

### GBHS

There may be the option to study a course offered by GBHS that is not available at GGHS. As our timetables are similar we are able to offer a wider range of subjects as well as cope with ākonga choices better by alleviating many subject clashes that occur. Ākonga who wish to apply to take a Boys' High course will need to discuss this with their Dean.

## DETAILED COURSE OUTLINES

These can be found at 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 students require to get the most out of their courses. In some courses there is a cost component that students are asked to contribute. These can be for the purchase of the 'take-home' product(s) that students complete during the course or for a contribution towards trip costs which enable the students to experience activities offsite to enrich the course. All students who select these courses are asked to make this contribution however if a student 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

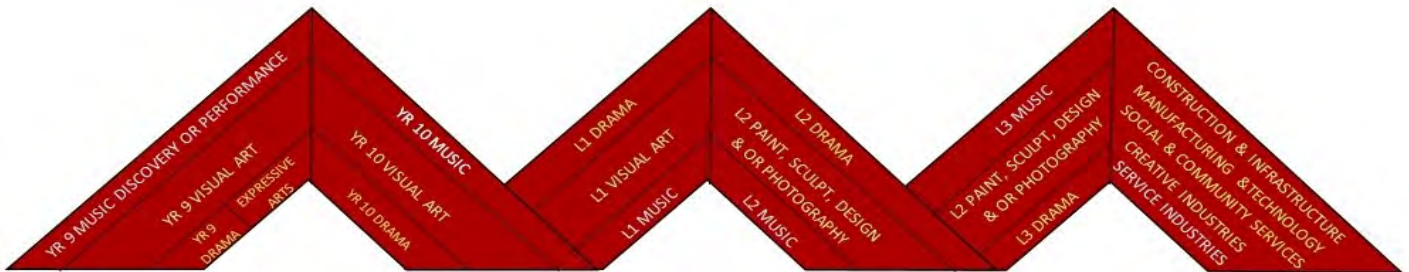
Students develop visual literacy as they transform visual, tactile and spatial ideas to solve problems and celebrate their own and other's visual worlds.

### 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





	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
<b>DRAMA</b>	<p><b>EXPRESSIVE ARTS (DANCE/DRAMA)</b> Year 9 Expressive Arts is a movement focused performance course</p>	<p><b>DRAMA</b> Performance techniques Improvisation Devising Group performances Characterisation in scripts Drama creation: make-up, costume, props, masks Dance component</p>	<p><b>DRAMA</b> Performance techniques Improvisation Devising Drama Class performance Theatre from Drama creation: make-up, costume, props</p>	<p><b>DRAMA</b> Performance techniques Improvisation Devising Drama Class performance Theatre from Drama creation: make-up, costume, props Study components of a live performance for exam</p>	<p><b>DRAMA</b> <b>UE</b> Performance techniques Improvisation Devising Drama Class performance Theatre from Drama creation: make-up, costume, props Study components of a live performance for exam</p>
<b>MUSIC INDUSTRY</b>	<p><b>PERFORMANCE</b> Group performance Solo performance Rudiments Industrial tuition</p> <p><b>DISCOVERY</b> Rudiments of Music Instrumental tuition Song writing and performance</p>	<p><b>PERFORMANCE</b> Group performance Solo performance Recording Instrumental tuition</p>	<p><b>MUSIC</b> Group performance Solo performance Composition Recording P.A. systems Music tech Instrumental tuition</p>	<p><b>MUSIC</b> Group performance Solo performance Composition Recording P.A. systems Music tech 2 Instrumental tuition</p>	<p><b>MUSIC</b> <b>UE</b> Group performance Solo performance Composition Recording P.A. systems Music tech 3 Instrumental tuition</p>
<b>VISUAL ART</b>	<p><b>ART</b> Drawing Painting Sculpture Printmaking Cultural identity</p>	<p><b>ART</b> Drawing Painting Photography Sculpture Design Portraiture Cultural identity</p>	<p><b>ART</b> Drawing Painting Photography Personal identity &amp; Local coastal community links</p>	<p><b>PAINTING PHOTOGRAPHY DESIGN AND/OR SCULPTURE</b> Landscape Urbanism Portraiture Symbolism Iconography Figurative Social</p>	<p><b>PAINTING PHOTOGRAPHY DESIGN AND/OR SCULPTURE</b> <b>UE UE UE UE</b> Landscape Urbanism Portraiture Symbolism Iconography Figurative Social</p>

# 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.

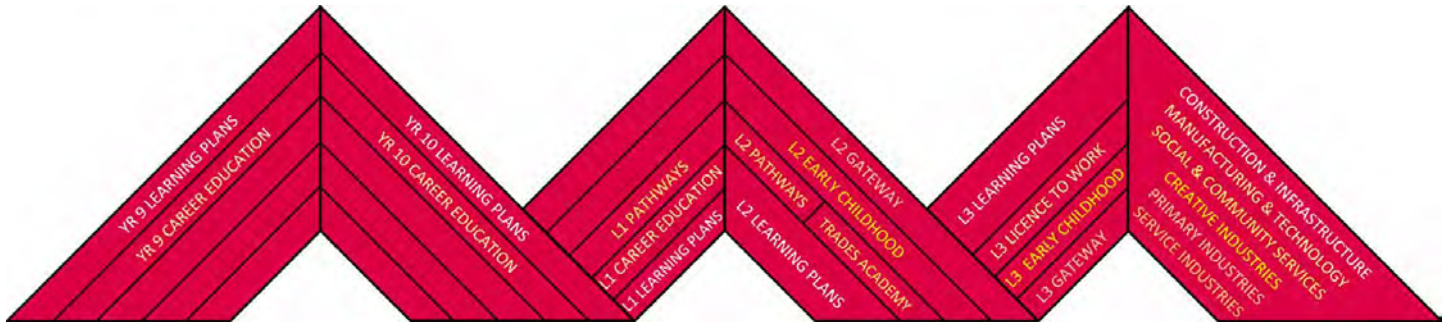
**PATHWAYS / LICENCE TO WORK**

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

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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

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 Work experience

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 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

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 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**  
 Sport  
 Hospitality  
 Hair  
 Beauty and Barbering  
 Forestry Horticulture  
 Agriculture  
 Trades Skills  
 Automotive Building and Construction  
 Business Enterprise  
 Computer Technician

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 Beauty and Barbering  
 Forestry Horticulture  
 Agriculture  
 Trades Skills  
 Automotive Building and Construction  
 Business Enterprise  
 Computer Technician

**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**

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

**ESOL**

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

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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

ENGLISH FOR  
LITERACY

**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**

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



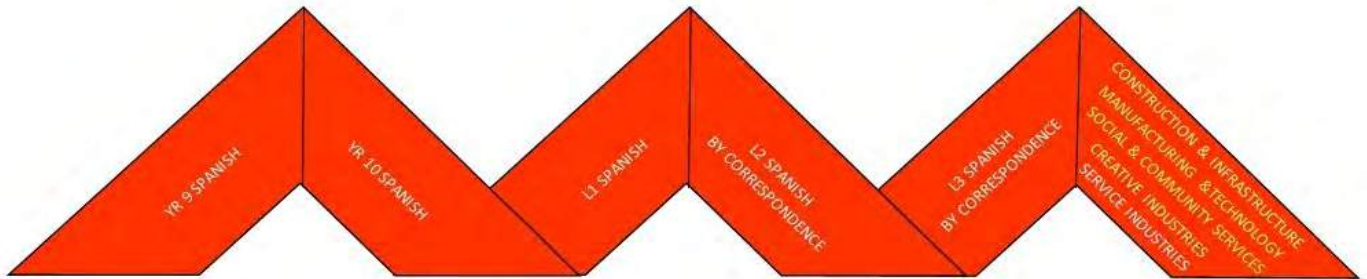
## LANGUAGE

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	<p><b>SPANISH</b></p> <p>2 term specialist course</p> <p>Speaking, reading and writing using basic Spanish vocabulary</p> <p>Hispanic culture and events</p>	<p><b>SPANISH</b></p> <p>2 term specialist course</p> <p>Produce a magazine in Spanish</p> <p>Project based</p>			

**SPANISH**

**YEAR 9 SPANISH**

Read and write using basic Spanish vocabulary, Hispanic culture and events.  
2 term specialist course.

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.

**YEAR 10 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.

# 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; Maori 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.

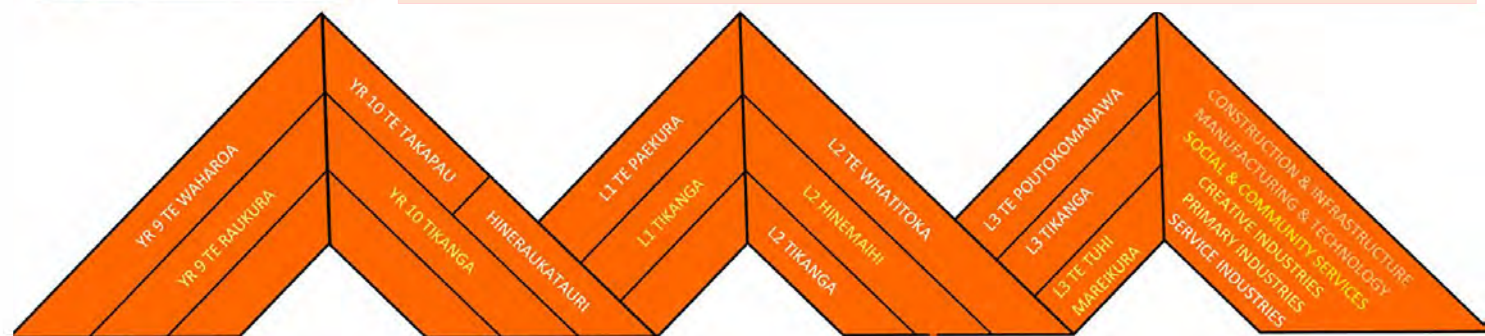
By learning te reo Māori, students are able to:

- 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.

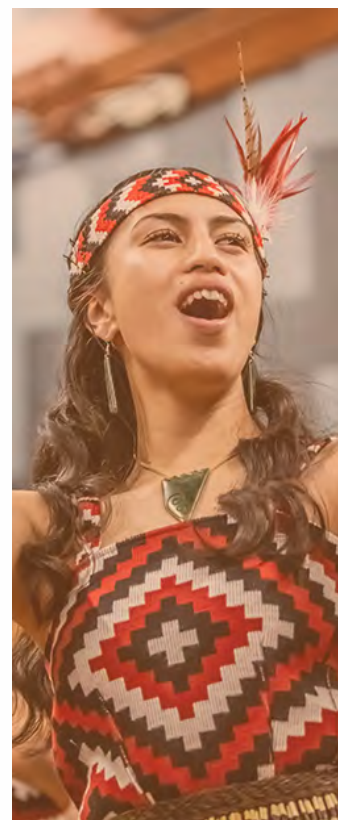
Ko te reo temauri o te mana Māori.



## 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 Matauranga Māori, (lineal Nurse Director, Head of Matauranga 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	<b>TE WAHAROA</b> Whakarongo Pānui Kōrero Tuhituhi	<b>TE TAKAPAU</b> Whakarongo Pānui Kōrero Tuhituhi  <b>AND/OR</b> <b>MĀORI</b> <b>PERFORMING</b> <b>ARTS</b> <b>HINERAUKATAURI</b>	<b>TE PAEKURA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE WHATITOKA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE POUTOKOMANAWA</b> <b>UE</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi
TE REO MĀORI	<b>LEVEL 1</b> <b>TE REO MĀORI</b> <b>TE PAEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 2</b> <b>TE REO MĀORI</b> <b>TE PAEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 3</b> <b>UE</b> <b>TE REO MĀORI</b> <b>TE</b> <b>POUTOKOMANAWA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 1 3</b> <b>TE REO MĀORI</b> <b>HE REO P KARI</b> Introductory Course Waiata Kiwaha Whakatauki Kōrero Pūrākau	
TE REO RANGATIRA				<b>TE REO RANGATIRA</b> <b>HINEMAIHI</b> Tito pakiwaitara Poto Tuhura Reo Peha Tuhura tikanga Reo Kōrero ōhia Whakarongo Pānui Tuhituhi	<b>TE REO RANGATIRA</b> <b>TE TUHI</b> <b>MĀREIKURA</b> <b>UE</b>  Tātaritari Reo Tuhituhi Tūhura Tuhinga raupeka Whakarite Whaikōre
TE RAUKURA	<b>TE RAUKURA</b> Cultural Heritage and Identity Te Raukura Marae Marae protocol Myths and legends Waka traditions Pepeha / Significant landmarks Role-play / Art / Song	<b>TIKANGA O NEHE</b> Hui Pohiri Whakapapa Atua Waiata Karakia	<b>TIKANGA O NEHE</b> Pūrākau Moteatea Karakia Whakapapa Whakatauki Waiata	<b>TIKANGA O NEHE</b> Whakapapa Hui Moteatea Karakia Waiata	<b>TIKANGA O NEHE</b> 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

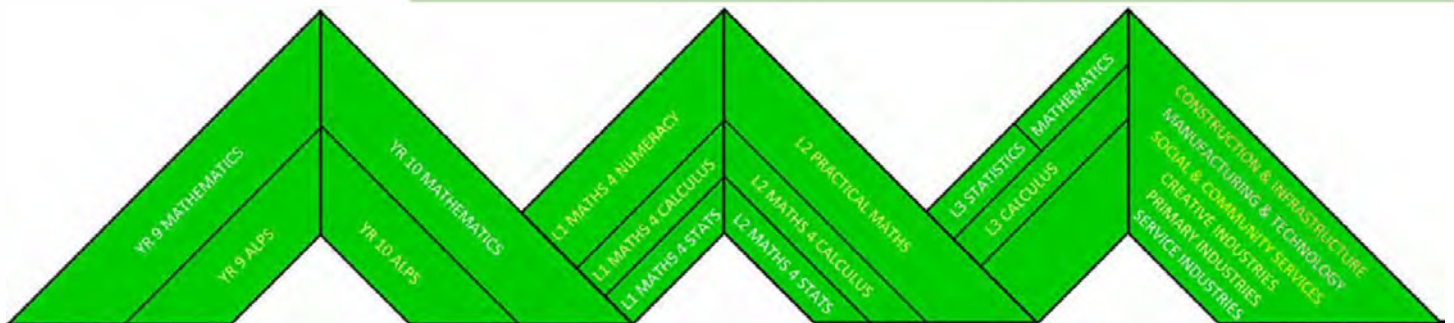
Mathematics is the exploration and use of patterns and relationships in quantities, space, and time.

## 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 Gas fitter, 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

**MATHEMATICS**

Developing strategies for problem solving

The fundamentals of:  
Geometry  
Measurement  
Number

**MATHEMATICS**

UE Numeracy qualification

The fundamentals of:  
Algebra  
Probability  
Statistics  
Trigonometry

**MATHEMATICS for CALCULUS**

Algebraic procedures  
Multivariate data

Working tables, equations, and their graphs

Right-angled trigonometry

**MATHEMATICS with CALCULUS**

Algebraic methods

Calculus methods

Geometric concepts

Probability theories

Statistical inferencing

Non-right-angled trigonometry

**CALCULUS**

**UE**

The algebra of complex number

Working with differentials and integrals

Trigonometric modelling

Scholarship

MATHEMATICS / STATISTICS

**MATHEMATICS with STATISTICS**

Bivariate data

Multivariate data

The algebra associated with linear rates of change

Statistical and probability literacy

Number strategies for solving problems

**MATHEMATICS with STATISTICS**

Coordinate geometry

Probability experiments and theories

Statistical inferences

Critically analysing statistical reports

**STATISTICS**

**UE**

Bivariate data

Experiments

Probability concepts

Time Series data

Statistical Reports

Scholarship

ALP / MATHEMATICS

**Accelerated Learning Program**

Problem solving strategies

Number skills

Financial literacy

**MATHEMATICS**

Number skills

Measurement strategies

Statistical literacy

**MATHEMATICS**

Networks

Probability experiments

Statistical strategies

Financial literacy and capability

**MATHEMATICS UE**

Bivariate data

Critical pathways

Linear programming

Systems of equations

Time series data

# 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

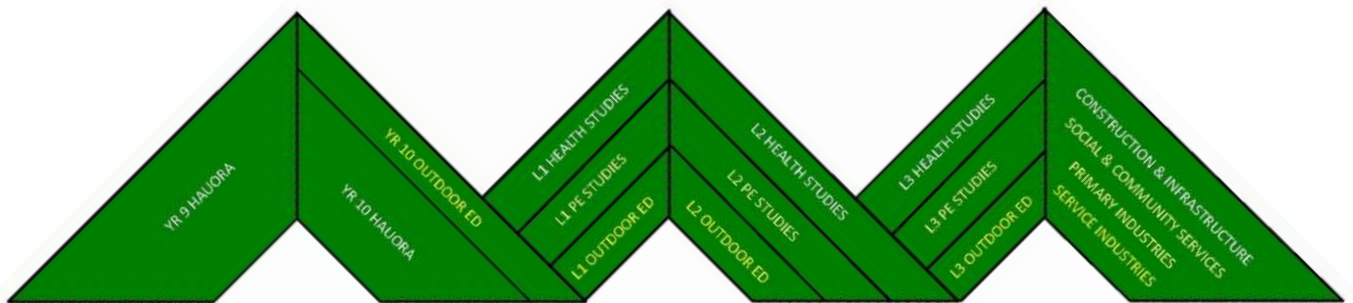
Students identify how physical activity experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value of movement and consider the effect of physical activity from social, cultural and scientific perspectives.

## 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/PE STUDIES	<p><b>HAUORA</b> Health Physical Education Outdoor Education</p> <p>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.</p>	<p><b>HAUORA</b> Health Physical Education Nutrition</p> <p>There is a strong focus on the concept of Hauora and the values of the school.</p> <p>Hauora in the junior school integrates learning in Health, Physical Education and Nutrition, all with pathways to NCEA.</p>	<p><b>PHYSICAL EDUCATION</b> Physical activities Quality Movement Function of the body Interpersonal skills</p>	<p><b>PHYSICAL EDUCATION</b> Leadership skills Social responsibility Biophysical principles Skill learning Quality performance Training programme</p>	<p><b>PHYSICAL EDUCATION</b> <b>UE</b> Quality performance Biophysical principles Sociocultural factors Critical analysis Health promotion Performance improvement programme Lifelong well-being</p>
HEALTH STUDIES			<p><b>HEALTH STUDIES</b> Health-related issues for teenagers Managing change Sexuality Influences on drug use Resilience Mental health Adolescent eating patterns</p>	<p><b>HEALTH STUDIES</b> Sexuality and gender Adolescent health issue Health promotion Managing change</p>	<p><b>HEALTH STUDIES</b> <b>UE</b> International health issue NZ health issue Health practices Ethical issues</p>
OUTDOOR EDUCATION		<p><b>OUTDOOR EDUCATION</b> 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.</p>	<p><b>OUTDOOR EDUCATION</b> Experience:</p> <ul style="list-style-type: none"> <li>• Snorkeling</li> <li>• Kayaking</li> <li>• Orienteering/Navigation</li> <li>• Camping</li> <li>• Introduction to Mountain biking</li> <li>• Safety and risk management in an outdoor environment</li> <li>• Quality performance</li> </ul>	<p><b>OUTDOOR EDUCATION</b> Experience:</p> <ul style="list-style-type: none"> <li>• Surfing</li> <li>• Mountain biking</li> <li>• Day tramping</li> <li>• Camping</li> <li>• Risk management</li> <li>• Event organisation</li> <li>• Appreciation for the outdoors</li> <li>• Weather interpretation</li> <li>• Quality performance</li> </ul>	<p><b>OUTDOOR EDUCATION</b> <b>UE</b> Experience:</p> <ul style="list-style-type: none"> <li>• Multi day Tramping</li> <li>• Mountain biking</li> <li>• Bush survival skills</li> <li>• River crossing</li> <li>• Weather interpretation</li> <li>• Outdoor First Aid certificate</li> <li>• Quality performance</li> <li>• Lifelong well-being</li> <li>• Safety management</li> </ul>

# 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

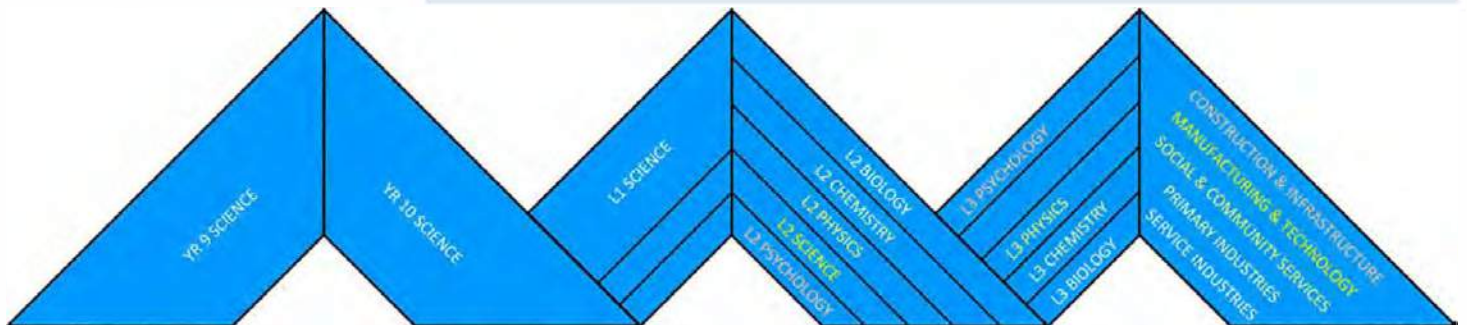
Chemistry involves the study of matter and the changes it undergoes. Understanding the composition and properties of atoms and molecules.

### 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



YEAR 9

YEAR 10

LEVEL 1

LEVEL 2

LEVEL 3

SCIENCE

**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** **UE**  
Education for Sustainability  
Biology and Earth  
Space Science

AG HORT

**AGRICULTURE AND HORTICULTURE**  
Plant Propagation  
Modifying the Environment  
Livestock  
Reproduction  
Landscape design  
Environmental impact

BIOLOGY

**BIOLOGY**  
Cells  
Evolution  
Diversity  
Ecosystems

**BIOLOGY** **UE**  
Evolution  
Behaviour  
Speciation  
Genetics and Genetic engineering  
Biological controversies

CHEMISTRY

**CHEMISTRY**  
Structure and Bonding  
Chemical substances  
Titrations  
Chemical Reactions

**CHEMISTRY** **UE**  
Atomic structure  
Redox  
Energy  
Organic and Aqueous solutions

PHYSICS

**PHYSICS**  
Waves  
Mechanics  
Atomic  
Electricity

**PHYSICS** **UE**  
Waves  
Mechanics  
Atomic  
Electricity

PSYCHOLOGY

**PSYCHOLOGY**  
Behavioural approaches  
Research  
Human Behaviour  
Ethics  
Fields  
The Brain

**PSYCHOLOGY** **UE**  
Psychology  
Inquiry  
Issues  
Fields  
Research and experiments  
Human Behaviour and theories



# SOCIAL SCIENCE FACULTY



## SOCIAL SCIENCE

Ehara taku m aunga a Hikurangi, he maunga nekeneke, he maunga 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

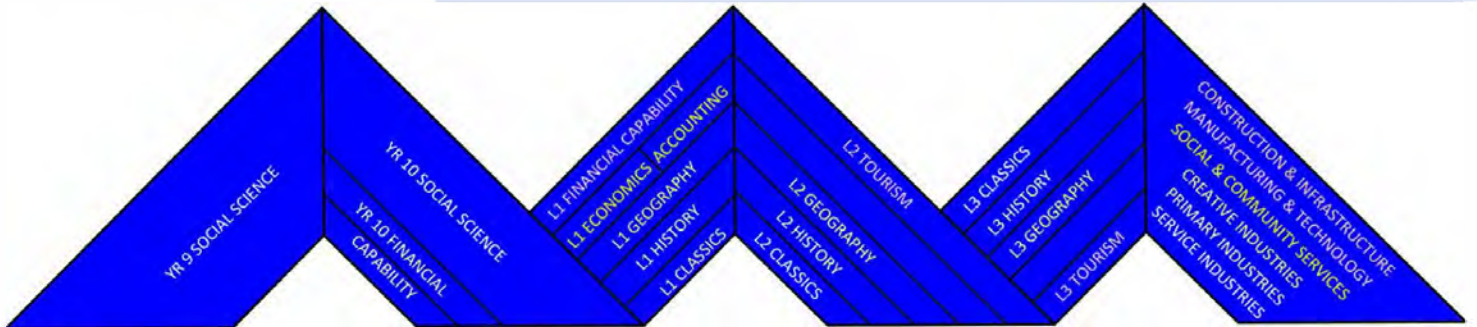
Students learn about the literature; art, history, and philosophy of the classical world (Greece and Rome).

### 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

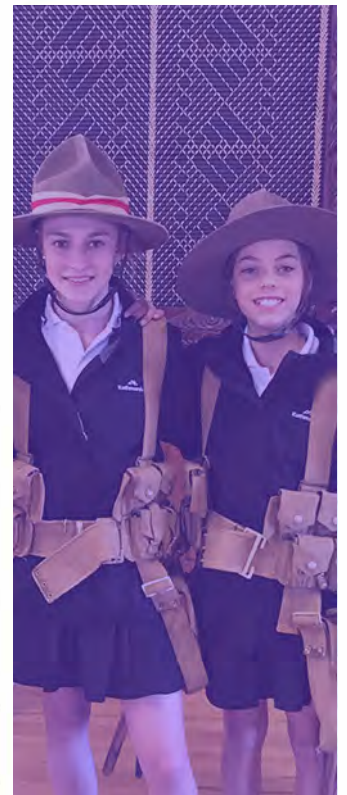
### CLASSICAL STUDIES

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

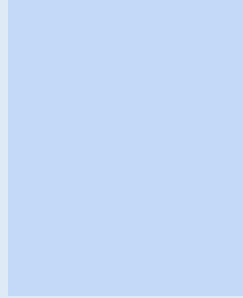
LEVEL 2

LEVEL 3

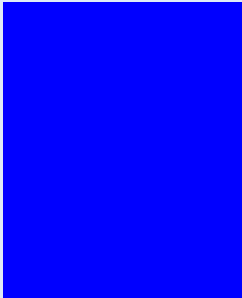
SOCIAL SCIENCE

**SOCIAL SCIENCE**  
Social inquiry  
Projects Conceptual understandings  
Skills & Essay writing

**SOCIAL SCIENCE**  
Social inquiry  
Projects Conceptual understandings  
Skills & Essay writing



HISTORY

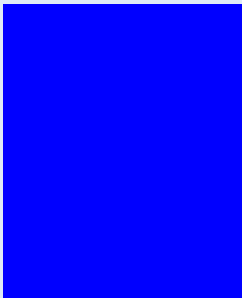


**HISTORY**  
Global History  
NZ History

**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

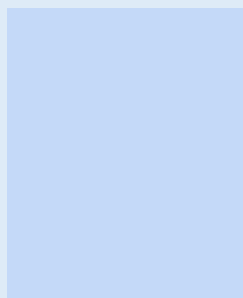
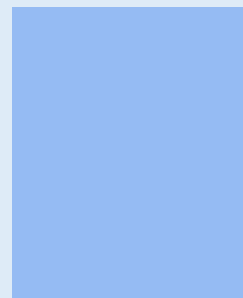
**CLASSICS** **UE**  
Alexander the Great  
Underworld through time  
Occultism  
Roman Mythology

ACCOUNTING / ECONOMICS

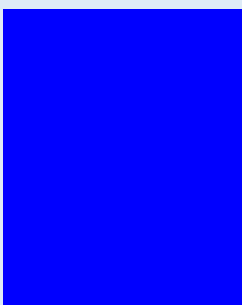


**ACCOUNTING**  
Concepts/Processes  
Accounting Systems  
Accounting Reports  
Decision Making

**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 ka patu 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

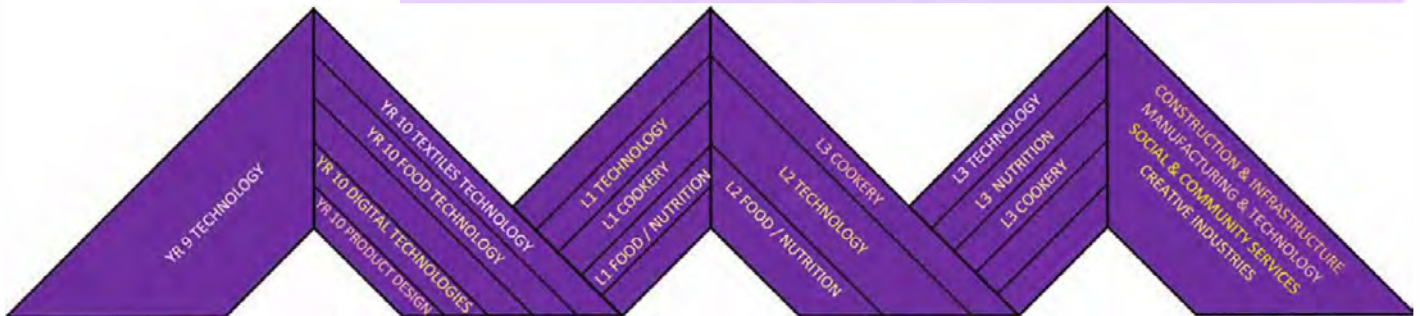
Students develop practical skills useful for life and industry.

### 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

FOOD

COOKERY

**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

**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 TECHNOLOGY**  
Students design and manufacture food products to meet a brief

**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

**FOOD TECHNOLOGY / NUTRITION**  
Practical cooking  
Designing & developing food products  
Nutrition

**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

**FOOD TECHNOLOGY / NUTRITION**  
Nutrition  
NZ related health issues

**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.

**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

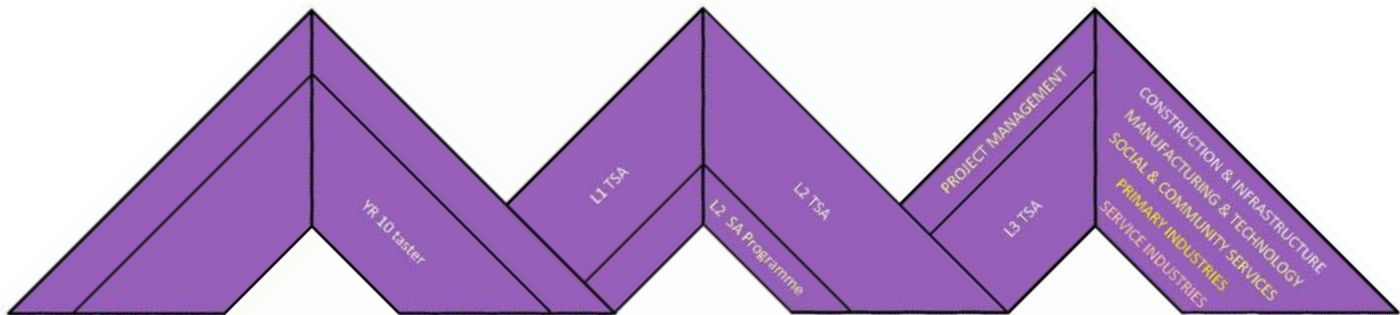
## TSA

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

**TSA****Taster programme**

A short 4 hour programme introducing the TSA programme.

## LEVEL 1

**TSA****Entry Requirements:**

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.

## LEVEL 2

**TSA****Entry Requirements:**

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.

## LEVEL 3

**TSA****Entry Requirements:**

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)



## DRAMA

### LEVEL 1 DRAMA

Performance Techniques, Improvisation, Devising Drama, Theatre form, Drama Technologies.

Entry requirements:

A successful completion of Year 10 Drama or approval by HOD Drama.

This subject is about rehearsing and presenting several small class performances. As well as being given training in communication skills such as voice projection, body, movement and space, students are encouraged to devise and improvise research, read, evaluate, and perform in groups. Drama production technologies are a component of this course (costume, sound, lighting, projection etc.) The aim of this course is to develop all modes of confident self-expression.

There is an expectation that students will perform in front of an audience which is required for NCEA. This course leads to NCEA Drama Level 2.

## VISUAL ARTS

### LEVEL 1 ART

Drawing, Painting, Photography or Sculpture, Personal identity & Local environment.

Entry Requirements:

Year 10 Visual Art.

This subject is about advancing a student's artistic skills with a focus on "Personal Icons and Local Environment."

This involves:

- Study of local coastal community links and personal identity
  - Research of personal icons
  - New Zealand and Māori artist studies
- Work in the course involve:
- Practice in drawing and oil painting
  - Practice in a different discipline (Photography or Sculpture)
  - Two Internal and one external Achievement Standards
  - Workbook and folio presentation

## MUSIC

### LEVEL 1 MUSIC

Group performance, Solo performance, Composition, Recording, P.A. Systems, Music tech.

This course is designed as an extension of the 10 Music for students who have an interest in performance, music technology and the music industry.

Entry Requirements: Students must be able to play an instrument or sing confidently. H.O.D approval.

This subject also covers:

- Participation in Tangata Beats, Rockquest or Chamber music
- Music Technology: Score writing and sequencing
- Maintaining and working a P.A. system.
- Song writing
- Recording technology
- Learning an instrument through the ITM scheme
- Solo performance

## CAREER EDUCATION

### LEVEL 1 CAREER EDUCATION

Tertiary trips, STAR courses.

Students continue to build their career profiles on career central and explore available options and career ideas.

Activities include a review of goal setting and career management competencies, complete BullsEye Quiz and Job Research. Industry and Business visits: Students have the opportunity to attend events offered during the year to explore pathways. Develop work readiness and life skills. Create a CV and fill in forms.

Careers Expos

Careers Health Expo

Events where students connect with local and national career providers  
Tertiary Trips: School trips are organised to visit local and national tertiary campuses. Whakapiki Ake hui recruiting Māori into Health Careers at The University of Auckland.

STAR courses: short taster courses offered to students to explore opportunities based on interests.

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

# GATEWAY

## LEVEL 1-3 GATEWAY

Individualised learning plan for the work place, Work placements, Health & Safety course, Industry related short courses.

The Gateway programme is available for students who want to begin work place training for a specific job area whilst still at school. Students generally will complete up to one day of their school week in a work placement that relates to their career interest. Normally workplace courses will be assessed in the workplace by an appropriate workplace assessor. Students will have regular interviews with the Gateway coordinator as it is not a timetabled class. Students are able to work towards industry qualifications.

### Entry Requirements:

A selection interview is held, which could include the Gateway Coordinator, the year Dean and a family member. All selected or potential students are linked to career guidance and advice.

Students best suited to a work placement are:

- Motivated to learn and achieve a minimum of 20 credits in the workplace
- Able to manage individualised learning and assessment
- Able to display a strong interest in a particular industry or career direction
- Reliable with a good attendance record
- Have achieved NCEA L1 Numeracy and Literacy
- Complete a pre employment drug test
- This may lead to employment, apprenticeships or further tertiary training.

### Possible Gateway options:

Agriculture, Animal care, Automotive trades, Baking, Banking, Beauty Therapy, Business Administration, Butchery, Construction (carpentry & building, cement & concreting, glass & glazing, joinery aluminium or wood), Electrical supply, Engineering, Equine, Forestry, Hairdressing, Healthcare, Horticulture (floristry, arboriculture, fruit production), Hospitality, Plumbing, Retail, Tourism, Wool handling/Shearing, other...

# PATHWAYS

## LEVEL 1 PATHWAYS TO WORK

CV writing, Exploring career ideas and work place requirements, Job search skills, Health & Safety in the workplace, Community interviews.

Entry to this course is by consultation and/or direction. Pathways contributes to the students' career management competencies They have developed from Year 7. This course is designed to introduce students to, and then explore the interpersonal and work skills that they will require as they continue their secondary education. Students may be recommended to apply for a Gateway programme and participate in volunteer programmes.

# STAR COURSES

## LEVEL 1-3 STAR COURSES

STAR Secondary Tertiary Alignment Resource: enables our school to allocate discretionary funds to support Year 11 to Year 13 students in gaining qualifications and experiences beyond conventional subjects and programmes offered in school. Proposed STAR courses are dependent on annual reviews and analysis, student needs and financial availability.

Proposed courses include:

- Hospitality
- First Aid Certificate
- Learners Licence Theory
- Restricted Licence
- Health and Safety
- Customer Service
- Barista
- Animation
- Adventure Tourism - QRC (Queenstown Resort College)
- Beauty - Cut Above
- Junior Chef – EIT
- Audio Engineering – MAINZ
- Djing introduction - MAINZ
- Music Production – MAINZ
- Farming - Turanga Ararau, Taratahi, Telford
- Flight Attendant - NZ School of Tourism, International Travel College
- Hairdressing/Make-up/Beauty - Cut Above
- Health - Nursing, Midwifery, Occupational Therapy etc Gisborne
- Hotel Management/Restaurant Management –PIHMS
- Live Sound and Engineering
  - MAINZ
- Makeup – Cut Above
- Services Preparation
- Film and Television – South Seas

## ENGLISH

### LEVEL 1 ENGLISH

**Text Connections, Speech, Static Images.**

**Entry Requirements:**  
Completion of Year 10 English with an average curriculum level of 5P or teacher recommendation.

This is an intensive academic based course, focussing on internal and external assessment achievement. A range of writing activities, speech, static image production and reading tasks are internally based, with three external papers. *Extension includes:* Speech Competition, Inter-School Debating Competition, Australian English and Writing Competitions and more. This course is a pre-requisite for 12ENG.

## ENGLISH ACHIEVEMENT

### LEVEL 1 ENGLISH ACHIEVEMENT

**Close Reading ext, Writing, Reading, Oral Discussion, Letters, Text Connections, Speech, Static Images, Personal Response.**

**Entry requirements:**  
Completion of Year 10 English with an average curriculum level of Level 5B or teacher recommendation. This is a slower paced academic course with some practical assessments, covering all aspects of English: written, oral and visual language. The initial focus of this course is to achieve the NCEA Literacy requirements. Students entering this course will be required to enter the Close Reading of Unfamiliar Texts external examination standard. This course is a prerequisite for 12ENA.

## ENGLISH FOR LITERACY

### LEVEL 1 ENGLISH FOR LITERACY

**Writing, Reading, Oral Discussion, Letters, Close Reading, Text Connections, Speech, Static Images**

**Entry Requirements:**  
Completion of Year 10 English with an average curriculum level of Level 5B or below or teacher recommendation.

This is a slower paced practical academic course covering all aspects of English: written, oral and visual language. Students entering this course will undertake internal Achievement and Unit Standards, with the primary initial focus on achieving NCEA Literacy. This course leads to 12ENL.

## ESOL

### SENIOR 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. The course is designed to assist students to develop their language skills, gain English Language credits and support students with their work from other subjects.

## TE REO MĀORI

### LEVEL 1 TE REO MĀORI TE PĀEKURA

**Whakarongo, Kōrero, Waihanga Tuhinga, Pānui, Tuhituhi.**  
This is a Curriculum Level 6 course.

There is an emphasis on spoken Te Reo Māori as students work through internal NCEA assessments. Success can lead on to Level 2 Te Reo Māori. External NCEA assessments are also available for students to gain. This course leads to Te Reo Māori in Years 12 and 13. Students can gain qualifications in NCEA Levels 1-3 and Scholarship.

## NGA MANU TANGIATA TIKANGA O NEHE

### NGA MANU TANGIATA TIKANGA O NEHE

**Cultural Heritage and Identity.**  
This course is available to students in 'Ngā Manu Tangiata'. 1 Year Course

This course aims to broaden and deepen the students knowledge, understanding and application of tikanga Māori in real world contexts. Topics of study include: mōteatea, whakapapa, karakia, pūrākau, waiata and mihimihi.

## HE REO PĪKARI

### LEVEL 1 LEVEL 2 LEVEL 3 HE REO PĪKARI

**Cultural Heritage, Language and Identity.**

This course is ideally suited to senior students who are beginning their journey into learning Te Reo Māori.

This course is a basic introduction to Te Reo o Mihi, o Karakia, o Waiata, o Tikanga. Students will learn familiar waiata, kiwaha, whakataukī, kōrero paki, karakia, o Ngati Porou and the wider Te Tairāwhiti region.



Students will have the opportunity to gain L1 and 2 Unit Standards in this course. This is an internally assessed course.

## MATHEMATICS 4 CALCULUS

### LEVEL 1 MATHEMATICS for CALCULUS

**Algebra, Trigonometry, Graphing, Statistics.**

This is a Curriculum Level 6 course designed to satisfy the enthusiastic mathematician. There is an emphasis on algebra and learners work through a combination of internal and external assessments which will enable course endorsement.

Success can lead on to Level 2 Mathematics with Calculus, Level 2 Mathematics with Statistics, Level 3 Calculus and Level 3 Statistics.

## MATHEMATICS 4 STATISTICS

### LEVEL 1 MATHEMATICS with STATISTICS

**Algebra, Bi-Variate data, Multivariate data, Number Statistics, Probability.**

This Curriculum Level 6 course specialises in Statistics with Algebra and Number.

The assessments are mainly internally assessed with one externally assessed standard which enables learners to gain course endorsement.

Success can lead on to Level 2 Mathematics with Calculus or Level 2 Mathematics with Statistics, and ultimately to Level 3 Statistics.

## Extra assistance learning for success in MATHEMATICS

### LEVEL 1 MATHEMATICS for NUMERACY

**Measurement, Number, Statistics.**

This Curriculum Level 4/5 course is fully internally assessed by means of a portfolio. This will allow learners to gain the Numeracy requirements for both Level One NCEA and University Entrance. Learners will be extended and encouraged to sit Achievement Standards where appropriate. This course will NOT enable the learner to continue directly to Level 2 Mathematics. Learners will need to be successful in the Achievement Standards to progress to Level 2 Mathematics.

## HAUORA / PE STUDIES

### LEVEL 1 PHYSICAL EDUCATION

This subject is for students who wish to develop their practical skills both in terms of movement and how they relate to others. Ākonga will also explore what influences their own physical activity participation and understand how the body functions in movement to improve performance. This will involve participation in a range of sport and physical activities both in school and out in the community. Most of these activities will be co-constructed as a class. Ākonga will also be given opportunities to develop interpersonal skills through experiences in a range of roles such as a player, official, coach, and/or event coordinator/assistant.

Topics: Communication, teamwork, problem solving, giving feedback, movement skills, fitness, anatomy, biomechanics, exercise physiology and influences on physical activity.

## HEALTH STUDIES

### LEVEL 1 HEALTH STUDIES

The course is designed to help students develop an understanding of well-being of themselves, of other people and of society through learning in health-related contexts. They put their learning into action as they make health enhancing choices, set goals, plan strategies and take action. Ākonga will develop strategies for maintaining change, explore the concept of sexuality and explain strategies for maintaining hauora/well-being in sexual relationships, investigate issues related to drug-use and evaluate health enhancing choices and understand the influences on adolescent eating patterns to make health-enhancing recommendations.

Topics: Hauora/well-being, socio-ecological perspective, resilience, goal setting, decision making, assertiveness, managing change, sexuality, drug-related situations and adolescent eating patterns.

## OUTDOOR EDUCATION

### LEVEL 1 OUTDOOR EDUCATION

This subject is entry level for students who wish to begin Outdoor Education at a senior level. Students will participate in a range of outdoor activities, explore factors that influence participation, take action to assist others to participate and demonstrate and show understanding of responsible

behaviours for safety.

This course is 50% theory and 50% practical and students need to complete both aspects to pass.

Students will develop practical skills in: snorkelling, kayaking, day tramping, navigation, safety management, weather interpretation and an introduction to mountain biking.

ECONOMICS: This course is about:

- Consumers - Why consumers make economic choices.
- Producers - How producers make decisions about using scarce resources to provide goods and services to the market.
- The Market

## SCIENCE

### LEVEL 1 SCIENCE

Chemistry, Physics, Biology.

Entry Requirements:

Are based on performance in junior school and future pathways at the teacher's discretion

**Term 1** All students complete a Physics and a Biology Internal Achievement Standard.

**Terms 2, 3 and 4** Depending on results from Term 1 and their future pathways, students will select to follow either,

- a) External or exam-based course:  
This course is designed for students who wish to follow the sciences at Level 2 and beyond. This course will be assessed mainly with exam-based topics.  
Topics include: Acids and Bases, Mechanics and Genetics
- b) Inter-based course: This course is designed for students who enjoy Science and want to gain level on credit in this area. It is still possible to continue to Level 2 and 3 Sciences but not the option if you wish to choose a Science based career  
Topics include: Earth and Space, Horticulture, Chemical reactions, Genetics

## ACCOUNTING / ECONOMICS

### LEVEL 1 ACCOUNTING AND/OR ECONOMICS

ACCOUNTING: Accounting at this level covers individuals, sole traders and societies.

Work in this course will involve:

- Paragraph writing applying accounting concepts to various situations.
- Practical assignments using workbooks, NCEA exemplars.

## CLASSICS

### LEVEL 1 CLASSICS

Greek Mythology, Roman History

Entry Requirements:

A passion for Classics and History and a good achievement and work ethic in Yr10 Social Science is essential for success.

An introduction to the beliefs, mythology, politics, archaeology, philosophy and history of the classical world.

Topics Include:

- Julius Caesar
- Gender and Myth
- Greek and Viking myth
- Ancient Roman society
- Roman Religion

Work in the subject involves:

- Reading ancient source
- Developing critical thinking skills
- Writing essays

## FINANCIAL CAPABILITY

### LEVEL 1 FINANCIAL CAPABILITY

Financial capability, People and society.

Entry Requirements:

An interest in financial capability and a positive work ethic in Yr10 Social Science.

This course is about developing skills for use in everyday life. This is an internal only course with a reduced credit load and is not a university entrance pathway. It is intended for those interested in developing life skills for their career choices.

Topics include:

- Financial capability

Work in the subject involves:

- Implementing processes
- Completing/discussing workbooks

# GEOGRAPHY

## LEVEL 1 GEOGRAPHY

Natural Processes, Cultural Processes.

*Takes you places and shapes the world!*

Entry Requirements:

An interest in Social Science and a positive work ethic in Yr10 Social Science is needed.

This subject is about people and the environments they live in both in New Zealand and globally.

Topics Include:

- Extreme natural events -courses and effects on people
- Population concepts - NZ and Monsoon Asia.
- Sustainable use of an environment

Work in this subject involves:

- Map work.
- Fieldwork - data gathering
- Model interpretation
- Measurement and calculation – graph work
- Interpreting cartoons, newspaper cuttings, photographs, tables, maps and graphs
- Processing and evaluating data
- Discussion, Group work, Individual study
- Identifying conflicting values, stereotypes
- Writing paragraphs
- Geographic Research
- Contemporary geographic issues in New Zealand
- Global topics
- Using computer technology to solve problems

# HISTORY

## LEVEL 1 HISTORY

Global History, NZ History

Entry Requirements: A passion for History and a good achievement and work ethic in Yr10 Social Science is essential for success.

History: This subject is about causes and consequences of global events and NZ History research.

Topics Include:

- World Wars
- Springbok Tour
- The Rainbow Warrior Bombing
- Krystallnacht
- Homosexual Law Reform

Work in this subject involves:

- Reading and understanding texts
- Answering questions about people, places and events
- Interpreting cartoons, newspaper cuttings, photographs, tables, maps and graphs
- Writing paragraphs and essays on the personalities and events you study
- Presenting work in an organised way

# SENIOR TECHNOLOGY SUBJECTS

## LEVEL 1 COOKERY

Pre-Industry training, Food Preparation and Presentation.

Entry Requirements:

Interest in working in the food industry. **Excellent attendance** record to be presented at the pre-selection process. Approval from HOF required.

There is a strong practical emphasis in this course. Unit standards are offered through Service IQ. Excellent attendance is a requirement along with good hygiene skills and a high standard of personal presentation.

## LEVEL 1 FOOD TECHNOLOGY AND NUTRITION

Nutrition, Food Technology, Food safety.

Entry Requirements:

Preferably have studied Food and Nutrition in Year 9 and 10 or at the discretion of HOF.

This subject is for students who enjoy practical cooking **and** who wish to gain an understanding of food processing.  
OR SEE COOKERY LEVEL 1.

## LEVEL 1 TECHNOLOGY

\*TEXTILES  
\*PRODUCT  
DESIGN  
\*DIGITAL

Entry Requirements:

Successful completion of at least one Year 10 Technology subject or HOF discretion.

The course builds on skills and knowledge gained in Year 10. Students will choose a context (Digital, Textiles or Product Design) to develop skills and explore a range of ideas to design and manage a project for an identified need or opportunity. There is a strong focus on working with a stakeholder and creative design.



Faculties & Subject Areas	Year 9	Year 10	Level 1: Year 11	Level 2: Year 12	Level 3: Year 13	
<b>ART</b>	Art, Design and Photography Expressive Art  Drama Music: Performance / Instrumental Music: Discovery	Art, Design and Photography  Drama Music: Performance / Instrumental	Art  Drama Music	Design Painting Photography Sculpture Drama Music	Design Painting Photography Sculpture Drama Music	UE UE UE UE UE UE
<b>CAREERS</b>	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	
<b>ENGLISH</b>	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
<b>INTERNATIONAL LANGUAGES</b>	Spanish	Spanish				
<b>MĀORI</b>	Te Reo Māori Te Raukura	Te Reo Māori Māori Performing Arts: Hineraukatauri Tikanga	Te Reo Māori Te Reo Rangaitira Tikanga He Reo Pīkari	Te Reo Māori Te Reo Rangaitira Tikanga He Reo Pīkari	Te Reo Māori Te Reo Rangaitira Tikanga He Reo Pīkari	UE UE
<b>MATHEMATICS</b>	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
<b>PE AND HEALTH</b>	Hauora	Hauora Outdoor Education	Health Studies Outdoor Education Physical Education	Health Studies Outdoor Education Physical Education	Health Studies Outdoor Education Physical Education	UE UE
<b>SCIENCE</b>	Science	Science	Science	Biology Chemistry Physics Psychology Science	Biology Chemistry Physics Psychology	UE UE UE UE UE
<b>SOCIAL SCIENCE</b>	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
<b>TECHNOLOGY</b>	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
<b>TSA</b>		TSA taster programme	Tairawhiti Services Academy	Tairawhiti Services Academy Team Leadership	Tairawhiti Services Academy Team Leadership	







