

# GISBORNE GIRLS' HIGH SCHOOL



## COURSE PLANNING 2023

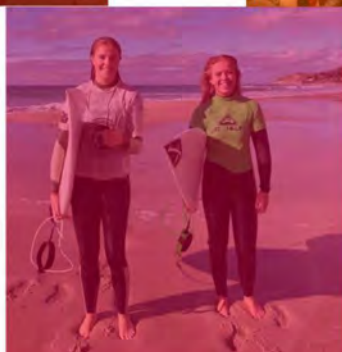


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**YEAR  
12&13**



**YEAR  
12&13**



## 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 ākonga achieves a standard they earn credits towards their NCEA qualification. With achievement standards a ākonga can gain standards with achieved, merit or excellence 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. 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.

## 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.

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 12	<p>Ākonga studying at year twelve must take a <u>full-year course in English or Te Reo Māori</u>. You then have to choose five full year courses. Ākonga who intend to go to University should select year twelve courses that lead to UE. If you are not sure, check with the Careers Team.</p> <p>Your NCEA Level 2 results will be used for Tertiary applications such as Halls of Residence, Provisional Entry and Scholarships, so it is very important to give 100% effort and aim for the highest grades possible.</p>
YEAR 13	<p>Entry requirements vary from to subject. You must choose <u>FIVE</u> full year courses. A block of study will be allocated although a ākonga can apply to study six subjects.</p> <p><b>QUALIFYING FOR TERTIARY STUDY:</b></p> <p>Details about this qualification are provided under the heading: University Entrance Qualification below.</p> <p><b>SCHOLARSHIP:</b></p> <p>Those Level 3 subjects that are Approved UE subjects offer ākonga the opportunity to gain a Scholarship which usually involves an additional examination in November. Ākonga must enter for scholarship by September. This is the highest qualification available to students and is very prestigious.</p>

## UNIVERSITY ENTRANCE QUALIFICATION

UE	<p>University Entrance (UE) is the minimum requirement to go to a New Zealand University and/or study a degree at a tertiary provider.</p> <p>To be awarded UE you will need:</p> <ul style="list-style-type: none"> <li>NCEA LEVEL 3</li> <li>THREE SUBJECTS at Level 3 or above, made up of: 14 CREDITS EACH, in three approved subjects</li> <li>LITERACY: 10 credits at Level 2 or above, made up of 5 reading credits and 5 writing credits.</li> <li>NUMERACY: 10 credits at Level 1 or above, made up of: <ul style="list-style-type: none"> <li>Achievement Standards: specified achievement standards available through a range of subjects, OR</li> <li>Unit Standard: package of three numeracy unit standards (26623, 26626, 26627 - all 3 required).</li> </ul> </li> <li>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.</li> <li>NB: The University of Auckland now requires 17 literacy credits.</li> </ul> <p><b>UNIVERSITY APPROVED SUBJECTS:</b></p> <table> <tr> <td>ARTS FACULTY</td><td>Design, Painting, Photography, Sculpture, Drama, Music Industry</td></tr> <tr> <td>ENGLISH FACULTY</td><td>English, Achievement English</td></tr> <tr> <td>MĀORI FACULTY</td><td>Te Reo Māori Te Reo Rangatira</td></tr> <tr> <td>MATHEMATICS FACULTY</td><td>Calculus, Statistics, Mathematics</td></tr> <tr> <td>PE &amp; HEALTH FACULTY</td><td>Physical Education Studies, Health Studies, Outdoor Education</td></tr> <tr> <td>SCIENCE FACULTY</td><td>Biology, Chemistry, Physics, Psychology, Science</td></tr> <tr> <td>SOCIAL SCIENCE FACULTY</td><td>History, Geography, Classical Studies, Economics Accounting</td></tr> <tr> <td>SOCIAL SCIENCE FACULTY</td><td>Food and Nutrition, Textiles Technology, Design Technology (Product and Digital)</td></tr> </table> <p><b>YEAR 13 SUBJECTS ASSESSING AT LEVEL 3:</b></p> <p>Licence to Work, Early Childhood Education, Gateway, ESOL, Outdoor Education, Travel and Tourism, Cookery, TSA.</p> <p>In Outdoor Education, ākonga can gain University Entrance if they complete Physical Education standards that are offered.</p>	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)
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## 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 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 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 ākonga 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





# 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**

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

UE

# 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**

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

UE

# 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**

Landscape  
 Urbanism  
 Portraiture  
 Symbolism  
 Iconography  
 Figurative  
 Social

UE

UE

UE

# 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	<b>CAREER EDUCATION</b> Extended Form time: Develop Career Management Competencies Knowledge of Self Explore Opportunities	<b>CAREER EDUCATION</b> Extended Form time: Build on Career Management Competencies Knowledge of Self Explore Opportunities Options and the World of Work	<b>CAREER EDUCATION</b> Extended Form time: Build Career Management Competencies Knowledge of Self Explore Opportunities Decision Making Careers Expos STAR courses	<b>CAREER EDUCATION</b> Extended Form time: Group career discussions: Industry/Business visits Careers Expos Tertiary Trips STAR courses Work Experience	<b>CAREER EDUCATION</b> 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			<b>GATEWAY</b> Individualised learning plan for the work place Work placements Health & Safety Industry related short courses	<b>GATEWAY</b> Individualised learning plan for the work place Work placements Health & Safety Industry related short courses	<b>GATEWAY</b> Individualised learning plan for the work place Work placements Health & Safety Industry related short courses
PATHWAYS			<b>PATHWAYS</b> CV writing Exploring career ideas and work place requirements Job search skills Health & Safety in the workplace Community interviews Volunteer Work Work experience	<b>PATHWAYS TO WORK</b> 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	<b>PATHWAYS TO WORK</b> Producing a career action plan Updating CV and cover letter Interview skills Employability skills Voluntary work Work placement Financial literacy
EARLY CHILDHOOD EDUCATION				<b>EARLY CHILDHOOD EDUCATION</b> Aspirations and connections Health & Well-being Hygiene & Safety Community Agencies Nutrition Community links and ECE pathways	<b>EARLY CHILDHOOD EDUCATION</b> Aspirations and connections Te Whariki Te Tiriti o Waitangi Effective communication Development ECE services ECE work placement First Aid
TRADES ACADEMY				<b>TRADES ACADEMY</b> Sport Hospitality Hair Beauty and Barbering Forestry Horticulture Agriculture Trades Skills Automotive Building and Construction Business Enterprise Computer Technician	<b>TRADES ACADEMY</b> 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	<b>ENGLISH</b> Close Reading Creative Writing Formal Writing Speech Debating Research Static Images	<b>ENGLISH</b> Close Reading Creative Writing Formal Writing Speech Debating Research Static Images NCEA Credits	<b>ENGLISH</b> Written Text ext Film Analysis ext Close Reading ext Creative Writing Formal Writing Text Connections Speech Static Images Personal Response	<b>ENGLISH</b> UE Literacy: Written Text ext Film Analysis ext Close Reading ext Writing Personal Response Non-UE Literacy: Text Connections Speech	<b>ENGLISH</b> <b>UE</b> Written Text ext Film Analysis ext Close Reading ext Writing Critical Analysis Non-UE Literacy: Text Connections Seminar Film Analysis
		<b>ESOL</b> An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	<b>ESOL</b> An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	<b>ESOL</b> An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	<b>ESOL</b> An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in	<b>ESOL</b> An independent programme based on previous years of English study, the level of enrolment and the other courses enrolled in
ENGLISH ACHIEVEMENT	ENGLISH ACHIEVEMENT			<b>ENGLISH ACHIEVEMENT</b> Close Reading ext Writing, Reading Oral Discussion Letters Text Connections Speech Static Images Personal Response	<b>ENGLISH ACHIEVEMENT</b> UE Literacy Written Text ext Film Analysis ext Writing Personal Response Non-UE Literacy Text Connection Speech Visual Presentation	<b>ENGLISH ACHIEVEMENT</b> <b>UE</b> UE Literacy Writing Critical Analysis Non-UE Literacy Film Analysis Text Connections Seminar Business Letters
		<b>ALPS</b> Literacy Skills Reading Writing	<b>ALPS</b> Literacy Skills Reading Writing	<b>ENGLISH FOR LITERACY</b> Writing Reading Oral Discussion Letters Close Reading Text Connections Speech Static Images	<b>ENGLISH FOR LITERACY</b> UE Literacy: Personal Response Non-UE Literacy: Text Connections Speech Business Letters Film Analysis	
MEDIA STUDIES	ENGLISH FOR LITERACY				<b>MEDIA STUDIES</b> UE Literacy Media Planning and production (short film, trailer, etc – student choice internal) Narrative in Media: Internal Representation in Media: Internal	<b>MEDIA STUDIES</b> <b>UE</b> 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



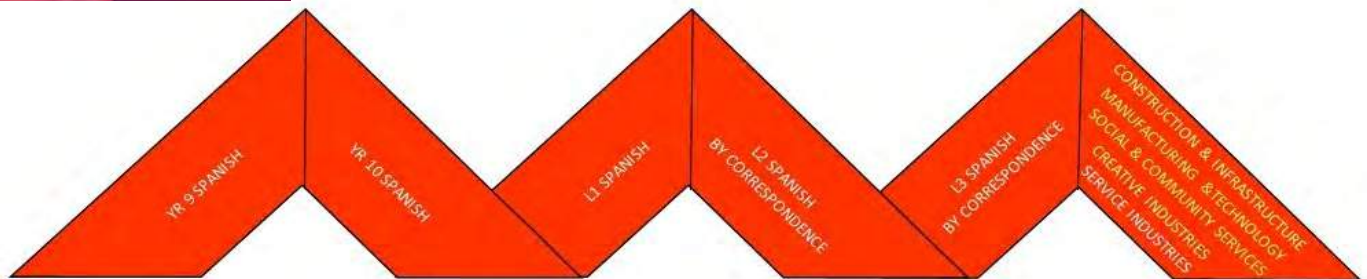
## LANGUAGE

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

## 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; 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.

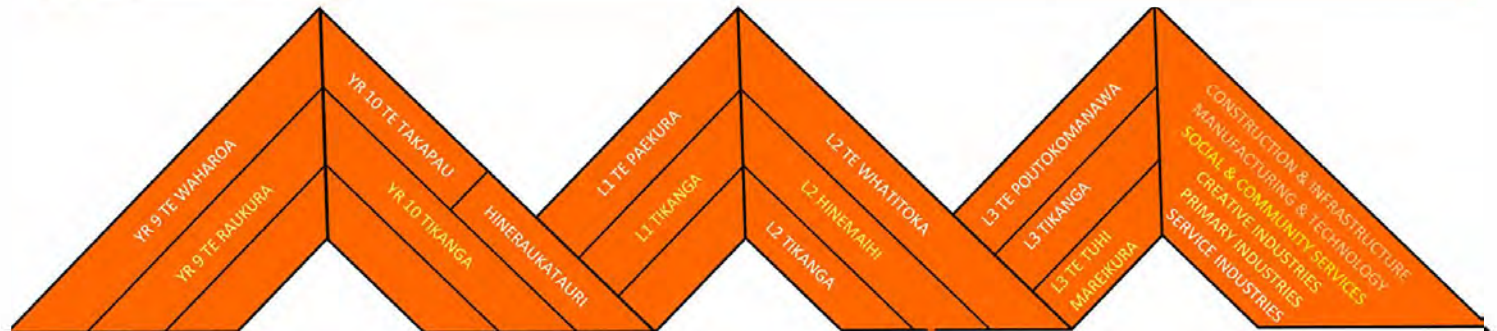
By learning te reo Māori, students are able to:

- 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.

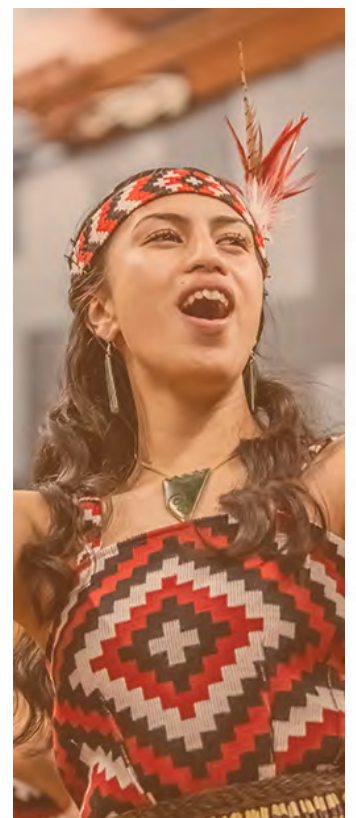
Ko te reo temauri o te mana Māori.



## 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	<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 PĀEKURA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE WHATITOKA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE POUTOKOMANAWA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi
TE REO MĀORI	<b>LEVEL 1</b> <b>TE REO MĀORI</b> <b>TE PĀEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 2</b> <b>TE REO MĀORI</b> <b>TE PĀEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 3</b> <b>TE REO MĀORI</b> <b>TE POUTOKOMANAWA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 1 – 3</b> <b>TE REO MĀORI</b> <b>HE REO PĪKARI</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> 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 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

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 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

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

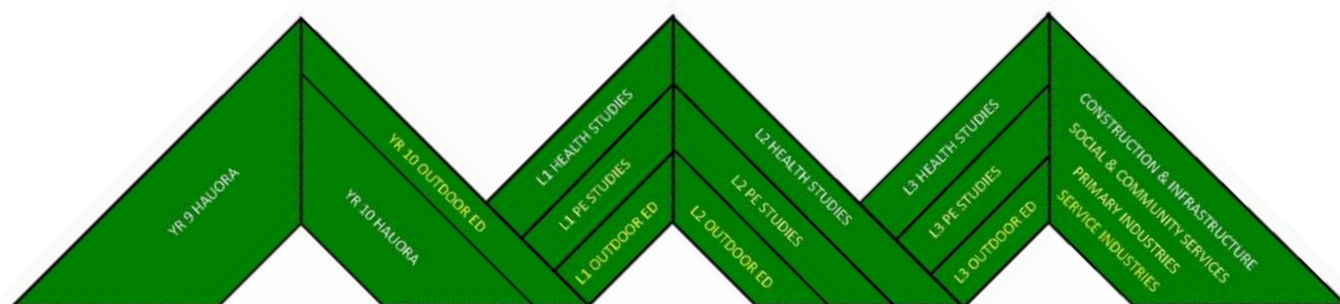
Students identify how physical activity experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value of movement and consider the effect of physical activity from social, cultural and scientific perspectives.

## 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
<b>HAUORA</b> 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.	<b>HAUORA</b> 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.	<b>PHYSICAL EDUCATION</b> Physical activities Quality Movement Function of the body Interpersonal skills	<b>PHYSICAL EDUCATION</b> Leadership skills Social responsibility Biophysical principles Skill learning Quality performance Training programme	<b>PHYSICAL EDUCATION</b> Quality performance Biophysical principles Sociocultural factors Critical analysis Health promotion Performance improvement programme Lifelong well-being
		<b>HEALTH STUDIES</b> Health-related issues for teenagers Managing change Sexuality Influences on drug use Resilience Mental health Adolescent eating patterns	<b>HEALTH STUDIES</b> Sexuality and gender Adolescent health issue Health promotion Managing change	<b>HEALTH STUDIES</b> International health issue NZ health issue Health practices Ethical issues
	<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.	<b>OUTDOOR EDUCATION</b> Experience: <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>	<b>OUTDOOR EDUCATION</b> Experience: <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>	<b>OUTDOOR EDUCATION</b> Experience: <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>

## A young woman with brown hair tied back, wearing a white school polo shirt with a red crest and a black pleated skirt, is operating a black hand pump. She is standing on a grassy field, and the pump is connected by a black hose to a small rocket launch system. The launch system consists of a clear plastic bottle with a white cone on top, mounted on a red and black tripod. In the background, there are trees and a building with a red roof under a clear blue sky.

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

SCIENCE

## BIOLOGY

CHEMISTRY

PHYSICS

PSYCHOLOGY

The diagram illustrates the progression of science education from Year 9 to Year 10. It is structured as a series of nested, overlapping triangles pointing to the right, representing the increasing complexity and integration of scientific knowledge.

- Year 9 Science:** The leftmost triangle, representing the foundational level of science education.
- Year 10 Science:** The second triangle, which encompasses the Year 9 content and adds more advanced topics.
- L1 Science:** The third triangle, which includes the Year 10 content and introduces specialized fields:
  - L2 Biology
  - L2 Chemistry
  - L2 Physics
  - L2 Science (highlighted in green)
  - L2 Psychology
- L3 Science:** The fourth triangle, which builds on the L1 content and introduces further specialized fields:
  - L3 Psychology
  - L3 Physics
  - L3 Chemistry
  - L3 Biology
- Industry Sectors:** The final, largest triangle on the right, which represents the application of science in various industries:
  - CONSTRUCTION & INFRASTRUCTURE
  - MANUFACTURING & TECHNOLOGY
  - SOCIAL & COMMUNITY SERVICES
  - PRIMARY INDUSTRIES
  - SERVICE INDUSTRIES

The diagram shows how the foundational knowledge of Year 9 and Year 10 science is built upon through specialized study in Level 1 and Level 3, ultimately leading to the application of science in various industry sectors.

## PSYCHOLOGY

PHYSICS

## CHEMISTRY

## BIOLOGY

## 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

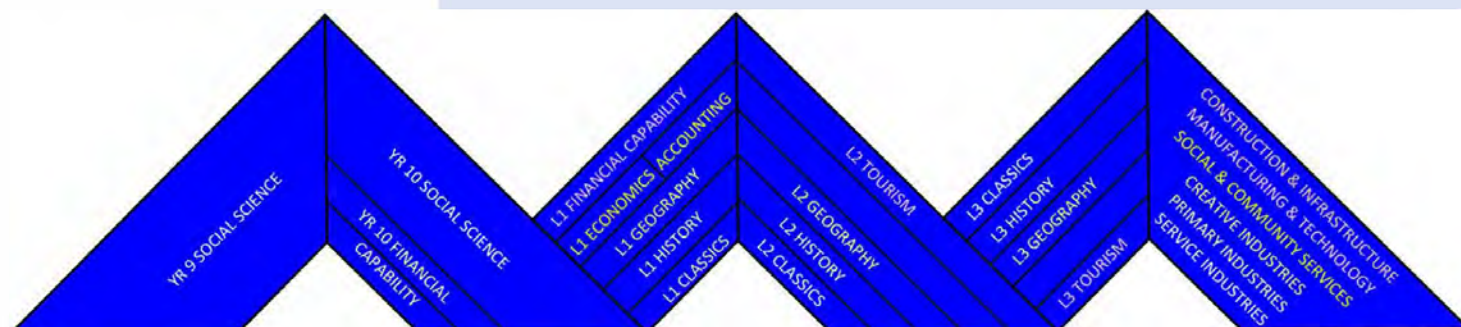
Students learn about the literature, art, history, and philosophy of the classical world (Greece and Rome).

### 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

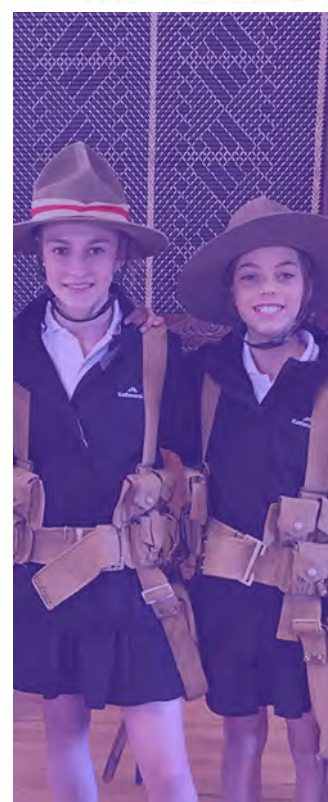
### CLASSICAL STUDIES

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

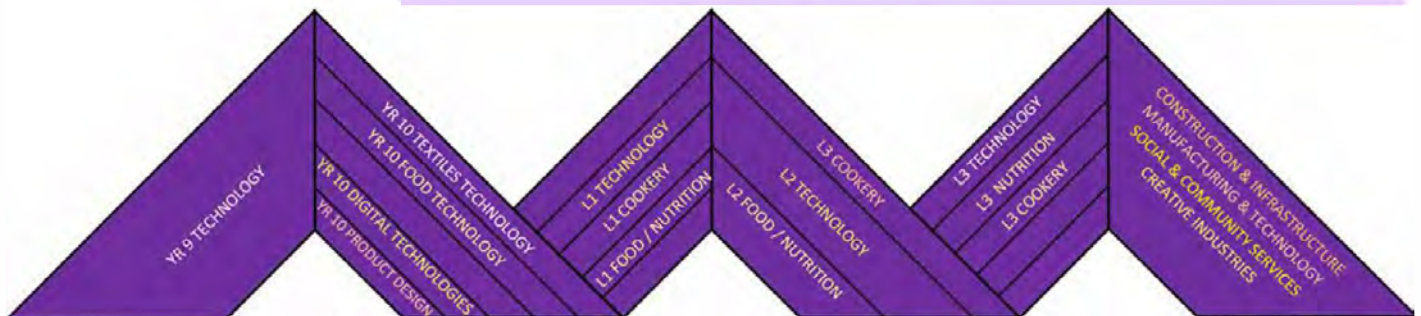
Students develop practical skills useful for life and industry.

### 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	<b>TECHNOLOGY</b> Includes learning about: Practical skills Digital skills Designing Evaluating  Outcome Development in Textiles Product Design Food	<b>TEXTILES</b> Students explore design ideas and develop them to produce textile products	<b>TECHNOLOGY</b> Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles	<b>TECHNOLOGY</b> Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles	<b>TECHNOLOGY</b> <b>UE</b> 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.  <b>Or</b>  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.
		<b>PRODUCT DESIGN</b> Students design and develop products made from resistant materials			
		<b>DIGITAL</b> Students develop skills and knowledge in using a range of design software to develop digital outcomes			
FOOD		<b>FOOD TECHNOLOGY</b> Students design and manufacture food products to meet a brief	<b>FOOD TECHNOLOGY / NUTRITION</b> Practical cooking Designing & developing food products Nutrition	<b>FOOD TECHNOLOGY / NUTRITION</b> Nutrition NZ related health issues	<b>NUTRITION</b> <b>UE</b> Nutrition Health promotion & advertising NZ related health issues
			<b>COOKERY</b> Pre-industry training: food preparation and presentation	<b>COOKERY</b> Pre-industry training: food preparation and presentation	<b>COOKERY</b> Industry training: food preparation and presentation

# TAIRAWHITI SERVICES ACADEMY

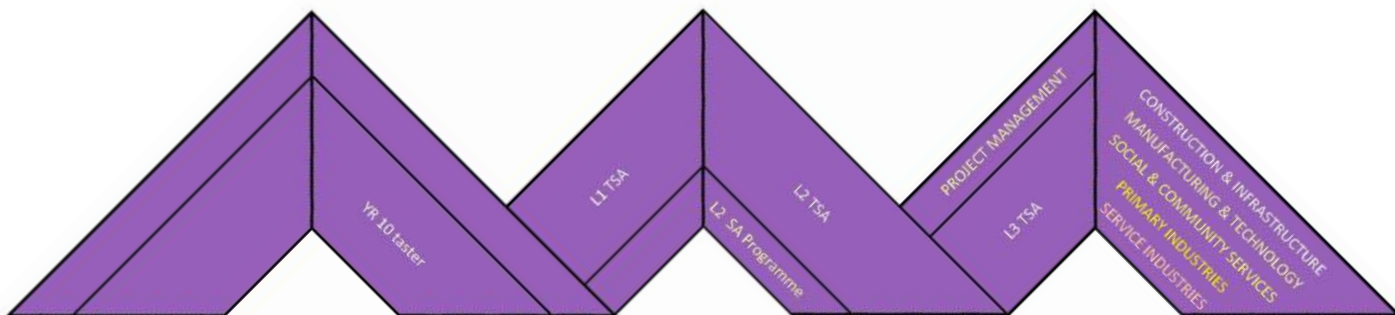
## TSA

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><b>TSA</b>  <b>Taster programme</b>  A short 4 hour programme introducing the TSA programme.</p>	<p><b>TSA</b>  <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><b>TSA</b>  <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><b>TSA</b>  <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

### LEVEL 2 DRAMA

Performance Techniques, Improvisation, Devising Drama, Class Performance, Drama Technologies, Study components of a live performance for exam.

Entry requirements:

A successful completion of Year 11 Drama or approval by HOD Drama.

This subject is an advanced study of drama techniques, devising and performance. Students will gain credits in displaying advanced drama techniques from a script, a group devising piece and participating in a class performance. Drama production technologies are a component of this course (costume, directing, sound, lighting, make-up, prop making, projection etc.) They will attend a live performance and study components of that performance for their final exam. Students have the option to include drama creation to enhance their group performances with make-up, costume and props.

There is an expectation that students will perform in front of an audience. This course leads to NCEA Drama Level 3.

### LEVEL 3 DRAMA UE

Performance Techniques, Improvisation, Devising Drama, Class Production, Drama Technologies, Study components of a live performance for exam.

Entry requirements:

A successful completion of Year 12 Drama or approval by HOD Drama.

This subject is about providing a finishing course in performance skills for students who have previously studied Year 12 Drama. It bases itself on the study of voice and movement refinement and performers presence. It includes the production and performance of a class show as well as two group performances. They include drama technologies to enhance their group performances with make-up, costume, props, lighting, sound etc.

There is an expectation that students will perform in front of an audience. Students will attend a live performance and study components of that performance for their final exam.

## MUSIC

### LEVEL 2 MUSIC

Group performance, Solo performance, Composition, Recording, P.A. systems, Music tech 2.

Entry Requirements:

Level 1 Music or high level of performance experience or HOD approval.

This course is designed as an extension of 11 Music Industry for students who have an interest in performance, music technology and the music industry.

This subject covers:

- Participation in Tangata Beats, Rockquest or Chamber music
- Music Technology: Score writing and sequencing
- Song writing
- Recording technology
- Solo performance
- Tuition on an instrument
- Basics of mixing an audio engineering

### LEVEL 3 MUSIC UE (SELECTED STANDARDS)

Group performance, Solo performance, Composition, Recording, P.A. systems, Music tech 3.

Entry Requirements:

Level 2 Music or HOD approval.

This course is designed as an extension of 12 Music Industry for students who have an interest in performance, music technology and the music industry.

This subject covers:

- Participation in Tangata Beats, Rockquest or Chamber music
- Music Technology: Score writing and sequencing
- Song writing
- Recording technology
- Solo performance
- Tuition on an instrument
- Multi track studio recording and audio engineering

## VISUAL ARTS

### LEVEL 2 DESIGN, PHOTOGRAPHY, PAINTING AND / OR SCULPTURE

Landscape, Urbanism, Portraiture, Symbolism, Iconography, Figurative, Social.

Entry Requirements:

Level 1 Visual Art.

This subject is about students advancing their art skills in a specialised discipline. Students choose their own study theme and artist models.

This should include a relationship to:

- Immediately accessible material
- Locally-based theme of subject matter
- Relevant artist model research.
- Drawing and design theory of practice

Work in the subject will involve:

- Maintain a visual diary (2 internal assessments)
- Folio examination (1 external assessment)
- Drawing as a source of research and idea development

### LEVEL 3 DESIGN, PHOTOGRAPHY, PAINTING AND / OR SCULPTURE

Landscape, Urbanism, Portraiture, Symbolism, Iconography, Figurative, Social.

Entry Requirements:  
Level 2 Visual Art.

These courses extend on the skills developed in Level 2 with the addition of the scholarship option.

This should include a relationship to:

- Immediately accessible material
- Locally-based theme of subject matter
- Relevant artist model research.
- Drawing and design theory of practice

Work in the subject will involve:

- Maintain a visual diary (2 internal assessments)
- Folio examination (1 external assessment)
- Drawing as a source of research and idea development

## CAREER EDUCATION

### LEVEL 2 AND 3 CAREER EDUCATION

Extended Form Time Activities to support career exploration, planning and decision making. Career discussions Year 12 (groups) and Year 13 (individual interviews), Industry/business visits, Careers Expo, Young Enterprise Scheme, Tertiary trips, STAR courses, Work Experience

Career discussions Year 12 (groups), Year 13 (individual interviews):  
Support can include assistance with course selection, transitions, work-readiness development of the career management competencies.

Industry and Business visits: Students have the opportunity to attend events offered during the year to explore pathways. can be used for tertiary course applications.

Careers Expos: Events where students connect with local and national career providers.

Tertiary Trips: School trips are organised to visit local and national tertiary campuses. Course planning, information evenings, Whakapiki Ake (recruiting Māori into Health Careers at The University of Auckland, MASH Year 12 COACH Year 13, Otago's on campus experience.

STAR courses: Short taster courses offered to students to explore opportunities based on interests (please see below).

Year 12 RYDA Road Safety Programme:  
1 Day Course targeted for all Year 12 students.

Work Experience: Students can explore career options through short term work experience. Evidence of work experience can be used for tertiary course applications.

## 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 2 PATHWAYS TO WORK

Targeted CV and Cover letter writing skills, Interview Skills, Health and Safety in the workplace, Producing a Career Plan, Job search skills, Workplace opportunities.

This course is open entry and is designed for students who want to explore career opportunities and experience the World of Work.

Licence to Work Programme: students will partake in modules focusing on key employability skills: Positive Attitude, Communication, Team Work, Self-Management, Willingness to Learn, Thinking Skills and Resilience. All students will be strongly encouraged to participate in community voluntary work and a work placement of their interest where they can put into practice the employability skills. Students will be encouraged to complete their Learner's Licence. Students may be recommended to apply for a Gateway Programme, STAR courses or Trades Academy.

### LEVEL 3 PATHWAYS TO WORK

Producing a career action plan, Updating CV and cover letter, Interview skills, Employability skills, Voluntary work, Work placement. This course will help students engage, explore and prepare for a successful transition to meaningful employment, further study or training.

Students will learn the following employability skills: positive attitude, communication, team work, self-management, willingness to learn, thinking skills, and resilience.

There will be opportunities for students to listen and talk with employers about expectations in the workplace and the importance of having a meaningful and fulfilling place of employment. Students may be selected for a Gateway Programme.

## EARLY CHILDHOOD EDUCATION

### LEVEL 2 & 3

A range of topics may be covered: Aspirations and ECE Pathways, Professional Image, Health & Well-being, Hygiene & Safety, Settling techniques, Nutrition, Community links, Cultural Diversity, Te Whariki, Effective Communication, ECE Services and various assessments for students who gain ECE work placement.

This course provides learners with theory on young children's learning and development needs and looks at practical applications within an ECE setting, home and centre-based. Work placements are an integral component of the course and provide students with valuable insight regarding ECE and teaching career pathways and hands-on learning.

A genuine interest in learning about needs and development of tamariki is vital.

In year 2 of the course, a major focus is on combining theory to practical applications within an ECE setting, requiring students to demonstrate suitable work-ready skills and professional image. However the course can be tailored to meet individual student learning needs where applicable.

This course is an introduction to the NZ ECE Certificate Level 4. It can also form a foundation for pathways into the following programmes: NZ National Nanny Certificate, Certificate of Professional Childcare, Diploma in Teaching (Early Childhood), Teacher Aide, and Education Support Worker.

## TRADES ACADEMY

### LEVEL 2 AND 3 TRADES ACADEMY

Trades Academy: Students have the opportunity to attend EIT every Friday to complete a year-long Trades programme and achieve NCEA Level 2 credits within their chosen trade. Most students will take Pathways as a subject.

Choice of course for Level 2 include:

- Sport
- Hospitality
- Cookery
- Hair, Beauty and Barbering
- Agriculture
- Horticulture
- Forestry
- Automotive
- Building and Construction
- Business Enterprise
- Computer Technician
- Trade Skills



Choice of courses for Level 3, where students achieve NCEA Level 3 credits within their chosen trade, include:

- Hair and Beauty
- Pikitoi Maori Art
- Hospitality
- Hauora
- Exercise
- Engineering
- Computer Technology
- Farming
- Services Preparation
- Agriculture

Students will need to apply by submitting an application form to the Careers Faculty.

Courses are dependent on numbers and student suitability.

## 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 2 ENGLISH

UE Literacy: Written Text ext, Film Analysis ext, Close Reading ext, Writing, Personal Response, Non-UE Literacy: Text Connections, Speech.

Entry Requirements:

11ENG with credits in at least two of the external achievement standards.

This is an intensive academic based course, focussing on internal and external assessment achievement. A range of writing activities, speech, 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 13ENG.

### LEVEL 3 ENGLISH UE

Written Text ext, Film Analysis ext, Close Reading ext, Writing, Critical Analysis, Non-UE Literacy: Text Connections, Seminar, Film Analysis.

Entry Requirements:

12 ENG with credits in at least two of the external achievement standards or HOF discretion.

This is an intensive academic based course, focussing on internal and external assessment achievement. A range of writing activities, speech, and reading tasks are internally based, with three external papers. Students will work towards developing the skills required to achieve in tertiary study.

*E tension includes* Speech Competition, Inter-School Debating Competition, Australian English and Writing Competitions and more.

## ENGLISH ACHIEVEMENT

### LEVEL 2 ENGLISH ACHIEVEMENT

UE Literacy: Written Text ext, Film Analysis ext, Writing, Personal Response, Non-UE Literacy: Text Connection, Speech, Visual Presentation, Business Letters.

Entry Requirements: 11ENG or 11ENA with a minimum of 12 Achievement Standard credits.

This is a slower paced academic course covering all essential English skills: oral, written and visual language. The primary focus of this course is to achieve success towards UE Literacy requirements.

This course requires students to complete all of the internally assessed achievement standards and allows students the opportunity to opt in to one or two of the external standards. Success in this course can lead into 13ENA.

### LEVEL 3 ENGLISH ACHIEVEMENT UE

UE Literacy: Writing, Critical Analysis, Non-UE Literacy: Film Analysis, Text Connections, Seminar, Business Letters.

#### Entry Requirements:

Entry requires completion of 12ENG or 12ENA with a minimum of 12 credits or HOF discretion.

This academic course offers students the opportunity to gain the UE Literacy requirements for tertiary entry through Level 3 internal Achievement Standards.

Work in this subject will involve a variety of written, visual and oral tasks, with a combination of Achievement and Unit Standards being assessed.

using the knowledge gained through the course work. Activities are both written and visual, with two internals linked together in the final production unit. It offers students the opportunity to gain UE Literacy credits. Internal and external Achievement Standards are part of the course. Leads to Year 13 Media Studies. Media Genre and Society External

### LEVEL 3 MEDIA STUDIES UE

UE Literacy, Media Planning and Production (short film, music video, documentary): internal, Representation in New Zealand Media: internal, Media and Society: internal, Media Genre and Society: external.

#### Entry Requirements:

14 English credits at Level Two, preferably including Writing Portfolio, or 14 Media Studies credits at Level Two (or at HOF's discretion)

This fun academic course combines understanding and analysing aspects of the media with hands on film production and editing. The relationship between society and the media is explored, looking in particular at issues relevant to students. There is an element of student choice in all internal Achievement Standards, so students are able to focus on their own interests. Activities are both written and visual, with two internals linked together in the final production unit. This course offers the opportunity to gain UE Literacy credits. Internal and external Achievement Standards are part of the course.

## ENGLISH FOR LITERACY

### LEVEL 2 ENGLISH FOR LITERACY

UE Literacy: Personal Response, non-UE Literacy, Text Connections, Speech, Business Letters, Film Analysis, Report Writing.

#### Entry Requirements:

11ENA or 11ENL.

This is a slower paced practical course covering basic Level 2 English skills required for further study. This is an internally assessed course assessed with both Unit and Achievement standards. Students will work towards Level 2 success and the first steps towards UE Literacy. Success may lead to further study in 13ENA.

## 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.

## MEDIA STUDIES

### LEVEL 2 MEDIA STUDIES

UE Literacy, Media Planning and Production; short film, trailer etc. – student choice: internal, Narrative in Media: internal, Representation in Media: internal.

Entry Requirements: 14 English credits at Level One, including Creative Writing and Formal Writing (or at HOF's discretion.)

This fun academic course combines understanding media conventions and analysis with hands on production,

## TE REO MĀORI

### LEVEL 2 TE REO MĀORI TE WHATITOKA

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 3 Te Reo Māori. External NCEA assessments are also available for students to gain. Te Reo Māori is a specialist subject. This course leads to Te Reo Māori in Year 13. Students can gain qualifications in NCEA Levels 1-3 and Scholarship.

### LEVEL 3 TE REO MĀORI TE POUTOKOMANAWA UE

Whakarongo, Kōrero, Waihanga  
Tuhinga, Pānui, Tuhituhi.  
This is a Curriculum Level 7 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 Rangatira. External NCEA assessments are also available for students to gain. Students can gain qualifications in NCEA Levels 1-3 and Scholarship.

## TE REO RANGATIRA

### LEVEL 2 TE REO RANGATIRA HINEMAIHI

Tito Pakiwaitara Poto, Tuhura Reo  
Peha, Tuhura Tikanga Reo.  
Kōrero ōhia, Whakarongo, Pānui,  
Tuhituhi Mō te ākongā e matatau ana  
ki te reo Māori.

He hiahia hoki nōna ki te whakakāhahu i ōna whakaaro ki te ao o nehe mā, kia rongō anō ai i te kakara o te reo rangatira. Ko te tumanako ia kia rere Māori mai te reo, kia rere tika mai te reo!  
Kei te taumata 2 ngā aromatawai - ā-roto, ā-waho hoki. Kia puta ā-ihu i tēnei taumata ka āhei ki te whai atu i te taumata 3, ā, ki te keokeonga o te maunga ko te karahipi.

### LEVEL 3 TE REO RANGATIRA TE TUHI MĀREIKURA UE

Tātaritari reo, Tuhituhi, Tūhura tuhinga  
raupeka, Whakarite whaikōrero.  
Mō te ākongā e matatau ana ki te reo  
Māori.

He hiahia hoki nōna ki te whakakāhahu i ōna whakaaro ki te ao o nehe mā, kia rongō anō ai i te kakara o te reo rangatira. Ko te tumanako ia kia rere Māori mai te reo, kia rere tika mai te reo! Kei te taumata 3 ngā aromatawai – ā-roto, ā-waho hoki. Kei tēnei taumata hoki a karahipi e pūkanakana mai nā.

## TIKANGA O NEHE

### TIKANGA O NEHE LEVEL 2 LEVEL 3

Cultural Heritage, Language and  
Identity

This course builds upon mātauranga Māori gained by the students since entering as Year 9 students of Te Raukura through to year 11 Ngā Manu Tangiata Tikanga o Nehe students.

This course allows a tikanga Māori space for those students wishing to pursue this aspect of their heritage. Students will extend and deepen their knowledge and understanding of mōteatea, karakia, kōrero pūrākau, hui marae, hui ā-rohe, tangihanga, reo - kīwaha/whakataukī, karanga, whaikōrero.

Students will have the opportunity to gain credits at L2 & L3 Unit Standards.

## 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, kīwaha, 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 / CALCULUS

### LEVEL 2 MATHEMATICS with CALCULUS

Algebra, Calculus, Geometry,  
Probability, Statistics, Trigonometry.

Entry Requirements:

At least 10 Level 1 Achievement  
Standard credits with merit  
achievement in 1.2 and 1.3.

This is a broad Curriculum Level 7 course with a range of mathematic learning and can therefore lead to Level 3 Calculus and/or Level 3 Statistics in Year 13. There is a combination of internal and external Achievement Standard assessments which will enable the student to gain course endorsement.



**LEVEL 3  
MATHEMATICS  
with CALCULUS  
UE**

Complex Numbers, Differentiation, Integration, Trigonometry.  
Entry Requirements:  
At least 10 Level 2 Achievement Standard credits with achievement in 2.6 and 2.7.

Calculus is the study of rates of change and areas under curves. In Latin, the word Calculus means "small stones", a metaphor for understanding something better by examining the small parts that make the whole. The topics related to calculus studied this year are differentiation (used to work with rates of change), integration (used to find areas under curves).

A pure mathematics topic is also studied: complex numbers, which introduces the next level of the number system - imaginary numbers.

Success in this course leaves endless opportunities for the learner.

## MATHEMATICS / STATISTICS

**LEVEL 2  
MATHEMATICS  
with STATISTICS**

Geometry, Probability, Statistics.  
Entry Requirements:  
At least 10 Level 1 Achievement Standard credits with achievement in 1.10 and an external

This Curriculum Level 7 course specialises in statistics and probability with some algebra.

Success in this course leads on to Level 3 Statistics or Level 3 Mathematics. Course endorsement is attainable in this course with one external assessment.

**LEVEL 3  
MATHEMATICS  
with STATISTICS  
UE**

Bivariate data, Linear Programming, Probability, Systems of Equations, Time Series data, Statistical Reports.

Entry Requirements:  
At least 10 Level 2 Achievement Standard credits with achievement in both 2.9 and 2.12.

This course is about the collection, analysis, and interpretation of data. Work in this subject will involve the extension and development of concepts from Year 12 algebra, probability, and statistics. The relationship between these topics is particularly relevant to learners who intend to undertake higher level studies in mathematics, statistics, geography, biology, and medicine.

**LEVEL 3  
MATHEMATICS  
UE**

Bi-variate Statistics, Critical Pathways, Linear Programming, Systems of Equations, Time Series data.

Entry Requirements:  
At least 10 Level 2 Achievement Standard credits.

This is an internally assessed Level 3 mathematics course which builds on core algebraic and statistical skills at Curriculum Level 8. This course has been designed for those wanting to continue learning mathematics, who can achieve the University Entrance (UE) qualification internally, but who may not need to complete external assessments for the attainment of endorsement.

## Extra assistance learning for success in MATHEMATICS

**LEVEL 2  
MATHEMATICS**

Networks, Simulations, Coordinate geometry, financial capabilities such as tax and budgeting.

Entry Requirements:  
At least 10 Level 1 Achievement Standard credits or teacher recommendation.

This Curriculum Level 7 course is designed for those learners who see value in continuing their mathematics learning. There is a combination of internal Achievement and Unit Standard assessments. Please note, endorsement is unable to be attained in this course, it is internally assessed only.

This course leads to Level 3 Mathematics.

## HAUORA / PE STUDIES

**LEVEL 2  
PHYSICAL  
EDUCATION**

Entry requirements :  
No prerequisite, however interest in fitness and/or sport and working with people is beneficial.

This subject is for people who would like to improve their own fitness and wellbeing. Most activities are co-constructed with the class. It has a large focus in using scientific principles to improve both fitness and skill learning. Ākonga will aim to develop their own self through developing their interpersonal skills as well as their sense of personal and social responsibility. They will do this through engaging in a range of physical activity experiences along with volunteering in roles such as sports/physical activity

officiating, coaching and or event coordination/assistance at school and community events.

Topics include: Fitness components, Methods and principles of training, motor skill learning, biomechanics, sport psychology, character development and leadership, practical experience such as officiating, event management, coaching.

### NCEA LEVEL 3 PHYSICAL EDUCATION

Entry requirements:  
12 credits or more in any NCEA Level 1 or 2 Health or PE studies, ENG or a social science subject, or through discussion with HOF.

Ākonga will evaluate the use of health promotion to influence participation in physical activity and devise strategies for lifelong well-being. They will put into action a performance improvement programme and use this to demonstrate quality performance of a physical activity in an applied setting. Ākonga will question and challenge assumptions around physical activity and devise strategies for a physical activity outcome.

Topics include: Health promotion, action competence learning process, SPEECH factors, biophysical principles, performance standard, performance improvement programme and sociocultural factors.

### LEVEL 3 HEALTH STUDIES

Entry requirements:  
10 credits or more in any Year 12 Health Studies, or a social science subject or through discussion with HOF.

The course is designed to help students to Independently use an inquiry process to critically analyse international and New Zealand health issues and evaluate solutions in relation to the determinants of health and the underlying concepts. Ākonga will evaluate a range of models for health promotion and look at the impacts on well-being, particularly at a societal level. They put their learning into action as they make health enhancing choices, set goals, plan strategies and take action.

Topics: Hauora/well-being, socio-ecological perspective, health promotion, health issues, health practices, ethical issues and determinants of health.

## OUTDOOR EDUCATION

### LEVEL 2 OUTDOOR EDUCATION

Entry requirements:  
No prerequisite, however an interest in the outdoor environment and developing interpersonal skills is an advantage.

Outdoor Education builds on any prior knowledge. Students will perform an outdoor recreation activity in an applied setting, analyse the application of risk management strategies to a challenging outdoor activity, examine the implementation and outcomes of a physical activity event or opportunity and prepare for an outdoor activity. The outdoor activity chosen can be co-constructed with the class.

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

Students will develop practical skills in:  
surfing, mountain biking, day tramping, camping, high ropes, risk management, map reading, survival shelters, weather interpretation and gain an appreciation for the environment.

## HEALTH STUDIES

### LEVEL 2 HEALTH STUDIES

Entry requirements:  
10 credits or more in any Year 11 Health or PE studies, ENG or a social science subject, or through discussion with HOF.

This course is designed to help students develop resilience strategies to help manage change when faced with adversity. They will analyse adolescent health issues throughout the year including sexuality and gender. Ākonga will evaluate a range of models for health promotion and look at the impacts on well-being. They will take action to enhance an aspect of people's wellbeing within our community.

Topics: Hauora/well-being, socio-ecological perspective, social determinants of health, health promotion, sexuality, managing change, resilience and analyse an adolescent health issue.

### LEVEL 3 OUTDOOR EDUCATION UE

University Entrance approved, under the subject of Physical Education.

Entry requirements: No prerequisite, however, a keen interest and willingness to learn new skills in the outdoor environment and a commitment to multi night tramps is required.

This course is designed to give students the practical skills required to develop competence and confidence in outdoor situations and an appreciation of our unique and diverse environment. Students will evaluate physical activity experiences to devise strategies for lifelong well-being, demonstrate quality performance in an outdoor context, analyse issues in safety management and devise strategies for a physical activity outcome such as an overnight tramp. Students will also gain a workplace first aid certificate and an outdoor first aid certificate which will look fantastic in any CV.

Students will develop practical skills in: tramping, mountain biking, bush survival, river crossing, weather interpretation, risk management and outdoor first aid.

## SCIENCE

### LEVEL 2 SCIENCE

[Horticulture, Biology, Chemistry, Physics, Space.](#)

Entry Requirements:

At least 8 credits in Level One Science. Level Two Science course with only internally assessed Achievement Standards.

This course is designed for students who enjoy Science in particular science around the environment and need Level Two Science credits for their career choices.

This subject covers:

- Microbiology
- Extreme Environments
- Animal adaptations
- Health of our awa (Waimatā river)
- Biology: Microbiology and Life Processes
- Chemistry
- Physics

### LEVEL 3 SCIENCE

[Education for Sustainability, Biology and Earth and Space Science.](#)

Entry Requirements:

8 credits in any Level 2 Science.

Level 3 Science course is an internally assessed course. It is designed for students who enjoy Science and want to continue their Science education without external examinations.

This subject covers:

- Independent Investigations in both Biology and Earth and Space Science
- Researching and reporting on a socio-scientific issue like climate change AND an aspect of astronomy
- Evaluating measures to improve an environment

## AG HORTICULTURE

### LEVEL 2 AGRICULTURE

[Plant Propagation, Modifying the Environment, Livestock Reproduction, Landscape design, Environmental impact.](#)

Entry Requirements:

At least 8 credits in Level 1 Science

This subject is about:

- Techniques used to modify the physical environment for plant production in New Zealand
- Practical lessons on asexual and sexual plant propagation techniques
- Learning and researching the different ways primary producers manipulate reproduction in livestock
- Producing a landscape plan
- Researching the environmental impact of a locally produced primary product
- Field trips to local nurseries, green houses, orchards and farms
- Information and assistance for enrolling in farm cadetships

## BIOLOGY

### LEVEL 2 BIOLOGY

[Cells Biology, Genetic Variation & Change, Gene Expression, Ecology & Ecosystems](#)

Entry Requirements: Year 11 Science with 14 credits including Achieved Level 1 Genetics

Course Content:

- Cell Biology External - structure & function of animal and plant cells in relation to life processes.
- Genetic Variation & Change External - sources of genetic variation & how this relates to population genetics.
- Gene Expression External - expression of proteins, their function in metabolic pathways & determination of phenotype.
- Practical Investigation Internal - stream study using macroinvertebrates as bioindicators of stream health.

- Investigate an Ecological Community Internal - research the effects of predator trapping on who populations.
- Animal Adaptations Internal - comparing and contrasting reproductive adaptations of three animals.

Skills:

- Reading & understanding texts, taking notes & keeping up to date with workbook
- Practical fieldwork skills - observing, recording, interpreting & reporting
- Researching & essay writing

LEVEL 3  
BIOLOGY  
UE

Evolution, Behaviour, Speciation, Genetics, Genetic engineering, Biological controversies.

Entry Requirements:

Year 12 Biology with at least 14 credits at Level 2 and at least 4 credits at Merit level.

Will involve internal and exam (external) assessments. This course involves animal and plant behavioral studies, speciation and human evolution. It also involves research assignments on contemporary biological topics and a major practical investigation.

## CHEMISTRY

LEVEL 2  
CHEMISTRY

Structure and Bonding, Chemical substances, Titrations, Chemical Reactions.

Entry Requirements:

Year 11 Science with 14 credits minimum and at least 5 credits at Merit level for Chemistry.

Will involve internal and exam (external) assessments. This course involves the study of Atomic Structure, Thermochemistry, Organic, Aqueous, Redox, and Quantitative Chemistry. It will also involve research assignments and practical investigations.

LEVEL 3  
CHEMISTRY  
UE

Atomic structure, Redox, Energy, Organic, Aqueous solutions.

Entry Requirements:

Year 12 Chemistry with at least 14 credits at Level 2 and at least 5 credits at Merit level.

Will involve internal and exam (external) assessments. This course involves the study of Atomic Structure, Thermochemistry, Organic, Aqueous, Redox, and Quantitative Chemistry. It will also involve research assignments and practical investigations.

## PHYSICS

LEVEL 2  
PHYSICS

Mechanics, Atomic, Electricity.

Entry Requirements:

Year 11 Science with 14 credits minimum and at least 5 credits at Merit level for Physics.

Will involve internal and exam (external) assessments. This course involves the study of Atomic Physics, Forces movement and energy, Electricity and electromagnetism. It will also involve research assignments and practical investigations.

LEVEL 3  
PHYSICS  
UE

Mechanics, Nuclear and Electricity

Entry Requirements:

Year 12 Physics with at least 14 credits at Level 2 and at least 5 credits at Merit level.

This course involves internal and external assessment at Level 3. The course involves Forces in 2 and 3 dimensions, motion and energy in linear and rotational motion, Nuclear Physics and Electromagnetism.

## PSYCHOLOGY

LEVEL 2  
PSYCHOLOGY

Research, Human Behaviour, Ethics, The Five Main Psychological Approaches, Psychological Debates

Entry Requirements:

At least 14 credits at Level One English (Achievement Standards)

This subject is about:

- Using scientific methods to study behaviour
- Perception, attention and memory processes
- Personality, development, expression and testing
- Social Relationships
- Ethics in Psychology
- Debates in Psychology

Work in the subject will involve:

- Psychological research
- Analysing behaviour
- How personality is shaped
- Issues in psychology
- Debates in psychology
- Application of psychological theories to real-life situations.
- The five main psychological approaches



LEVEL 3  
PSYCHOLOGY  
UE

Inquiry, Issues, Research and Experiments, Human Behaviour & Personality Theories, Key Psychological Studies

Entry Requirements:  
14 credits in Level 2 Psychology Achievement Standards.  
Year 13 Psychology students will be working on Level Three Unit Standards which involve both theoretical and practical assessments.

This course involves three internal and one external assessment.

Topics: Psychological Approaches, Key Psychological Studies, Social Influence, Personality, Explanations of Behaviour, Issues in Psychology and Conducting your own psychological research

## HISTORY

LEVEL 2  
HISTORY

Global History, NZ History

Entry Requirements:  
12 Achievement Standard Credits in one of Yr 11 Classics, History, Geography, or TiC/HOF approval.  
This subject is about significant historical events that shaped 20th century society.

Topics Include:

- The Cold War and the Berlin Wall
- Vietnam War
- Women and the Vote
- The Holocaust

Work in this subject involves:

- Interpreting and analysing primary and secondary sources
- Independent research
- Essay and report writing
- Critical thinking and questioning
- Historiography

LEVEL 3  
HISTORY  
UE

Global History, NZ History

Entry Requirements:  
12 Achievement Standard Credits in one of Yr 12 Classics, History, Geography, Psychology, or TiC/HOF approval.

Significant historical events that shaped the 19th & 20th centuries. Scholarship history is also available.

Topics Include:

- 19th Century New Zealand
- The Cambodian Genocide of the 1970's
- 1916 Easter Rising

Work in this subject involves:

- Interpreting and analysing primary and secondary sources
- Independent research
- Essay and report writing
- Critical thinking and questioning
- Historiography

## GEOGRAPHY

LEVEL 2  
GEOGRAPHY

Natural Processes, Cultural Processes.

*Takes you places and shapes the world!*

Entry Requirements:  
12 Achievement Standard Credits in one of Yr 11 Classics, History, Geography or TiC/HOF approval.

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

Topics Include:

- Natural Environments – where the processes which create different landscapes are investigated along with the changes inflicted on them by human activities.
- Differences in Development - where we look at the differences in living standards of people in New Zealand and globally and reasons for these differences. NZ and Tanzania will be studied here.

Work in this subject involves:

- Taking part in a three-day field trip to Rotorua looking at natural landscapes
- Fieldwork within the urban area of Gisborne
- Investigating land use – change
- Interpreting cartoons, statistics, photographs, tables, graphs and maps
- Group-work and identifying barriers to development
- Using models
- Spatial analysis
- Conducting geographic research
- Investigating a NZ contemporary issue
- Explaining aspects of a global geographic topic
- Urban Patterns - reasons for them

### LEVEL 3 GEOGRAPHY UE

#### Natural Processes, Cultural Processes.

*Takes you places and shapes the world!*

#### Entry Requirements:

12 Achievement Standard Credits in one of Yr 12 Classics, History, Geography or TiC/HOF approval.

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

#### Topics Include:

- Natural Processes – where we study the coastal environment of Poverty Bay/Sponge Bay/Wainui Beach and the processes which have produced it.
- Cultural Processes - where we study migration in New Zealand and overseas.

#### Work in this subject involves:

- Undertaking a major piece of fieldwork that will involve sketching, graphing, calculating and presenting a piece of geographic research.
- Analysing a variety of coastal features and processes.
- Analysing a significant contemporary event - Rhythm and Vines in Gisborne
- Applying spatial analysis to solve a geographical problem
- Researching a current geographic issue of your own choice and presenting the results in a written report which would also include a variety of visual material including photos, graphs, maps, statistics etc.
- Analysing a geographic topic at a global scale

### LEVEL 3 CLASSICS UE

#### Alexander the Great, Roman Mythology, Underworld through time, The Occult, Philosophy.

#### Entry Requirements:

13 Achievement Standard Credits in one of Yr 12 Classics, History, Geography or TiC/HOF approval. An ability to pass essay externals strongly recommended for those intending to get UE in Classics.

This course is about analysing the religious, political and philosophical beliefs of ancient Greece and Rome through its literature and history. The course is designed to prepare you for university in traditional academic disciplines: Arts/Humanities/Law. New students are welcome to join if they are interested in the subject and have proven reading, writing, and external exam skills. Scholarship Classics is also available.

#### Topics Include:

- Underworld
- Occultism
- Roman mythology
- Alexander the Great

#### Work in the subject involves:

- Ancient source analysis
- Expository and persuasive writing
- Critical thinking skills
- Simulated university-style learning experiences

## TRAVEL AND TOURISM

## CLASSICS

### LEVEL 2 CLASSICS

#### Zoroastrian Demonology, Iliad and Odyssey, Persian Wars, Pompeii, Sparta, Hannibal.

#### Entry Requirements:

13 Achievement Standard Credits in one of Yr 11 Classics, History, Geography or TiC/HOF approval.

#### Work in the subject involves:

- Studying the plays, poems, epics, letters and laws that have survived since ancient times.
- Recognising and answering questions about these works.
- Investigating aspects of social history.
- Examining the contribution classical societies have made to the world today

### LEVEL 2 & 3 TRAVEL AND TOURISM

#### *Travel into the Future!*

#### Entry Requirements:

Interest in the travel and tourism industry. Pass in 12 TOU or TiC/HOF approval.

This is a two year course where students complete standards from the National Certificate in Travel and Tourism. In Year 12 there may be an opportunity to travel to Rotorua to investigate the tourism industry there.

The course introduces students to the core skills and knowledge required for more advanced qualifications at tertiary institutions. Students cover literacy and numeracy Unit Standards which are related to the Travel and Tourism Industry. World travel geography and the impacts of tourism are studied.

The unit standards are designed for students who want to follow a

career in tourism, working in hotels or adventure tourism. It leads to further tertiary training in Travel, Tourism and Adventure Tourism. These qualifications are needed for employment in a variety of travel industry careers e.g. Travel Consultant, Airline reservations and check-in, Airline Cabin Crew, Tour Guide, Attraction Guide to mention a few.

### NUTRITION LEVEL 3 UE

#### Nutrition, Health Promotion

##### Entry Requirements:

10 credits or more in any of Year 12 Health Studies, Food Technology / Nutrition or at the discretion of HOF.

This course is for students who wish to strengthen their understanding of food related health issues from a nutritional and hauora perspective. Research and essay writing skills are highly recommended. Prior knowledge of nutrition is an advantage.  
OR SEE COOKERY LEVEL 3.

## SENIOR TECHNOLOGY SUBJECTS

### COOKERY LEVEL 2

#### 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.

### TECHNOLOGY LEVEL 2 YEAR 12

#### \*TEXTILES \*PRODUCT DESIGN

##### Entry Requirements:

Successful completion of Year 11 Technology and / or HOF discretion.

The course builds on skills and knowledge gained in Year 11. Students will choose a context (Digital, Textiles or Product Design) where they will develop a deeper understanding of the design process and extend their practical skills. They will design and manage a project for an identified need or opportunity. There is a strong focus on working with a stakeholder and creative design.

### COOKERY LEVEL 3

#### Industry training, Food Preparation and Presentation.

##### Entry Requirements:

STRONG interest in working in the food industry. **Excellent attendance** record to be presented at the pre-selection process. This is a half year course.

There is a strong practical emphasis in this course. Unit standards are offered in conjunction with EIT.

### TECHNOLOGY LEVEL 3 YEAR 13 UE

##### Entry Requirements:

**No entry requirement for YES. Students choosing Textiles or Product Design Technology need to have completed Level 2 Technology (or at HOF discretion).**

At Year 13 students may choose to join the Lion Foundation *Young Enterprise Scheme* (YES) **or** continue to extend their skills and knowledge in their chosen *Technology* context. The YES programme is an opportunity for students to unleash their inner entrepreneur and experience the start-up world first-hand. It is an experiential programme where you set up and run a real business. Each YES company creates their own product or service and brings this to market. You will obtain Level 3 Business Studies credits. In *Technology* students will design and manage a project for an identified need or opportunity and further develop your skills. There is a strong focus on working with a stakeholder which considers the broader sense of your project.

### FOOD TECHNOLOGY AND NUTRITION LEVEL 2

#### Nutrition, Food Technology, Food safety.

##### Entry Requirements:

10 credits or more in any of Year 11 Health Studies, Food Technology / Nutrition or at the discretion of HOF.

This course is about examining and analysing food related health issues from a nutritional and hauora perspective. Research and essay writing skills are highly recommended. Prior knowledge of nutrition is an advantage.  
OR SEE COOKERY LEVEL 2.

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	



