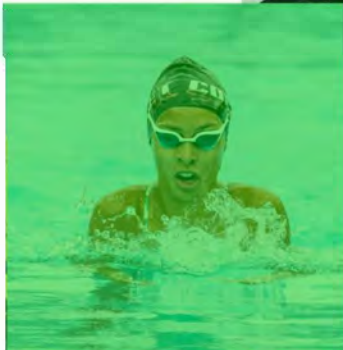


# GISBORNE GIRLS' HIGH SCHOOL



## COURSE PLANNING 2023

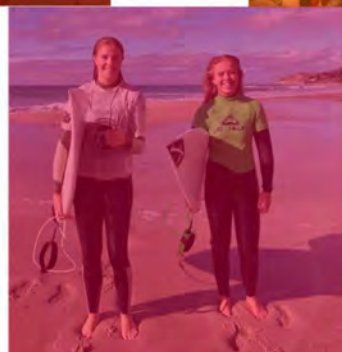


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**YEAR 9**



**YEAR 9**



## 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 JUNIOR CURRICULUM

### YEARS 9 AND 10

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

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

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

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

## CHOOSING YOUR OWN COURSE

### OUR VISION

Whāngaihia te āpōpō - Empowering rangatahi for life.

Our Hinetu profile is:

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

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

### MULTI LEVEL STUDY

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

from alongside the Arts and Languages courses.

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

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

## DETAILED COURSE OUTLINE

Refer to the back of this document



## COURSE COST CONTRIBUTION

### POLICY

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



# ARTS FACULTY



## THE ARTS

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

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

### MUSIC

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

### VISUAL ARTS

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

### DRAMA

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

### EXPRESSIVE ARTS

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



## FUTURE CAREER IDEAS

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

### EXPRESSIVE ARTS

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

### DRAMA

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

### VISUAL ARTS

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

### MUSIC



# DRAMA

## YEAR 9

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

## YEAR 10

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

## LEVEL 1

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

## LEVEL 2

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

## LEVEL 3

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

# MUSIC INDUSTRY

**PERFORMANCE**  
 Group performance  
 Solo performance  
 Rudiments  
 Industrial tuition

**DISCOVERY**  
 Rudiments of Music  
 Instrumental tuition  
 Song writing and performance

**PERFORMANCE**  
 Group performance  
 Solo performance  
 Recording  
 Instrumental tuition

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

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

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

# VISUAL ART

**ART**  
 Drawing  
 Painting  
 Sculpture  
 Printmaking  
 Cultural identity

**ART**  
 Drawing  
 Painting  
 Photography  
 Sculpture  
 Design  
 Portraiture  
 Cultural identity

**ART**  
 Drawing  
 Painting  
 Photography  
 Personal identity & Local coastal community links

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

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



# CAREERS FACULTY



## CAREERS

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

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

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

**LEARNING PLANS**

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

**CAREER EDUCATION**

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

**GATEWAY**

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

**PATHWAYS / LICENCE TO WORK**

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

**EARLY CHILDHOOD EDUCATION**

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

**TRADES ACADEMY**



## IDEAS OF 6 DESTINATIONS FROM SCHOOL

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

**APPRENTICESHIPS**

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

**DEFENCE FORCES**

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

**DIRECT TO WORK  
ENTREPRENEURSHIP  
GAP YEAR**

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

**PRIVATE TRAINING  
ESTABLISHMENTS**

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

**POLYTECHNICS, WANANGA,  
INSTITUTES OF TECHNOLOGY**

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

**UNIVERSITY**



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
CAREER EDUCATION	<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	MEDIA STUDIES				<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



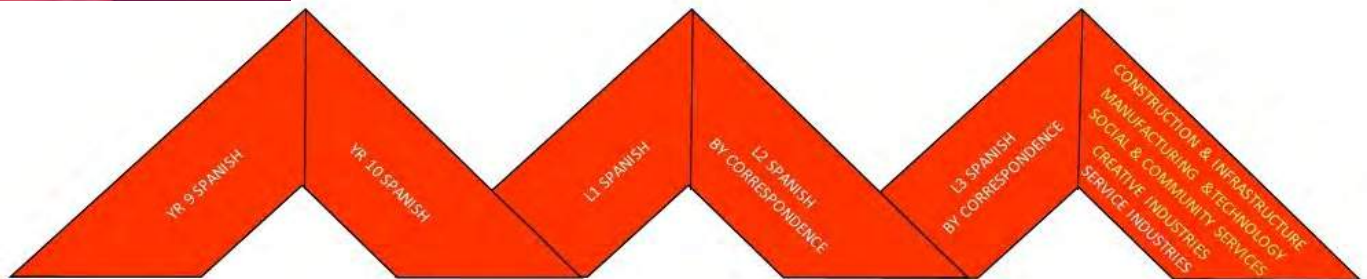
## LANGUAGE

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.

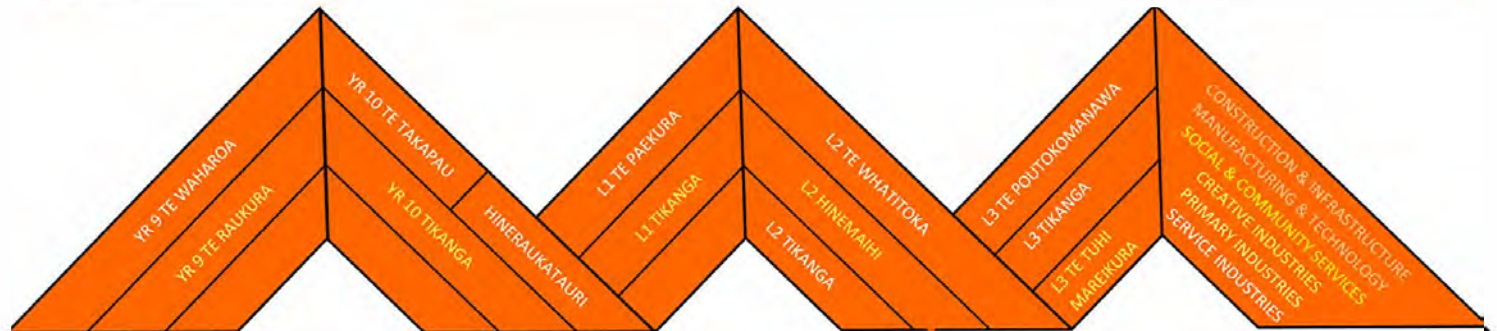
By learning te reo Māori, students are able to:

- 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.

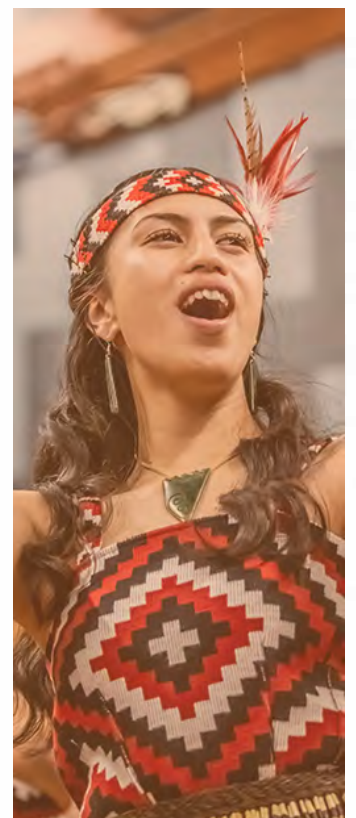
Ko te reo temauri o te mana Māori.



## 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 Matauranga Māori, (lineal Nurse Director, Head of Matauranga Māori, Kaihapai Toiora Māori - Health Promotion Advisor, Māori Strategy Leader, Policy Manager, Administrative Assistant, Plunket Kaiawhina, Senior Advisor Kaupapa Kura Taiao, Business Advisory, Doctor, Public Health, Database Analyst, Advisor

## TE REO MĀORI



	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
TE REO MĀORI	<b>TE WAHAROA</b> Whakarongo Pānui Kōrero Tuhituhi	<b>TE TAKAPAU</b> Whakarongo Pānui Kōrero Tuhituhi  <b>AND/OR</b> <b>MĀORI</b> <b>PERFORMING</b> <b>ARTS</b> <b>HINERAUKATAURI</b>	<b>TE PAEKURA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE WHATITOKA</b> Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>TE POUTOKOMANAWA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi
TE REO MĀORI	<b>LEVEL 1</b> <b>TE REO MĀORI</b> <b>TE PAEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 2</b> <b>TE REO MĀORI</b> <b>TE PAEKURA</b>  Whakarongo Kōrero Waihanga Tuhinga Pānui Tuhituhi	<b>LEVEL 3</b> <b>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

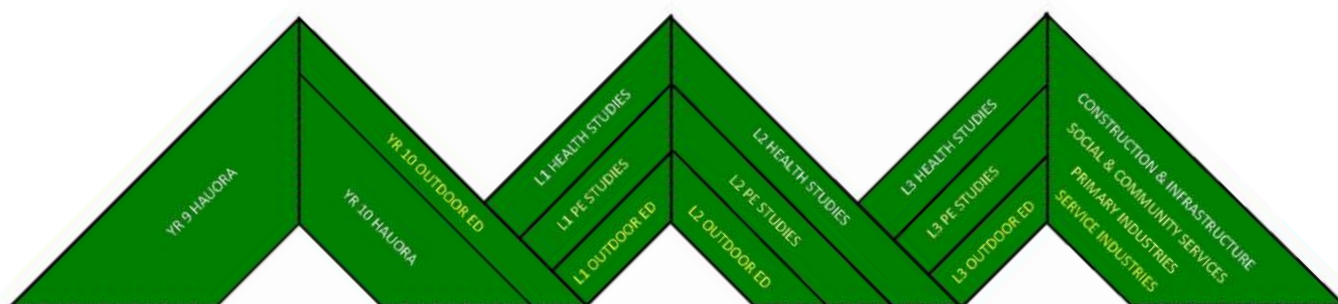
Students identify how physical activity experiences influence the development of people's physical and social skills. They investigate and critically appraise the educative value of movement and consider the effect of physical activity from social, cultural and scientific perspectives.

## 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>



# SCIENCE FACULTY



## SCIENCE

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

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

### SCIENCE

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

### BIOLOGY

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

### CHEMISTRY

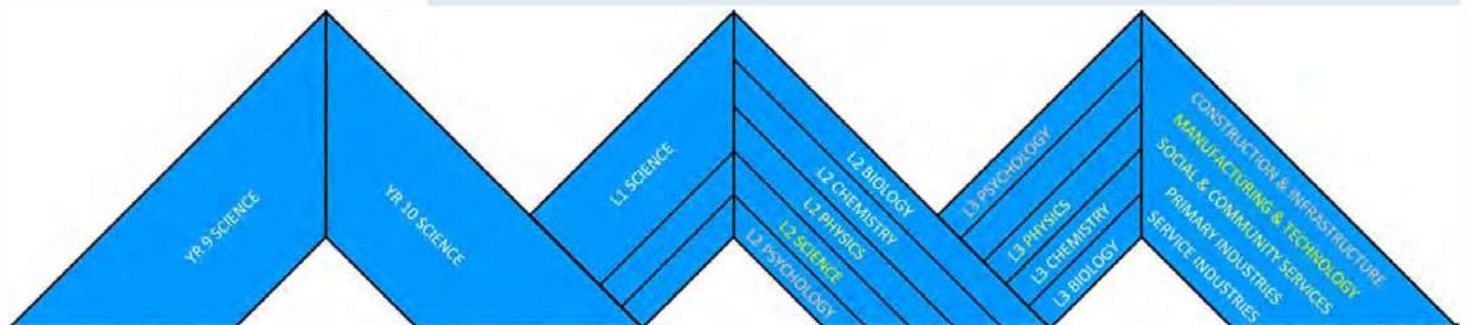
Chemistry involves the study of matter and the changes it undergoes. Understanding the composition and properties of atoms and molecules.

### PHYSICS

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

### PSYCHOLOGY

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



## FUTURE CAREER IDEAS

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

### PSYCHOLOGY

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

### PHYSICS

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

### CHEMISTRY

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

### BIOLOGY

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

### SCIENCE



SCIENCE

AG HORT

BIOLOGY

CHEMISTRY

PHYSICS

PSYCHOLOGY

YEAR 9

YEAR 10

LEVEL 1

LEVEL 2

LEVEL 3

SCIENCE

Investigations  
Living things  
Atoms  
Forces  
Ecology  
Plants  
Space

SCIENCE

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

SCIENCE

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

SCIENCE

Horticulture  
Biology  
Chemistry  
Physics  
Space

SCIENCE

Education for Sustainability  
Biology and Earth  
Space Science

UE

AGRICULTURE AND HORTICULTURE

Plant Propagation  
Modifying the Environment  
Livestock  
Reproduction  
Landscape design  
Environmental impact

BIOLOGY

Cells  
Evolution  
Diversity  
Ecosystems

BIOLOGY

Evolution  
Behaviour  
Speciation  
Genetics and Genetic engineering  
Biological controversies

UE

CHEMISTRY

Structure and Bonding  
Chemical substances  
Titrations  
Chemical Reactions

CHEMISTRY

Atomic structure  
Redox  
Energy  
Organic and Aqueous solutions

UE

PHYSICS

Waves  
Mechanics  
Atomic  
Electricity

PHYSICS

Waves  
Mechanics  
Atomic  
Electricity

UE

PSYCHOLOGY

Behavioural approaches  
Research  
Human Behaviour  
Ethics  
Fields  
The Brain

PSYCHOLOGY

Psychology  
Inquiry  
Issues  
Fields  
Research and experiments  
Human Behaviour and theories

UE

# SOCIAL SCIENCE FACULTY



## SOCIAL SCIENCE

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

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

### SOCIAL SCIENCE

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

### HISTORY

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

### GEOGRAPHY

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

### CLASSICAL STUDIES

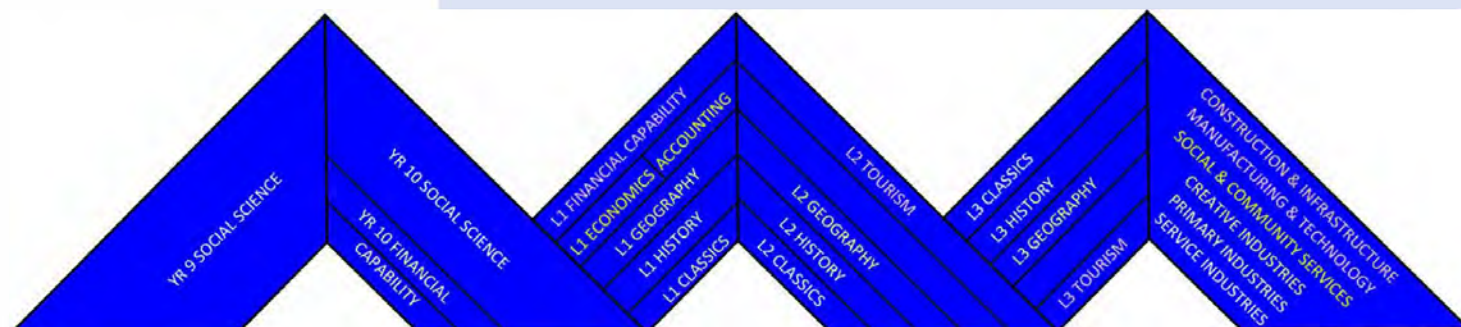
Students learn about the literature, art, history, and philosophy of the classical world (Greece and Rome).

### ACCOUNTING ECONOMICS

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

### TRAVEL & TOURISM

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



## FUTURE CAREER IDEAS

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

### SOCIAL SCIENCE

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

### HISTORY

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

### GEOGRAPHY

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

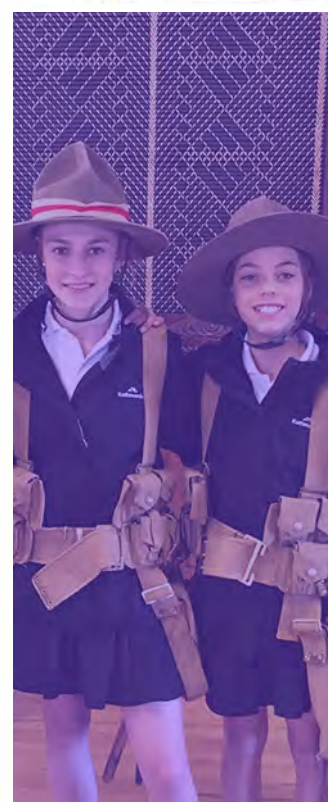
### CLASSICAL STUDIES

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

### ACCOUNTING ECONOMICS

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

### TRAVEL & TOURISM





	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
SOCIAL SCIENCE	<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> <b>UE</b> Global History NZ History
GEOGRAPHY			<b>GEOGRAPHY</b> Natural processes Cultural processes	<b>GEOGRAPHY</b> Natural Environments Differences in development	<b>GEOGRAPHY</b> <b>UE</b> 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> <b>UE</b> 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

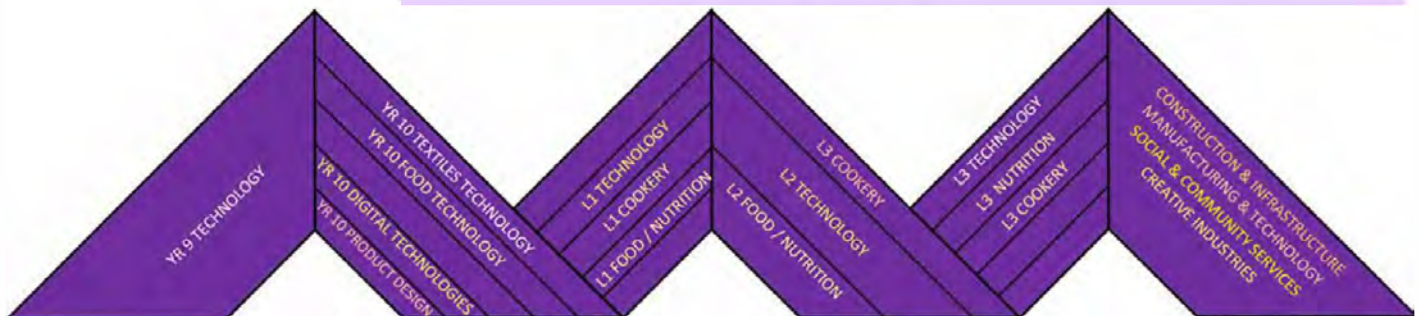
Students develop practical skills useful for life and industry.

### 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**

Includes learning about:  
Practical skills  
Digital skills  
Designing  
Evaluating

Outcome  
Development in  
Textiles  
Product Design  
Food

**TEXTILES**

Students explore design ideas and develop them to produce textile products

**PRODUCT DESIGN**

Students design and develop products made from resistant materials

**DIGITAL**

Students develop skills and knowledge in using a range of design software to develop digital outcomes

**FOOD TECHNOLOGY**

Students design and manufacture food products to meet a brief

**TECHNOLOGY**

Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles

**FOOD TECHNOLOGY / NUTRITION**

Practical cooking  
Designing & developing food products  
Nutrition

**COOKERY**

Pre-industry training: food preparation and presentation

**TECHNOLOGY**

Students learn about the materials, processes and steps involved in the design and creation of products and solutions of their choice e.g. Textiles

**FOOD TECHNOLOGY / NUTRITION**

Nutrition  
NZ related health issues

**COOKERY**

Pre-industry training: food preparation and presentation

**TECHNOLOGY****UE**

Students can continue working in their chosen Technology context (Textiles or Product Design) to create and manufacture outcomes and solutions which consider the broader sense.

**Or**

Through the Young Enterprise Scheme (YES), students will learn about business planning and operations, develop a range of personal and business skills, consult with and create networks in their community. Mentors from outside the school will help facilitate this programme.

**NUTRITION****UE**

Nutrition  
Health promotion & advertising  
NZ related health issues

**COOKERY**

Industry training: food preparation and presentation



# TAIRAWHITI SERVICES ACADEMY

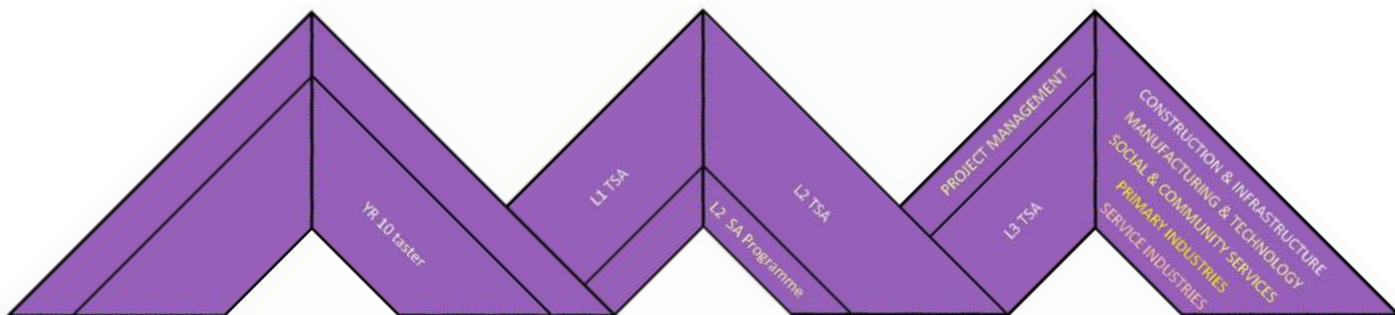
## TSA

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.

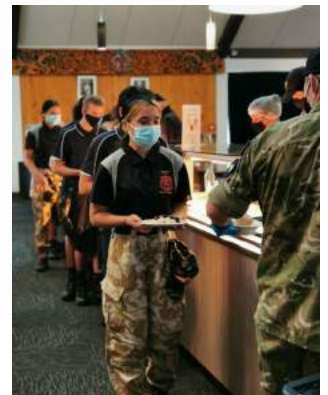
## TEAM LEADERSHIP

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

### Expressive Arts (Dance/Drama)

Year 9 Expressive Arts is a combination course, combining drama and dance into a movement focused performance course. Students will look at a range of performance styles including physical theatre, contemporary dance, short drama scripts and a Shakespeare piece to focus on teamwork and social skills. Included in this course are opportunities for prop making and costume design. Students who took Expressive Arts at Year 9, can pathway into either Drama or Art at Year 10.

## MUSIC

### MUSIC PERFORMANCE

**Group performance, Solo performance, Composition, Rudiments.** 2 term specialist course.

This course is for students who already have some skills on an instrument or who are confident vocalists. This stream focuses on building song writing/composition skills and performing in groups and as a soloist. Students will receive group tuition in either drums / bass / guitar / keyboard.

This course will prepare you for Year 10 Music.

### MUSIC DISCOVERY

**Discovery.** 2 term specialist course.

This stream is for students who have very little or no previous musical experience. Students will gain skills in an instrument and will participate in a range of group and class activities.

Students who gain sufficient skills and knowledge in this course may be able to transition to Year 10 Music courses.

## VISUAL ARTS

### ART

**Drawing, Painting, Photography, Sculpture, Design, Self-portraiture, Cultural identity.** 2 term specialist course.

A practical introduction to visual art, design, photography and media design where students will explore their own creativity through a range of different media and varying creative techniques.

Students will explore themes relating to their own immediate world through both practical and digital art forms gaining confidence in drawing, painting, sculpture design and photography. Students can choose to concentrate on the practical art subjects or on the digital media aspect of art.

Activities can include:

- Direct drawing techniques
- Painting with a variety of media
- 3D clay work
- Papier mache, sculpture
- Woodblock printing and mixed media exploration
- Introduction digital photography, studio and digital camera work
- Digital design work
- Use of Corel Draw X6 and Adobe Photoshop CC (Creative Cloud).

## CAREER EDUCATION

### CAREER EDUCATION

**Extended Form Time:** Students identify their values, personal qualities interests, achievements, and explore career ideas through interactive tools. Students begin building their career portfolio using the career central website. Activities also include students gaining a greater understanding about how subjects pathway from Year 9-13 in a course planning workshop.

## ENGLISH

### ENGLISH

**Formal Writing, Speech, Debating, Research, Static Images.** 4 term compulsory course.

This subject is about developing and improving all English based skills. The focus will be on Reading and Writing, including assignments and tests, as well as speaking skills including Speech and Debate, as well as analysing visual texts. Extension includes: Speech Competition, Inter-Class Debating Competition, Australian English and Writing Competitions and more.

## ALPS/ENGLISH FOR LITERACY

### ALPS

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

The Year 9 and Year 10 Accelerated Learning Program (ALPS) is a course designed to offer extra assistance



with both Literacy and Numeracy.

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

## ESOL

### JUNIOR ESOL

Entry Requirements:  
First language other than English.

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

## SPANISH

### SPANISH

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.

## TE RAUKURA

### TE RAUKURA

Cultural Heritage and Identity, Te Raukura Marae, Marae protocol, Myths and legends, Waka traditions, Pepeha / Significant landmarks, Role-play / Art / Song.  
1 term compulsory course.

Students in this class will be immersed in Māori customs and cultural practices. The insights and experiences that students gain as they are exposed to basic Te Reo will enrich and broaden their understandings of the uniqueness and complexity of te ao Māori. As students compare tikanga Māori with other cultures within New Zealand and overseas, they develop an understanding of the central roles that language, culture, place and heritage play in shaping identity and in giving direction and meaning to life. They come to understand that culture shapes the ways people think and behave, and begin to appreciate the value of cultural diversity. They learn about the important role that indigenous languages and cultures play in New Zealand and throughout the world.

## TE REO MĀORI

### TE REO MĀORI TE TOMOKANGA

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

This course includes learning basic greetings, customs, protocols, karakia and waiata. Students will be working towards curriculum levels 3, 4. Work in this course will involve a wide variety of communicative learning activities reinforced by regular grammatical/vocabulary homework. Te Reo Māori is a specialist subject. This course leads to Te Reo Māori in Years 10, 11, 12 and 13. Students can gain qualifications in NCEA Levels 1-3 and Scholarship.

## MATHEMATICS / CALCULUS

### MATHEMATICS

Geometry, Measurement, Number, Problem Solving.  
This course develops fundamental numeracy skills, problem solving strategies, measurement knowledge, and geometry.

Learners will be working at Curriculum Levels 3, 4, 5, and 6. Work in this course will involve a wide variety of learning activities reinforced by regular homework. Special attention is paid to problem-solving strategies.

## Extra assistance learning for success in MATHEMATICS

### ALP – Accelerated Learning Program

Developing maths resiliency and problem-solving skills, financial literacy, number skills for diverse application.

The Year 9 Accelerated Learning Program (ALP) is a course designed to offer extra assistance with both numeracy (ALPN) and literacy (ALPL). The course supplements what learners learn in their core maths and English classes. In ALPN, growing financial literacy will be a core focus.

## HAUORA / PE STUDIES

### HAUORA

In Year 9 Hauora students will understand the concept of Hauora and Hinetu/school values and how this underpins all units of learning across the three subjects; Health, Physical Education and Outdoor Education.

We focus on the well-being of students and their peers through learning in health-related and movement contexts. Ākonga will investigate and experience a range of physical activities and reflect on how they can incorporate this into their life. They will also have the opportunity to investigate the qualities of healthy relationships and pubertal changes and the impacts these have on a person's well-being.

Through learning with a positive attitude and by accepting challenges, students will reflect on the nature of well-being and how to promote it through action. Te Ao Māori principles are included in all aspects of the course.

Topics: Haoura/well-being, Nga Tangoa Takaro, sexuality, relationships, fundamental movement skills in dance/gymnastics, net/wall games, physical activity, fielding/striking games, health promotion and pubertal changes.

## SCIENCE

### SCIENCE

Investigations, Living things, Atoms, Forces, Ecology, Plants, Space.  
4 term compulsory course.

Areas of study will include forces and motion, plants, atoms and elements, space and the solar system.

## SOCIAL SCIENCE

### SOCIAL SCIENCE

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

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

Topics include:

- Social inquiry into current affairs
- Social science skills
- Government
- Migration
- Culture and Change
- Business and Enterprise

Work in the subject involves:

- Building understanding of New Zealand society and the world
- Essay writing
- Locational knowledge and Graph interpretation
- Research and social inquiry
- Critical thinking
- Interpreting historical documents

## TECHNOLOGY

### TECHNOLOGY

3 term compulsory course (4 periods per week).

In Technology students will learn to design and create sustainable technological outcomes to solve real world problems in the areas of Digital Technology, Product Design, Textiles and Food Technology. They will develop skills to be culturally connected, critical thinkers who are prepared to participate in a technological world.

Students will learn and put into practice these concepts in different contexts throughout the year, developing skills such as problem-solving, creative design, project management and teamwork. Students will specialise in Year 10 and have opportunities to continue Digital Technology, Product Design, Textiles, Food Technology/ Nutrition and Cookery through to Year 13.

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	







