Ko te aroha, hei te mea tinihangakore. Kia whakarihariha ki te kino; kia ū ki te pai.

Romans 12.9



# HUKARERE GIRLS' COLLEGE

**SENIOR – SUBJECT OPTION BOOKLET 2022** 



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# CORE SUBJECT INFORMATION

### CORE TE REO MÃORI

YEAR 11 Te Reo (1REO)
YEAR 12 Te Reo (2REO)
YEAR 13 Te Reo (3REO)
CORE ENGLISH

YEAR 11 CORE English (1ENG) YEAR 12 CORE English (2ENG)

#### CORE MATHEMATICS

YEAR 11 CORE Math (1MAT)

#### CORE SCIENCE

YEAR 11 Science (1SCI)

# CORE HAUORA - ACTIVE WELLBEING and STUDY SKILLS

YEAR 11, 12, 13 CORE Hauora (1,2,3HAU)

#### CORE TE HAHI MIHINARE – RELIGIOUS STUDIES/ and AOTEAROA NZ HISTORIES

YEAR 11 CORE RS and Histories (1RS) YEAR 12 CORE RS and Histories (2RS) YEAR 13 CORE RS and Histories (3RS)



# **OPTION SUBJECT INFORMATION**

Every Year 11 student at Hukarere Girls' College will take 2 OPTION SUBJECTS. Every Year 12 student at Hukarere Girls' College will take 3 OPTION SUBJECTS Every Year 13 student at Hukarere Girls' College will take 4 OPTION SUBJECTS

> LEVEL 1 OPTIONS Business Studies (BUS) MPA (MPA) Visual Arts (ART) Māori and World History (1HIS) Drama (DRA) Digital Technologies (1DIG) PE and Health Education (1HEP)

#### LEVEL 2 OPTIONS Mathematics – Stats. – Calculus (2MAT) MPA (2MPA) Business Studies (BUS) PE and Health Education (2HEP) Visual Art/Photo/Paint/Design (2ART) Psychology (2PSY) Science/Biology/Chemistry/Physics (2SCI) Māori and World History (2HIS)

Digital Technologies (2DIG)

#### LEVEL 3 OPTIONS

English (3ENG) MPA (3 MPA)
PE and Health Education (3HEP)
Science/Biology/Chemistry/Physics (3SCI)
Senior Social Studies (3SOS)
Classical Studies (3CLA)
Psychology (3PSY)
Visual Arts/Photo/Paint/Print/Design (3ART)

## INTRODUCTION

Over the next week you will be working with your Ohu mentor, making important decisions on subject choices for next year. This Course Booklet provides information to assist you to make the appropriate course selection that is right for you. It outlines the curriculum offered at Hukarere Girls' College.

You are encouraged to choose a programme that allows you to optimise your potential as individuals and to achieve the highest possible levels of success. We offer courses that lead to national qualifications and prepare you for your future pathways. We encourage each of you to study a range of subjects from several different curriculum areas, for as long as possible, two to three years. Your core subjects will support any changes in your career direction and prepare you for the expectations of tertiary institutions. It is also important to plan educational pathways with care, checking entry requirements for tertiary courses and ensuring that special requirements for qualifications, such as literacy and numeracy, are fulfilled.

We have Pathways programme which are aligned with the government initiative to enable, those who choose it, to focus your learning on a particular industry or broad career pathway, by making clear links between education and employment.

I hope that you find this booklet useful in guiding your decision making. Further advice and guidance are available from Whāea Steph and from your Ohu and teacher mentor.

#### PLEASE NOTE:

- All option subjects will depend on the number of students and the availability of staff and facilities.
- Entry to <u>all</u> courses will be at the discretion of the appropriate Head of Learning Area.

YEAR 11	YEAR 12	YEAR 13
Level 1 students will gain approximately 18 credits in each of their subjects during the	Level 2 students will gain a minimum of 14 credits in each subject area during the year	Year 13 students must take a minimum of 3 University approved subjects at level 3.
year. Level 1 students are required to gain 10 Numeracy credits and 10 Literacy credits to achieve NCEA Level 1.	the year. Level 2 students can gain UE entry and this should be a goal.	Year 13 students must gain UE literacy entry if possible. Level 3 students will gain a minimum of 14 credits in each subject area during the year.

- Some courses will not be available if numbers are too small.
- Some classes will be combined by year level.
- Some classes may be taught by tutorial if numbers are small.
- While we offer a wide range of options it may not be possible to accommodate all choices and combinations.

# CONTACTS



Address: Herepoho, 17 Shaw Road, Eskdale 4182

Phone: 06-835 8452

Founded: July 1875

Email: info@hukarere.school.nz

		AL.
	SENIOR LEADERSHIP TEAM	
Principal:	Shona West	
Deputy Principal:	Stephanie Clifton	
	HEADS OF LEARNING AREAS/TIC	
English:	Amanda Jarden	
Health and Phys ED:	Stephanie Clifton (TIC)	
Te Reo Māori:	Tina Mihaere-Rees	
Mathematics:	Karl laveta (TIC)	
Science:	Meg Sorenson	
Social Sciences:	Noeline Terere	
Visual Arts:	Megu Andersen (TIC)	
	STUDENT SERVICES	

#### Careers/Vocational Pathways/Gateway: Whāea Steph//Whāea Zara

4

5

# COURSE SELECTION TIMELINE

- Senior Course Booklet for 2022 is published for students and staff – Week 2 Term 4.
- Students discuss their choices in their Ohu class, with whānau, hostel supervisors, teachers, careers advisor, Deputy Principal etc.
- Parents and caregivers are encouraged to contact the school to discuss options.

Students complete their option forms and sit their academic pathways interview.

2

3

In term 4 teachers check the subject lists and make recommendations for any changes to fir with students' pathways.

**Timetabling begins.** 

January 2022: Once external results are available; students must notify the Deputy Principal of any last- minute changes to their option choices via email from the 26<sup>th</sup> to the 29<sup>th</sup> of January.



State State

# WHAT ARE VOCATIONAL PATHWAYS?



The Vocational Pathways provide new ways to achieve NCEA Level 2 - the foundation for success in further education and the world of work. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Level 2 Assessment Standards including specific 'sector-related' standards with six industries:

- Primary Industries
- Services Industries
- Social & Community Services
- Manufacturing & Technology
- Construction & Infrastructure
- Creative Industries



VOCATIONAL PATHWAYS

What is the Vocational Pathways Award?

The award enables employers to assess whether potential employees' skills align with their industry requirements more easily.

To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level; 80 credits in total. 10 of these 80 credits must satisfy the literacy requirements, and 10 of these 80 credits must satisfy the numeracy requirements. To get a Vocational Pathways Award, 60 of the Level 2 credits must be from the recommended standards in one or more pathways, including 20 Level 2 credits from sector-related standards.

You will work out your Vocational Pathway with your Ohu Mentor next year

For example Level 1 Business Studies:

"AS90840 Apply the marketing mix to a new or existing product", has links to 3 sectors; Primary Industries, Service Industries and Creative Industries. This gives the student an idea of the real-world application of the knowledge learnt during this standard.

	STANDARDS						ufactor echnol	rimary ustrie	ervice dustrie	pcial & mmun ervices	reative
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	ABo	Se	S	ity <sup>2</sup>	SS CO
		NCEA Internal Achievement Standards/Unit Standards									
AS90840	Business 1.4	Apply the marketing mix to a new or existing product	Internal	3	L			$\checkmark$	$\checkmark$		✓
AS90841	Business 1.5	Investigate aspects of human resource processes in a business	Internal	3	L			$\checkmark$			
AS90842	Business 1.6	ness 1.6 Carry out and review a product-based business activity within a classroom context with direction Internal 6 L				$\checkmark$					
	NCEA External Achievement Standards										
AS90837	Business 1.1	Demonstrate an understanding of internal features of a small business	External	4	L			$\checkmark$	$\checkmark$		$\checkmark$
AS90838	Business 1.2	Demonstrate an understanding of the external environment of a small business	External	4	L			$\checkmark$	$\checkmark$		$\checkmark$

## NCEA and University Entrance (UE)

#### A guide to NCEA

There are three levels of NCEA certificate. At each level, students must achieve a certain number of credits to gain an NCEA certificate. Credits can be gained over more than one year.

LEVEL 1	LEVEL 2	LEVEL 3	UNIVERISTY ENTRANCE
80 CREDITS TO PASS LEVEL 1 (gained from level 1, 2, or 3) MUST INCLUDE: - 10 Numeracy Credits	80 CREDITS in total 20 credits from any level 60 CREDITS TO PASS LEVEL 2	80 CREDITS in total 20 credits from Level 2 or above <b>60 CREDITS</b> TO PASS LEVEL 3	NCEA Level 3 Three subjects - at Level 3, made up of: 14 credits in each of THREE APPROVED SUBJECTS Literacy - 10 credits at Level 2 or above, made up of:
<ul> <li>10 Literacy Credits</li> <li>AIM</li> <li>16+ CREDITS IN EACH SUBJECT</li> </ul>	AIM 14+ CREDITS IN EACH SUBJECT	AIM 14+ CREDITS IN EACH SUBJECT	5 credits in writing
			Numeracy - 10 credits at Level 1 or above, made up of: achievement standards – specified achievement standard available through a range of subjects, or unit standards - package of three numeracy unit standard
erit at the level of the certificate or al DURSE ENDORSEMENT	d with Excellence or Merit a student m bove. a course if, in a single school year, the		SCHOLARSHIP New Zealand Scholarship assessments enable candidates to be assessed against challenging standards and are demanding for the most able candidates in each subject. Speak to your tutor about scholarship and if it is right
Excellence, and at least 3 of these c	redits from externally assessed standa ot apply to Physical Education, Religiou	irds and 3 credits from internally	for you.

# **UNIVERSITY ENTRANCE**

14 credits in a

1<sup>st</sup> Approved Subject\*

 $\geq$ 

Numeracy - 10 credits made up of:

three required).

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

60 credits at Level 3 (plus 20 at Level 2 or above) including:

(available from a range of subjects)

> specified achievement standards available through a range of subjects, or a package of three numeracy unit standards (26623, 26626, 26627- all

lits in a ed Subject*		14 credits in a 2 <sup>nd</sup> Approved Subject*		14 credits in a 3 <sup>rd</sup> Approved Subject*	The University of Auckland is introducing an Academic English Language Requirement. Therefore, you must have gained a minimum of 17 NCEA
Literacy ma	de	up of 5 credits in reading a	and	5 credits in writing	credits in English at Level 2 and/or 3.

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*Approved	Subjects	(for	UE):
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Accounting	Education for Sustainability	Music Studies Painting
Agriculture & HorticultureBiology	English	(Practical Art)
Business Studies	French Geography	Photography (Practical Art)
Calculus	German	Psychology
Chemistry	Health Education	Physical Education Physics
Chinese Classical	History	Processing Technologies
Studies	History of Art	Religious Studies Samoan
Construction & Mechanical TechnologiesCook	Home Economics	Science
Islands Māori	Indonesian	Sculpture (Practical Art)
Dance	Japanese Korean	Spanish
Design (Practical Art)	Latin	Social Studies
Design & Visual Communication	Lea Faka-Tonga	Statistics
Digital Technologies	Mathematics	Technology
Drama	Media Studies	Te Reo Māori
Earth & Space Science		Te Reo Rangatira
Economics		J. J

Level 3

Level 2

Level 1





# SENIOR CURRICULUM AT HUKARERE

Learning Areas	YEAR 11	YEAR 12	YEAR 13
English	CORE = ENGLISH (1ENG)	<b>CORE</b> = ENGLISH (2ENG)	OPTION = ENGLISH (3ENG)
	OPTION = DRAMA (1DRA)		
Health & Physical	CORE = HAUORA (1HAW)	CORE = HAUORA (2HAW)	CORE = HAUORA (3HAW)
Education	OPTION = PE AND HEALTH ED (1HEP)	OPTION = PE AND HEALTH ED (2HEP)	<b>OPTION</b> = PE AND HEALTH ED (3HEP)
Languages	CORE = TE REO MÃORI (1REO)	CORE = TE REO MÃORI (2REO)	CORE = TE REO MÃORI (3REO)
	OPTION = MPA (MPA)	<i>OPTION</i> = MPA (MPA)	<i>OPTION</i> = MPA (MPA)
Mathematics	CORE = MATHEMATICS (1 MAT)	<b>OPTION</b> = MATHEMATICS/ STATISTICS/ CALCULUS (2 MAT)	Level 3 students can opt to study Level 2 MATHEMATICS/ STATISTICS/ CALCULUS (2 MAT
Science	CORE = SCIENCE (1SCI)	<b>OPTION</b> = SCIENCE/BIO/CHEM (2SCI)	<b>OPTION</b> = SCIENCE /BIO/CHEM(3SCI)
	<b>OPTION</b> = BUSINESS STUDIES (1BUS)	<b>OPTION</b> = BUSINESS STUDIES (2BUS)	<b>OPTION</b> = SENIOR SOCIAL STUDIES (3SOS)
Social Sciences	<b>OPTION</b> = MĀORI and WORLD	<i>OPTION</i> = MĀORI & WORLD HISTORY (2HIS)	<b>OPTION</b> = CLASSICAL STUDIES (3CLA)
	HISTORY (1HIS)	<b>OPTION</b> = PSYCHOLOGY (2PSY)	<b>OPTION</b> = PSYCHOLOGY (3PSY)
Technology	<b>OPTION</b> = DIGITAL TECHNOLOGIES – computing (1DIG)	<b>OPTION</b> = DIGITAL TECHNOLOGIES – computing (2DIG)	
The Arts	<b>OPTION</b> = VISUAL ARTS (1ART)	<i>OPTION</i> = VISUAL ARTS/ PHOTO/PAINT/PRINT/DESIGN (2ART)	<i>OPTION</i> = VISUAL ARTS PHOTO/PAINT/PRINT/DESIGN (3ART)
Vocational &	<b>CORE</b> = TE HAHI MIHINARE – RELIGIOUS	<b>CORE</b> = TE HAHI MIHINARE – RELIGIOUS	<b>CORE</b> = TE HAHI MIHINARE – RELIGIOUS
General Courses	STUDIES (1RS) and AOTEAROA HISTORIES	STUDIES (2RS) and AOTEAROA HISTORIES	STUDIES (3RS) and AOTEAROA HISTORIES

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# MARANA C S MARANA C S O U S O U B D U B D U U

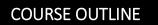
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# ENGLISH (1ENG)

COURSE INFORM	MATION
Qualification and level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 2 English
Course	Hukarere
Provider/Assessor/	
HOLA in charge of	Mrs Jarden
subject:	



English is a core subject at year 11.



English (11ENG) is an academic course and students will be encouraged to grow their love of literature, through exploring ideas in literature. You will study literature through a variety of mediums, looking at interesting and through provoking texts, ranging from short stories through to film.

You will study a complete a writing portfolio and reading responses.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

		315-01975-01975-01972 315-01975-01972-01972				Constructior Infrastructu	Manufacturi Technology	Primary Industries	Service Industries	Social & Community Services	Creative Industries
	STANDARDS									~	
Number	Subject Ref	Title	Int/Ext C	redits	CODES						
		NCEA Internal Achievement Standards/Unit Standards									
AS90052	English 1.4	Produce creative writing OR	Internal	2	L	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	✓
or AS90053	English 1.5	Produce formal writing	Internal	Э	L	✓	~	$\checkmark$	✓	✓	✓
AS90852	English 1.8	Explain significant connections across texts, using supporting evidence	Internal	4	L	$\checkmark$	$\checkmark$	$\checkmark$	✓	<ul> <li>✓</li> </ul>	✓
AS90856	English 1.11	Show understanding of visual/oral texts through close viewing/listening.	Internal	3	L	$\checkmark$	<ul> <li>Image: A set of the set of the</li></ul>	$\checkmark$	✓		✓
		NCEA External Achievement Standards									
AS90849	English 1.1	Show understanding of specified aspects of studied written text(s) using supporting evidence	External	4	L	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
AS90850	English 1.2	Show understanding of specified aspect(s) of studied visual or oral text(s) using supporting evidence	External	4	L	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
AS90851	English 1.3	Show understanding of significant aspects of unfamiliar written texts through close reading, using supporting evidence.	External	4	L	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
		Possible Credits Available	22	Credit	S						

# MATHEMATICS (1MAT)

N/A

compulsory

No charge

Hukarere

Mr laveta

and Statistics

Year 10 Mathematics

Workbooks and other subscriptions

FX9750GII Casio Graphic calculator is

NCEA Level 2 Mathematics Calculus

COURSE INFORMATION Qualification and level: NCEA Level 1

Course Prerequisites:

Course Contributions:

Course Leads to:

Provider/Assessor/ Teacher in charge of

Course

subject:

Fieldwork:

#### COURSE OUTLINE

Mathematics is a core subject at Year 11.

Mathematics (1MAT) is an academic course that develops students' algebraic and statistical knowledge in preparation for further study in the mathematics and statistics curriculum.

A sound level of competence, work ethic and commitment to regular practice is required for success.

Topics include: Multivariate data analysis, graphs, geometry, algebra, linear algebra and trigonometry.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) =Literacy or (N) =Numeracy

#### VOCATIONAL PATHWAYS

							VO	CATIONA	L PATHV	VAYS	
						Constru Infrast	Manufa & Tech	Primary Industrie	Ser Indu	Social & Communit Services	Creative Industries
		STANDARDS				ruct	ct ur Inol	nary strie	vice. Istrie	Social & ommunit Services	ative strie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	ring logy	is 1	š	îty (	S IP
•		NCEA Internal Achievement Standards/Unit Standards	•								
AS91029	Maths 1.4	Apply linear algebra in solving problems	Internal	3	Ν	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	✓		✓
AS91035	Maths 1.1	Investigate a given multivariate data set using the statistical enquiry	Internal	4	L/N	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	✓	✓	
•		NCEA External Achievement Standards									
AS91027	Maths 1.2	Apply algebraic methods in solving problems	External	4	Ν	$\checkmark$	<ul> <li>Image: A set of the set of the</li></ul>	<ul> <li>✓</li> </ul>	✓	✓	✓
AS91028	Maths 1.3	Investigate relationship between tables, equations or graphs	External	4	Ν	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>		✓
AS91031	Maths 1.6	Apply geometric reasoning in solving problems	External	4	Ν	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>		✓
		Possible Credits Availab	le 1	9 Credi	ts						



# SCIENCE (1SCI)

COURSE INFORM	MATION	
Qualification and level:	NCEA Level 1	COURSE OL
Course Prerequisites:	Nil	
	Recommendation - Students should endeavor to maintain a Year 10 Science	Science is a
	course and examination GPA above	Science (1SCI
	60% in preparation for	the world aro
	the Level 1 NCEA course.	
Fieldwork:	N/A	
Course Contributions:	N/A	This course is
Course Leads to:	NCEA Level 2/Year 12 Biology,	study in Year
	Chemistry, Physics	Biology - gene
Course	Hukarere	
Provider/Assessor:		The emphasis
Teacher in charge of subject/	Mrs Sorenson	basis and app
	Mrs Sorenson	The relevance these to socie



#### UTLINE



core subject at Year 11.

I) aims to develop understanding of the living, chemical and physical aspects of ound us. It is a vital component of general education for the modern world.

s a general science course that provides some background towards preparing for <sup>1</sup>12 (NCEA Level 2) Biology, Chemistry, Physics. Topics studied in this course: netics; Chemistry - acids and bases; Physics - mechanics.

is in the course is learning through practical experience, a sound investigative plying scientific concepts to relevant contexts.

ce of scientific concepts to develop an understanding of technology and relating iety is also important.

#### **STANDARDS**

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

							VOC	CATIONA	PATHW	/AYS	
						Constr Infrast	Manufa & Tech	Primary Industrie	Ser Indu	Soci Comm Serv	Creative Industries
		STANDARDS				uctic ruct	nol	'rimary dustrie	vice. Istrie	iocial & mmunit ervices	ative Istrie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	ing ogy	25 25	S	s ity	S D
		NCEA Internal Achievement Standards/Unit Standards									
AS90935	Physics 1.1	Carry out a practical investigation, with direction, that leads to a linear mathematical relationship	Internal	4	Ν	✓	<ul> <li>✓</li> </ul>	<ul><li>✓</li></ul>		<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>
AS90926	Biology 1.2	Report on a biological issue	Internal	3	L			<ul> <li>✓</li> </ul>			
		NCEA External Achievement Standards									
AS90940	Science 1.1	Demonstrate understanding of aspects of mechanics	External	4	Ν	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>Image: A set of the set of the</li></ul>	$\checkmark$	<ul> <li>✓</li> </ul>	✓
AS90944	Science 1.5	Demonstrate an understanding of chemical ideas relating to acids and bases	External	4	-	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>			✓
AS90948	Science 1.9	Demonstrate understanding of genetic variation	External	4	L		$\checkmark\checkmark$	✓		<ul> <li>✓</li> </ul>	
		Possible Credits Available	2 19	9 Credit	S						

# HAUORA - ACTIVE WELLBEING (1HAW) and STUDY SKILLS

COURSE INFOR	
COURSE INFORT	VIATION
Qualification and level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	
subject:	
HOLA in charge of	
subject:	

#### COURSE OUTLINE

#### Active Wellbeing at Year 11.



This programme consists of one period every 2 weeks. The practical part of the course will involve students participating actively in a variety of activities for their personal well-being, including team-based games, fitness, recreational pursuits, effective study skills and gaining a further understanding of what is essential for lifelong well-being - based on the Te whare tapa whā model.

							VO	CATIONAL	PATHW	/AYS	
			100	<u></u>		Constru Infrast	Manufa & Tech	Prin Indu	Ser Indu	Soci Comr Serv	Cre: Indu
		STANDARDS				uctic ruct	ictur	nary strie	vice strie	ial 8 mun vices	ative strie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	ing ogy	S, ,	S	° ₹	S U
		NCEA Internal Achievement Standards/Unit Standards									
AS90962	Physical Education 1.1	Participate actively in a variety of physical activities and explain factors that influence own participation	Internal	5					✓	✓	✓
		Possible Credits Availab	le	5 Credits	5						

# TE HAHI MIHINARE – RELIGIOUS STUDIES (1RS) and AOTEAROA NZ HISTORIES

COURSE INFORMATIONQualification and level:NCEA Level 1Course Prerequisites:N/ACourse Leads to:Level 2 RECourseHukarereProvider/Assessor/HOLA in charge ofChaplinSubject:



**COURSE OUTLINE** Religious Studies and Aotearoa histories at Year 11.

This programme consists of one period every 2 weeks. You will gain instruction in te hahi mihinare, the foundations of our Anglican kura AND Aotearoa NZ histories.

You will learn about: Te whakapono me te tikanga - Religious systems and cultures, Kōrero pūrākau - Authoritative narratives and texts, Te Whakapono i roto i Aotearoa - Religion in Aotearoa New Zealand Ngākau tapatahi - Religion and ethical issues in the contemporary world and Ngākau tapatahi - Religion and ethical issues in the contemporary world.

		STANDARDS				
Number	Subject Ref	Title	Int/Ext	Credits	CODES	
		NCEA Internal Achievement Standards/Unit Standards				
AS90818	Religious Studies	Describe the application of the key ethical principle(s) of a religious tradition to an issue	Internal	6		
		Possible Credits Available	(	6 Credits	6	

# TE REO MĀORI (1REO)

#### COURSE INFORMATION

Qualification and level: Fieldwork:	NCEA Level 1 N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 Te Reo Māori
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Tina Mihaere-Rees
subject:	
HOLA in charge of	Tina Mihaere-Rees
subject:	



Te Reo is a core subject.



All who learn te Reo Māori define, assert, and help to secure its future as a living, dynamic, and rich language.

By continuing to learn 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, educational, business, and professional settings.

The NCEA Level 1 course develops student skills in six different language modes—Listening, Reading, Viewing, Speaking, Writing and Presenting.

In each of these modes students should be able to meet the following achievement objectives: give and follow instructions, communicate about problems and solutions, communicate about immediate plans, hopes, wishes and intentions as well as communicate in formal situations.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

							VOO	CATIONA	L PATHW	/AYS	
						Constru Infrast	Manufa & Tech	Primary Industries	Service Industries	Social & Community Services	Creative Industries
		STANDARDS				ruct	Indu	nary strie	vice strie	ial 8 mun vices	ative strie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on &	ing ogy	Si Si	S	° ity	S. D
		NCEA Internal Achievement Standards/Unit Standards	•								
AS91085	Te Reo Maori 1.1	Whakarongo kia mohio ki te reo o tona ao	Internal	6	-			$\checkmark$	$\checkmark$	✓	✓
AS91089	Te Reo Maori 1.5	Waihanga tuhinga i te reo o tona ao	Internal	6	-			$\checkmark$	✓	✓	✓
AS91086	Te Reo Maori 1.2	Korero kia whakamahi i te reo o tona ao	Internal	6				$\checkmark$	✓	✓	✓
		NCEA External Achievement Standards									
AS91087	Te Reo Maori 1.3	Panui kia mohio ki te reo o tona ao	External	6				$\checkmark$	$\checkmark$	$\checkmark$	✓
AS91088	Te Reo Maori 1.4	Tuhi i te reo o tona ao	External	6				$\checkmark$	$\checkmark$	✓	✓
		Possible Credits Av	<i>vailable</i> Up t	o 30 Cr	edits						

# YEAR THOS

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N C

# Year 11 will take 2 OPTION SUBJECTS

# **BUSINESS STUDIES (1BUS)**

C	OURSE INFORMATION
Qualification and level: Course Prerequisites: Fieldwork:	NCEA Level 1 N/A AS90842 requires an out of class activity where students sell their products within a safe environment
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 Business Studies (Achievementstandards)
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Mrs Terere
subject:	
HOLA in charge of subject:	Mrs Terere

#### COURSE OUTLINE

Business students is an option subject at year 11.

Business Studies enables students to experience the realities of business through a practical approach. Theory is supported through the application of knowledge and skills in a real business setting.

This course aims to develop essential skills necessary for running and managing a small business. This course prepares students to continue in this field of study at NCEA Level 2.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

							VUC	AHONAL	PATHW	AYS	
						Constru Infrastr	Manufac & Techi	Primary Industries	Service Industries	Social & Community Services	Crea Indus
		STANDARDS				u ct ic	nol	iary trie	trie	al 8 iun	itive
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	y an ABC	S.	š	ity	S IP
		NCEA Internal Achievement Standards/Unit Standards									
AS90840	Business 1.4	Apply the marketing mix to a new or existing product	Internal	3	L			$\checkmark$	$\checkmark$		<ul> <li>✓</li> </ul>
AS90841	Business 1.5	Investigate aspects of human resource processes in a business	Internal	3	L			<ul> <li>✓</li> </ul>			
AS90842	Business 1.6	Carry out and review a product-based business activity within a classroom context with direction	Internal	6	L			<ul><li>✓</li></ul>			
		NCEA External Achievement Standards									
AS90837	Business 1.1	Demonstrate an understanding of internal features of a small business	External	4	L			$\checkmark$	✓		✓
AS90838	Business 1.2	Demonstrate an understanding of the external environment of a small business	External	4	L			$\checkmark$	✓		<ul> <li>✓</li> </ul>
		Possible Credits Available	2	0 Credit	S						



# MĀORI AND WORLD HISTORY (1HIS)

COURSE INFORI	MATION
Qualification and level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 History
Course	Hukarere
Course Provider/Assessor:	Hukarere
000100	Hukarere
Provider/Assessor:	Hukarere
Provider/Assessor: Teacher in charge of	Hukarere Mrs Terere
Provider/Assessor: Teacher in charge of subject:	

#### COURSE OUTLINE

#### Māori and World History is an option subject at level 1



Level 1 History aims to help students gain an understanding of how the world that we live in today is shaped by our past history. The topics studied help students to understand current issues, such as Māori history, the protest movements around the globe and the experiences of living through a pandemic. Through these events students will understand the past to gain and gain an insight into human experiences that have shaped us. Students will also think about how events such as World War Two can be prevented in the future.

History teaches students the skills of essay writing, interpreting cartoons, graphs, debating issues and learning research skills. These skills are helpful for tertiary education and for future careers in many fields e.g., law, medicine, journalism, and marketing.

When we study History well, we emerge with an enhanced capacity for informed citizenship, critical thinking, and simple awareness of the world around us, in order for us to move forward. All standards offered illustrate Māori history and New Zealand's place in the world.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

	Margin and and a state       Margin and a state       Margi							ATIONAL	PATHWAYS		
						Constru Infrast	Manufa & Tech	Primary Industrie	Ser Indu	Social & Community Services	Creative Industries
		STANDARDS         STANDARDS         Cect Ref       Int/Ext       Credits       CODES         Credits       Codes       Credits       Codes         Or 1.1       Carry out an Investigation of an historical event, or place, of significance to New Zealanders       Internal       4       L         Ory 1.2       Demonstrate understanding of an historical event, or place, of significance to New Zealanders       Internal       4       L         Ory 1.4       Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders       Internal       4       L         Ory 1.4       Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders       Internal       4       L         Ory 1.4       Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders       Internal       A       L         Ory 1.3       Internal Achievement Standards         Dry 1.3       Interpret s			nol	nary strie	Service Industrie	ial 8 mun vices	ative strie		
Number	Subject Ref	Title	Int/Ext	Credits	CODES	ure	ring logy	S -	ŭ	° ₹	S. G
		NCEA Internal Achievement Standards/Unit Standards									
AS91001	History 1.1	Carry out an Investigation of an historical event, or place, of significance to New Zealanders	Internal	4	L				✓	<ul> <li>✓</li> </ul>	✓
AS91002	History 1.2	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Internal	4	L				$\checkmark$		✓
AS91004	History 1.4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Internal	4	L				$\checkmark$	$\checkmark$	✓
		NCEA External Achievement Standards									
AS91003	History 1.3	Interpret sources of an historical event of significance to New Zealanders	External	4	L				✓	<ul> <li>✓</li> </ul>	✓
AS91005	History 1.5	Describe the causes and consequences of an historical event	External	4	L						✓
AS91006	History 1.6	Describe how a significant historical event affected New Zealand society	External	4	L						✓
		Possible Credits Av	vailable 2	0 Credit	S						

# VISUAL ARTS (1ART)

CO	URSE INFORMATION
Qualification and level:	NCEA Level 1
Course Prerequisites:	Successful completion of Year 10
	Practical Art course
Fieldwork:	Gallery and Exhibitions
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 Visual Art-Painting (or
	Level 2 Photography or Print making
	with a portfolio application and HOD
	approval)
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Mrs Andersen
subject:	
HOLA in charge of	Mrs Andersen
subject:	

#### COURSE OUTLINE

#### Visual Arts is an option subject at year 11.

Practical is a full year optional course of study leading on to NCEA Level 2 and 3 Visual Art subjects (Painting, Photography and Print making etc.). A foundation of techniques and skills will be learnt. Different art making processes such as painting, drawing, printmaking, and sculpture may be experienced and experimented with, throughout the year. Drawing is taught as the basis of most investigations.

It is important to note that this course is a essential if students are intending to take Visual Art in Year 12.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

							VO	CATIONAL	PATHW	/AYS	
						Constru Infrast	Manufa & Tech	Prir Indu	Ser Indu	Soc Comr Ser	Cre Indu
		STANDARDS				ruct	ind	imary ustrie	vice. Istrie	ial 8 nun vices	ative strie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on &	ing ogy	St.	S	ity	S D
		NCEA Internal Achievement Standards/Unit Standards									
AS90915	Visual Arts 1.2	Use drawing methods for recording information using wet and dry media	Internal	4							✓
AS90917	Visual Arts 1.5	Produce a finished work that demonstrates skills appropriate to cultural conventions	Internal	4							✓
		NCEA External Achievement Standards									
AS90916	Visual Arts 1.4	Produce a body of work informed by established practice, which develops ideas, using a range of media	External	12							✓
		Possible Credits Availab	le 2	20 Credi	ts						



# DIGITAL TECHNOLOGIES - computing (1DIT)



#### COURSE INFORMATION

Qualification and level: NCEA Level 1 N/A Course Prerequisites: N/A Fieldwork: Course Contributions: N/A Course Leads to: NCEA Level 2 Digital Technologies

Course Provider/Assessor: Teacher in charge of Karl laveta subject: HOLA in charge of subject:

Hukarere

#### **COURSE OUTLINE**

Digital technologies - computing is an option subject at level 1.

The Level 1 Digital Technologies is a course for students who are creative, logical thinkers and problem-solvers. They move beyond being users and consumers of digital technologies to become creators of new technologies for authentic users.

There are very few modern vocations, professions or lifestyle choices in which computing skills are not really useful.

The course looks at a number of computer applications and how they can be applied to solving real life and business problems. It is suitable for students who are interested in expanding their knowledge of computers.

It covers systems analysis, design and implementation of computer systems and organisation of data and the ethical considerations of computer use.

**STANDARDS** 

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy VOCATIONAL PATHWAYS

							VOC	CATIONAL	_ PATHW	AYS	
						Const Infrast	Manufa & Tecl	Primary Industrie:	Service Industrie	Social & Community Services	Cre Indu
		STANDARDS				iruc & Cruc	actu	mar Istri	rvic	ial & nmuni rvices	ativ Istri
Number	Subject Ref	Title	Int/Ext	Credits	CODES	tion ture	iring logy	Υ es	es es	& nity ?s	es e
		NCEA Internal Achievement Standards/Unit Standards									
AS91878	Digital Technologies 1.2	Develop a design for a digital outcome	Internal	3		$\checkmark$	✓	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	✓
AS91880	Digital Technologies 1.4	Develop a digital media outcome	Internal	4			$\checkmark$	$\checkmark$		<ul> <li>✓</li> </ul>	✓
AS91883	Digital Technologies 1.7	Develop a computer programme	Internal	4			$\checkmark$				✓
AS91884	Digital Technologies 1.8	Use basic iterative processes to develop a digital outcome	Internal	6		$\checkmark$	$\checkmark$	$\checkmark$	~	<ul> <li>✓</li> </ul>	✓
		NCEA External Achievement Standards									
AS91886	Digital Technologies 1.10	Demonstrate understanding of human computer interaction	External	3	L		✓				✓
		Possible Credits Available	2	0 Credit	S						

# DRAMA (1DRA)

Qualification Course Prere

Fieldwork:

Course Contr

Course Leads to:

Course Provider/Assessor:

HOLA in charge of subject:

Teacher in charge of subject:

/IA (1	.DRA)	2263
	COURSE INFORMATION	COURS
and level:	NCEA Level 1	
equisites:	Successful completion of Year 10 English	Drama
	Students are required to see at least one professional theatre performance during the year	Drama
ributions:	N/A	perfor empat

NCEA Level 2 Drama

Hukarere

Mrs Jarden

Mrs Jarden

#### OURSE OUTLINE

#### Drama is an option subject at level 1.



Drama: Fun, exciting, interesting, practical, and varied. Within Drama you will make, create, devise, and perform. You will also learn extremely valuable transferrable skills for example – collaboration, recall, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Drama is an exciting subject which helps you develop your confidence and communication skills and has advantages for college, university, and future employment.

In Level 1 the course explores drama techniques, elements, drama conventions, styles of theatre, making performance and staging texts from a range of playwrights. In this course you will develop your leadership skills and your ability to work collaboratively. You will develop skills of negotiation and expression, thinking skills, creativity, and empathy. You will gain confidence through preparation and performance tasks.

You will learn how to work to deadlines. You will develop skills in using the technique of voice, movement and gesture and expression. You will perform in front of an audience, individually or in groups, developing presentation skills and confidence. Throughout the year there will be theatre outings and workshops which you will be expected to attend. As a Drama student you are encouraged to participate in the extracurricular activities offered by the English/Drama Department.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA. Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

	Subject Ref     Int/Ext     Credits     Code of a constraint of a						VOC	ATIONAL	PATHW	HWAYS	
						Constru Infrastr	Manufac & Techr	Primary Industries	Serv Indus	Socia Comm Servi	Creative Industries
		STANDARDS				ctio	nolo	ıary trie	/ice trie	nial & nmunit rvices	tive trie
Number	Subject Ref	Title	Int/Ext	Credits	CODES	n & ure	iring logy	S -	S	t v	S G
		NCEA Internal Achievement Standards/Unit Standards									
AS90006	Drama 1.1	Apply drama techniques in a dramatic context	Internal	4	L						✓
AS90997	Drama 1.2	Devise and perform a drama	Internal	5	L						<ul> <li>✓</li> </ul>
AS90999	Drama 1.4	Use features of a drama/theatre form in a performance	Internal	4	L						<ul> <li>✓</li> </ul>
AS91000	Drama 1.5	Demonstrate understanding of a significant play	Internal	4	L						<ul> <li>✓</li> </ul>
AS90009	Drama 1.6	Perform an acting role in a scripted production	Internal	5	L						<ul> <li>✓</li> </ul>
		Possible Credits Available	Max-	— 2 Cre	dits						

# PE and HEALTH EDUCATION (1HEP)

COURSE INFORMATION

Hukarere

Qualification and level: NCEA Level 1

Course Leads to:

Provider/Assessor: Teacher in charge of

HOLA in charge of

Course

subject:

subject:



#### **COURSE OUTLINE - HEALTH**

NCEA Level 2 Health Education In Level 1 Health Education, students build on the knowledge gained in Year 9 and Year 10 Health Education. Thinking critically about issues that impact well-being, students will further develop their understanding of the concept of Hauora and begin to examine Māori health-related situations from a personal, interpersonal and societal perspective.

> The topics covered in Level 1 Health Education will be related to mental health, sexuality education, alcohol and drug use, adolescent eating patterns, and health promotion. Students will consider the influences and effects of healthrelated issues on well-being, apply decision-making processes and develop strategies to support well-being. Learning will take place through interactive group work, class and group-based brainstorms and discussions, collaborative and independent research, and written tasks.

#### COURSE OUTLINE PHYSICAL EDUCATION

Level 1 Physical Education encompasses the promotion of learning in, through and about movement. During the course of the year students will experience and study sports, health and fitness, movement and outdoor pursuits to gain a better understanding of how the body works, responds to exercise, adapts over a lifetime and how we care for it. Skills learnt in this engaging course equip students to understand physiology, biomechanics, societal influence on sport, interpersonal skills, and responsible behaviour. This course involves a high level of theory as well as practical components. Knowledge is applied in a number of varying practical activities based around student choice.

		pathway with you.					VOC	ATIONA	L PATHW	'AYS	
			2 CBV			Constructi & Infrastructu	Manufa & Tech	Primary Industries	Service Industries	Social & Community Services	Creative Industries
		STANDARDS				ucti	nolo	nary strie	/ice strie	al & nuni ices	itive strie
Number	Subject Ref	Title	Int/Ext	Credits	CODES		ing ygy	S	õ	t, t	S C
		NCEA Internal Achievement Standards/Unit Standards									
AS90971	Health 1.1	Take action to enhance an aspect of personal well-being	Internal	3	L			$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$
AS91097	Health 1.3	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Internal	4	L			$\checkmark$	$\checkmark$	✓	$\checkmark$
AS90974	Health 1.5	Demonstrate understanding of strategies for promoting positive sexuality	Internal	4	L					✓	
		NCEA External Achievement Standards									
AS90972	Health 1.2	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	External	4	L			$\checkmark$	$\checkmark$	✓	✓
		STANDARDS				Constructic Infrastruct	Manufactu & Technol	Primary Industries	Service Industries	Social & Community Services	Creative Industries
Number	Subject Re	f Title	Int/Ext	Credits	CODES	on &	ing gui	S -	S.	ity	S D
		NCEA Internal Achievement Standards/Unit Standards									
AS90963	Physical Ed 2	1.2 Describe the function of the body as it relates to the performance of physical activity	Internal	5	L1 Lit				✓	✓	<ul> <li>✓</li> </ul>
AS90964	Physical Ed 2	1.3 Demonstrate quality movement in the performance of a physical activity	Internal	3	-				✓	✓	✓
AS90965	Physical Ed 2	1.4 Demonstrate understanding of societal influences on physical activity and the implications for self and others	Internal	4	L1 Lit				✓	✓	✓
AS90966	Physical Ed 2	1.5 Demonstrate interpersonal skills in a team and explain how these skills impact on others	Internal	4	L1 Lit			✓	✓	✓	✓
AS90967	Physical Ed 2	1.6 Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	Internal	3	L1 Lit				<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	$\checkmark$
		Possible Credits Availa	ble 1	9 Credi	ts						

#### THE COURSE WILL BE DESIGNED BY THE NEW HEAD OF THE DEPARTMENT.

You will not be required to complete all of the standards below. The Department Head will design your

# MĀORI PERFORMING ARTS (1MPA)

#### COURSE INFORMATION

Qualification and level:	
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 MPA
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Tina Mihaere-Rees
subject:	
HOLA in charge of	Tina Mihaere-Rees
subject:	

#### COURSE OUTLINE

MPA is an option subject at level 1.



Te Ao Haka is a performance-based art form, grounded in knowledge of Māori culture, language, and identity. During the course students will study the mythological and traditional origins and customs of performing art from moteatea (traditional song), poi (ball dance), waiata a-ringa, haka and the art of mau rakau.

Students of Te Ao Haka develop a range of skills and qualities - including interpretive and communication skills, leadership, and lateral and critical thinking.

#### **STANDARDS**

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

							VOC	ATIONAL	PATHW	AYS	
			NG125-31-912			Constru Infrast	Manufa & Tech	Primary Industries	Service Industrie	Social & Community Services	Creative Industries
			STANDARDS			uctio ruct	ctu	nary strie	vice strie	ial & nun	ativ strie
Number	Subject Ref		Title	Int/Ext	Credits CODES	on & ure	ing ogy	23	S	s ity	un S
			NCEA Internal Achievement Standards/Unit St	andards							
		· — — — — - 1		Internal	-			$\checkmark$	<ul> <li>✓</li> </ul>	✓	✓
	THE COURSE W	ILL BE DESIGNED BY THE		Internal	-			$\checkmark$	$\checkmark$	✓	✓
	NEW HEAD C	DF THE DEPARTMENT.		Internal				$\checkmark$	$\checkmark$	$\checkmark$	✓
	<u> </u>	'	NCEA External Achievement Standards								
				External				$\checkmark$	$\checkmark$	$\checkmark$	✓
				External				$\checkmark$	$\checkmark$	$\checkmark$	✓
			Pos	sible Credits Available Up to	o Credits						

# G YEAR 12 E S

# ENGLISH (2ENG)

COURSE INFORM	MATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 3 English
Course	Hukarere
Provider/Assessor/	
HOLA in charge of	Mrs Jarden
subject:	

#### COURSE OUTLINE

English is a core subject at year 12.



English is a universal subject required for all jobs/occupations and tertiary study. In English you will further develop your love of literature by reading a wide range of texts from different cultures and explore the ideas expressed within them. Through film, you will further explore thought provoking content. Throughout the course you will write creatively and informatively as well as developing speaking, listening and research skills.

This course is focused on the continuing improvement of a wide range of skills and knowledge in English and it is at this level that the requirements for literacy for University Entrance and many other tertiary pathways are gained.

#### VOCATIONAL PATHWAYS

**STANDARDS** Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

							VOC	ATIONAL	PATHW	/AYS	
						Constructior Infrastructu	Manufacturii Technology	Primary Industries	Service Industries	Social & Community Services	Creative Industries
		STANDARD	DS			re re	iring & gy			~	
Number	Subject Ref	Title		Int/Ext Cre	edits CODES						
	•	NCEA	A Internal Achievement Standards/Unit Standards		•						
				Internal	L	<ul> <li>✓</li> </ul>	<ul> <li>Image: A second s</li></ul>	$\checkmark$	✓	✓	✓
				Internal	L	✓	<ul> <li>Image: A set of the set of the</li></ul>	$\checkmark$	✓	✓	✓
		THE ACHIEVEMENT STANDARDS WILL BE		Internal	L	✓	<ul> <li>Image: A set of the set of the</li></ul>	$\checkmark$	$\checkmark$	✓	✓
		CONFIRMED AT THE END OF THE YEAR		Internal	L	✓	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	✓		✓
			NCEA External Achievement Standards								
				External	L	$\checkmark$	<b>~</b>	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
				External	L	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	✓	✓
				External	L	$\checkmark$	<b>~</b>	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
			Possible Credits Available	Cree	dits						

# HAUORA - ACTIVE WELLBEING (2HAW) and STUDY SKILLS

COURSE INFORM	MATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	
subject:	
HOLA in charge of	
subject:	

#### COURSE OUTLINE

Active Wellbeing at Year 12.



This programme consists of one period every 2 weeks. The practical part of the course will involve students participating actively in a variety of activities for their personal well-being, including team-based games, fitness, recreational pursuits, effective study skills and gaining a further understanding of what is essential for lifelong well-being - based on the Te whare tapa whā model.

							VOC	CATIONAL	PATHW	AYS	
		000000000000000000000000000000000000000	0	2		Constru Infrastr	Manufa & Tech	Prim Indus	Serv	Socii Comm Serv	Crea Indus
		STANDARDS				ctic .uct	nolo	nary stries	/ice strie	al & nuni ices	itive
Number	Subject Ref	Title	Int/Ext	Credits	CODES	on & ure	ing ogy	°,	Х	ity	S D
		NCEA Internal Achievement Standards/Unit Standards									
AS91332	Physical Education	Evaluate leadership strategies that contribute to the effective functioning of a group	Internal	4					$\checkmark$	✓	✓
		Possible Credits Available	9 4	Credite	S						

# TE HAHI MIHINARE – RELIGIOUS STUDIES (2RS) and AOTEAROA NZ HISTORIES

COURSE INFORMATION

Qualification and level:	NCEA Level 2
Course Prerequisites:	N/A
Course	Hukarere
Provider/Assessor/	
HOLA in charge of	Chaplin
subject:	



#### **COURSE OUTLINE** Religious Studies and Aotearoa histories at Year 12.

This programme consists of one period every 2 weeks. You will gain instruction in te hahi mihinare, the foundations of our Anglican kura AND Aotearoa NZ histories. You will learn about: Te whakapono me te tikanga - Religious systems and cultures, Kōrero pūrākau - Authoritative narratives and texts, Te Whakapono i roto i Aotearoa - Religion in Aotearoa New Zealand Ngākau tapatahi - Religion and ethical issues in the contemporary world and Ngākau tapatahi - Religion and ethical issues in the contemporary world.

Number	Subject Ref	Title	Int/Ext	Credits	CODES		
	NCEA Internal Achievement Standards/Unit Standards						
AS90823	Religious Studies	Explain the key beliefs within two religious traditions in relation to a significant religious question	Internal	6			
		Possible Credits Available	é	5 Credit	s		

# TE REO MÃORI (2REO)

#### COURSE INFORMATION

EA Level 2 A A
EA Level 3 Te Reo Māori
karere
a Mihaere-Rees
a Mihaere-Rees



Te Reo is a core subject.



All who learn te Reo Māori define, assert, and help to secure its future as a living, dynamic, and rich language.

By continuing to learn 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, educational, business, and professional settings.

The NCEA Level 2 builds on knowledge gained at level 1, developing student skills in six different language modes—Listening, Reading, Viewing, Speaking, Writing and Presenting. In each of these modes students should be able to meet the following achievement objectives: give and follow instructions, communicate about problems and solutions, communicate about immediate plans, hopes, wishes and intentions as well as communicate in formal situations.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

VOCATIONAL PATHWAYS Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Place a refer to the layed 1.3 Information Book for more

table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

							VO	CATIONA	AL PATHV	VAYS	
						Constr Infrast	Manufa & Tech	Primary Industrie	Ser Indu	Soc Comi Ser	Cre Indu
		STANDARDS				uctio	nol	man Istrie	rvice Istrie	Social & ommunity Services	Creative Industries
Number	Subject Ref	Title	DARDS       Title     Int/Ext     Credits     CODES       NCEA Internal Achievement Standards/Unit Standards       WILL BE     Internal     -       E YEAR     Internal     -       NCEA External Achievement Standards     Internal     -       KCEA External Achievement Standards     External     -	on & ure	ning ogy on &	SS /	S. S.	° i₹ ∕*	US B		
•		NCEA Internal	Achievement Standards/Unit Standards								
	Te Reo Maori	THE ACHIEVEMENT STANDARDS WILL BE	1	Internal	-			<ul> <li>✓</li> </ul>	✓	✓	✓
	Te Reo Maori	- CONFIRMED AT THE END OF THE YEAR		Internal	-			✓	✓	✓	✓
	Te Reo Maori		1	Internal				✓	✓	✓	✓
		NCEA E	External Achievement Standards								
	Te Reo Maori			Externa				<ul><li>✓</li></ul>	✓	✓	✓
	Te Reo Maori			Externa				<ul><li>✓</li></ul>	$\checkmark$	<ul> <li>✓</li> </ul>	✓
			Possible Credits Available	y Up	to Credits						



# YEAR 12 N S

# **BUSINESS STUDIES (2BUS)**

C	OURSE INFORMATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	Passing level 1 business studies
Fieldwork:	Requires an out of class activity where
	students sell their products within a
	safe environment
Course Contributions:	N/A
Course Leads to:	NCEA Level 3 Senior Social Studies
	(Achievement standards)
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Mrs Terere
subject:	
HOLA in charge of	Mrs Terere
subject:	

#### **COURSE OUTLINE**

Business students is an option subject at year 12.



In a rapidly changing world, it is important that people are able to make informed and rational decisions about business matters. Businesses are an integral part of our everyday lives. At some stage we will all work for/or own a business. The Business Studies course is an experiential business programme where students are provided with an introduction to a range of aspects involved in operating a business. Students will spend the year operating their own business; producing their own product, aim to make a profit while developing an understanding of the functional areas of a business. The course will require students to spend time in and out of class operating their business. They will be required to raise capital, embark on production and sell the product to their selected market.

- a range of relevant contexts.
  - Enterprise in the business world and Finance for business
- Customer service
- Promoting a brand and Principles of marketing
- Working as a team, Recruitment, selection and employment
- Financial forecast planning and Personal selling

#### **STANDARDS**

VOCATIONAL PATHWAYS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

						VOC	ATIONA	L PATHW	/AYS	
					Constri Infrast	Manufa & Tech	Primary Industrie	Service Industries	Social & Community Services	Creative Industries
		STANDARDS			uctic	nol	nary strie	vice strie	Social & ommunit Services	ative strie
Number	Subject Ref	Title	Int/Ext	Credits CODES	on & ure	ing Vgc	, Si	š	ît î	S U
	•	NCEA Internal Achievement Standar	rds/Unit Standards							
	Business	r — — — — — — — —	Internal	L			✓	$\checkmark$		✓
	Business	THE ACHIEVEMENT STANDARDS WILL BE	Internal	L			$\checkmark$			
	Business	CONFIRMED AT THE END OF THE YEAR	Internal	L			$\checkmark$			
		NCEA External Achievement	t Standards							
	Business		External	L			$\checkmark$	✓		✓
	Business		External	L			$\checkmark$	✓		✓
			Possible Credits Available C	redits			_			

# MĀORI AND WORLD HISTORY (2HIS)



COURSE INFOR	MATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 3 Social Studies
Course	Hukarere
course	Hukurere
Provider/Assessor:	Hukurere
004100	
Provider/Assessor:	
Provider/Assessor: Teacher in charge of	Mrs Terere
Provider/Assessor: Teacher in charge of subject:	

#### COURSE OUTLINE

#### Māori and World History is an option subject at level 2

Level 2 History students will study significant topics of history that have occurred in Aotearoa and the world. Those who enjoy learning about people and the times they lived in will enjoy History. History is useful because it enables us to better understand our own society and the world and the individual's place in it. It is a subject that teaches people to gather, process, interpret and present information. More than ever before, ours is an information-based society. People must adapt to it and handle a wide variety of information.

**SKILLS:** While we learn topics that are significantly important and interesting to us the aim in Level 2 History is improve upon the skills learnt at Level 1. Do not worry if you did not take Level 1 History as the first 3 - 4 weeks of Term 1 are devoted to recapping last year's skills as well as learning what is involved at Level 2. However, there is a progression of skills from what was learnt in Year 11 History - this means that students are exposed to a higher order of thinking in Year 12. These skills are used widely in society in everyday life including all careers. It is important to note that there are many careers where the intellectual skills developed through the study of history will be a distinct advantage. After all, history is a universal subject, accepted in all jobs and for tertiary study.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "PIe as erefer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

							VO	CATIONA	L PATHW	/AYS	
						Constru Infrast	Manufa & Tech	Primary Industries	Service Industries	Social & Community Services	Creative Industries
		STANDAR	DS			ruct	nol	nary strie	vice strie	ial 8 nun vice:	ativ strie
Number	Subject Ref	Title		Int/Ext 0	Credits CODE	ure	logy	St.	S	s ity	SS e
		NCE	A Internal Achievement Standards/Unit Standards								
	History			Internal	L				✓	<ul> <li>✓</li> </ul>	✓
	History			Internal	L				✓		✓
	History	THE ACHIEVEMENT STANDARDS WILL BE		Internal	L				✓	✓	✓
		CONFIRMED AT THE END OF THE YEAR	NCEA External Achievement Standards								
	History		4	External	L				✓	<ul> <li>✓</li> </ul>	<ul> <li>Image: A marked black</li> </ul>
	History			External	L						✓
	History			External	L						✓
			Possible Credits Available	Cr	edits						

GIRLS' COLLEGE

# VISUAL ARTS (2ART)

HOLA in charge of

subject:

CO	URSE INFORMATION	
Qualification and level:	NCEA Level 2	
Course Prerequisites:	Successful completion of Year 10	
	Practical Art course	
Fieldwork:	Gallery and Exhibitions	
Course Contributions:	N/A	
Course Leads to:	NCEA Level 3 Visual Art-Painting (or	
	Level 3 Photography or Print making	
	with a portfolio applicationand HOD	
	approval)	
Course	Hukarere	
Provider/Assessor:		
Teacher in charge of	Mrs Andersen	
subject:		

Mrs Andersen

COURSE OUTLINE

#### Visual Arts is an option subject at year 12.

The Visual Arts rely on materials to express ideas about ourselves, our values and beliefs. Its function is to reinterpret the world around us through visual language. It is about expression, creativity, and exploration of materials. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. The aim of this course is to provide students with a basis for further study in Painting, Design and Photography. Encouraging students to research and investigate art works and their context/s, apply knowledge of a range of conventions from established practice, and to explore a range of media, processes and procedures while communicating ideas. Students will also complete a two-board folio submission that demonstrates the skills they have developed in one of the areas e.g., drawing, painting, printmaking, and photography. Students successfully completing this course should show evidence of perceptual skills, creative imagination and have advanced their personal art techniques and critical faculties. The homework expected in this subject is the equivalent of half an hour per night, i.e., approximately three hours per week.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

								VOCATIONAL PATHWAY				
							Constru Infrast	Manufa & Tech	Primary Industrie	Ser Indu	Social & Communit Services	Cre Indu
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Number	Subject Ref	Title		Int/Ext	Credits	CODES	on & ure	ing ogy	Si Si	S	° ity	S. B
		NCEA	Internal Achievement Standards/Unit Standards									
	Visual Arts		1	Internal								✓
	Visual Arts	THE ACHIEVEMENT STANDARDS WILL BE		Internal								✓
		CONFIRMED AT THE END OF THE YEAR	NCEA External Achievement Standards									
	Visual Arts			External								<ul> <li>✓</li> </ul>
			Possible Credits Available	. (	Credits							



# DIGITAL TECHNOLOGIES (2IT)

CO	URSE INFORMATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 3 Digital Technologies

Course Hukarere Provider/Assessor: Teacher in charge of Karl laveta subject: HOLA in charge of subject:

#### COURSE OUTLINE

#### Digital Technologies is an option subject at year 12.



The Level 2 Digital Technologies is a course for students who are creative, logical thinkers and problem-solvers. They move beyond being users and consumers of digital technologies to become creators of new technologies for authentic users. The students will learn computer science and ramming concepts that are behind the creation of digital technologies. They will apply computational thinking to solve problems by writing algorithms for digital devices to execute, and design and deliver digital outcomes according to the new digital technologies' curriculum.

Students will develop a design for digital media outcomes like websites, videos, display boards using HTML/CSS, Adobe Photoshop and InDesign.

They use basic iterative processes to develop a digital programming outcome using planning tools like MS Project and text-based programming languages like Python/JavaScript. They will demonstrate an understanding of human-computer interaction and understanding of many of the ethical issues that are emerging in our digital society.

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

	97547975479754797547972							VOCATIONAL PATHWAYS					
							Const Infras	Manuf & Tec	Pri Indu	Se Indu	Social & Community Services	Cre Indu	
	STANDARDS								Primary ndustrie	Service Idustrie	cial mui vice	eative ustrie:	
Number	Subject Ref	Title		Int/Ext	Credits (	CODES	tion ture	uring ology	·γ ies	ies	& nity ≥s	/e ies	
		NCEA Internal Achie	evement Standards/Unit Standards										
	Information Technology			Internal			$\checkmark$	<ul><li>✓</li></ul>	✓	✓	✓	✓	
	Information Technology	THE ACHIEVEMENT STANDARDS WILL BE		Internal				<ul><li>✓</li></ul>	✓		✓	✓	
	Information Technology	CONFIRMED AT THE END OF THE YEAR		Internal				✓				~	
	Information Technology	`		Internal			$\checkmark$	✓	$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$	~	
		NCEA Exter	nal Achievement Standards										
	Information Technology			External		L		✓				<b>~</b>	
			Possible Credits Available	Ci	redits								

# PSYCHOLOGY (2PSY)

# HUKARERE GIRLS' COLLEGE

#### COURSE INFORMATION

Qualification and level:NCEA Level 2Course Prerequisites:Successful completion of English level 1Fieldwork:N/ACourse Contributions:N/ACourse Leads to:NCEA Level 3Psychology

Course Provider/Assessor: Teacher in charge of subject: Hukarere

Steph Clifton

COURSE OUTLINE

Psychology is an option subject at year 12.

#### What influences our behaviour?

Psychology is the scientific study of the mind, how it word, and how it might affect behaviour. Through the lens of psychology your will better understand the factors that influence your own and others behaviours- in different situations.

#### This year you will study:

- The underlying theories of psychology biological, behavioural and cognitive approaches
- Media psychology celebrity and addiction
- Abnormality and normality
- The causes of evil
- Clinical and health psychology a study of stress

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

						VO	CATIONA	NAL PATHWAYS		
							Primary Industrie	Se Indi	So Com Sei	Creative Industries
	STANDARDS							Service Idustrie	Social & Community Services	eativ ustri
Number	Subject Ref	Title	Int/Ext	Credits CODES	tion ture	uring logy	ies ∀	es e	& nity es	les les
		NCEA Internal Act	hievement Standards/Unit Standards							
AS	Psychology		Internal		$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$	✓	✓
AS	Psychology	THE ACHIEVEMENT STANDARDS WILL BE	Internal			$\checkmark$	<ul> <li>✓</li> </ul>		✓	✓
AS	Psychology	CONFIRMED AT THE END OF THE YEAR	Internal			$\checkmark$				✓
AS	Psychology	_ <u></u>	Internal		$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$	✓	✓
		NCEA Exte	ernal Achievement Standards							
/	/	There are no externals for level 2 psychology only at level 3	External	/ /		<ul> <li>✓</li> </ul>				<ul> <li>✓</li> </ul>
	Possible Credits Available Credits									

## HEALTH AND PHYSICAL EDUCATION (2HEP)

COURSE INFORMATION

Qualification and level:NCEA Level 2Course Leads to:NCEA Level 3 Health/PE EducationCourseHukarereProvider/Assessor:

Teacher in charge of subject: HOLA in charge of subject:



# THE COURSE WILL BE DESIGNED BY THE NEW HEAD OF THE DEPARTMENT.

You will not be required to complete all of the standards below. The Department Head will design your pathway with you. Level 2 Health Education builds on the knowledge that students have gained in Level 1 Health Education, focusing on health issues relevant to adolescent well-being. Students further develop their ability to think critically about situations that impact the well-being of individuals, relationships, and whole communities. Students will engage in learning related to the topics in mental health and resiliency, gender, and sexuality, promoting health issues in a school sector, analysing NZ health issues, identifying health practices currently used in NZ and ethical issues in relation to well-being.

#### COURSE OUTLINE PHYSICAL EDUCATION

VOCATIONAL PATHWAYS

Acquiring, Developing and Performing Movement Skills
 Contemporary Studies in Physical Education and Sport.

							Constructior & Infrastructur	Manufi & Tec	Primary Industries	Service Industries	Social & Community Services	Creative Industries
STANDARDS								facturing chnology	mar Istri	rvice ıstri	cial & mun vice	eativ ustri
Number	Subject Ref	Title		Int/Ext	Credits (	CODES	ion ture	ring ogy	es es	ск. С	ity s	es
		NCE	A Internal Achievement Standards/Unit Standards									
	Health			Internal		L			$\checkmark$	<ul> <li>Image: A start of the start of</li></ul>	✓	✓
	Health			Internal		L			$\checkmark$	✓	✓	✓
	Health			Internal		L					✓	
			NCEA External Achievement Standards									
	Health			External		L			$\checkmark$	<ul> <li>Image: A start of the start of</li></ul>	<ul> <li>✓</li> </ul>	✓
		STANDAR	NDS				Constructio Infrastruct	Manufactu & Technol	Primary Industries	Service Industries	Social & Community Services	Creative Industries
Number	Subject Ref	Tit	tle	Int/Ext	Credits (	CODES	on & :ure	ring ogy	SS <	S G	s ity	e S
		NCE	A Internal Achievement Standards/Unit Standards									
	Physical Ed			Internal						✓	<ul> <li>✓</li> </ul>	✓
	Physical Ed			Internal		-				✓	✓	✓
	Physical Ed			Internal						✓	<ul> <li>✓</li> </ul>	✓
	Physical Ed			Internal					$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	✓
	Physical Ed			Internal						✓	<ul> <li>✓</li> </ul>	✓
			Possible Credits Available	e (	redits							

COURSE OUTLINE - HEALTH

# SCIENCE (2SCI)





#### COURSE INFORMATION

Qualification and level:NCEA Level 2Course Prerequisites:Successful completion of level 1 science

N/A
N/A
NCEA Level 3 Biology, Chemistry,
Physics
Hukarere
Mrs Sorenson
Mrs Sorenson

#### COURSE OUTLINE

Science – Biology – Chemistry - Physics is an option subject at year 12.

Science involves the study of living, chemical, physical and technological aspects of our environment and making sense of these aspects in novel, logical and creative ways. Science and technology influence our lives in so many ways and our dependence on them necessitate a high level of scientific literacy.

You will study three scientific disciplines, biology, chemistry and physics – focusing on a pathway with your Kaiako.

Career opportunities in the world of Science are vast, varied, challenging and rewarding.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "PIe as erefer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

VOCATIONAL PATHWAYS

					Cons Infras	Manuf & Tec	Primary Industrie	Se Ind	So Com Sei	Cr.
	STANDARDS						imar ustri	Service Industrie	Social & community Services	eative ustries
Number	Subject Ref	Title	Int/Ext Credits	CODES	tion ture:	turing ology	ies	ie: e	& nity ss	ies ies
		NCEA Internal Achievement Standards/L	Init Standards							
AS	Science		Internal		<	✓	$\checkmark$	✓	✓	✓
AS	Science	THE ACHIEVEMENT STANDARDS WILL BE	Internal			✓	✓		✓	✓
AS	Science	CONFIRMED AT THE END OF THE YEAR	Internal			✓				✓
AS	Science	┍━━━━━━┛	Internal		$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$	✓	✓	✓
		NCEA External Achievement Star	ndards							
			External			<ul> <li>✓</li> </ul>				<ul> <li>✓</li> </ul>

# MATHEMATICS - STATISTICS - CALCULUS (2MAT)

COURSE INFOR	MATION
Qualification and level:	NCEA Level 2
Course Prerequisites:	Successful completion of level 2 maths
Fieldwork:	N/A
Course Contributions:	Workbooks and other subscriptions
	FX9750GII Casio Graphic calculator is
	compulsory
	No charge
Course Leads to:	NCEA Level 3 Mathematics Calculus
	and Statistics
Course	Hukarere
Provider/Assessor/	
Teacher in charge of	
subject:	

#### COURSE OUTLINE

#### Math is an option subject at year 12.

Mathematics can be challenging, beautiful, powerful and fascinating. Wherever problems need to be solved, mathematics is involved. It is fundamental to the study of engineering, virtually all science subjects and useful for many other subjects.

Your math discipline pathway will be determined with you and your Kaiako.

More and more careers need some knowledge of mathematics or statistics. If you are interested in becoming a linguist, geographer or psychologist, a share-broker, architect or market researcher, a computer programmer, engineer, physicist or biologist – mathematics will open doors.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

							SAHONA	LFAILIV	AIJ		
					Consti { Infrast	Manufa & Tech	Primary Industries	Service Industrie	Social & Communit Services	Crea Indu	
		STANDARDS			ruc <sup>x</sup> uc	no	nai str	vic	ial nui rice	ativ	
Number	Subject Ref	Title	Int/Ext 0	Credits CODES	tion ture	uring logy	ies ∕	ie. e	& nity es	ies Ies	
	NCEA Internal Achievement Standards/Unit Standards										
AS	Math		Internal		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	
AS	Math	THE ACHIEVEMENT STANDARDS WILL BE	Internal			<b>~</b>	$\checkmark$		✓	✓	
AS	Math	CONFIRMED AT THE END OF THE YEAR	Internal			$\checkmark$				<ul> <li>✓</li> </ul>	
AS	Math	└ <u>┶</u> — — — — — — — ┛	Internal		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	
		NCEA External Achievement Stando	ards								
AS	Math		External			$\checkmark$				✓	



# MPA (2MPA)

COURSE INFORMATION

N/A

Hukarere

NCEA Level 3 MPA

Tina Mihaere-Rees

Tina Mihaere-Rees

Qualification and level: NCEA Level 2

Course Contributions: N/A

Fieldwork:

Course

subject:

subject:

Course Leads to:

Provider/Assessor:

HOLA in charge of

Teacher in charge of



#### COURSE OUTLINE

MPA is an option subject at level 2.

Te Ao Haka is a performance-based art form, grounded in knowledge of Māori culture, language, and identity. During the course students will study the mythological and traditional origins and customs of performing art from moteatea (traditional song), poi (ball dance), waiata a-ringa, haka and the art of mau rakau.

Students of Te Ao Haka develop a range of skills and qualities - including interpretive and communication skills, leadership, and lateral and critical thinking.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

975404975404975404972							VOCATIONAL PATHWAYS					
								Manufa & Tech	Primary Industries	Service Industries	Social & Community Services	Creative Industries
	STANDARDS						uctio	nol	nary strie	vice strie	ial 8 mun vice:	ativ strie
Number	Subject Ref	Title		Int/Ext	Credits	CODES	on &	ring logy	Sc.	S	s ity	US O
		NCEA Internal Achi	ievement Standards/Unit Standards									
			1	Internal		-			✓	$\checkmark$	✓	✓
		THE ACHIEVEMENT STANDARDS WILL BE		Internal		-			✓	✓	✓	✓
		CONFIRMED AT THE END OF THE YEAR		Internal					~	✓	✓	✓
		NCEA Exter	rnal Achievement Standards									
				External					~	✓	$\checkmark$	✓
				External					~	✓	✓	✓
	Possible Credits Available Up to Cred											



## AEARAB GOS OU R J

EC

## HAUORA - ACTIVE WELLBEING (3HAW) and STUDY SKILLS

COURSE INFORMATION									
Qualification and level:	NCEA Level 3								
Course Prerequisites:	N/A								
Fieldwork:	N/A								
Course Contributions:	N/A								
Course	Hukarere								
Provider/Assessor:									
Teacher in charge of									
subject:									
HOLA in charge of									
subject:									

#### COURSE OUTLINE

Active Wellbeing at Year 13.



This programme consists of one period every 2 weeks. The practical part of the course will involve students participating actively in a variety of activities for their personal well-being, including team-based games, fitness, recreational pursuits, effective study skills and gaining a further understanding of what is essential for lifelong well-being - based on the Te whare tapa whā model.

					CATIONAL PATHWAYS
			Infrast	Manufa & Tech	Prindu Prindu
		STANDARDS	truct	actur	ativ strie vice vice strie
Number	Subject Ref	Title Int/Ext Credits C	ODES	ing ogy	
		NCEA Internal Achievement Standards/Unit Standards			
	Physical Education	Internal			✓ ✓ ✓
		Possible Credits Available Credits			

## TE HAHI MIHINARE – RELIGIOUS STUDIES (3RS) and AOTEAROA NZ HISTORIES

# COURSE INFORMATIONQualification and level:NCEA Level 3Course Prerequisites:N/ACourseHukarereProvider/Assessor/HOLA in charge ofChaplinSubject:



COURSE OUTLINE Religious Studies and Aotearoa histories at Year 13.

This programme consists of one period every 2 weeks. You will gain instruction in te hahi mihinare, the foundations of our Anglican kura AND Aotearoa NZ histories. You will learn

**about:** Te whakapono me te tikanga - Religious systems and cultures, Kōrero pūrākau - Authoritative narratives and texts, Te Whakapono i roto i Aotearoa - Religion in Aotearoa New Zealand Ngākau tapatahi - Religion and ethical issues in the contemporary world and Ngākau tapatahi - Religion and ethical issues in the contemporary world.

STANDARDS						
Number	Subject Ref	Title	Int/Ext	Credits	CODES	
NCEA Internal Achievement Standards/Unit Standards						
	Religious Studies		Internal			
		Possible Credits Available		Credits		

## TE REO MÃORI (3REO)

#### COURSE INFORMATION

Qualification and level: Fieldwork: Course Contributions:	NCEA Level 3 N/A N/A
Course Provider/Assessor:	Hukarere
Teacher in charge of subject:	Tina Mihaere-Rees
HOLA in charge of subject:	Tina Mihaere-Rees



Te Reo is a core subject at level 3



All who learn te Reo Māori define, assert, and help to secure its future as a living, dynamic, and rich language.

By continuing to learn 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, educational, business, and professional settings.

The NCEA Level 3 builds on knowledge gained at level 2, developing student skills in six different language modes—Listening, Reading, Viewing, Speaking, Writing and Presenting. In each of these modes students should be able to meet the following achievement objectives: give and follow instructions, communicate about problems and solutions, communicate about immediate plans, hopes, wishes and intentions as well as communicate in formal situations.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "PIease refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

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						Constr Infrast	Manufa & Tech	Primary Industrie	Service Industrie	Community Services	Creative Industries			
	STANDARDS									nun vice:	ative Istrie			
Number	Subject Ref	Title		Int/Ext	Credits COD	S ure &	ing ogy	25	S	î îtv	S B			
•		NCEA Internal Act	nievement Standards/Unit Standards											
	Te Reo Maori	THE ACHIEVEMENT STANDARDS WILL BE	1	Internal	-			<ul> <li>✓</li> </ul>	✓	✓	<ul> <li>✓</li> </ul>			
	Te Reo Maori			Internal	-			<ul> <li>✓</li> </ul>	✓	✓	✓			
	Te Reo Maori	CONFIRMED AT THE END OF THE YEAR		Internal				<ul> <li>✓</li> </ul>	✓	✓	<ul> <li>✓</li> </ul>			
		NCEA Exte	ernal Achievement Standards											
	Te Reo Maori			External				$\checkmark$	$\checkmark$	✓	✓			
	Te Reo Maori			External				<ul> <li>✓</li> </ul>	$\checkmark$	✓	✓			
			Possible Credits Available	Upt	to Credits									

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## Year 13 will take 4 OPTION SUBJECTS

### SENIOR SOCIAL STUDIES (3SOS)

C	OURSE INFORMATION
Qualification and level:	NCEA Level 3
Course Prerequisites:	Passing a level 2 social science subject / English level 2
Course Contributions:	N/A
Course Provider/Assessor:	Hukarere
Teacher in charge of subject:	Mrs Terere
HOLA in charge of subject:	Mrs Terere

#### **COURSE OUTLINE**

#### Senior Social Studies is an option subject at year 13.

Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao. Māku e kī atu he tangata, he tangata, he tangata!



Social Studies is about people. Who they are, what they do, how they change, and what happens to them. Social Studies looks at people in the context of societies in local, national, and global contexts. Students examine the causes and effects of social issues relating to identity, culture, societal structure and organisation, to investigate how people respond to change. They consider the past, present, and possible futures.

At level 3 you will take part in analysing a social inquiry process. The key to this is social action, where students are given opportunities to participate in society in tangible ways to either support or challenge a current social issue. At the centre of social action is participation, which encompasses a wide scope of action and understanding; personal acts and agency, as well as understanding the individual and collective actions of others. Embodying manaakitanga, whakawhanaungatanga, and engaging in tikanga as the practices and customs stemming from mātauranga Māori is central to taking social action.

#### STANDARDS

VOCATIONAL PATHWAYS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "PIease refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

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	NCEA Internal Achievement Standards/Unit Standards												
	Social Studies	THE ACHIEVEMENT STANDARDS WILL BE		Internal		L			<ul> <li>✓</li> </ul>	$\checkmark$		✓	
	Social Studies	CONFIRMED AT THE END OF THE YEAR		Internal		L			<ul> <li>✓</li> </ul>				
	Social Studies	CONTINUED AT THE END OF THE FLAR		Internal		L			<ul> <li>✓</li> </ul>				
			NCEA External Achievement Standards										
	Social Studies			External		L			<ul> <li>✓</li> </ul>	✓		<ul><li>✓</li></ul>	
			Possible Credits Available	e C	redits								

## VISUAL ARTS (3ART)



#### COURSE INFORMATION

Qualification and level:	NCEA Level 3
Course Prerequisites:	Successful completion of Level 2
	Practical Art course
Fieldwork:	Gallery and Exhibitions
Course Contributions:	N/A
Course	Hukarere
Provider/Assessor:	
Teacher in charge of	Mrs Andersen
subject:	
HOLA in charge of	Mrs Andersen
subject:	

#### COURSE OUTLINE

#### Visual Arts is an option subject at year 13.

The Visual Arts rely on materials to express ideas about ourselves, our values and beliefs. Its function is to reinterpret the world around us through visual language. It is about expression, creativity, and exploration of materials. Through engaging in the visual arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds. The aim of this course is to continue to increase your knowledge and skill gained during ht level 2 program in Painting or Print or Design or Photography. Students will also complete a 3-board folio submission that demonstrates the skills they

have developed in one of the areas e.g., drawing, painting, printmaking, and photograms. Students successfully completing this course should show evidence of perceptual skills, creative imagination and have advanced their personal art techniques and critical faculties. The homework expected in this subject is the equivalent to approximately three hours per week.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? " Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

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		NCEA	Internal Achievement Standards/Unit Standards									
	Visual Arts		1	Internal							✓	
	Visual Arts	THE ACHIEVEMENT STANDARDS WILL BE		Internal							✓	
		CONFIRMED AT THE END OF THE YEAR	NCEA External Achievement Standards									
	Visual Arts			External							✓	
			Possible Credits Available		Credits							



## CRIMINAL AND FORENSIC PSYCHOLOGY (3PSY)



#### COURSE INFORMATION Qualification and level: NCEA Level 3

Course Prerequisites:Successful completion of English level 2Fieldwork:N/ACourse Contributions:N/ACourse Leads to:NCEA Level 3Psychology

Course Provider/Assessor: Teacher in charge of subject: NCEA Level 3Psychology Hukarere Steph Clifton

#### COURSE OUTLINE

#### Psychology is an option subject at year 13.

Hapaitia te ara tika pumau ai te rangatiratanga mo nga uri whakatipu.

Psychology is the study of the human mind, mental processes and resulting behaviour.

During this year you will study a number of modules that will allow you to take a glimpse into the world of criminal and forensic psychological study.

Uncovering an analysis of criminal behaviour in society.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

VOCATIONAL PATHWAYS

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AS	Psychology			Internal			$\checkmark$	<b>&gt;</b>	~	$\checkmark$	✓	<ul> <li>✓</li> </ul>
AS	Psychology	k — — — — — — — — — — — — — — — — — — —		Internal				<b>&gt;</b>	~		✓	<ul> <li>✓</li> </ul>
AS	Psychology	THE ACHIEVEMENT STANDARDS WILL BE		Internal			$\checkmark$	<b>&gt;</b>	~	$\checkmark$	✓	<ul> <li>✓</li> </ul>
		CONFIRMED AT THE END OF THE YEAR	xternal Achievement Standards									
AS	Psychology			External				<b>~</b>				<ul> <li>✓</li> </ul>
			Possible Credits Available	C	redits							

### HEALTH AND PHYSICAL EDUCATION (3HEP)

COURSE INFORMATION

Qualification and level:NCEA Level 3CourseHukarereProvider/Assessor:Teacher in charge ofsubject:HOLA in charge ofsubject:subject:



## THE COURSE WILL BE DESIGNED BY THE NEW HEAD OF THE DEPARTMENT.

You will not be required to complete all of the standards below. The Department Head will design your pathway with you. COURSE OUTLINE - HEALTH

Level to 3 Health Education builds on the knowledge that students have gained in Level 2 Health Education, focusing on health issues relevant to adolescent well-being. Students further develop their ability to think critically about situations that impact the well-being of individuals, relationships, and whole communities. Students will engage in learning related to the topics in mental health and resiliency, gender, and sexuality, promoting health issues in a school sector, analysing NZ health issues, identifying health practices currently used in NZ and ethical issues in relation to well-being.

#### COURSE OUTLINE PHYSICAL EDUCATION

VOCATIONAL PATHWAYS

Acquiring, Developing and Performing Movement Skills
 Contemporary Studies in Physical Education and Sport.

						Manufi & Tecl	Primary Industries	Service Industries	Social & Community Services	Creative Industries
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	Health	Intern	nal	L			$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
	Health	Intern	nal	L			$\checkmark$	✓	✓	✓
	Health	Interi	nal	L					✓	
		NCEA External Achievement Standards	•							
	Health	Exter	nal	L			$\checkmark$	✓	<ul> <li>✓</li> </ul>	✓
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		NCEA Internal Achievement Standards/Unit Standards		-						
	Physical Ed	Inter	nal					$\checkmark$	$\checkmark$	✓
	Physical Ed	Inter	nal	-				✓	<ul> <li>✓</li> </ul>	✓
	Physical Ed	Inter	nal					✓	<ul> <li>✓</li> </ul>	✓
	Physical Ed	Inter	nal				$\checkmark$	$\checkmark$	$\checkmark$	<ul> <li>✓</li> </ul>
	Physical Ed	Inter	nal					$\checkmark$	$\checkmark$	✓
		Possible Credits Available	Credits							

## SCIENCE (3SCI)





#### COURSE INFORMATION

Qualification and level:NCEA Level 3Course Prerequisites:Successful completion of level 2 science

Fieldwork:	Ν
Course Contributions:	Ν
Course	Н
Provider/Assessor:	
Teacher in charge of	Ν
subject/	
HOLA in charge of	Ν
subject:	

N/A N/A Hukarere Mrs Sorenson Mrs Sorenson

#### COURSE OUTLINE

Science – Biology – Chemistry - Physics is an option subject at year 12.

Level 3 science build on the knowledge gained at level 2. Science involves the study of living, chemical, physical, and technological aspects of our environment and making sense of these aspects in novel, logical and creative ways. Science and technology influence our lives in so many ways and our dependence on them necessitate a high level of scientific literacy.

You will focus on one or more scientific disciplines, biology, chemistry and physics – focusing on a pathway with your Kaiako.

Career opportunities in the world of Science are vast, varied, challenging and rewarding.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

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		NCEA Internal Act	hievement Standards/Unit Standards								
AS	Science			Internal		<ul> <li>✓</li> </ul>	$\checkmark$	✓	$\checkmark$	✓	✓
AS	Science	THE ACHIEVEMENT STANDARDS WILL BE		Internal			$\checkmark$	$\checkmark$		✓	✓
AS	Science	CONFIRMED AT THE END OF THE YEAR		Internal			<ul> <li>✓</li> </ul>				✓
AS	Science			Internal		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	✓	✓
		NCEA Exte	ernal Achievement Standards								
AS	Science			External			$\checkmark$				✓

## CLASSICAL STUDIES (3CLA)





#### COURSE INFORMATION

Qualification and level:NCEA Level 3Course Prerequisites:Successful completion of English level 2Fieldwork:N/ACourse Contributions:N/ACourseHukarereProvider/Assessor:Steph Cliftonsubject:Steph Clifton

"Carpe diem! Rejoice while you are alive; enjoy the day; live life to the fullest; make the most of what you have. It is later than you think" *Horace. Ancient Roman Poet 65BC-8BC* 

**COURSE OUTLINE** 

#### Classical Studies is an option subject at year 13.

To understand ourselves, and our place in a bicultural society, we need to know about the societies that have laid the foundations for the world in which we live. Classical studies is the study of the people, places, and events of the classical world and how they influence the modern world.

Classical studies is an interdisciplinary subject: we will engage with literature, languages, art, history, science, technology, religion, and philosophy.

During the year we study everything Roman. We cover topics in all three disciplines, literature, art/architecture and political history and the civilisation that is the Roman Empire.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy or (N) = Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways. VOCATIONAL PATHWAYS

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	STANDARDS		truc & truc	actu thn o	Primary Industrie	Service ndustrie	Social & Communit Services	Creative Industries				
Number	Subject Ref	Title		Int/Ext	Credits (	CODES	tion ture	uring logy	ies ∀	ies	& nity es	les
		NCEA Internal A	chievement Standards/Unit Standards									
AS	Classical Studies			Internal			$\checkmark$	<ul> <li>✓</li> </ul>	<ul> <li>✓</li> </ul>	✓	✓	✓
AS	Classical Studies		-	Internal				$\checkmark$	✓		✓	✓
		THE ACHIEVEMENT STANDARDS WILL BE	ernal Achievement Standards									
AS	Classical Studies	CONFIRMED AT THE END OF THE YEAR		External				$\checkmark$				✓
AS	Classical Studies		4									
AS	Classical Studies											
	Possible Credits Available Credits											

## ENGLISH (3ENG)

#### COURSE INFORMATION

Qualification and level:	NCEA Level 3
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course	Hukarere
Provider/Assessor/	
HOLA in charge of	Mrs Jarden
subject:	



#### COURSE OUTLINE

#### English is an option subject at year 13.



English is a universal subject required for all jobs/occupations and tertiary study. In English at level 3 you will further develop your love of literature by reading a wide range of texts from different cultures and explore the ideas expressed within them. Through film, you will further explore thought provoking content. Throughout the course you will write creatively and informatively as well as developing speaking, listening and research skills.

#### STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA Level 1 Standards that contribute to Literacy and Numeracy are indicated by (L) =Literacy or (N) =Numeracy

#### VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway? "Please refer to the Level 1-3 Information Book for more information regarding Vocational Pathways.

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		STANDARDS				re &	ing & N			~	
Number	Subject Ref	Title		Int/Ext Crea	lits CODES						
		NCEA	Internal Achievement Standards/Unit Standards		•						
	English			Internal	L	✓	$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$	✓
	English		1	Internal	L	<ul> <li>Image: A set of the set of the</li></ul>	<ul> <li>Image: A set of the set of the</li></ul>	<ul> <li>✓</li> </ul>	✓	$\checkmark$	✓
	English	THE ACHIEVEMENT STANDARDS WILL BE		Internal	L	<ul> <li>✓</li> </ul>	$\checkmark$	<ul> <li>✓</li> </ul>	✓	✓	✓
	English	CONFIRMED AT THE END OF THE YEAR		Internal	L	<ul> <li>✓</li> </ul>	✓	<ul> <li>✓</li> </ul>	$\checkmark$		✓
			NCEA External Achievement Standards								
	English			External	L	<b>~</b>	>	<ul> <li>✓</li> </ul>	$\checkmark$	$\checkmark$	<ul><li>✓</li></ul>
	English			External	L	<ul> <li>✓</li> </ul>	$\checkmark$	$\checkmark$	✓	$\checkmark$	<ul><li>✓</li></ul>
	English			External	L	<ul> <li>✓</li> </ul>	$\checkmark$	<ul> <li>✓</li> </ul>	$\checkmark$	$\checkmark$	<ul><li>✓</li></ul>
			Possible Credits Available	Credi	ts						

## CAREER COURSE CHOICE GUIDE

#### Your career

A career is not just a job. It is a lifelong process that includes paid and unpaid work, as well as formal and informal education. It influences and is influenced by other activities such as family life and leisure activities. It is important that you consider all of these areas when making career plans. To make career decisions you also need to understand yourself and the skills you have. Then you need to investigate what opportunities are available to you. The website www.careers.govt.nz is a helpful tool.

Many tertiary courses have much higher entrance requirements than the minimum entry-level and have developed rank scores. These are published in their prospectus. Listed below are the prerequisites required by some tertiary institutions for acceptance into the course shown. It is not intended to be a guide to every course available but may give you some help with your option choices. The institutions do alter their criteria so it is strongly advised that you check the details before making decisions based on this information. The Careers Adviser is available to help you.

If you have a career or university that you would like to go to in mind, be sure to check the subject requirements for your chosen career or tertiary provider.

Making the right subject choice is important.

NEXT STEP = CAREER INTERVIEW WITH WHĀEA ZARA

Career Area	NCEA Level 3
Architecture	A broad-based academic programme including an Language rich subject is recommended.
Biomedical Science	Biology, Chemistry and Physics. Recommended to take Calculus.
Business, Commerce	A broad-based academic programme is recommended. Language rich subjects, Business/Economics, Mathematics and Statistics subjects are useful.
Communication Studies	Language rich subjects plus an enthusiasm for communication activities such as drama, media, debating or film are recommended. Advised to take English at NCEA Level 3.
Computing/IT	A broad-based academic programme is recommended including Mathematics.
Dentistry	Biology, Chemistry, Physics. (Only available at Otago University).
Design	Practical art subjects are an advantage as a portfolio is required.
Engineering	Physics, Mathematics with Calculus and a language-rich subject.
Fine Arts	Two practical Art subjects are an advantage. A portfolio is required.
Health Sciences	Biology, Chemistry and Language rich subjects.
Hospitality	A broad range of subjects is an advantage.
Law	It is useful to have studied essay-based subjects, e.g. English, History.
Medical Lab Science	Biology, Chemistry, and Mathematics and Statistics.
Medicine	Biology, Chemistry, Physics – essential for Otago and U of A 1 <sup>st</sup> Year of Bio-Medical Science. Health Science pathway does not require Physics at U of A.
Music	Auditions are required for specialisation in Performance.
Nursing	An English rich subject and Biology and Chemistry or Applied Health Science.
Occupational Therapy	A broad range of subjects including a science or Mathematics.
Optometry	Biology, Chemistry and Physics.
Performing Arts	Performance skills in the chosen specialisation E.g. Drama, Dance plus an audition.
Pharmacy	Biology Chemistry and Physics if applying for Health Sciences at U of A or Otago University.
Physiotherapy	Biology, Chemistry and Physics for Otago.
Planning	A broad range of academic subjects is an advantage.
Physical Education	A broad range of subjects is an advantage including Physical Education.
Pilot	Calculus, Physics and English are recommended.
Teaching	A broad range of subjects.
Technology	Calculus, Statistics, Physics and Chemistry, Technology are all useful
Travel and Tourism	A broad range of subjects is an advantage.
Veterinary Science	Biology, Chemistry, Physics, Statistics or Calculus and English. Available only at Massey University.