



PUKEKOHE
HIGH SCHOOL

**Course
Information
Seniors
2025**

Contents	Pg
<u>Year 11 Subject Choice information</u> -----	3
<u>Year 12 Subject Choice Information</u> -----	4
<u>Year 13 Subject Choice Information</u> -----	5
<u>Course Selection Process Overview</u> -----	6
<u>Arts Learning Area</u> -----	7 – 75
<u>Arts – Music Learning Area</u> -----	76 – 82
<u>Career Development Services</u> -----	83 – 90
<u>English Learning Area</u> -----	91 – 98
<u>English for Speakers of Other Languages</u> -----	99 – 105
<u>Health And Physical Education Learning Area</u> -----	106 – 130
<u>Languages Learning Area</u> -----	131 – 143
<u>Mathematics Learning Area</u> -----	144 – 154
<u>Science Learning Area</u> -----	155 – 183
<u>Social Science Learning Area</u> -----	184 – 218
<u>Social Science – Business Hub</u> -----	219 – 243
<u>Te Wahanga Whakaako</u> -----	244 – 260
<u>Technology Learning Area</u> -----	260 - 305



SENIOR COURSE SELECTION INFORMATION

YEAR 11 in 2025

At Year 11 you have **SEVEN** choices to make. There are THREE learning areas which are compulsory, and everyone must select an option from, and a range of other options. Support for students Pathway Planning and selecting from these options will be provided to students in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint.

You MUST select **ONE** of the following:

- **English** (pre-selected, you need to apply for exemption to take ESOL or Te Reo Maaori) **OR**
- **ESOL OR**
- **Te Reo Maaori**

And **Mathematics Core OR**

Mathematics with Statistics

And **General Science**

NOTE: FIRST you must select ONE from each of the compulsory areas above on SchoolPoint BEFORE you will be able to select other option courses.

You have **FOUR** remaining choices. You may choose another from the list above, or from any other Learning Area(s). Your SEVENTH choice is used as a reserve/backup in case there is a timetable clash. If you are unable to select a course due to a subject's learning progressions guidelines, you **can request an exemption**. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

Y11 Course Options	
Agriculture & Horticulture Science	Health
Art Painting & Printmaking	History
Building	Japanese
Catering	Mathematics Core
Commerce	Mathematics with Statistics
Computer Applications	Ngaa Toi
Dance	People & Society
Design & Visual Communication	Performance Music
Digital Technologies	Photography Design
Drama	Physical Education
Engineering	PTECH
English	Science General
ESOL class (English for speakers of other languages)	Te Ao Haka
Food & Nutrition	Te Reo Maaori
French	Te Manaaki Taangata Ki Te Maaori
Future pathways	
Geography	
Hard Materials Technology	

Year 12 in 2025

At Year 12 you have **SEVEN** choices to make. There is ONE learning area which is compulsory, and everyone must select an option from, and a range of other options. Support for students Pathway Planning and selecting from these options will be provided to students in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint.

You MUST select **ONE** of the following:

- **English** (pre-selected, you need to apply for exemption to take Te Reo Maaori or ESOL) **OR**
- **ESOL OR**
- **Te Reo Maaori**

You have **SIX** remaining choices. You may choose another from the list above, or from any other Learning Area. Your SEVENTH choice is used as a reserve/backup in case there is a timetable clash. In case of selecting **MIT Trades Academy** your Kaitiaki will have a conversation with you to choose a reserve/backup. If you are unable to select a course due to a subject's learning progressions guidelines, you **can request an exemption**. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

Subject Combination Notes:

Students may only take TWO of the following subjects:

- Outdoor Education
- Physical Education
- Sports Leadership

Y12 Course Options	
Accounting	History
Agriculture Science	Horticulture
Art History	Japanese
Biology	Legal Studies
Building	Mathematics with Algebra
Business studies	Mathematics General
Catering	Mathematics Statistics
Chemistry	Media Studies
Classical Studies	MIT Trades Academy
Computer Applications	Outdoor Education
Design and Visual Communication	Motion Special Effects
Digital technologies	Painting
Drama	Photography
Dance	Printmaking
Design	People & Society
Earth Science	Performance music
Economics	Physical education
Engineering	Physics
English	Psychology
ESOL (English for speakers of other languages)	Science - General
Food & Nutrition	Sport Leadership
French	Te Ao Haka
Future Pathways	Te Manaaki Taangata Ki Te Maaori
Geography	Te Reo Maaori
Hard Materials Technology	Tourism
Health	

Year 13 in 2025

At Year 13 you have **SIX** choices to make. There are NO compulsory learning areas. Support for students Pathway Planning and selecting from these options will be provided to students in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint.

NOTE: SchoolPoint REMEMBER - you need to set your leaving intention (as returning) first BEFORE you will be able to select course.

Beyond Pukekohe High School, in order to proceed to university, you will need to make sure that you choose sufficient subjects to allow you to gain **University Entrance (UE)** – a minimum of 3, most students choose at least 4, from the [approved subjects for University Entrance \(UE\)](#) list.

Your SIXTH choice is used as a reserve/backup in case there is a timetable clash. In case of selecting **MIT Trades Academy** your Kaitiaki will have a conversation with you to choose a reserve/backup. If you are unable to select a course due to a subject's learning progressions guidelines, you **can request an exemption**. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

Subject Combination Notes:

You can choose at most TWO Visual Art subjects, with approval from the Kaihautuu Arts.

You may only take TWO of the following subjects:

- Outdoor Education
- Physical Education
- Sports Leadership

Y13 Course Options	
Accounting	Health
Agriculture & Horticulture Science	History
Art History	Japanese
Biology	Legal Studies
Business Studies	Mathematics – General
Calculus	Media Studies
Catering	Outdoor Education
Chemistry	MIT Trades Academy
Classical Studies	Motion Special Effects
Computer Applications	Painting
Dance	Photography
Design	Printmaking
Design And Visual Communication	People & Society
Digital Technologies	Performance Music
Drama	Physical Education
Economics	Physics
Engineering	Psychology
English	Science - General
English Scholarship	Statistics
ESOL (English for speakers of other languages)	Sport Leadership
Food And Nutrition	Te Ao Haka
French	Te Reo Maaori
Geography	Tourism

Course Selection Process Overview

Support for students' **Pathway Planning** and in their **Course Selection** will be provided in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint and as a part of the Opening Evening/ Subject Information Evening, Wednesday 7 August 2025.

YEAR 9 in 2025	YEAR 10 in 2025	YEAR 11 in 2025	YEAR 12 in 2025	YEAR 13 in 2025
CORE SUBJECTS: <ul style="list-style-type: none"> English (OR ESOL) Maths Science Social Science PE/Health Te Ao Maaori (OR Te Reo Maaori) 	CORE SUBJECTS: <ul style="list-style-type: none"> English OR ESOL OR Te Reo Maaori Maths Science General Social Science PE/ Health 	COMPULSORY SUBJECT CHOICES: <ul style="list-style-type: none"> English OR ESOL OR Te Reo Maaori Mathematics with Statistics General Science 	COMPULSORY SUBJECT CHOICES: <ul style="list-style-type: none"> English OR ESOL OR Te Reo Maaori 	Choose SIX subjects from any Learning Area.
OPTION SUBJECT CHOICES: Choose <ul style="list-style-type: none"> ONE Technology TWO Arts ONE Language ONE other from either Technology OR Art ONE backup 	OPTION SUBJECT CHOICES: Choose <ul style="list-style-type: none"> TWO x whole year courses OR ONE x whole year course + TWO x semester courses OR FOUR x semester courses AND ONE x whole year course OR TWO x semester courses as a backup from the following learning areas: <ul style="list-style-type: none"> Arts Languages Maaori Technology Science Social Studies/Business 	OPTION SUBJECT CHOICES: Choose FOUR other subjects from any Learning Area.	OPTION SUBJECT CHOICES: Choose SIX other subjects from any Learning Area.	
		<div> NOTE: Some selections may be subject to Learning Progression Guidelines OR Subject Combination restrictions. Exemptions can be applied for via SchoolPoint during the Course Selection process. Kaihautuu are responsible for reviewing exemptions. </div>		
		NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3/ UNIVERSITY ENTRANCE
	Year 9 (2024) Student Course Selection CLOSES: Friday 20 September 2024	Year 10 – 12 (2024) Student Course Selection CLOSES: Friday 30 August 2024		

Arts



At Pukekohe High School our students have the opportunity to be involved in learning and expressing themselves through ***Dance, Drama, and Music and the Visual Arts.***

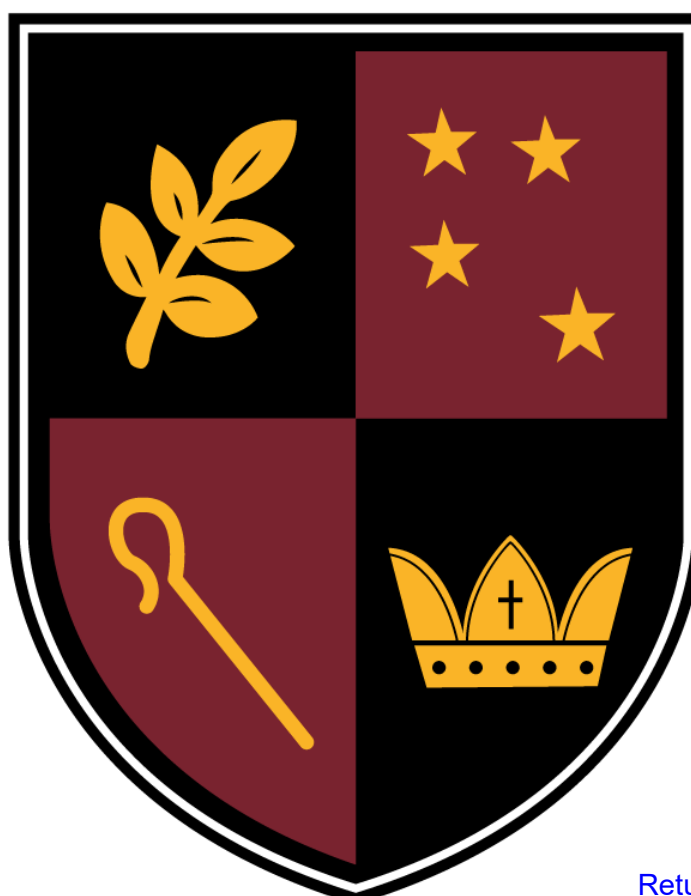
Students have the opportunity to enrol in a short taster course in each of these four disciplines in Year 9. For many students this will be the first time they have the opportunity to learn in a specialist environment with a specialist teacher. Many students discover they have ability, potential, or a particular enjoyment of one or more of these Arts. Students can select any one of these subjects in Year 10 as an option. Year 10 courses provide an important foundation of skills and learning in a broad range of processes and activities. From Year 11 onwards, the Arts courses start to become increasingly more specialised, and students will explore ideas and create works with more and more confidence and skill. Within each, ākonga (students) develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum.

Through Arts practices and the use of traditional and new technologies, students generate and refine ideas through cycles of action and reflection. Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts ākonga learn to work independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. By actively participating and learning in the Arts students learn to take risks, grow thinking skills and use imagination to engage with unexpected outcomes and to explore multiple solutions.

By participating in the Arts, the personal well-being of ākonga is enhanced. Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - students go on to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

Learning in the Arts can lead on to many related job opportunities and careers in creative fields. However the value of learning in the Arts goes well beyond this. Students grow themselves and their competencies in all sorts of important and life-giving ways as they participate actively in learning, such as thinking skills, self-management, commitment, the ability to collaborate, connect with and respond to others, to imagine, take risks, investigate, problem-solve, research, observe, listen, reflect and create.

Einstein said, "Imagination is more important than knowledge."



NCEA Level 1 Art

1AART



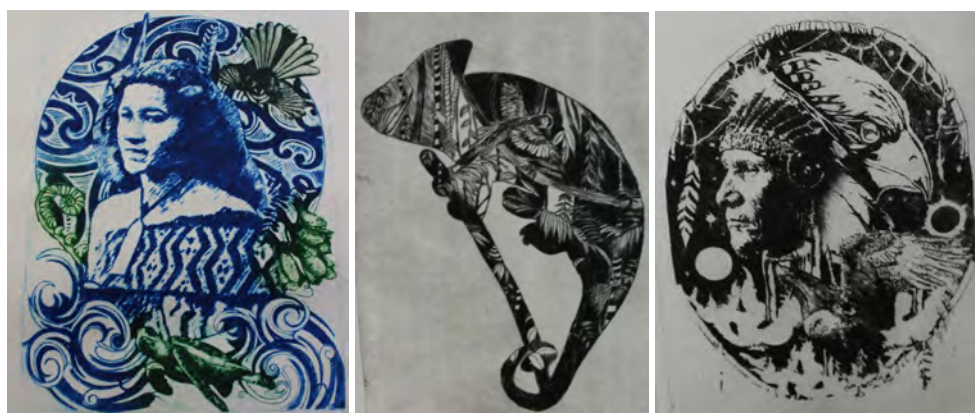
Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

It is preferable, but not essential, for students to have studied Year 10 Visual Art. Students who studied Art in Year 10 should have gained grades of level 5B or above. This is an active course. Students should have a genuine interest in developing their skills and learning by participating.

Course Description

This course will extend students' art-making skills and the way in which they see and respond to the world. Students will have the opportunity to personalise the theme to their interests, and to explore and express their own culture and the culture of others. Students will explore the ideas, experiences and visual aspects of people, place and objects within the theme.



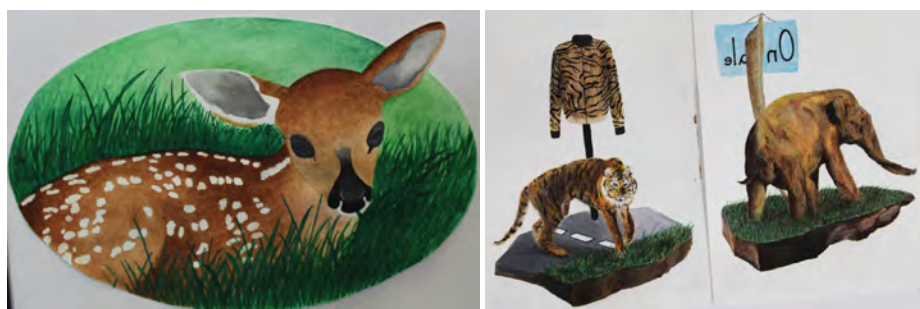
Art works above are dry point etching prints by Year 11 Art students.

What do I learn in this course?

Year 11 Art is a practical course. In this course you will develop and extend your skills using a wide range of drawing, painting and printmaking media. You will make art works that advance your skills using a variety of drawing materials, mixed media, water colour and acrylic paints, dry point etching, lino and screen printing, and possibly 3D work. You learn and achieve by participating, so it's important to be an active learner.

Learning in this course will result in students producing two main outcomes:

1. An artist's workbook of drawings, media studies, and visual research and thinking.
2. A portfolio of finished art works exploring your theme.



Art works above are acrylic paintings by Year 11 Art students.

By the end of Term 1 each student will have been guided to select a personal theme. They will learn how to research, develop and extend ideas in creative ways in their art workbooks, and by making finished art works for their portfolio. We will look at the works of a wide range of artists from the past and the present as inspiration to extend students' own ideas and skills. Students will explore ideas, experiment with media, make finished art works. You learn to use imagination, observation, research and practical investigation to develop your ideas with increasing depth. Aakonga will have the opportunity to showcase their work, to participate in exhibitions, competitions and trips to galleries or other learning sites. By the end of this course, they will have a stronger understanding of what their personal creative strengths are. They will know whether they would like to specialise in Painting, Printmaking, or both in Year 12.



Images above: This installation box features lino and etching prints by Year 11 Art students, and was exhibited at the Maritime Museum Gallery in Auckland. Read more here: <https://www.aucklandlive.co.nz/show/i-am-island-and-sea> & here: <https://www.pukekohehigh.school.nz/3rd-july-generations-day-celebrating-100-years-of-rugby-at-phs/>



Art works above feature acrylic painting and paper cut by Year 11 Art students.

How can Art help me in the future?

People with creative abilities and minds are highly sought after and valued in all sorts of careers. There are now many career paths for people with skills in practical and digital arts. Even if you intend to pursue a future pathway unrelated to the Arts, courses in the visual arts are valuable ways of extending your thinking abilities. We teach in a way that encourages ākonga to examine and respond to the world. Brain research confirms that an Arts education strengthens students' problem-solving and critical thinking skills, adding to overall academic achievement, school success, and preparation for the workforce. You will develop all sorts of personal and creative capabilities that will be relevant to any future pathway of your choice and enjoy the positive and supportive learning environment we provide.

Course Overview

Term 1

Developing work in your art workbook. The finished workbook contains approximately 9 A3 pages will form one of your externally assessment, showcasing the development of your theme, techniques, ideas and experiments. There is a strong focus on developing options and refining ideas.

Drawing media & processes: developing skills using a wide range of media and techniques; extending observational drawing skills; apply these skills to make a sequence of finished drawings expressing ideas on the theme selected.

Selecting and resourcing a personal theme and investigation: extended brainstorming; research; find and make visual resources from which to draw and make art works, including taking your own photos.

Field trip to a location linked to the course theme. Take photos, make drawings, generate ideas & resources.

Developing media skills using a wide range of wet and dry materials.

Term 2

Continue to develop your art workbook pages.

Develop skills in dry point etching and lino printing techniques. Apply skills to make an edition of finished etchings.

Extend your ideas again, and develop ideas for next works; lino cut, wood cut or a paper cut. Make finished works using these skills.

Develop skills in watercolour / acrylic painting and apply to a finished work.

Make artist model studies in your journal.

Complete at least two finished works for your portfolio board.

Opportunities to enter work into competitions, and to exhibit.

Term 3**Complete final pages for your art workbook and submit for external assessment.**

Complete 2-3 more finished works for your folio board submission.

Look at the works of artists to support your learning and the development of your own work and skills.

Refine and deepen your skills and ideas in media of your choice.

Term 4**Develop a finished art work in response to a range of choices, for internal assessment.**

This could be an individual work, or could be completed in collaboration with others.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Pathway

[NCEA Level 2 Design](#), [NCEA Level 2 Motion Special Effects](#), [NCEA Level 2 Painting](#), [NCEA Level 2 Photography](#), [NCEA Level 2 Printmaking](#)

Students must elect to take either Level 1 Art or Level 1 Photo-Design. Photo-Design is the ideal foundation for Level 2 Design. Level 1 Art is the ideal foundation for Level 2 Art Painting and Printmaking. Both courses pathway through to Level 2 Photography and Motion Special Effects.

There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal, drawing pencils, eraser and paints and brushes. Materials can be supplied. Full details of how to purchase from National Art Supplies will be provided at the start of the year.

Assessment Information

Portfolio-based assessment. Evidence will be gathered from students' art journals, developmental work, individual art works, research, planning and note-taking.

- One external standard takes the form of an eight-page A3 workbook submission of drawings, media studies, painting and printmaking studies, and notes about ideas.

- The second external standard takes the form of an A1 sized folio board of finished art works. The folio is assessed based on the student's skills, and the student's ability to develop and extend ideas for their theme.

- The internal standard takes the form of a finished art work (for example a detailed painting or print) that reflects about 30 hours of work, including planning & research time. Students will have the option of developing this as an individual work, or could collaborate with others.

Students need to be actively involved in developing skills and making works every lesson to complete learning and assessment tasks. To excel in this course, students should expect to allocate approximately 2 hours of homework to completing work each week.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91913 v3 Visual Arts 1.2 - Produce resolved artwork appropriate to established art making conventions	1	I	5			
A.S. 91914 v4 Visual Arts 1.3 - Explore Visual Arts processes and conventions to inform own art making	1	E	5			
A.S. 91915 v3 Visual Arts 1.4 - Create a sustained body of related artworks in response to an art making proposition	1	E	5			
Total Credits			15	0	0	0

Total Credits Available: 15 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 5 credits.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 1 Dance

1ADAN



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

You should be open, willing to work with people and ready to have constructive conversations about Dance and your learning. Experience as a dancer is not required, however students **must** be willing to participate in all learning activities, try new things, and want to dance.

Course Description

LEVEL 1 DANCE

Dance provides excellent opportunities for success and is suited to ākonga of all abilities. Dance is suitable for both male and female students of all backgrounds and prior experience.

This course is ideal for students who wish to develop skills and express ideas through dance. Ākonga will work with their peers to create, communicate and interpret movement in various ways, turning ideas into dance. Any movement and dance skills students already have, linked to their own cultural experience, or developed in dance classes out of school are valued. Experience as a dancer is not required, however students must be willing to participate in all learning activities and try new things.

Level 1 Dance students will develop skills in a range of dance styles and genres, and learn to use the elements of dance to create original and meaningful choreography. You will grow your knowledge through dancing every lesson, and develop deeper learning about the histories and purpose of dance. You'll learn how to write about your thinking and learning behind your dance. You'll also perform all your assessment dances in the PHS Dance Showcase. We will attend out-of-school dance workshops and watch a live performance.

Watch of this short video of a [dance class](#) in action!

Level 1 Dance students have shared some of their highlights from the course below:

"Fun!"

"Team work and group work"

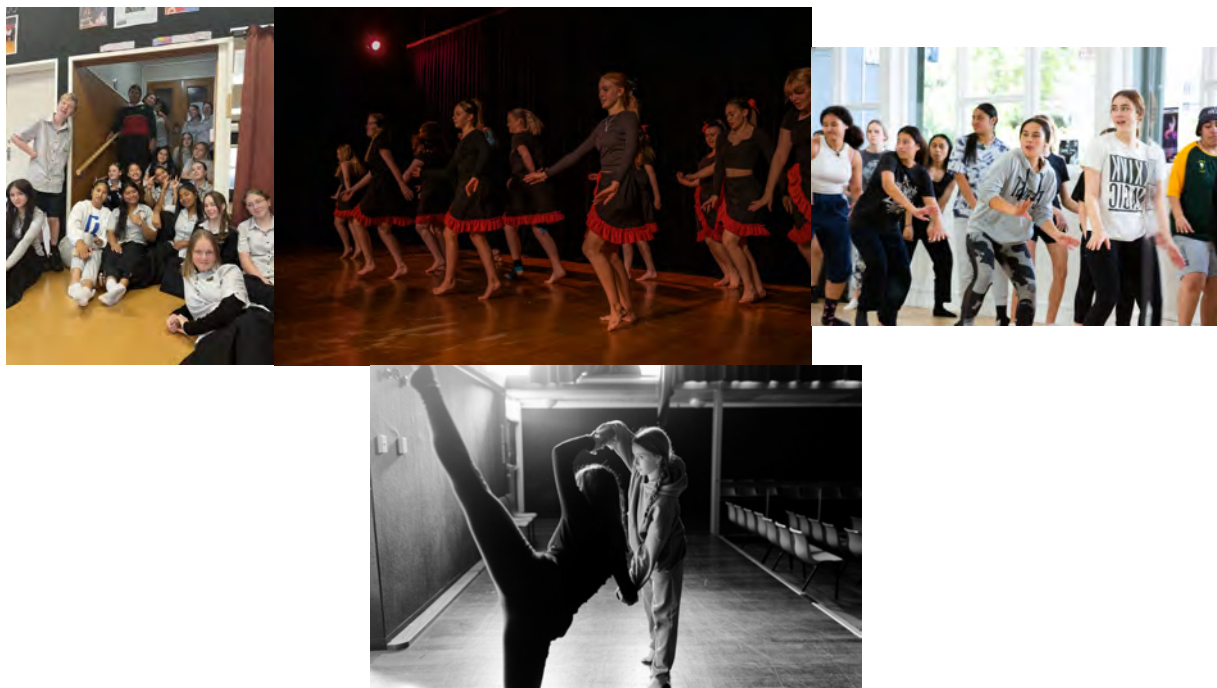
"Creating teamwork skills, motivating topics"

"We are all comfortable with each other and try our hardest"

"Creating bonds with people"

"It's a great time of learning new aspects of dance."

"We get to understand that dance is not just about genres, but about feelings, and dancing moves."



Images: Level 1 Dance class 2023, Level 1 and 3 Dance students performing salsa assessment 2022, Level 1 Dance students at a creative workshop with University of Auckland students 2021, PHS Dance students performing in the Dance Showcase 2022

Course Overview

Term 1

We begin with a focus on whakawhanaungatanga - building relationships and forming a safe, creative space for learning.

A.S. 91937 v2 Dance 1.2 - Perform dance sequences

Term 2

A.S. 91936 v2 Dance 1.1 - Compose a dance sequence in response to a given brief

Term 3

A.S. 91939 v2 Dance 1.4 - Demonstrate understanding of the application of the elements of dance in a performance
Term 3 will also focus on the preparation of performance pieces for Showcase at the end of the term.

Term 4

Finishing off any outstanding assessments, option for possible L2 standard as extension

Learning Areas:

[Arts](#), [Arts - Dance](#)

Pathway

[NCEA Level 2 Dance](#)

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course aligns closely with many tertiary pathways including those that are specifically dance-related. Study of dance provides many transferable skills and is also great for developing confidence and relational skills.

Assessment Information

Assessments are largely practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance).

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90002 v6 Dance 1.2 - Perform dance sequences	1	I	6				
A.S. 90858 v3 Dance 1.1 - Compose dance sequences for given briefs	1	I	6				
A.S. 90859 v3 Dance 1.3 - Demonstrate ensemble skills in a dance	1	I	4				
A.S. 90861 v3 Dance 1.5 - Demonstrate understanding of a dance performance	1	E	4				
Total Credits			20	0	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 1 Drama

1ADRA



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

This course is open to any students who have a genuine interest in Drama, and who will commit to actively participating in performance work every lesson in class. Students do not need to have previous experience in Drama, but must commit to participating with all students in the class (not just your friends), to participating in all learning tasks, and to regular attendance. Year 10 Drama or Dance are ideal foundations for this course, as well as any experience you have in Drama or Dance outside of school.

Course Description



There are many ways in which Drama education leads to your success:

Social Awareness - Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures – past and present – all over the world.

Self-Confidence - Taking risks in class and performing for an audience teaches students to trust their ideas and abilities. The confidence gained in drama applies to school, university, careers, and life in general.

Imagination - Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. Einstein said: 'Imagination is more important than knowledge'.

Empathy - Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feelings and viewpoints.

Cooperation & Collaboration - drama combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.

Communication Skills - Drama enhances verbal and nonverbal expression of ideas. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing.

Concentration - Playing, practicing, and performing develop sustained focus, body, and voice, which also helps in other subjects and courses, and, again, life in general.

Problem solving - Students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.

Fun - Drama brings play, humour, and laughter to learning; this improves motivation and reduces stress. **Emotional Outlet** - Pretend play and drama games allow students to express a range of emotions. Many drama activities reduce stress by releasing mental, physical, and emotional tension.

Self-discipline - The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.

Course Description

This is a practical course that explores four key areas of Drama:

- * developing skills in using the elements, techniques, conventions, and technologies of Drama;
- * developing ideas through innovation, imagination, and personal experience.
- * learning how to co-operate and collaborate with others to generate ideas and turn them into action.

* learning how to communicate and interpret ideas.

We learn these things in Drama in a variety of ways: through playing drama games, participating in workshops, learning how to devise our own drama, and through studying and performing scripted plays. We discuss and write about our own and others' work and prepare for a Drama exam.

What will I learn and How will I learn?

This Level 1 Drama course builds important foundation skills in Drama. Students must be willing to actively participate in all activities. You will work in groups, learning to co-operate and collaborate. You will develop knowledge and awareness of dramatic techniques, elements and conventions, and how to use these to create performance work. You will develop acting and theatre skills, learn how to devise drama and how to interpret a script. You will learn how to perform in front of others using different theatre forms, elements and conventions. You will learn about drama technologies and how to use these as important elements in performance works.



Course Overview

Term 1

Explore the function of theatre Aotearoa.

In this unit of work students will develop important drama skills using voice, body, movement and space. They will then apply these techniques in performance of an excerpt from a scripted play.

Term 2

Participate in creative strategies to create a drama.

In this unit of work students will learn about the conventions of drama. Conventions are techniques used in creating a drama that enable a story or ideas to unfold. Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups.

Term 3

Perform a scripted role for an audience using drama techniques.

Students will use voice, body, movement and space to create character in performance of a class play.

Learning Areas:

[Arts](#), [Arts - Drama](#)

Pathway

[NCEA Level 2 Drama](#)

Studying Drama at school develops a wide range of highly valuable communication, relationship skills, creative thinking skills and confidence - dispositions which are important in any future pathway. Study of Drama also connects directly to tertiary courses and careers in performing arts, the media industries, events and hospitality, sales, and human resources.

Assessment Information

Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance work in small groups. Performance skills and knowledge of Drama will be assessed.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 1 Photo Design

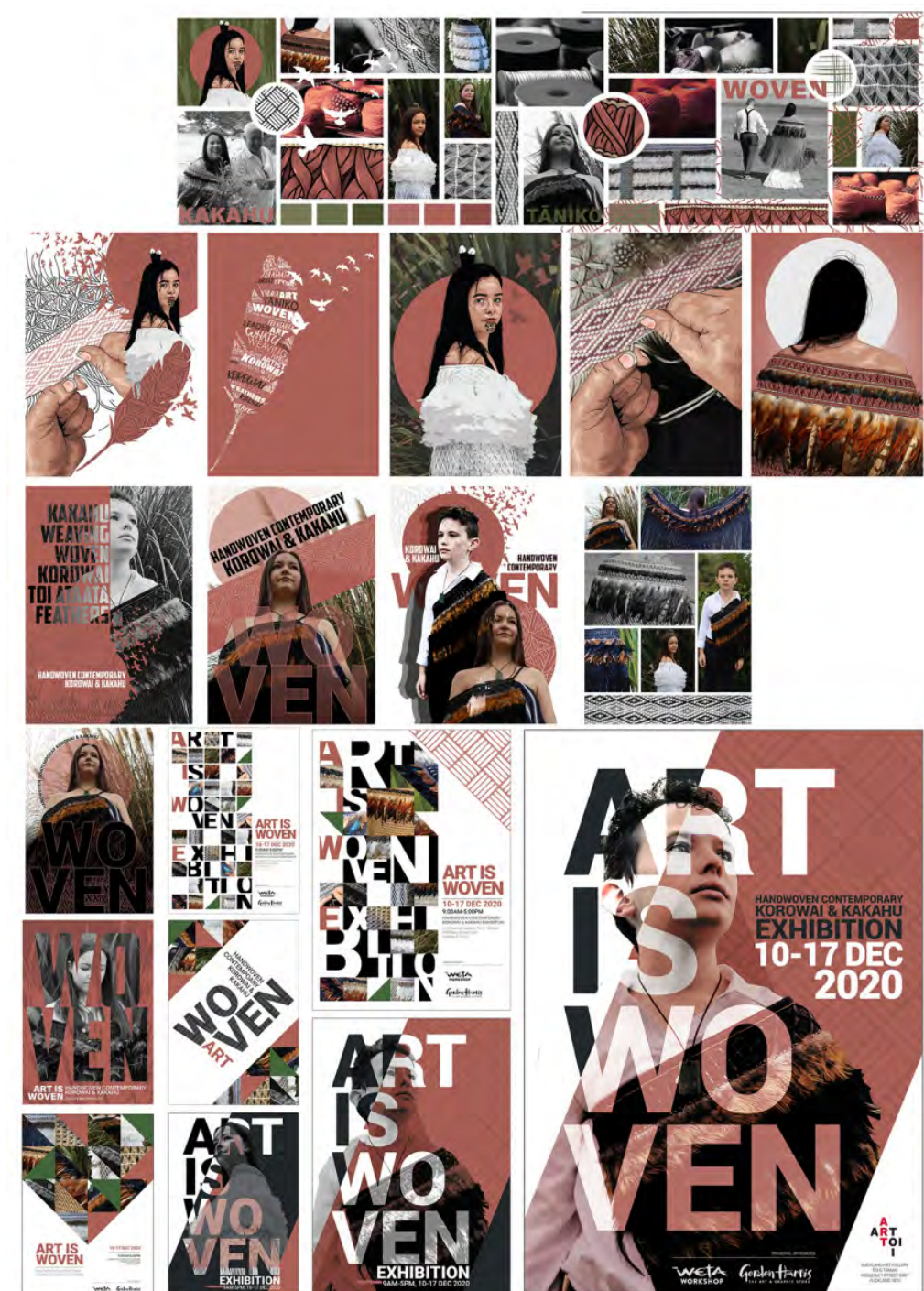
1APHD



Head of Faculty - Kaihautuu: [Lisa Purda](#)

Recommended Prior Learning

It is preferable for students to have studied Year 9 and 10 Art but is not compulsory. Students may choose this option if they have a passion or interest in developing creative skills in digital art making best practice.



Course Description



The skills learned in Level 1 Photo Design will prepare students for the next steps in their Visual Art learning journey. Students will establish and generate unique and original creative concepts which prepare them for Level 2 Visual Art courses and beyond. Students will develop their ability to be independent and conceptual thinkers in preparation for their future in an ever changing world. They will become aware of visual literacy and art theory including use of colour, art movements and symbolism.

Students will gain experience in creating strong visual communication skills that can be used in commercial, educational and/or political contexts. Students will work on a solo or collaborative design project throughout the year on a topic or area of interest of their choice. Students will develop a wide range of digital art making capabilities and can choose to work within the following areas to develop their specialist interests: Graphic Design, Digital Illustration, Character Design, Motion Graphics, Photography and or Cinematography. The main software we use is the Adobe Creative Suite. However, for more specialist digital creative processes such as illustration and or 3D character design other software such as Blender and Procreate can be used.

Students will take part in practical workshops which focus on the development of digital imagery for their chosen project. Students will learn about typographic design through the fonts they select and use to enhance the pictorial representation of their theme or topic. Students will learn to manage their time, set achievement goals and work towards deadlines to achieve success. They will need to commit to regular homework in order to excel in this course. Being creative is not something we turn on and off, it's a part of who we are and how we perceive, process and interact with the world around us.

The Level 1 Photo-Design course is recommended for students interested in developing their digital creative practice skills and knowledge. It is an excellent foundation for Level 2 Art Design, Photography and Motion Special Effects (MFX) courses, with the potential to lead to further opportunities and careers in Animation, Gaming, Moving Image, Special Effects, Film, Design and Photography. Some student work below from 2024.



**STOP
POLLUTION
IN OUR SEAS.
START
TODAY OR BE SORRY
TOMORROW.**



What career pathways can this course lead to?

Communications, Public Engagement, Advertising Agency, Architecture, News, Entertainment Film and Documentary Media, Commercial Photography, Fashion Photography, Architectural Photography, Real Estate, Self Employment, Social Media Management, Screen Printing, Sign Making, Magazine and Book Publishing, Commercial Printing, Game Design, Film Making & Screen Arts, Animation, Medical Education and Research Image Making, Police and Forensic Photography, Portrait Photography, Wedding Photography, Brand Management, Merchandise Management, Business Studies - Marketing & Sales, Market Research, UX (User Experience) Design, UI (User Interface) Design, Art Director, Museum Curator, Art Gallery Curator, Multi-media artist, Spatial Designer, Aerial Mapping, Motion Graphics, Web Design, Packaging Design, Industrial Design, Concept Designer, Interior Design and more!

The creative industry contributes a large proportion of revenue to the global economy. According to the British Department for Culture, Media & Sport the creative industry is the largest growing industry in the country! Here is what the UK government has to say:



Course Overview

Term 1

Introduction To Careers In The Creative Industry

Project Selection, Project Management and Conceptual Development & Skill Development.

Students will:

Choose their own context to sustain a year long deep dive into creating a visual communication project that involves the

development of several pictorial elements, the use of typography, still and moving image to promote a cause, event, subject, theme or political message of their choosing.
Unpack the project components to gain understanding of HOW and WHY we use digital creative media to communicate messages, emotions and information to the public. They will discover the power of DESIGN!
Learn a range of digital art making skills, techniques and processes for experimentation of visual ideas.
Plan to manage their time and project to ensure success throughout the year.
Develop concepts to effectively communicate their message and or information.
Purposefully use of a range of digital image making skills and techniques to begin their project.

Term 2**Creating Digital Creative Content For Their Project**

Students will:

Explore and experiment with a range of digital art making processes, technologies and media.
Select, edit and develop visual ideas to communicate their ideas.
Critique, reflect and refine their work to make improvements through gaining feedback from their teacher and their peers.
Create a series of working images to communicate their ideas to explore techniques and consolidate learning to present in their workbook and showcase their learning journey.
Select final pieces that capture their vision for their project to be showcased on their folio.

Term 3

Students will:

Develop a range of digital imagery and experiment with moving image sequencing through motion graphics, animation or film based media to communicate their project theme or message.
Create a short moving image promotional segment for their project.

Collate A Project Workbook that clearly displays their exploration of media, skills and digital art making techniques.

Develop final works using the successful techniques, compositions and concepts from their years learning to showcase the very best of their ability to communicate their chosen theme or message in a digital folio submission for external assessment.

Term 4

Final Submission.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Pathway

[NCEA Level 2 Design](#), [NCEA Level 2 Motion Special Effects](#), [NCEA Level 2 Painting](#), [NCEA Level 2 Photography](#), [NCEA Level 2 Printmaking](#)

Students MUST choose between either Level 1 Art OR Level 1 Photo-Design. L1 Photo-Design is the ideal foundation for Level 2 Design, Level 2 Motion Special Effects and or Level 2 Photography. Level 1 Art is the ideal foundation for Level 2 Painting and or Level 2 Printmaking. Both courses pathway through to Level 2 Visual Art Specialist Subjects.

Are you more passionate about practical hands on art making or digital creative arts? You should choose the one you feel most inspired to learn about. There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after in the work place.

Contributions and Equipment/Stationery

It is preferable if students have their own device, capable of running the Adobe Creative Suite Software. Desk-top computers are available for use in school in class and during break times. Students should expect to commit to doing regular homework of approximately two hours per week outside of class time.

Assessment Information

This is a course comprised of one internal and two external assessments. One external is a workbook submission comprised of work developed throughout the year. This will demonstrate how each student has developed skills and ideas throughout the year. The other external assessment is a digital folio submission showcasing of each student's best

finished works. The internal assessment gives students the opportunity to explore moving image making in a chosen media eg. film, motion graphics, 2D or 3D animation. Students need to be actively involved in developing skills and making works every lesson to complete learning and assessment tasks.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91913 v3 Visual Arts 1.2 - Produce resolved artwork appropriate to established art making conventions	1	I	5				
A.S. 91914 v4 Visual Arts 1.3 - Explore Visual Arts processes and conventions to inform own art making	1	E	5				
A.S. 91915 v3 Visual Arts 1.4 - Create a sustained body of related artworks in response to an art making proposition	1	E	5				
Total Credits			15	0	0	0	

Total Credits Available: 15 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 5 credits.

NCEA Level 2 Dance

2ADAN



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Dance is suitable for male and female students of all backgrounds and prior experience. Experience as a dancer is NOT required, but you **must** be willing to participate in **all** learning activities, collaborate, and try new things. Level 1 Dance is an ideal foundation for this course.

Course Description

LEVEL 2 DANCE

Dance provides excellent opportunities for ākonga of all abilities to experience success. Dance is suitable for male and female students of all backgrounds and prior experience.

In this course you will explore a range of dance genres and you will choreograph dances that express ideas relevant to you. Ākonga will learn to work with their peers to create, communicate and interpret movement in various ways, turning ideas into visual experiences. You are encouraged to draw on your own culture, skills and any prior dance and movement experience you have. Experience as a dancer is not required, however all students **must** be willing to participate in all learning activities, collaborate, and try new things. We will attend out-of-school dance workshops and watch a live performance. Throughout the year, there will be performances as well as leadership opportunities within the dance department.

Students will work individually and in groups to create dance works that draw on personal experience, and that explore concepts and events affecting society. In Dance, we strive to create an environment where all students are comfortable, welcome, and valued so that you feel supported and encouraged in your mahi.

Watch this short [video](#) of a dance class in action!

NCEA Level 2 Dance is about refining your interests and stepping outside of your comfort zone. You must be motivated, ready work as part of a team, and be open to opportunities.

Some highlights from our Level 2 Dance students include:

"Getting to experiment and learn new styles that you may have not done before."

"The members of the dance class"

"Dance is safe, positive, good vibes and we learn a lot"

"Making our own dances"





Images: L2 student Brianna Roach performing her choreography in showcase 2022, L2 Dance students performing an assessment dance in Showcase 2022, Showcase 2023, L2 and L3 Dance Students at University of Auckland Dance Studies workshop 2022

Course Overview

Term 1

The term begins with a focus on whakawhanaungatanga - building relationships and forming a safe, creative space for learning.

AS91209 (6cr): students will learn and perform a repertoire of three short dance sequences. The genres of these sequences varies depending on the range of student experience in the class.

Term 2

AS91205 (4cr): In groups, students will choreograph a dance that communicates a chosen intention.

AS91207 (4cr) : Students will learn and perform a cultural dance as part of a large group.

Term 3

AS91211 (4cr, Literacy): Students will learn how to analyse, discuss and write about dance. We will view and interpret a live dance performance in preparation for the external standard.

Rehearsal of a repertoire of dances for our Dance Showcase at the end of the term 3.

Term 4

Term 4 is dedicated to revisiting material and techniques for the external exams.

Learning Areas:

[Arts](#), [Arts - Dance](#)

Pathway

[NCEA Level 3 Dance](#)

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related. This course will be beneficial for any student considering dance or dance education at tertiary level.

Assessment Information

Assessments are mostly practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance). The external assessment is a written exam that will ask you to write about dance performances you have seen, their ideas expressed, and the elements and conventions of dance that were used.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91205 v2 Dance 2.1 - Choreograph a group dance to communicate an intention	2	I	4			
A.S. 91207 v2 Dance 2.3 - Perform an ethnic or social dance to communicate understanding of the style	2	I	4			
A.S. 91209 v3 Dance 2.5 - Perform a repertoire of dance	2	I	6			
A.S. 91211 v2 Dance 2.7 - Provide an interpretation of a dance performance with supporting evidence	2	E	4			
Total Credits			18	0	0	0

Total Credits Available: 18 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 2 Design

2ADES



Head of Faculty - Kaihautuu: [Lisa Purda](#)

Recommended Prior Learning

It is preferable for students to have taken Level 1 Photo Design but learning in other art courses, or having skill in using adobe creative software will be considered as an adequate foundation. Students should have an interest in creativity, learning new techniques, working with digital technologies and trying new things. This course is an ideal and complementary subject to study alongside study in the Level 2 DVC course, or other Level 2 visual arts courses (Photography, Painting or Printmaking).

Course Description

Welcome to the wonderful world of DESIGN!

Here in Level 2 Design we use the Design Thinking model as a basis for everything we do.

Design Thinking



Emphasize



Define



Ideate



Prototype



Test

What will I be learning in this course?

This course is about developing your knowledge of design and extending your skills in a range of digital art making media. You will learn how to create conceptual and authentic real-world design outcomes for potential or real clients. You will learn how to use a range of industry standard digital creative software including Adobe Creative Suite. Illustrators may prefer to use Procreate for image creation. We will also explore moving image for the purpose of promotion of your product/event/cause. This will be done through Adobe Premier Pro and After Effects.

Good design communicates a theme/message/emotion/information clearly with style and visual impact to capture the hearts and minds of its viewers. It can call people to action, grab their attention or entertain them.

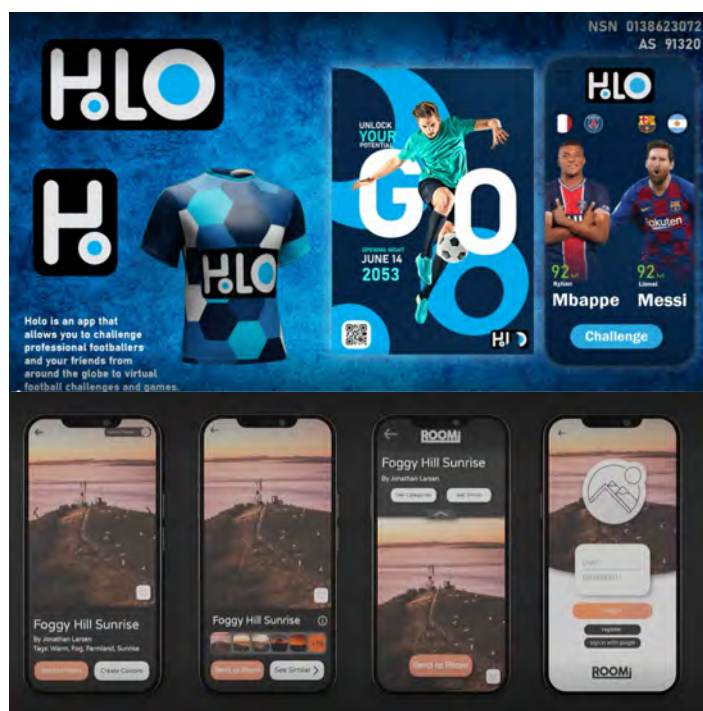
What will your design purpose be? Who will you be designing for? What will you be communicating? What function will your design need to perform? Where and how will it be viewed and interacted with? What imagery will best suit this project? These are all questions that a good designer will take into consideration when coming up with their design concept.

What context (theme or topic) will you be working on in this course?

The focus for Level 2 Design in 2025 will be COLOUR MY WORLD! We will explore how colour impacts our mood, communicates meaning and can represent a theme or topic in its own very unique way.

In this course you will create a brand identity for a client, cause or event that is of personal interest to you. (*This can be real or imagined*) You will champion a cause, promote a business product or raise awareness of an event or charity. You will create a logo, digital image content either photographic or illustrated, add in some hand made elements if it is relevant, and use typography design to bring it all together. You will create a portfolio of work that will cover several smaller design projects in response to your overall brief. We will create some moving image promotional reels as part of our marketing and branding project.

You will develop a bespoke colour pallet to suit your chosen client, cause or event and you will investigate how colour can enhance and compliment your design ideas. You will learn how to generate and develop a succinct body of work that successfully promotes, communicates and engages your target audience.



You will learn a wide range of graphic compositional and style based techniques. You will learn and develop an in-depth knowledge of visual communication and art theory such as colour theory, art movements and styles, symbolism, political and art history movements that will inform your creative work and bring a deeper sense of meaning to your work.

Design is used in our everyday lives from the website design you scroll through to your album and music icon cover art on Spotify, through to your opening title sequences on your shows and movies, magazine designs, advertising billboards, product packaging, posters you see by the bus stop and on busses!, your favourite brands and screensavers on your device.... the world around us is emersed in design!

What career pathways can this lead to?

Graphic Designer, Communications, Public Engagement, Advertising Agency, Architecture, News, Entertainment Film and Documentary Media, Commercial Photography, Real Estate, Self Employment, Social Media Management, Screen Printing, Sign Making, Magazine and Book Publishing, Commercial Printing, Game Design, Professional Illustrator, Medical Education and Research Image Making and Graphic Design, Brand Management, Merchandise Management, Business Studies - Marketing, Market Research & Sales, UX (User Experience) Design, UI (User Interface) Design, Art Director, Museum Curator, Art Gallery Curator, Multi-Media Artist, Spatial Designer, Motion Graphics, Web Design, Packaging Design, Industrial Design, Concept Designer, Interior Design and more!

The creative industry contributes a large proportion of revenue to the global economy. According to the British Department for Culture, Media & Sport the creative industry is the largest growing industry in the country! Here is what the UK government has to say:



Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Pathway

[NCEA Level 3 Design](#), [NCEA Level 3 Motion Special Effects](#), [NCEA Level 3 Painting](#), [NCEA Level 3 Photography](#), [NCEA Level 3 Printmaking](#)

It is highly recommended that you have learned and achieved in the Year 11 Photo-Design as a foundation for this course, or have basic ability in using Adobe Creative Suite software. This course will develop advanced skills and knowledge in Graphic Design. Students will learn using industry standard software. Level 2 Design is an ideal foundation for students interested continuing on through into Level 3 Design and on into tertiary and industry pathways within the wider design sector. Graphic design involves working with a range of digital media including digital image making, type, spatial, product, advertising and media, website, billboard, printed media, packaging and merch design to name but a few. It's an exciting space to work in. If you are wanting to take moving image (3D, 2D animation, film and motion graphics) then you should select L2 Motion Special Effects (MFX) as both of these course use the same standards so you can not double dip. Please be aware of this when making your selection.

Contributions and Equipment/Stationery

It is an advantage and preferable for students to have their own device with capacity to run the Adobe Creative Suite needed to complete the course. Desk top computers are available for student use in- and out-of-class time at school.

Assessment Information

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. A two-minute interactive digital submission is the final outcome and comprises the external portfolio assessment.

Students should not take this course if they are planning on taking 2MFX as many of the standards cross over. Other optional standards can be made available if needed including - A.S. 91312 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography and A.S. 91343 v4 Design and Visual Communication 2.36 - Use visual communication techniques to compose a presentation of a design.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91305 v2 Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to design	2	I	4			
A.S. 91310 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design	2	I	4			
A.S. 91315 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established design practice	2	I	4			
A.S. 91320 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within design	2	E	12			
A.S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	2	I	4			
Total Credits			28	0	0	0

Total Credits Available: 28 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 2 Drama

2ADRA



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

It is advised that students have previously taken NCEA level 1 Drama. Students that are prepared to participate positively and actively every lesson, collaborating with all other students in the class, are welcomed to take Level 2 Drama.

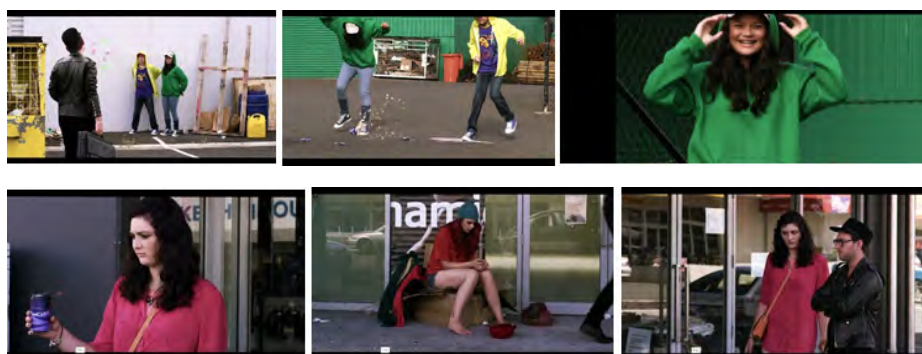
Course Description



Year 12 Drama will advance the knowledge and skills introduced in Year 11 Drama, enabling you to explore and express more ideas in more complex ways. In Year 12 you will learn about new theatre forms, genres, and fresh scripted works.

Year 12 Drama is a practical participation course that explores these four areas:

- * developing your understanding and use of the elements, techniques, conventions and technologies of Drama;
- * developing ideas through innovation, imagination and the use of personal experiences.
- * learning to co-operate and collaborate with others to execute these ideas into action.
- * Drama is concerned with communicating and interpreting. We do this through discussion, writing about our own and others' work, and then by making drama.



What will I learn and how will I learn?

Drama learning unfolds through a variety of ways, including devising, workshops, impromptu work, scripted work and attending live theatre performances. This Level 2 course extends core skills in Drama. Students must be willing to actively participate in all activities. Students will work in groups, learning to co-operate and collaborate. They will work with and grow advanced knowledge and awareness of dramatic techniques, elements and conventions, using these to create strong performance pieces. Students will devise original drama, bring to life scripted works, expand their skills and confidence as performers. Students will extend their knowledge of theatre forms, dramatic elements and conventions, and use these in increasingly effective ways.

There are many ways in which Drama education leads to your success:

Social Awareness - Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures – past and present – all over the world.

Self-Confidence - Taking risks in class and performing for an audience teaches students to trust their ideas and abilities. The confidence gained in drama applies to school, university, careers, and life in general.

Imagination - Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. Einstein said: 'Imagination is more important than knowledge'.

Empathy - Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feelings and viewpoints.

Cooperation & Collaboration - drama combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.

Communication Skills - Drama enhances verbal and nonverbal expression of ideas. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing.

Concentration - Playing, practicing, and performing develop sustained focus, body, and voice, which also helps in other subjects and courses, and, again, life in general.

Problem solving - Students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.

Fun - Drama brings play, humour, and laughter to learning; this improves motivation and reduces stress. **Emotional Outlet** - Pretend play and drama games allow students to express a range of emotions. Many drama activities reduce stress by releasing mental, physical, and emotional tension.

Self-discipline - The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.



Course Overview

Term 1

AS 91213 - Apply Drama techniques in a scripted context. 4 credits. Internally assessed.

In this unit of work students will use and extend important drama skills using voice, body, movement and space. They will then apply these techniques in performance of an excerpt from a scripted play, working in small groups or in pairs. Students will learn to annotate scripts, learn how to develop and portray a convincing character and portray an intention in their performance work.

Term 2

AS 91216 - Use complex performance skills associated with a drama or theatre form or period. 4 credits. Internally assessed.

In this unit of work students will learn about a specific theatre form, such as Greek or Elizabethan theatre. Students will develop their knowledge of the selected theatre form and apply that learning to their performance work.

Term 3

AS 91214 - Devise and perform a drama to realise an intention. 5 credits. Internally assessed.

In this unit of work students will expand on their knowledge of drama conventions and use these effectively in performance work. Conventions are techniques used in creating a drama that enable a story or ideas to unfold.

Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups.

Term 4

AS 91219 - Discuss drama elements, techniques, conventions and technologies within live performance. 4 credits. Externally assessed.

This is a formal written exam based on students' understanding of a live theatre performance they will have been to see during the year as a whole class. At the time of going to see the play, students will discuss and analyse the performance, learning how to talk about it in written form, ready for this end of year exam.

Learning Areas:

[Arts](#), [Arts - Drama](#)

Pathway

[NCEA Level 3 Drama](#)

Drama is a powerful subject for developing a diverse range of personal and interpersonal skills essential in many career pathways: communication skills, creative thinking, empathy, collaboration, confidence, literacy skills. Career pathways specifically linked to this course include, but are not limited to Communications, performance work, media, film, radio, advertising, leadership, education.

Assessment Information

Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance work in small groups. Performance skills and knowledge of Drama will be assessed. Regular attendance is important, as assessment work is mostly developed in groups. Some written work is required.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91213 v2 Drama 2.1 - Apply drama techniques in a scripted context	2	I	4	4r		
A.S. 91214 v2 Drama 2.2 - Devise and perform a drama to realise an intention	2	I	5			
A.S. 91216 v4 Drama 2.4 - Use complex performance skills associated with a drama or theatre form or period	2	I	4	4r		
A.S. 91219 v2 Drama 2.7 - Discuss drama elements, techniques, conventions and technologies within live performance	2	E	4			
Total Credits			17	0	8	0

Total Credits Available: 17 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 2 Motion Special Effects

2AMFX



Head of Faculty - Kaihautuu: [Lisa Purda](#)

Recommended Prior Learning

Level 1 Photo Design or Art are ideal foundations for this course. Students who have developed skills using the Adobe Creative Suite Software can also apply to do this course. Students should have an interest in creativity, learning new techniques, working with digital technologies and risk taking. This course is complementary to Level 2 DVC, and other Level 2 Art courses (Photography, Painting and Printmaking). Students should have an interest in any of these areas: Animation, Film, Gaming, Special Effects, model making, Storytelling, Illustration, Concept Design (Character Design).

Course Description

Welcome to the world of Storytelling!

This course will develop sophisticated skills and advanced knowledge in the field of Motion Special Effects and is an ideal foundation for students interested any creative field such as the movie industry, Digital Special Effects, Storytelling, Creative World building, Game Design, Animation, Virtual Reality, Interactive Moving Image, Gaming and Film editing using up to date industry standard software such as Adobe Creative Cloud (motion graphics, film, opening title sequences, trailers, advertising), Procreate (2D Animation) and Blender (3D Animation) Design thinking is at the heart of everything we do. We use this to learn about concept development for storytelling. This then generates strong ideas and links to the wider narrative to clearly communicate to the viewer. It's all about who we are designing for and how they will understand and engage with our designs. How can we best create a characters, environments, props etc that will engage with the viewer and transport them into the story? How can we transport them into another world through our design work?

Design Thinking



Empathize



Define



Ideate



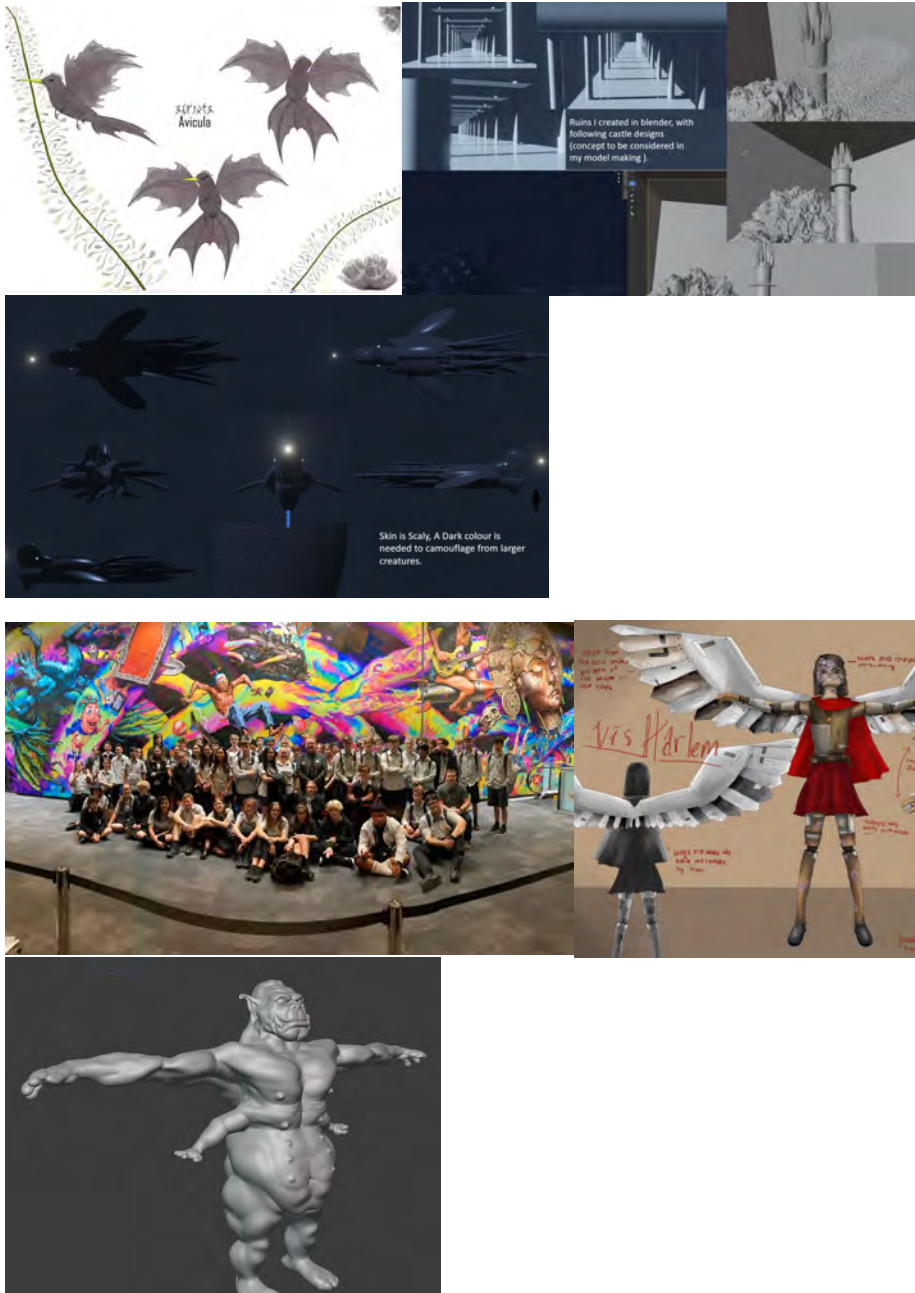
Prototype



Test

The course is a perfect pathway for moving on to study creative tertiary pathways both in Wellington (Massey University's Screen Arts Degree) and in Auckland (AUT and Media Design School). Through trips to Weta Workshop and experience working with industry artists and filmmakers, students will gain a practical understanding of the possibilities of Special Effects for both film and gaming industries

Students should have an eagerness to develop skills in moving images, stop motion, 2D or 3D animation, interactive and creative outcomes using industry-standard digital applications (such as motion capture, green screen technology, and virtual reality), some traditional animation techniques, conceptual design for moving image, and gaming, editing and special effects, imaginative storytelling. You will see your work realised in a real-world, spatial context.



What knowledge will I develop?

Students will develop knowledge of the Digital Special Effects genre, incorporating a practical and theoretical understanding of how films are created traditionally, and how developed technology has advanced with the use of green screen technology, motion capture, and virtual reality in the areas of film and gaming. Students will develop their knowledge and understanding of visual storytelling, writing, and editing, and broaden their practical knowledge of the latest special effects techniques within contemporary moving image culture. Students will enhance their experience by visiting working film/animation studios and receiving guidance from studio-based professional practitioners visiting the school.

Students can choose from the following ways to work: (Which are all jobs within the Media and Special Effects Industry)

- Practical / tangible (real model making that you make with your hands)
- 3D digital modeling in Blender leading to 3D Animation
- 2D illustration and sequencing leading to 2D Animation
- Film Making and Motion Graphics leading to Opening Title Sequence Design
- Physical (practical) Model and Set Design leading to Stop Motion Animation

Please note while it is not compulsory for students to know about this type of creative art making practice - it is expected that students would have some knowledge and or the self motivation to learn and continue to develop their skills in these various moving image specialty areas.

The creative industry contributes a large proportion of revenue to the global economy. According to the British Department for Culture, Media & Sport the creative industry is the largest growing industry in the country! Here is what the UK government has to say:



Course Overview

Term 1

Introduction to World Building, Storytelling, and Fictional Character Design.
Explore different motion special effects media and technologies.

Project Selection - Students will select from a range of options of digital moving image media:

Practical / tangible (real model making that you make with your hands)
3D digital modeling in Blender leading to 3D Animation
2D illustration and sequencing leading to 2D Animation
Film Making and Motion Graphics leading to Opening Title Sequence Design
Physical (practical) Model and Set Design leading to Stop Motion Animation

Research and Skill Building - Exploration of Software and Digital Tools
Project Planning

Project Concept Development
Weta Workshop Trip
Concept Development Workshop
Mood boards, colour pallets and Logo Development Workshops

Term 2

Character Development
Environment Development
Image Capture
Moving Image Experiments
Storyboarding & Sequencing
Sound FX

Term 3

Second Character Development
Animation Workshops

Creating Digital Folio Showcasing Student Work

Final Moving Image Sequence

Term 4

EXTERNAL FOLIO BUILDING AND FORMATTING.

Complete all outstanding work for external folio

Learning Areas:

[Arts, Arts - Visual Arts](#)

Pathway

[NCEA Level 3 Motion Special Effects](#)

This course will develop sophisticated skills and advanced knowledge in the field of Motion Special Effects and is an ideal foundation for students interested any creative field such as the movie industry, Digital Special Effects, Storytelling, Creative World building, Game Design, Animation, Virtual Reality, Interactive Moving Image, Gaming and Film editing using up to date industry standard software such as Adobe Creative Cloud (motion graphics, film, opening title sequences, trailers, advertising), Procreate (2D Animation) and Blender (3D Animation). The course is a perfect pathway for moving onto study creative tertiary pathways both in Wellington (Massey University) and in Auckland (AUT and Media Design School). Through trips to Weta Workshop and experience through working industry artists and filmmakers, students will gain a practical understanding of the possibilities of Special Effects for both film and gaming industries.

Contributions and Equipment/Stationery

It is preferable if students have their own device able to run the Adobe Creative Suite and Blender needed for the course. However, desk top computers are available for student use in- and out-of-class time at school.

Assessment Information

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. A two-minute interactive digital submission is the final outcome and comprises the external portfolio assessment.

Students should not take this course if they are planning on taking 2DES as many of the standards cross over.

Other optional standards can be made available if needed including - A.S. 91312 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography and A.S. 91343 v4 Design and Visual Communication 2.36 - Use visual communication techniques to compose a presentation of a design.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91305 v2 Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to design	2	I	4				
A.S. 91310 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design	2	I	4				
A.S. 91315 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established design practice	2	I	4				
A.S. 91320 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within design	2	E	12				
Total Credits			28	0	0	0	

A.S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	2	1	4			
	Total Credits	28	0	0	0	

Total Credits Available: 28 credits.
Externally Assessed Credits: 12 credits.
Internally Assessed Credits: 16 credits.
Related Videos
https://www.youtube.com/watch?v=wxY0THIM3S4&ab_channel=JayPressnell

NCEA Level 2 Painting

2APAI

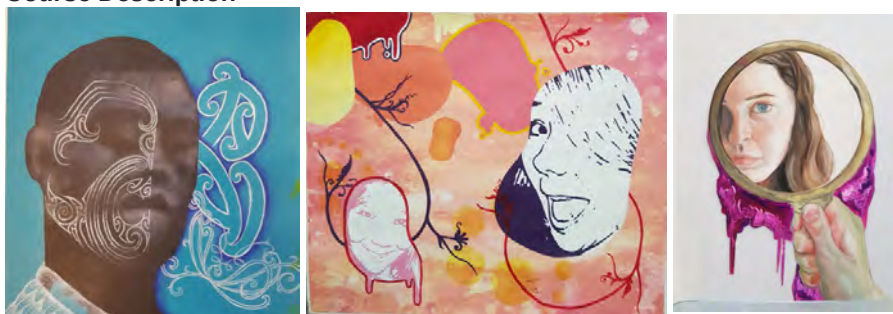


Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

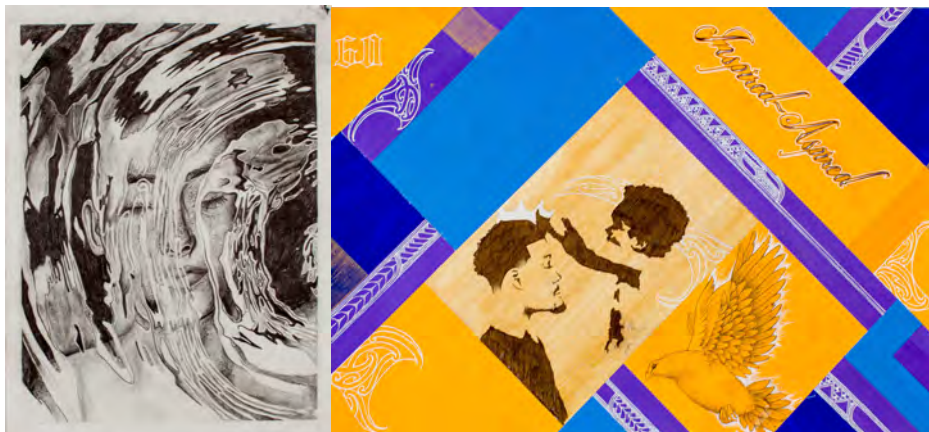
Ideally students will have studied and achieved success in Level 1 Art or Photo-Design, and should have gained achieved results and at least 10 credits. Students who have not taken Level 1 Art or Photo-Design should have an adequate level of drawing and media skills suited to Year 12 entry level, and a genuine interest in learning and making art works. If you have not achieved success in a Level 1 art course, you will need to gain approval from the HOD Art.

Course Description



This course will extend your art-making skills and the way in which you see and respond to the world. Students are encouraged to honour and express their own culture as they develop their work, and to explore the cultural perspectives and experiences of others.

In Term 1 Aakonga (students) will participate in a series of short units of work to develop and extend skills using a wide range of drawing and painting media. You will learn new techniques that advance your skills in a range of media, including water colour, acrylics, open acrylics, oil painting, dyes, high flow acrylics, paint pens, spray paints or digital painting. You will also be introduced to other medium that extend painting options and effects, such as gesso, gel medium or primal. Experimentation will include a wide range of painting and drawing tools and technologies.



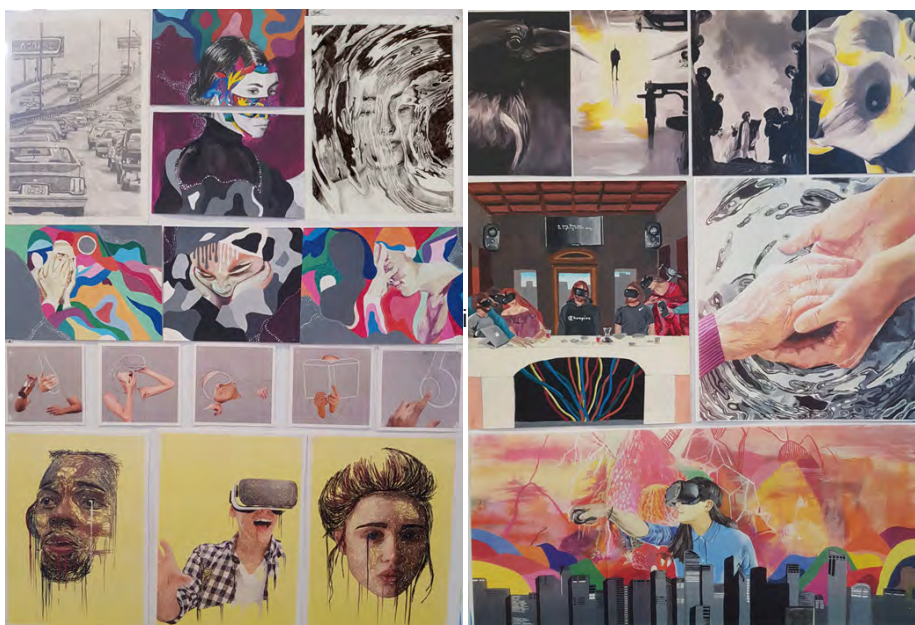
By the end of Term 1 each student will have been guided to select a personal theme for their art-making, and will begin to make sequences of drawings and paintings that explore and express ideas on that theme. You will learn how to research ideas in divergent and creative ways. Students learn to generate, extend, analyse, clarify and regenerate ideas that are personally relevant. You learn how to support and extend your art practice using an art journal. You will learn how to look at the works of artists of all different kinds, from the past and the present, and take inspiration from their work as you develop and extend your own ideas and skills. You will engage with unexpected outcomes and explore multiple solutions. By the end of this course, you will have developed an individual artistic approach and style in drawing & painting media and technologies.



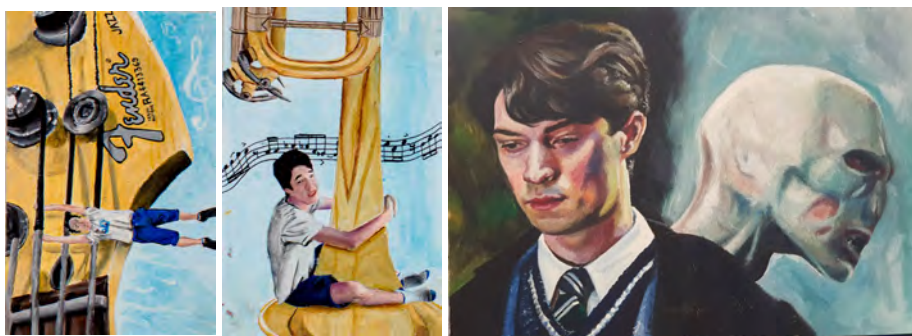
Throughout this course, ākonga will have the opportunity to participate in exhibitions, competitions and trips to galleries or other sites. You will have the opportunity to take your work into different fields of practice - collage, digital art, installation, site specific art, 3D art forms and photography - enabling you to extend your thinking and deepen your art-making practice.



Visual Art is not only an art form but is a way of seeing the world. We teach in a way that encourages ākonga (students) to examine and respond to your world. In this course, you learn to work independently, experiment with media, make meaningful artworks, and respond to and value others' feedback and criticism. You will learn to use imagination, observation, research and practical investigation to develop a theme and ideas with increasing depth. You develop skills in a wide range of media, processes and techniques, engaging with unexpected outcomes and exploring multiple solutions. This course is mostly practical, but also develops high level thinking and research skills. These capabilities are relevant to any future pathway.



Throughout this course, ākonga will have the opportunity to participate in exhibitions, competitions and trips to galleries or other sites. They will have the opportunity to take their work into different fields - collage, digital art, installation, site specific art, 3D art forms and photography as they extend their thinking and deepen their work in paint and/or print.



Study of Painting and the visual arts equips you with transferable skills that can be used in a wide range of contexts, future pathways, tertiary courses and careers. Painting is a hands-on learning subject that inspires and excites. This course will develop essential skills and competencies such as: *communication, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, resilience, independence, and innovation.*



Image credits - student work featured by the following students: Jessica Pressnell, Jarney Proctor, Hannah Robinson, Toni Lafaele, Tessa Bryant, Sala Deng, Cass Elley, Sophia Toop.

Course Overview

Term 1

Developing a Personal Art Journal

Drawing Media & Processes:

- extending skills using a wide range of media and techniques; extending observational drawing skills; participating in experimental approaches to drawing.

Extending Printmaking Media skills & processes:

- **explore new ways with printmaking media - experiment - explore - refine - apply to make own works.**

Selecting and resourcing a personal theme and investigation: extended brainstorming; research; find and make visual resources from which to draw and make art works.

Term 2

Explore and extend your personal theme thinking.

Make three sequences of work in drawing and printmaking for your theme. These will go onto folio board 1.

Look closely at the work of artists. Make artist model study pages in your art journal. Apply techniques and ideas from artists' works to make your own original work.

Opportunity to exhibit work in the Community Art Gallery

Term 3

Extend and refine ideas and skills:

- Extend your personal investigation into your theme and ideas
- Refine your own personal painting style and approach, extending your skills and techniques
- Introduction to innovations in contemporary art practice such as installation, digital projection, 3D work.
- Opportunity to enter Franklin Arts Festival exhibition & competition

Term 4

Completion of folios for external assessment.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 3 Art History](#), [NCEA Level 3 Painting](#), [NCEA Level 3 Printmaking](#)

Visual art courses develop multiple life-long skills such as the ability to think in complex and divergent ways, creativity, positive learning dispositions and personal competencies, as well as specific skills in the arts.

Check out this video from the UK Government promoting the importance and critical relevance of the Creative Arts in our present and future societies. It is equally applicable to our national future: <https://www.youtube.com/watch?v=ijcltwG7DIU>

There are many career options and tertiary pathways involving visual arts skills, visual literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

Tertiary study in creative and visual fields, such as visual arts, media studies, architecture, fashion, interior- and other-design fields, textiles, teaching, education, gallery work, conservator work, psychology, philosophy, arts and humanities, cultural studies, creative enterprise, film, media, theatre work, visual communication fields, and many more.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own personal kit of art supplies, such as drawing pencils, eraser, paint brushes, and an art journal. These are available from National Art Supplies. Details will be provided at the start of the year.

Assessment Information

Level 2 Painting is a portfolio-based subject. Students will develop work in their art journals and make sequences of drawings and paintings throughout the year. The developmental learning, thinking, media studies and artist model studies in students' art journals form part of the internal achievement standards, as well as finished drawings and paintings. The external achievement standard portfolio is in the form of a two-panel folio board full of drawings and paintings. The folio is a body of students' original works in drawing and painting that needs to show development and continued extension of students' skills and ideas.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91311 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting	2	I	4		
A.S. 91316 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established painting practice	2	I	4		
A.S. 91321 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	2	E	12		
Total Credits		20	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 8 credits.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 2 Photography

2APHO

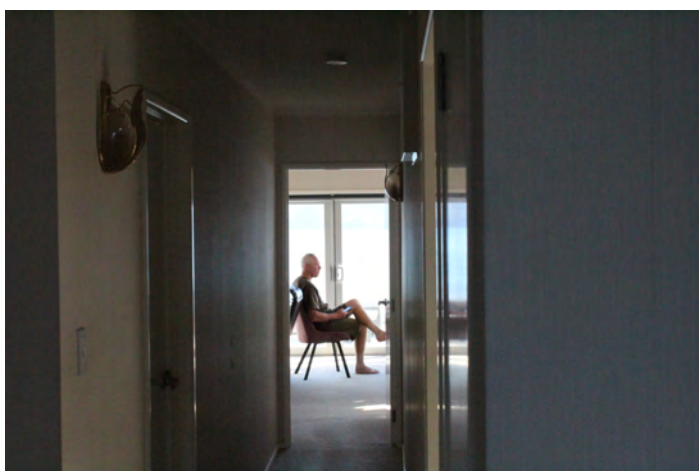


Head of Faculty - Kaihautuu: [Catherine Tamihere](#)

Recommended Prior Learning

Ideally students will have studied one of our visual art courses in Year 10 or 11, but all students who are willing to commit to actively engaging in learning Photography, and to working in and out of class time will be welcome. Photography is an active subject. Students will need to commit to growing their self-management skills.

Course Description



Students in this Year 12 photography course will explore the technical and creative possibilities of photography as an art form and build their visual literacy and understanding of the creative process.

They will learn how to use a camera and build their understanding of image making and visual communication. This will include learning the technical skills of how to operate a digital SLR camera, the operation of studio lighting and techniques for post production using Adobe Suites.

The focus is on original and creative thinking, using a range of experimental approaches and photographic conventions. Students will work towards a printed or digital folio submission of their own photographic images. This could be a moving image submission, or sequences of still photographs presented on a two-panel folio board.

This course introduces contemporary technologies for producing photographic images. The fundamentals of using a digital single reflex camera are stressed. But the camera itself is redefined in this class and can utilise everything from cell phones, the scanner as a camera, disposable cameras, film cameras, video cameras - all as legitimate tools for creating photographic images.

This course introduces students to seeing, thinking and creating with a critical mind and eye on the world in which they live. They bring this to the crafting and manipulation of photographic forms and meaning. Students will become far more aware of and attentive to the richness and complexity of the physical world, culture and societies in which we live. This subject will develop students as thinkers, deepening connections and awareness of themselves and others. It has value beyond the development of Photography skills only.

Students need to be committed to being active learners, and to taking photographs outside the classroom. You will need to participate in interesting, challenging class and homework tasks throughout the year. This will ensure that all students complete their portfolio of work to a high standard. Do not take this course if you are a passive learner ... you must participate actively.

Course Overview

Term 1

Introduction to Photographic Conventions

Introduction to your camera / DSLR

-understanding exposure

-basic camera settings

-shutter speeds

-depth of field

-how to store and back up your images

Active technical workshops, including studio photography lighting and techniques

Understand the principles of Composition

Introduction to Adobe Photoshop / Premier Pro

How to unpack and develop a theme

Introduction to internal AS 2.2 / Site Investigation

Term 2

The Artist Model

-The Artist Model, how to analyse and apply that learning to own work

Researching and generating ideas for your theme - journal development

Extending camera and photographic conventions from Term One. Apply to a new topic and idea.

Photography field trip.

Introduction to internal AS 2.3 / Idea development - photographing, editing, extending and refining ideas for your theme.

Term 3

Extending and evolving a body of work for your external portfolio submission - still photography or moving image.

Multiple photo shoots of objects / people / places to extend and evolve your personal folio theme.

Editing, refining and extending ideas in new photo shoots in studio and/or on location.

Peer and teacher critique.

Term 4

Final editing of work and folio sequences.

Editing, printing and presentation of finished folio boards or moving image submissions for external assessment at the end of Week 2.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Pathway

[NCEA Level 3 Photography](#), [NCEA Level 3 Printmaking](#)

Senior photography courses develop multiple life-long skills such as the ability to think in complex and divergent ways, creativity, positive learning dispositions and personal competencies, as well as specific skills in Photography. There are many career options and tertiary pathways involving visual arts skills, literacies and creative thinking. These span a wide range of industries and fields of knowledge. People with creative, original, high level thinking and problem-solving skills are highly sought after.

Contributions and Equipment/Stationery

Own SD card. Art Journal. Own camera ideal for out of class work (including a quality cell phone camera). School cameras will be available for in-class photography. Stationery to be advised fully in start of year stationery list.

Assessment Information

Assessment in this course is portfolio based. Students will develop their work throughout each term as they participate in learning activities and assignments. Students will participate in two compulsory internals in Terms 1 and 2. You will also have the option to complete work for AS 2.5. All students will be expected to complete work for the external 12 credit portfolio submission in Term 3 and 4.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91312 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to photography	2	I	4			
A.S. 91317 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established photography practice	2	I	4			
A.S. 91322 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	2	E	12			
A.S. 91325 v2 Visual Arts 2.5 - Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	2	I	4			
Total Credits			24	0	0	0

Total Credits Available: 24 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 12 credits.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 2 Printmaking

2APRN



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

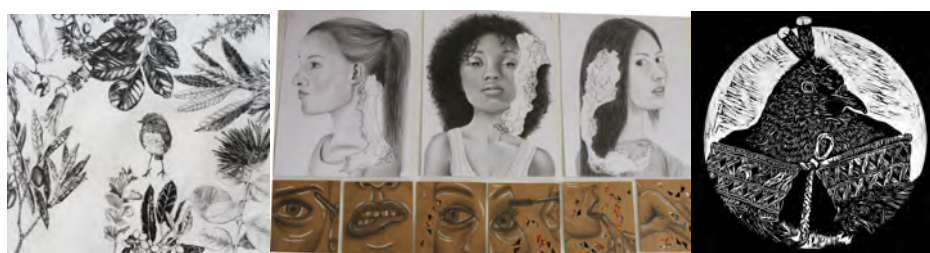
Ideally students will have studied and achieved success in Level 1 Art or Photo-Design. Students who have not taken Level 1 Arts should have a genuine interest in making art, and working with hands-on materials and processes. Students need to actively participate to learn and achieve in this course.

Course Description



This course will extend your art-making skills and the way in which you see and respond to the world.

Students are encouraged to honour and express their own culture as they develop their work, and to explore the cultural perspectives and experiences of others. Throughout this course, ākonga will have the opportunity to participate in workshops with artists, exhibitions, competitions and trips to galleries or other locations.



In Term 1 Aakonga (students) will participate in a series of short units of work to develop and extend skills using a wide range of drawing and printmaking media. You will learn new techniques that advance your skills in a range of media, including new drawing techniques, mono-printing, gelli-plate printing, dry point etching, chine collé, screen printing, lino cuts and woodcuts, pronto plate, silk-mezzo tint, tetra-pack prints, and collographs. You will also be introduced to technologies that extend printmaking options, including 3D work, installation, sculptural objects, scanography and using Photoshop. Students will develop skills in composition by using Adobe Photoshop to design art works and to make digital prints. Students will experiment with printmaking processes and materials to explore lots of different effects and ways of making works. Students in this course can learn to make high level art works without needing to be good at drawing.



By the end of Term 2 each student will have been guided to select a personal theme for their own art-making, and will begin to make sequences of drawings and prints that explore and express ideas on that theme. You will learn how to research ideas in divergent and creative ways. You learn to generate, extend, analyse, clarify and regenerate ideas that are personally relevant. You learn how to support and extend your art practice using an art journal. You will learn how to look at the works of artists of all different kinds, from the past and the present, and take inspiration from their work as

you develop and extend your own ideas and skills. You will engage with unexpected outcomes and explore multiple solutions. By the end of this course, you will have developed an individual artistic approach and style in drawing & print media and technologies.

Visual Art equips ākonga with transferable skills that can be used in a wide range of tertiary courses and careers, while engaging in a subject that inspires and excites. This course will develop essential skills and competencies such as: communication, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, resilience, independence, and innovation.





Course Overview

Term 1

Developing a Personal Art Journal

Drawing Media & Processes:

- extending skills using a wide range of media and techniques; extending observational drawing skills; participating in experimental approaches to drawing.

Extending Printmaking Media skills & processes:

- **explore new ways with printmaking media - experiment - explore - refine - apply to make own works.**

Selecting and resourcing a personal theme and investigation: extended brainstorming; research; find and make visual resources from which to draw and make art works.

Term 2

Explore and extend your personal theme thinking.

Make three sequences of work in drawing and printmaking for your theme. These will go onto folio board 1.

Look closely at the work of artists. Make artist model study pages in your art journal. Apply techniques and ideas from artists' works to make your own original work.

Term 3

Extend and refine ideas and skills:

- Extend your personal investigation into your theme and ideas
- Refine your own personal printmaking by extending skills and techniques
- Introduction to innovations in contemporary art practice such as installation, digital projection, 3D work.

Term 4

Completion of folios for external assessment.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 3 Art History](#), [NCEA Level 3 Painting](#), [NCEA Level 3 Photography](#), [NCEA Level 3 Printmaking](#)

Printmaking and the Visual Art equips students with transferable skills that can be used in a wide range of tertiary courses and careers, while engaging in a subject that inspires and excites. This course will develop essential skills and competencies such as: communication, critical and creative thinking, problem-solving, the ability to research and

analyse, adaptability, resilience, independence, and innovation.

Contributions and Equipment/Stationery

Students are encouraged to purchase a personal art journal, drawing media (pencils, eraser, sharpie) and their own essential printmaking tools (an etching tool and woodcut tools). These will be available for purchase through National Art Supplies. Details will be given to students at the start of the year.

Assessment Information

Level 2 Printmaking is a portfolio-based subject. Students will develop work in their art journals and make sequences of drawings and prints throughout the year. The developmental learning, thinking, media studies and artist model studies in students' art journals form part of the internal achievement standards, as well as finished drawings and prints. The external achievement standard portfolio is in the form of a two-panel folio board full of drawings and print sequences. The folio is a body of students' original works in drawing and printmaking that needs to show students' skills and ideas developing and extending.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91313 v2 Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking	2	I	4			
A.S. 91318 v2 Visual Arts 2.3 - Develop ideas in a related series of drawings appropriate to established printmaking practice	2	I	4			
A.S. 91323 v2 Visual Arts 2.4 - Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking	2	E	12			
Total Credits		20	0	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 8 credits.

NCEA Level 3 Art History

3AHIS



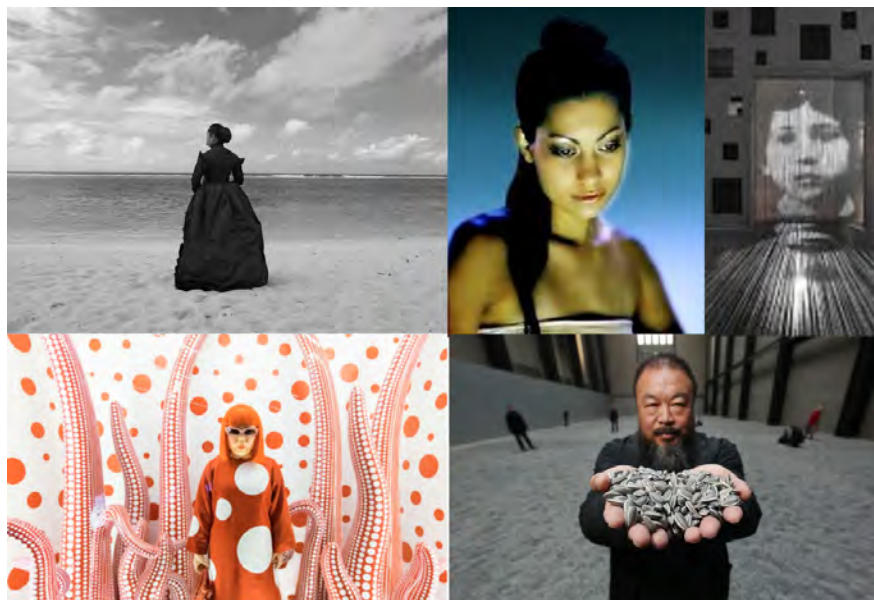
Head of Faculty - Kaihautuu: [Esther Hansen](#)

Recommended Prior Learning

Level 2 English or an accredited literacy subject is desirable. Students who pass two of the following at merit - English 2.1, 2.2, 2.3, and 2.4 will be well set-up to attain credits in this course, or similar literacy skills gained from the Social Sciences subjects. Competent reading and writing skills are required. Visual Arts study at level 2 and/or Level 3 in the current year of study are also recommended, but this subject will appeal to many students other than those studying visual arts.

Course Description

Art History makes you think and question “what is culture?” Students will participate in discussions and contribute to the classes collective, growing knowledge and understanding of the meaning and styles of art and how this fit into broader context of history and culture.



Art History develops sophisticated skills in visual literacy, making you examine, argue, respond, critique, analyse and interpret images in a world that is saturated with imagery. Broad and deep research provides a deeper understanding of different cultural traditions and historical periods and teaches us the importance of creativity, freedom of imagination and art. It helps us understand the theories, contexts and values of different times and places. Although the course is named 'Art History', much of the work studied links to the recent past and contemporary work and societies.

You will discover visual evidence of who and where you came from through artworks from a variety of cultures, including New Zealand, developing confidence and a strong cultural identity.



Art History will help you appreciate art, know what is “good art,” visit exhibitions, buy and collect art and appreciate the sights and the art of other cultures when you travel. It will broaden your mind to embrace new perspectives and ways of seeing. Along the journey you may discover a passion for the scientific aspects of art restoration, or curating exhibitions or writing about art.

Students complete three internals during the year worth four credits each, focusing on research, theory (post-colonial theory) and forming an argument. At the end of the year students can sit one or two external exams, focusing on style or iconography (symbolism in Art), or the context of the art. In Art History we cover parts of Three Topics of study:

- The Early Italian Renaissance
- Modernism to Post-Modernism
- Contemporary Diversity - Art after 2000

Each topic has a set-list of artists to be studied. These areas will be the focus of internals and at the same time prepare students for external exams.



Art History is a challenging subject that requires spelling names correctly, remembering dates, facts and details about artworks. To be successful students must attend class regularly and take good notes during class. They will also need to read and revise the notes provided in class and on Teams for homework. In their internal assessments students need to source all their quotes and reference them correctly (like they would be required to do at University). This course is an excellent preparation for University level thinking and working, whatever your pathway forward. Art History is a Level 3 NCEA literacy subject, and a list A University entrance subject.

Course Overview

Term 1

Topic: Intro to Art History and Early Italian Renaissance art - Intro to Religious art, style, Iconography and Context. First internal based on analysis 3 texts.

Term 2

Topic: Contemporary Diversity art since 2000 and Post colonial theory. Second internal on NZ and Pacifica art and post colonial theory.

Term 3

Topic Modernism and Post Modernism. Third internal focused on Creating a structured argument about Pop art or Feminist Art.

Term 4

Revision for Externals. It is recommended that students select one external paper to focus on for the 3 hour exam. Art History is often the last level 3 exam in the timetable so students need to commit to attend study tutorials when school has finished, till the exam at the start of December.

Learning Areas:

Arts, Arts - Visual Arts

Assessment Information

Students will demonstrate their knowledge via written assignments. Three Internals are offered worth 4 Credits each, focused on research, post colonial theory and forming an argument.

Students are advised to select one or two of the externals offered, focusing on style and iconography (symbolism in Art) or context for the duration of the exam.

Art History students will be offered and are advised to attend study tutorials in Term 4.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91482 v2 Art History 3.1 - Demonstrate understanding of style in art works	3	E	4	4r,4w *		
A.S. 91483 v2 Art History 3.2 - Examine how meanings are communicated through art works	3	E	4	4r *		
A.S. 91484 v2 Art History 3.3 - Examine the relationship(s) between art and context	3	E	4	4r,4w *		
A.S. 91486 v1 Art History 3.5 - Construct an argument based on interpretation of research in art history	3	I	4	4r *		
A.S. 91488 v2 Art History 3.7 - Examine the relationship(s) between a theory and art works	3	I	4	4r *		
A.S. 91489 v1 Art History 3.8 - Analyse texts about art	3	I	4	4r *		
Total Credits			24	0	24	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **24**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 24 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 12 credits.

NCEA Level 3 Dance

3ADAN



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Dance is suitable for male and female students of all backgrounds and prior experience. Experience as a dancer is NOT required, however you **must** be actively willing to participate in all learning activities, to extend yourself, and try new things.

It is recommended that you have experienced NCEA Dance at Level 1 or 2 for this course. If you haven't and you would like to take this course, please see Mrs Moore-Allen or Miss Brink to discuss your path into Level 3 Dance.

Course Description

LEVEL 3 DANCE

Dance provides excellent opportunities for success for students of all abilities. Dance is suitable for male and female students of all backgrounds and prior experience, and is a University Entrance approved subject.

In this course, you will explore a range of dance genres, exploring movement and ideas you are personally interested in.

Students will be required to collaborate, create, communicate and interpret dance in various ways, turning ideas into visual experiences. You are encouraged to draw on your own culture, skills and prior dance experience. In this class, we create a safe space where we are supportive of our peers and receive support in return. Experience as a dancer is NOT required, however you **must** be actively willing to participate in all learning activities, to extend yourself, and try new things.

Ākonga will draw on present and past experience, and explore concepts linked to current society as they create, perform and respond to dance, working as individuals and in groups.

As part of this course, you may have the opportunity to be involved in out-of-school events. These can include attending performances, participating in workshops with industry professionals or tertiary providers. You will also be encouraged to take on leadership roles within the subject with the support of your teacher.

Watch this short [video](#) of a dance class in action!

NCEA Level 3 Dance is largely about a consolidation and presentation of your skills and creativity. You will need to be self-managed, forward-thinking and open to feedback and professional conversations about your work.

Some highlights from Level 3 Dance students include:

"Having a class that I am genuinely passionate about and makes me happy to be expressive and creative."

"Dance makes me feel comfortable and makes me feel happy"



Images: L3 Dance students rehearsing and performing assessment dances 2022 and 2023

Course Overview

Term 1

Begins with a large focus on whakawhanaungatanga - building relationships and forming a safe, creative space.

AS91589 (4cr): Students plan and choreograph a dance that develops and resolves ideas. This can be a solo, duet or a group dance, and can be assessed collaboratively. This will be assessed at the end of this term.

Term 2

AS91592 (6cr): Students learn and perform 3 dances from a variety of different genres. Genres studied will depend of general class experience, but may include Cultural dance, Hip-Hop (and various sub-genres), Musical Theatre, Tap, Salsa, Contemporary etc.

Term 3

AS91594 (4cr, Literacy): Preparation for written external exam. Students will view and analyse a dance performance, the exam is answered in the form of an essay.

AS91591 (4cr): Students will learn and perform a group dance.

Dance Showcase - students will rehearse and perform all assessment dances in this showcase.

Term 4

Term 4 is dedicated to revisiting material and techniques for the external exams.

Learning Areas:

[Arts](#), [Arts - Dance](#)

Assessment Information

Assessments are largely practical, falling under either Dance Performance (performing a dance you have learned), or Dance Choreography (creating your own dance). The external is a written exam.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91588 v2 Dance 3.1 - Produce a dance to realise a concept	3	I	8	*		
A.S. 91591 v2 Dance 3.4 - Perform a group dance	3	I	4	*		
A.S. 91592 v2 Dance 3.5 - Perform a repertoire of contrasting dances	3	I	6	*		
A.S. 91594 v2 Dance 3.7 - Analyse a dance performance	3	E	4	4w *		
Total Credits			22	0	4	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **22**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 18 credits.

NCEA Level 3 Design

3ADES



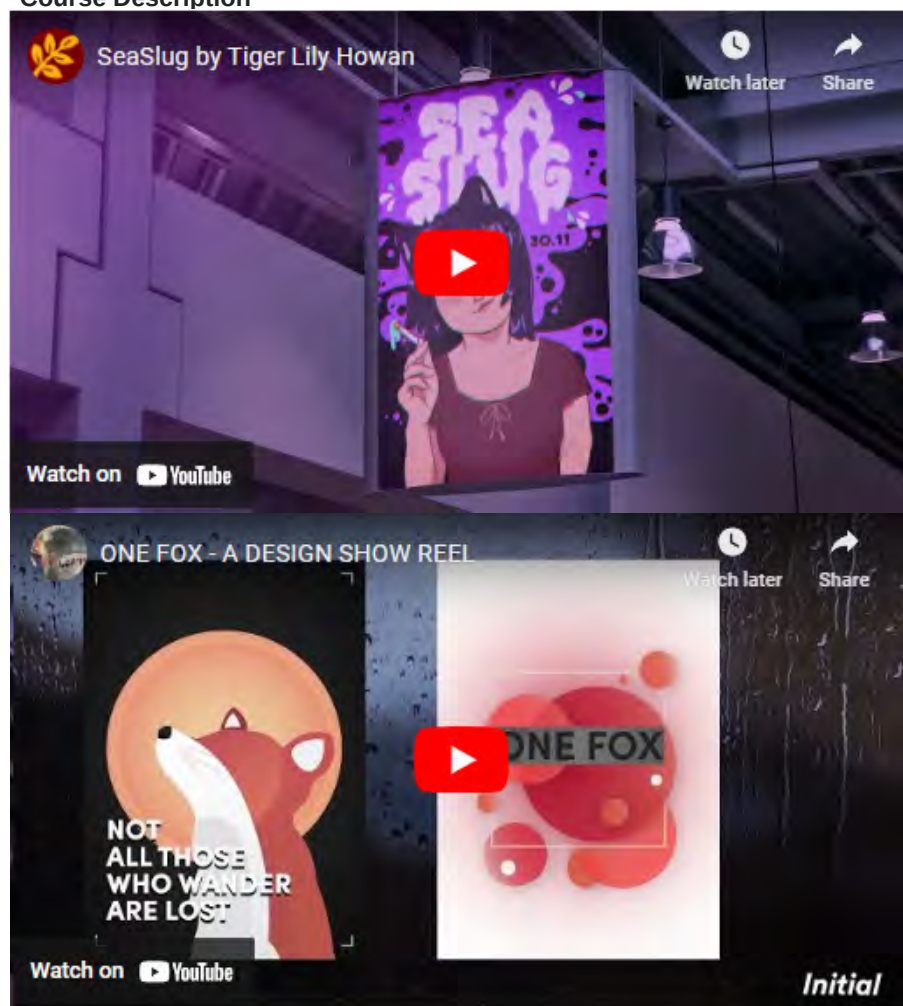
Head of Faculty - Kaihautuu: [Lisa Purda](#)

Recommended Prior Learning

Success in Level 2 Design and Level 1 Photo Design. Other engagement with visual arts at Pukekohe High School or skills in using adobe creative software may be considered. Please discuss your readiness for this course with the HOD Art or TIC Design if you did not study or achieve in Level 2 Art Design. Students should have an interest in creativity, learning new techniques, working with digital technologies, and risk-taking.

This course is complementary to Level 3 DVC, and other Level 3 Art courses (Photography, Motion Special Effects, Printmaking, and Painting).

Course Description



Think Gig Posters & Tickets for a Concert!

You will learn how to design and develop concepts, brand identity and marketing material for a business of your own creation. You will evolve digital design concepts, and create a music video using the Adobe Creative Suite, and will as extend your knowledge of motion graphics and green screen studio technology. Your best work will be combined to form a digital folio, including a moving image submission for external assessment. It will showcase your abilities and ideas for the ever-changing world of digital creativity, and will make an ideal show reel of your creative skills when you are applying for jobs or tertiary courses.

There will be an opportunity for students who are more advanced to present their own project ideas outside of the above Gig Posters & Music Event scope. If you have an idea about promoting a business, product, event or championing a cause..... We want to know.... Talk to Mrs Purda about creating your own project that engages and inspires you!

The context for the work you will design and make in Year 13 Art Design is to choose an exciting brand idea for the highly creative and varied music industry. Students can choose to establish a unique new music artist within a genre of their choice (Hip Hop, RnB, Dance, Chill Out, Classical, Indie Pop, Blues, Jazz, Reggae, Heavy Metal, etc). Throughout the year students will extend their graphic and illustration knowledge and skills. They will extend their work further by taking it into a moving image based promotional reel as they create original work that promotes their concept, brand and artists in the context of the music industry.

What knowledge will I develop? Students will learn how to generate and develop independent creativity, building lateral and in-depth thinking skills which are transferable to other disciplines across the arts and other subject disciplines. Students will learn how to develop music company branding and identity, making interactive designs such as posters, interactive music branding using Adobe video editing software such as Premier Pro, After Effects, and Photoshop. You will also learn a wide range of graphic animation and filmmaking techniques for advertising, aided by the study of practical and theory sessions with the genre of music videos and interactive design (augmented and virtual reality and infographic).



The creative industry contributes a large proportion of revenue to the global economy. According to the British Department for Culture, Media & Sport the creative industry is the largest growing industry in the country! Here is what the UK government has to say:



Learning Areas:

[Arts, Arts - Visual Arts](#)

Contributions and Equipment/Stationery

It is an advantage and preferable for students to have their own device with capacity to run the Adobe Creative Suite needed to complete the course. However, desk top computers are available for student use in- and out-of-class time at school.

Assessment Information

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. A three-minute interactive digital submission is the final outcome and comprises the external portfolio assessment.

Students should not take this course if they are planning on taking 3MFX as many of the standards cross over.

Other optional standards can be made available if needed including - A.S. 91447 v2 Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography and A.S. 91628 v3 Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91440 v2 Design 3.1 - Analyse methods and ideas from established design practice	3	I	4	4r *		
A.S. 91445 v2 Design 3.2 - Use drawing to demonstrate understanding of conventions appropriate to design	3	I	4	*		
A.S. 91450 v2 Design 3.3 - Systematically clarify ideas using drawing informed by established design practice	3	I	4	*		
A.S. 91455 v2 Design 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	3	E	14	*		
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4	*		
Total Credits			30	0	4	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **30**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 30 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 3 Drama

3ADRA



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

It is preferable for students to have successfully studied Year 12 Drama and/or have experience in performing. If not, please discuss your readiness for this course with HOD Drama Ms Taylor, or with Kaihautu for the Arts - Mrs Moore-Allen.

Course Description

Drama is concerned with communicating and interpreting - through workshops, devising, performance, discussion and writing about our own and others' work, as well as through the study and performance of play scripts.

This is a practical course that explores four areas: the purpose of Drama in our lives and communities; developing understanding and use of the elements, techniques, conventions, and technologies of Drama; developing ideas through innovation, imagination, and the use of personal experiences. Students learn how to co-operate and collaborate with others to execute these ideas into action.

What will I learn and How will I learn?

This Level 3 course extends students' abilities from foundational to complex skills in Drama. Students must be willing to actively participate in all activities. You will work in groups, learning to co-operate and collaborate. You will extend and refine your knowledge and awareness of dramatic techniques, elements and conventions and how to use these to create performance pieces. Students will develop their acting and theatre skills. You will learn how to devise drama, how to interpret a script, and how to perform in front of others using different theatre forms, elements and conventions. Preparation for an external standard is done in class time as part of the course.



There are many ways in which Drama education leads to your success:

Social Awareness - Legends, myths, poems, stories, and plays used in drama teach students about social issues and conflicts from cultures – past and present – all over the world.

Self-Confidence - Taking risks in class and performing for an audience teaches students to trust their ideas and abilities. The confidence gained in drama applies to school, university, careers, and life in general.

Imagination - Making creative choices, thinking of new ideas, and interpreting familiar material in new ways are essential to drama. Einstein said: 'Imagination is more important than knowledge'.

Empathy - Acting roles from different situations, time periods, and cultures promotes compassion and tolerance for others' feelings and viewpoints.

Cooperation & Collaboration - drama combines the creative ideas and abilities of its participants. This cooperative process includes discussing, negotiating, rehearsing, and performing.

Communication Skills - Drama enhances verbal and nonverbal expression of ideas. Listening and observation skills develop by playing drama games, being an audience, rehearsing, and performing.

Concentration - Playing, practicing, and performing develop sustained focus, body, and voice, which also helps in other subjects and courses, and, again, life in general.

Problem solving - Students learn how to communicate the who, what, where, and why to the audience. Improvisation fosters quick-thinking solutions, which leads to greater adaptability in life.

Fun - Drama brings play, humour, and laughter to learning; this improves motivation and reduces stress. **Emotional Outlet** - Pretend play and drama games allow students to express a range of emotions. Many drama activities reduce stress by releasing mental, physical, and emotional tension.

Self-discipline - The process of moving from ideas to actions to performances teaches the value of practice and perseverance. Drama games and creative movement improve self-control.



Course Overview

Term 1

AS 91512 - Interpret scripted text to integrate drama techniques in performance. 4 credits. Internally assessed.

In this unit of work students will use and extend important drama skills using voice, body, movement and space. They apply these techniques in performance of an excerpt from a scripted play, working in small groups, pairs or solo. Students annotate scripts, develop and portray convincing characters and portray an intention in their performance work.

Term 2

AS 91515 - Select and use complex performance skills associated with a drama form or period. 4 credits. Internally assessed.

In this unit of work students will learn about a specific theatre form, such as Elizabethan or Absurdist theatre. Students will develop their knowledge of the selected theatre form and apply that learning to their performance work.

Term 3

AS 91513 - Devise and perform a drama to realise a concept. 5 credits. Internally assessed.

In this unit of work students will expand on their knowledge of drama conventions and use these effectively in performance work. Conventions are techniques used in creating a drama that enable a story or ideas to unfold. Examples of drama conventions are slow-motion, flash back, still-frame, narration, split stage, aside, monologue, chorused movement. After learning about how to apply these in performance, students will create their own short performance work in groups, pairs or solos.

Term 4

AS 91518 - Demonstrate understanding of live drama performance. 4 credits. Externally assessed.

This is a formal written exam based on students' understanding of a live theatre performance they will have have been to see during the year as a class. At the time of going to see the play, students will discuss and analyse the performance, learning how to talk about it in written form, ready for this end of year exam.

Learning Areas:

[Arts, Arts - Drama](#)

Assessment Information

Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance as solo or small group works. Performance skills and knowledge of Drama will be assessed.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91512 v2 Drama 3.1 - Interpret scripted text to integrate drama techniques in performance	3	I	4	4r *		
A.S. 91513 v2 Drama 3.2 - Devise and perform a drama to realise a concept	3	I	5	*		
A.S. 91515 v2 Drama 3.4 - Select and use complex performance skills associated with a drama form or period	3	I	4	4r *		
A.S. 91518 v3 Drama 3.7 - Demonstrate understanding of live drama performance	3	E	4	4w *		
Total Credits			17	0	12	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **17**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 17 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 3 Motion Special Effects

3AMFX



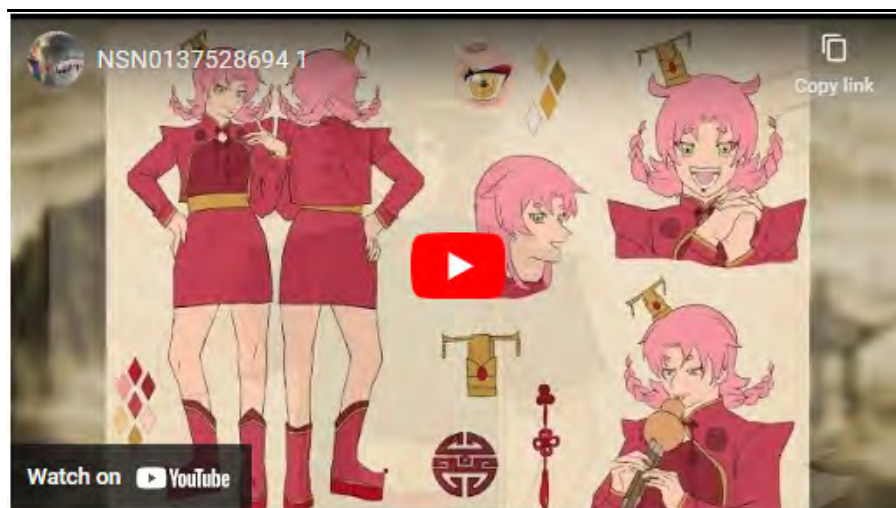
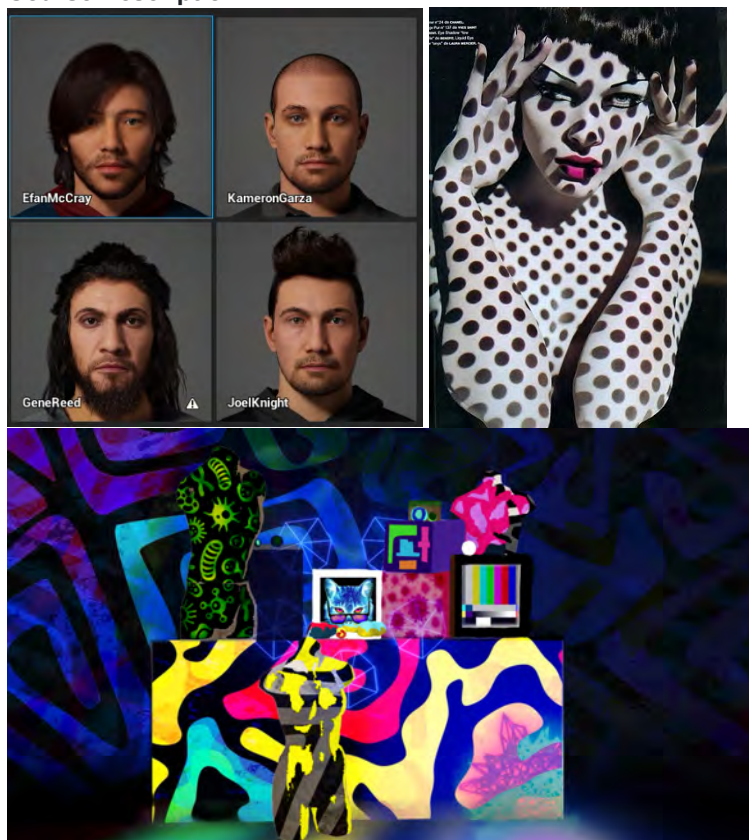
Head of Faculty - Kaihautuu: [Lisa Purda](#)

Recommended Prior Learning

Level 2 Motion Special Effects or Level 2 Design is the ideal foundation for this course.

Alternatively, students with a background in senior visual arts, design, or some of our DVC and Technology courses will provide a foundational skill set. Students with skills and a strong interest in moving image story-telling formats, without any prior visual arts study or high-level skills should discuss their suitability for this course with course leader, Mrs Purda

Course Description



Welcome to the world of Storytelling!

Level 3 Students have the option of taking on a personal interest project of their choosing. They can negotiate their ideas and create their own project plan with Mrs Purda to ensure they have a great year engaged in a project that both challenges them and inspires them! If you don't wish to create your own project or need a framework and or a brief Mrs Purda has a few different options for you to choose from:

- World Building - Aotearoa, The Future State....?
- TV Show or Movie Opening Title Sequence or Trailer (real or imagined)
- Medical Animation for educational purposes eg. How does a heart work?
- Character Development - Augmented Reality Children's Reading Book Project
- Interactive Tour - Augmented Reality Guided Tour Experience

This course follows on from Level 2MFX. It will develop sophisticated skills and advanced knowledge in the field of Motion Special Effects and is an ideal foundation for students interested any creative field such as the Movie Industry, Digital Special Effects, Storytelling, Creative World building, Game Design, Animation, Virtual Reality, Interactive Moving Image, MetaHumans, Gaming and Film editing using up to date industry standard software such as Adobe Creative Cloud (Film, Motion Graphics and Mixed Media), Procreate (2D Animation) and Blender (3D Animation).

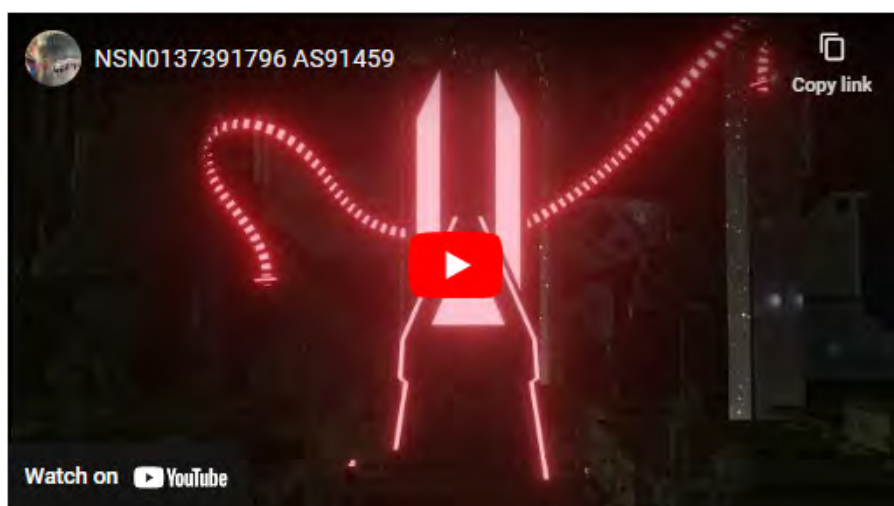
The course is a perfect pathway for moving onto study creative tertiary pathways both in Wellington (Massey University's Screen Arts Degree) and in Auckland (AUT and Media Design School). Through further trips to Weta Workshop and experience through working industry artists and filmmakers, students will gain a practical understanding of the possibilities of Special Effects for both film and gaming industries

We have an emphasis on Design thinking and follow a design focused conceptual development process for the generation of original and authentic work.

Students should have an eagerness to develop skills in moving image, animation, interactive and creative outcomes using industry standard digital applications (such as motion capture, green screen technology and virtual reality), some traditional animation techniques, conceptual design for moving image and gaming, editing and special effects, imaginative story telling. You will see your work realised in a real- world, spatial context.

What knowledge will I develop? Students will develop knowledge of the Digital Special Effects genre, incorporating a practical and theoretical understanding of how films are created traditionally, and how developed technology has advanced with use of green screen technology, motion capture, virtual reality in the areas of film and gaming.

Students will develop their knowledge and understanding of visual storytelling, writing, editing and broadening their practical knowledge of the latest special effects techniques within contemporary moving image culture. Students will enhance their experience by visiting working film/animation studios and receiving guidance from studio based professional practitioners visiting school.



The creative industry contributes a large proportion of revenue to the global economy. According to the British Department for Culture, Media & Sport the creative industry is the largest growing industry in the country! Here is what the UK government has to say:



Course Overview

Term 1

Introduction to World Building, Storytelling, and Fictional Character Design.
Explore different motion special effects media and technologies.

Project Selection - Students will select from a range of options of digital moving image media:

Practical / tangible (real model making that you make with your hands)
3D digital modeling in Blender leading to 3D Animation
2D illustration and sequencing leading to 2D Animation
Film Making and Motion Graphics leading to Opening Title Sequence Design
Physical (practical) Model and Set Design leading to Stop Motion Animation

Research and Skill Building - Exploration of Software and Digital Tools
Project Planning

Project Concept Development
Weta Workshop Trip
Concept Development Workshop
Mood boards, colour pallets and Logo Development Workshops

Term 2

Character Development
Environment Development
Image Capture
Moving Image Experiments
Storyboarding & Sequencing
Sound FX

Term 3

Second Character Development
Animation Workshops

Creating Digital Folio Showcasing Student Work

Final Moving Image Sequence

Term 4

Looking at After Effects techniques, Premiere Pro for formatting digital folio.
FINAL EDITING OF MOVING IMAGE and digital folio
Formatting Final Digital Folio and handing in the external assessment.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Contributions and Equipment/Stationery

It is preferable that students have their own device to run the Adobe Creative Suite and specialist animation software such as Blender.

Assessment Information

Assessment in this course is portfolio based. Work will be produced in sequences throughout each term which will be assessed for three internals. A three-minute interactive digital submission is the final outcome and comprises the external portfolio assessment.

Students should not take this course if they are planning on taking 3DES as many of the standards cross over.

Other optional standards can be made available if needed including - A.S. 91447 v2 Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography and A.S. 91628 v3 Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91440 v2 Design 3.1 - Analyse methods and ideas from established design practice	3	I	4	4r *		
A.S. 91445 v2 Design 3.2 - Use drawing to demonstrate understanding of conventions appropriate to design	3	I	4	*		
A.S. 91450 v2 Design 3.3 - Systematically clarify ideas using drawing informed by established design practice	3	I	4	*		
A.S. 91455 v2 Design 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	3	E	14	*		
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4	*		
Total Credits			30	0	4	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **30**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 30 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 16 credits.

Related Videos

<https://www.youtube.com/watch?v=Q26TWn-etPo>

NCEA Level 3 Painting

3APAI



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Ideally suited to students who have taken Level 2 Art Practical. Students who have experienced success in other Level 2 visual art courses may also inquire (Printmaking, Photography, Motion Special Effects, Design), as well as students who achieved well in Level 1 Art. Students who have not yet studied art to senior level may have developed art skills via other means which could provide an adequate foundation for entry into this course. Please see Mrs Moore-Allen to discuss and inquire.

Course Description

This course will extend your art-making skills and the way in which you see and respond to the world. Students are encouraged to honour and express their own personal interests or culture as they develop their work. You will investigate and explore fields of knowledge, perspectives and experiences of others as relevant to your theme.

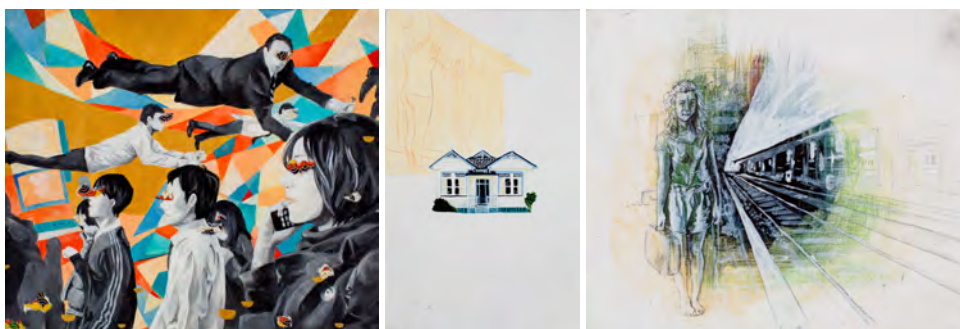
This course is ideal for senior students currently studying art who are interested in further developing their creativity, painting and thinking skills. ***This course focuses on drawing, painting, and related areas of contemporary art practice.*** Students who have not yet studied art at senior level may have developed skills via other means which could provide an adequate foundation for entry into this course. Please see the HOD Art to discuss and inquire about entry.



Level 3 Painting is a course that specialises in painting, drawing and related technologies. Students will explore and extend their skills in a variety of media, including water colour, mixed media, gouache, open acrylics, oil paints, spray paints, paint pens, dyes, high flow acrylics. Digital painting, installation, moving image and other approaches to contemporary art making, aligned with established practice can also be ways in which you work.

There are many exciting ideas, processes, materials and techniques that open up to be explored at this level of specialisation. Students who already have strong skills in a particular painting media will have the opportunity to extend those skills into other media if they want to. Level 3 Painting will support all students to take risks, extend current skills as well as learn new skills, sharing knowledge together.

This is an active class, engaging with materials and processes, exploring ideas, materials and making finished works. There is no set theme of study in Year 13 Painting. Each student will personally select an idea to explore and outwork in sequences of drawing and paintings. You will refine techniques and ideas over the course of the year. You will learn how to research your idea, deepen and expand your thinking and personal expression as you are guided through each phase of learning. Students will extend themselves as artists by developing a strong art journal practice. Your learning and achievement is advanced by by learning about visual ideas and artists' work from the past and present, and also by engaging in teacher and peer critique. Students will learn to support others in the class to develop and extend their ideas.

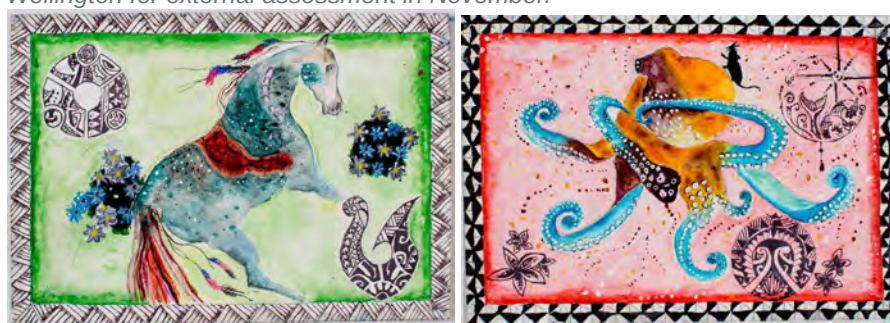


Level 3 Painting enables ākonga (students) to evolve their individual approach to art-making in a way that supports and empowers personal creative expression. You will make drawing and painting sequences that generate, analyse, clarify and regenerate ideas. You will study artists' works in order to extend ideas and produce new work using conventions appropriate to painting. The course structure is designed to promote independent work habits and develop knowledge and skills appropriate to your own personal painting style, theme and interests.

Visual Art equips ākonga with transferable skills that can be used in a wide range of tertiary courses and careers, whilst studying a subject that inspires and excites. This course will develop skills such as: communication, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, dexterity, patience, attention to detail, independence, innovation, risk-taking, reflection, and self-management.

The course is divided into two interrelated areas:

- **Studio Practice:** Developing a variety of painting processes related to a range of artist models; extending drawing and painting techniques and compositions via independent practical investigation. Students will document the development of their art-making in processes in a visual art journal.
- **Conceptual Development of Ideas:** Developing research, planning, establishing and expanding a theme, defining a personal proposal outworked in sequences of ideas and a sequential body of work.
- Your art journal research, planning, media studies and sequences of finished works comprise the evidence needed for the two internal achievement standards. A fully complete folio board comprised of three A1 sized panels comprises the evidence needed for the external submission. The folio must show the continual extension and clarification of your theme ideas, and refinement of your painting skills and approaches. The folio will be sent to Wellington for external assessment in November.

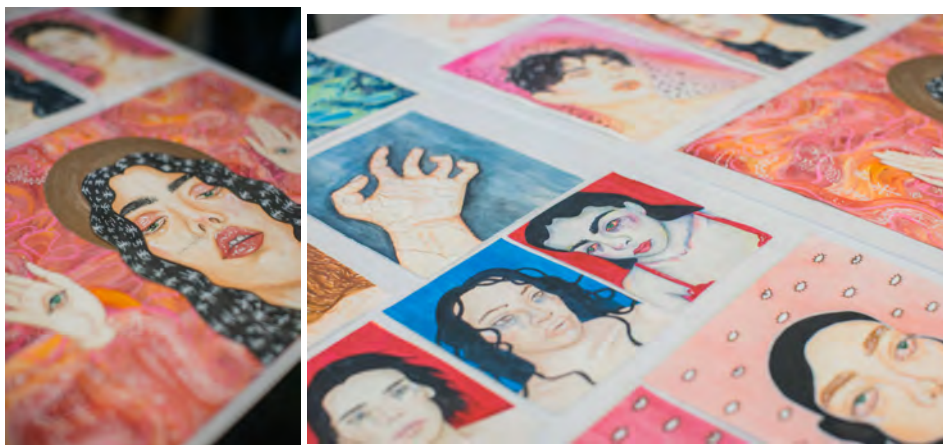


Completion and achievement in this course requires ongoing participation. It is an excellent preparation for tertiary level study in any field, as the depth of thinking that is possible (and in fact required for Excellence grades), and the self-management it develops are high level. **Participation in this course will reward you with the joy, satisfaction, fulfillment and sense of pride that comes from making art work that is personally meaningful to you.**

Students who intend to apply for tertiary level study in creative fields, such as Fine Arts, Design, Architecture, Fashion, Theatre or Media fields will have a strong portfolio of work and evidence to support their applications. You will have learned how to work and think at a level that prepares you well for tertiary study. Students will have the option of entering Scholarship Painting.

Students will have the opportunity to participate in art-making outside the classroom by exhibiting work and entering competitions. You may be able to work with established New Zealand artists in workshops, in or out- of class. The Franklin Arts Festival and Auckland Zine festival are examples of this. Outside opportunities can be aligned with or separate from course work. Ākonga will visit art galleries or museums and use this experience to enrich ideas for their own artworks.

We can't wait to welcome you into this course and support your learning journey!



Course Overview

Term 1

Developing a Personal Art Journal

Drawing Media & Processes:

- extending skills using a wide range of media and techniques; extending observational drawing skills; participating in experimental approaches to drawing.

Extending Painting Media skills & processes:

- explore new ways of working with painting media - try new media - experiment - explore - refine - apply to make own works.

Selecting and resourcing a personal theme and investigation: extended brainstorming; research; find and make visual resources from which to draw and make art works.

Trip to Auckland Art Gallery or Art Fair

Developing sequences of drawings and paintings for AS 3.2 which will establish your folio theme.

Term 2

Clarify and extend your personal theme thinking.

Make three sequences of work in drawing / painting for your theme.

Look closely at the work of artists. Make artist model study pages in your art journal. Apply techniques and ideas from artists' works to make your own original work.

Complete sequences of work for AS 3.2. Complete folio board 1.

Clarify and extend ideas for the top of Board 3.

Make a folio plan for AS 3.4.

Term 3

- Regenerate and refine your personal investigation into your theme and ideas

- Refine your painting by extending skills and techniques

- Introduction to innovations in contemporary art practice such as installation, digital projection, 3D work. Make new sequences of work.

- Aim to complete most works on the folio board.

- Franklin Arts Festival entries due.

Term 4

Completion of folio for external assessment in Week 4.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Contributions and Equipment/Stationery

Students are encouraged and advised to purchase a personal range of art materials such as drawing pencils, erasers, quality brushes, an art journal with wet-strength paper, and your preferred type of painting media and colour range.

Advice on where these can be purchased at the best prices will be provided at the start of the year.

Assessment Information

Assessment in this subject is portfolio-based. Students work holistically on internals and external assessments over the course of the year using an inquiry model of research/ planning/ making, testing, experimenting/ outcomes/ evaluation and analysis/ leading to new work. 3.5 is an optional standard that can link to exhibition or competition opportunities. Students will have the option of entering Scholarship Painting.

Your art journal research, planning, media studies and sequences of finished works comprise the evidence needed for the two internal achievement standards.

A fully complete folio board comprised of three A1 sized panels comprises the evidence needed for the external submission. The folio must show the continual extension and clarification of your theme ideas, and refinement of your painting skills and approaches. The folio will be sent to Wellington for external assessment in November.

To achieve highly in this course, students need to actively participate every lesson, and will need to allocate regular homework time to complete work. Anticipate a regular homework habit of approximately 2 hours per week, likely to be more at certain times of the year.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91446 v2 Painting 3.2 - Use drawing to demonstrate understanding of conventions appropriate to painting	3	I	4	*		
A.S. 91451 v2 Painting 3.3 - Systematically clarify ideas using drawing informed by established painting practice	3	I	4	*		
A.S. 91456 v2 Painting 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	3	E	14	*		
Total Credits			22	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **22**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 8 credits.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 3 Photography

3APHO



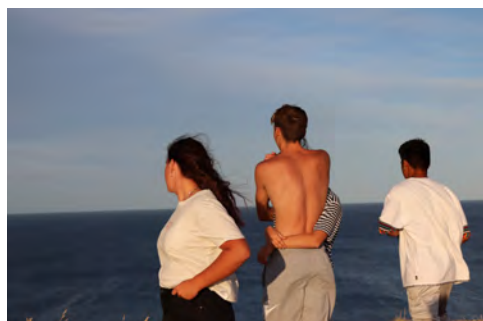
Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Year 12 APHO provides an ideal foundation for this course. Students who have achieved in other Level 2 visual arts subjects are also eligible.

Students who have not achieved success in Level 2 Photography, or who have not achieved in any other Level 2 visual art course will need to gain approval to take Level 3 Photography from the HOD Art. All students must be willing to be **actively** engaged in all learning activities. This will require in-class and after school involvement. Do not take this subject if you are a passive learner.

Course Description



This course builds on the technical and conceptual skills developed in level 2 Photography.

Students in this Year 13 photography course will hone skills in the technical and creative possibilities of photography as an art form and build their visual literacy and understanding of the creative process.

They will extend camera skills and build on their understanding of image making and visual communication. They will refine technical skills of how to operate a digital SLR camera, studio photography, site-based photography, and techniques for post production using Adobe Suites.

The focus is on original and creative thinking, using a range of experimental approaches and photographic conventions. Students will complete a printed or digital folio submission of their own photographic images. This could be a moving image submission, or sequences of still photographs presented on a three-panel folio board.

This course teaches contemporary technologies for producing photographic images. The fundamentals of using a digital single reflex camera are stressed, but the camera itself is redefined in this class. Students will explore other technologies and can utilise everything from cell phones, the scanner as a camera, disposable cameras, film cameras, video cameras - all as legitimate tools for creating photographic work.

This course teaches students to see, think and create with a critical mind and eye on the world in which they live. They bring this to the crafting and manipulation of photographic forms and meaning. Students will become far more aware of and attentive to the richness and complexity of the physical world, culture and societies in which we live. This subject will develop students as thinkers, deepening connections and awareness of themselves and others. It has value beyond the development of Photography skills only.

Students need to be committed to being active learners, and to taking photographs in- and outside the classroom. You will need to participate in interesting, challenging class and homework tasks throughout the year. This will ensure that all students complete their portfolio of work to a high standard. Do not take this course if you are a passive learner ... you must participate actively.

Students are expected to create high quality images and develop the aesthetic, technical, conceptual skills needed to create a professional practice. Students will be guided and supported throughout the course to be able to accomplish this.

They will further appreciate the technical and conceptual complexity that characterizes photography and moving image, while enhancing their ability to discuss their own work and the work of others.

Students will complete a portfolio of original photographic or moving image work. They will gain further understanding of methods and ideas that form contemporary photography practice and develop critical and creative thinking skills.

Course Overview

Term 1

Review of conventions / DSLR technical workshops

Adobe Review

Studio photography

Site-based photography

Extending and refining photography, camera, and editing skills.

Establishing a photography journal and digital portfolio practice.

Multiple and varied photo shoots, resulting in production of 4 sequences of edited work.

Term 2

The Crit - Review and deeper understanding of the art of analysis. Class analysis of peer work

Art Gallery Field Trips

The Artist - Lessons dedicated to the viewing of different photographers local and international, present and past.

The Concept - Introduction to thematic concepts and how to investigate an idea.

Completion of internal AS 3.2 focusing on use of photography conventions

Multiple new photo-shoots focusing on People, Place, Objects

Establish your folio theme - write a proposal - complete at least 3 photo shoots for your theme by end of Term 2.

Edit work - produce at least 3 sequences of work exploring ideas for your theme.

Term 3

Peer and Teacher critique of student's work

Complete 2-3 new photo-shoots and edited sequences of finished work based on your theme - still photography or moving image.

Assessment of internal AS 3.3 - extend, clarify and refine ideas in sequences of work.

Complete at least two panels of folio board work exploring ideas for your proposed theme - at least six sequences.

Multiple photo shoots of objects / people / places to extend and evolve your personal folio theme.

Editing, refining and extending ideas in new photo shoots in studio and/or on location.

Peer and teacher critique.

Term 4

Completion of finished folio boards or moving image submissions.

All student folio submissions will be sent to Wellington for external examination in Week 4. There is no extension on the external submission date.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Contributions and Equipment/Stationery

Own SD card. Art Journal. Own camera ideal for out of class work (including a quality cell phone camera). School cameras will be available for in-class photography. Stationery to be advised fully in start of year stationery list.

Assessment Information

Assessment in this course is portfolio-based. Students will develop their work throughout each term as they participate in learning activities and assignments. Students will be offered 2 compulsory internals worth 8 credits in total, and an external 12 credit portfolio submission. AS 3.5 is an optional standard.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91447 v2 Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography	3	I	4	*	
A.S. 91452 v2 Photography 3.3 - Systematically clarify ideas using drawing informed by established photography practice	3	I	4	*	
A.S. 91457 v2 Photography 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	3	E	14	*	
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4	*	
Total Credits			26	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **26**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 12 credits.

Related Videos

<https://www.youtube.com/watch?v=ijcltwG7DIU>

NCEA Level 3 Printmaking

3APRN



Head of Faculty - Kaihautuu: [Esther Hansen](#)

Recommended Prior Learning

It is preferable for students to have studied Year 12 Visual Art. Success in other senior visual arts courses will also be valuable.

Students new to art, wishing to take Level 3 Printmaking should gain approval from HOD Art or from Miss Hansen.

Hard-working students have gained success in L3 Printmaking without prior experience in Art, but you need to commit to working hard and building skills quickly.

Course Description



This course is aimed at current senior art students, and new art ākonga (students) with some personal art skills, as well as students who wish to develop their creativity without much prior experience in art making. This means that Print class will support all students to take risks and learn new skills. Akonga will share knowledge so their capabilities are really expanded. Year 13 Printmaking is an active class of making works using hand-made print techniques like woodcut and dry-point etching, as well as creating digital prints in Photoshop.



The level of challenge will grow as ākonga refine techniques and ideas over the course of the year. Student learning and achievement is advanced by teacher and peer critique, and by referencing visual ideas from art history and contemporary art in their work. Students will support others in the class to develop and extend their ideas. Ākonga will develop skills in group critique.



In Level 3 Printmaking ākonga will participate in real world learning by exhibiting and entering competitions outside of their course work, and may even work with established New Zealand print makers in workshops or in exhibitions. The Forest has the Blues Project, and the Auckland Zine festival at the Auckland city gallery, Beastiary Print project, Printopia at Corban's Estate and Ringa Toi - Excellence in Māori art at Te Papa are examples of this. Ākonga will visit art galleries or museums and use this experience to develop ideas for their own artworks.



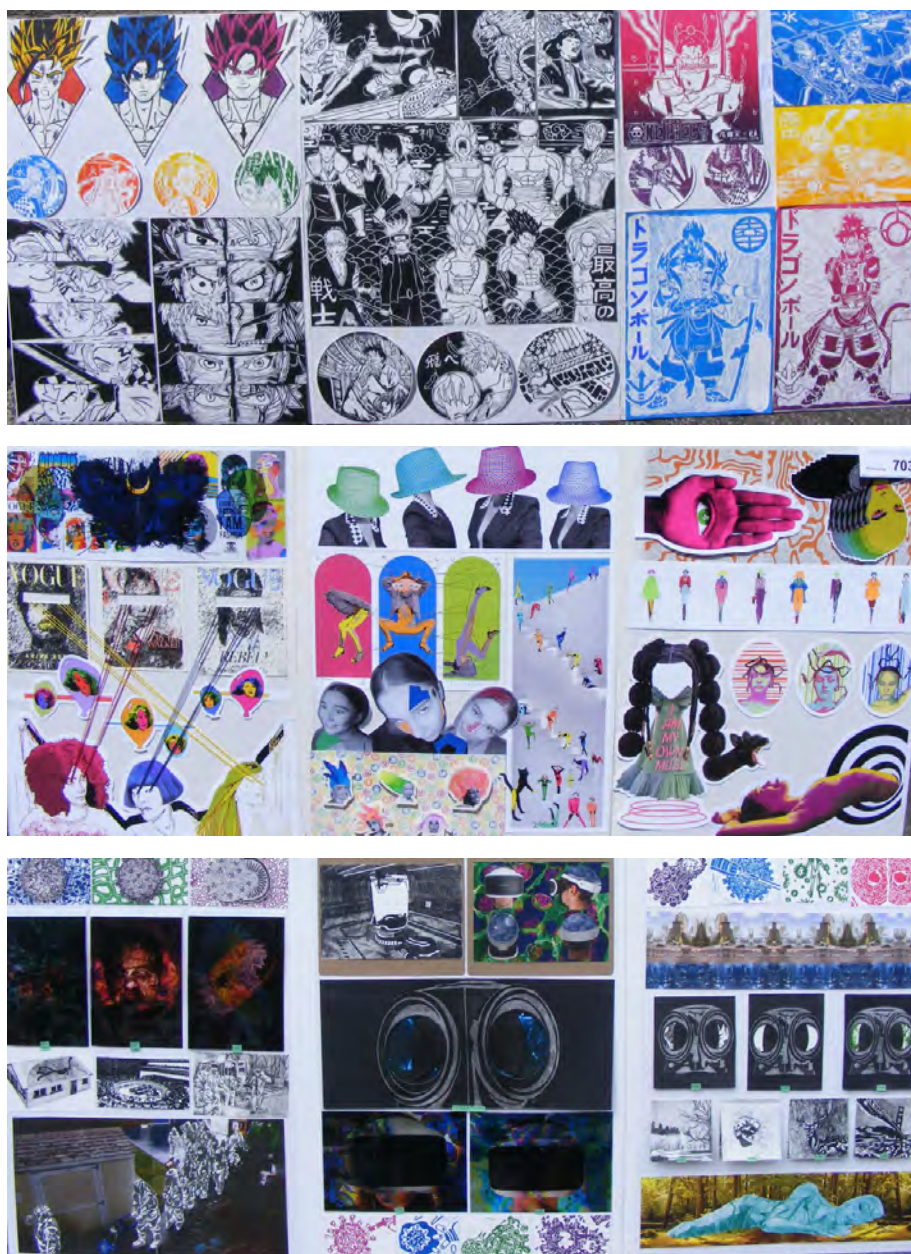
This course enables senior art ākonga (students) to evolve their individual art-making style in a way that supports and empowers personal creative expression. Drawing is used to generate, analyse, clarify and regenerate ideas. Using a study of artists' works, ākonga will be able to extend ideas and produce new work using conventions appropriate to the printmaking media being used.



Visual Art equips ākonga with transferable skills that can be used in a wide range of tertiary courses and careers, whilst studying a subject that inspires and excites. This course will develop skills such as: communication, critical and creative thinking, problem-solving, the ability to research and analyse, adaptability, dexterity, patience, attention to detail, independence, and innovation.

The course structure is designed to promote independent work habits and develop knowledge and skills chosen by our ākonga. This course is divided into two interrelated areas:

- Developing a variety of print processes related to a range of artist models; extending drawing and printmaking techniques and compositions via independent practical investigation. Students will document the art-making processes undertaken.
- Through research and planning: developing theme, defining a personal proposal that is outworked in sequences of ideas, to create a sequential body of work. The development of each student's individual ideas and printmaking skills comprise the evidence for internal assessment and the external folio board submission.



Course Overview

Term 1

3.5 group project for exhibition or theme development and drawing/ experimental printmaking. (optional)
3.2 and 3.3 development of sequences of prints in 3 different print processes.

Term 2

3.2, 3.3 and 3.4 development of sequences of prints.
Complete work for board 1 and 2
Theme development, using established practice.
Scholarship students would begin here on their workbook

Term 3

3.4 development of sequences of prints on board 2 and 3.

Term 4

3.4 development of sequences of prints on board 2 and 3. Hand in folio. Complete scholarship submission.

Learning Areas:

[Arts](#), [Arts - Visual Arts](#)

Contributions and Equipment/Stationery

Students will be encouraged to purchase their own personal drawing materials and art journal, and essential print tools. Materials can be supplied. Information on how to purchase will be given at the start of the year.

Assessment Information

Assessment in this subject is portfolio-based. Students work holistically on internals and external assessments over the course of the year using an inquiry model of research/ planning/ making, testing, experimenting/ outcomes/ evaluation and analysis/ leading to new work. 3.5 is an optional standard dependent on real world exhibition opportunities.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91448 v2 Printmaking 3.2 - Use drawing to demonstrate understanding of conventions appropriate to printmaking	3	I	4	*		
A.S. 91453 v2 Printmaking 3.3 - Systematically clarify ideas using drawing informed by established printmaking practice	3	I	4	*		
A.S. 91458 v2 Printmaking 3.4 - Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice	3	E	14	*		
A.S. 91460 v2 Visual Arts 3.5 - Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context	3	I	4	*		
Total Credits			26	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **26**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 12 credits.

Arts - Music



Arts - Music Learning Area

At Pukekohe High School ākonga (students) have the opportunity to be involved in learning and expressing themselves through Dance, Drama, and Music and the Visual Arts.

Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures.

In the Arts, ākonga learn to work both independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

By actively participating and learning in, through and about the Arts students make and respond to their own and others' work. They connect ideas, imagination, senses, and feelings. By participating in the Arts, the personal well-being of ākonga is enhanced. As they express and respond to works and ideas within creative, aesthetic, and technological frameworks, students' confidence to take risks is increased.

Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

The Arts learning area comprises four disciplines: Drama, Music (Sound Arts), and Visual Arts (Painting, Photography, and Art Design). Within each, ākonga develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through Arts practices and the use of traditional and new technologies, ākonga artistic ideas are generated and refined through cycles of action and reflection.



NCEA Level 1 Performance Music

1AMUS



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

Recommended Prior Learning

Students will ideally enter Year 11 Music with a background in music. This could be Year 10 MUS or MUB, or by learning a musical instrument or voice training outside school. If students are excited about taking Year 11 Music but have not successfully participated in Year 10 music courses, please discuss this with the Head of Music, Mr Granshaw.

Course Description

This Level 1 Music course builds on the skills you developed in Year 10, blending practical and theoretical tasks to enhance your musicianship, understanding, and creativity.

Course Options:

- Year 11 Band Class: Focuses on ensemble performance and collaboration.
- Year 11 Core Class: Emphasizes individual skill development and theoretical knowledge.

What You'll Learn:

Throughout the year, you will deepen your musical understanding by studying contemporary scores, popular music, and historical genres. This will support your development in individual composition and songwriting. The course integrates music technology with traditional instrument skills to enhance your overall achievement. Both solo and group performance skills will be refined with guidance from expert professional musicians specializing in your chosen instrument.



Additional Opportunities:

- Extra-Curricular Activities: Engage in activities beyond the classroom to enrich your musical experience.
- Community Performance: Gain real-world experience by performing at community events.

We look forward to supporting you as you elevate your musicianship and express your creativity, musical experiences and cultural background.



Learning Areas:

[Arts - Music](#)

Assessment Information

Students will be assessed via practical demonstration of their music skills in performance and composition. Students will have the option of participating via instruments and technologies to suit their strengths and interests. Learning for these standards is a mix of practical and theory, so students grow their skills throughout the year. Students will be given the option of performing solo or as a member of a group in some assessment tasks. Students will be given frequent feedback and support throughout assessment tasks. Performances are recorded and feedback is given to students on how to improve. The best performance will determine the final grade.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91948 v3 Music 1.1 - Use music skills in a music style	1	I	5			
A.S. 91949 v3 Music 1.2 - Demonstrate music performance skills	1	I	5			
A.S. 91951 v3 Music 1.4 - Shape music ideas to create an original composition	1	E	5			
Total Credits			15	0	0	0

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Performance Music

2AMUS



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

Recommended Prior Learning

To study Music at Level 2, students need to have gained satisfactory achievement from a previous level of musical study. This may have been via a school music course, being a member of a band, or study of music outside of school. Students who did not participate or achieve in Year 11 Music should speak to Mr Granshaw to gain HOD approval.

Students should commit to practising their instrument or voice at least four times a week out of class time, for an average of 40 minutes per practice.

Course Description

This Level 2 Music course builds on the skills you developed in Year 11. It combines practical and theoretical tasks to enhance your musicianship, understanding, and interpersonal skills. The course includes both compulsory and optional Achievement Standards, allowing you to tailor your studies to your strengths and interests.



All students will complete units in composition and solo performance. Additionally, you can choose from optional assessments such as Arranging, Group Performance, Second Instrument, and Music Technology. This flexibility helps you build confidence and express your unique musical experiences and cultural background.

You'll work both independently and in collaboration with others to create and perform music. The course allows you to select Achievement Standards that align with your abilities and future career goals. Students will be encouraged to participate in extra-curricular activities and will be given opportunities to perform in the community.

We look forward to supporting you to take your musicianship to the next level.



Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 3 Performance Music](#)

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio engineers. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns, can work better in a group, and have strong interpersonal skills.

Assessment Information

Course Recommendation: 16 – 18 credits (combination of internal and external standards)

Each student will be able to make guided decisions about the make-up of their course and can choose achievement standards that suit their strengths and future career paths.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91270 v2 Making Music 2.1 - Perform two substantial pieces of music as a featured soloist	2	I	6		
A.S. 91271 v2 Making Music 2.4 - Compose two substantial pieces of music	2	I	6		
A.S. 91272 v2 Making Music 2.3 - Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	2	I	4		
A.S. 91274 v2 Making Music 2.2 - Perform a substantial piece of music as a featured soloist on a second instrument	2	I	3		
A.S. 91275 v3 Making Music 2.5 - Demonstrate aural understanding through written representation	2	E	4		
A.S. 91276 v3 Music Studies 2.6 - Demonstrate knowledge of conventions in a range of music scores	2	E	4		
Total Credits			27	0	0

Total Credits Available: 27 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 19 credits.

NCEA Level 3 Performance Music

3AMUS



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

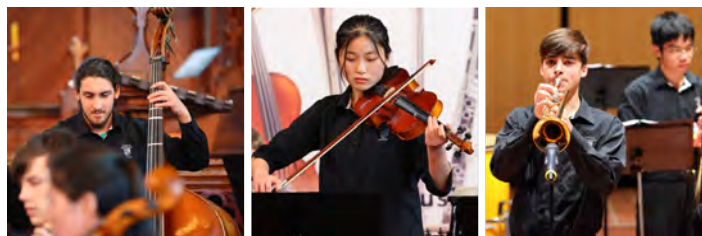
Recommended Prior Learning

To study Music at Level 3, students need to have gained satisfactory achievement from a previous level of musical study. This may have been via a school music course, being a member of a band, or study of music outside of school. Students who did not participate or achieve in Year 12 Music must speak to Mr Granshaw to gain HOD approval.

Students should commit to practising their instrument or voice at least four times a week out of class time, for an average of 40 minutes per practice. Participation in the schools co-curricular program is encouraged but not compulsory.

Course Description

This comprehensive program is designed to help you refine your musicianship through a combination of practical and theoretical tasks. The course structure is student centred, allowing you to create an individual learning plan from the following Achievement Standards: group performance, solo performance, theory, music technology, research, arranging and composition. This flexibility empowers you to focus on your strengths and interests, ensuring a bespoke educational experience that fosters your growth in all areas of musicianship.



Whether your goal is to excel as a versatile performer, innovative composer, or skilled studio musician, this course provides the tools and guidance you need to succeed. Engage in practical exercises, theoretical exploration, and creative projects designed to build your expertise and confidence.

Join us to refine your skills and take the next step towards realising your full potential as a musician.



Learning Areas:

[Arts - Music](#)

Assessment Information

Course Recommendation: 16 – 20 credits (combination of internal and external standards)

Each student will be able to make guided decisions about the make-up of their course and can choose achievement standards that suit their strengths and future career paths.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91416 v2 Making Music 3.1 - Perform two programmes of music as a featured soloist	3	I	8	*		
A.S. 91418 v2 Making Music 3.3 - Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	3	I	4	*		
A.S. 91419 v2 Making Music 3.4 - Communicate musical intention by composing three original pieces of music	3	I	8	*		
A.S. 91420 v2 Making Music 3.5 - Integrate aural skills into written representation	3	E	4	*		
A.S. 91424 v2 Music Studies 3.9 - Create two arrangements for an ensemble	3	I	4	*		
A.S. 91425 v2 Music Studies 3.10 - Research a music topic	3	I	6	6r *		
Total Credits			34	0	6	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **34**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 34 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 30 credits.

Career Development Services



Career Development Services Learning Area



MIT Level 2 Trades Academy

2FPTRADE



Head of Faculty - Kaihautuu: [Gaynor Matthews](#)

Recommended Prior Learning

L.1 Literacy and Numeracy is recommended for all courses.

Applications for your chosen course are a MUST as placements are limited for each course. Make your application as early as possible to avoid disappointment.

Please note that these MIT courses are different to the Pukekohe Pathways Programmes which students have already been selected to be part of.

Course Description

PLEASE ENSURE YOU FILL OUT THE EXPRESSION OF INTEREST FORM WHEN YOU SELECT THIS COURSE. PLACES ARE LIMITED.

Manukau Institute of Technology / Te Pūkenga is a Trades Academy provider that works with Pukekohe High School to provide courses to help students achieve NCEA Level 2 by offering vocational courses that prepare students for higher education or employment. Students spend ONE day a week at MITTA and the remainder of their week at school, doing their regular timetabled classes at school. This requires students to ensure they keep up with the coursework from their other subjects at school, whilst learning in a tertiary level environment that offers them Level 2 credits. Please note some courses are only for half of the year.

Depending on the course, this can range from approximately 11 to 30 credits.

- MITTA Trades Academy classes commence in February 2025 at the MIT campus for that course
- MIT courses are free to PHS students
- You will attend MIT ONE day per week of your school timetable. It will be up to you to keep up with any schoolwork you miss on the day you are at MIT
- In Term 4 - MIT/PHS MITTA information will be sent out in a separate email upon confirmation of your placement at MIT
- You can wear mufti to MIT. You MUST wear closed toe shoes for Health and Safety.
- Protective clothing/ gear will be organized on site by MIT.
- Take note of any equipment or gear you need to take with you to your course

Trades Academy student TRANSPORT is provided by Pukekohe High School - this is provided at NO cost to the student.

- Arrive punctually by 7:00am at the Gate 3 school entrance on Harris Road to catch the bus.
- If you are late and miss the bus, you will be sent home to change into school uniform and attend school for the day.
- The bus will collect you from the same drop off point at MIT at 2:50pm. You will arrive back to school by approximately 3:45pm, traffic dependent.

Please see the attached programme - [MIT Trades Academy 2025 Programme Guide v4.pdf](#)

Courses offered in the 2025 programme are pending confirmation which occurs at the end of this year.

Automotive

Building (Full Year)

Electrical and Carpentry (Half Year Each)

Electrical (Half Year)

Engineering (Half Year)

Building and Landscape

Hospitality

Hairdressing

Early Childhood Education

Tourism

Youth Health

Skills for Living (L1 Supported Learners)

Course Overview

Term 1

As per course outline for selected course.

Learning Areas:

[Career Development Services](#)

Contributions and Equipment/Stationery

As per course requirements (for the MIT course selected).

Students are not expected to wear school uniform when they come to MITTA.

Some courses require special Personal Protection Equipment (PPE) and this will be provided by MITTA. Students are expected to wear the PPE during practical activities and will not be allowed in class if they are not in the appropriate PPE gear.

Assessment Information

Each course has separate subject requirements for assessments and credits.

Please see the 2023 MITTA Programme Guide (attached to this page) for specific details about your chosen course.

Take note of the following:

-2024 Programme will be similar next year but it may be subject to change according to funding and allocation of tutors etc.

-MITTA is not a university approved course. It only offers Unit Standards not Achievement Standards. Students who wish to go to university are not advised to attend a MIT course unless they can justify how it links to their intended university course when they leave school.

MIT Level 3 Trades Academy

3FPTRADE



Head of Faculty - Kaihautuu: [Gaynor Matthews](#)

Recommended Prior Learning

L.1 Literacy and Numeracy is recommended for all courses.

Any other subjects that may be relevant to the Trades Academy course that a student may choose is encouraged.

Students who did a course in Level 2 MITTA may have preference for the same course at Level 3 MITTA.

Applications for your chosen course are a MUST as placements are limited for each course. Make your application as early as possible to avoid disappointment.

Course Description

PLEASE ENSURE YOU FILL OUT THE EXPRESSION OF INTEREST FORM WHEN YOU SELECT THIS COURSE. PLACES ARE LIMITED.

Manukau Institute of Technology is a Trades Academy provider that works with Pukekohe High School to help students achieve NCEA Level 3 by offering vocational courses that prepare students for higher education or employment. Students spend TWO days a week at MITTA and the remainder of their week at school to fulfil their Level 3 studies towards NCEA Level 3.

- MITTA Trades Academy classes commence in February 2025 at the MIT campus for that course
- MIT courses are free to PHS students
- You will attend MIT TWO days per week of your school timetable. It will be up to you to keep up with any schoolwork you miss on the day you are at MIT
- In Term 4 - MIT/PHS MITTA information will be sent out in a separate email upon confirmation of your placement at MIT
- You can wear mufti to MIT. You MUST wear closed toe shoes for Health and Safety.
- Protective clothing/ gear will be organized on site by MIT.
- Take note of any equipment or gear you need to take with you to your course

Trades Academy student TRANSPORT is provided by Pukekohe High School - this is provided at NO cost to the student.

- Arrive punctually by 7:00am at the Gate 3 school entrance on Harris Road to catch the bus.
- If you are late and miss the bus, you will be sent home to change into school uniform and attend school for the day.
- The bus will collect you from the same drop off point at MIT at 2:50pm. You will arrive back to school by approximately 3:45pm, traffic dependent.

Please see the attached programme - [MIT Trades Academy 2025 Programme Guide v4.pdf](#)

Courses offered in the 2025 programme are pending confirmation which occurs at the end of this year.

Automotive

Construction (BCATS)

Electrical

Engineering

Building and Landscape

Study & Career Preparation (Police Studies)

Tourism

Hospitality

Early Childhood Education

Nursing, Health and Counselling

Bakery

Workplace Office Administration

Course Overview

Term 1

As per course outline for selected course.

Learning Areas:

[Career Development Services](#)

Contributions and Equipment/Stationery

As per course requirements (for the MIT course selected).

Students are not expected to wear school uniform when they come to MITTA.

Some courses require special Personal Protection Equipment (PPE) and this will be provided by MITTA. Students are expected to wear the PPE during practical activities and will not be allowed in class if they are not in the appropriate PPE gear.

NCEA Level 1 Future Pathways

1GFPS



Head of Faculty - Kaihautuu: [Gaynor Matthews](#)

Recommended Prior Learning

School holiday, casual or part-time employment is helpful, but not necessary.

Course Description

Future Pathways is a practical work experience programme designed to introduce Year 11 students to the world of work developing vital work force based skills and attributes needed by employers in real work situations. In addition to classroom learning, students complete a maximum of 10 weeks' work experience together with assessments their teacher and employer will assess as students are on-the-job.

From 'How to get a job', creating an outstanding curriculum vitae (CV) and negotiating a workplace agreement with a real employer, students can increase their self-confidence that gives to give them the edge in the real world of work. Students learn how to , find a job, how to adapt and thrive in a new job, workplace health and safety skills, understand the duties of an employee, and their rights and responsibilities at work. The routine of a Future Pathways student forces them to quickly learn how to manage their school studies around work experience commitments, to be communicative, organised and prepared.



Course Overview

Term 1

Unit Standard 504 – Produce a Curriculum Vitae

Unit Standard 3483 - Fill in a form

Unit Standard 4249 – Describe obligations of an employee

Term 2

Unit Standard 10780 – Complete a work experience placement

Unit Standard 543 – Work in a new workplace

Unit Standard 1293 - Be interviewed in an informal, one-to-one, face-to-face interview

Term 3

Unit Standard 64 - Perform Calculations in the workplace

Additional GATEWAY standards where applicable.

Term 4

Completion of any outstanding work.

Learning Areas:

[Career Development Services](#)

Contributions and Equipment/Stationery

BYOD is required, as 1GFPS is delivered as a blended course.

Students must have pens, pencils and highlighters for every class.

Assessment Information

Future Pathways students enjoy studies which are conducted in the classroom, with training providers and with their employer. The course has 22 internal credits available, with additional credits for students also entered in for Gateway (up to 20 potential credits). Students have generous opportunities to acquire the learning and credits needed to progress into meaningful education, training and development or employment beyond high school.

Credit Information

U.S. 64 v11 Perform calculations for a specified workplace	1	I	2				
U.S. 504 v9 Produce a CV (curriculum vitae)	1	I	2				
U.S. 543 v9 Work in a new workplace	1	I	3				
U.S. 1293 v8 Be interviewed in an informal, one-to-one, face-to-face interview	1	I	2				
U.S. 3483 v8 Fill in a form	1	I	2				
U.S. 3501 v7 Demonstrate knowledge of and apply listening techniques	1	I	2				
U.S. 4249 v9 Describe obligations as an employee	1	I	3				
U.S. 10780 v6 Complete a work experience placement	2	I	3				
Total Credits			19	0	0	0	

Total Credits Available: 19 credits.

Internally Assessed Credits: 19 credits.

English



English Learning Area



NCEA Level 1 English

1EENG



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Course Description

We draw on our knowledge of how language works to interpret and produce text in English. Being able to use the English language with control can strengthen your identity and enable you to effectively participate in society.

Course Overview

Term 1

Studying written and visual texts

Term 2

Creating visual and written texts

Term 3

Studying written and visual texts.
Creating written and oral texts

Term 4

Respond to written texts
Respond to unfamiliar texts

Learning Areas:

[English](#)

Pathway

[NCEA Level 2 English](#)

Assessment Information

We use Achievement Standards for assessment. The course includes External and Internal assessments.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90052 v5 English 1.4 - Produce creative writing	1	I	3			
A.S. 90053 v5 English 1.5 - Produce formal writing	1	I	3			
A.S. 90849 v3 English 1.1 - Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	1	E	4			
A.S. 90851 v2 English 1.3 - Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	1	E	4			
Total Credits	21	0	0	0	0	0

A.S. 90852 v2 English 1.8 - Explain significant connection(s) across texts, using supporting evidence	1	I	4			
A.S. 90855 v3 English 1.7 - Create a visual text	1	I	3			
	Total Credits	21	0	0	0	

Total Credits Available: 21 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 2 English

2EENG



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Course Description

At Curriculum Level 7 students will analyse and interpret, and acknowledge their own perspectives through their responses to various texts. They will show a discriminating understanding of why and how the audience is being positioned, and why and how the text relates to other texts and contexts. They will make conclusions by drawing from their knowledge of ideas, purpose, language features, and structure.

Course Overview

Term 1

Close viewing and reading
Response to unfamiliar texts

Term 2

Use information literacy skills
Present developed ideas in writing

Term 3

Respond to written texts
Present developed ideas in writing

Learning Areas:

[English](#)

Pathway

[NCEA Level 3 English](#)

Assessment Information

The course is assessed through Internal and External Achievement Standards.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91098 v3 English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	2	E	4	Y	4r,4w
A.S. 91100 v2 English 2.3 - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	2	E	4	Y	4r,4w
A.S. 91101 v2 English 2.4 - Produce a selection of crafted and controlled writing	2	I	6	Y	6w
Total Credits			21	21	18
					0

A.S. 91105 v2 English 2.8 - Use information literacy skills to form developed conclusion(s)	2	I	4	Y	4r
A.S. 91107 v2 English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	2	I	3	Y	
Total Credits			21	21	18
					0

Total Credits Available: 21 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 3 English

3EENG



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Course Description

At Curriculum Level 8 students will critically respond and evaluate, while acknowledging their own perspectives through their responses to various texts. They will show an insightful understanding of why and how the audience is being positioned, how a text relates to other texts and contexts, and they will integrate their knowledge of ideas, purpose, language features, and structure.

Course Overview

Term 1

Close viewing

Reading written texts

Term 2

Write coherent texts

Use critical texts to develop an understanding of an issue in a studied text

Term 3

Write coherent texts

Critically examine written texts

Learning Areas:

[English](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91472 v1 English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91474 v1 English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91475 v1 English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	3	I	6	Y	6w *	
A.S. 91479 v1 English 3.8 - Develop an informed understanding of literature and/or language using critical texts	3	I	4	Y	4r *	
Total Credits			21	21	18	0

A.S. 91480 v1 English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	3	I	3	Y	*	
Total Credits			21	21	18	0

Approved subject for University Entrance
 Number of credits that can be used for overall endorsement: **21**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 21 credits.
Externally Assessed Credits: 8 credits.
Internally Assessed Credits: 13 credits.

NCEA Scholarship English

3EENS



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

It is recommended that students that select this course have achieved with Merit or Excellence in AS91101 Writing Portfolio, AS91098 Studied Written Text (external), and/or AS91100 Unfamiliar Text (external).

Course Description

This course offers students the opportunity to work within Curriculum Level 8 to achieve Level 3 English and prepare for the Scholarship English examination. They will show a mature appreciation of more demanding texts and prompts by applying highly developed knowledge, skills, and understanding of purpose, audience, ideas, language features, and structure. Students will synthesise and integrate their ideas with perception and communicate with logical development, precision, and clarity of ideas.

Course Overview

Term 1

AS91479 Critical Texts assessment.

Term 2

AS91078 Connections assessment.

Term 3

AS91475 Writing Portfolio assessment.

Learning Areas:

[English](#)

Credit Information

A.S. 91472 v1 English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91474 v1 English 3.3 - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	3	E	4	Y	4r,4w *	
A.S. 91475 v1 English 3.4 - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	3	I	6	Y	6w *	
A.S. 91478 v1 English 3.7 - Respond critically to significant connections across texts, supported by evidence	3	I	4	Y	*	
A.S. 91479 v1 English 3.8 - Develop an informed understanding of literature and/or language using critical texts	3	I	4	Y	4r *	
Total Credits			22	22	18	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **22**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits.

Externally Assessed Credits: 8 credits.

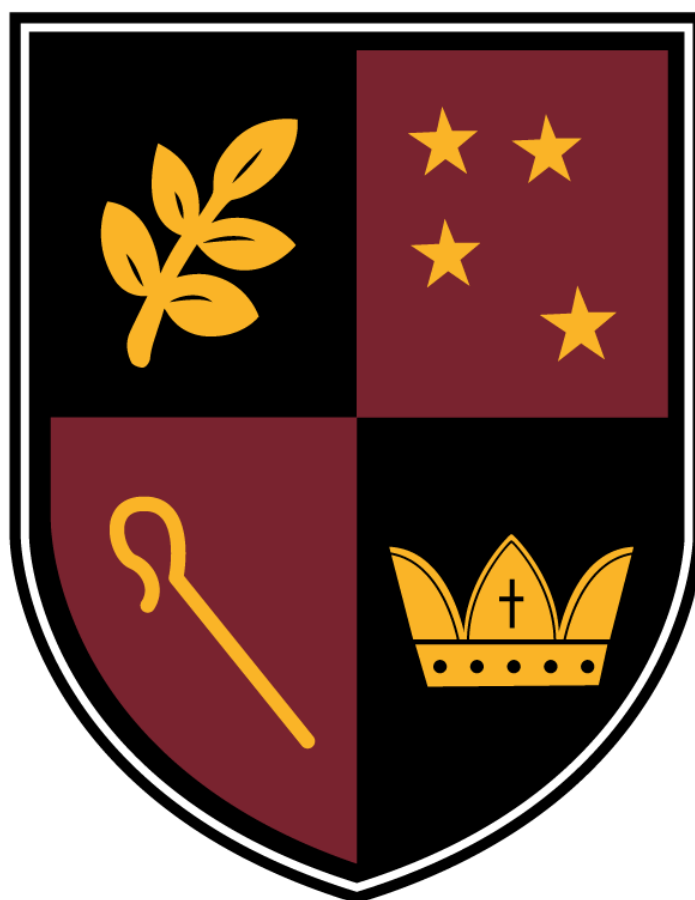
Internally Assessed Credits: 14 credits.

ESOL - English for Speakers of Other Languages



ESOL Learning Area

ESOL classes are English language classes designed for students who are learning English as an additional language. They focus on developing skills and confidence in speaking, listening, reading and writing, as well as extending vocabulary knowledge. The aim is to improve English language skills for everyday life and to develop academic language skills to support achievement in other learning areas.



NCEA Level 1 English for Speakers of Other Languages

1EESL



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

There is no recommended prior learning. Assessments are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

Course Description

This is an English language course for students who speak English as an additional language. It covers reading, writing, listening and speaking. The aim is to improve English language skills for everyday life and to develop academic language skills to support achievement in other learning areas.

Learning Areas:

[English](#), [ESOL - English for Speakers of Other Languages](#)

Pathway

[NCEA Level 2 English for Speakers of Other Languages](#)

1EESL leads to 2EESL in the following year, or to an English level 1 or 2 course depending on English language proficiency and approval from the English HoF.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or may use an exercise book and clearfile folder.

Assessment Information

Students can be assessed at either level 1 or 2 for most language skill areas depending on their current level of English language proficiency. Suitable assessments will be chosen from the list below to a total of 20 credits.

Credit Information

U.S. 27996 v3 Write simple texts on everyday topics (EL)	1	I	5				
U.S. 27998 v3 Complete simple forms with personal information (EL)	1	I	5				
U.S. 27999 v3 Write a simple connected text on a familiar topic (EL)	2	I	5				
U.S. 30980 v1 Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	2	I	5				
U.S. 30994 v1 Read and understand simple texts in everyday contexts (EL)	1	I	5				
Total Credits				40	0	0	0

U.S. 30995 v1 Read and understand a straightforward text on a familiar topic (EL)	2	I	5			
U.S. 31005 v1 Read and understand a range of simple written texts independently (EL)	1	I	5			
U.S. 31020 v1 Participate in an interview on a familiar topic (EL)	2	I	5			
	Total Credits		40	0	0	0

Total Credits Available: 40 credits.
Internally Assessed Credits: 40 credits.

NCEA Level 2 English for Academic Purposes

2EEAP



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

It is recommended that students entering this course already have general English language proficiency. The course is not suitable for foundation level learners.

Course Description

This is an academic-focused English language course for students who already have general English language proficiency and are considering tertiary training. The course aims to develop confidence and skills in using English for academic purposes. Support with gaining University Entrance Literacy credits may be available for students who are ready to achieve these standards if required. However, this is not a University approved subject.

Learning Areas:

[English](#), [ESOL - English for Speakers of Other Languages](#)

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or an exercise book and clearfile folder.

Assessment Information

English for Academic Purposes Unit Standards will be used for assessments. 22 credits are offered with some optional standards available if required. Depending on student need, the course may be adapted to include some English Language Unit Standards.

Credit Information

U.S. 30508 v3 Write a short crafted text using resource material in English for an academic purpose	3	1	6			
U.S. 30509 v3 Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose	3	1	5			
U.S. 30510 v3 Deliver a short oral presentation in English for an academic purpose	3	1	5			
U.S. 30511 v3 Read and process information on a familiar topic in English for academic purposes	3	1	6			
	Total Credits	22	0	0	0	

Total Credits Available: 22 credits.

Internally Assessed Credits: 22 credits.

NCEA Level 2 English for Speakers of Other Languages

2EESL



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

There is no recommended prior learning. Assessments are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

Course Description

This is a general English language course for students who speak English as an additional language. It covers reading, writing, listening and speaking. The aim is to improve English language skills for everyday life and to develop language skills to support achievement in other learning areas. Support towards achieving the level 1 literacy co-requisite will also be provided.

Learning Areas:

[English](#), [ESOL - English for Speakers of Other Languages](#)

Pathway

[NCEA Level 3 English for Speakers of Other Languages](#)

2EESL leads to either 3EESL or 3EEAP in the following year depending on English language proficiency and future pathways.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or an exercise book and clearfile folder.

Assessment Information

English Language Unit Standards are used for assessments. Students can be assessed at the most appropriate level for their current level of English language proficiency, from Levels 1 to 3. 20 credits are offered with some optional standards if required.

Credit Information

U.S. 27999 v3 Write a simple connected text on a familiar topic (EL)	2	1	5		
U.S. 30995 v1 Read and understand a straightforward text on a familiar topic (EL)	2	1	5		
U.S. 31006 v1 Read and understand a range of straightforward written texts independently (EL)	2	1	5		
U.S. 31026 v1 Present information on a familiar topic (EL)	2	1	5		
Total Credits		20	0	0	0

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.

NCEA Level 3 English for Academic Purposes

3EEAP



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

It is recommended that students entering this course already have general English language proficiency. The course is not suitable for foundation level learners.

Course Description

This is an academic-focused English language course for students who already have general English language proficiency and are considering tertiary training. The course aims to develop confidence and skills in using English for academic purposes. Support with gaining University Entrance Literacy credits may be available for students who are ready to achieve these standards if required. However, this is not a University approved subject.

Learning Areas:

[English](#), [ESOL - English for Speakers of Other Languages](#)

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or an exercise book and clearfile folder.

Assessment Information

English for Academic Purposes Unit Standards will be used for assessments. 22 credits are offered with some optional standards available if required. Depending on student need and language proficiency, the course may be adapted to include some level 4 EAP Unit Standards or level 2 English Achievement Standards to support the achievement of University Entrance Literacy.

Credit Information

U.S. 30508 v3 Write a short crafted text using resource material in English for an academic purpose	3	1	6			
U.S. 30510 v3 Deliver a short oral presentation in English for an academic purpose	3	1	5			
U.S. 30511 v3 Read and process information on a familiar topic in English for academic purposes	3	1	6			
U.S. 30982 v1 Demonstrate understanding of a spoken text on a familiar topic (EL)	3	1	5			
Total Credits		22	0	0	0	

Total Credits Available: 22 credits.

Internally Assessed Credits: 22 credits.

NCEA Level 3 English for Speakers of Other Languages

3EESL



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Recommended Prior Learning

There is no recommended prior learning. Assessment are differentiated so that students can be assessed at their current level of English language proficiency. However, only students who do not have English as their first language are eligible for English Language Unit Standards.

Course Description

This is a general English language course for students who speak English as an additional language. It covers reading, writing, listening and speaking. The aim is to improve English language skills for everyday life and to develop language skills to support achievement in other learning areas. Support towards achieving the level 1 literacy co-requisite will also be provided if required.

Learning Areas:

[English](#), [ESOL - English for Speakers of Other Languages](#)

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or an exercise book and clearfile folder.

Assessment Information

English Language Unit Standards are used for assessments. Students can be assessed at the most appropriate level for their current level of English language proficiency, from Levels 1 to 3. 20 credits are offered with some optional standards if required.

Credit Information

U.S. 28068 v3 Write a connected text on a familiar topic (EL)	3	1	5		
U.S. 30982 v1 Demonstrate understanding of a spoken text on a familiar topic (EL)	3	1	5		
U.S. 30997 v1 Read and understand a text on a familiar topic (EL)	3	1	5		
U.S. 31027 v1 Deliver a developed presentation on a familiar topic (EL)	3	1	5		
Total Credits		20	0	0	0

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.

Health and Physical Education



What is health and physical education about?

He oranga ngākau, he pikinga waiora.

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora1 – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why study health and physical education?

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

This learning area makes a significant contribution to the well-being of students.

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

- Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
- Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity
- Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others
- Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education



NCEA Level 1 Health

1PHLH



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Course Description

Level 1 Health is designed for students who seek to understand and support their own health and the health of others (hauora). This course delves into the influences shaping how people think, behave, and interact with the world, providing essential knowledge for making informed decisions in various situations, including relationships, sexual health, and substance use.

Course Content:

- Cultural Models of Health: Exploration of diverse cultural perspectives on health.
- Mental Health: Understanding the brain, stress management, resilience, and other key mental health concepts.
- Sexuality Health: Addressing issues impacting teenagers and promoting healthy sexual practices.
- Personal Well-being: Taking action to improve individual well-being through practical strategies.
- Substance Use: Examining drug-related issues, including alcohol, cannabis, and vaping.
- Well-being Strategies: Learning effective strategies to support overall well-being.
- Decision-Making Skills: Developing skills to make the best decisions in various life situations.

This course equips students with the knowledge and skills to positively influence their own health and the health of those around them. They will develop respect and compassion for others and an appreciation of diversity. Students will develop their ability to think critically and view situations from multiple perspectives.

Using digital technology is encouraged and promoted in this course. Teachers use Microsoft teams and one note to help deliver learning. An awareness of current affairs and researching using the internet to investigate topics is encouraged. Learning activities are often interactive and collaborative.

Knowledge, skills and experiences gained in Health Education are beneficial for many types of occupations. Students will learn foundational knowledge and skills that can lead to diverse future pathways, including becoming a teacher, and working or studying in the health, community services, government, hospitality, and science sectors.

*All assessments are achievement standards

*Students CANNOT choose this course and 1TFNT



Learning Areas:

[Health and Physical Education](#)

Pathway

[NCEA Level 2 Health](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 92008 v3 Health Studies 1.1 - Demonstrate understanding of hauora in a health-related context through the application of a model of health	1	I	5			
A.S. 92009 v3 Health Studies 1.2 - Demonstrate understanding of decision-making in a health-related situation	1	I	5			
A.S. 92010 v3 Health Studies 1.3 - Demonstrate understanding of factors that influence hauora	1	E	5			
Total Credits			15	0	0	0

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

Related Videos

<https://www.youtube.com/watch?v=AemHYVVUppc>

NCEA Level 1 Physical Education

1PPED



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Recommended Prior Learning

Students will have prior learning from Junior Physical Education Program

Course Description





Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our hauora, and allows us to live physically active lives. Movement affects who we are, how we experience and interact with others, and our relationship to and place in society.

Physical Education invites students to engage with how movement affects them, those around them, and their wider communities. Students will recognise and understand the challenges which affect participation in movement and respond to any movement barriers with full and active participation. Through their learning journey in Physical Education, students will develop and refine their understanding of what it means to be physically educated and promote physical education throughout their lives.

Students will participate in a variety of physical activities throughout the year and evaluate the factors that have affected their participation. They will develop an understanding of how the body functions during physical activity as well as how to learn physical skills effectively. Students will develop an understanding of the effective use of interpersonal skills in a team setting. They will also examine the societal influences that affect their participation in physical activity.

In Physical Education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Physical Activities may include: Volleyball, Ki o rahi, Adventure Based Learning, Orienteering, Boxing, Winter Sports.

Course Overview

Term 1

Theme Mahi o roopu

1.2 Kotahitanga - Focusing on developing interpersonal skills to help build an effective team

1.1 Movement Strategies- developing your movement skills of ki or rahi accumulating in our Annual Inter class ki o rahi tournament

Term 2

Theme Body in Motion

Through movement we investigate how our body works to produce movement including the anatomy of our body, biomechanics of movement and exercise physiology.

Term 3

Theme Hauora for life

1.3 Demonstrate understanding of the influence of personal movement experiences on hauora

Partaking in a variety of movement experiences and reflecting on how your hauora is influenced.

Learning Areas:

[Health and Physical Education](#)

Detailed Course Outline

Pathway

[NCEA Level 2 Physical Education](#)

Assessment Information

Students will be able to gain a maximum 21 NCEA Level 1 Achievement Standard Credits.

All Achievement Standards are internally assessed.

Credit Information

This course is eligible for subject endorsement.

A.S. 92016 v3 Physical Education 1.1 - Apply movement strategies in an applied setting	1	I	5			
A.S. 92017 v3 Physical Education 1.2 - Demonstrate understanding of the application of strategies in movement	1	I	5			
A.S. 92018 v3 Physical Education 1.3 - Demonstrate understanding of the influence of personal movement experiences on hauora	1	E	5			
Total Credits		15	0	0	0	

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Health

2PHLH



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Recommended Prior Learning

Students are recommended to have done Level 1 Health prior to this course.

Course Description

Through this course students will analyse health issues that affect the well-being of individuals, others and society. Students will learn to take collective action to enhance student well-being within our school or community. Gender and sexual identity issues that impact our society are explored and students are encouraged to develop strategies that promote social justice for all. Students will evaluate risk and protective factors associated with a resilient role model and evaluate how they manage change, build resilience and enhance their mental health. Other adolescent health issues covered within this course may include but not limited to teenage drinking, social media, drug use, stress management, and managing relationship conflict.

Digital technology is strongly utilised within this course with teachers using Microsoft teams and OneNote to deliver learning. Students are expected to undertake their own research into current health issues impacting our society so a device is essential.

Students will develop the skills of critical thinking, collaboration, research skills and health promotion.



HEALTH PROMOTION





Course Overview

Term 1

Concepts Unit

Resilient Role Model Case Study

Key date: Week 10

Term 2

Taking Action to enhance student well-being

Key Date: Week 10

Sexuality and Gender Issues

Term 3

Sexuality and Gender Issues

Key Date: Week 6

Adolescent Health Issue

Key Date: Practice exam Week 5

Term 4

Revision External Exam Adolescent Health Issue

Key Date: Externals Exam November

Learning Areas:

[Health and Physical Education](#)

Pathway

[NCEA Level 3 Health](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 91235 v2 Health 2.1 - Analyse an adolescent health issue	2	E	5		
A.S. 91236 v2 Health 2.2 - Evaluate factors that influence people's ability to manage change	2	I	5		
A.S. 91237 v2 Health 2.3 - Take action to enhance an aspect of people's well-being within the school or wider community	2	I	5		
Total Credits		20	0	0	0

A.S. 91239 v2 Health 2.5 - Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	1	5			
	Total Credits	20	0	0	0	0

Total Credits Available: 20 credits.
Externally Assessed Credits: 5 credits.
Internally Assessed Credits: 15 credits.
Related Videos
<https://www.youtube.com/watch?v=G2quVLcJVBk>

NCEA Level 2 Outdoor Education

2POED



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#) , [Matt Whitby](#)

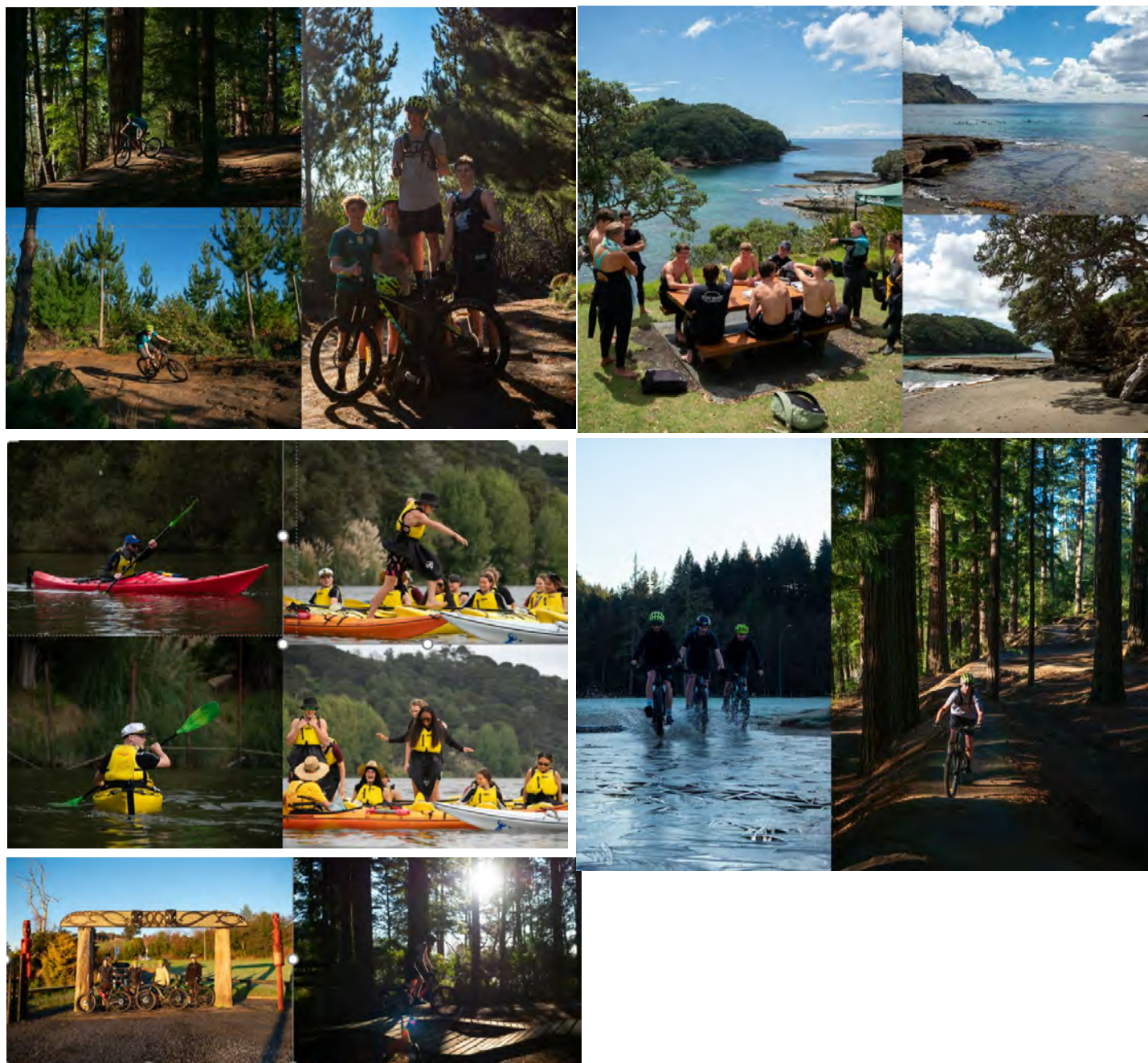
Recommended Prior Learning

No recommended prior learning

Course Description

Through journey-based experiences, students will learn the practical skills needed to take part in outdoor activities like snorkeling, sea kayaking, mountain biking, camping, rock climbing and tramping. They will develop leadership skills and the ability to relate to others, confidence in managing themselves as they participate and contribute in group settings, competence, perseverance and resilience, while connecting to the natural environment. They will learn to 'think outside the box' as they are challenged physically, mentally and emotionally throughout the course.

Students will develop safe outdoor practices through the use of practical and active learning experiences. They will learn the necessary steps for planning expeditions, managing risk and navigation. Students will also develop problem solving skills that contribute to good leadership practices, while deepening their understanding and appreciation of the outdoors.



Course Overview

Term 1

Snorkeling
Kayaking

Term 2

Mountain Biking
Adventure Based Learning

Term 3

Tramping
Camping

Term 4

Rock Climbing

Learning Areas:

[Health and Physical Education](#)

Pathway

[NCEA Level 3 Outdoor Education](#)

Contributions and Equipment/Stationery

Overnight trip expenses will be required

Assessment Information

All assessments are internally assessment unit standards

Credit Information

U.S. 444 v8 Demonstrate basic rock climbing movement	2	I	1		
U.S. 457 v7 Demonstrate mountain biking skills on grade 2 terrain	2	I	2		
U.S. 473 v7 Demonstrate safe practices for participation in high ropes course activities	2	I	1		
U.S. 485 v8 Participate in an introductory rafting experience	2	I	3		
U.S. 20159 v3 Demonstrate knowledge of weather information for an outdoor activity	2	I	2		
U.S. 26249 v2 Demonstrate skills for an overnight tramp	2	I	2		
U.S. 32848 v1 Demonstrate paddling skills on moving water	2	I	2		
A.S. 91330 v3 Physical Education 2.4 - Perform a physical activity in an applied setting	2	I	4		
A.S. 91334 v2 Physical Education 2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	I	3		
		Total Credits	20	0	0

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.

NCEA Level 2 Physical Education

2PPED



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Recommended Prior Learning

It is recommended that student have done Level 1 Physical Education.

Course Description

Students will learn to apply the principles of anatomy and biomechanics when learning to perform skills and how to apply the principles of sports psychology to improve their performance. They will learn how to apply appropriate methods and principles of training to improve skill performance. Students will also perform skills in an applied setting and demonstrate social responsibility when participating in physical activity. They will also research the significance of a self-selected sporting event or festival.

In Physical Education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

This course is more sports science in nature and develops theoretical understanding of sport in society and bio-physical knowledge.



Course Overview

Term 1

Students undertake a performance improvement programme in badminton. They will be assessed in their skill performance in the game of badminton as well as their application of anatomical and biomechanical principles to

improve their skill level while applying principles of skill learning to enhance their learning of the skills. They will also learn about the application of sports psychology skills during training and games. Students are encouraged to apply their acquired knowledge in their own sporting pursuits as well.

Term 2

Students will develop an understanding of the application of the methods and principles of training in relation to improving performance in a physical activity of their choice. They will set a fitness related goal and devise a relevant training programme which will assist them to achieve the goal. They will also develop an understanding of physiological responses and adaptations in body systems resulting from the application of the training programme. The students will also participate in a turbo touch programme which will provide a medium for linking understanding and application. Students will also have another opportunity to be assessed in their skill performance.

Term 3

Students will develop an understanding of the application of social responsibility in physical activity and how this can promote personal and group development. They will also complete a written report on the significance of a physical activity event of their choice, and the impact of this event on self, others and society. They will investigate the event from a societal, a political, an economic, an environmental, a cultural, and a historic perspective, using a critical lens to identify who, and why certain individuals, or groups, are advantaged or disadvantaged.

Learning Areas:

[Health and Physical Education](#)

Pathway

[NCEA Level 3 Physical Education](#)

Assessment Information

Student have the ability to achieve 20 Level 2 Credits in this course.

All assessment are internal Achievement Standards

Credit Information

This course is eligible for subject endorsement.

A.S. 91328 v2 Physical Education 2.2 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	1	5			
A.S. 91329 v2 Physical Education 2.3 - Demonstrate understanding of the application of biophysical principles to training for physical activity	2	1	4			
A.S. 91330 v3 Physical Education 2.4 - Perform a physical activity in an applied setting	2	1	4			
A.S. 91331 v2 Physical Education 2.5 - Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	2	1	4			
A.S. 91334 v2 Physical Education 2.8 - Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	2	1	3			
		Total Credits	20	0	0	0
Total Credits Available: 20 credits.						
Internally Assessed Credits: 20 credits.						

NCEA Level 2 Sport Leadership

2PSPT



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Course Description

This course will provide students with opportunities to develop an understanding of the role of sport in society. It includes a combination of achievement standards as well as unit standards. It will focus on participating and contributing from an individual perspective as well as encompassing a community view of sport and physical activity. It will provide the students with opportunities to enhance their ability to relate to others through activities such as coaching and adventure-based learning.

Students will develop an understanding of the place of sport in society and the place of coaching groups as a part of sport. They will also develop their interpersonal skills by working effectively as a part of a group in challenging adventure-based activities. Students will also learn about body function in relation to sports-related movement as well as being provided with the opportunity to demonstrate skill performance in an applied setting.

This course is more practical in nature than Level 2 Physical Education and students need to be aware that it is largely unit standards based.





Learning Areas:

[Health and Physical Education](#)

Assessment Information

A combination of unit standards and achievement standards

Credit Information

U.S. 21649 v3 Demonstrate knowledge of basic anatomy to the performance of a complex sport skill	2	1	3		
U.S. 31675 v1 Demonstrate knowledge of the role and responsibilities of a coach, and of coaching beginner-level sport participants	3	1	7		
A.S. 91330 v3 Physical Education 2.4 - Perform a physical activity in an applied setting	2	1	4		
A.S. 91336 v2 Physical Education 2.10 - Analyse group processes in physical activity	2	1	3		
Total Credits		17	0	0	0

Total Credits Available: 17 credits.

Internally Assessed Credits: 17 credits.

NCEA Level 3 Health

3PHLH



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

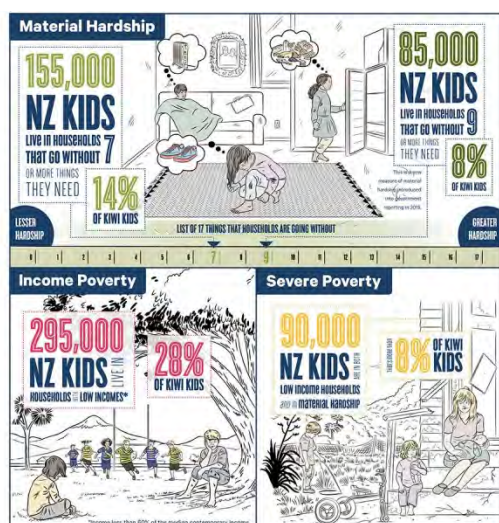
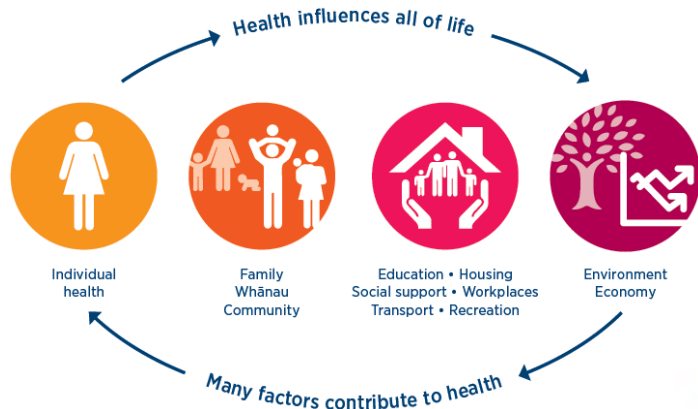
Recommended Prior Learning

It is recommended that students have done Level 2 Health.

Course Description

Students consolidate their understanding of the holistic Maaori model of Hauora (Well-being) and investigate current New Zealand Health issues impacting individuals, others and societal well-being. Students investigate different Health practices used to treat or manage a particular health condition of their choice by researching the philosophies behind Western Scientific Medicine, Complementary and Alternative Medicine and Traditional Medicine. Students come to understand the different viewpoints forming current ethical issues impacting our society such as the euthanasia, vaccinations and cannabis referendum. Students develop greater understanding of the determinants affecting our health such as social, political, economic, cultural environmental implications. Students come to show comprehensive knowledge of the four underlying concepts of health well-being (hauora), socio-ecological perspective, attitudes and values and health promotion.

Through theoretical learning students will develop competency in critical thinking by investigating and analysing relevant research around Health Issues affecting individuals and societal well-being. Students will develop skills of relating to others through their analysis of health issues on the impacts on self, others and society. Through working with health practitioners in our local community students will learn to manage their own learning through organising interviews, workshops and presentations on current health practices.



Wellbeing (Hauora)

Health Promotion



Course Overview

Term 1

Ethical Health Issues

Term 2

New Zealand Health Practices

Term 3

New Zealand Health Issue - Child Poverty

External preparation for exam on an International Health Issue relating to poverty - linking to either sexual and reproductive health, disease or life expectancy

Learning Areas:

[Health and Physical Education](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91461 v2 Health 3.1 - Analyse a New Zealand health issue	3	I	5	5r [*]		
A.S. 91462 v2 Health 3.2 - Analyse an international health issue	3	E	5	5r,5w [*]		
A.S. 91463 v2 Health 3.3 - Evaluate health practices currently used in New Zealand	3	I	5	5r [*]		
A.S. 91464 v2 Health 3.4 - Analyse a contemporary ethical issue in relation to well-being	3	I	4	4r [*]		
Total Credits			19	0	19	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 14 credits.

Related Videos

<https://www.youtube.com/watch?v=8PH4JYfF4Ns>

NCEA Level 3 Outdoor Education

3POED



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#) , [Matt Whitby](#)

Recommended Prior Learning

Level 2 Outdoor Education

Course Description

Through journey-based experiences, students will learn the practical skills needed to take part in outdoor activities like bush survival, sea kayaking, mountain biking, rock climbing and tramping. They will develop leadership skills and the ability to relate to others, confidence in managing themselves as they participate and contribute in group settings, competence, perseverance and resilience, while connecting to the natural environment. They will learn to 'think outside the box' as they are challenged physically, mentally and emotionally throughout the course.

Students will develop safe outdoor practices through the use of practical and active learning experiences. They will learn the necessary steps for planning expeditions, managing risk and navigation. Students will also develop problem solving skills that contribute to good leadership practices, while deepening their understanding and appreciation of the outdoors.

Course Overview

Term 1

Sea Kayaking
Bush Survival

Term 2

Rock Climbing
Tramping
Weather
River Crossings

Term 3

Mountain Biking

Learning Areas:

[Health and Physical Education](#)



Contributions and Equipment/Stationery

Costs will incur with overnight trips

Assessment Information

All internal assessment



Credit Information

U.S. 427 v8 Demonstrate crossing rivers	3	1	2		
U.S. 19428 v3 Demonstrate sea kayaking skills on coastal water	3	1	2		
U.S. 20150 v4 Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above	3	1	2		
U.S. 26237 v2 Demonstrate kayaking knowledge and skills	3	1	5		
U.S. 26246 v2 Demonstrate mountain biking knowledge and skills	3	1	5		
A.S. 91501 v2 Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	3	1	4	*	
Total Credits		20	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **4**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.



NCEA Level 3 Physical Education

3PPED

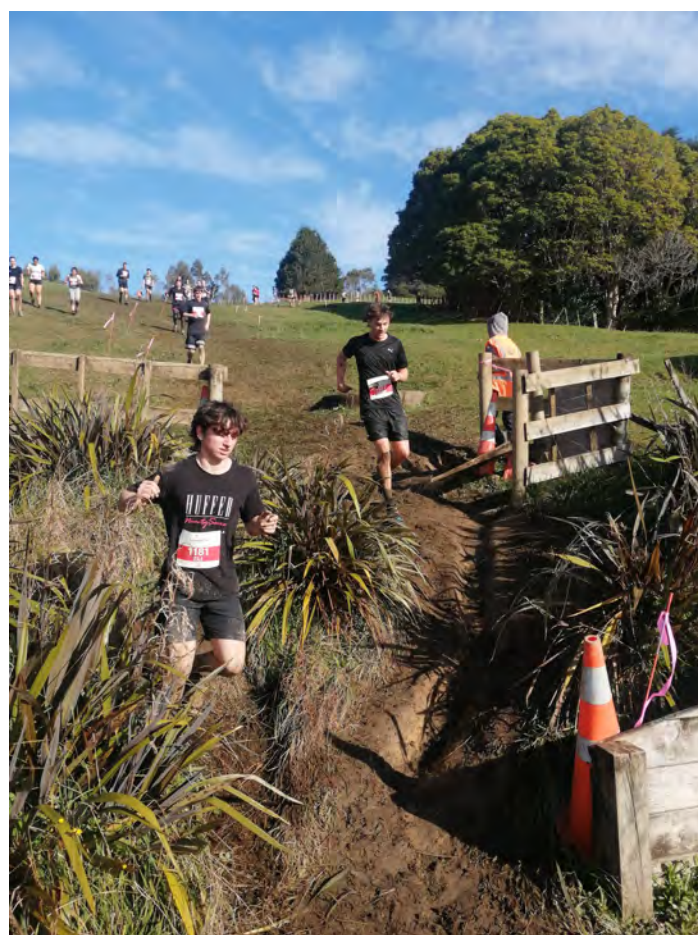


Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Recommended Prior Learning

It is highly recommended that students have passed Level 2 Physical Education

Course Description





Students will critically evaluate societal, economic, environment, cultural and historical influences on their physical activity experiences to date. They will participate in a training programme in preparation for the 6km off road tough guy and gal running event and then evaluate the effectiveness of this performance improvement program. They will also critical analyse an event, trend or issue in sport impacting society.

Students who take this course may part-take in coaching at a local primary school, participate in the secondary school Tough Guy & Gal challenge, access local faculties such as counties fitness classes, community boxing and hot yoga classes.

In physical education the focus is on movement and the aim is to encourage students to engage in movement experiences that promote and support the development of physical and social skills. It fosters critical thinking and action and enables students to understand the role and significance of physical activity for individuals and society.

Students taking this course need to understand that it is a preparatory course for University. Students need to be interested in the theory behind physical activity as this course is more theoretical than practical.



Course Overview

Term 1

Investigate physical activity experiences to date. Experience a range of child hood physical activities and analyse the factors that influenced your physical activity experiences to date.

Term 2

Training time for tough guy and gal event (off road obstacle running event)

Term 3

Investigate an event, trend or issue affecting New Zealand Society

Evaluating leadership style through coaching

Learning Areas:

[Health and Physical Education](#)

Assessment Information

The course is all internal assessments.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91498 v2 Physical Education 3.1 - Evaluate physical activity experiences to devise strategies for lifelong well-being	3	I	4	*		
A.S. 91500 v2 Physical Education 3.3 - Evaluate the effectiveness of a performance improvement programme	3	I	4	4r *		
A.S. 91501 v2 Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	3	I	4	*		
A.S. 91502 v2 Physical Education 3.5 - Examine a current physical activity event, trend, or issue and its impact on New Zealand society	3	I	4	4r *		
A.S. 91505 v2 Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	3	I	4	4r *		
Total Credits			20	0	12	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **20**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.

NCEA Level 3 Sport Leadership

3PSPT



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Course Description

This course will provide students with the opportunity to develop an understanding of the role of sport in society. It will focus on participating and contributing from an individual perspective as well as encompassing a community view of sport and physical activity. It will provide the students with opportunities to enhance their ability to relate to others through activities such as coaching and officiating.

Students will develop an understanding of the role of a coach in developing physical skills and managing groups. They will also incorporate an understanding of officiating in games and the treatment of sports injuries. Students will gain an appreciation of designing and implementing a fitness training program.

Students need to be aware that this course is largely unit standard based and is more practical in nature compared to Level 3 Physical Education.





Course Overview**Term 1**

Sports Injuries

Performance standard (context decided by class)

Term 2

Coaching

Term 3

Designing and implementing a fitness training programme

Term 4

Recreation activities

Learning Areas:[Health and Physical Education](#)

Assessment Information

A combination of unit standard courses and achievement standard, students do not get University entrance in this course

Credit Information

U.S. 20673 v4 Demonstrate knowledge of injuries, injury prevention and risks and hazards associated with sport or recreation	3	I	5			
U.S. 22771 v3 Plan beginner-level coaching sessions for sport participants	3	I	6			
U.S. 30935 v1 Develop and implement an exercise plan for personal physical fitness	3	I	5			
A.S. 91501 v2 Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	3	I	4		*	
Total Credits			20	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **4**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Internally Assessed Credits: 20 credits.

Languages



Languages Learning Area

Students will

- **be enriched intellectually, socially and culturally.**
- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.



NCEA Level 1 French

1LFRE



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

Achievement in Year 10 French in 2 skills either Listening / Reading / Writing / Speaking

Course Description

Students will:

- further develop their range of vocabulary and sentence patterns to enable understanding and use of a wider variety of language.
- build their confidence in using the language by participating in and contributing to a wide variety of language activities.
- be able to communicate about past and future events.
- explore areas of French culture and compare it with New Zealand culture.

Focus is :

a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation and recording video presentations for future penpals.

b) on reading from authentic texts such as magazines, online articles, lyrics on songs and simple videos

c) on experiencing the culture with activities such as food ie French lunch at a restaurant, planning a visit to Paris and experiencing a virtual visit.

Assessment:

Minimum of 3 standards worth 15 credits

2 Internally assessed standards : 1. 1 Interactions (conversations) and 1.2 Communication (written or reading aloud recording)

and a choice of 1 externally assessed standards either 1. 3 Reading and 1.4 Listening

Course Overview

Term 1

Introducing yourself and family (Revision)

My favorite things and hobbies

Me and my friends and family

Term 2

My daily life

My weekend and holidays

Term 3

Trips and holidays overseas

Going shopping

Something goes wrong

Term 4

Revision : getting ready for the external examinations (Listening and Reading)

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 2 French](#)

You cannot enroll in Y11 French course without any prior knowledge or study of the French language. Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

Contributions and Equipment/Stationery

A device / headphones

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91964 v3 French 1.1 - Interact in spoken French to share and respond to information, ideas, and opinions	1	I	5			
A.S. 91965 v3 French 1.2 - Communicate in French for a chosen purpose	1	I	5			
A.S. 91966 v3 French 1.3 - Demonstrate understanding of written French related to everyday contexts	1	E	5			
A.S. 91967 v3 French 1.4 - Demonstrate understanding of spoken French related to everyday contexts	1	E	5			
Total Credits			20	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 1 Japanese

1LJPN



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

Achievement in Year 10 Japanese in 2 of the following skills : Listening, Reading, Speaking, Writing

Course Description

Students will

- further develop their range of vocabulary and sentence patterns to enable understanding and use of a wider variety of language.
- build their confidence in using the language by participating in and contributing to a wide variety of language activities.
- be able to communicate about past and future events
- progress their capability and confidence in reading and writing in the Japanese alphabets.
- explore areas of cultural interest.

Topics covered are:

My town and directions

Family and home

Travel

Health

Description of what people look like and what they are wearing

School

Shopping

Assessment:

Minimum of 3 standards worth 15 credits

2 Internally assessed standards : 1. 1 Interactions (conversations) and 1.2 Communication (written or reading aloud recording)

and a choice of 1 externally assessed standards either 1. 3 Reading and 1.4 Listening

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 2 Japanese](#)

You cannot enroll in Y11 Japanese course without any prior knowledge or study of the Japanese language. Any dispensation must be discussed with Head of faculty - Kaihautuu.

Contributions and Equipment/Stationery

A device and headphones

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91956 v3 Japanese 1.1 - Interact in spoken Japanese to share and respond to information, ideas, and opinions	1	I	5				
A.S. 91957 v3 Japanese 1.2 - Communicate in Japanese for a chosen purpose	1	I	5				
A.S. 91958 v3 Japanese 1.3 - Demonstrate understanding of written Japanese related to everyday contexts	1	E	5				
A.S. 91959 v3 Japanese 1.4 - Demonstrate understanding of spoken Japanese related to everyday contexts	1	E	5				
Total Credits			20	0	0	0	

Total Credits Available: 20 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 French

2LFRE



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Course Description

Students will:

- be able to respond to and use a wider variety of more complex language.
- be able to organise and analyse language which expresses information and justifies personal opinions and ideas.
- continue to build their confidence in using the language by participating in and contributing to a variety of language activities.
- continue to make connections within the French language and culture and with their own.

Focus is :

a) on speaking being able to use more complex French sentence patterns to express ideas and opinion in simple conversations, video recordings on topics such as healthy life styles and diets, film reviews, traditions, plans for the future

b) on reading from authentic texts such as magazines, online articles, lyrics on songs and videos.

c) on experiencing the diversity of cultural practices from the various French-speaking countries such as Canada, New Caledonia, French Polynesia, Senegal and Morocco.

Assessment:

Minimum of 3 standards worth 15 credits

2 Internally assessed standards : 2.2 Oral presentation and 2.5 Writing

and a choice of 1 externally assessed standards either 2. 1 Listening and 2.4 Reading

Learning Areas:

[Languages](#)

Contributions and Equipment/Stationery

A device / headphones

Credit Information

A.S. 91118 v3 French 2.1 - Demonstrate understanding of a variety of spoken French texts on familiar matters	2	E	5			
A.S. 91119 v2 French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations	2	I	5			
	Total Credits	20	0	0	0	

A.S. 91121 v3 French 2.4 - Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	2	E	5			
A.S. 91122 v2 French 2.5 - Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	2	I	5			
Total Credits			20	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Japanese

2LJPN



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

Achievement in Level 1 Japanese in Reading and Writing.

Course Description

Learning a language provides many opportunities for critical, creative and logical thinking.

Students will

- be able to respond to and use a wider variety of more complex language.
- be able to organise and analyse language which expresses information and justifies personal opinions and ideas.
- be introduced to informal language.
- continue to build their confidence in using the language by participating in and contributing to a variety of language activities.
- continue to make connections within the Japanese language and with their own language.
- develop and clarify their own values and beliefs and demonstrate respect and sensitivity to people whose values, attitudes and customs may differ from our own.

Topics covered are:

Home and Family

Eating and drinking

Education

Leisure

Assessment:

Minimum of 3 standards worth 15 credits

2 Internally assessed standards : 2.2 Oral presentation and 2.5 Writing

and a choice of 1 externally assessed standards either 2. 1 Listening and 2.4 Reading

Possibility of 4 week immersion stay with our future sister school in Fukuoka during the Christmas break at the end of Y12.

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 3 Japanese](#)

You cannot enroll in Y13 Japanese course without any prior knowledge or study of the Japanese language. Any dispensation must be discussed with Head of faculty - Kaihautuu.

Contributions and Equipment/Stationery

a device / headphones

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91133 v3 Japanese 2.1 - Demonstrate understanding of a variety of spoken Japanese texts on familiar matters	2	E	5				
A.S. 91135 v2 Japanese 2.2 - Give a spoken presentation in Japanese that communicates information, ideas and opinions	2	I	4				
A.S. 91136 v3 Japanese 2.4 - Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters	2	E	5				
A.S. 91137 v2 Japanese 2.5 - Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts	2	I	5				
Total Credits			19	0	0	0	0

Total Credits Available: 19 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 9 credits.

NCEA Level 3 French

3LFRE



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

Achievement in Level 2 French standards in Reading and Writing

Course Description

Students will

- become more independent learners as they manage their own programs using a range of resources
- be able to respond critically to more complex and varied texts and share and justify their own ideas and opinions as well as explore the views of others.
- be able to analyse how the language is organised in different texts and for different purposes and how it expresses cultural meanings.
- be able to guess unfamiliar language from its use in context and have some understanding of authentic material in supported situations.

Topics covered are:

The work place and working in France as a Language Assistant

Understand the role of the medias through social medias and famous people

The impact of technology on the environment and the people

Assessment:

Minimum of 3 standards worth 13 credits

2 Internally assessed standards : 3.2 Oral presentation and 3.5 Writing

and a choice of 1 externally assessed standards either 3. 1 Listening and 3.4 Reading

Learning Areas:

[Languages](#)

Contributions and Equipment/Stationery

Device / headphones

Assessment Information

Demonstrate understanding of a variety of extended spoken French texts

Credit Information

A.S. 91543 v2 French 3.1 - Demonstrate understanding of a variety of extended spoken French texts	3	E	5	*		
A.S. 91544 v1 French 3.2 - Give a clear spoken presentation in French that communicates a critical response to stimulus material	3	I	3	*		
A.S. 91545 v1 French 3.3 - Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	3	I	6	*		
A.S. 91546 v1 French 3.4 - Demonstrate understanding of a variety of extended written and/or visual French texts	3	E	5	*		
A.S. 91547 v1 French 3.5 - Write a variety of text types in clear French to explore and justify varied ideas and perspectives	3	I	5	*		
Total Credits			24	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **24**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 24 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 3 Japanese

3LJPN



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

Achievement in Year 12 Japanese in Reading, Writing and Speaking

Course Description

Learning a language provides many opportunities for critical, creative and logical thinking.

Students will

- become more independent learners as they manage their own programs using a range of resources
- be able to respond critically to more complex and varied texts and share and justify their own ideas and opinions as well as explore the views of others.
- be able to analyse how the language is organised in different texts and for different purposes and how it expresses cultural meanings.
- be able to guess unfamiliar language from its use in context and have some understanding of authentic material in supported situations.

Topics covered are:

Leisure

Land and People

Travel and Tourism

Assessment:

Minimum of 3 standards worth 15 credits

2 Internally assessed standards : 3.2 Oral presentation and 3.5 Writing

and a choice of 1 externally assessed standards either 3.1 Listening and 3.4 Reading

Possibility of 4 week immersion stay with our future sister school in Fukuoka during the Christmas break at the end of Y13.

Learning Areas:

[Languages](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91553 v2 Japanese 3.1 - Demonstrate understanding of a variety of extended spoken Japanese texts	3	E	5	*	
A.S. 91554 v1 Japanese 3.2 - Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material	3	I	3	*	
A.S. 91556 v1 Japanese 3.4 - Demonstrate understanding of a variety of extended written and/or visual Japanese texts	3	E	5	*	
A.S. 91557 v1 Japanese 3.5 - Write a variety of text types in clear Japanese to explore and justify varied ideas and perspectives	3	I	5	*	
Total Credits			18	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **18**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 18 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 8 credits.

Mathematics



Mathematics Learning Area



NCEA Level 1 Mathematics Core

1MMAT



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

Year 11 mathematics core offers students a range of understanding across all strands of mathematics. This course allows students to develop problem-solving skills and think about the application of mathematics and statistics in a range of realistic contexts.

Students who Study Level 1 Mathematics and Statistics core will gain a good overview of Numbers, Algebra, Geometry, and Statistics and how it applies to the world around them. Level 1 Mathematics core creates a pathway to further study in all mathematics with algebra and mathematics general.

Whilst this course does cover some statistics, students wishing to take statistics at level 2 should take the Level 1 Mathematics and Statistics course.

The course consists of two internals and one external examination. The internal standards will be covered within the first 3 terms.

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 2 General Mathematics](#), [NCEA Level 2 Mathematics with Algebra](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 91944 v3 Mathematics and Statistics 1.1 - Explore data using a statistical enquiry process	1	I	5		Y	
A.S. 91945 v3 Mathematics and Statistics 1.2 - Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	1	I	5		Y	
A.S. 91947 v2 Mathematics and Statistics 1.4 - Demonstrate mathematical reasoning	1	E	5		Y	
Total Credits			15	0	0	15

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 1 Mathematics with Statistics

1MSTA



Head of Faculty - Kaihautuu: [Mark Perrigo](#) , [Amy Price-Williams](#)

Course Description

This course gives students an overview of core mathematical concepts required in their day to day lives, whilst there is a larger focus on Statistics, this course will also teach students essential skills in Number, Algebra, Geometry and Measurement.

Statistics is the exploration and use of patterns and relationships in data. Statistics requires different ways of thinking and skills for solving problems. Students will need to investigate, interpret, explain, and make sense of the world in which they live.

Students will learn to make sense of information by interpreting the data using analytical tools. The analysis template (PPDAC) provides a framework for making decisions and providing advice. These skills are particularly sort after in today's information driven world. The ability to solve problems and provide solutions is a key skill which can be applied in most organisations.

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 2 Mathematics with Statistics](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 91944 v3 Mathematics and Statistics 1.1 - Explore data using a statistical enquiry process	1	I	5		Y	
A.S. 91945 v3 Mathematics and Statistics 1.2 - Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	1	I	5		Y	
A.S. 91946 v3 Mathematics and Statistics 1.3 - Interpret and apply mathematical and statistical information in context	1	E	5		Y	
Total Credits			15	0	0	15

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 General Mathematics

2MGEN



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

This course is for students who would like a range of understanding of the key skills in mathematics. This course allows students to develop problem-solving skills and think about the application of mathematics in a range of realistic contexts.

Students who Study Level 2 General Maths will gain a good overview of Algebra and Calculus, Geometry, and Statistics and how they applies to the world around them. Level 2 Maths general creates opportunities for students to continue their study of mathematics into year 13 and provides a strong foundation in mathematics to support further study in a range of areas.

The course consists of 4 internals assessments and 2 external assessments.

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 3 Calculus](#), [NCEA Level 3 General Mathematics](#), [NCEA Level 3 Statistics](#)

Credit Information

A.S. 91256 v3 Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	2	I	2		Y	
A.S. 91259 v3 Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	2	I	3		Y	
A.S. 91262 v3 Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	2	E	5		Y	
A.S. 91264 v3 Mathematics and Statistics 2.9 - Use statistical methods to make an inference	2	I	4		Y	
A.S. 91267 v3 Mathematics and Statistics 2.12 - Apply probability methods in solving problems	2	E	4		Y	
A.S. 91269 v3 Mathematics and Statistics 2.14 - Apply systems of equations in solving problems	2	I	2		Y	
Total Credits			20	0	0	20

Total Credits Available: 20 credits.

Externally Assessed Credits: 9 credits.

Internally Assessed Credits: 11 credits.

NCEA Level 2 Mathematics with Algebra

2MMAT



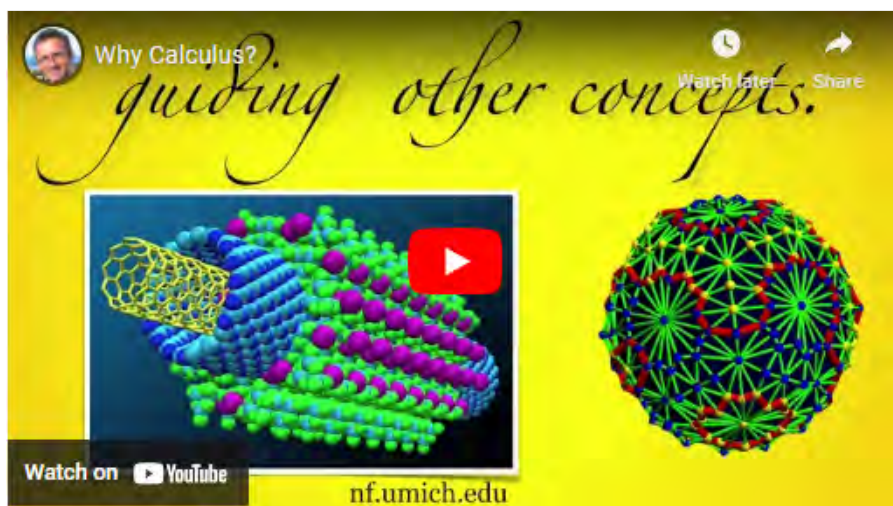
Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

This course is for students who wish to be extended in their learning of mathematics. With a focus on algebra and calculus this course allows students to develop their critical thinking and problem solving and how to apply mathematics to solve complex problems.

This course develops students higher level thinking and ability to solve problems, spot patterns and make generalisations. Students should pick this course if they wish to continue their study of maths to a higher level or have plans to go into professions involving mathematics, science or engineering. Students will be introduced to Calculus which is a very powerful tool that mathematicians use to model situations and solve problems. Students will also develop deeper understanding of algebra and how it relates to other areas of mathematics.

This course can be taken at the same time as Level 2 Statistics.



Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 3 Calculus](#), [NCEA Level 3 General Mathematics](#), [NCEA Level 3 Statistics](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 91256 v3 Mathematics and Statistics 2.1 -
Apply co-ordinate geometry methods in solving
problems

2

1

2

Y

Total Credits

18

0

0

18

A.S. 91257 v3 Mathematics and Statistics 2.2 - Apply graphical methods in solving problems	2	I	4		Y	
A.S. 91259 v3 Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	2	I	3		Y	
A.S. 91261 v3 Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems	2	E	4		Y	
A.S. 91262 v3 Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	2	E	5		Y	
Total Credits			18	0	0	18

Total Credits Available: 18 credits.

Externally Assessed Credits: 9 credits.

Internally Assessed Credits: 9 credits.

NCEA Level 2 Mathematics with Statistics

2MSTA



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

Statistical knowledge helps you use proper methods to collect data, employ correct analyses, and effectively present the results. Statistics is a crucial process behind how we make discoveries in other subject areas. This subject develops the student's ability to make decisions based on data, and make predictions based on this information. Statistics allows you to understand a subject much more deeply.

Students develop the ability to understand how data is collect and used to both inform and influence decisions, this helps understand data and information they encounter in the world around. Critical thinking skills are developed along with the ability to investigate data and use tools to find the answer the unknown dilemmas. Students are expected to write reports around their findings, and will develop their analytical writing skills along with their statistical understanding.

It is recommended that students bring their own device to school for this subject.

This course can be taken along side Level 2 Maths with Algebra

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 3 Statistics](#)

Credit Information

This course is eligible for subject endorsement.

A.S. 91260 v3 Mathematics and Statistics 2.5 - Apply network methods in solving problems	2	I	2		Y
A.S. 91264 v3 Mathematics and Statistics 2.9 - Use statistical methods to make an inference	2	I	4		Y
A.S. 91265 v3 Mathematics and Statistics 2.10 - Conduct an experiment to investigate a situation using statistical methods	2	I	3		Y
A.S. 91267 v3 Mathematics and Statistics 2.12 - Apply probability methods in solving problems	2	E	4		Y
A.S. 91268 v3 Mathematics and Statistics 2.13 - Investigate a situation involving elements of chance using a simulation	2	I	2		Y
	Total Credits	15	0	0	15

Total Credits Available: 15 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 11 credits.

NCEA Level 3 Calculus

3MCAL



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Recommended Prior Learning

It is recommended that to study Calculus at level 3 that you have achieved at least 12 credits in level 2 mathematics at a merit level or above.

Course Description

Calculus is the study of how things change. It provides a framework for modelling systems in which there is change, and a way to deduce the predictions of such models. It develops the ability to think and solve problems. By studying calculus students learn to structure, to organise and to carry out procedures flexibly and accurately, to process and communicate information, and to enjoy intellectual challenge. They also learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They get insight in to estimate with reasonableness, calculate with precision, and understand when results are precise and when they must be interpreted with uncertainty. Mathematics and statistics have a broad range of practical applications in everyday life, in other learning areas, and in workplaces. Some of the areas of applications are in Engineering, Medical science, Research Analysis, Graphics, Chemistry, Physics.

This course can be taken along side Level 3 Statistics.



Learning Areas:

[Mathematics](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91575 v2 Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems	3	I	4	*	Y
Total Credits	19	0	0	0	19

A.S. 91578 v2 Mathematics and Statistics 3.6 - Apply differentiation methods in solving problems	3	E	6	*	Y
A.S. 91579 v2 Mathematics and Statistics 3.7 - Apply integration methods in solving problems	3	E	6	*	Y
A.S. 91587 v2 Mathematics and Statistics 3.15 - Apply systems of simultaneous equations in solving problems	3	I	3	*	Y
Total Credits			19	0	0
					19

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 7 credits.

NCEA Level 3 General Mathematics

3MGEN



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

This course is for students who wish to continue their study of mathematics, but do not wish to specialise in Calculus or Statistics. Students will cover a range of Mathematics and Statistics topics, consisting of three internal in class tests, a statistical report and one external.

Students will develop their skills in statistical analysis, mathematical reasoning and communication of ideas. They will work both individually and in groups using a range of technology to further their understanding and see the relevance of their learning in a real life context.

It is recommended that students have their own device for this subject.

Learning Areas:

[Mathematics](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91574 v2 Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	3	I	3	*	Y	
A.S. 91576 v2 Mathematics and Statistics 3.4 - Use critical path analysis in solving problems	3	I	2	*	Y	
A.S. 91580 v2 Mathematics and Statistics 3.8 - Investigate time series data	3	I	4	*	Y	
A.S. 91585 v2 Mathematics and Statistics 3.13 - Apply probability concepts in solving problems	3	E	4	*	Y	
A.S. 91587 v2 Mathematics and Statistics 3.15 - Apply systems of simultaneous equations in solving problems	3	I	3	*	Y	
Total Credits			16	0	0	16

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **16**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 16 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 12 credits.

NCEA Level 3 Statistics

3MSTA



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

This course will develop a students ability to analyse data and think critically about the information in contains. Students will learn to manage their time to conduct week long investigations and submit statistical reports. Students will work in groups to develop the necessary skills required for communicating statistical ideas. Students will be expected to write reports on their findings, helping them to develop their analytical writing skills.

The course covers three main areas: Statistics, probability and mathematics. The internally assessed topics involve extensive use of statistical software. Processes include reasoning and communication. The emphasis is on data handling and decision making in a variety of contexts such as business, science, medicine and social science.

It is recommended that students have their own device for this subject.

This course can be taken along side Level 3 Calculus

Learning Areas:

[Mathematics](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91574 v2 Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	3	I	3	*	Y	
A.S. 91580 v2 Mathematics and Statistics 3.8 - Investigate time series data	3	I	4	*	Y	
A.S. 91581 v2 Mathematics and Statistics 3.9 - Investigate bivariate measurement data	3	I	4	*	Y	
A.S. 91585 v2 Mathematics and Statistics 3.13 - Apply probability concepts in solving problems	3	E	4	*	Y	
A.S. 91586 v2 Mathematics and Statistics 3.14 - Apply probability distributions in solving problems	3	E	4	*	Y	
Total Credits			19	0	0	19

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 11 credits.

Science



Science Learning Area



NCEA Level 1 Agricultural and Horticultural Science

1SAGH



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Course Description

NB: When selecting this option course you are FIRST required to select 1SGEN-Level 1 Science General, before you can select this course.

In Level 1 Agricultural and Horticultural Science, students will learn about soil science, pasture and crop management, life processes for plants and animals, health and safety in the rural work place, management practices and practical skills used in agricultural and horticultural production, location of agriculture and horticulture production in New Zealand.

Students will be allocated a raised garden bed to grow their own vegetables.

This subject is for students interested in understanding plant and animal production systems in New Zealand and covers the key areas associated with plant production and animal growth and development.

Course Overview

Term 1

Life processes of plants and animals

Term 2

Production location

Term 3

Soil Science

Learning Areas:

[Science](#)

Pathway

[NCEA Level 2 Agricultural Science](#), [NCEA Level 2 Horticulture](#)

Credit Information

This course is eligible for subject endorsement.

U.S. 497 v10 Demonstrate knowledge of workplace health and safety requirements	1	I	3		
A.S. 91928 v3 Agricultural and Horticultural Science 1.1 - Demonstrate understanding of how a life process is managed in a primary production system	1	I	6	Y	
Total Credits			19	6	0

A.S. 91929 v3 Agricultural and Horticultural Science 1.2 - Demonstrate understanding of factors that influence the purpose and location of primary production	1	I	5				
A.S. 91930 v3 Agricultural and Horticultural Science 1.3 - Demonstrate understanding of how soil properties are managed in a primary production system	1	E	5				
Total Credits			19	6	0	0	

Total Credits Available: 19 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 1 Science General

1SGEN



Head of Faculty - Kaihautuu: [Molly Vale](#)

Course Description

This course aims to provide students with a solid foundation of fundamental biological, physical, geological, and material world concepts to prepare them for further science study. In 2025 students will investigate and solve problems relating to physical energy concepts - mechanical energy, thermal energy, and electrical energy. Students will learn what the different methods of scientific investigation are, and see how these approaches were used by scientists to discover many of the key scientific theories we have today. This topic will cover important concepts in chemistry and biology.

Students who intend to study senior biology, chemistry, or physics senior science courses should take this course. This course also provides fundamental scientific literacy to students that will not be pursuing senior science.

Students will be assessed by:

- Two internal assessments: a research-based assessment, and an investigation-based assessment. Each internal assessment is worth 5 credits.
- One external assessment: this topic will have an end of topic test, a practice exam, and a final exam in November. The external assessment is worth 5 credits.
- There are 15 credits overall available in the L1 NCEA science course.

Course Overview

Term 1

In term 1 we will be doing an internal assessment that looks at a local scientific issue. This will include learning about the key scientific concepts behind that issue, and other non-scientific perspectives that need to be considered when making decisions about how to best overcome this issue. Students will write a report based on the research they have done into this issue.

Term 2

This term we will do an internal assessment that looks at the different ways that scientists gain information about the world that we live in. These different scientific approaches will be linked to key learning about chemistry and biology. Students will conduct a range of scientific investigations and then discuss why each different approach is important to add to the understanding on how to answer an overarching question.

Term 3

In term 3 we will finish off our investigative internal assessment. Following this we will learn about physics concepts related to energy: thermal energy, mechanical energy, and electrical energy. How these systems work, and the equations involved in physics calculations.

Term 4

Term 4 will be used to revise for the external assessment prior to the NCEA exams, which start in November.

Learning Areas:

[Science](#)

Pathway

[NCEA Level 2 Biology](#), [NCEA Level 2 Chemistry](#), [NCEA Level 2 Earth and Space Science](#), [NCEA Level 2 General Science](#), [NCEA Level 2 Physics](#)

Credit Information

A.S. 91920 v4 Science 1.1 - Demonstrate understanding of a science-informed response to a local issue	1	I	5	Y		
A.S. 91921 v3 Science 1.2 - Demonstrate understanding of the use of a range of scientific investigative approaches in a context	1	I	5			
A.S. 92047 v3 Physics, Earth and Space Science 1.4 - Demonstrate understanding of a physical system using energy concepts	1	E	5		Y	
Total Credits			15	5	0	5

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

Related Videos

https://www.youtube.com/watch?v=wstW5jy_WAU

NCEA Level 2 Agricultural Science

2SAGR



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

L1SAGH - not compulsory but students will do better if they have a good foundation knowledge from Level 1

Course Description

Students will develop their understanding of current Livestock practices in New Zealand including reproductive techniques and the environmental impact of primary production practices. Students will learn about livestock behavior and how to handle and treat livestock and the key factors affecting livestock growth.

Students will be given optional courses to develop practical skills such as fencing.

As part of this course students also have the opportunity to enroll on the L2 PITO Agriculture course. This is skills based trade academy where students are out on the farm one day a week and will learn practical skills such as setting up fences and irrigation and the movement and treatment of livestock. There are 20 credits available from this course.



Course Overview

Term 1

Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices.

Factors affecting growth & development in Livestock

Assist with handling and treatment of livestock.

Term 2

Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand

Factors affecting growth & development in Livestock

Term 3

Report on the environmental impact of the production of a locally produced primary product.

Factors affecting growth & development in Livestock

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 Agricultural and Horticultural Science](#)

Credit Information

U.S. 2765 v7 Plant trees or shrubs	2	I	5			
U.S. 19114 v3 Assist with handling and treatment of livestock	2	I	6			
U.S. 27213 v2 Identify and interpret agrichemical product information, and describe safety procedures when working with agrichemicals	2	I	5			
A.S. 91293 v2 Agricultural and Horticultural Science 2.5 - Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand	2	I	4			
A.S. 91294 v3 Agricultural and Horticultural Science 2.6 - Demonstrate understanding of how NZ commercial management practices influence livestock growth and development	2	E	4			
A.S. 91295 v2 Agricultural and Horticultural Science 2.7 - Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices	2	I	4			
A.S. 91298 v2 Agricultural and Horticultural Science 2.10 - Report on the environmental impact of the production of a locally produced primary product	2	I	4			
Total Credits			32	0	0	0

Total Credits Available: 32 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 28 credits.

NCEA Level 2 Biology

2SBIO



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Molly Vale](#)

Recommended Prior Learning

Level 2 Biology is a vocabulary heavy, content rich course which is predominantly assessed via written reports or essay-based examination questions. High literacy and comprehension skills are a significant advantage. A personal device is highly recommended to support learning.

Course Description

The Level 2 Biology course enables students to gain an understanding of fundamental living world concepts to prepare them for further biological study. This course builds on the genetics learning from Level 1 Science, with a more in depth look at inheritance and other factors that influence the phenotypes of organisms. It introduces the biological processes that affect the expression of genes and how life processes occur at the cellular level. Students will investigate through fieldwork patterns in an ecological community and present an internally assessed report upon this. Students will also have the opportunity to research how different organisms have adaptations for life processes that allow them to survive successfully in their habitats. Finally they will learn practically how best to use microscopes; preparing, viewing, and drawing biological material using higher definition.

Course Overview

Term 1

The year starts with the 4-credit BIO 2.6 Ecology internal introducing basic ecological terminology and concepts. Students will collect data during a field-trip which will then be processed and used to complete the standard as a written report.

All students will then study the basic concepts of cells; this includes the structure and function of key cellular components of plant and animal cells, the structure of cell membranes and the different transportation processes occurring through them. This learning will then be utilised to complete the BIO 2.8 Microscopes internal. Students will use microscopy techniques to prepare and visualise plant and animal tissues and cells, from which they will then prepare biological drawings.

Term 2

Students will complete BIO 2.3 - Adaptations internal (3 credits) researching the internal transport systems of insects, fish and mammals and comparing and contrasting these in a written report. This will conclude the internal credits available for the year.

BIO 2.5 - Genetic Variation is the first 4 credit external standard studied, covering the role of meiosis and mutations in producing variation in gametes as well as the influence of multiple alleles and dihybrid inheritance on variation in offspring, finishing with the effects of natural selection on the variation of characteristics in populations.

Term 3

Students will complete BIO 2.7 - Gene Expression, which is the second 4 credit external standard covered, which introduces the role of DNA and RNA in protein synthesis and how this enables a characteristic to be expressed in an organism. The influence of mutations and the environment on metabolic pathways are introduced and how these create different phenotypes.

Term 4

Revision for the end of year external examinations.

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 Biology](#), [NCEA Level 3 General Science](#)

Credit Information

A.S. 91155 v2 Biology 2.3 - Demonstrate understanding of adaptation of plants or animals to their way of life	2	I	3		
A.S. 91157 v2 Biology 2.5 - Demonstrate understanding of genetic variation and change	2	E	4	4w	
A.S. 91158 v2 Biology 2.6 - Investigate a pattern in an ecological community, with supervision	2	I	4		
A.S. 91159 v2 Biology 2.7 - Demonstrate understanding of gene expression	2	E	4		
A.S. 91160 v2 Biology 2.8 - Investigate biological material at the microscopic level	2	I	3		
Total Credits			18	0	4
					0

Total Credits Available: 18 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Chemistry

2SCHE



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students were confident with the 90944 - Acids and Bases standard at Level 1 as this learning is continued in Level 2 Chemistry. This course requires good literacy and numeracy skills.

Course Description

Through a range of practical chemistry investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will gain an understanding of fundamental material world concepts to prepare them for further science study. Students will solve quantitative problems. They will gain an understanding of oxidation-reduction reaction, explain different types of bonding and structure in solids, study the functional group of organic chemistry and analyse chemical reactivity. They will learn the application of the above in the real world by having hands on activities such as practicals, experiments and demonstrations.

Students who wish to take Level 3 Chemistry, need to take this course.

Course Overview

Term 1

The course will start with Chemistry 2.7 internal standard worth 3 credits which covers the basic oxidation-reduction processes. This involves writing chemistry equations and justifying what is happening in different chemical reactions. This is followed by the Chemistry 2.2 internal topic worth 3 credits where we investigate ions in solutions. This is a practical and write-up assessment.

Term 2

2.2 internal assessment will be completed in week 2. This is followed by 2.4 External standard where students will look at bonding between the particles of solids and how this affects their properties. A major focus will be covalent solids. This standard requires a high level of literacy. This is followed by the Chemistry 2.5 Organic external.

Term 3

Students will cover the Chemistry 2.5 organic chemistry external, which involves identifying different homologous series and their properties. Students will learn reaction schemes, and use chemical reactions to identify different species. after the grading exam there is an option of either doing an External 2.6 Chemical reactivity or an Internal 2.3 Chemistry in recent technology standard which will carry on to Term 4.

Term 4

Students will complete the 2.6 or 2.3 work and revision for the external achievement standards.

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 Chemistry](#), [NCEA Level 3 General Science](#)

Credit Information

A.S. 91164 v2 Chemistry 2.4 - Demonstrate understanding of bonding, structure, properties and energy changes	2	E	5			
A.S. 91165 v2 Chemistry 2.5 - Demonstrate understanding of the properties of selected organic compounds	2	E	4			
A.S. 91166 v2 Chemistry 2.6 - Demonstrate understanding of chemical reactivity	2	E	4			
A.S. 91167 v2 Chemistry 2.7 - Demonstrate understanding of oxidation-reduction	2	I	3			
A.S. 91910 v1 Chemistry 2.1 - Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	2	I	4			
Total Credits			20	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 13 credits.

Internally Assessed Credits: 7 credits.

NCEA Level 2 Earth and Space Science

2SESS



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Sarah Tonorio](#)

Recommended Prior Learning

It is recommended that students have strong literacy and research skills. We will help to develop these skills over the course.

Course Description

Students will develop an understanding of the causes of natural hazards using examples around Aotearoa such as the Tarawera eruption. Students will gain investigation skills as they analyse data to deduce complex trends and relationships about meteorite impact craters. Students will analyse the suitability of scientific texts to explain the colonization of Mars.

Through a range of practical earth science investigations and research students will develop their self-management and ability to communicate with others. Students will also develop critical thinking skills as they link field work observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.



Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 General Science](#)

Credit Information

A.S. 91187 v2 Earth and Space Science 2.1 -
Carry out a practical Earth and Space Science investigation

2

1

4

Total Credits

20

0

0

0

A.S. 91188 v2 Earth and Space Science 2.2 - Examine an Earth and Space Science issue and the validity of the information communicated to the public	2	I	4				
A.S. 91189 v2 Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality	2	I	4				
A.S. 91190 v2 Earth and Space Science 2.4 - Investigate how organisms survive in an extreme environment	2	I	4				
A.S. 91191 v2 Earth and Space Science 2.5 - Demonstrate understanding of the causes of extreme Earth events in New Zealand	2	E	4				
Total Credits			20	0	0	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 2 General Science

2SGEN



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Molly Vale](#)

Course Description

Through a range of practical science investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will develop an understanding of the causes of natural hazards using examples around Aotearoa such as the Tarawera eruption. Students will investigate patterns in an ecological community and present their findings. Students will develop an understanding of qualitative chemistry and use observations to identify chemical species acting as pollutants, and their impact on humans and the environment. Students will use microscopes to investigate life at the cellular level.

This course provides a pathway for students who wish to continue a broad science learning. This course is not suitable for students wishing to progress into an engineering or medical pathway.

A personal device is highly recommended to support learning.

Course Overview

Term 1

The year starts with the BIO 2.6 Ecology internal, where students will be introduced to basic ecological terminology and concepts. Students will carry out sampling as part of a field trip, with the collected data used to complete the assessed written report.

Students will then investigate the formation of New Zealand's volcanic regions (ESS 2.3), specifically within the Taupo Volcanic Zone. Students will collect geological material in the field to analyse and identify. The observations made by students will then be utilised to write a report on the formation of the region and the impact of volcanic activity on the landscape.

Term 2

Students will undertake a practical investigation (CHEM 2.2) into the identification of ionic species in unknown solutions. Students will identify the pollutants and discuss their impact on humans and the environment.

Term 3

Students will explore the microscope world (BIO 2.8); they will be preparing, analysing, and drawing samples of plant and animal tissues/cells.

Following this, students will complete learning for the external examination on extreme events in New Zealand, this includes volcanoes, tsunamis, and earthquakes. This standard (ESS 2.5) will be externally assessed in November.

Term 4

Revision for the external examination.

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 General Science](#)

Credit Information

A.S. 91158 v2 Biology 2.6 - Investigate a pattern in an ecological community, with supervision	2	I	4			
A.S. 91160 v2 Biology 2.8 - Investigate biological material at the microscopic level	2	I	3			
A.S. 91189 v2 Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality	2	I	4			
A.S. 91191 v2 Earth and Space Science 2.5 - Demonstrate understanding of the causes of extreme Earth events in New Zealand	2	E	4			
A.S. 91911 v1 Chemistry 2.2 - Carry out an investigation into chemical species present in a sample using qualitative analysis	2	I	3			
Total Credits			18	0	0	0

Total Credits Available: 18 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 2 Horticulture

2SHOR



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students have studied 1SAGH.

Course Description

Students will develop their understanding of plant propagation and horticulture management practices. Students will learn health and safety skills. Through a range of learning experiences students will develop their understanding of soil management, the environmental impact of horticulture, plant reproduction, growth and development. Students will also develop landscape design skills.

There will be practical activities including managing the school garden beds and their own vegetable garden bed, and experiments. Students will be expected to work in groups and maintain garden beds around the school grounds for the whole year. Students will develop personal responsibility and group-work skills as they manage their garden beds.

Students will work with the teacher to select relevant standards from the selection listed below to **gain approximately 20 credits**. Students may select a combination of Achievement Standard and Unit Standard assessments. Note that students will not be offered all credits from the list below.

Students will also have the opportunity to participate in work experience/ taster days with local Horticulture business and growers. This can be used for their future pathways course.

Course Overview

Term 1

School amenity gardens and vegetable gardens - set up and maintain. This is a year long task.
Horticultural investigation on importance of leaves for plants

Term 2

Making new plants from cuttings
Designing landscape plans

Term 3

Germinating seeds
Agrichemical interpretation and safety

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 Agricultural and Horticultural Science](#)

Credit Information

U.S. 2765 v7 Plant trees or shrubs	2	1	5			
U.S. 21027 v5 Plant and maintain displays of bedding plants	2	1	10			
Total Credits			50	0	0	0

U.S. 27213 v2 Identify and interpret agrichemical product information, and describe safety procedures when working with agrichemicals	2	I	5				
U.S. 29506 v2 Prepare and propagate plants by cuttings	2	I	5				
U.S. 29508 v2 Sow seeds and monitor germination and emergence	2	I	5				
A.S. 91289 v2 Agricultural and Horticultural Science 2.1 - Carry out an extended practical agricultural or horticultural investigation	2	I	4				
A.S. 91290 v2 Agricultural and Horticultural Science 2.2 - Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production	2	E	4				
A.S. 91291 v2 Agricultural and Horticultural Science 2.3 - Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	2	I	4				
A.S. 91292 v2 Agricultural and Horticultural Science 2.4 - Demonstrate understanding of how management practices influence plant growth and development in NZ commercial production	2	I	4				
A.S. 91296 v2 Agricultural and Horticultural Science 2.8 - Produce a landscape plan	2	I	4				
Total Credits			50	0	0	0	0

Total Credits Available: 50 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 46 credits.

NCEA Level 2 Physics

2SPHY



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students have taken 1SGEN - Science General and were confident in Level 1 Mechanics and Level 1 Algebra.

This course is numeracy rich and requires students to solve algebraic equations. We recommend that students are also taking Mathematics with Algebra.

Course Description

Students will gain an understanding of fundamental physical world concepts and laws to solve quantitative, real-world, problems. This will prepare them for further study in Physics. Students will develop their understanding of nuclear and atomic physics, mechanics, and electricity. They will learn the application of the above via a range of practical activities, experiments and demonstrations.

In Nuclear Physics, students will learn about the three main types of radiation and learn an appreciation of why radiation is both beneficial and harmful. In Mechanics, students will learn about free-fall, circular motion, inertia, momentum and projectile motion. In Electricity students will learn about DC circuits, electric fields and magnetic fields.

This course is essential for students who intend to Science, Engineering or Biomedical Science at University should take this course.

Course Overview

Term 1

In Term 1, students will start with nuclear Physics, they will learn about different types of radioactive decay and the characteristics of emitted rays and particles. They will learn to predict how the intensity of emitted decay changes with time using half lives and learn of some practical uses of radioactivity.

In the latter part of the term, students will commence the Mechanical Systems unit. In this unit forces, and their effects on objects will be studied.

Topics include

- 1) kinematics of accelerating objects
- 2) projectile motion
- 3) circular motion
- 4) momentum and collisions/explosions
- 5) Torque

Term 2

In the beginning part of the term, students will conclude the Mechanical Systems unit started in Term 1.

After finishing Mechanical Systems. The student will undertake a practical investigation. In this unit, students will investigate a non-linear Physics relationship and empirically derive a Physics formula and compare it the expected theory

Term 3

In this term, students will learn about Electrical systems

Topics include

- 1) Static electricity
- 2) DC electricity
- 3) Electromagnetism

Term 4

Term 4 will be spent preparing for the NCEA external examinations

Learning Areas:

[Science](#)

Pathway

[NCEA Level 3 General Science](#), [NCEA Level 3 Physics](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91169 v2 Physics 2.2 - Demonstrate understanding of physics relevant to a selected context	2	I	3			
A.S. 91170 v2 Physics 2.3 - Demonstrate understanding of waves	2	E	4			
A.S. 91171 v2 Physics 2.4 - Demonstrate understanding of mechanics	2	E	6			
A.S. 91172 v2 Physics 2.5 - Demonstrate understanding of atomic and nuclear physics	2	I	3			
A.S. 91173 v2 Physics 2.6 - Demonstrate understanding of electricity and electromagnetism	2	E	6			
Total Credits		22	0	0	0	

Total Credits Available: 22 credits.

Externally Assessed Credits: 16 credits.

Internally Assessed Credits: 6 credits.

Related Videos

<https://www.youtube.com/watch?v=HuZZpJJF71U>

NCEA Level 3 Agricultural and Horticultural Science

3SAGH



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students have studied 2SAGR and/or 2SHOR.

Course Description

Students will develop their knowledge of current trends and innovations in the Agriculture and Horticulture Sectors through analysis of a primary production environmental issue. Students will investigate primary production process and factors affecting profitability of a primary product.

There will be experiments as part of the investigation. Students will be expected to complete independent self-directed research on a primary product of their choice.

Course Overview

Term 1

Long term investigation - Potato attributes and uses.

Term 2

Research into the profitability of a NZ primary product. Students can choose the primary product they want to research

Term 3

Environmental issues associated with primary production

Learning Areas:

[Science](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91528 v2 Agricultural and Horticultural Science 3.1 - Carry out an investigation into an aspect of a New Zealand primary product or its production	3	I	4	*
A.S. 91529 v2 Agricultural and Horticultural Science 3.2 - Research and report on the impact of factors on the profitability of a New Zealand primary product	3	I	6	6r,6w *
Total Credits	19	0	15	0

A.S. 91531 v2 Agricultural and Horticultural Science 3.4 - Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product(s)	3	E	4	4r,4w	*	
A.S. 91532 v2 Agricultural and Horticultural Science 3.5 - Analyse a New Zealand primary production environmental issue	3	E	5	5r,5w	*	
Total Credits			19	0	15	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 9 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 3 Biology

3SBIO



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Molly Vale](#)

Recommended Prior Learning

It is recommended that students have studied NCEA Level 2 Biology.

Level 3 Biology is a vocabulary heavy, content rich course which is assessed via written reports or essay-based examination questions. The examination questions introduce evidence from a range of biological contexts that may not have been covered in class, students will need to analyse and use the relevant information to support their answer. High literacy and comprehension skills along with critical thinking skills are a significant advantage.

A personal device is highly recommended to support learning.

Course Description

The Level 3 Biology course enables students to gain an understanding of fundamental living world concepts to prepare them for further biological study at university. Students will use scientific evidence and develop critical thinking skills to link these observations to theory. The course introduces the biological evidence and ideas that explain how an organism's responses provide a selective survival advantage in its niche, the evolutionary processes that lead to speciation, and trends in human evolution. Students will plan, conduct and report on a practical investigation, and through research, explain how and why a mammal maintains a stable internal environment despite fluctuating environmental conditions.

Course Overview

Term 1

The year starts with the 4-credit practical investigation internal where students individually plan, carry out, process and discuss the effect of agricultural chemicals on the heart rate of invertebrates. This involves the use of microscopes and the statistical analysis of the results.

Plant and Animal Responses is the first external standard taught, worth 5 credits. This looks at the different ways plants and animals respond to the living and non-living aspects of their environment and the survival benefit each response produces.

Term 2

The 3-credit homeostasis internal focuses on the human thermoregulatory system and how it responds to changing environmental conditions. This standard involves some research and the creation of a portfolio of information which students use during the completion of the written report.

Evolutionary processes leading to speciation is a 4-credit external that builds on from the Level 2 evolution theory and introduces the different ways that new species can be formed, and the patterns seen in evolutionary processes.

Term 3

Human evolution is the third external standard, worth 4 credits. It introduces the anatomical/skeletal differences between apes, human ancestors and modern humans in relation to diet, method of locomotion, tool making ability and speech. Students learn about trends in human biological and cultural evolution, as well as possible dispersal theories based on fossil and DNA evidence.

A trip to Auckland Zoo provides students with the opportunity to put their knowledge into action. They attend two lectures, one on the speciation and evolution of New Zealand's native birds with a tour of the aviaries; the other on human evolution with a tour of the different primates.

Term 4

Revision for the end of year external examinations.

Learning Areas:

[Science](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91601 v2 Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	3	I	4	*		
A.S. 91603 v3 Biology 3.3 - Demonstrate understanding of the responses of plants and animals to their external environment	3	E	5	5r,5w *		
A.S. 91604 v2 Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment	3	I	3	3r *		
A.S. 91605 v2 Biology 3.5 - Demonstrate understanding of evolutionary processes leading to speciation	3	E	4	4r,4w *		
A.S. 91606 v2 Biology 3.6 - Demonstrate understanding of trends in human evolution	3	E	4	4r,4w *		
Total Credits			20	0	16	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **20**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Externally Assessed Credits: 13 credits.

Internally Assessed Credits: 7 credits.

NCEA Level 3 Chemistry

3SCHE



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students have studied Level 2 Chemistry and passed an external exam. The Level 3 course builds on the concepts from Level 2.

Course Description

Through a range of practical chemistry investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

Students will gain an understanding of fundamental material world concepts to prepare them for further science study. Students will develop/modify a plan to carry out a quantitative investigation. They will form links between oxidation-reduction reaction, understand shapes and polarity and properties of molecules, carry out calculations involving thermochemistry, understand structure, properties and reactivity of organic molecules and determine structure of molecules using spectroscopy data. They will learn the application of the above in the real world by having hands on activities such as practicals, experiments and demonstrations.

The Chemistry 3.6 external is an optional course, which students can learn outside of class with teacher support.

Course Overview

Term 1

We start with the 3.1 internal standard which develops the skills of volumetric analysis. We will do a quantitative investigation looking at the trend in the concentration of Vitamin C. This standard is practical based including calculations and report writing. We will then start the 3.7 redox chemistry focusing on electrochemistry and electrolysis which looks at how reactive metals can be extracted from compounds.

Term 2

We will be covering 3.4 particles and thermochemistry. This is a continuation of structure and bonding from Level 2, where students will learn more in depth about trends in the periodic table, covalent molecules and enthalpy changes in chemical reactions.

Term 3

We will learn 3.5 organic chemistry which is the continuation of the organic chemistry from Level 2, looking at how different organic compounds are made and identified including polymers. This will be followed by the 3.2 spectroscopy internal which looks at identifying molecules based on Infrared, Mass Spectroscopy and C13 NMR spectra - this is the science of Border Security!

Term 4

We will finish the 3.2 internal and revise for the external exams.

Learning Areas:

[Science](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91387 v2 Chemistry 3.1 - Carry out an investigation in chemistry involving quantitative analysis	3	I	4	*		
A.S. 91388 v2 Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	3	I	3	*		
A.S. 91390 v2 Chemistry 3.4 - Demonstrate understanding of thermochemical principles and the properties of particles and substances	3	E	5	*		
A.S. 91391 v2 Chemistry 3.5 - Demonstrate understanding of the properties of organic compounds	3	E	5	*		
A.S. 91392 v2 Chemistry 3.6 - Demonstrate understanding of equilibrium principles in aqueous systems	3	E	5	*		
A.S. 91393 v2 Chemistry 3.7 - Demonstrate understanding of oxidation-reduction processes	3	I	3	*		
Total Credits			25	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **25**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 25 credits.

Externally Assessed Credits: 15 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 3 General Science

3SGEN



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Molly Vale](#)

Recommended Prior Learning

It is recommended that students have studied a science subject at NCEA Level 2.

A personal device is highly recommended to support learning.

Course Description

Through a range of science investigations students will develop their self-management and ability to communicate with others. Students will develop critical thinking skills as they link observations to theory. Students will explore the use of a range of scientific symbols and vocabulary.

This course will allow students to learn aspects of Biology, Chemistry, and Earth and Space Science.

Students will develop understanding of spectroscopy and use spectra to identify different organic compounds. Students will use microscopes to carry out a biology investigation. Students will learn about human evolution and the development of biological features and culture. Students will learn about changes in the ocean and the impact this has on society and ocean chemistry.

This course provides a pathway for students who wish to continue a broad science learning. This course is not suitable for students wishing to progress into an engineering or medical pathway.

Course Overview

Term 1

Students will begin the year by conducting a practical investigation using microscopy techniques. Students will be using invertebrates to determine the impact of agricultural fertilisers on aquatic organisms. Their findings will be presented in an investigative report.

Term 2

Students will investigate the impacts the climate change has on ocean acidification. Students will analyse the impact from a socio-scientific perspective, as well as a chemistry one. Submission of a written report will be used to assess against two Achievement Standards (ESS 3.2 and CHEM 3.3).

Term 3

Students will learn about chemical spectra and apply these concepts to identifying unknown compounds.

Students will then prepare the external standard (BIO 3.6), which looks at human evolution. Students will become familiar with human ancestors, biological development, cultural development, and the migration of human populations around the world. This standard will be assessed externally in November.

Term 4

Preparation for the external examination.

Learning Areas:

[Science](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91388 v2 Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	3	I	3	*		
A.S. 91389 v2 Chemistry 3.3 - Demonstrate understanding of chemical processes in the world around us	3	I	3	3r,3w *		
A.S. 91411 v2 Earth and Space Science 3.2 - Investigate a socio-scientific issue in an Earth and Space Science context	3	I	4	4r *		
A.S. 91601 v2 Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	3	I	4	*		
A.S. 91606 v2 Biology 3.6 - Demonstrate understanding of trends in human evolution	3	E	4	4r,4w *		
Total Credits			18	0	11	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **18**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 18 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 3 Physics

3SPHY



Head of Faculty - Kaihautuu: [Meghan Ashford](#)

Recommended Prior Learning

It is recommended that students have gained at least 16 credits at NCEA Level 2 Physics as this Level 3 course builds on Level 2.

This course is numeracy rich and requires students to use algebraic skills. We recommend that students take this course with Calculus.

Course Description

Students will develop their understanding of physical world concepts and laws to solve quantitative, real-world, problems. This will prepare them for further study in Physics as they build knowledge of fundamental physical laws. Students will develop their understanding of modern Physics, mechanical systems, wave systems and electrical systems.

They will learn the application of the above in the real world via a range of practical activities, experiments and demonstrations.

This course is suitable for students who wish to pursue further study in Physics, Engineering, Medical and Veterinary Sciences. Please note that some universities require Engineering students to have passed all 3 external exams.

Course Overview

Term 1

Students will deepen their understanding of Mechanical Systems. Topics covered include:

- 1) collisions and explosion of objects in 2 dimensions
- 2) circular motion (including gravitation and satellite motion, banked corners and loop-the-loop motion)
- 3) rotational motion (spinning objects)
- 4) simple harmonic motion (such as motion of pendulums)

Term 2

Students will finish Mechanical Systems topics started in Term 1. Thereafter, students will undertake a practical investigation for a non-linear Physics relationship including error analysis and will then learn to critically evaluate their findings

Term 3

Students will deepen their understanding of Electrical Systems. Topics covered include:

- 1) complex DC circuits (including internal resistance and Kirchhoff Laws)
- 2) capacitors in circuits
- 3) electromagnetic induction
- 4) introduction to AC theory

Thereafter Students will deepen their understanding of Wave Systems. Topics covered include:

- 1) The physics of music
- 2) the Doppler effect
- 3) diffraction and interference

Term 4

Term 4 will be spent preparing for external NCEA examinations

Learning Areas:

[Science](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91521 v2 Physics 3.1 - Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	3	I	4	*		
A.S. 91523 v2 Physics 3.3 - Demonstrate understanding of wave systems	3	E	4	*		
A.S. 91524 v2 Physics 3.4 - Demonstrate understanding of mechanical systems	3	E	6	*		
A.S. 91526 v2 Physics 3.6 - Demonstrate understanding of electrical systems	3	E	6	*		
Total Credits			20	0	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **20**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Externally Assessed Credits: 16 credits.

Internally Assessed Credits: 4 credits.

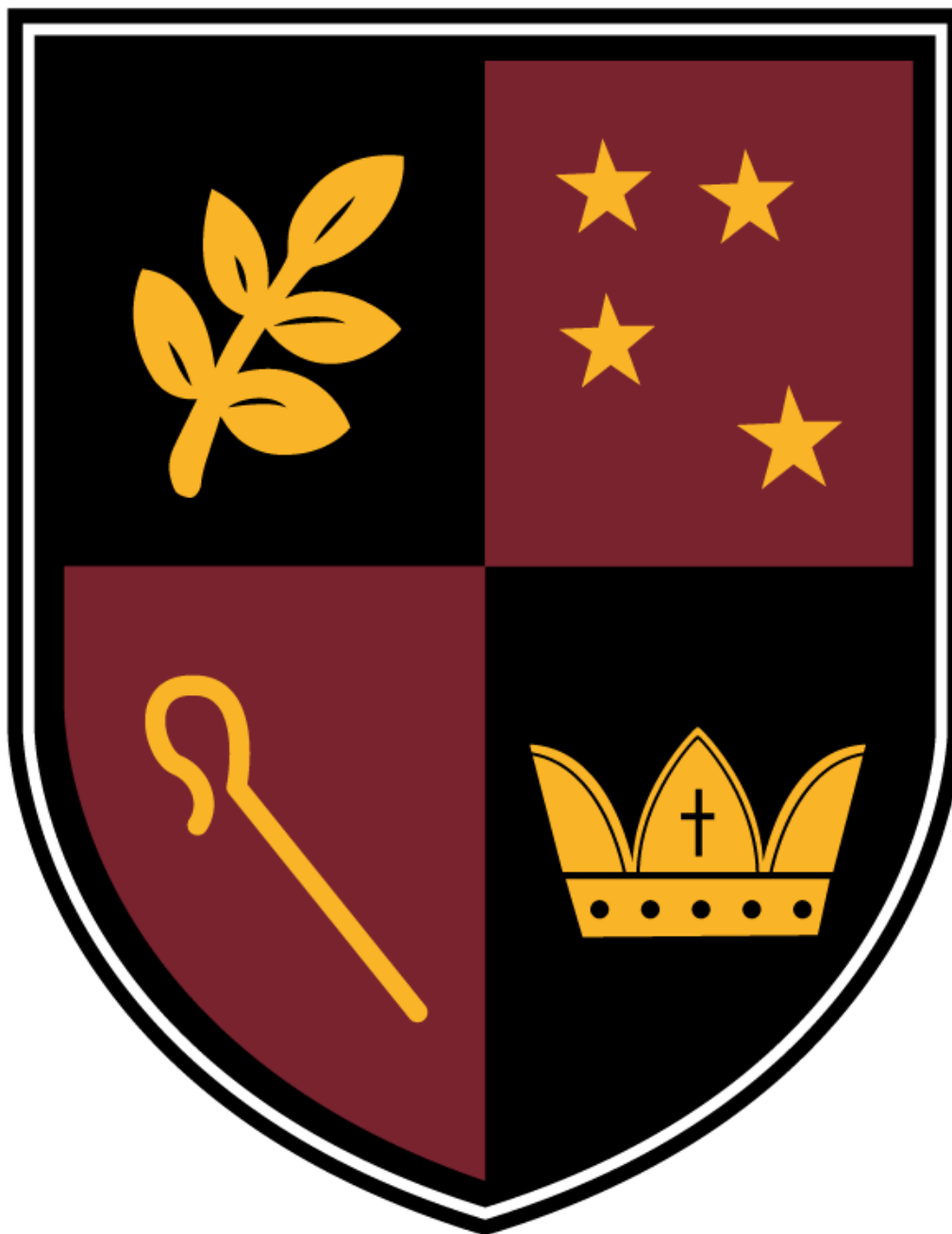
Related Videos

<https://www.youtube.com/watch?v=HuZZpJJF71U>

Social Sciences



Puutaiao Paapori - Social Sciences Learning Area



NCEA Level 1 Geography

1ZGEO



Head of Faculty - Kaihautuu: [Ben Silk](#)

Course Description



Step outside the conventional classroom and embark on a thrilling adventure through Auckland's diverse landscapes and geographical wonders in this exciting NCEA Level 1 Geography course. Prepare to discover the incredible beauty and natural marvels that lie right on our doorstep as we delve into the captivating geography of the Waikato River, explore global phenomena, and tackle contemporary issues facing the Pacific region.

Learning beyond the classroom

In this course, we will go beyond the confines of textbooks and explore the local area, utilising Auckland as our living laboratory. By immersing ourselves in hands-on experiences, we will develop invaluable geographical skills and gain a deeper understanding of the world around us.

Life changing skills

Throughout the course, you will develop essential geographical skills that extend far beyond the walls of the classroom. From using cutting-edge technology for data collection and analysis to honing your fieldwork techniques, you will become a skilled geographer capable of interpreting and understanding the world around you. Additionally, you will enhance your critical thinking, problem-solving, and teamwork abilities as we navigate real-world challenges together.

Join us on this journey

Join us on this captivating journey as we unlock the secrets of Auckland's geographical wonders. Immerse yourself in hands-on exploration, ignite your passion for the natural world, and become a steward of our local environment. By the end of this course, you will not only possess a wealth of knowledge but also a newfound appreciation for the remarkable geography that surrounds us.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 2 Geography](#), [NCEA Level 3 Geography](#).

L2-3 Geography

Ability to also do Classical studies or History at Level 3 if you show the writing skills required.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91932 v3 Geography 1.1 - Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place	1	I	5	Y	
A.S. 91933 v3 Geography 1.2 - Explore an environment using data	1	I	5		Y
A.S. 91935 v3 Geography 1.4 - Demonstrate understanding of decision-making in response to a geographic challenge in the wider Pacific region	1	E	5	Y	
Total Credits			15	10	0
					5

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 1 History

1ZHIS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Completion of Y10 Social Studies

Course Description

History fires students' curiosity and imagination

It invites students to ask, and helps them answer, today's questions by engaging with the past and imagining and speculating on possible futures.

History presents students with the dilemmas, choices, and beliefs of people in the past.

It connects students with the wider world as they develop their own identities and sense of place. Students engage with history at personal, local, and international levels. They investigate the histories of their communities, New Zealand, and the wider world.

History is a research-led discipline

Through this study students will develop skills in research, interpretation, evaluation, historical empathy and analysis. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today.

An awareness of history inspires students to become confident, questioning, and empathetic individuals.

History is dynamic and exciting

This level one course is designed to give students a small insight into the world around them through the study of historical events, developments, themes and movements. They will specifically look at events that have shaped New Zealand's future - these will include events that have occurred both in New Zealand and Globally. Events will be drawn from the 20th century and have in the past included Apartheid in South Africa, New Zealand Protest Movements, Black Civil Rights Movement in the USA, WW2 and the war in the Pacific.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 2 Classical Studies](#), [NCEA Level 2 History](#), [NCEA Level 2 People and Society](#)

Diplomacy and international affairs, think-tanks, policy analysts, architects, lawyers, attorneys and parliamentarians, international organisations such as the UN, journalism, writers and editors, military organisations, tourist guides and preservation societies, archivists, galleries and libraries.....

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 92024 v3 History 1.1 - Engage with a variety of primary sources in a historical context	1	I	5		
A.S. 92025 v3 History 1.2 - Demonstrate understanding of the significance of a historical context	1	I	5	Y	
A.S. 92026 v3 History 1.3 - Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	1	E	5	Y	
A.S. 92027 v3 History 1.4 - Demonstrate understanding of perspectives on a historical context	1	E	5	Y	
Total Credits			20	15	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 1 People and Society

1ZPAS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Year 10 Social Studies

Course Description

People and Society is about people — who they are, what they do, how they change, and what happens to them. Students learn how to participate in society as informed, responsible, critical, and active citizens. This subject emphasises experiences in Aotearoa New Zealand, the Pacific, and connectedness with the wider world. Social Studies inquiry and social action are integral to Social Studies.

Throughout this course, students will,

- * understand and use appropriate **inquiry** frameworks that are culturally sustaining and ethically sound
- * ask questions, gather information, and examine the background to important **societal issues** and events
- * explore and analyse values and **perspectives** related to these ideas and issues
- * consider the ways in which people make decisions and participate in **social action**

Course Overview

Term 1

Students are able to demonstrate understanding of findings of a Social Studies inquiry.

Term 2

Acquire skills in identifying a social issue and either challenging a chosen system or supporting it

Term 3

Students are able to demonstrate understanding of perspectives on a contemporary social issue.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 2 Classical Studies](#), [NCEA Level 2 Geography](#), [NCEA Level 2 History](#), [NCEA Level 2 People and Society](#), [NCEA Level 2 Psychology](#), [NCEA Level 2 Tourism](#)

Completing and passing this course allows you to pick up other social science department subjects at level 2.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 92048 v3 Social Studies 1.1 - Demonstrate understanding of findings of a Social Studies inquiry	1	I	5	Y		
A.S. 92049 v3 Social Studies 1.2 - Demonstrate understanding of perspectives on a contemporary social issue	1	I	5			
A.S. 92050 v3 Social Studies 1.3 - Demonstrate understanding of decisions made in relation to a contemporary social issue	1	E	5	Y		
A.S. 92051 v3 Social Studies 1.4 - Describe a social action undertaken to support or challenge a system	1	E	5	Y		
Total Credits			20	15	0	0

Total Credits Available: 20 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Classical Studies

22CLS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Level 1 History or another Social Science.

Course Description

Classical Studies is our look into the ancient world. To understand ourselves, and our place in a bi-cultural 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: students engage with literature, languages, art, history, science, technology, religion, and philosophy.

Students explore community, cultural identity, values, and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, understand the past and the present, and to imagine possible futures.

Level 2 Classical Studies focuses mainly on the Ancient Greek world.

The Level 2 topics covered in past years:

- A basic introduction to the Ancient Greek world - religion, society, culture, myth, gods/goddesses and beyond.
- Connections to the ancient world and Aotearoa
- A study on Pompeii - a Roman context
- Oedipus The King - Ancient Greek Tragedy
- Herakles - Ancient Greek Tragedy
- Greek Theatre
- Greek Art & Architecture

Course Overview

Term 1

Introduction to the ancient Greek World.

Research into Pompeii and the eruption of Mt. Vesuvius.

Term 2

Study of an ancient text or play - such as Euripides' Herakles or Oedipus by Sophocles.

Term 3

Introduction to ancient Greek art and architecture.

Term 4

Exam preparation

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 3 Classical Studies](#), [NCEA Level 3 History](#), [NCEA Level 3 People and Society](#)

Contributions and Equipment/Stationery

Personal Device (Laptop) or 2B5

Assessment Information

Assessments will be completed as written reports.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91200 v2 Classical Studies 2.1 - Examine ideas and values of the classical world	2	E	4	4r,4w		
A.S. 91201 v2 Classical Studies 2.2 - Examine the significance of features of work(s) of art in the classical world	2	E	4	4r,4w		
A.S. 91202 v3 Classical Studies 2.3 - Demonstrate understanding of a significant event in the classical world	2	I	4	4r		
A.S. 91204 v2 Classical Studies 2.5 - Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures	2	I	6	6r		
Total Credits			18	0	18	0

Total Credits Available: 18 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 10 credits.

Related Videos

<https://www.youtube.com/watch?v=6bDrYTXQLu8&t=1s>

NCEA Level 2 Geography

22GEO



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

NCEA Level 1 Geography is beneficial but not essential.

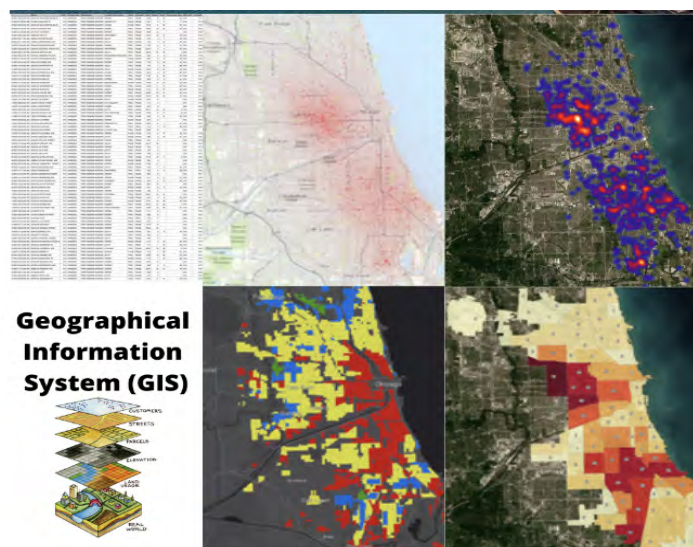
Course Description

Course outline:

Welcome to an exhilarating journey through the wonders of geography! In this Level 2 Geography course, high school students will embark on an exciting exploration of our planet's diverse landscapes and intricate social structures. Throughout the course, students will develop a powerful set of skills, including persuasive writing, compelling oral communication, and captivating visual presentation, which will enable them to convey geographic information to others effectively.

But this isn't just your typical geography class. Get ready for an extraordinary adventure as we delve deep into the mysteries of Tongariro National Park! During an unforgettable week-long field trip, we'll study the environment, conduct valuable research, and immerse ourselves in the natural beauty of this awe-inspiring location. As we navigate the park's majestic terrain, students will learn to appreciate the delicate balance between human activities and environmental preservation.

Our learning journey won't stop there. We'll explore the local issue of coastal erosion at Sunset Beach. Empowered with knowledge, we'll then employ cutting-edge Geographic Information Systems (GIS) to learn about and tackle the issue of Homicides in Chicago.



Our objectives are ambitious, but we're up to the challenge! By the end of this course, you will emerge as a skilled and informed global citizen, capable of thinking critically and communicating effectively.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 3 Geography](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91240 v2 Geography 2.1 - Demonstrate geographic understanding of a large natural environment	2	E	4	4r		
A.S. 91243 v2 Geography 2.4 - Apply geography concepts and skills to demonstrate understanding of a given environment	2	E	4			
A.S. 91244 v3 Geography 2.5 - Conduct geographic research with guidance	2	I	5			
A.S. 91245 v3 Geography 2.6 - Explain aspects of a contemporary New Zealand geographic issue	2	I	3			
Total Credits			16	0	4	0

Total Credits Available: 16 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 8 credits.

NCEA Level 2 History

22HIS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

While Level One History and/or Level One Social Science Studies are preferred, they are not mandatory prerequisites. However, strong literacy skills demonstrated by achieving Level One, particularly in subjects including but not limited to English and the Literacy CAAs, are absolutely essential.

Course Description

Through the study of history students will develop skills in **research, interpretation, evaluation, empathy and analysis**; vital skills for your next stage in education. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today. In particular, you should consider how much these events have shaped your life and you may not have even realised it!

You will become an Historian not just a student of history, you will work on your own **research topic** looking at the **causes and consequences of a significant event**. This independent project will be built around three tasks - Planning, Conducting and Evaluating your own historical research.

Another topic still to be determined will be used for an internal assessment on the **perspectives** of two sides of a historical argument and the development, justification and actions of each. This year the focus was the **1692 Salem Witch Trials**.

This will be followed by a study on the **Rise of Hitler and Nazi Germany**. This topic will also be the main focus of the external exams in November.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 3 Classical Studies](#), [NCEA Level 3 History](#), [NCEA Level 3 People and Society](#).

Diplomacy and international affairs, think-tanks, policy analysts, architects, lawyers, attorneys and parliamentarians, international organisations such as the UN, journalism, writers and editors, military organisations, tourist guides and preservation societies, archivists, galleries and libraries.....

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91229 v2 History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	2	I	4	4r		
A.S. 91230 v2 History 2.2 - Examine an historical event or place that is of significance to New Zealanders	2	I	5	5r		
A.S. 91231 v2 History 2.3 - Examine sources of an historical event that is of significance to New Zealanders	2	E	4	4r,4w		
A.S. 91232 v2 History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders	2	I	5	5r		
A.S. 91233 v2 History 2.5 - Examine causes and consequences of a significant historical event	2	E	5	5r,5w		
Total Credits			23	0	23	0

Total Credits Available: 23 credits.

Externally Assessed Credits: 9 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 2 Media Studies

22MES



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

It is **HIGHLY recommended** that students opting for Media Studies show **strength in literacy-rich** subjects and **strong creative** ability. Prior knowledge on content creation is preferred, and a passion for TV and Film is a must. This will have a practical element; students are expected to participate in both practical and written work.

Course Description

In today's digital age, media plays a significant role in shaping public opinion, disseminating information, and influencing society. As media production becomes increasingly digital, Media Studies equips students with valuable technological skills. Using editing software, digital cameras, audio equipment, and online platforms prepares them for a world where digital literacy is essential for many careers.

Students will plan and then create a media product for a specific target audience, ensuring that the product displays the conventions associated with it are clearly shown. Students will learn about narrative features and apply them to modern texts. Students will then do a Genre study looking at an aspect of the Horror Genre - specifically the evolution of the genre over time.

Career opportunities: The media industry in New Zealand is diverse and growing rapidly. Studying Media Studies opens up various career paths, including journalism, advertising, filmmaking, broadcasting, public relations, and social media management. Early exposure to media concepts and tools can help students make informed decisions about their future careers.

Course Overview

Term 1

AS 91252 Produce a design and plan for a developed media product using a range of conventions (4 Credits)

AS91253 - Complete a developed media product from a design and plan using a range of conventions (6 CREDITS)

Term 2

AS91253 - Continue - Complete a developed media product from a design and plan using a range of conventions (6 CREDITS)

AS 91249 – Demonstrate understanding of narrative in media texts (4 credits)

Term 3

AS91251 – Demonstrate understanding of an aspect of a media Genre. External (4 credits)

Term 4

Revise for the external

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 3 Media Studies](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

The course is assessed through Internal and External Achievement Standards.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91249 v3 Media Studies 2.2 - Demonstrate understanding of narrative in media texts	2	I	4		
A.S. 91251 v5 Media Studies 2.4 - Demonstrate understanding of an aspect of a media genre	2	E	4	4w	
A.S. 91252 v2 Media Studies 2.5 - Produce a design and plan for a developed media product using a range of conventions	2	I	4		
A.S. 91253 v3 Media Studies 2.6 - Complete a developed media product from a design and plan using a range of conventions	2	I	6		
Total Credits			18	0	4
					0

Total Credits Available: 18 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 2 People and Society

2ZPAS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Level 1 Social Science Studies, History or Geography

Course Description

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

Throughout this course, you will develop understanding on contemporary social issues, the actions that people take in response to issues, and participate in a social action.

If you are passionate about seeing a change in our community, society, country, and beyond, this is the course for you!

People and Society is a mix of sociology, anthropology, philosophy, political studies, policy studies, environmental studies, etc.

This course we will be looking at...

- Why people do things, based on their personal belief systems
- The actions the people take, motivated by their belief system
- How actions had a wider impact of society

In People and Societies, the class and you as an individual get to choose social issues that are important to you to inquire into and create change on. Social issues studied in the past include,

- Mental Health
- #MeToo
- Gun Violence
- Poverty
- Climate Change
- Black Lives Matter

Course Overview

Term 1

Introduction to Social Studies - understanding Social Studies concepts and contemporary social issues.
Class to decide first Social Issue to inquire into.

Term 2

Students choose of own Social Issue to inquire into.

Term 3

Students participate in a Social Action, based off their Social Inquiry
Preparation for Externals

Term 4

Preparation for Externals

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

Assessments will be completed as written reports.

Credit Information

A.S. 91280 v2 Social Studies 2.2 - Conduct a reflective social inquiry	2	I	5	5r		
A.S. 91282 v2 Social Studies 2.4 - Describe personal involvement in a social action related to rights and responsibilities	2	I	5			
A.S. 91283 v2 Social Studies 2.5 - Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	2	I	4	4r		
Total Credits			14	0	9	0

Total Credits Available: 14 credits.

Internally Assessed Credits: 14 credits.

Related Videos

<https://www.youtube.com/watch?v=vGQQbulRUjY>

NCEA Level 2 Psychology

2ZPSY



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

It is **HIGHLY RECOMMENDED** that students taking Psychology have a good English ability and an inquisitive mind. Psychology at Level 2 relies heavily on understanding Scientific research, **reading and writing**. An ability to think for themselves and apply knowledge to scientific theories and concepts is also a must.

Course Description

Psychology is a captivating subject that delves into the complexities of human behaviour and the workings of the mind. This NCEA Level Psychology course offers students a unique opportunity to better understand themselves and others. Exploring topics like personality, cognition, and social interactions, students develop valuable skills that foster self-awareness, empathy, and effective communication.

Critical thinking and analytical skills are honed through the evaluation and interpretation of scientific research, statistical data, and empirical evidence. This course equips students with the ability to analyse information, enhancing their problem-solving and decision-making capabilities. Evidence-based reasoning is encouraged, providing a solid foundation for academic pursuits and real-life situations.

Students will look at 3 key approaches to Psychology and then apply their understanding of those approaches to a specified behaviour. Students will conduct their own Psychological research following a scientific method. Students will look at how a key debate in Psychology has changed over time and then students will look at ethics - using an unethical study to discuss improvements.

Studying psychology opens doors to diverse career paths, serving as a stepping stone for professions such as counseling, social work, human resources, education, marketing, and research. This course provides a strong basis for personal and professional growth in an ever-changing world that highly values interpersonal skills, adaptability, and emotional intelligence.

Course Overview

Term 1

91844 – Examine different psychological approaches used to explain a behaviour (6 credits) 7 weeks

Term 2

91846 - Conduct psychological research with guidance (4 credits) 10 weeks

Term 3

91845 – Examine how a Psychological debate has changed over time (3 credits)

91848 with an exploration of Ethical issues in psychological research (3 credits)

Term 4

91848 with an exploration of Ethical issues in psychological research (3 credits)

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

Research and report writing required in all standards

Credit Information

This course is approved for University Entrance.

A.S. 91844 v1 Psychology 2.1 - Examine different psychological approaches used to explain a behaviour	2	I	6	6r		
A.S. 91845 v1 Psychology 2.2 - Examine how a psychological debate has changed over time	2	I	3	3r		
A.S. 91846 v1 Psychology 2.3 - Conduct psychological research with guidance	2	I	4	4r		
A.S. 91848 v1 Psychology 2.5 - Examine ethical issues in psychological practice	2	I	3	3r		
Total Credits			16	0	16	0

Total Credits Available: 16 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 2 Tourism

2ZTSM



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Non required. Open to anyone.

Course Description

This subject offers Tourism Unit Standards that can add credits towards the hospitality and tourism pathway.

It covers researching and understanding of both world tourist destinations as well as in Aotearoa New Zealand. You will also gain an understanding of tourist characteristics and needs. It will provide you with great general knowledge about tourist locations in the world.

This subject is very complementary for students that are looking at doing hospitality in the future. It is also approached in a way that you can work at your own pace, so is well suited to complement students that are attending MIT one day courses.

There will also be opportunity to complete other standards on CV writing and financial literacy if this suits the needs of individual students.

Course Overview

Term 1

Focus is on knowledge of the world and tourist destinations, including researching tourist destinations and activities across different continents.

Term 2

The focus is on Aotearoa New Zealand as a tourist destination.

Term 3

Focus is on the characteristics and needs of tourist.

There will be opportunity for some students to complete other US's linking to CV writing and Financial Literacy such as budgeting.

Term 4

Completing standards as is necessary.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 3 Tourism](#)

Tourism has been the largest industry in Aotearoa New Zealand prior to COVID and it is due to boom again. There are increasing job opportunities such as flight attending, airport customs and retail, airline booking and service agents, travel agencies, tourism operators and support workers, hotel management, restaurant and catering business just to name a few.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

This is a unit standards course which is fully internally assessed.
Most assessments are open book.

Credit Information

U.S. 18237 v4 Perform calculations for a tourism workplace	2	I	3			
U.S. 24726 v3 Describe and compare social and cultural impacts of tourism	2	I	2			
U.S. 24729 v4 Demonstrate knowledge of world tourist destinations	2	I	4			
U.S. 24731 v5 Demonstrate knowledge of destination Aotearoa New Zealand	2	I	4			
U.S. 24732 v3 Demonstrate knowledge of tourist characteristics and needs	2	I	3			
Total Credits			16	0	0	0

Total Credits Available: 16 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 3 Classical Studies

3ZCLS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

L2 Classical Studies.

Course Description

Classical Studies is our look into the ancient world. To understand ourselves, and our place in a bi-cultural 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: students engage with literature, languages, art, history, science, technology, religion, and philosophy.

Students explore community, cultural identity, values, and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, understand the past and the present, and to imagine possible futures.

Level 3 Classical Studies focuses mainly on the Ancient Roman world.

The Level 3 course covers,

- A basic introduction to the Ancient Rome world - religion, society, leadership, culture, myth, gods/goddesses and beyond.
- Connections to the ancient world and Aotearoa
- Alexander the Great- a Greek/Macedonian context
- Juvenal's XVI Satires - ancient text
- Development of Satire over time
- Roman Art & Architecture

Course Overview

Term 1

Develop a basic understanding of Ancient Rome - myth, society, culture, religion, etc.

Unit of Alexander the Great

Term 2

Assessment on Alexander the Great - Demonstrate understanding of significant ideology(ies) in the classical world

Unit of Juvenal's Satires

Term 3

Assessment on Juvenal's Satires - Demonstrate understanding of the lasting influences of the classical world on other cultures across time

Unit on Art & Architecture

Term 4

Prepare for externals

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

Personal Device (Laptop) or 2B5

Assessment Information

Assessments can be completed in a variety of assessment formats - including, written report, podcast, script, and commentary video.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91394 v2 Classical Studies 3.1 - Analyse ideas and values of the classical world	3	E	4	4r,4w [*]		
A.S. 91395 v2 Classical Studies 3.2 - Analyse the significance of a work(s) of art in the classical world	3	E	4	4r,4w [*]		
A.S. 91396 v2 Classical Studies 3.3 - Analyse the impact of a significant historical figure on the classical world	3	E	6	6r,6w [*]		
A.S. 91397 v2 Classical Studies 3.4 - Demonstrate understanding of significant ideology(ies) in the classical world	3	I	6	6r [*]		
A.S. 91398 v2 Classical Studies 3.5 - Demonstrate understanding of the lasting influences of the classical world on other cultures across time	3	I	6	6r [*]		
Total Credits			26	0	26	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **26**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 26 credits.

Externally Assessed Credits: 14 credits.

Internally Assessed Credits: 12 credits.

Related Videos

<https://www.youtube.com/watch?v=GXoEpNjgKzg&t=1s>

NCEA Level 3 Geography

3ZGEO



Head of Faculty - Kaihautuu: [Ben Silk](#)

Course Description



Embark on a thrilling adventure into the captivating world of geography with our NCEA Level 3 course. This exhilarating course not only cultivates essential geography skills but also unveils the fascinating realm of significant event organization, the pressing global concern of sea-level rise caused by climate change, and the process of tourism development and how it created and shaped one of our most well-known cities.

Event planning

From a geographic perspective, discover how events are meticulously organized, from jaw-dropping international spectacles to local community celebrations. Learn the intricacies of event planning and management and their impacts on social, economic, and environmental dimensions.

Sea level rise

We will then turn our attention to the increasingly urgent issue of sea-level rise and its profound effects on the world's coastlines. Delve into rising sea levels' socio-economic and environmental implications, and explore strategies to mitigate its impact on vulnerable communities.

Roto-vegas here we come

To enrich your learning experience, we have planned an unforgettable 3-day field trip to Rotorua. Engage firsthand with the region's diverse landscapes, witness the awe-inspiring geothermal activity, and gain valuable insights from local experts and stakeholders. This immersive adventure will deepen your understanding of the complexities surrounding tourism development and its environmental impacts.

You will also have the unique opportunity to conduct a captivating research project centred on the vibrant tourism industry in Rotorua. Immerse yourself in this iconic New Zealand destination's rich cultural heritage and geothermal wonders. Investigate the symbiotic relationship between tourism and the environment and critically analyze the challenges and benefits of tourism development in Rotorua.

Enrol now!

Throughout this course, you will hone essential geography skills such as data analysis, critical thinking, and effective communication. Embrace the opportunity to develop your research, analytical, and presentation abilities while fostering a deep appreciation for the intricate interplay between humans and their environment.

Enrol in "Exploring Dynamic Landscapes" and embark on an odyssey that will broaden your horizons, ignite your curiosity, and equip you with valuable skills and knowledge to navigate our dynamic world.

Note: Completion of NCEA Level 2 Geography is highly recommended but not mandatory for enrollment in this course.



Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91427 v2 Geography 3.2 - Demonstrate understanding of how a cultural process shapes geographic environment(s)	3	E	4	4r,4w *		
A.S. 91428 v2 Geography 3.3 - Analyse a significant contemporary event from a geographic perspective	3	I	3	3r *		
A.S. 91429 v2 Geography 3.4 - Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	3	E	4	4r,4w *		
A.S. 91430 v2 Geography 3.5 - Conduct geographic research with consultation	3	I	5	*		
A.S. 91431 v2 Geography 3.6 - Analyse aspects of a contemporary geographic issue	3	I	3	3r *		
Total Credits			19	0	14	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 11 credits.

NCEA Level 3 History

3ZHIS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Level 2 History and/or Social Studies and/or Classical Studies. Strong literacy skills shown through achievement of Level One and Two and in individual subjects such as, but not limited to, English and the Literacy CAAs absolutely required.

Course Description

Through the study of history, students will develop skills in **research, interpretation, evaluation, empathy and analysis**; Vital skills for your next stage in education. You will also be encouraged to examine each event/time period we study to evaluate its significance to New Zealand society today. In particular, you should consider how much these events have shaped your life and you may not have even realised it!

The course will start with an **in-depth study of a contested event**. Previous events have included The Israel Palestine Conflict and The Decision to Drop the Bomb on Japan. Students will look at how this event is contested, the different perspectives of the events and how it is of significance to New Zealanders.

In the second term students will become a Historian not just a student of history, they will work on their **own research topic** - an event of significance to New Zealand that sparks their interest. This independent project will be built around three tasks - Planning, conducting, and evaluating your own historical research.

Students will develop skills in research, writing, using evidence to access validity and form conclusions.

Course Overview

Term 1

Introduction to history skills and concepts.

In-depth study into the Israel-Palestine conflict and perspectives around the 1948 War.

Were the refugees a result of the conflict or were they expelled?

Term 2

Continue Israel-Palestine topic

Term 3

Research into a historical event of students choice.

Term 4

Preparation for externals.

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91434 v2 History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	3	I	5	5r *		
A.S. 91435 v2 History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	3	I	5	5r *		
A.S. 91436 v2 History 3.3 - Analyse evidence relating to an historical event of significance to New Zealanders	3	E	4	4r,4w *		
A.S. 91437 v2 History 3.4 - Analyse different perspectives of a contested event of significance to New Zealanders	3	I	5	5r *		
Total Credits			19	0	19	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 3 Media Studies

3ZMES



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

It is **HIGHLY RECOMMENDED** that students taking Level 3 Media Studies have had a successful year in Level 2 Media Studies. Students wishing to take Level 3 without taking Level 2 will be subject to a conversation with the Head of Department (RNE) with a specific focus on their English ability and creative subjects. Students need a strength in **literacy-rich** subjects and **strong creative** ability. Prior knowledge of content creation is preferred, and a passion for TV and Film is a must. This will have a practical element and students are expected to participate in both practical and written work.

Course Description

In today's digital age, media plays a significant role in shaping public opinion, disseminating information, and influencing society. Media Studies fosters creativity and expression. Students learn to create and manipulate various media forms, such as video, audio, graphics, and written content. These skills allow them to communicate ideas effectively and engage with audiences using different media platforms. Media Studies equips students with valuable technological skills as media production becomes increasingly digital. Using editing software, digital cameras, audio equipment, and online platforms prepares them for a world where digital literacy is essential for many careers.

Students will write a short film script, ensuring that it meets the format of proper script writing conventions and proper spelling, punctuation, and grammar. This Film Script must also be an interesting, layered narrative that is engaging to read. Students will plan and then produce a media product, at this level, it is an 8 to 10-minute documentary or short film. Students will then do a Genre study on the Dystopian Genre, specifically looking at the concept of control via technology, we use modern texts to discuss how this concept is mirrored in Society.

Career opportunities: The media industry in New Zealand is diverse and growing rapidly. Studying Media Studies opens up various career paths, including journalism, advertising, filmmaking, broadcasting, public relations, and social media management. Early exposure to media concepts and tools can help students make informed decisions about their future careers.

Course Overview

Term 1

91497 Write a media text to meet the requirements of a brief (3 credits)

91494 Produce a design for a media product that meets the requirements of a brief (4 credits) BEGIN

Term 2

91494 Produce a design for a media product that meets the requirements of a brief (4 credits) Finish

91495 Produce a media product to meet the requirements of a brief (6 credits)

Term 3

AS91493 - Demonstrate understanding of a relationship between a media genre and society (4 credits)

Term 4

AS91493 - Demonstrate understanding of a relationship between a media genre and society revision

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91493 v3 Media Studies 3.4 - Demonstrate understanding of a relationship between a media genre and society	3	E	4	4r,4w	*	
A.S. 91494 v2 Media Studies 3.5 - Produce a design for a media product that meets the requirements of a brief	3	I	4		*	
A.S. 91495 v2 Media Studies 3.6 - Produce a media product to meet the requirements of a brief	3	I	6		*	
A.S. 91497 v2 Media Studies 3.8 - Write a media text to meet the requirements of a brief	3	I	3	3w	*	
Total Credits			17	0	7	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **17**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 17 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 3 People and Society

3ZPAS



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

There is a high level of independent learning needed for this course that will require competent research and the ability to meet checkpoints and deadlines effectively. Level 2 Senior Social Studies, Level 2 Psychology, or Level 2 English would also be advantageous.

Course Description

Are you passionate about creating a positive change in society? Do you want to understand how societies function and how individuals can actively participate as responsible citizens? Look no further than the NCEA Level 3 People and Society course!

This course empowers you to become a critical, active, and informed citizen by exploring various contemporary social issues. You will delve into people's responses to these issues and participate in meaningful social action. Drawing from the past, present, and future, as well as both local and global contexts, you will gain a comprehensive understanding of the dynamics of society.

People and Society is a captivating blend of sociology, anthropology, philosophy, political, policy, and environmental studies. By studying this course, you will unravel the reasons behind people's actions, driven by their belief systems, and comprehend their wider impacts on society.

One of the remarkable aspects of this course is that you get to choose social issues that resonate with you. By delving into these issues and taking action, you can contribute to positive change in your community, society, country, and beyond. Past students have explored impactful topics such as Black Lives Matter, Fast Fashion, Mental Health, #MeToo, Poverty, and Climate Change.

Enrol in the NCEA Level 3 People and Society course today and embark on a transformative journey of understanding, participation, and change-making. Together, let's shape a better future for all.

Course Overview

Term 1

Introduction to Social Studies - understanding Social Studies Concepts and contemporary social issues.
Class to decide first Social Issue to inquire into. Social inquiry standard.

Term 2

Examine a campaign of social action to affect policy change, standard.

Term 3

Students participate in a Social Action, based off their Social Inquiry - to create policy change.
Preparation for Externals.

Term 4

Preparation for Externals.

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

Assessments will be completed as written reports.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91597 v2 Social Studies 3.2 - Conduct a critical social inquiry	3	I	6	6r [*]		
A.S. 91598 v2 Social Studies 3.3 - Demonstrate understanding of how ideologies shape society	3	E	4	4r,4w [*]		
A.S. 91599 v2 Social Studies 3.4 - Examine personal involvement in a social action(s) that aims to influence policy change(s)	3	I	6	6r [*]		
A.S. 91600 v2 Social Studies 3.5 - Examine a campaign of social action(s) to influence policy change(s)	3	I	4	4r [*]		
Total Credits			20	0	20	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **20**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 20 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 16 credits.

Related Videos

<https://www.youtube.com/watch?v=sTTvilkyTLY>

NCEA Level 3 Psychology

3ZPSY



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Students taking Level 3 Psychology MUST have completed Level 2 Psychology successfully. There are NO exceptions.

Students must also have a device for Level 3 Psychology.

Course Description

Psychology provides insights into human behaviour and mental processes, helping students develop a better understanding of themselves and others. By exploring topics such as personality, cognition, and social interactions, students can gain self-awareness, empathy, and improved communication skills, which are essential for building healthy relationships and effective teamwork.

Studying psychology equips students with critical thinking and analytical skills. They learn to evaluate and interpret scientific research, statistical data, and empirical evidence. This ability to analyse information is crucial in various academic disciplines and practical life situations. It enhances problem-solving skills, and decision-making abilities, and encourages evidence-based reasoning.

Students will apply a Psychological theory to a field of Psychology - for example - Motivation in Sports Psychology or Theories of Personality to Criminal Psychology. Students will conduct their own research following a scientific method. Students will analyse a significant piece of research and its impact on Society and then students will look at the main issues affecting Psychological research - biases like gender bias, cultural bias and doing socially sensitive research.

Psychology opens doors to diverse career paths. It can serve as a foundation for professions such as counselling, social work, human resources, education, marketing, and research. In a rapidly changing world, where interpersonal skills, adaptability, and emotional intelligence are highly valued, studying psychology provides a strong foundation for personal and professional growth.

Studying psychology equips students with valuable insights into human behaviour, enhances critical thinking skills, promotes mental well-being, and prepares them for a wide range of future career opportunities.

Course Overview

Term 1

91875 Analyse how theories are applied within a field of psychological practice

Term 2

91873 Analyse the significance of a key piece of research and its impact on society

91874 Conduct independent psychological research with consultation - start

Term 3

91874 Conduct independent psychological research with consultation - finish

91876 Analyse a significant issue in psychological practice

Term 4

91876 Analyse a significant issue in psychological practice - revision

Learning Areas:

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

A.S. 91873 v1 Psychology 3.2 - Analyse the significance of a key piece of research and its impact on society	3	I	3	3r		
A.S. 91874 v1 Psychology 3.3 - Conduct independent psychological research with consultation	3	I	6	6r		
A.S. 91875 v1 Psychology 3.4 - Analyse how theories are applied within a field of psychological practice	3	I	4	4r		
A.S. 91876 v1 Psychology 3.5 - Analyse a significant issue in psychological practice	3	E	3	3r,3w		
Total Credits			16	0	16	0

Total Credits Available: 16 credits.

Externally Assessed Credits: 3 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 3 Tourism

3ZTSM



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

None required.

Course Description

You will complete several standards on Tourism which can contribute to a later tourism qualification at MIT or another Tourism and Hospitality provider like Service IQ. This will include learning codes for countries and gateway cities which are important in the tourism industry. You will also investigate tourist destinations in New Zealand and the Pacific and be able to design an itinerary for clients visiting these destinations.

In this course you will also have an opportunity look into possible career pathways for yourself and how you can plan to reach your ultimate job within that career.

It is complementary to any MIT course you might choose to do as you can work at your own pace and on some, or all of the standards offered.

This is a fully internal Unit Standards course.

Course Overview

Term 1

You will start the course by looking into possible career pathways in hospitality and tourism that you are interested in. Then choosing one possible career you will investigate. This will make you think about your personal skills and qualities and how these link to the possible career. It will also get you to plan your way forward to reaching your career goal sometime in the future.

You will then start on the World tourist destination standard. This includes understanding of the different travel zones of the world as well as country and gateway airport codes. You will also gain an understanding of time zones and seasons and how these affect travel throughout the year.

Term 2

Completion of the World tourist destination standard before moving on to Aotearoa New Zealand as a tourist destination. You will gain an understanding of what is on offer in a variety of tourist destinations in New Zealand and then plan a travel itinerary for a "client". This will ensure matching the place and activities proposed to the needs of the client.

Term 3

One of the following will be completed.

A standard to gain knowledge about different regions within Aotearoa New Zealand as tourist destination, including understanding of accommodation types, different transport providers as well as places to visit and things to do.

A standard on Pacific Island Tourism. This will broaden your knowledge of several different island groups and what they have to offer tourists.

Term 4

In the last few weeks of term all internals will be completed. There are no external exams in this subject.

Learning Areas:

[Social Sciences](#)

Assessment Information

This course is a Unit standards fully internal course. Up to 19 credits are available depending on the speed you work at and time to work on standards if you are also attending an MIT two day course.

Four of the standards are directly linked to travel and tourism and can contribute to your completing a certificate course in Travel and Tourism in your future. These standards are sourced from Service IQ and are open book assessments.

Credit Information

U.S. 3727 v10 Demonstrate knowledge of Pacific Island countries as visitor destinations	3	I	5			
U.S. 18211 v6 Demonstrate knowledge of Australia as a tourist destination	3	I	5			
U.S. 24733 v3 Describe and promote a New Zealand tourist destination	3	I	5			
U.S. 25508 v3 Demonstrate knowledge of world travel geography	3	I	3			
Total Credits			18	0	0	0

Total Credits Available: 18 credits.
Internally Assessed Credits: 18 credits.

Social Sciences - Business Hub



Social Sciences - Commerce Learning Area



NCEA Level 1 Commerce

1ZCMC



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Students enrolled in MIT Courses and/or Work Experience programme are strongly advised not to enrol in the Level 1 Commerce course. Success in this course relies heavily on consistent attendance, active participation in group work, organisational skills, the ability to balance and manage time between Commerce and your other enrolled Level 1 courses, and meeting high-pressure multiple deadlines.

Prerequisites:

- Over 80% attendance is mandatory.
- Personal laptop or large-screen device is mandatory.
- Strong background in numeracy, literacy, and digital skills to develop, write, and implement business plans.
- Proficient time management skills.
- Ability to work effectively in a group, sharing roles and responsibilities.
- Ability to self-manage, organise, attend markets to sell products, and speak confidently.

Course Description

What is Commerce about?

Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems. In this subject, ākonga (students) will build the knowledge, skills, and values they need to navigate and participate in, the economic world. They will learn how participants in the economic world make decisions, and they will analyse how these decisions impact sustainability. Ākonga (students) will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.

Important learning that will be included in your course:

- recognise that Māori, indigenous Pacific knowledge, and other perspectives inform a range of concepts that influence decision making;
- understand how sectors and groups within society are interdependent;
- use concepts, models, or financial statements to communicate financial and non-financial information;
- understand that due to scarcity, decisions need to be made;
- investigate how pūtake informs financial and non-financial decision making;
- understand that decisions made by organisations impact themselves and society;
- explore how rangatiratanga empowers organisations or communities;
- understand how prices affect or are affected by financial and non-financial decision making;
- explore how collaboration, such as talanoa and wānanga, may lead to innovation or resolution;
- understand what is necessary for organisations to be financially viable;
- use a financial management tool to assist decision-making for financial viability; and
- explore how external factors impact organisations.

NOTE: organisations include whānau, hapū, iwi, community organisations, and businesses.

****Due to the nature of learning Business, it is **highly recommended** that students have a laptop for their learning****

Course Overview

Term 1

Commerce 1.1 (92028-Demonstrate understanding of an organisation's financial decision-making)) - 5 credits, internally assessed

Explanatory Note 1

Demonstrate understanding of an organisation's financial decision making involves:

- describing options available for the organisation to address a need, issue, or opportunity
- describing a decision using supporting information from a financial tool
- describing how the decision addresses the need, issue, or opportunity.

Examine an organisation's financial decision making involves:

- explaining how stakeholder perspectives informed the decision making
- explaining possible consequences of the decision for the organisation and stakeholders.

Evaluate an organisation's financial decision making involves:

- analysing how the decision integrates stakeholder perspectives and responds to possible consequences.

Explanatory Note 2

As part of the evidence provided, students must include discussion of pūtake in the context of the process that leads to an organisation's financial decision.

Explanatory Note 3

An organisation is a group of people who work together with a particular purpose.

Examples include:

- whānau, hapū, or iwi
- clubs
- charities
- businesses.

Explanatory Note 4

Financial tools are tools that are used by an organisation for financial management.

Examples include:

- a price/feature comparison chart
- a SWOT analysis
- a budget
- a cost-benefit analysis
- an online calculator or form (for example, in considering finance options).

Explanatory Note 5

Stakeholders are people or groups with an interest or concern in something, especially a business.

Examples of stakeholders include:

- employees
- suppliers
- whānau, hapū, or iwi.

This Achievement Standard is derived from the Social Sciences Learning Area at Level 6 of The New Zealand Curriculum: Learning Media, Ministry of Education, 2007.

Term 2

Commerce 1.2 (92029-Demonstrate understanding of price using a model or concept) - 5 credits, internally assessed

Explanatory Note 1

Demonstrate understanding of price determination for an organisation involves:

- determining a price informed by financial and non-financial information, and a model or concept.

Examine price determination for an organisation involves:

- explaining how the determination of price could be affected by a change in an internal or external factor, supported by financial or non-financial information, and a model or concept.
- describing options for changing, or not changing, the price.

Evaluate price determination for an organisation involves:

- justifying the determined price using financial or non-financial information, and a model or concept.
- explaining the consequences of the determined price with reference to impacts on the organisation and stakeholders.

Explanatory Note 2

Models or concepts are used to observe, understand, and make predictions about economic behaviour.

Examples include:

- supply and demand model
- projected income statement
- cost/volume/profit analysis.

Explanatory Note 3

An organisation must relate to an organisation that sets a price for either a product or service.

Explanatory Note 4

Internal factors refer to anything within and under the control of the entity, and which may have financial implications for the entity.

Examples of internal factors include:

- staff
- processes
- organisational structure.

External factors refer to anything outside and under no control of the entity, and which may have financial implications for the entity.

Examples of external factors include:

- legislation and regulation
- competition
- customers and suppliers.

Explanatory Note 5

Stakeholders are people or groups with an interest or concern in something, especially a business.

Examples of stakeholders include:

- employees
- suppliers
- whānau, hapū, or iwi.

This Achievement Standard is derived from the Social Sciences Learning Area at Level 6 of The New Zealand Curriculum: Learning Media, Ministry of Education, 2007.

Term 3

Commerce 1.4 (92031-Demonstrate understanding of how an organisation's financial viability is affected by an event) - 5 credits, externally assessed.

Explanatory Note 1

Demonstrate understanding of how an organisation's financial viability is affected by an event involves:

- describing how an organisation is financially viable, supported by a model or concept
- describing how an organisation's financial viability is negatively affected by an event.

Examine how an organisation's financial viability is affected by an event involves:

- explaining how an organisation's financial viability is affected by an event, supported by a model or concept
- describing actions the organisation could take to remain financially viable.

Evaluate how an organisation's financial viability is affected by an event involves:

- analysing a recommended action in response to an event for the organisation to remain financially viable, informed by a model or concept.

Explanatory Note 2

As part of the evidence provided, students must include discussion of pūtake in the context of demonstrating understanding of how an organisation's financial viability is affected by an event.

Explanatory Note 3

Financial viability means the ability of an organisation to continue operating from a financial perspective over time.

Explanatory Note 4

Models or concepts are used to observe, understand, and make predictions about economic behaviour.

Examples include:

- supply and demand model
- income statement
- cost/volume/profit analysis
- cost/benefit analysis.

Explanatory Note 5

An event is something that happens that has economic significance to an organisation.

Examples include:

- a change in market conditions
- a natural event
- a change for a stakeholder.

This Achievement Standard is derived from the Social Sciences Learning Area at Level 6 of The New Zealand Curriculum: Learning Media, Ministry of Education, 2007.

Term 4

In Term 4, ākonga (students) will reflect on what they have learned this year and how they can use this knowledge and skills in the future.

There will be an opportunity to develop core Accounting and Economics skills for Year 12.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 2 Accounting](#), [NCEA Level 2 Business Studies](#), [NCEA Level 2 Economics](#), [NCEA Level 2 Legal Studies](#)

Students learning Commerce have a wide range of career pathways to explore. Commerce is a field that encompasses various areas of business, accounting, and economics. Here are some potential career paths for high school students interested in Commerce:

Accounting: Pursuing a career as an accountant involves managing financial records, preparing financial statements, and providing advice on financial matters to individuals and organizations.

Finance: This field involves managing money, investments, and financial planning. Careers in finance include financial analyst, investment banker, financial planner, and portfolio manager.

Business Administration/Management: This field focuses on the overall operations and management of businesses. Career options include business manager, operations manager, human resources manager, or entrepreneur.

Marketing: A career in marketing involves promoting and selling products or services. Jobs in this field include marketing manager, market research analyst, advertising executive, or social media marketer.

International Business: Students interested in global commerce can pursue careers related to international trade and business operations. Opportunities may include international business consultant, import/export specialist, or global supply chain manager.

Economics: Studying economics can lead to careers in areas such as economic analysis, research, and policy development. Jobs may include economic analyst, market researcher, or economic consultant.

Banking: The banking sector offers various career paths, including roles such as bank teller, loan officer, financial advisor, or investment banker.

Entrepreneurship: Students with an entrepreneurial spirit can start their own businesses or work in start-up environments. This path requires creativity, innovation, and strong business acumen.

Insurance: Careers in the insurance industry involve assessing risks, selling insurance policies, and providing financial protection to individuals and businesses. Opportunities include insurance agent, underwriter, or claims adjuster.

Retail Management: This path involves overseeing the operations and sales of retail establishments. Career options include store manager, merchandising manager, or buyer.

It's important for high school students interested in Commerce to pursue further education, such as a bachelor's degree in a relevant field, to enhance their knowledge and increase their career prospects. Additionally, internships, networking, and gaining practical experience can be valuable for exploring different career pathways within the Commerce field.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

1. Commerce 1.1 (92028-Demonstrate understanding of an organisation's financial decision-making) - 5 credits, internally assessed: September (date completed)
2. Commerce 1.2 (92029-Demonstrate understanding of price using a model or concept) - 5 credits, internally assessed: June (date completed)
3. Commerce 1.4 (92031-Demonstrate understanding of how an organisation's financial viability is affected by an event) - 5 credits, externally assessed: August (date completed)

Credit Information

This course is eligible for subject endorsement.

A.S. 92028 v3 Commerce 1.1 - Demonstrate understanding of an organisation's financial decision-making	1	I	5		Y
A.S. 92029 v3 Commerce 1.2 - Demonstrate understanding of price determination for an organisation	1	I	5		
A.S. 92031 v3 Commerce 1.4 - Demonstrate understanding of the financial viability of an organisation	1	E	5	Y	
Total Credits			15	5	0
					5

Total Credits Available: 15 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 2 Accounting

22ACC



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Level 1 Commerce is a prerequisite given this course's reliance on the level one processing skills.

Course Description

Level 2 Accounting Overview

Level 2 Accounting equips students with essential skills to make informed financial decisions, enhance their financial literacy, and ensure accountability for individuals and organizations to their stakeholders.

Course Coverage:

- **Practical Application:** Understanding and applying fundamental accounting assumptions.
- **Data Processing:** Converting simple and complex data into meaningful information using accounting software.
- **Subsystems:** Managing accounts receivable and inventory, including necessary controls for accuracy.
- **Financial Reports:** Preparing and interpreting financial reports that meet user needs and adhere to professional and legal standards.

Course Requirements:

Students are encouraged to have access to a laptop to facilitate the preparation and completion of internal assessments using an accounting software package.

Prerequisites:

This course assumes successful completion of the core Level One Commerce papers. Consistent effort and regular home study are crucial as the topics are interconnected.

Additional Information:

Pukekohe High School has a strong track record in this subject, and students are encouraged to utilize the Term Four revision period to address any difficulties. The course content aligns closely with Stage One tertiary papers, rewarding a strong work ethic both academically and professionally. High accounting grades are highly valued in CVs, as financial literacy is a sought-after skill in all employment sectors.

Course Overview

Term 1

Achievement Standard 2.7 Cash Flow Forecasting 4 credits

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report re-submission opportunity exists if students can improve their grade. Reports must be entirely the own work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

Achievement Standard 2.7 Inventory Management 3 credits

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report re-submission opportunity exists if students can improve their grade. Reports must be entirely the own work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

Term 2

Achievement Standard 2.5 A Topical Issue in Accounting 4 credits.

This is a group assessment where students will have the ability to choose their own "issue" and an entity that it affects and thus they can select a topic of personal interest. They will collaborate on the research, preparation and presentation

of their report and will be required to keep an individual log of their contributing actions towards assessment for grading. A re-submission opportunity will be available.

Term 3

Achievement Standard 2.3 – Accounting Subsystems: 5 Credits

Students will be assessed on their ability to process financial information. This involves preparing accounting entries in the general journal, preparing general ledger for adjustments and closing entries and preparing complete financial statements for the owner of the entity.

The derived grade exam (week 5?) will only include this standard.

Term 4

4 weeks

This is a revision period for the external standard and a final opportunity for reassessments where allowable. Students should regularly look at www.nzqa.govt.nz and www.tki.org.nz so that they are familiar with course requirements, past assessments, examiners' reports etc. The school Microsoft Teams page will list relevant resources, study notes and past assessments.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 3 Accounting](#)

It is highly recommended that you have done Level 1 Commerce before choosing this course. The course supports most Commerce pathways and self employment. Business Studies students will also benefit from the content.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

Internal Assessments:

Achievement Standard 2.7 - Inventory Management (3 credits)

This requires an in-class assessment involving accounting entries and a report outlining a case study example. A re-sit opportunity exists for the practical task and, under certain conditions, a report re-submission opportunity exists if students can improve their grade. Reports must be entirely the work of each student. NB Teachers cannot identify specific errors or text for the resubmission. The re-sit will be based on a new case study.

Achievement Standard 2.10 - Cash Flow Forecasting (4 credits)

This requires an in-class assessment involving accounting entries and a report outlining a case study example. re-sit opportunity exists for the practical task and, under certain conditions, a report re-submission opportunity exists if students can improve their grade. Reports must be entirely the work of each student. NB:

Credit Information

This course is eligible for subject endorsement.

A.S. 91176 v2 Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	2	E	5		
	Total Credits	16	0	0	0

A.S. 91386 v2 Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	2	I	3			
A.S. 91481 v2 Accounting 2.5 - Demonstrate understanding of a contemporary accounting issue for decision-making	2	I	4			
A.S. 91868 v1 Agribusiness 2.10 - Demonstrate understanding of cash flow forecasting for a business	2	I	4			
Total Credits			16	0	0	0

Total Credits Available: 16 credits.

Externally Assessed Credits: 5 credits.

Internally Assessed Credits: 11 credits.

NCEA Level 2 Business Studies

2ZBST



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Students enrolled in MIT Courses and/or Work Experience programme are strongly advised not to enrol in the Level 3 Business Studies course. Success in this course relies heavily on consistent attendance, active participation in group work, organisational skills, the ability to balance and manage time between Business Studies and your other enrolled Level 3 courses, and meeting high-pressure multiple deadlines.

Prerequisites:

- Completion of the Level 1 Commerce Course is highly beneficial.
- Over 80% attendance is mandatory.
- Personal laptop or large-screen device is mandatory.
- Strong background in numeracy, literacy, and digital skills to develop, write, and implement business plans.
- Proficient time management skills.
- Ability to work effectively in a group, sharing roles and responsibilities.
- Ability to self-manage, organise, attend markets to sell products, and speak confidently.

Course Description

Year 12 Business Studies Course Description

Through a combination of practical experience and critical thinking, students will develop their methods of investigation, both individually and as part of a group. This process will involve creative thinking to gather the necessary evidence to complete their investigations. They will engage in group work during class and collaborate with business professionals from the community, actively listening and sharing ideas.

Students will enhance their skills in using language, symbols, and text, particularly through the active use of text and ICT. They will recognise how language and symbol choices affect people's understanding. Additionally, students will develop self-motivation, goal-setting, time management, and appropriate behavior toward stakeholders.

Students will gain knowledge, skills, and experience to explore how and why large businesses in New Zealand make operational decisions in response to internal and external factors. They will also learn to plan, market, review, and refine a business activity with a focus on community well-being, basing their recommendations for the future on market feedback. Furthermore, students will come to appreciate Māori business concepts such as pūtake, tikanga, kaitiakitanga, and rangatiratanga.

In this course, students will:

- Gain a deep understanding of the internal operations of a large business.
- Apply business knowledge to solve critical problems within a large business context.
- Conduct market research for new or existing products.
- Plan, execute, review, and refine business activities within a community context.

Students are required to gather evidence showcasing their contributions to projects. Their success heavily depends on the group's ability to collaborate effectively. The major internal assessments will involve active student participation in group work over two terms.

Course Overview

Term 1

The Motivation Theory within a Business Assessment (internal) sets the tone on what motivates staff and the benefits of motivated staff. This relates to setting up students own business for the year, ensuring they are selecting like minded people to collaborate with for the rest of the year. (6 weeks approx)

Market Research of a Product Assessment (internal) is undertaken within a group setting. This research gives the foundation for writing the business plan and carrying out the business activity with what is learnt from the research results. (4 weeks approx)

Term 2

The group Business plan (Carry out a Business Activity Assessment) is written with the first selling cycle towards the end of the term. Students then individually reflect on how the selling cycle was executed.

Planning begins for changes to the plan and preparation for the second selling cycle.

Work progresses through term 2 on the External (Internal controls of a large business). Derived NCEA examinations are midway through Term 2.

Term 3

The Business Activity Plan (version 2) is updated with second selling cycle carried out.

Final individual reflection written for individual grade.

Continue learning for external examination, 2.1.

Term 4

Examination Revision for the external will be held in the last few weeks.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 3 Business Studies](#)

Level 2 Business Studies is an authentic learning subject where students learn about working in a team environment, preparing them for work and also university. It exposes students to aspects of the commerce and business world as well as preparation for further education e.g. apprenticeships.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

AS90847 Motivation Theory in a Business - open book with a resit opportunity

AS90846 Market Research - research a new or existing product - usually for their team business

AS90848 Carry out a Business Activity - developing, writing a business plan, selling, reviewing and then updating business plan for second selling cycle, with final reflection

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 90843 v2 Business Studies 2.1 - Demonstrate understanding of the internal operations of a large business	2	E	4				
A.S. 90846 v2 Business Studies 2.4 - Conduct market research for a new or existing product	2	I	3				
A.S. 90847 v2 Business Studies 2.5 - Investigate the application of motivation theory in a business	2	I	3				
	Total Credits	19	0	0	0	0	

A.S. 90848 v2 Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance	2	1	9			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 2 Economics

2ZEEO



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Level 1 Commerce is useful but not compulsory.

Course Description

Level 2 Economics

What capabilities will I develop?

Economics aims to teach students to understand how the NZ economy works together as a whole. This will be ideal preparation for students who wish to complete an economics degree, make decisions as to growth or expansion in their own business, or wish to find work in a variety of government or private businesses in NZ e.g. Treasury, Reserve Bank, Statistics NZ, Infometrics, or any of NZ's major banks. The course encourages students to think critically about models that show how NZ works economically. They then need to apply those models to real life situations involving the issues of inflation, international trade, and economic growth.

What knowledge will I develop?

Students will learn the economic models used by government to deal with the possible effects of inflation, international trade, and economic growth. They will then discuss how the government could intervene in the NZ economy to minimise the negative effects of these issues. This will involve them putting together their own economic policies to deal with a real life situation in the NZ economy.

Course Overview

Term 1

Revision of Demand, Supply and Market in class to get all students up to the point where they would be if they had studied 11ECO

Inflation - a workbook based topic involving interactive teaching slots. Also we use group activities and viewing the real-life Statistics NZ data for this topic. This is to aid students learning. Inflation is an external standard.

Term 2

International Trade- a workbook based topic involving interactive teaching slots. Also collaborative student centered activities and viewing the real-life Statistics NZ data for this topic. International Trade is an external standard.

Term 3

Economic Growth- a workbook based topic involving interactive teaching slots. Also collaborative student centered activities and viewing the real-life Statistics NZ data for this topic. International Trade is an external standard.

Government Policies to deal with Inflation, Trade, and Economic Growth- This is an assignment-based internal involving research mixed with economic talks about how the NZ Government will solve the problems of inflation, trade and economic growth. The government policies or tools that we learn about are interest rates and government budgets.

Term 4

Government Policies to deal with Inflation, Trade, and Economic Growth

Revision for NCEA External Exam by collaboratively summarising topics and individually completing exam papers.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 3 Economics](#)

Direct entry from level 1 to level 3 requires HOD approval, but any motivated student is very welcome to direct entry. Leads to careers such as Economist, Banker, Business Journalist, Business Owner, Commercial lawyer, Accountant (both Cost and Management Accountants), Financial Adviser, Share-broker, any commerce related field, Industry Production Manager, Economics research e.g. Infometrics and Statistics NZ, Treasury, Reserve bank, Ministry of Primary Industries, all other Government departments.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

A.S. 91222 v2 Economics 2.1 - Analyse inflation using economic concepts and models	2	E	4		
A.S. 91223 v2 Economics 2.2 - Analyse international trade using economic concepts and models	2	E	4		
A.S. 91224 v2 Economics 2.3 - Analyse economic growth using economic concepts and models	2	E	4		
A.S. 91227 v2 Economics 2.6 - Analyse how government policies and contemporary economic issues interact	2	I	6	6r	
A.S. 91403 v2 Economics 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy	3	E	6	6r,6w *	
Total Credits			24	0	12
					0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **6**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 24 credits.

Externally Assessed Credits: 18 credits.

Internally Assessed Credits: 6 credits.

NCEA Level 2 Legal Studies

22LAW



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

There are no formal pre-requisites for the course but, given the assessment formats, a sound level of literacy is required.

We strongly encourage positive participation in discussions and a focus on up to date, full course notes. Given all assessments are open book the up to date notes are a key requirement to succeed.

Course Description

Level 2 Legal Studies

What capabilities will I develop?

Legal studies explores the role of law in society and New Zealand's laws and legal system. To be informed citizens, young people need an understanding of the concepts, principles, and processes that provide the foundations for our legal system and of the issues that confront it. Legal studies offers students the opportunity to gain such understanding in a New Zealand and a global context. Students are encouraged to learn in a collaborative environment and to reflect on -and be considerate of- opinions of others that may well differ due to cultural, moral, ethical, environmental, political and social backgrounds.

What knowledge will I develop?

The course aims to empower students with a wide knowledge base that assists them to be informed lifelong learners and contributors to society when dealing with a wide range of legal applications. We cover systems of government, reasons behind crimes and our delivery of justice, consumer law.

Course Overview

Term 1

Systems of Central Government Formation (govt structure, divisions of power, FPP vs MMP election processes, ...)
Concepts of Justice (restorative and retributive approaches to offending)

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion.
The assessments are open book with resubmissions for achieved where appropriate.

Term 2

Factors Contributing to Crime (types of crime, justice aims, consequences and causes of crime, ..)

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion.
The assessments are open book with resubmissions for achieved where appropriate.

Term 3

Concepts of Law (negligence, elements of a contract,
Rights and Objectives of Consumer Law (including fair trading act and consumer guarantees act,

All standards combine course notes, you tube clips, research, work book tasks, debates and discussion.
The assessments are open book with resubmissions for achieved where appropriate.

Term 4

Rights and Objectives of Consumer Law

Re-sit opportunity for Systems of Central Government

There are no external standards in this course, so the time students would normally spend revising for externals could be spent finishing off internals.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 3 Legal Studies](#)

Direct entry to Level 3 without having done Level 2 is very possible. See Mr Hughes HOD Legal Studies if you are interested in this option.

Leads to Level 1 Law at any NZ university, although is NOT university-approved. Is a huge help to anyone studying law at any NZ university.

Leads to careers as Business Owner, Lawyer, Court staff, Military e.g Judge Advocate law, Accountancy, Journalist, Retail worker e.g. consumer law, Business Manager.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

This is a Unit standards course.

There are no external assessments for this subject. All assessments are open book but without the use of digital communication devices.

Credit Information

U.S. 8545 v6 Describe factors contributing to, and consequences of, crime	2	1	3		
U.S. 8555 v6 Describe the objectives and evaluate the application of consumer law	2	1	3		
U.S. 10337 v6 Describe the legal rights and personal responsibilities of secondary school students	2	1	3		
U.S. 27839 v3 Explain concepts of justice	2	1	4		
U.S. 27842 v3 Explain concepts of law	2	1	4		
U.S. 27851 v3 Explain systems for the formation of central government in a New Zealand context	2	1	4		
Total Credits		21	0	0	0

Total Credits Available: 21 credits.

Internally Assessed Credits: 21 credits.

NCEA Level 3 Accounting

3ZACC



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Students must have completed level one and two accounting. However high achievers in level one, with HOD approval, may opt to miss level 2 accounting.

The course requires both literacy and numeracy skills given the level of processing and reporting.

Course Description

Level 3 Accounting Overview

The Level 3 Accounting course builds on a solid foundation of accounting knowledge, focusing on manufacturing and job costing for enterprises where accurate service or product costing for clients is essential. This includes a local visit and a detailed report based on the entity's cost system.

Course Coverage:

- **Manufacturing and Job Costing:** Applying skills to real-world enterprises through local visits and cost system reports.
- **Partnerships:** Introducing partnerships, covering partnership agreements, formation, profit distribution, and related theory.
- **Company Financials:** Extending financial statement preparation to include company-specific elements such as taxation, dividends, share equity, and cash flow statements. This serves as valuable general knowledge and a solid foundation for tertiary accounting studies.
- **Management Decision Making:** Equipping students with tools for informed financial decision-making within an entity.

Course Applications:

The course has widespread applications, benefiting self-employed business owners, career accountants, and managers aspiring to the highest levels of business administration. It focuses on the application, understanding, critical analysis, and interpretation of financial and non-financial information within partnership and company ownership structures.

Key Topics:

- Application, understanding, critical analysis, and interpretation of financial and non-financial information for partnerships and companies
- Job costing
- Management decision-making
- Analysis of financial reports from New Zealand listed companies to advise external users

Requirements:

Students are encouraged to have access to a laptop to complete all internal assessments.

This comprehensive course is designed to provide students with the skills and knowledge necessary for both immediate application and future academic pursuits in accounting.

Course Overview

Term 1

We start with the 4 credit job costing standard. This identifies how a manufacturing or service entity calculates costs for their products and services. A case study is built around a visit to a local manufacturer. The assessment involves a closed book processing component and a digital report.

All four standards use the student workbook to support classroom learning.

At the end of term one we begin the 4 credit partnership standard

Term 2

We continue with partnership accounting with a processing component (open book) and digital report as in term one.

We then work through the 5 credit financial reporting standard. This involves many sub topics leading to the preparation of an income statement, balance sheet and cash flow statement.

Term 3

We complete the 5 credit standard with the aim that students achieve highly in the school derived grade exams (week 5?) Two hours are allowed in closed book formal conditions.

After the exam we begin the 4 credit external management accounting topic. A very high achiever may opt to concurrently attempt the optional Reporting standard. This would aid students targeting Scholarship and/or endorsement.

Term 4

We complete management accounting with a derived grade exam under formal closed book conditions.

After clearance workshops can be arranged based on demand.

Learning Areas:

[Social Sciences - Business Hub](#)

[Detailed Course Outline](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Calculator for all assessments.

Assessment Information

91409 4 credit internal includes a closed book processing task and a digital report based on a local business visit.

91405 4 credit internal with open book processing component and digital report.

For both of the above the processing has a re-sit opportunity and the report has a resubmission opportunity (limited to Achieved)

91406 5 credit external will be assessed in the derived grade exam week and 91409 4 credit external will be assessed for a derived grade in term 4. Both are in the NZQA exams with three hours allowed for the two..

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91405 v2 Accounting 3.2 - Demonstrate understanding of accounting for partnerships	3	I	4	*		
A.S. 91406 v2 Accounting 3.3 - Demonstrate understanding of company financial statement preparation	3	E	5	*		
A.S. 91407 v2 Accounting 3.4 - Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity	3	I	5	5r,5w *		
Total Credits			22	0	5	0

A.S. 91408 v2 Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making	3	E	4	*	
A.S. 91409 v2 Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity	3	I	4	*	
Total Credits			22	0	5
					0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **22**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits.

Externally Assessed Credits: 9 credits.

Internally Assessed Credits: 13 credits.

NCEA Level 3 Business Studies

3ZBST



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Students enrolled in MIT Courses and/or Work Experience programme are strongly advised not to enrol in the Level 3 Business Studies course. Success in this course relies heavily on consistent attendance, active participation in group work, organisational skills, the ability to balance and manage time between Business Studies and your other enrolled Level 3 courses, and meeting high-pressure multiple deadlines.

Prerequisites:

- Completion of the Level 2 Business Studies course is highly beneficial.
- Over 80% attendance is mandatory.
- A personal laptop or large-screen device is mandatory.
- Strong background in numeracy, literacy, and digital skills to develop, write, and implement business plans.
- Proficient time management skills.
- Ability to work effectively in a group, sharing roles and responsibilities.
- Ability to self-manage, organise, attend markets to sell products, and speak confidently.

Course Description

Welcome to the Level 3 Business Studies Course. This course offer 19 achievement standards credits (15 - Internal and 4 External credits) and it is recognised as a University Entrance course.

Internal Achievement Standards

The internal standards involve students actively participating in the Young Enterprise Scheme (YES) and collaborating in groups to:

1. **Create a Product or Service:** Document progress from Terms 1 to 3, which includes:
 - Completing four YES Challenges worth 100 points with strict deadlines.
 - Continuously producing and selling the product(s).
 - Maintaining weekly individual logs as per the criteria.
 - Recording Monthly Minutes for the respective YES Company as per the criteria.
2. **Plan and Execute a Business Activity throughout the YES year.**
3. **Develop a Comprehensive Marketing Plan.**

Students must gather evidence to demonstrate their contributions to the project. Success largely depends on the group's ability to work collaboratively. The primary internal assessments involve participation in the Young Enterprise Scheme (YES).

External Achievement Standard

The external standard in this course focuses on the interaction of internal factors within a business operating in a global context. A New Zealand registered business will be studied to enable students to gain knowledge, skills, and experience to analyze how and why NZ businesses make operational and strategic decisions in response to interacting internal and external factors. Students are expected to demonstrate an understanding of the following business knowledge, concepts, and content (in no particular order):

- **Quality Management:** Significance to a business, costs and benefits of quality control, quality assurance, total quality management, Kaizen, and quality circles.
- **Innovation:** Risks and opportunities, including intellectual property management, product and process innovation, corporate cultures, and strategies encouraging innovation.
- **Change Management:** Necessity of the change management process, resistance to change, and costs and benefits of change management strategies.

Course Overview

Term 1

Develop a Marketing Plan for their business activity.
Commence selling their product or service at the end of the term.
Participate in the Young Enterprise Market Research Challenge.

Term 2

Completion of Marketing Plan for their business activity.
Continue selling their product or service
Start Business Plan for their business activity.
Participate in the Young Enterprise Pitch and Promotion Challenges.

Term 3

Completion of Business Plan for Business Activity
Completion of Annual Review and Reflection of Business Activity.
Learning content of 3.1 External for Derived Grade exam mid term.
Finalizing selling and wrapping up Business Activity.

Term 4

Study and revision of 3.1 External on Demonstrating understanding of how Internal Factors Affect businesses.

Learning Areas:

[Social Sciences - Business Hub](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

AS91382 Develop a Marketing Plan
AS91384 Carry out with Consultation a Business Activity
AS91379 Demonstrate Understanding of how Internal Factors affect Businesses

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91379 v2 Business Studies 3.1 - Demonstrate understanding of how internal factors interact within a business that operates in a global context	3	E	4	4r,4w *
A.S. 91382 v2 Business Studies 3.4 - Develop a marketing plan for a new or existing product	3	I	6	6r *
A.S. 91384 v2 Business Studies 3.6 - Carry out, with consultation, an innovative and sustainable business activity	3	I	9	*
Total Credits				
Approved subject for University Entrance			19	0
Number of credits that can be used for overall endorsement: 19			10	0

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 3 Economics

3ZEEO



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

Economics Level 1 or Level 2

Course Description

What capabilities will I develop?

Economics aims to teach students to understand the core economic concepts. This will be ideal preparation for students who wish to complete an economics degree, start or run their own business, or wish to work in large government organisations. The course encourages students to discuss ideas collaboratively, and then think about how to apply these concepts to real-life NZ situations and products.

What knowledge will I develop?

Students will learn how to assess whether markets for everyday goods and services in NZ are efficient and the effect of government intervention in these markets. They will investigate markets which are not providing the best for NZ producers and consumers. They will suggest possible steps the government could take to improve how those markets operate. They will evaluate the effect on the efficiency and fairness of those markets. They will study how markets respond to prices and how a demand curve is created. Finally, they will investigate and compare perfectly competitive firms to monopolies to see how they decide how much to produce.

Course Overview

Term 1

The first task of the year is to complete some basic Demand and Supply curve activities. This will help students who have not studied economics be ready for this course.

Efficiency of Markets: We will learn what it means for a market e.g. school shoes to be efficient. This means the market is distributing goods efficiently. We will learn about the concepts of Consumer Surplus, Producer Surplus, Deadweight Loss, Allocative Efficiency, Equity (fairness)

The topic is based on a workbook with interactive teaching activities and student group activities.

Term 2

We will learn the concepts of Positive and Negative Externalities of Production/Consumption

Public Goods

Equity vs Efficiency Trade-off. Interactive teacher sessions and workbook activities to recognise that efficiently allocating resources can disadvantage some lower-income households or the environment.

Elasticity of Demand, and Supply

This is an assignment-based internal. It involves research mixed with a talk about how the NZ Government will solve the problems of goods with positive and negative benefits for society e.g. medicine or cigarettes.

Term 3

We will learn the economic concepts of Elasticity, Marginal Utility, and Demand. This is an internal and students sit two short tests in class.

Market Structures - this is a workbook based topic. Students learn that monopoly producers and firms facing competition will make pricing and production decisions using the same idea but with different outcomes.

Term 4

Revision for External NCEA Exams - redo past exam papers and discuss in class. Possible catch-up for students who for genuine reasons have not finished internals.

Learning Areas:

[Social Sciences - Business Hub](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91399 v2 Economics 3.1 - Demonstrate understanding of the efficiency of market equilibrium	3	E	4	4r,4w *		
A.S. 91400 v2 Economics 3.2 - Demonstrate understanding of the efficiency of different market structures using marginal analysis	3	E	4	4r,4w *		
A.S. 91401 v2 Economics 3.3 - Demonstrate understanding of micro-economic concepts	3	I	5	5r *		
A.S. 91402 v3 Economics 3.4 - Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes	3	I	5	5r *		
Total Credits			18	0	18	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **18**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 18 credits.

Externally Assessed Credits: 8 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 3 Legal Studies

3ZLAW



Head of Faculty - Kaihautuu: [Ben Silk](#)

Course Description

What capabilities will I develop?

Legal Studies aims to teach students to read and understand legislation and case law in NZ and overseas. This will be ideal preparation for students who wish to complete a law degree, manage their own business, or understand the ways in which the law and government influence their everyday lives. The course encourages students to discuss ideas collaboratively, and then think about how to apply legal principles to a real life NZ situation.

Course Overview

Term 1

All internals are assignment-based involving research mixed with an legal commentary about how the NZ law or case law will apply certain legal principles. Interactive teacher sessions, creative demonstrations e.g. a blind taste test, and and workbook activities are used to scaffold learning and make it interesting. This is the same for all standards listed below.

Concepts of Justice:

Concept 1: No-one is above the law

Concept 2: Coercive Power

Concept 3: Equity

Concepts of Law:

Concept 1: Crime

Concept 2: Negligence

Term 2

Litigation and Dispute Resolution processes:

Formal Means 1: Admin Review

Formal Means 2: Judicial Review

Formal Means 3: Ombudsman

Formal Means 4: Independent Police Complaints Authority (IPCA)

Concepts of Democracy and Government (Human Rights)

Term 3

Concepts of Democracy and Government (Human Rights)

Significant Legal Issue - student choice

Term 4

Students can either finish internals that are incomplete or revise for externals in OTHER subjects. There are no externals in Legal Studies.

Learning Areas:

[Social Sciences - Business Hub](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Credit Information

U.S. 27837 v3 Evaluate a concept of democracy and government in relation to restraint on state power	3	I	4			
U.S. 27840 v3 Evaluate a concept of justice in relation to an actual situation	3	I	4			
U.S. 27843 v3 Evaluate a concept of law in relation to an actual situation	3	I	4			
U.S. 27846 v3 Evaluate litigation and dispute resolution processes in relation to challenging state power	3	I	4			
U.S. 27849 v3 Evaluate a law making process in relation to a significant legal issue	3	I	4			
U.S. 27852 v3 Evaluate systems of government and their formation	3	I	4			
Total Credits			24	0	0	0

Total Credits Available: 24 credits.

Internally Assessed Credits: 24 credits.

Te Wahanga Whakaako



Te Waahanga Whakaako o Te Kohekohe is the name of our Maaori Faculty here at Pukekohe High School.

Here in Te Waahanga Whakaako o Te Kohekohe we are passionate and encourage our rangatahi to become leaders of tomorrow. We are located at Gate 1 entrance and our classes are mainly facilitated within our learning area. Our wharenuī, Te Hikoi along with S12 and S15 are our main learning areas for our programmes.

We welcome parents and staff to come and learn alongside our aakonga in a safe and engaging environment.



NCEA Level 1 Ngaa Toi

1WTOI



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#) , [Jade Chamberlain](#)

Course Description

NCEA Level 1 Ngaa Toi

- Achievement Standards – Opportunity to gain 10 to 15 credits (2 or 3 standards).
- (Note: students will have to choose either 11 TOI, or 11 ART, or 11 PHD.)
- Pathway forward for students in 10 TOI (2024).
- Content will include learning in and about traditional, customary, and trans-customary Maaori art forms and artists. Course content can include processes such as drawing, painting, woodcut, raranga, harakeke. Content will create a foundation for Year 12 options.
- Ideally the max number of students will be #25, however we will accept all genuine learners from the 2024 10 TOI class.

Learning Areas:

[Arts](#), [Te Wahanga Whakaako](#)

NCEA Level 1 Te Ao Haka

1WTAH



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#) , [Jade Chamberlain](#)

Course Description



Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. Performing arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, performing arts transform people's creative ideas into expressive works that communicate layered meanings.

Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being.

Te Ao Haka utilises the new Te Ao Haka Achievements Standards.

Learning Areas:

[Arts](#), [Te Wahanga Whakaako](#)

Pathway

[NCEA Level 2 Te Ao Haka](#)

NCEA Level 1 Te Manaaki Taangata Ki Te Maaori

1WTMT

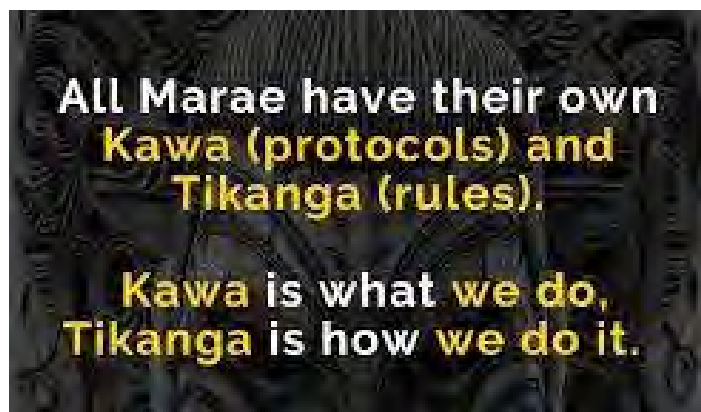


Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Jade Chamberlain](#)

Recommended Prior Learning

No prior learning is necessary, however having an understanding of Te Ao Maaori is certainly an advantage to students who select this course,

Course Description



Level 1 Te Manaaki Taangata Ki Te Maaori

Students have the option to enroll in this new course from the Maaori Qualifications Network. This has been designed to give Maaori Students the opportunity to gain 60 NCEA Level 2 Credits across two years of Learning. It begins in Year 11 and will conclude in Year 12. The course is taught inside the parameters of Pedagogy Maaori.

There are 5 core Elements.

Mana Reo

Tikanga Marae

Manaaki Marae

Mana Wahine

Waiata Mai

Course Overview

Term 1

Weeks 1-11 MANA REO

Term 2

WEEKS 1-10 tIKANGA mARAE

Term 3

WEEKS 1- 10 tIKANGA mARAE

Term 4

WEEKS 1-3 aSSESSMENTS

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 2 Te Manaaki Taangata Ki Te Maaori](#)

It provides students with a grounding in aspects of Te Ao Maaori which would assist them to enter into any field where the skills learned are relevant.

Social Work

Teacher

Music

Contributions and Equipment/Stationery

Clear Files

1B5

Computer

Assessment Information

STUDENTS WILL COMPLETE THE ABOVE uNIT sTANDARDS.

EACH STUDENT WILL HAVE THEIR OWN ASSESSMENT BOOKLETS

NCEA Level 1 Te Reo Maaori

1WMAO



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Jade Chamberlain](#)

Recommended Prior Learning

Full Year 10 Te Reo Maaori and willingness to do homework, or Kura Kaupapa.

Final Decision rests with Whaea Jade or Matua Tipene

Course Description





"By learning Te Reo Māori and becoming familiar with Tikanga Māori students strengthen their identity and non-Māori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding Te Reo Māori stretches learners cognitively, enabling them to think differently". This happens through the acquisition of words, phrases, idioms, proverbs, songs and stories in Te Reo Māori which increases our awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Reo Māori](#)

Credit Information

A.S. 91085 v3 Te Reo Māori 1.1 - Whakarongo kia mohio ki te reo o tona ao	1	I	6				
A.S. 91086 v3 Te Reo Māori 1.2 - Korero kia whakamahi i te reo o tona ao	1	I	6				
A.S. 91087 v2 Te Reo Māori 1.3 - Panui kia mohio ki te reo o tona ao	1	E	6				
A.S. 91088 v2 Te Reo Māori 1.4 - Tuhi i te reo o tona ao	1	E	6				
A.S. 91089 v3 Te Reo Māori 1.5 - Waihanga tuhinga i te reo o tona ao	1	I	6				
Total Credits			30	0	0	0	0

Total Credits Available: 30 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 18 credits.

NCEA Level 2 Te Ao Haka

2WTAH



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#) , [Jade Chamberlain](#)

Recommended Prior Learning

Year 11 Te Ao Haka

Course Description



Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

The learning area of Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being. The Arts is forever changing, and therefore the achievement objectives in this learning area allow for, and support that changing notion.

Learning Areas:

[Arts](#), [Te Wahanga Whakaako](#)

Pathway

[NCEA Level 3 Te Ao Haka](#)

Assessment Information

Te Ao Haka utilises the new NCEA Achievement Standards, as a part of a pilot of schools.

Related Videos

https://www.youtube.com/watch?v=hHulw_1j-mY

NCEA Level 2 Te Manaaki Taangata Ki Te Maaori

2WTMT



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Jade Chamberlain](#)

Recommended Prior Learning

No prior learning is required, however if the student has completed the first year of this course at Level 1 then they will have the opportunity to achieve the certificate and 60 credits towards their NCEA.

Course Description



MANA WAHINE

HE TOA AU
I am brave
HE KAHA AU
I am strong
HE ATAWHAI AU
I am hard
HE MANAWANUI AU
I am dedicated
HE ĀTAAHUA AU
I am beautiful



Level 2 Te Manaaki Taangata Ki Te Maaori

Students will complete the Course Manaaki Tangata ki te Marae. As with the previous year students will be taught inside the parameters of Maori Pedagogy. It will involve the completion of 3 key Units of learning around Manaaki Marae, Mana Wahine and Waiata Mai.

Course Overview

Term 1

Weeks 1-11 Manaaki Marae

Term 2

Weeks 1-10 Mana Wahine

Term 3

Weeks 1-10 Waiata Mai

Term 4

Weeks 1-3 Assessments

Learning Areas:

[Te Wahanga Whakaako](#)

Contributions and Equipment/Stationery

Clear Files

1B5s

Computer Access

Assessment Information

Students will complete the above Unit Standards by filling out the various assessment booklets that each student will receive.

there are no external assessment. All assessments are completed in school.

NCEA Level 2 Te Reo Maaori

2WMAO



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Jade Chamberlain](#)

Recommended Prior Learning

Full Level 1 Te Reo Maaori with credits in 92093 92092 and 92094 and willingness to do homework, or Kura Kaupapa.

Final Decision rests with Whaea Jade or Matua Tipene

Course Description





"By learning Te Reo Maaori and becoming familiar with Tikanga Maaori students strengthen their identity and non Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding Te Reo Maaori stretches learners cognitively, enabling them to think differently". This happens through the acquisition of words, phrases, idioms, proverbs, songs and stories in the target language which increases ones awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 3 Te Reo Maaori](#)

Credit Information

A.S. 91284 v3 Te Reo Maori 2.1 - Whakarongo kia mohio ki te reo o te ao torotoro	2	I	4	Y	
A.S. 91285 v3 Te Reo Maori 2.2 - Korero kia whakamahi i te reo o te ao torotoro	2	I	6	Y	
A.S. 91286 v2 Te Reo Maori 2.3 - Panui kia mohio ki te reo o te ao torotoro	2	E	6	Y	6r
A.S. 91287 v2 Te Reo Maori 2.4 - Tuhi i te reo o te ao torotoro	2	E	6	Y	6w
A.S. 91288 v3 Te Reo Maori 2.5 - Waihanga tuhinga auaha, i te reo o te ao torotoro	2	I	6	Y	6w
Total Credits			28	28	18
					0

Total Credits Available: 28 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 3 Te Ao Haka

3WTAH

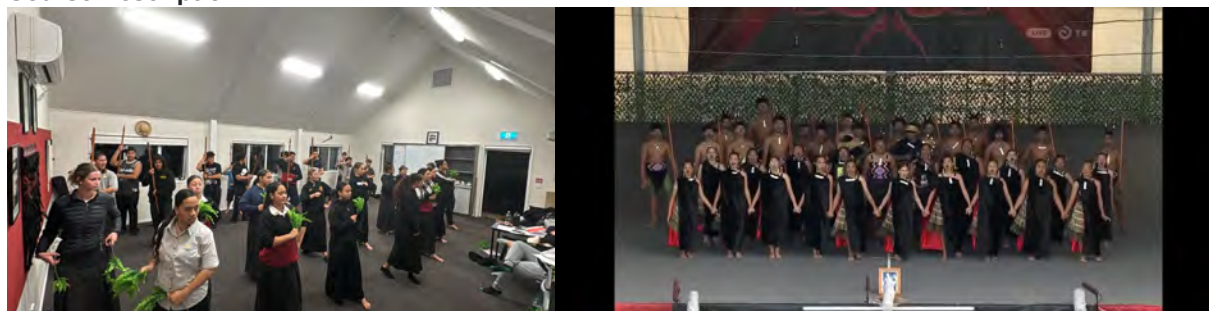


Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#) , [Jade Chamberlain](#)

Recommended Prior Learning

Year 11 Te Ao Haka, Year 12 Te Ao Haka

Course Description



Te Ao Haka, Maaori performing arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies.

Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

The learning area of Te Ao Haka, Maaori performing arts in Te Marautanga o Aotearoa celebrates and acknowledges the skills and knowledge of the past, and empowers and challenges the thinking of the now and the future. It contributes to our intellectual knowing, and to our social, cultural, and spiritual being. The Arts is forever changing, and therefore the achievement objectives in this learning area allow for, and support that changing notion.

Learning Areas:

[Arts](#), [Te Wahanga Whakaako](#)

Assessment Information

This course utilises the new Te Ao Haka NCEA Achievement Standards, as a part of the NZQA pilot of schools. There will be 20 credits offered as a part of this course as per the review of achievement standards and NCEA change package. Additional credits may be available.

Related Videos

https://www.youtube.com/watch?v=hHulw_1j-mY

NCEA Level 3 Te Reo Maaori

3WMAO



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#) , [Jade Chamberlain](#)

Recommended Prior Learning

Full Level 2 Te Reo Maaori with credits from Whakarongo Paanui and Tuhi and willingness to do homework, or Kura Kaupapa.

Final Decision rests with Whaea Jade or Matua Tipene

Course Description



"By learning Te Reo Maaori and becoming familiar with Tikanga Maaori students strengthen their identity and non-Maaori journey towards shared cultural understandings". This happens through an interchange of relationships, participation, contribution of thoughts language and symbols.

"Understanding te reo Maaori stretches learners cognitively, enabling them to think differently". This happens through the acquisition of words, phrases, idioms, proverbs, songs and stories in the target language which increases ones awareness of both the uniqueness and diversity of language and culture at tribal, sub-tribal and extended family environments.

Learning Areas:

[Te Wahanga Whakaako](#)

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91650 v2 Te Reo Maori 3.1 - Whakarongo kia mohio ki te reo Maori o te ao whanui	3	I	4	Y	*	
A.S. 91651 v2 Te Reo Maori 3.2 - Korero kia whakamahi i te reo Maori o te ao whanui	3	I	6	Y	*	
A.S. 91652 v2 Te Reo Maori 3.3 - Panui kia mohio ki te reo Maori o te ao whanui	3	E	6	Y	6r *	
A.S. 91653 v2 Te Reo Maori 3.4 - Tuhi i te reo Maori o te ao whanui	3	E	6	Y	6w *	
A.S. 91654 v2 Te Reo Maori 3.5 - Waihanga tuhinga whai take i te reo Maori o te ao whanui	3	I	6	Y	6w *	
Total Credits			28	28	18	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **28**

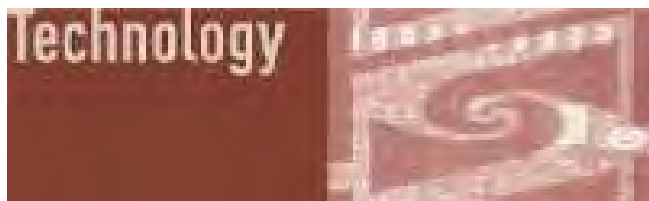
* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 28 credits.

Externally Assessed Credits: 12 credits.

Internally Assessed Credits: 16 credits.

Technology



What is technology about?

**Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta.**

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas within technology and some from other disciplines. These include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.

Why study technology?

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

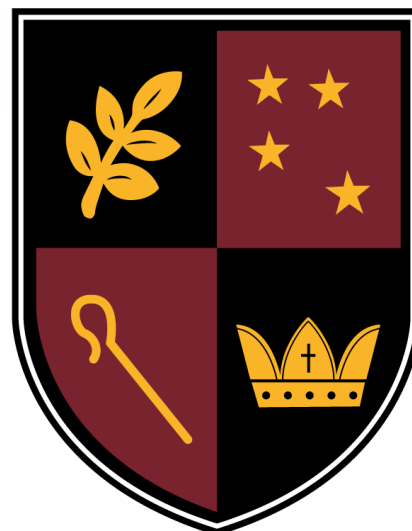
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

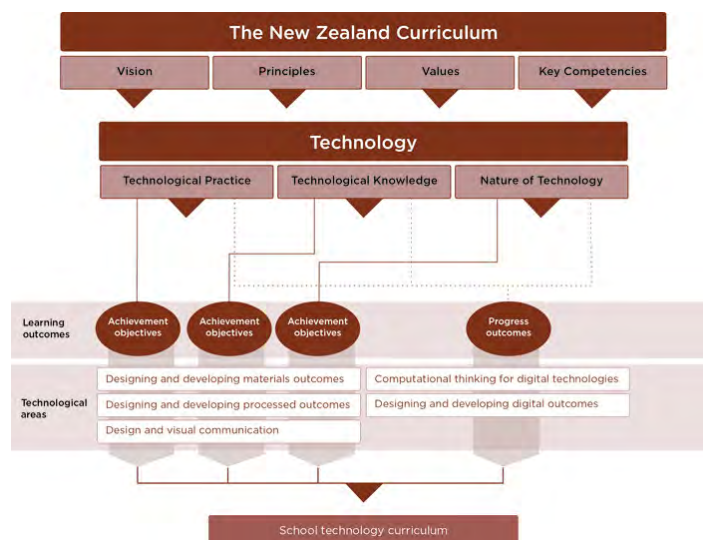
Technology Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

The following diagram illustrates the structure of the learning area.





In years 11–13, students work with fewer contexts in greater depth. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials and/or food technology will need to refer to chemistry, and students working on an architectural project will find that an understanding of art history is invaluable. Some schools may offer courses such as electronics and horticulture as technology specialisations.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.

NCEA Level 1 Building

1TBLD



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students joining this course should not have a record of unsafe work practices in the workshop.

Course Description

We recommend this course to students interested in a possible career in the building industry or those looking for skills and knowledge that will be useful in later life take this course. While constructing practical projects you will be taught safe workshop practice and the correct use of hand tools. The student will also be instructed in the correct use of a range of both power and machine tools. You will also become familiar with a number of joining and finishing methods and accepted construction techniques.

WHAT WILL I LEARN?

- Safe workshop practice.
- The correct use of hand tools and some power tools.
- A range of joining and finishing methods.
- Correct construction techniques.



Course Overview

Term 1

Safety and workshop process
Basic workshop skills and project making

Term 2

Materials knowledge and cutting list
Workshop processes and project making

Term 3

Materials knowledge and cutting list
Workshop processes and project making

Term 4

Completing projects and unit standards

Learning Areas:

[Technology](#)

Pathway
[NCEA Level 2 Building](#)

Credit Information

U.S. 24352 v3 Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	1	I	2				
U.S. 24355 v3 Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	1	I	4				
U.S. 24356 v3 Apply elementary procedures and processes for a BCATS project	1	I	8				
U.S. 31512 v1 Demonstrate knowledge of BCATS trades involved in the construction of a residential building	1	I	2				
	Total Credits		16	0	0	0	

Total Credits Available: 16 credits.
Internally Assessed Credits: 16 credits.

NCEA Level 1 Catering

1TCAT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Some basic knowledge of food safety and food preparation, covered in year 10 would be beneficial BUT not compulsory.

Course Description



This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry. You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

- Catering is all about preparing food safely and hygienically for commercial purposes.
- The course is delivered using SERVICE IQ units of work
- Each Unit is internally assessed
- Units are completed once the workbooks, practical activities and test are achieved and completed.

WHAT WILL I LEARN?

Practical skills related to each topic as well as the associated theory which includes food safety, baking, fruit and vegetables, meat, hot finger foods, knife skills and cooking terminology.

Course Overview

Term 1

Unit 1 - Food Safety

Unit 2 - Knife Care

Term 2

Unit 3 - Prepare and present Fruit & Veg

Term 3

Unit 4 - Prepare and present Meat

Unit 5 - Prepare and cook cakes, sponges and a batch of scones

Term 4

Unit 6 - Prepare and present Hot Finger Foods

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Catering](#)

The skills developed in Catering are important for students who wish to follow a career in the Hospitality and Catering area. This could be a broad range from being a barista to a pastry chef.

Assessment Information

All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component.

All units are internally assessed. Practical skills are observed and assessed regularly.

Workbooks, test and practicals must be completed for each unit to gain credits.

Credit Information

U.S. 167 v9 Practise food safety methods in a food business under supervision	2	I	4				
U.S. 15900 v6 Prepare, cook, and present meat in the hospitality industry	1	I	4				
U.S. 15901 v6 Prepare and present fruit and vegetables in the hospitality industry	1	I	3				
U.S. 15919 v6 Prepare and present hot finger food in the hospitality industry	1	I	2				
U.S. 15921 v6 Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	1	I	3				
U.S. 21059 v5 Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	1	I	2				
Total Credits			18	0	0	0	

Total Credits Available: 18 credits.

Internally Assessed Credits: 18 credits.

NCEA Level 1 Computer Applications

1TCOM



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students will be keen computer users and want to learn skills in a range of applications to make them efficient users of various programs which can assist us in our everyday and employment lives.

Course Description

Develop foundational skills in the following applications for school, further study, employment and leisure activities:

- Microsoft Word (Word Processing)
- Microsoft Excel (Spreadsheets)
- Microsoft Publisher (Desktop Publishing)
- Microsoft PowerPoint (Creating Presentations)
- Creating Websites using Web Software such as Wix
- Creating webpages using Hyper Text Markup Language



Students work at their own pace and level of expertise through online workbooks and assessments. Students may go on to do some Level 2 standards also in Terms 3 and 4.

Course Overview

Term 1

Basic Microsoft Word, keyboard and ergonomic safety techniques
Beginner Microsoft Excel spreadsheets

Term 2

Using Microsoft Publisher templates for a range of personal and business documents
Using Microsoft PowerPoint for presentations and delivery

Term 3

Complete the above four standards if not already done so
Begin NCEA Level 2 unit standards:
Flow charts/schematic diagrams using www.draw.io
Additional Microsoft Word skills at an intermediate level

Term 4

Completion of all incomplete work

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Computer Applications](#), [NCEA Level 3 Computer Applications](#)

This course leads to employment in administrative areas across a range of job and industry settings.

Assessment Information

Skills are assessed through Unit Standards. Students should complete two (2) assessments per term if they are working to potential. This course does not lead to University Entrance, but does contribute towards NCEA certificates.

Credit Information

U.S. 2792 v9 Produce simple desktop published documents using templates	1	I	2			
U.S. 5946 v9 Use computer technology to create and deliver a presentation from given content	1	I	3			
U.S. 12883 v8 Enter and manage text for generic text and information management	1	I	4			
U.S. 12885 v9 Create and enhance electronic documents combining text and images for generic text and information management	2	I	4			
U.S. 18743 v6 Produce a spreadsheet from instructions using supplied data	1	I	2			
U.S. 29778 v2 Use the main features and functions of a schematic diagram application to create diagrams	2	I	2			
Total Credits			17	0	0	0

Total Credits Available: 17 credits.

Internally Assessed Credits: 17 credits.

NCEA Level 1 Design and Visual Communication

1TDVC

Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Some skills preferred in freehand drawings, rendering and instrumental drawings from year 9 and 10. Willingness to learn Design and Visual Communication is required at all times.

Course Description



Design and Visual Communication (DVC) is about the interrelated strands of design thinking, visual communication, and design heritage.

Design encompasses the ideation, exploration, progression, and communication of design ideas into potential outcomes that serve a specific purpose, provide innovative possibilities, and can be informed by design heritage and a designer's perspective.

Within DVC, design consists of product design and spatial design.

Product design focuses on the development of tangible items that have a specific function within people's everyday lives.

Spatial design is about the designing of three-dimensional spaces in terms of how they are experienced, occupied, or used by people. These spaces can range from those defined by walls and physical elements to those more permeable and determined by ritual, activity, or occupancy. Spatial design incorporates concepts from such fields as architecture, interior design, landscape architecture, urban design etc.

Visual communication addresses how design ideas and outcomes are appropriately presented to the viewer. Design ideas and outcomes are expressed in a manner that makes visible the learner's thoughts, allowing for engagement, feedback, and collaboration.

By developing the skills and techniques of Design and Visual Communication, learners will discover how to give form and expression to their ideas. In order to create purposeful and future-focused design ideas, learners must be willing to experiment, develop, respond to feedback, and reflect on their design thinking to improve and refine the product and spatial design ideas they propose. This helps to build confidence in their strengths, talents, and abilities, as well as resilience, resourcefulness, and a sense of ethical responsibility to the peoples and places they are designing for.

Course Overview

Term 1

Research phase to explore and investigate influential designers related to graphics, product and spatial design. Using the design features of the influential designer, students start creating their own graphics or product design ideas. The whole process takes at least 15 weeks. The emphasis is on how students can use the influential designers design features and produce freehand sketches to communicate their own design ideas.

Term 2

First half of Term 2 is a focus on skill development around rendering techniques and graphic practice.

Second half of term 2, we start with a new project based on spatial design. Students research, investigate, and do critical analysis around the design brief they are given and further develop the design ideas through graphics practice. A more in depth development process, more freehand sketches and rendering techniques are explored during this time.

Term 3

The focus in the first half of term 3 is to work on development and detailed drawings and on going research.

Second half of term 3 is about learning skills and techniques on promoting an organised body of design work to an audience using visual communication techniques.

Term 4

The major focus in term 4 is to compile and complete the design portfolio and submit it for external assessment.

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Design and Visual Communication](#)

Possible Jobs using your Graphics Skills

Illustrator, Graphic Designer, Model Maker, Interior Designer, Landscape, Sign Maker, Web Design , Architect, Animator, Advertising, Scenic Designer, Cartoonist, Product Design.

Assessment Information

Students will be doing 4 Internals and 1 External Achievement standards. The students will get total of 19 credits in Level 1 DVC.

Evidence for assessment will be produced during the school year while you are studying this subject. This will include folio presentations and practical outcomes including observation of your practice in the classroom. Assessment will be in the form of Achievement Standards, both internal and external. Assessment in the Technology Department will be consistent with the school wide assessment policy including opportunities for further assessment.

Credit Information

A.S. 91063 v5 Design and Visual Communication 1.30 - Produce freehand sketches that communicate design ideas	1	E	3
A.S. 91066 v4 Design and Visual Communication 1.33 - Use rendering techniques to communicate the form of design ideas	1	I	3
A.S. 91067 v5 Design and Visual Communication 1.34 - Use the work of an influential designer to inform design ideas	1	I	3
A.S. 91068 v5 Design and Visual Communication 1.35 - Undertake development of design ideas through graphics practice	1	I	6
A.S. 91069 v5 Design and Visual Communication 1.36 - Promote an organised body of design work to an audience using visual communication techniques	1	I	4

Total Credits Available: 19 credits.	Total Credits	19	0	0	0
Externally Assessed Credits: 3 credits.					
Internally Assessed Credits: 16 credits.					

NCEA Level 1 Digital Technologies

1TDIT

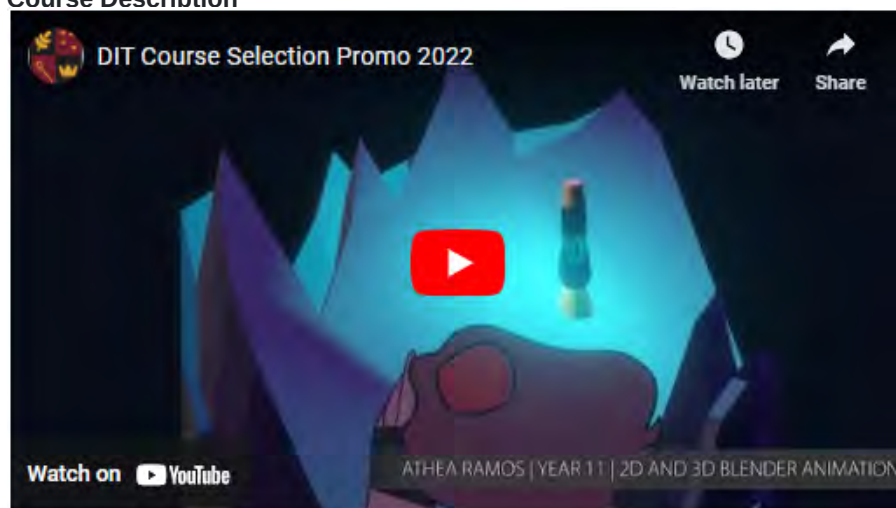


Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Recommended to have done 10DIT, but that is not compulsory.

Course Description



Course Overview

Term 1

What you will learn: 2D and 3D design, modelling and animation - learn basic-advanced techniques

Standards offered:

1. AS 92004 - Create a computer program: Programming is carried out in the Python language.
2. AS 92005 - Develop a digital technologies outcome: Students work in the area of 3D Modelling using the industry standard Blender software.
3. AS 92006 - Demonstrate an understanding of usability in human-computer interface

Term 2

2D and 3D design and animation internal assessment

Term 3

C# programming and internal assessment - learn and apply basic-advanced techniques to create a 3D environment with a 2D character

Term 4

Human Computer Interaction - learning and preparation for external assessment

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Digital Technologies](#)

Set the foundation for university study and a career in the digital creative industries and computer science - 3D Modelling and Animation, Programming and Software Development.

Contributions and Equipment/Stationery

Plug in headphones

Assessment Information

Assessment is through NCEA Achievement Standards; three internal standards and one external report submitted during Term 4.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91880 v1 Digital Technologies 1.4 - Develop a digital media outcome	1	I	4			
A.S. 91883 v1 Digital Technologies 1.7 - Develop a computer program	1	I	4			
A.S. 91884 v1 Digital Technologies 1.8 - Use basic iterative processes to develop a digital outcome	1	I	6			
A.S. 91886 v1 Digital Technologies 1.10 - Demonstrate understanding of human computer interaction	1	E	3			
Total Credits		17	0	0	0	

Total Credits Available: 17 credits.

Externally Assessed Credits: 3 credits.

Internally Assessed Credits: 14 credits.

NCEA Level 1 Engineering

1TEGR



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students should have an interest in working with their hands. Ideally, they would have someone in their family with engineering or mechanical experience.

Course Description

This course is provided by Competenz which is the official training partner for 37 industries. Within the course students will make a small engineering project that will build on the skills they have learned in year 10.

Students will be expected to use lathes and mills, as well as, hand tools/power tools with confidence. They will complete three units of work involving safety, design and basic engineering skills.

This course is ideal for someone who is looking to enter the workplace as an apprentice engineer rather than continuing into year 13.

Course Overview

Term 3

Students will complete three units of work 22926, 22924, 22923 units and associated practical work to be completed by the end of this term

Learning Areas:

[Technology](#)

[Detailed Course Outline](#)

Pathway

[NCEA Level 2 Engineering](#)

Assessment Information

Students will complete three units of work 22926, 22924, 22923

Credit Information

U.S. 22923 v3 Demonstrate basic engineering workshop skills under close supervision	1	I	12			
U.S. 22924 v3 Develop a simple product using engineering materials	1	I	10			
U.S. 22926 v3 Demonstrate knowledge of safety procedures in a specific engineering workshop	1	I	2			
Total Credits			24	0	0	0

Total Credits Available: 24 credits.

Internally Assessed Credits: 24 credits.

NCEA Level 1 Food and Nutrition

1TFNT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Basic knowledge of food preparation and food safety is beneficial but NOT essential

Course Description

This course is recommend for students interested in the study of Nutrition and Food related issues. You will be introduced to the main topics that are studied in nutrition. Starting with basic nutrition, we then develop an understanding of safety and hygiene in the kitchen. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Cooking practicals form a small component of the course.



- Food and Nutrition is all about the foods we eat and the choices we make made about food.
- Food safety and hygiene is studied to give students a working knowledge of safe food practices.
- Choosing the right foods to suit different gender and lifestyle.

WHAT WILL I LEARN?

- Basic nutrition and the promotion of healthier food choices
- Food hygiene
- Safe practices in the kitchen
- Planning, preparing and serving of food
- How food packaging influences the choices made when choosing foods.

Course Overview

Term 1

Unit 1 - Demonstrate understanding of well-being through the application of a model of health - AS 1.1 (AS92008 - internal)

Term 2

Unit 2 - Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora - AS1.3 (AS92010 - external)

Term 3

Unit 3 - Demonstrate understanding of a decision-making process in a health-related situation - AS1.2(AS92009 - internal)

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Food and Nutrition](#)

The skills developed in Food and Nutrition are important to all careers in nutrition, food science and technology, catering and hospitality, or for anyone who may be thinking about a career in any of the technological areas.

Assessment Information

the course offers 3 internal Achievement Standards and 1 external Achievement Standard.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 92008 v3 Health Studies 1.1 - Demonstrate understanding of hauora in a health-related context through the application of a model of health	1	I	5			
A.S. 92010 v3 Health Studies 1.3 - Demonstrate understanding of factors that influence hauora	1	E	5			
A.S. 92011 v3 Health Studies 1.4 - Demonstrate understanding of strategies that enhance hauora	1	E	5			
Total Credits			15	0	0	0

Total Credits Available: 15 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 5 credits.

NCEA Level 1 Hard Materials Technology

1TTEC



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Ideally, students should have worked through the year technology 10 programmes and gained at least Achieved in most areas. They should be confident working in the workshop and be "out of the box" thinkers.

Course Description

You will be introduced to the main topics that are used in Hard Materials technology. Starting with craft skills, we develop an understanding of how to programme an IC chip, 3d modelling and printing. As you become more familiar with these, we can then apply these to some technical problems where you can develop your own ideas and present your solutions.

Students will have to complete an essay-style record of their practical work involving design, development, brief and specification, stakeholder feedback and testing in order to meet the requirements of NCEA standards. Prospective students should have a good grasp of basic hand tool usage and be capable writers.

Course Overview

Term 1

Students start the research to find a problem, identify a client and stakeholders and draft a brief and specification.

Term 2

Students develop their solutions alongside stakeholder feedback and environmental considerations.

Term 3

Students refine their product and complete an external with the focus on the importance of product/prototype testing and the lessons it provides.

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Hard Materials Technology](#)

Contributions and Equipment/Stationery

Students are required to have access to a good laptop with the ability to download fusion 360 (modelling software).

Credit Information

A.S. 91044 v3 Generic Technology 1.1 - Undertake brief development to address a need or opportunity	1	I	4			
A.S. 91047 v4 Generic Technology 1.4 - Undertake development to make a prototype to address a brief	1	I	6			
	Total Credits	14	0	0	0	

A.S. 91048 v4 Generic Technology 1.5 - Demonstrate understanding of how technological modelling supports decision-making	1	E	4			
Total Credits			14	0	0	0

Total Credits Available: 14 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 1 PTECH Digital Technologies

1TDIP



Head of Faculty - Kaihautuu: [Gaynor Matthews](#) , [Salman Qureshi](#)

Recommended Prior Learning

It is recommended that students have done Year 10 Digital Technology but not essential.

There will be a selection process for this course as places are limited to 25.

You will be contacted by Mrs Matthews for an interview. There will also be a whānau evening after the selection process to introduce the P-TECH team, date to be confirmed.

Courses that work with this to achieve your future goals:

Take whatever courses you love. P-TECH works well with sciences, arts, humanities, languages - so choose the subjects you enjoy. If you want to take Computer Science at University (beyond the P-TECH program, it is highly recommended you take Math's and Physics, but your place in the P-TECH program already provides you a pathway to Tertiary studies and a Level 4 NZ qualification.

Course Description

NCEA Level 1 PTECH Digital Technologies - if you are selecting this course you MUST ALSO select 1TDIT (NCEA Level 1 Digital Technologies)

Any student with a desire to gain an IT career may apply for the P-TECH course. Ideally, they will enjoy technology and have some experience with programming, game development, web design, math, and science.

P-TECH is an exciting opportunity for students. The program is aimed at giving students opportunities to engage with the world of work so that they can successfully navigate their careers.

P-TECH is a high school/early tertiary program focusing on developing digital skills and job-ready students. It is a partnership between business, high school, and tertiary education. The pathway is five years focusing on NCEA Digital Technologies at high school and an Advanced Diploma in tertiary. P-TECH links student learning to the world of work and entry-level roles. As well as technical learning, students also gain opportunities to build work-ready skills, like communication, problem-solving, resilience, self-management and working in teams and with industry mentors.

A student choosing Level 1 P-TECH would be considering a career in the IT Industry. They will also be considering continuing with P-TECH at Levels 2 and 4, after which they will be supported to continue in P-TECH and pathway into tertiary with the P-TECH tertiary partners. Paid internships will also be offered for all P-TECH students committing to the 5-year pathway.

P-TECH Year One is about getting to know your cohort and foundation skills required for the P-TECH program, including communication and Self Management, as well as basic coding skills. You will also get to meet your mentors from industry and go on field trips to experience tech opportunities in our community.

Course Overview

Term 1

Standards offered:

1. AS 92004 - Create a computer program: Programming is carried out in the Python language.

Term 2

2. AS 92005 - Develop a digital technologies outcome: Students work in the area of 3D Modelling using the industry standard Blender software.

Term 3

3. AS 92006 - Demonstrate an understanding of usability in human-computer interface

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 2 Digital Technologies](#)

P-TECH is a program created by IBM The Warehouse Group and other major big tech companies in Aotearoa. By participating in the program, you'll have a clear pathway to employment in New Zealand's tech industry. This opportunity can take you anywhere in business, engineering, game design or even creating the next Facebook, TikTok, YouTube - or another app that could change the world.

NCEA Level 2 Building

2TBLD



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Course Description

We recommend students interested in a possible career in the construction industry or those looking for skills and knowledge that will be useful in later life take this course.

Set up to give students interested in the construction industry a focussed, authentic learning environment. Students would be building garden furniture and other indoor projects. It continues the practical the theory skills learned in Year 11.

It is highly recommended that students have done Level 1 Building course in order to transfer the basic skills to Level 2 Building.

WHAT WILL I LEARN?

- Safe workshop practice.
- The correct use of hand tools and some power tools.
- A range of joining and finishing methods.
- Correct construction techniques.



Course Overview

Term 1

Safe working practice
Workshop processes
Materials knowledge
Testing and trialing materials and processes
Project making

Term 2

Project making
Safe working practice
Garden furniture
Planning and monitoring

Term 3

Project making
Safe working practice
Planning and monitoring

Term 4

Completing the course unit standards and practical.

Learning Areas:

[Technology](#)

Assessment Information

The course has 3 Unit Standards to work on provided by BCITO our external ITO provider.

Credit Information

U.S. 12932 v5 Construct timber garden furniture as BCATS projects	2	I	8			
U.S. 24354 v3 Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	2	I	4			
U.S. 24358 v3 Plan and monitor the construction of a BCATS project, and quality check the product	2	I	3			
Total Credits			15	0	0	0

Total Credits Available: 15 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 2 Catering

2TCAT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Some basic knowledge of food safety and food preparation, covered in year 11 CAT and 11 FNT would be beneficial BUT not compulsory.

Course Description

This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry.



You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

The first unit covers food safety methods used in a food business, which is a prerequisite for achieving any of the food related topics. You then move onto developing skills in handling of knives, preparing fruit and vegetable cuts, grilling foods, making interesting salads and a range of different sandwiches.

Catering is all about preparing food safely and hygienically for commercial purposes

- The course is delivered using SERVICE IQ units of work
- Workbooks are provided and each unit is internally assessed
- Workbooks, theory tests and practical assessments.
- Practical skills related to each topic as well as the associated theory
- At the end of each unit you will be assessed to check your level of understanding
- Practical observations will be carried out as if you are in a commercial kitchen
- Job opportunities for cafes, restaurants, tertiary studies at AUT and MIT

Course Overview

Term 1

Unit 1 - Food Safety

Unit 2 - Handle and maintain knives in a commercial kitchen

Term 2

Unit 3 - Preparation of Fruit and Veg in a commercial kitchen

Unit 4 - Prepare and present a variety of Hot and cold Salads

Unit 5 - Prepare and present a variety of Sandwiches

Term 3

Unit 6 - Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages

Unit 7 - Cook food items by baking

Term 4

Unit 8 - Cook food items by grilling - optional.

Unit 9 - Cook food items by frying - optional.

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 3 Catering](#)

The skills developed in Catering are important for students who wish to follow a career in the Hospitality and Catering area. This could be a broad range from being a barista to a pastry chef.

Assessment Information

All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component.

All units are internally assessed.

Workbooks and activities are completed. A test is written at the end of each unit and practical skills are observed and assessed regularly.

Credit Information

U.S. 167 v9 Practise food safety methods in a food business under supervision	2	1	4			
U.S. 13271 v6 Cook food items by frying	2	1	2			
U.S. 13272 v6 Cook food items by baking	2	1	2			
	Total Credits	22	0	0	0	

U.S. 13276 v6 Cook food items by grilling	2	I	2			
U.S. 13280 v7 Prepare fruit and vegetable cuts in a commercial kitchen	2	I	2			
U.S. 13281 v7 Prepare and assemble, and present basic sandwiches for service	2	I	2			
U.S. 13283 v6 Prepare and assemble, and present salads for service	2	I	2			
U.S. 13285 v6 Handle and maintain knives in a commercial kitchen	2	I	2			
U.S. 17285 v10 Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	2	I	4			
Total Credits			22	0	0	0

Total Credits Available: 22 credits.

Internally Assessed Credits: 22 credits.

NCEA Level 2 Computer Applications

2TCOM



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students will be keen computer users and want to learn skills in a range of applications to make them efficient users of various programs which can assist us in our everyday and employment lives.

Course Description

Computer Applications

Students will develop employment entry level computing skills in a range of applications. These skills will be valuable for school, further education, employment and leisure activities.

Microsoft Word (word processing)

Microsoft Excel (spreadsheets)

Microsoft Access (databases)

draw.io (flow charts and schematic diagrams)



Students work at their own pace and level of expertise through online workbooks and assessments.

Course Overview

Term 1

Learning and assessments in:

Microsoft Word (word processing)

File Management

Schematic diagrams/Flow charts using draw.io /

Term 2

Learning and assessments in:

Digital images using gimp / inkscape / photoshop

Spreadsheets using Microsoft Excel (spreadsheets)

Term 3

Learning and assessment in:

Databases using Microsoft Access (databases)

Term 4

Completion of all course assessments

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 3 Computer Applications](#)

This leads to... employment in administrative areas across a range of job and industry settings.

Assessment Information

Skills are assessed through Unit Standards. Students should complete two (2) assessments per term if they are working to potential. This course does not lead to University Entrance, but does contribute towards NCEA certificates.

Credit Information

U.S. 12885 v9 Create and enhance electronic documents combining text and images for generic text and information management	2	I	4			
U.S. 29770 v2 Use the main features and functions of a spreadsheet application for a purpose	2	I	4			
U.S. 29772 v2 Manage files and folders using digital devices	2	I	2			
U.S. 29773 v2 Produce digital images for a range of digital media	2	I	3			
U.S. 29777 v2 Use the main features and functions of a database application to create and test a database	2	I	3			
U.S. 29778 v2 Use the main features and functions of a schematic diagram application to create diagrams	2	I	2			
Total Credits			18	0	0	0

Total Credits Available: 18 credits.

Internally Assessed Credits: 18 credits.

NCEA Level 2 Design and Visual Communication

2TDVC



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

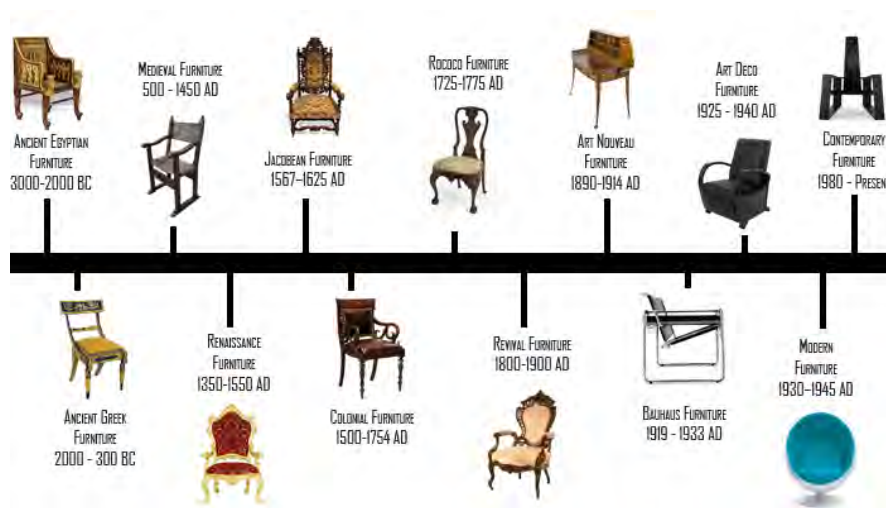
Recommended Prior Learning

Students are encouraged to have completed Level 1 DVC before taking this course. This will be an advanced level of product and spatial design.

Course Description

Design and Visual Communication Level 2 focuses on utilizing the skills acquired in Level 1 DVC whilst developing your own drawing style.

This course focuses on Product design and Spatial Design - Architecture which can include landscaping, gallery, common rooms, arena, stadiums using the characteristics of a design movement or era to inform own design ideas.



Course Overview

Term 1

Introduction to Design era and movements.
Ideation and Product Design Project based on Lighting

Term 2

Product Design project due

Ideation and Spatial Design project begin

Term 3

Spatial Design Project due

Term 4

Compiling Project portfolio for external marking

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 3 Design and Visual Communication](#)

Assessment Information

Students are able to attain 19 credits total with 3 of these standards externally assessed.

The assessment is portfolio based. Students are able to attain 15 internal credits and 3 external credits in this course.

Credit Information

A.S. 91337 v3 Design and Visual Communication 2.30 - Use visual communication techniques to generate design ideas	2	E	3			
A.S. 91340 v4 Design and Visual Communication 2.33 - Use the characteristics of a design movement or era to inform own design ideas	2	I	3			
A.S. 91341 v4 Design and Visual Communication 2.34 - Develop a spatial design through graphics practice	2	I	6			
A.S. 91342 v4 Design and Visual Communication 2.35 - Develop a product design through graphics practice	2	I	6			
Total Credits			18	0	0	0

Total Credits Available: 18 credits.

Externally Assessed Credits: 3 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 2 Digital Technologies

2TDIT



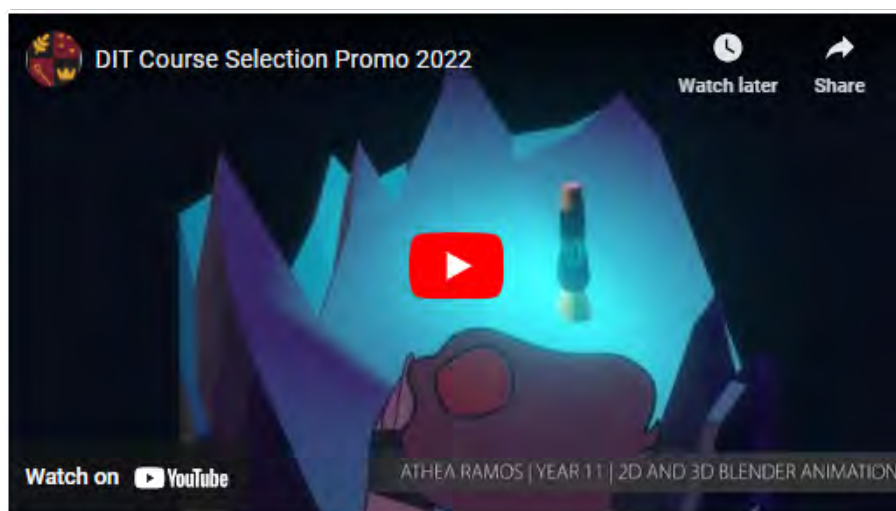
Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

NCEA Level 1 Digital Technologies is highly recommended. Students who have not taken part in the Level 1 course must have an interview with DIT staff and will be expected to show evidence of digital outcomes they have created AND/OR complete a pre-entry course of learning and task completion before February in the following year, in order to have course selection approved with DIT staff.

Course Description

Create and develop a functional, interactive app from initial planning, to developing a 3D world with 3D animated character/s, for end user entertainment. Bring your animations to life through code and creative software!



Students will apply advanced techniques from Blender, Adobe Creative Suite and Unity to produce their 3D design, animation and programming based on the latest industry practices and standards.

Their app will include optimised 3D models and character/s ready for animation and rigging – techniques to be used are retopology, sculpting, inverse kinematics... User Interface (UI) design will be added for interactivity for the user. Programming in Unity will ensure functionality meets design in a creative and efficient way.



Course Overview

Term 1

2D and 3D character design and animation using advanced-complex techniques; eg animation conventions, texture mapping, rigging, sculpting, retopology, Adobe Creative Suite apps, Unity, UI design.

Term 2

2D and 3D interactive app internal assessment

Term 3

C# programming and internal assessment using advanced-complex techniques

Term 4

Reflect on project development practice undertaken as preparation for the external assessment report

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 3 Digital Technologies](#)

Set the foundation for university study and a career in the digital creative industries - game design, graphic design, programming, web design.

Contributions and Equipment/Stationery

Plug in headphones

Laptop or PC capable of running the software required for the course is an advantage

Assessment Information

Assessments are Achievement Standards, of which there are three internal standards and one external report submission - all assessment work is based on one project being the development and creation of a digital outcome ie an interactive animation

Credit Information

This course is eligible for subject endorsement.

A.S. 91893 v1 Digital Technologies and Hangarau Matihiko 2.4 - Use advanced techniques to develop a digital media outcome	2	I	4				
A.S. 91896 v1 Digital Technologies and Hangarau Matihiko 2.7 - Use advanced programming techniques to develop a computer program	2	I	6				
A.S. 91897 v1 Digital Technologies and Hangarau Matihiko 2.8 - Use advanced processes to develop a digital technologies outcome	2	I	6				
A.S. 91899 v1 Digital Technologies and Hangarau Matihiko 2.10 - Present a summary of developing a digital outcome	2	E	3				
Total Credits			19	0	0	0	0

Total Credits Available: 19 credits.

Externally Assessed Credits: 3 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 2 Engineering

2TEGR



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students are strongly advised to have completed Year 11 engineering before enrolling in this course. Priority enrollment will be given to those who have fulfilled all the necessary work from the preceding year. Students who have not previously studied the subject but are highly motivated to pursue it at Level 2 should arrange a meeting with the lead teacher to discuss their application.

Course Description

The course offered by Competenz allows students to undertake a small engineering project, enhancing the skills acquired in Year 11.

Participants are required to confidently utilize lathes, mills, and various handtools/power tools. They will accomplish three units that cover interpreting mechanical engineering drawings, fabrication techniques, and machine operation.

This course serves as an excellent pathway for individuals aiming to pursue an apprenticeship in engineering rather than advancing to Year 13.

Course Overview

Term 3

Unit standards 32051, 32053 and 32055 completed at the end of term

Learning Areas:

[Technology](#)

[Detailed Course Outline](#)

Pathway

[NCEA Level 3 Engineering](#)

NCEA Level 3 engineering opens up diverse career pathways in various sectors of the industry. Graduates may pursue roles in mechanical engineering, where they design and develop machinery and systems, or electrical engineering, focusing on power generation and distribution. Civil engineering offers opportunities in infrastructure projects like roads, bridges, and buildings, while environmental engineering addresses sustainability and resource management challenges. Aerospace engineering involves designing aircraft and spacecraft, while biomedical engineering combines medical sciences with technology for healthcare innovations. Additionally, graduates can explore roles in project management, consultancy, research, and development, shaping the future through innovation and problem-solving in engineering disciplines.

Assessment Information

Unit standards 21911, 32051, 32053 and 32055

Credit Information

U.S. 21911 v3 Demonstrate knowledge of safety on engineering worksites

2

1

2

Total Credits

20

0

0

0

U.S. 32051 v1 Demonstrate and apply knowledge of mechanical engineering drawings and geometric construction in MaPS environment	2	I	4			
U.S. 32053 v1 Demonstrate knowledge of and apply good work practices when performing machining operations in MaPS environment	2	I	7			
U.S. 32055 v1 Demonstrate knowledge of and apply good work practices when performing simple fabrication operations in MaPS environment	2	I	7			
	Total Credits	20	0	0	0	

Total Credits Available: 20 credits.
Internally Assessed Credits: 20 credits.

NCEA Level 2 Food and Nutrition

2TFNT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Knowledge gained in Level 1 FNT is essential. You require 6 credits in Level 1 Food and Nutrition or 16 credits in Level 1 English

Course Description

This course is recommend for students interested in the study of Nutrition and Food related issues.

You will be introduced to the main topics that are studied in nutrition which includes basic nutrition, we then develop an understanding of influences on food choices. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Evaluating choices against individual needs.



- Food and Nutrition is all about the foods we eat and the choices made about food.
- Level 2 Food and Nutrition looks at issues related to food choices and society
- Choosing the right foods to suit different gender and lifestyle, medical issues and issues affecting New Zealand.

WHAT WILL I LEARN?

- Human nutrition
- The impact of a national food issue on New Zealand families.
- How food related issues affect individual and their families.
- The use of health promotional materials.

Course Overview

Term 1

Unit 1 - Analyse issues related to the provision of food for people with specific food needs

Term 2

Unit 2 - Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand

Term 3

Unit 3 - Sustainable foods

Term 4

Unit 4 - Evaluate health promoting strategies designed to address a nutritional need

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 3 Food and Nutrition](#)

The skills developed in Food and Nutrition are important to all careers in nutrition, food science and technology, Nannying, catering and hospitality, or for anyone who may be thinking about a career in any of the technological areas.

Assessment Information

the course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and are essay based.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91299 v2 Home Economics 2.1 - Analyse issues related to the provision of food for people with specific food needs	2	I	5			
A.S. 91301 v2 Home Economics 2.3 - Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	2	I	5			
A.S. 91302 v2 Home Economics 2.4 - Evaluate sustainable food related practices	2	I	5			
A.S. 91304 v2 Home Economics 2.6 - Evaluate health promoting strategies designed to address a nutritional need	2	E	4			
		Total Credits	19	0	0	0

Total Credits Available: 19 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 15 credits.

NCEA Level 2 Hard Materials Technology

2TTEC



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

The student should have completed level 1 technology and preferably already have knowledge in the discipline that they wish to use to tackle the design challenge.

Course Description



This course will develop the skills the student has learned in level 1 Technology Hard Materials.

Students will be able to choose from a range of disciplines, engineering, 3d modelling, 3d printing, woodwork, programming, laser cutting etc to solve a real-world issue or problem they have Identified in a design challenge.

They will tackle a brief and specification then move on to producing various prototypes, with the goal of refining and developing a good solution. They will work closely with a stakeholder to ensure their prototype meets the needs of their clients.

Their project will focus on the sustainability of their design/manufacture and material selection.

Students should have a good grasp of literacy skills involved in writing essays

Course Overview

Term 1

Students start the research to find a problem, identify a client and stakeholders and draft a brief and specification.

Term 2

Students develop their solutions alongside stakeholder feedback and environmental considerations.

Term 3

Students refine their product and complete an external with the focus of sustainability.

Learning Areas:

[Technology](#)

Credit Information

A.S. 91354 v3 Generic Technology 2.1 - Undertake brief development to address an issue	2	I	4			
A.S. 91357 v3 Generic Technology 2.4 - Undertake effective development to make and trial a prototype	2	I	6			
A.S. 91363 v3 Generic Technology 2.10 - Demonstrate understanding of sustainability in design	2	E	4			
Total Credits			14	0	0	0

Total Credits Available: 14 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 10 credits.

NCEA Level 3 Catering

3TCAT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Some basic knowledge of food safety and food preparation, covered in year 12 CAT and 12 FNT would be beneficial. must have complete US168

Course Description

This course is recommend for students interested in developing their practical skills in food preparation and who want to learn more about the hospitality industry. You will become acquainted with working in the commercial kitchen. Food safety and personal hygiene are covered in depth throughout the year.

You will become acquainted with working in the commercial kitchen with time pressure and actual customers. Basic nutrition, complex sandwiches and some coffee units will be covered in the course content.



- Catering is all about preparing food safely and hygienically for commercial purposes.
- The course is delivered using SERVICE IQ units of work
- Workbooks are provided and each unit is internally assessed
- Workbooks, theory tests and practical assessments.
- Participating in events out of school "hours" is compulsory. This could include a lunchtime café for staff, sports exchange lunches and other catering events

Course Overview

Term 1

Unit 1 - Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment

Unit 2 - Demonstrate knowledge of culinary products, terms, and food preparation methods

Term 2

Unit 3 - Demonstrate knowledge of coffee origin and production

Term 3

Unit 4 - Prepare, assemble, and present complex sandwiches for service in a commercial kitchen

Term 4

Unit 5 - Demonstrate knowledge of nutrition in commercial catering

Learning Areas:

[Technology](#)

Assessment Information

All assessment have a Theory (open book, test format) and Practical (execution of a variety of skills) component.

All units are internally assessed.

Workbooks and activities are completed and practical skills are observed and assessed regularly.

Credit Information

U.S. 168 v8 Demonstrate knowledge of food contamination hazards, and control methods used in a food establishment	3	I	4		
U.S. 13282 v6 Prepare, assemble, and present complex sandwiches for service in a commercial kitchen	3	I	2		
U.S. 13343 v7 Demonstrate knowledge of nutrition in commercial catering	3	I	5		
U.S. 17284 v7 Demonstrate knowledge of coffee origin and production	3	I	3		
U.S. 18497 v9 Demonstrate knowledge of culinary products, terms, and food preparation methods	3	I	8		
Total Credits			22	0	0

Total Credits Available: 22 credits.

Internally Assessed Credits: 22 credits.

NCEA Level 3 Computer Applications

3TCOM



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

It would be an advantage to have done Computer Applications at Level 2 but it is not necessary.

Course Description

Computer Applications

Students will develop advanced skills in a range of Microsoft applications which will be useful at school, for further education, employment and leisure activities:

Microsoft Word (Word Processing)
Microsoft PowerPoint (Presentations)
Microsoft Excel (Spreadsheets)
Microsoft Access (Databases)



Students undertake a course of online learning and assessment, working on applications relevant for them, at their own pace.

Course Overview

Term 1

Microsoft Word - word processing

Term 2

Select one area of learning and assessment from:

Microsoft Word - word processing

Microsoft Access - database

Microsoft Excel - spreadsheet

Term 3

Select one area of learning and assessment from:

Microsoft Word - word processing

Microsoft Access - database

Microsoft Excel - spreadsheet

Term 4

Complete all assessment work

Learning Areas:

[Technology](#)

Assessment Information

Skills are assessed through Unit Standards. Students should complete one assessment per term from the list of learning areas and assessments. This course does not lead to University Entrance, but does contribute towards NCEA certificate.

Credit Information

U.S. 112 v9 Produce business or organisational information using word processing functions	3	I	5			
U.S. 12886 v8 Customise software features and create document templates for generic text and information management	3	I	6			
U.S. 12887 v8 Integrate text and images and manage multiple files for generic text and information management	3	I	6			
U.S. 29786 v2 Produce a spreadsheet for organisational use	3	I	5			
U.S. 29787 v2 Produce and use a relational database to provide a solution for organisational use	3	I	5			
Total Credits			27	0	0	0

Total Credits Available: 27 credits.

Internally Assessed Credits: 27 credits.

NCEA Level 3 Design and Visual Communication

3TDVC

Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

3TDVC is complex, the completion of 2TDVC is vital to completing Level 3. If Level 2 has not been completed a written explanation of why they want to take this course is required and will be at the teachers discretion.

Course Description

Level 3 Design and Visual Communication course teaches students to use Graphics to solve design problems. The course is focused on the student taking control of the content within the topics taught. The emphasis is on design and designers; using the information gathered to influence the student's work. Topics covered are: "Develop and Resolve Spatial Design" and "Develop and Resolve Product design". Incorporated in this is Exhibiting a Visual Presentation of their own Design.



Design and Visual Communication (DVC) Level 3 provides a range of study options that align with Spatial Design and Product Design related tertiary study and professions, as well as emerging Creative Industries.

Students at Level 3 mostly specialize and complete either Product Design or Architectural/Spatial Design specific Achievement Standards but can do two smaller projects that combine both if they wish. Students choose from a range of Achievement Standards that aligns with their interests and likely future tertiary goals (between 16 and 24 credits).

Students explore and refine design ideas through divergent drawings, writing, freehand sketching, design notation, instrumental drawing, 3D printing, laser cutting and a range of CAD software.

Course Overview

Term 1

Introduction to design brief

Initiate design ideas through extensive exploration using visual communication strategies to challenge thinking and extend and transform ideas to form design ideas.

Term 2

Interrogation and re-generation of ideas including abstraction, re-combination, tessellation, exaggeration, rotation, inversion, translation, deconstruction.

Resolve a spatial/product design through graphics practice

Term 3

Produce working drawings to communicate production details for a complex design.

Term 4

Compiling the design portfolio and develop a visual presentation that exhibits a design outcome to an audience

Learning Areas:

[Technology](#)

Assessment Information

The assessments are spatial and or product based portfolio with 16 - 22 credits in total. There are optional 1 - 2 externals and 2 internals to complete throughout the year.

Credit Information

A.S. 91627 v3 Design and Visual Communication 3.30 - Initiate design ideas through exploration	3	E	4	*	
A.S. 91629 v3 Design and Visual Communication 3.32 - Resolve a spatial design through graphics practice	3	I	6	*	
A.S. 91630 v3 Design and Visual Communication 3.33 - Resolve a product design through graphics practice	3	I	6	*	
A.S. 91631 v3 Design and Visual Communication 3.34 - Produce working drawings to communicate production details for a complex design	3	E	6	*	
Total Credits			22	0	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **22**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 22 credits.

Externally Assessed Credits: 10 credits.

Internally Assessed Credits: 12 credits.

NCEA Level 3 Digital Technologies

3TDIT



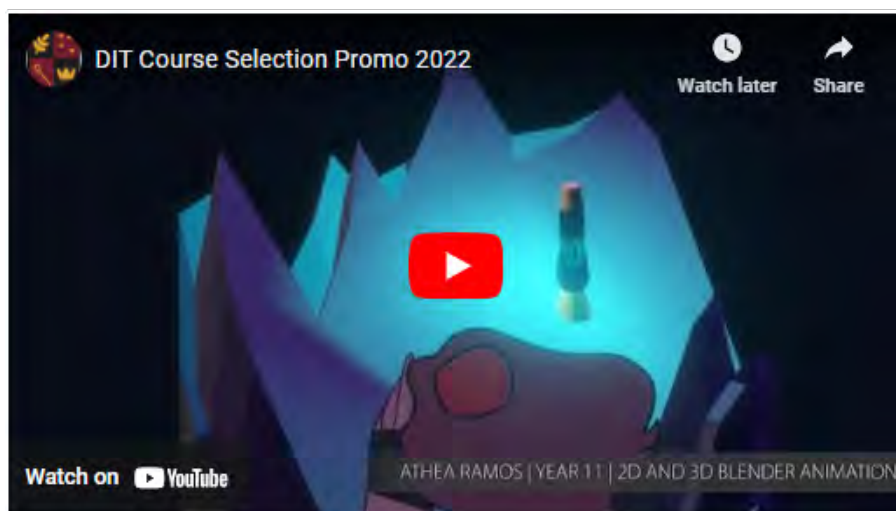
Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Students will have taken part in the Level 1 & Level 2 Digital Technologies courses. In extenuating circumstances students new to the subject at Level 3 will be expected to have an interview with DIT staff and show evidence of digital outcomes they have created AND/OR complete a pre-entry course of learning and task completion before February in the following year, in order to have course selection approved with DIT staff.

Course Description

Create and develop your own game from the initial planning, to developing a 3D environment and characters for the game, to editing a promotional video of the interactive game...



Students will use Blender, Adobe Creative Suite, Unity and C# to present a functional digital outcome in line with today's apps. They will apply complex techniques in 3D character design, animation and programming based on the latest industry practices and standards.

Their game will include optimised 3D models ready for animation and rigging, applying visual effects, programming and User Interface (UI) design to bring their characters to life for both gaming and video.

Students may export their outcomes for the internet, apps or XR.

This course prepares students for industry or further study at university.



Course Overview

Term 1

Learning of complex programming, modelling, animation skills in preparation for assessment project covering three internal achievement standards

Term 2

Assessment project: design and create a 3D interactive digital technologies outcome

Term 3

Completion of assessment project

Term 4

Preparation for external report submission

Learning Areas:

[Technology](#)

Contributions and Equipment/Stationery

Plug in headphones

Laptop or PC capable of running the software required for the course is an advantage

Assessment Information

Assessments are Achievement Standards which contribute to University Entrance - all assessment work is based on the one project which fulfils three internal standards due in Term 3, and one external report for submission in Term 4

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91903 v1 Digital Technologies and Hangarau Matihiko 3.4 - Use complex techniques to develop a digital media outcome	3	I	4		
A.S. 91906 v1 Digital Technologies and Hangarau Matihiko 3.7 - Use complex programming techniques to develop a computer program	3	I	6		
A.S. 91907 v1 Digital Technologies and Hangarau Matihiko 3.8 - Use complex processes to develop a digital technologies outcome	3	I	6		
A.S. 91909 v1 Digital Technologies and Hangarau Matihiko 3.10 - Present a reflective analysis of developing a digital outcome	3	E	3		
Total Credits		19	0	0	0

Total Credits Available: 19 credits.

Externally Assessed Credits: 3 credits.

Internally Assessed Credits: 16 credits.

NCEA Level 3 Engineering

3TEGR



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Course Description

If you're passionate about engineering and want to continue exploring it in Year 13, this course is for you. We've taken into account the increasing number of students interested in engineering at this level, and we're delighted to offer you the opportunity to delve deeper into the subject.

The Level 3 Engineering course has been carefully developed in collaboration with industry experts, Competenz (Engineering ITO), and schools. Together, we have crafted three unit standards that align with industry requirements, giving you the essential knowledge and skills necessary for success in the engineering workforce.

Let's take a closer look at the course. The Level 3 Engineering course consists of three unit standards, each focusing on a different aspect of the field:

Unit Standard 32052 - L3 Engineering Drawing: In this unit, you'll learn how to produce development drawings and patterns for three-dimensional objects in a MaPS environment. Enhance your visualization and communication skills to effectively convey engineering designs.

Unit Standard 32054 - L3 Mechanical Engineering: Get ready to dive into the world of mechanical engineering. This unit will guide you through performing engineering machining operations in a MaPS environment. Discover the precision and craftsmanship involved in shaping raw materials into functional mechanical components.

Unit Standard 32056 - L3 Engineering Fabrication: This unit will provide you with hands-on experience in engineering fabrication. Learn the techniques involved in performing fabrication operations, including cutting, bending, welding, and more, to bring designs to life.

Are you ready to embark on this educational journey? The Level 3 Engineering course offers you the chance to expand your knowledge, refine your skills, and become industry-ready. Don't miss out on this incredible opportunity to take your engineering aspirations to new heights in Year 13!

Learning Areas:

[Technology](#)

Credit Information

U.S. 32052 v1 Demonstrate knowledge of and produce development drawings and patterns for three-dimensional objects in MaPS environment	3	1	4		
U.S. 32054 v1 Produce components by performing engineering machining operations in MaPS environment	3	1	7		
U.S. 32056 v1 Perform fabrication operations in MaPS environment	3	1	7		
		Total Credits	18	0	0

Total Credits Available: 18 credits.

Internally Assessed Credits: 18 credits.

NCEA Level 3 Food and Nutrition

3TFNT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Recommended Prior Learning

Some basic nutritional knowledge is beneficial. You require 16 credits in Level 2 Food and Nutrition or 16 credits in Level 2 English

Course Description

This course is recommended for students interested in developing their creative ability and scientific inquiry when working with food, with a focus on the nutritional and developmental requirement of people with altered food needs.

You will be introduced to the main topics that are studied in nutrition. Starting with basic nutrition, we then develop an understanding of influences on food choices. As you become more familiar with these, we can then apply these to real life situations where you can develop your meal planning skills and justify food choices based on the Food and Nutrition Guidelines. Evaluating choices against individual needs.



- Food and Nutrition is all about investigating nutritional issues affecting the well-being of NZ society.
- Level 3 Food and Nutrition focusses on the implementation of an action plan to address a nutritional issues.
- Analysing the influence of food advertising on the well-being of society.

WHAT WILL I LEARN?

- Nutritional needs of people with altered food needs
- The impact of a national food issue on New Zealand families.
- How food related issues affect individual and their families.
- The use of health promotional materials.

Course Overview

Term 1

Unit 1 - Investigate a nutritional issue affecting the well-being of New Zealand society

Term 2

Unit 2 - Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society

Term 3

Unit 3 - Investigate the influence of multinational food corporations on eating patterns in New Zealand

Term 4

Unit 4 - Analyse the influences of food advertising on well-being

Learning Areas:

[Technology](#)

Assessment Information

Course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and is essay based.

Credit Information

This course is eligible for subject endorsement.

This course is approved for University Entrance.

A.S. 91466 v2 Home Economics 3.1 - Investigate a nutritional issue affecting the well-being of New Zealand society	3	I	5	5r [*]		
A.S. 91467 v2 Home Economics 3.2 - Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	3	I	5	[*]		
A.S. 91469 v2 Home Economics 3.4 - Investigate the influence of multinational food corporations on eating patterns in New Zealand	3	I	5	5r [*]		
A.S. 91471 v2 Home Economics 3.6 - Analyse the influences of food advertising on well-being	3	E	4	4w [*]		
Total Credits			19	0	14	0

Approved subject for University Entrance

Number of credits that can be used for overall endorsement: **19**

* Only students engaged in learning and achievement derived from Te Marautanga o Aotearoa are eligible to be awarded these subjects as part of the requirement for 14 credits in each of three subjects.

Total Credits Available: 19 credits.

Externally Assessed Credits: 4 credits.

Internally Assessed Credits: 15 credits.