



PUKEKOHE
HIGH SCHOOL

**Senior
Course
Information
2027**

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Pukekohe High School

Curriculum Map 2027

Whiria te taangata, whiria te angituu – Weave the people, create success



FACULTY	YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3 NZQA SCHOLARSHIP	
ART	Art	Visual Art	Art – Painting & Printmaking	Art - Design Art - Motion Special Effects Art - Painting	Art - Design Art - Motion Special Effects Art - Painting	UE UE UE
			Art – Photography & Design	Art - Photography Art - Printmaking Art - History	Art - Photography Art - Printmaking Art - History	UE UE UE
	Ngaa Toi	Ngaa Toi	Ngaa Toi	Ngaa Toi		
	Dance	Dance	Dance	Dance	Dance	UE
	Drama	Drama	Drama	Drama	Drama	UE
	Music Band	Music Band	Performance Music	Performance Music	Performance Music	UE
	Music Core	Music Core				
ENGLISH	English	English	English World Literature English Contemporary Lit	English World Literature English Contemporary Lit	English	UE
ESOL English for Speakers of Other Languages	ESOL	ESOL	ESOL	ESOL	ESOL	
HEALTH & PHYSICAL EDUCATION	Health & Physical Education	Health & Physical Education	Health Physical Education	Health Physical Education Outdoor Education Sports Leadership	Health Physical Education Outdoor Education Sports Leadership	UE UE
	Mathematics & Statistics	Mathematics & Statistics	Mathematics Core	Mathematics with Algebra General Mathematics	Calculus* General Mathematics	UE UE
			Mathematics with Statistics	Mathematics with Statistics	Statistics	UE
SCIENCE	Science	Science STEM Electronics	General Science Science in Context	Physics Chemistry Biology General Science Earth Science	Physics* Chemistry* Biology* General Science	UE UE UE UE
		Production Studies	Agriculture & Horticulture	Agriculture Science Horticultural Science	Agriculture & Horticultural Science	UE UE
	Learning Support	Core Foundation	Foundation Certificate	Foundation Certificate	Life Skills	
	LANGUAGES	French	French	French*	French*	UE
		Japanese	Japanese	Japanese*	Japanese*	UE
SOCIAL SCIENCES	Social Studies	Social Studies	History Geography People & Society	History Geography People & Society Psychology Classical Studies Tourism Media Studies	History Geography People & Society Psychology Classical Studies Tourism Media Studies	UE UE UE UE UE UE UE
	BUSINESS HUB (Social Sciences)	Money Matters	Commerce	Accounting Business Studies Economics Legal Studies	Accounting Business Studies Economics Legal Studies	UE UE UE UE
		Design Thinking Digital Technology	Spatial Design Computer Application Digital Design (P-Tech)	Spatial Design Computer Application Digital Design Computer Science	Spatial Design Computer Application Digital Design Computer Science	UE UE UE UE
	TECHNOLOGY	Food Technology Multi Materials Technology	Food & Nutrition Catering Engineering Building Hard Materials Technology	Food & Nutrition Catering Engineering Building Hard Materials Technology	Food & Nutrition Catering Engineering Building Hard Materials Technology	UE UE UE UE UE
	CAREER DEVELOPMENT SERVICES			Hospitality Pathway Engineering Pathway Building Pathway Primary Industries Pathway Electrical Pathway Automotive Pathway		UE UE UE UE UE UE UE
TE WAHANGA WHAKAAKO	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	UE UE
	Te Reo Maaori	Te Reo Maaori	Te Reo Maaori	Te Reo Maaori*	Te Reo Maaori*	UE
	Te Ao Maaori	Maatauranga Maaori	Te Manaaki Taangata Ki Te Marae	Te Manaaki Taangata Ki Te Marae		

*The course has prerequisites

Things to think about:

- What are you interested in?
- What are you good at?
- What do you enjoy?
- If you know what you want to do/study when you leave school - what subjects will you need?

Who can you talk to for advice?

- Parents and caregivers
- Teachers
- Kaitiaki Aakonga / School Deans
- Your school's careers team

Additional Resources:

Find out as much information as you can about NCEA courses, the requirements for NCEA at each level, University Entrance requirements, approved subjects, careers, etc. by going to: www.ncea.govt.nz

Year 11 in 2027

Year 11

You have **SEVEN** choices to make.

CORE SUBJECTS: Student programmes consist of THREE compulsory subjects (you must select ONE from each below, **BEFORE** selecting your other options) :

- **English - Contemporary Literature OR World Literature** (*you need to apply for exemption to take Te Reo Maaori / you need to be doing an ESOL course this year to take ESOL or you will need to apply for an exemption*)
- **Mathematics General (core) OR Mathematics with Statistics**
- **General Science OR Science in Context AND/OR Agriculture & Horticulture**

*You then have **FOUR** remaining choices:*

ART FACULTY	SOCIAL SCIENCE FACULTY
Art – Painting & Printmaking	History
Art – Photography & Design	Geography
Dance	People & Society
Drama	BUSINESS HUB (Social Science)
Music Performance or Music Band Ensemble	Commerce
ENGLISH FACULTY	TECHNOLOGY FACULTY
English - Contemporary Literature OR World Literature	Spatial Design
ESOL	Computer Application
HEALTH & PHYSICAL EDUCATION FACULTY	Digital Technology (P-Tech)
Health	Food & Nutrition
Physical Education	Catering
MATHEMATICS FACULTY	Engineering
Mathematics Core	Building
Mathematics with Statistics	Hard Materials Technology
SCIENCE FACULTY	CAREER DEVELOPMENT SERVICES
Science General	TRADES ACADEMY
Science in Context	
Agriculture & Horticulture	
LEARNING SUPPORT	TE WAHANGA WHAKAAKO FACULTY
Foundation Certificate (not selectable on SchoolPoint)	Te Ao Haka
LANGUAGES FACULTY	Te Reo Maaori - AS* or US
French*	Te Manaaki Taangata Ki Te Maaori
Japanese*	Ngaa Toi

* This course has pre-requisites

NOTE: Please note for course selection purposes Te Ao Haka & Ngaa Toi counts as an Art curriculum subject.

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 subject conditions you can request an exemption. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

Year 12 in 2027

Year 12

You have **SEVEN** choices to make.

You have **SIX** Option choices.

Your SEVENTH choice is used as a reserve/backup in case there is a timetable clash.

If you plan to attend University you **MUST** choose English# for UE approval.

Subject Combination Notes:

Students may only take TWO of the following subjects:

- Outdoor Education
- Physical Education
- Sports Leadership

MIT TRADES ACADEMY - Students interested in MIT Trades must register with Mrs Matthews. Students selecting Trades - this selection is in addition to your required number of subjects (however it is not an additional subject), as such your backup subject selection will be used to fill the subject number requirements.

ART FACULTY	SOCIAL SCIENCE FACULTY
Art- Design	History
Art - Motion Special Effects	Geography
Art - Painting	People & Society
Art - Photography	Psychology
Art- Printmaking	Classical Studies
Art - History	Tourism
Dance	Media Studies
Drama	BUSINESS HUB (Social Sciences)
Performance Music	Accounting
ENGLISH FACULTY	Business Studies
English# - Contemporary Literature OR World Literature	Economics
ESOL	Legal Studies
HEALTH & PHYSICAL EDUCATION FACULTY	TECHNOLOGY FACULTY
Health	Spatial Design
Physical Education	Computer Application
Outdoor Education	Digital Design
Sports Leadership	Computer Science
MATHEMATICS FACULTY	Food & Nutrition
Mathematics with Algebra	Catering
General Mathematics	Engineering
Mathematics with Statistics	Building

	Digital Technology (P-Tech)
SCIENCE FACULTY	Hard Materials Technology
Chemistry	CAREER DEVELOPMENT SERVICES
Physics	Automotive Pathway ^
Biology	Hospitality Pathway ^
General Science	Engineering Pathway ^
Earth Science	Building Pathway ^
Agriculture Science	Primary Industries Pathway ^
Horticultural Science	Electrical Pathway ^
LEARNING SUPPORT	
Foundation Certificate (not selectable on SchoolPoint)	TE WAHANGA WHAKAAKO FACULTY
LANGUAGES FACULTY	Te Ao Haka
French*	Te Reo Maaori - AS* or US
Japanese*	Te Manaaki Taangata Ki Te Maaori
	Ngaa Toi

if you plan to attend university you must choose English for UE approval

* This course has pre-requisites

^ Request this Pathway through Mrs Matthews, you do not select courses

NOTE: Please note for course selection purposes Te Ao Haka & Ngaa Toi counts as an Art curriculum subject.

If you are unable to select a course due to subject conditions you can request an exemption. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

[See courses for me](#)

Year 13 in 2027

Year 13

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

You have **SIX** choices to make.

NO subject is compulsory.

Your SIXTH choice is used as a reserve/backup in case there is a timetable clash.

Beyond PHS: In order to proceed to a course at 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 UE list - [approved subjects for University Entrance](#)

To gain UE, students need to achieve NCEA Level 3, with 14 credits at Level 3 in each of the three UE-approved subjects.

Ensure you meet the UE literacy requirements of 5 Reading and 5 Writing credits

Subject Combination Notes:

You can choose at most TWO Art Practical subjects, with approval from Faculty Leader.

You may only take TWO of the following subjects:

- Outdoor Education
- Physical Education
- Sports Leadership

MIT TRADES ACADEMY - You must contact Mrs Matthews for an Expression of Interest form. Students selecting Trades - this selection is in addition to your required number of subjects (however it is not an additional subject), as such your backup subject selection will be used to fill the subject number requirements.

ART FACULTY	LEARNING SUPPORT
Art- Design	Life Skills (not selectable on SchoolPoint)
Art - Motion Special Effects	LANGUAGES FACULTY
Art - Painting	French*
Art - Photography	Japanese*
Art- Printmaking	SOCIAL SCIENCE FACULTY
Art - History	History
Dance	Geography
Drama	People & Society
Performance Music	Psychology*
ENGLISH FACULTY	Classical Studies
English	Tourism#
English Scholarship	Media Studies
ESOL#	BUSINESS HUB (Social Science)

HEALTH & PHYSICAL EDUCATION FACULTY	Accounting
Health	Business Studies
Physical Education	Economics
Outdoor Education#	Legal Studies#
Sports Leadership#	TECHNOLOGY FACULTY
MATHEMATICS FACULTY	Spatial Design
Calculus*	Computer Applications#
General Mathematics	Digital Technology
Statistics	Food & Nutrition
	Digital Technology (P-Tech)
SCIENCE FACULTY	Catering#
Chemistry*	Engineering
Physics*	CAREER DEVELOPMENT SERVICES
Biology*	TRADES ACADEMY
General Science#	TE WAHANGA WHAKAAKO FACULTY
Agriculture Science	Te Ao Haka
Horticultural Science	Te Reo Maaori - AS* or US#

* This course has pre-requisites

Not UE approved course. University Entrance (UE): Choose at least 3 UE-approved subjects (most choose 4+). To gain UE, students need to achieve NCEA Level 3, with 14 credits at Level 3 in each of the three UE-approved subjects

NOTE: Please note for course selection purposes Te Ao Haka & Ngaa Toi counts as an Art curriculum subject.

If you are unable to select a course due to subject conditions you can request an exemption. Exemptions will be reviewed by Kaihautuu and accepted (or declined) via SchoolPoint.

[See courses for me](#)

Arts

NCEA Level 3 Te Ao Haka (3WTAH)

This course is worth 20 credits. It covers a detailed examination of moteatea, waiata aa ring, poi, and haka. A recommended part of this course is that students participate in our school kapa haka, as there are particular credits that students gain through Polyfest. There are 2 internals and 2 externals for this course

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 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.





Pukekohe High School Māori Pathway

Year 9–13 Timeline

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kīngitanga • Local iwi history • Local History • (Ngāti Tamaoho,	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette

Year Level	Te Ao Māori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Māori University Entrance	Te Ao Haka University Entrance
	- Pukekohe) • Marae Protocol	• Days/Months • Sentence patterns • Reremahi	
Year 9	Understanding Te Ao Māori • Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	Developing Communication • Conversations • Asking & answering questions • Describing people • Family • Daily routines • Directions	Performance Development • Waiata-ā-ringa • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kīngitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga) • Māori media • Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rōpū • Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen

Prerequisites

Year 11 Te Ao Haka, Year 12 Te Ao Haka

Learning Areas

Arts, Te Wahanga Whakaako

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

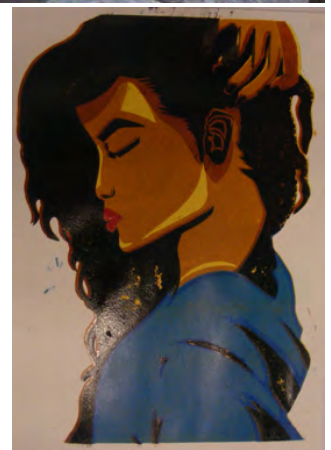
Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91984 v2  Te Ao Haka 3.1 - Reflect on a personal learning journey in a discipline of Te Ao Haka ***	3	I	5	5r,5w		
A.S. 91985 v2  Te Ao Haka 3.2 - Perform three categories within a discipline of Te Ao Haka ***	3	I	5	5r		
A.S. 91986 v2  Te Ao Haka 3.3 - Perform two Te Ao Haka disciplines ***	3	E	5	5r		
A.S. 91987 v3  Te Ao Haka 3.4 - Demonstrate understanding of a key role within Te Ao Haka ***	3	E	5	5r,5w		
Total Credits:			20	20	0	0

Arts

NCEA Level 3 Printmaking (3APRN)



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 Maaori art at Te Papa are examples of this. Ākonga will visit art galleries or art fairs 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.



Head of Faculty - Pou Taahuu

- Esther Hansen

Prerequisites

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.

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.

Pathways

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

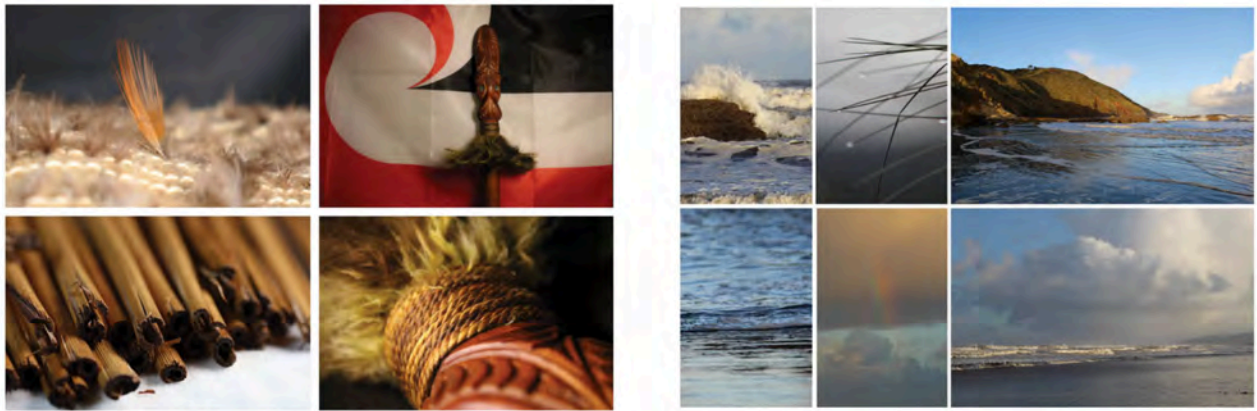
Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91448 v2 ↗ Printmaking 3.2 - Use drawing ** to demonstrate	3	I	4			
Total Credits:			26	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
understanding of conventions appropriate to printmaking						
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

Arts

NCEA Level 3 Photography (3APHO)



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.

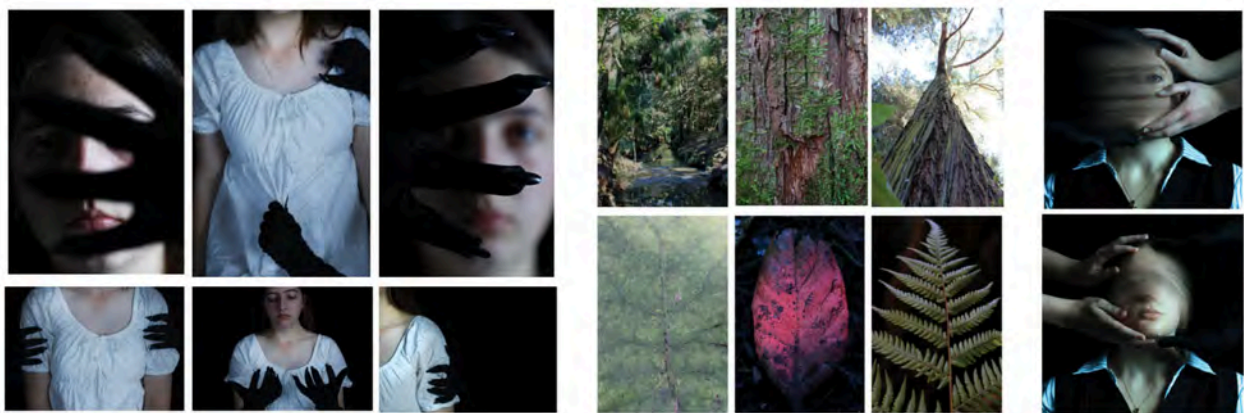
This course teaches contemporary technologies for producing photographic images. The fundamentals of using a digital single reflex camera are stressed, but the camera itself is redefined in this class. Students will explore other technologies and can utilise everything from cell phones, the scanner as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

Head of Faculty - Pou Taahuu

- Lisa Purda

Prerequisites

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.

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.

Pathways

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. Photography and moving image skills are a daily aspect of our contemporary world, social and communication platforms. Perceptual and technical skills in Photography are powerful communication skills, pertaining to personal and professional profiles. Photography and visual thinking skills are an advantage in multiple fields, such as business, enterprise, marketing, communication, psychology, social communities and connections, as well as in all fields of creativity and the arts.

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.

Check out this video promoting the importance and relevance of the creative arts in our present and future societies. This thinking is equally relevant to Aotearoa NZ. <https://www.youtube.com/watch?v=ijcltwG7DIU>

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

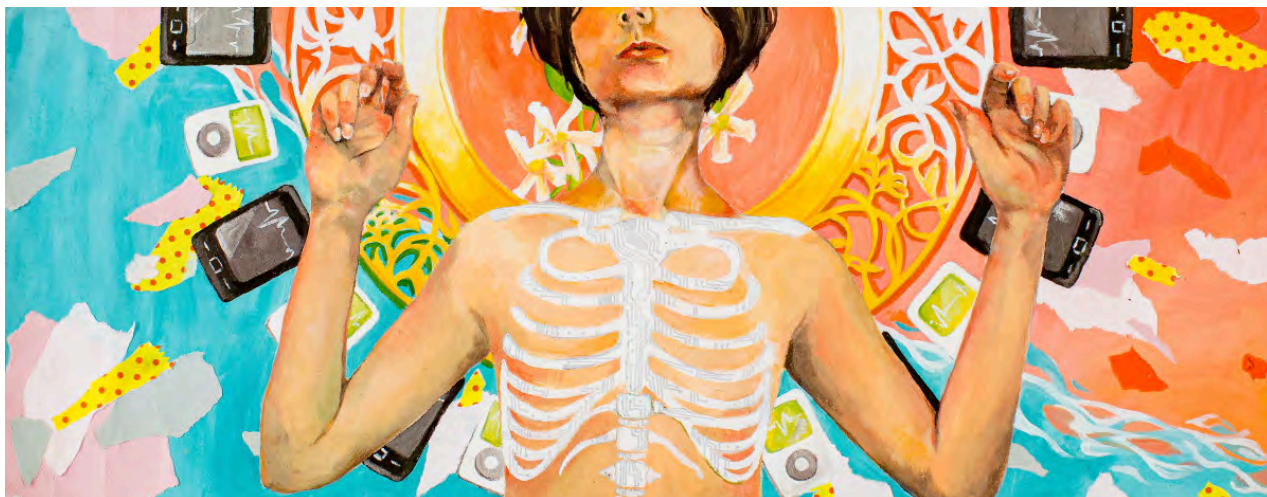
Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91447 v2  Photography 3.2 - Use drawing to demonstrate understanding of conventions appropriate to photography **	3	I	4			
A.S. 91452 v2  Photography 3.3 - Systematically clarify ideas using drawing informed by established 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 resource that demonstrates purposeful control of skills appropriate to a visual arts cultural context **	3	I	4			
Total Credits:			26	0	0	0

Arts

NCEA Level 3 Painting (3APAI)

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.



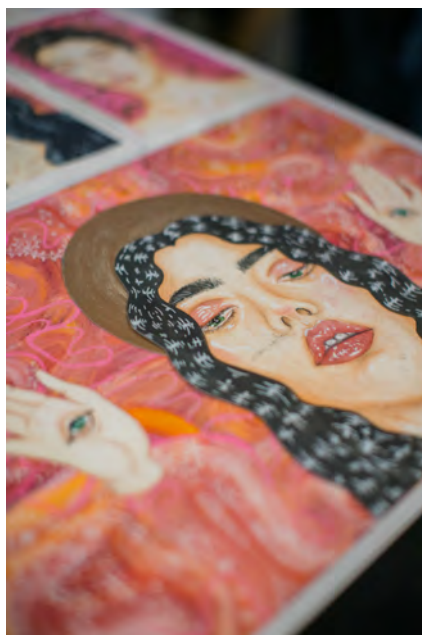
Completion and achievement in this course requires ongoing participation. It is an excellent preparation for tertiary level study in any field, as the depth of thinking that is possible (and in fact required for Excellence grades), and the self-management it develops are high level. **Participation in 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, i-n or out- of class. The

Auckland Art Gallery Pat Hanly Awards, Waikato Society of Arts Youth Art Awards, 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!



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

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.

Pathways

This course can lead to tertiary level study in fine arts, digital arts, fashion, architecture, and many other creative fields. Study of Painting and other visual arts equips students with transferable skills that are valuable in a wide range of tertiary courses and careers, teaching students how to research, problem-solve, think divergently and creatively, and to self-manage to a high level.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

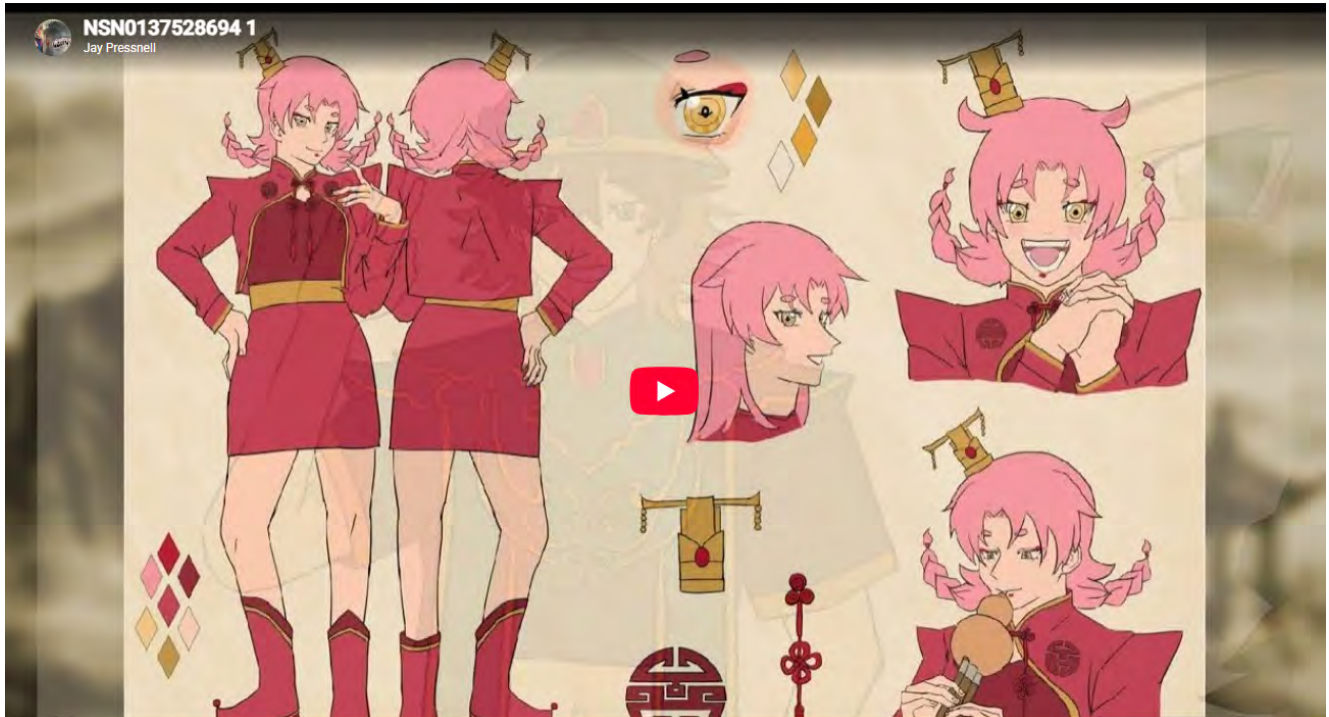
Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 **	3	I	4			
Total Credits:			22	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
informed by established painting practice						
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

Arts

NCEA Level 3 Motion Special Effects (3AMFX)



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).

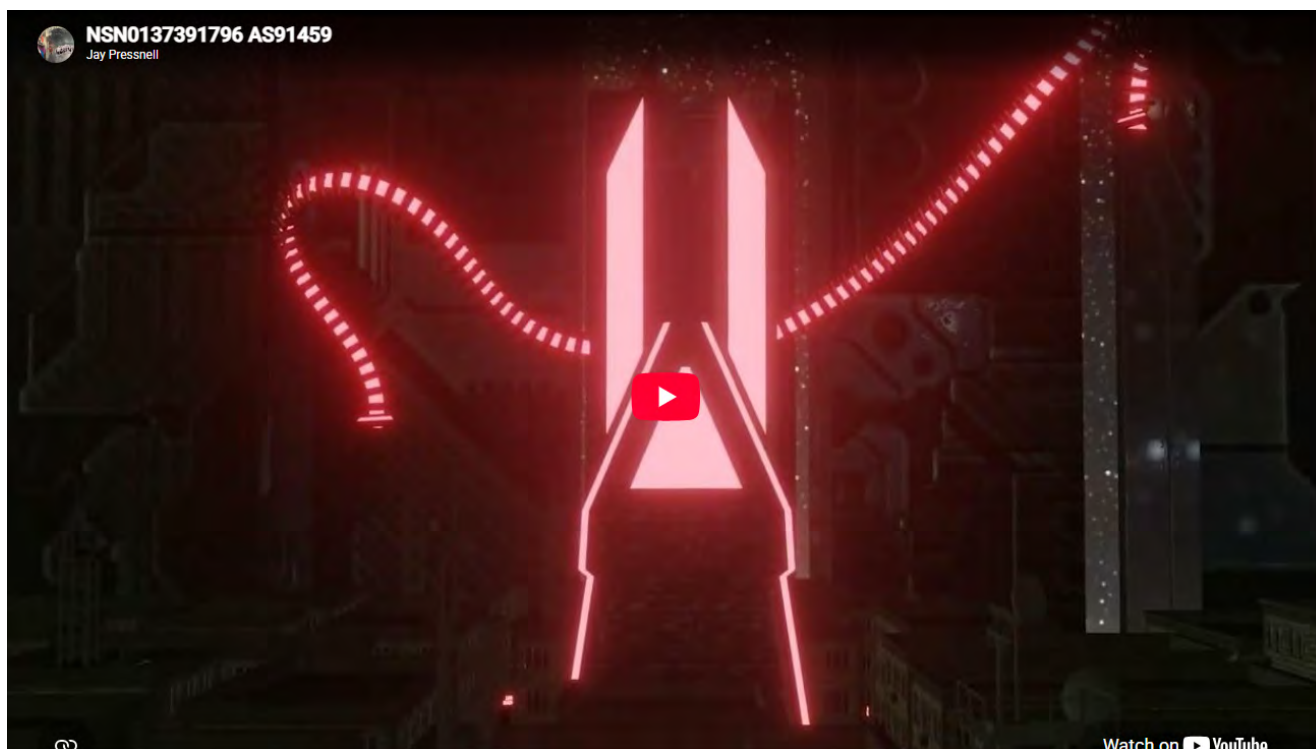
The course is a perfect pathway for moving onto study creative tertiary pathways both in Wellington (Massey University's Screen Arts Degree) and in Auckland (AUT and Media Design School). Through further trips to Weta Workshop and experience through working industry artists and filmmakers, students will 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:



Head of Faculty - Pou Taahuu

- Lisa Purda

Prerequisites

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

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.

Pathways

It is highly recommended that you have done 2AFMX before choosing this course, or 2ADES. Level 2 DIT can also be an approved entry point, but students should gain entry approval from Mrs Purda.

This course is valuable preparation for many future pathways linked to the entertainment or gaming industries, social media platforms, advertising, film and television, animation, theatre and more. Students develop themselves as creative thinkers and visual storytellers, able to establish and generate unique and original concepts which prepares them for industry and tertiary level. Students will develop a wide range of capabilities in the area of concept work, moving image, animation and special effects and model making.

Please be mindful that students taking Level 3 Design should not take this course unless for experience (and you don't need the credits) as it uses the same NCEA standards. There are options here but this **MUST** be discussed with Mrs Purda before approval.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

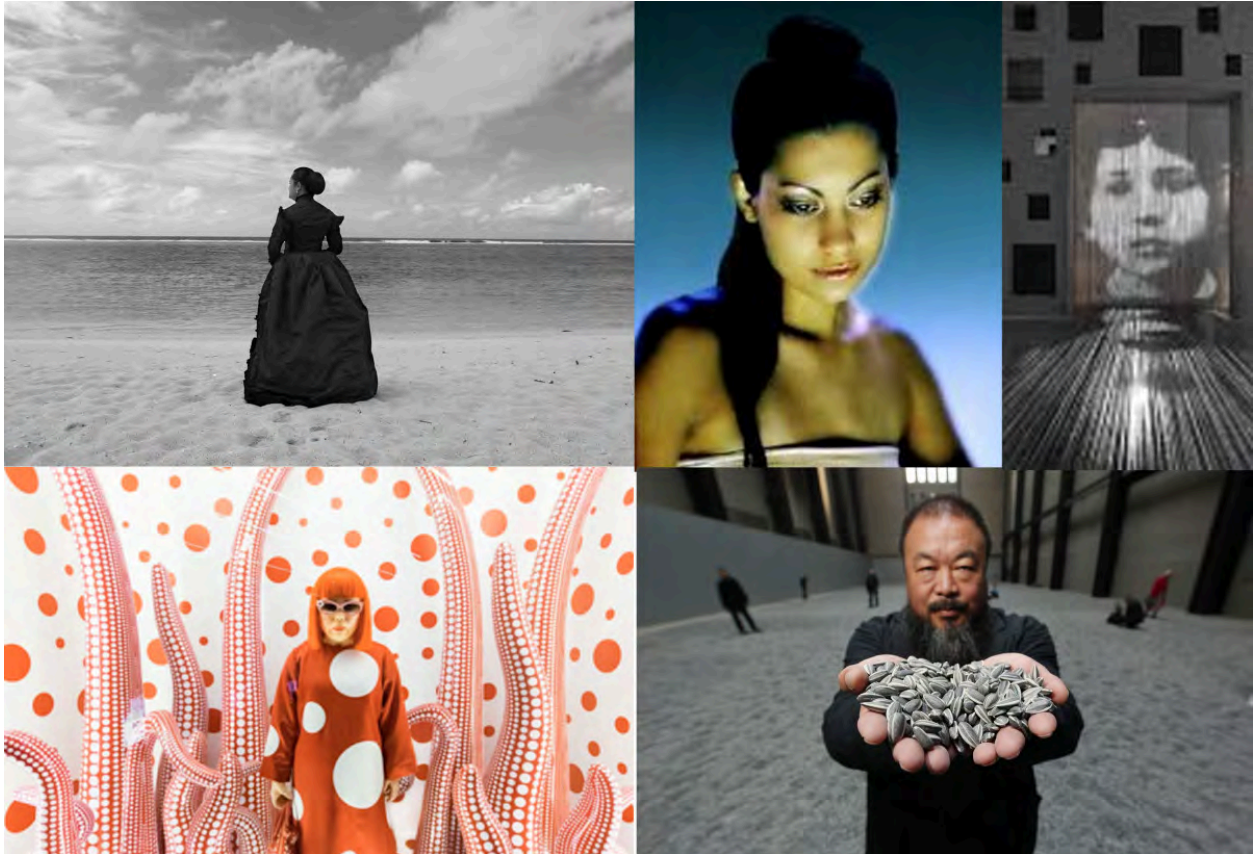
Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	4	0	28 ⁰

Arts

NCEA Level 3 Art History (3AHIS)

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.

Head of Faculty - Pou Taahuu

- Esther Hansen

Prerequisites

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.

Learning Areas

Arts

Pathways

Art history is an ideal complementary subject to all other visual arts (Painting, Printmaking, Photography, Design, Motion Special Effects). The high levels of literacy and thinking skills developed in this course make it an excellent preparation for tertiary study in any field, in particular in any of the Arts, Architecture, Humanities, Communications, Politics.

Art History will develop your awareness of the cultures in which we live, societal issues and trajectories, histories of the world from ancient through to contemporary, and of course insights into and deeper appreciation of historical and contemporary art.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	24	0	0

Arts

NCEA Level 3 Drama (3ADRA)

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.



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

[Arts, Arts - Drama](#)

Pathways

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

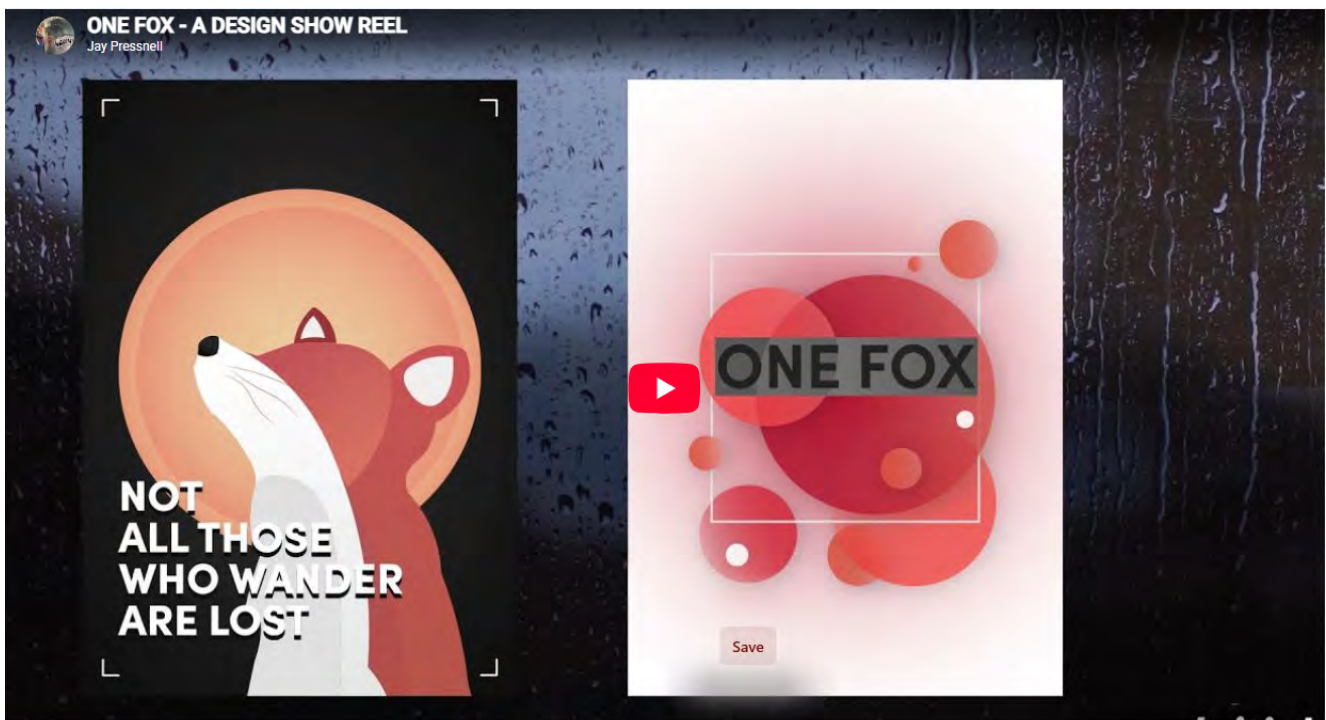
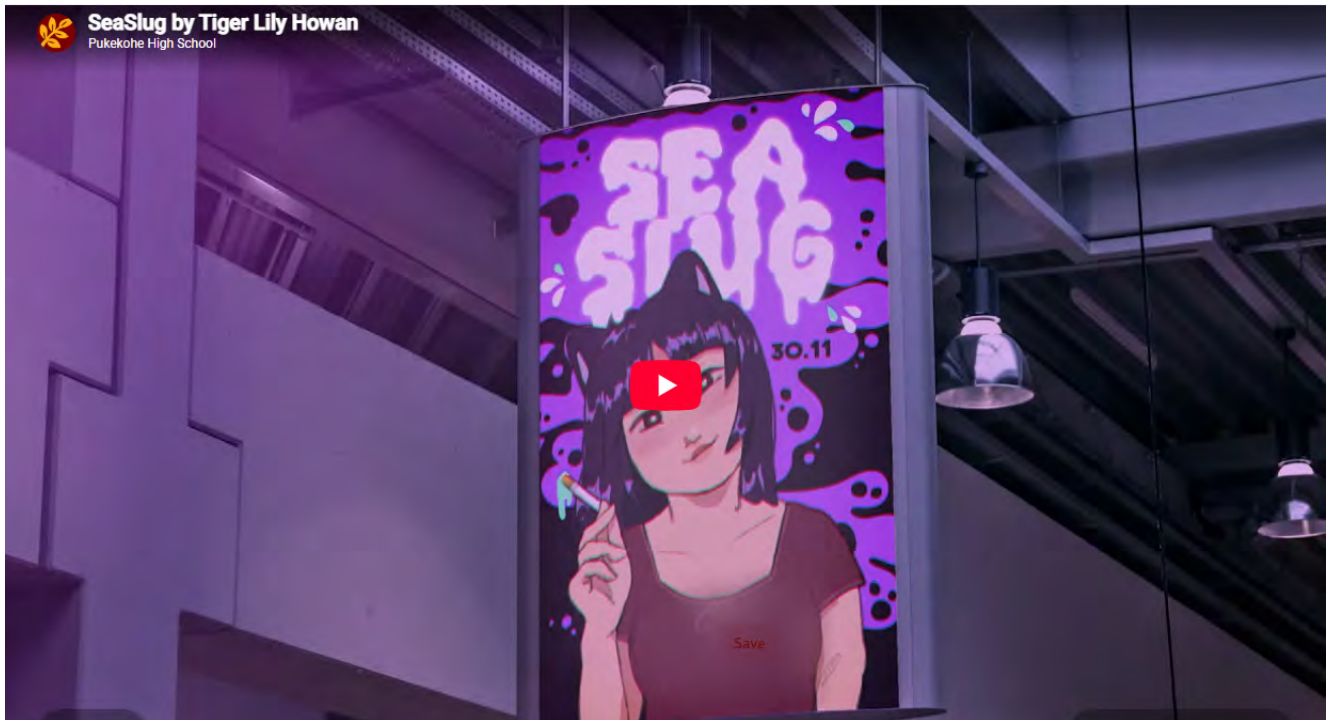
Students are assessed once per term using NCEA Achievement Standards. Assessments take the form of performance as solo or small group works. Performance skills and knowledge of Drama will be assessed.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	12	0	0

Arts

NCEA Level 3 Design (3ADES)



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:



Head of Faculty - Pou Taahuu

- Lisa Purda

Prerequisites

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).

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.

Pathways

It is highly recommended that you have learned and achieved in the Year 12 Photography, MFX or 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 3 Design is an ideal foundation for students interested continuing on through 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 L3 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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	4	0	39

Arts

NCEA Level 3 Dance (3ADAN)

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.

We will engage with Parkside students, expanding our understanding of how we can use dance to build connection. 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.

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"



Head of Faculty - Pou Taahuu

Vicky Moore-Allen

Prerequisites

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.

Learning Areas

[Arts, Arts - Dance](#)

Pathways

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. There are several institutions in Auckland and in New Zealand that offer Diplomas, Certificates or Degrees specifically in Dance.

Possible career options could include:

Professional dancer (your chosen genre); Professional choreographer; Artistic director; Dance teacher; Community dance; Dance photography/journalism; Physical therapy; Dance fitness instructor; Academic research

Assessments

You will be assessed in this course through all or a selection of the standards listed below.

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

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91589 v2  Dance 3.2 - Choreograph a dance to develop and resolve ideas 	3	I	4			
A.S. 91590 v2  Dance 3.3 - Perform a solo or duet dance 	3	I	4			
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			
Total Credits:			18	0	0	0

Arts

NCEA Level 2 Ngaa Toi (2WTOI)

NCEA Level 2 Toi Māori Visual Art

This course is all about expressing your identity, whakapapa, and worldview through art that is grounded in Te Ao Māori.



In **Year 12 Toi Māori Visual Art**, you'll begin with an inspiring introduction project to ignite your creativity and decide the unique direction of your mahi toi (artwork).

You'll explore and be inspired by the work of Māori artists, drawing on kōrero tuku iho (stories, traditions), symbolism, and values to shape your own visual voice. The learning is personal and connected. Your art will reflect who you are and where you come from.

Across the year, you'll work towards three Achievement Standards (2.2, 2.3, and 2.4) worth a total of 20 credits. Your learning will involve creating sequential artworks that weave together technique, story, and meaning, reflecting both personal and cultural narratives.

* We start with portrait drawing, exploring themes of self and belonging, before developing your ideas into sequences of artworks that lead to two powerful folio boards.

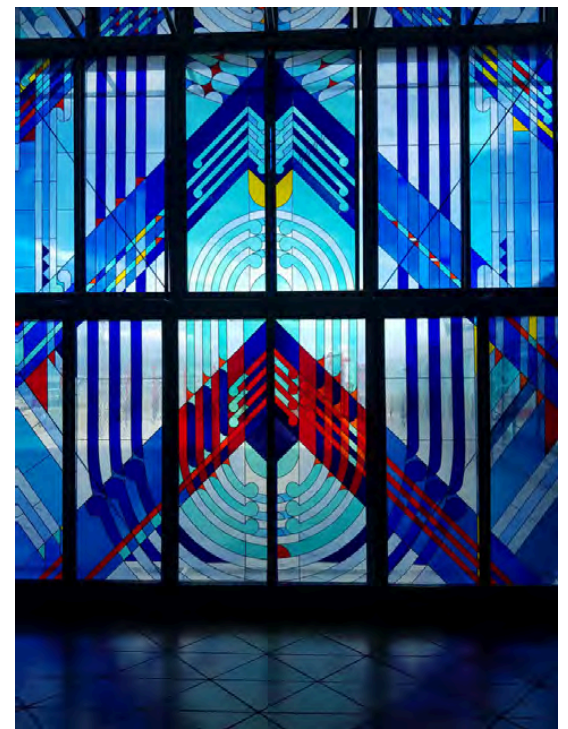
* After starting with drawing, you will move into a focus on painting and / or printmaking..

* You will research and respond to the work of leading Māori artists, using their inspiration to explore your own identity and culture through art-making.

* You will present your thinking in your own way – through slideshows, workbooks, or visual journals – showing the whakapapa and development of your ideas. Along the way, you'll take part in classroom excursions designed to inspire you and connect your mahi with the wider world.

This is a creative, challenging, and culturally rich course where your mahi will be something you and your whānau can be proud of. By the end of the year, you will have a professional-quality folio that celebrates your identity and contributes to the legacy of Toi Māori.

Level 2 Toi Māori Visual Art ā share your story, honour your roots, and create with purpose.



Head of Faculty - Pou Taahuu

- Sylvia Patu Vicky
- Moore-Allen

Prerequisites

Ideally students will have studied in one of the Year 11 Art courses - 11 TOI, 11 ART, or 11 PHD. Ideally you will have achieved at least 5 credits in a Level 1 Art course. If not, please talk to Whaea Charlotte or HOD Art to gain approval, sharing your skills with us. We will be keen to welcome you into the course if you are genuinely interested in learning and have an appropriate level of skill.

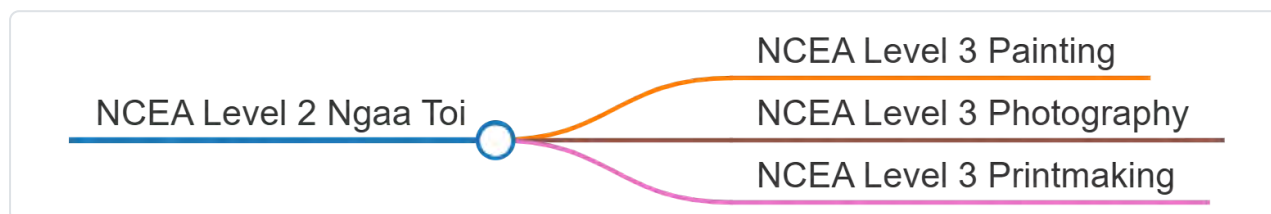
Learning Areas

Arts, Arts - Visual Arts, Te Wahanga Whakaako

Contributions and Equipment/Stationery

We recommend students have their own pencils, eraser, paint brushes & art journal. It is helpful to have a set of paints at home.

Pathways



Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Students will select which Achievement Standards they enter for, to gain a total of 20 credits.

You will choose whether to focus more on Painting or Printmaking and choose those standards.

This is a practical subject. You will be assessed based on work in your art journal, drawings, and finished folio art works.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91311 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting	2	I	4			
A.S. 91313 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking	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. 91318 v2 ↗ Visual Arts 2.3 - Develop ideas in a related series of drawings	2	I	4			
Total Credits:			40	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
appropriate to established printmaking practice						
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			
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:			40	0	0	0

Arts

NCEA Level 2 Te Ao Haka (2WTAH)

This course covers a more indepth approach to Mōteatea, Waiata aa-ringā, Poi and Haka. Students have the opportunity to gain up to 20 level 2 credits through 2 internal assessments and 2 external assessments.

In addition, students are encouraged to participate in our school kapa haka as there are particular credits that students gain through performing at Polyfest and Ahurea.



Te Ao Haka, Māori 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, Māori 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.

Pukekohe High School Māori Pathway Year 9–13 Timeline

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kingitanga • Local iwi history • Local History (Ngāti Tamaoho, Pukekohe) • Marae Protocol	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours • Days/Months • Sentence patterns • Reremahi	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette
Year 9	Understanding Te Ao Māori • Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	Developing Communication • Conversations • Asking & answering questions • Describing people • Family • Daily routines • Directions	Performance Development • Waiata-ā-ringa • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kingitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga) • Māori media • Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rūpū • Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen

Prerequisites

Year 11 Te Ao Haka

Learning Areas

Arts, Te Wahanga Whakaako



Pathways

NCEA Level 2 Te Ao Haka

NCEA Level 3 Te Ao Haka

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91980 v3	2	I	6	6r,6w		
Te Ao Haka 2.1 - Create a section of a Te Ao Haka item						
A.S. 91981 v3	2	I	6	6r		
Te Ao Haka 2.2 - Perform a Te Ao Haka item to convey a local kaupapa						
A.S. 91982 v3	2	E	4	4r,4w		
Te Ao Haka 2.3 - Compare a Te Ao Haka performance and another performance						
A.S. 91983 v3	2	E	4	4r,4w		
Te Ao Haka 2.4 - Respond to a Te Ao Haka performance						
Total Credits:			20	20	0	0

Arts

NCEA Level 2 Printmaking (2APRN)



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.





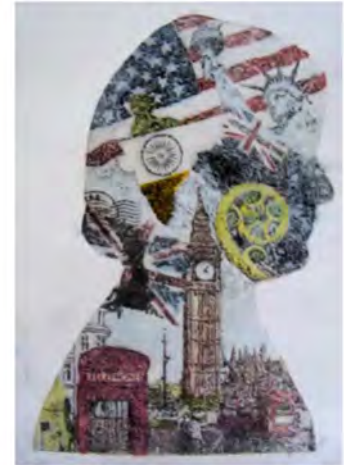
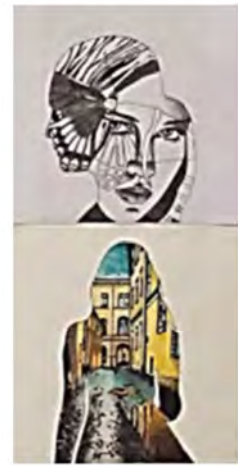
In Term 1 Aakonga (students) will participate in a series of short units of work to develop and extend skills using a wide range of drawing and printmaking media. You will learn new techniques that advance your skills in a range of media, including new drawing techniques, mono-printing, gelli-plate printing, 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.







Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

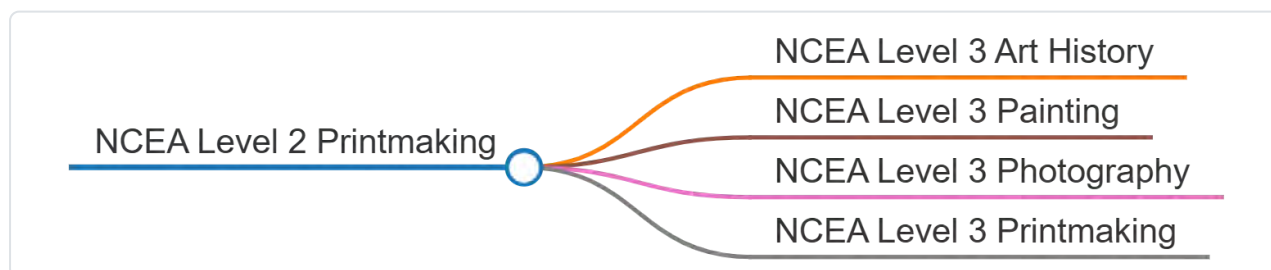
Learning Areas

Arts, Arts - Visual Arts

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.

Pathways



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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Arts

NCEA Level 2 Photography (2APHO)

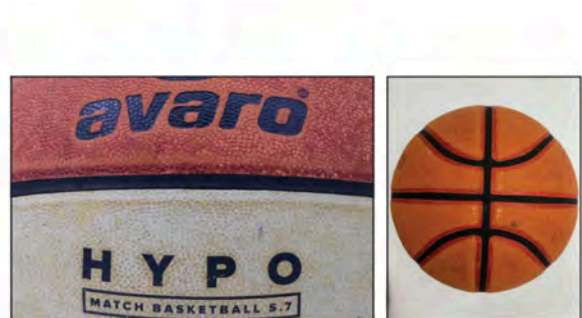
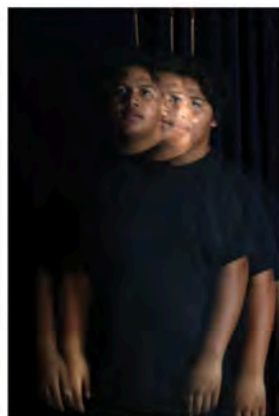


Students in this Year 12 photography course will explore the technical and creative possibilities of photography as an art form and build their visual literacy and understanding of the creative process.

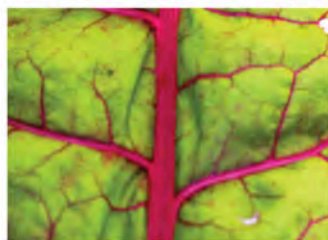
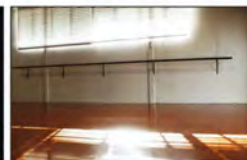
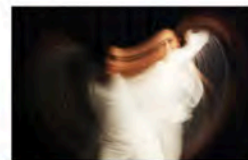
They will learn how to use a camera and build their understanding of image making and visual communication. This will include learning the technical skills of how to operate a digital SLR camera, the operation of studio lighting and techniques for post production using Adobe Suites.

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.

Head of Faculty - Pou Taahuu

- Lisa Purda

Prerequisites

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.

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.

Pathways

NCEA Level 2 Photography

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Arts

NCEA Level 2 Painting (2APAI)



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 and interests as you develop your 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.

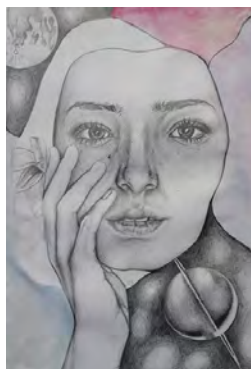


By the end of Term 1 each student will have been guided to select a personal theme for their art-making, and will begin to make sequences of drawings and paintings that explore and express ideas on that theme. You will learn how to research ideas in divergent and creative ways. Students learn to generate, 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.

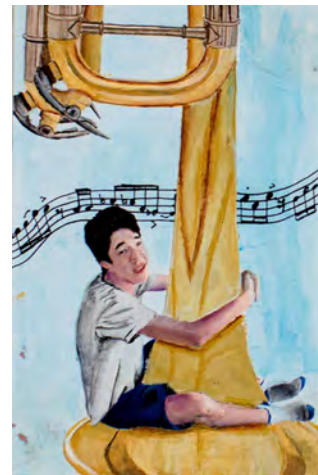
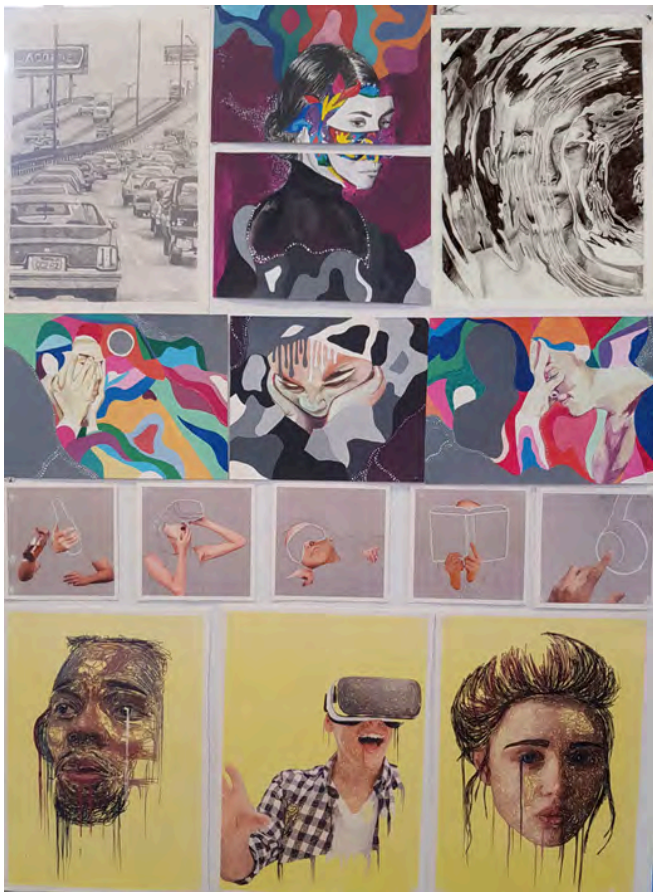




Throughout this course, ākonga will have the opportunity to participate in exhibitions, competitions and trips to galleries or other sites. You will have the opportunity to take your work into different fields of practice - collage, digital art, installation, site specific art, 3D art forms and photography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



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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.

Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

Ideally students will have studied and achieved success in Level 1 Art or Photo-Design, and should have achieved 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.

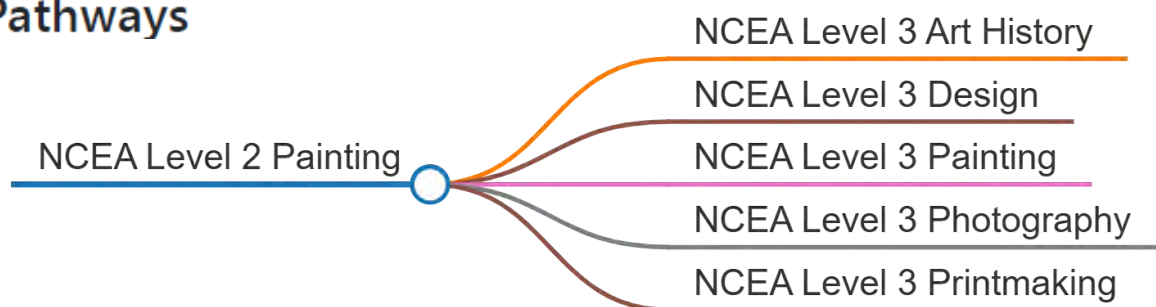
Learning Areas

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

Contributions and Equipment/Stationery

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

Pathways



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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91311 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting	2	1	4			
Total Credits:			20	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Arts

NCEA Level 2 Motion Special Effects (2AMFX)

Welcome to the world of Storytelling!

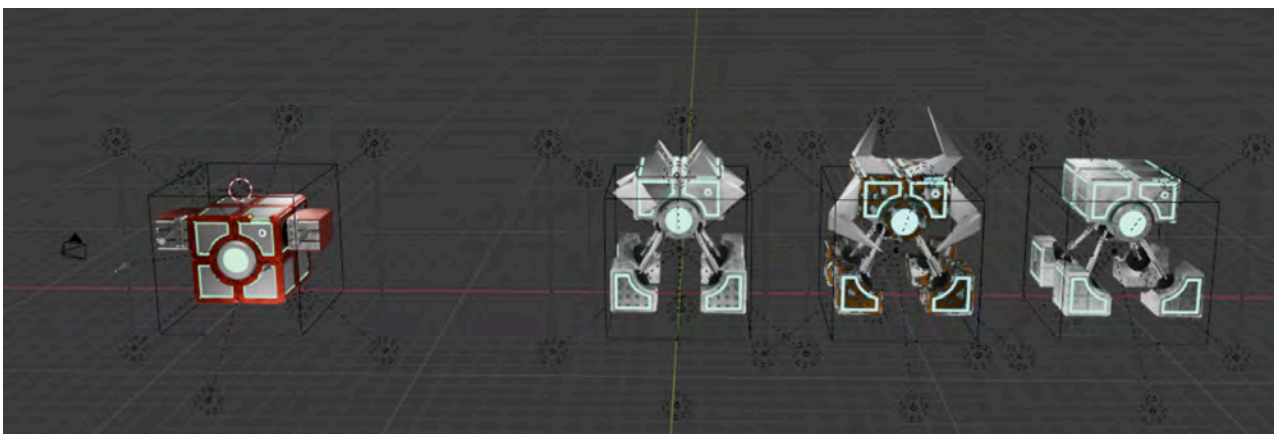
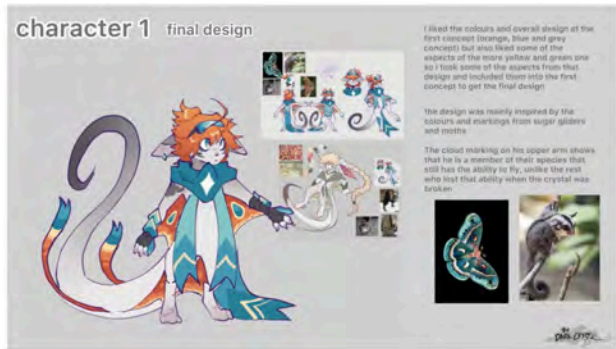
This course will develop sophisticated skills and advanced knowledge in the field of Motion Special Effects and is an ideal foundation for students interested any creative field such as the movie industry, Digital Special Effects, Storytelling, Creative World building, Game Design, Animation, Virtual 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?



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:



Head of Faculty - Pou Taahuu

- Lisa Purda

Prerequisites

Level 1 Photo Design or Art are ideal foundations for this course. It is expected that students with no prior learning in this subject will be self starters and highly motivated to upskill due to the high technical aspects of this demanding course. If it's your passion you will be ok. 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).

Learning Areas

[Arts, Arts - Visual Arts](#)

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.

Pathways

NCEA Level 2 Motion Special Effects

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91305 v2 ↗ Visual Arts 2.1 - Demonstrate an understanding of methods and ideas from established practice appropriate to design	2	1	4			
A.S. 91310 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to design	2	1	4			
Total Credits:			28	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Arts

NCEA Level 2 Drama (2ADRA)



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.





Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

Arts, Arts - Drama

Pathways

NCEA Level 2 Drama

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	8	0	0

Arts

NCEA Level 2 Design (2ADES)

Welcome to the wonderful world of DESIGN!

What will I be learning in this course?

This course develops your knowledge of design and extends your skills in a range of digital art making media. You learn how to create authentic, real-world design outcomes for potential or real clients. You learn how to use a range of industry standard digital creative software including Adobe Creative Suite. Illustrators may prefer to use other software for image creation.

Good design clearly communicates a theme/message/emotion/information 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.

We will explore how colours, symbols, textures and imagery impact our mood, communicates meaning and how these can help you to represent a theme or topic in a very unique and purposeful way.

You get to choose your own project! (Very cool)

This might be anything from a fashion, sports or business brand through to illustration of a children's book or graphic novel, product and packaging, concept character design through to design for functional things like currency (Yes designing money!) or postage stamps! Maybe an event or music industry collateral... The options are endless!



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

In Level 2 Design we use the Design Thinking model as a basis for everything we do. You will ask yourself 'Design Thinking' questions like: 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.





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.



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



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen
- Lisa Purda

Prerequisites

It is ideal to have taken Level 1 Photo Design but learning in other art courses, or having skill in using adobe creative= software could be 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 Level 2 DVC course, or other Level 2 visual arts courses (Photography, Toi, Painting or Printmaking).

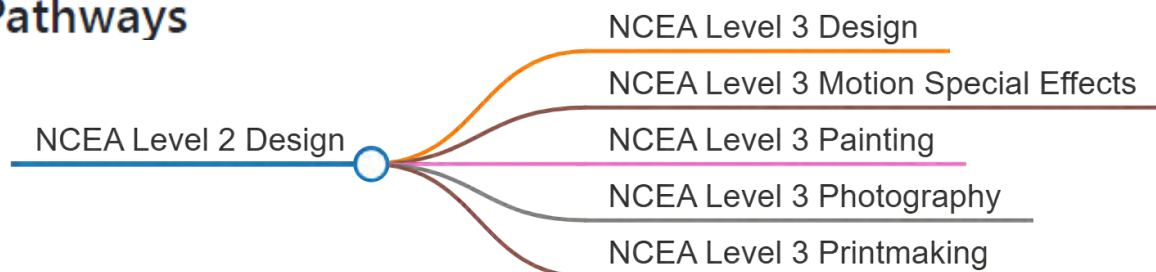
Learning Areas

[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. Desk top computers are available for student use in- and out-of-class time at school.

Pathways



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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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			
Total Credits:			28	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Arts

NCEA Level 2 Dance (2ADAN)

LEVEL 2 DANCE

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

In this course you will explore a range of dance genres and choreograph dances that express ideas relevant to you. Ākonga will work with their peers to create, communicate and interpret movement in various ways. 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.

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

Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

[Arts, Arts - Dance](#)

Pathways

NCEA Level 2 Dance

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.

Assessments

You will be assessed in this course through all or a selection of the standards listed below.

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

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91205 v2 Dance 2.1 - Choreograph a group dance to communicate an intention	2	I	4			
A.S. 91206 v2 Dance 2.2 - Choreograph a solo 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			
Total Credits:			18	0	0	0

Arts

NCEA Level 1 Ngaa Toi (1WTOI)

NCEA Level 1 Ngaa Toi

This is a practical art course, involving hands-on making, using a range of materials throughout the year. Students will learn about the work of contemporary Maaori artists, and use that learning to inform their own art making. Content will be focused on contemporary and traditional Maaori art forms and artists. Course content will include processes such as drawing, painting, printmaking and mixed media. The course creates a strong foundation for Year 12 options including Level 2 TOI.

This course is a great pathway of continued learning for students who have taken Year 10 TOI. *New students who are genuinely interested in learning contemporary Maaori visual arts are also welcome. You do not have to be Maaori to take this course, but you need to be interested in learning through a Te Ao Maaori lens.*

Aakonga will learn about and make a wide range of art works using different materials and processes inspired by traditional and contemporary Maaori Art forms and artists. You can look forward to learning about and making a selection of the following range of art works from your teacher, and maybe from guest Maaori artists:



- Maaori Pattern – learn about traditional art forms that use pattern, symbolism, & their meanings.
- Develop pattern into Painting. Learn about traditional and contemporary Maaori art forms and artists' work. Explore colour as meaning in composition. Develop painting skills. Make individual artworks based on whakapapa and identity.
- Develop patterns and images into etching and printmaking – look at traditional & contemporary Maaori artists' work. Make an edition of prints.
- Learn about, share and discuss Maaori stories.
- Learn about metaphorical ways of thinking & expressing ideas, and about objects as taonga and symbols.

Students will learn in this course by actively participating and making art. Aakonga need to be genuinely interested in learning and making art works.



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. Students can also take 11PHD (Photo-Design)

Students will learn in this course by actively participating and making art. Aakonga need to be genuinely interested in learning and making art works.

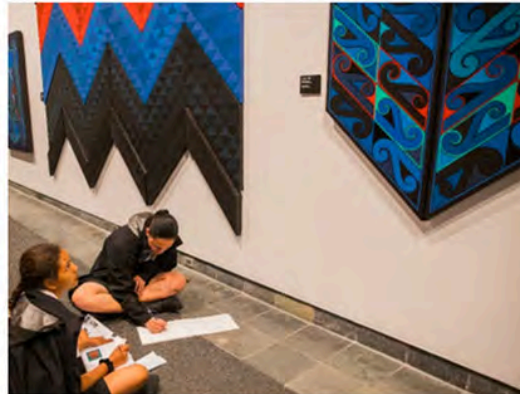


Head of Faculty - Pou Taahuu

- Charlotte Manga
- Vicky Moore-Allen

Prerequisites

10 TOI, 10 ART or personal experience linked to TOI. Please ensure you are genuinely interested to learn and work in a **range** of media and processes.



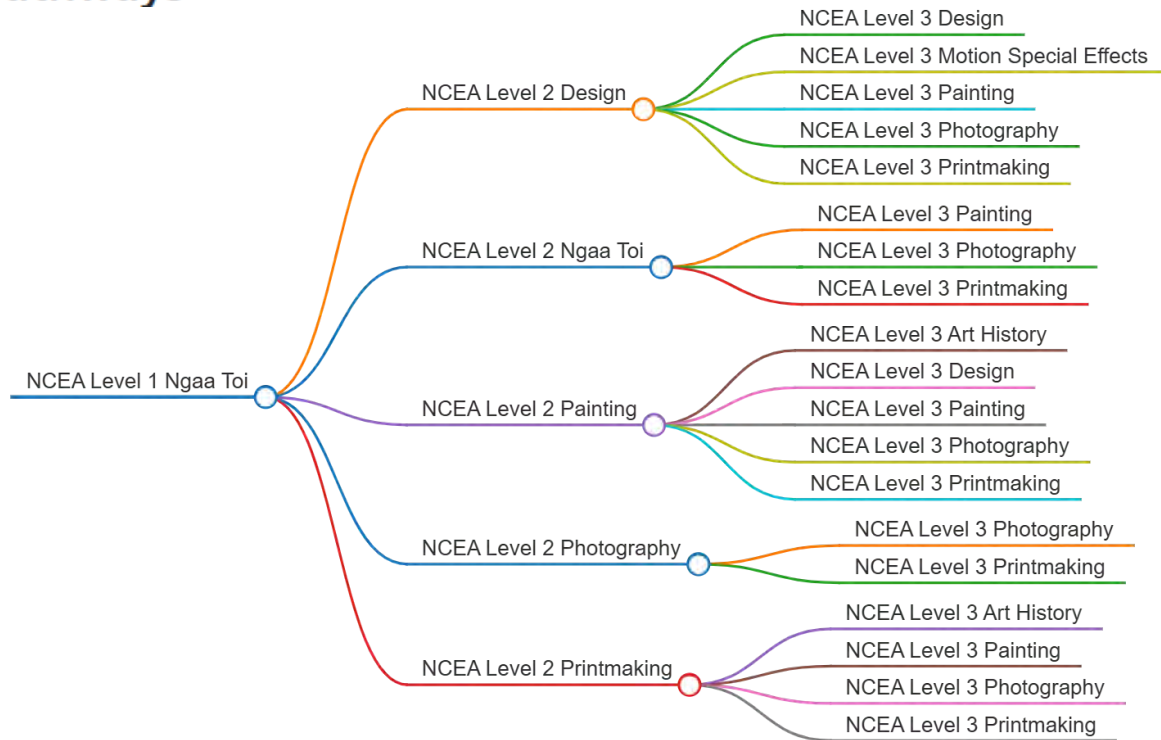
Learning Areas

[Arts](#), [Arts - Visual Arts](#), [Te Wahanga Whakaako](#)

Contributions and Equipment/Stationery

Drawing pencils, eraser, pencil sharpener, A4 Art journal

Pathways



This course will provide a pathway through to NCEA Year 11 Contemporary TOI, or alternatively to Year 11 Art or Photo-Design.

Learning and achievement in Visual Arts courses can pathway students on to a wide range of opportunities and tertiary pathways. There are several tertiary courses in the country which focus specifically on Ngāa Toi Māori Visual Arts diplomas and degrees:

- Massey University - 'Toioho Ki Aapiti Māori Visual Arts' degree
- Massey University - Bachelor of Māori Visual Arts - BVMA
- Te Waananga O Aoteroa - 'Maunga Kura Toi - Bachelor of Māori Arts - Visual Arts'
- Te Waananga O Aoteroa - 'Toi Paemātua - Diploma in Māori and Indigenous Art - Visual Arts'
- Eastern Institute of Technology (EIT) - Level 4 Certificate; Level 5 Diploma; Te Toi o Ngāa Rangi - Bachelor of Māori Visual Arts
- NorthTec - Maunga Kura Toi (Bachelor of Māori Arts)
- Te Puia - NZ Māori Arts and Crafts Institute, Rotorua

Learning and achievement in the Arts at PHS can deeply enhance the abilities and maturity of our aakonga in multiple ways.

- In this course you will develop knowledge and awareness of traditional and contemporary Māori art forms, and the work of many Māori artists.
- You will develop knowledge about yourself and your cultural connections.
- You will build your creativity, confidence, thinking, research and communication skills.

All of these are essential skills in any career pathway and in life.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

NCEA LEVEL 1 ACHIEVEMENT STANDARDS - students will be able to gain at least 10 credits if they participate fully, and could gain a total of 15. One standard will be optional.

This is a portfolio based assessment subject. Students will be assessed on their finished works, and the developmental work in their art journals leading to final works.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91913 v4 ↗ Visual Arts 1.2 - Produce a significant 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

Arts

NCEA Level 1 Te Ao Haka (1WTAH)



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.

This course is worth 20 credits. it covers mooteatea, waiata aa ringa, poi, and haka. A recommended part of this course is for students to participate in our school kapa haka, as there are particular credits students can gain through Polyfest and Ahurea.

There are 2 internals and 2 externals. One of the externals is assessed in Term 3 and the other in Term 4.

Pukekohe High School Māori Pathway Year 9–13 Timeline

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kīngitanga • Local iwi history • Local History (Ngāti Tamaoho, Pukekohe) • Marae Protocol	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours • Days/Months • Sentence patterns • Reremahi	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette
Year 9	Understanding Te Ao Māori • Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	Developing Communication • Conversations • Asking & answering questions • Describing people • Family • Daily routines • Directions	Performance Development • Waiata-ā-ringa • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kīngitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga) • Māori media • Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rūpū • Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen
- Jade Chamberlain

Learning Areas

Arts, Te Wahanga Whakaako

Pathways

NCEA Level 1 Te Ao Haka

NCEA Level 2 Te Ao Haka

NCEA Level 3 Te Ao Haka



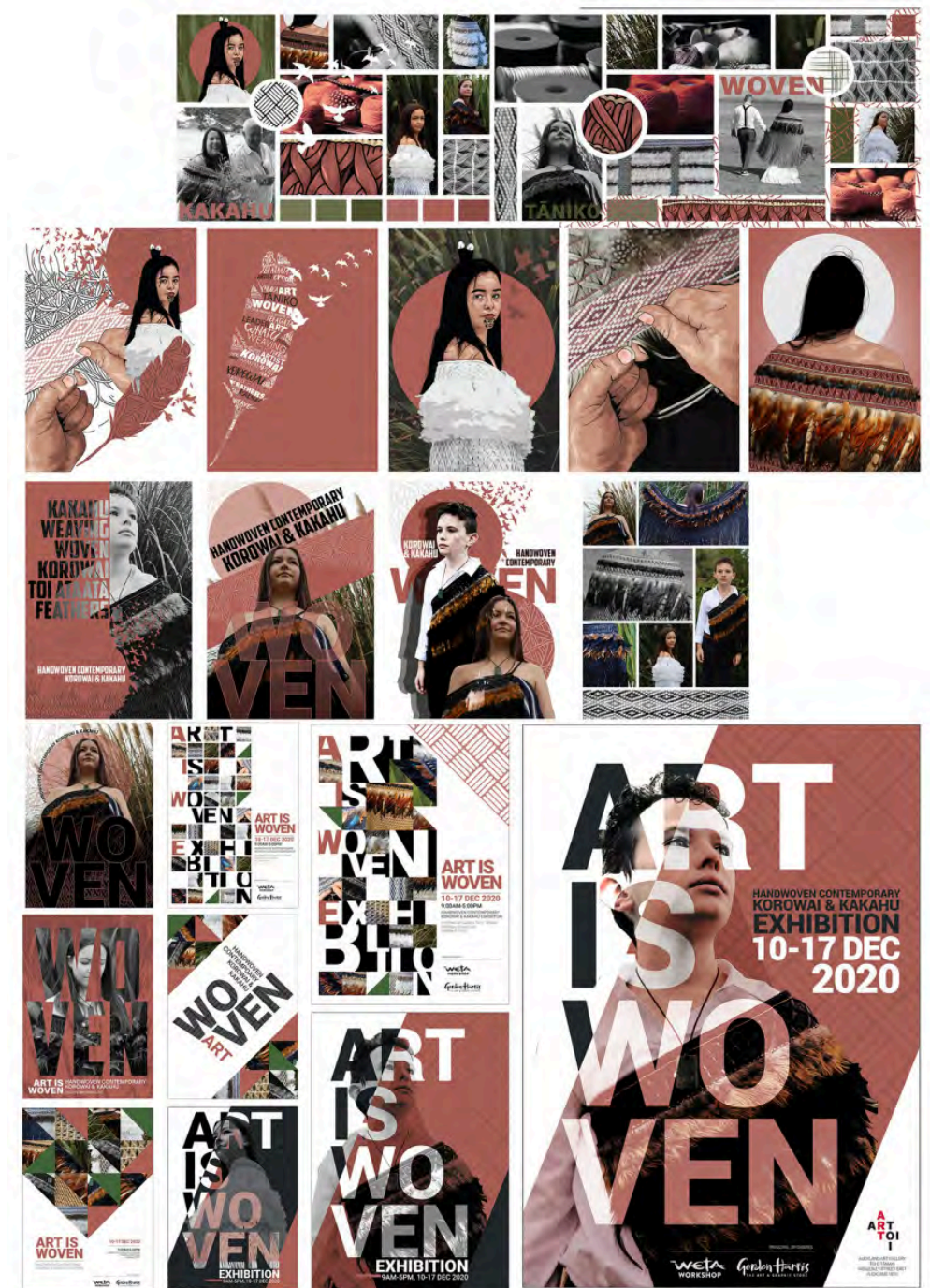
Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 30739 v3 Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori	1	I	4			
U.S. 30740 v3 Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori mo te ao turoa	1	I	4			
U.S. 30743 v3 Tuhituhi kia taumata tuapapa nga tuhinga reo Maori	1	I	4			
U.S. 30744 v3 Tuhituhi kia taumata tuapapa nga tuhinga reo Maori mo te ao turoa o te akonga	1	I	4			
U.S. 30747 v3 Whakarongo kia taumata tuapapa te mohiotanga ki te reo Maori	1	I	3			
U.S. 30748 v3 Whakarongo kia taumata tuapapa te mohiotanga ki nga korero mo te ao turoa o te akonga	1	I	3			
Total Credits:			22	0	0	0

Arts

NCEA Level 1 Photo Design (1APHD)





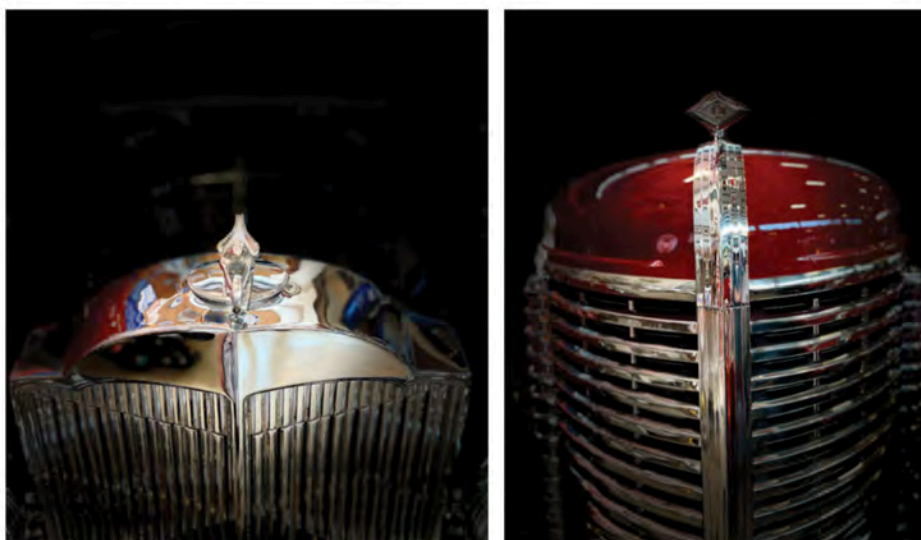
The skills learned in Level 1 Photo Design are useful and will grow you in lots of ways. Students will establish and generate unique and original creative concepts. This course is a great foundation for Year 12 Photography and Year 12 Design or Motion Special Effects (MFX) courses. You will develop your ability to be original and creative thinkers in preparation for a future in an ever changing world. you will develop high levels of visual literacy and creative concepts - all powerful forms of communication.

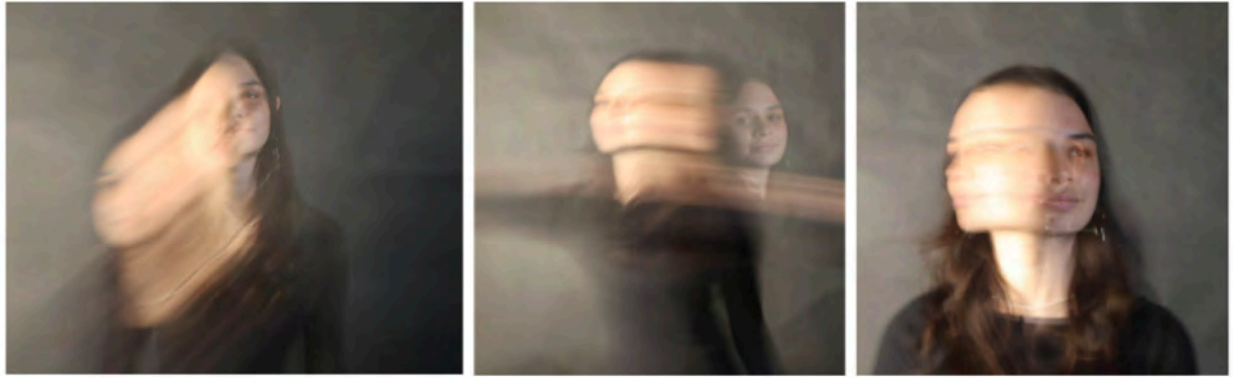
- You will develop strong visual communication skills that can be used in all sorts of commercial, professional and personal contexts. You will work on a design project throughout the year based on a topic of interest.
- You will develop a wide range of digital art making skills. You can choose to work 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.
- ***This course is complementary to DVC and DIT courses taught by the Technology Department. You can take both, and they will strengthen each other, but teach you different things.***
- ***This course is complementary to 11Art - you can take both courses in 2027. They provide pathways to a wide range of courses in Year 12 Arts (Painting, Printmaking, Design, Photography & MFX).***



- Students will develop digital imagery for their chosen project. You will learn about **typographic design** through the fonts you select and use to communicate ideas.
- You will also have the opportunity to work in our very special Anamata **Photography Studio** and use our **studio lighting** to create interesting photographic imagery.
- If you are an illustrator you may also speak with your teacher about our **digital illustration options** instead of or as well as photography content for your design work.
- We will also explore **moving image and motion graphics** so that you can see what you like the most before choosing your specialty in Level 2.
- You will learn to manage your time, set achievement goals and work towards deadlines to achieve success. Being creative is a part of who we are and how we perceive, process and interact with the world around us. This course will develop strong creative skills using digital platforms and photography.

The Level 1 Photo-Design is a fast paced course is recommended for students interested in developing their digital creative practice skills and knowledge. It is an excellent foundation for Level 2 courses, with the potential to lead to further opportunities and careers in Animation, Gaming, Moving Image, Special Effects, Film, Design and Photography. Please see some examples from L1 2025 below.





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:



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen
- Lisa Purda

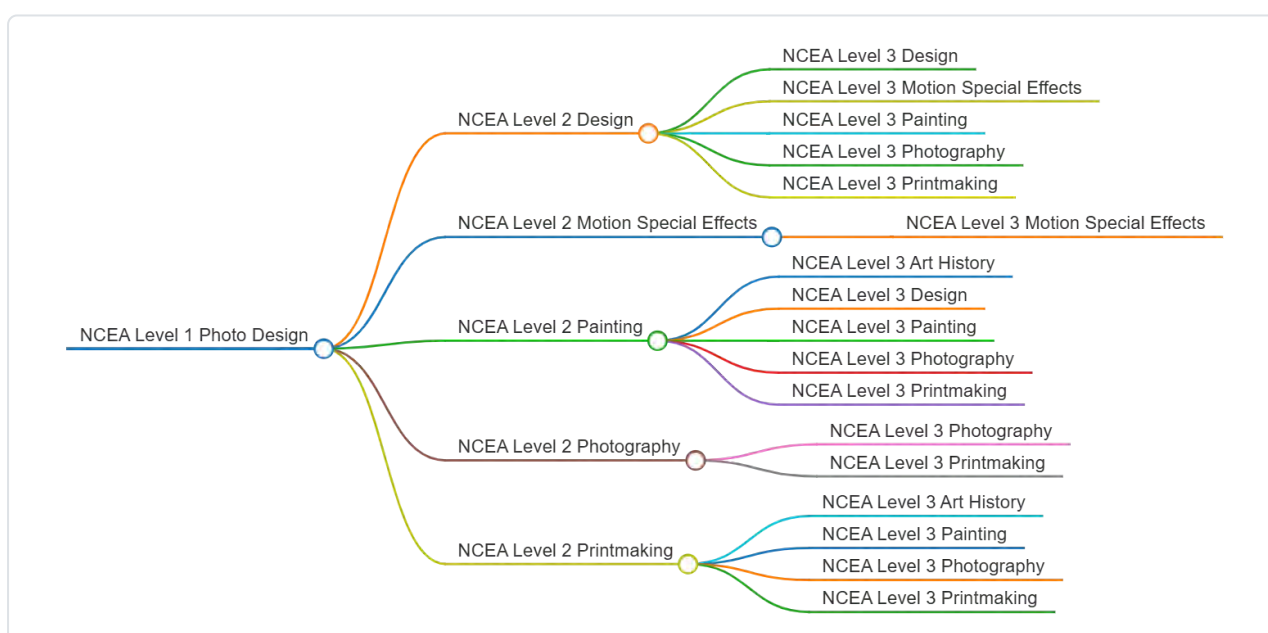
Learning Areas

Arts, Arts - Visual Arts

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.

Pathways



Students can take both Level 1 Art and Level 1 Photo-Design.

Students can take both Level 1 Toi and Level 1 Photo-Design

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

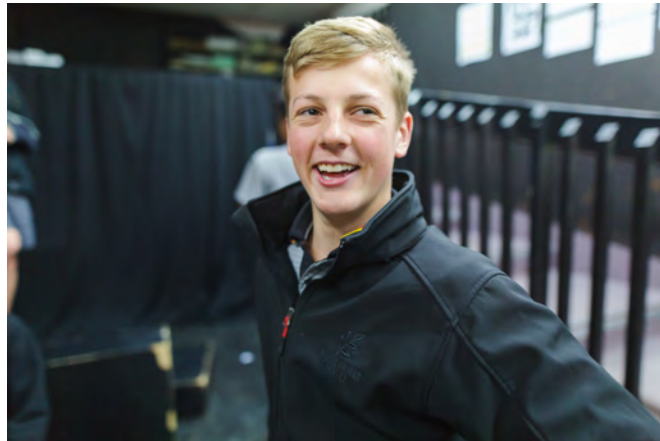
Students need to be actively involved in developing skills and making works every lesson to complete learning and assessment tasks.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91913 v4 Visual Arts 1.2 - Produce a significant 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

Arts

NCEA Level 1 Drama (1ADRA)



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.





Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

[Arts, Arts - Drama](#)

Pathways

NCEA Level 1 Drama

NCEA Level 2 Drama

NCEA Level 3 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.

Arts

NCEA Level 1 Dance (1ADAN)

LEVEL 1 DANCE

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

This course is ideal for students who wish to develop skills and express ideas through dance. You will do practical dance work each lesson, and be expected to work collaboratively with everyone in your class. Experience as a dancer is not required, however regardless of prior knowledge, students must be open-minded and aware that they will be exploring dance from a range of new aspects.

Level 1 Dance students will develop skills in a variety 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 perform all your assessment dances in the PHS Dance Showcase. We will attend out-of-school dance workshops and watch a live performance.

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

Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

Arts, Arts - Dance

Pathways



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.

Assessments

You will be assessed in this course through all or a selection of the standards listed below.

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

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91208 v3 Dance 2.4 - Perform a theatre dance to communicate understanding of the dance	2	I	4			
Total Credits:			15	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91936 v4 Dance 1.1 - Compose a dance sequence in response to a brief	1	I	5			
A.S. 91937 v4 Dance 1.2 - Perform dance sequences	1	I	6			
Total Credits:			15	0	0	0

Arts

NCEA Level 1 Art (1AART)

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 by Ashleigh Hermitte - Screen printing and acrylic paint

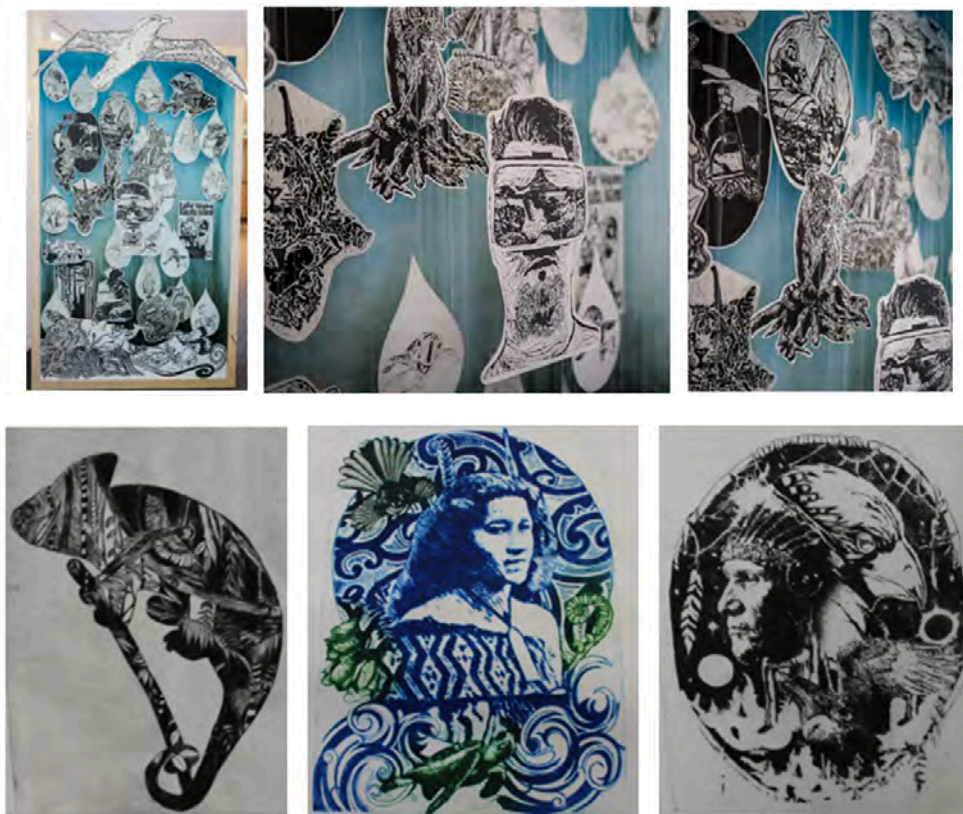
What do I learn in this course?

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 for external assessment:

1. An 8-page artist's workbook of drawings, media studies, and visual research and thinking. (5 credits)
2. A portfolio of finished art works exploring your theme. (5 credits)

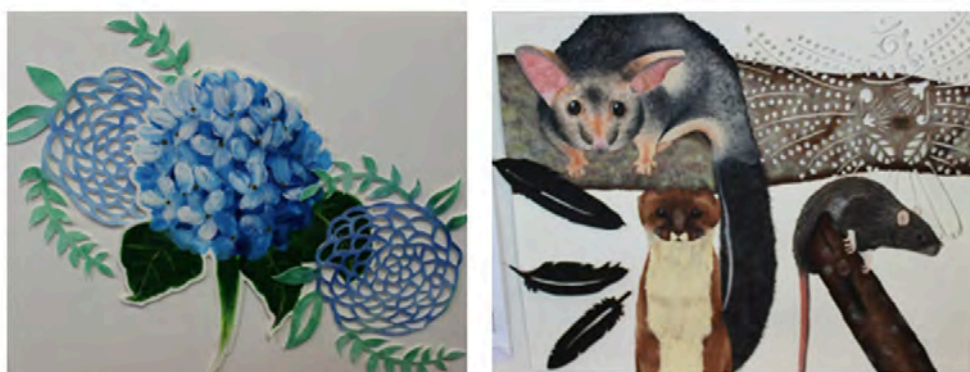
By the end of Term 1 each student will have personalised & researched the course theme. You will learn how to research, develop and extend ideas in your art workbook pages, and by making finished art works for your folio board. You will look at the works of a wide range of artists from the past and the present as inspiration. You learn to use imagination, observation, research and practical investigation to develop your ideas with increasing skill. 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, you will have a stronger understanding of your creative interests, ready for Year 12.



Images above: etching prints and lino prints by Year 11 Art students. Installation box exhibited at the Maritime Museum Gallery, 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/>

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.



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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

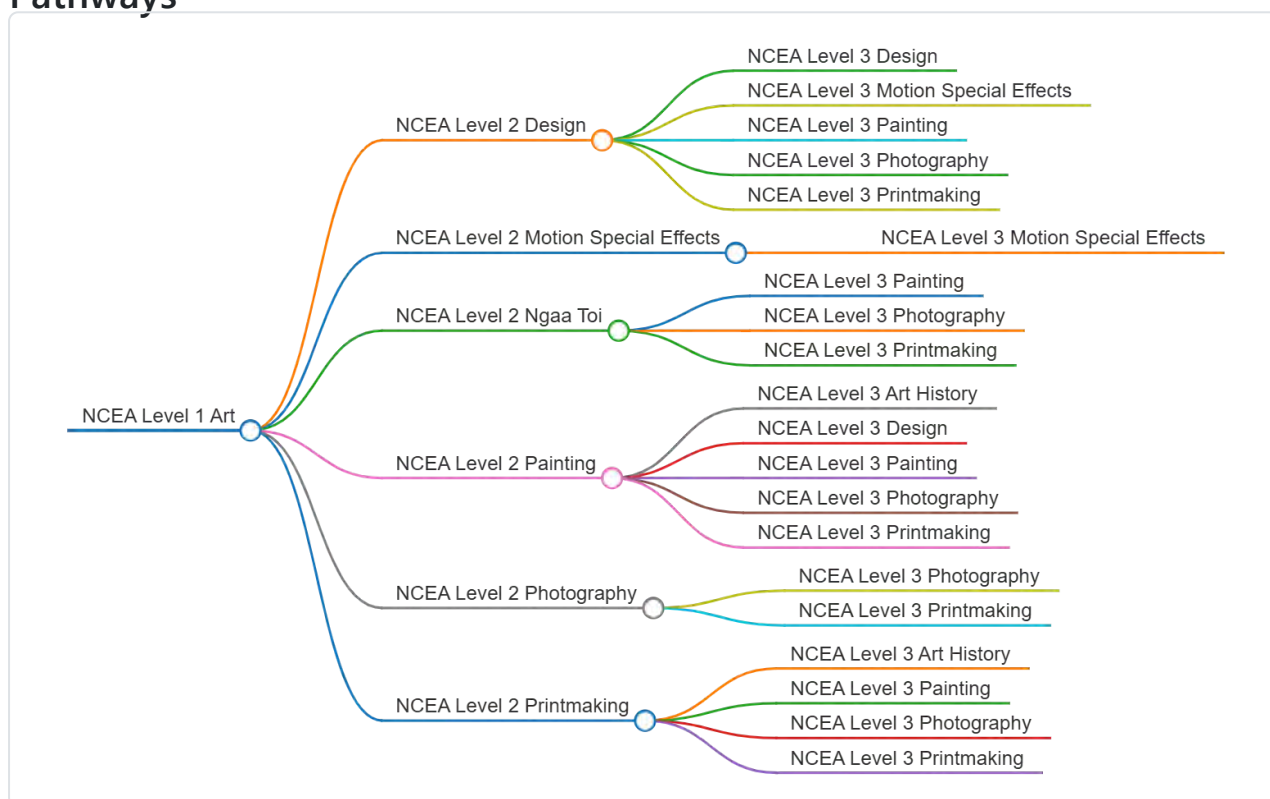
Learning Areas

Arts, Arts - Visual Arts

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.

Pathways



Students must choose either Level 1 Art, Level 1 Toi or Level 1 Photo-Design as each course uses the same achievement standards. Level 1 Art is the ideal foundation for Level 2 Art Painting and Printmaking. Photo-Design is an ideal foundation for Level 2 Design. 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. Study in the Arts will advantage and grow students in many advantageous ways, making study of art a great choice for all students, as well as providing a pathway into the creative industries.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91913 v4 Visual Arts 1.2 - Produce a significant 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

Arts - Music

NCEA Level 3 Performance Music (3AMUS)

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.



Head of Faculty - Pou Taahuu

- Steven Granshaw

Prerequisites

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 rehearsing 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.

Learning Areas

[Arts - Music](#)

Pathways

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	6	0	0

Arts - Music

NCEA Level 2 Performance Music (2AMUS)

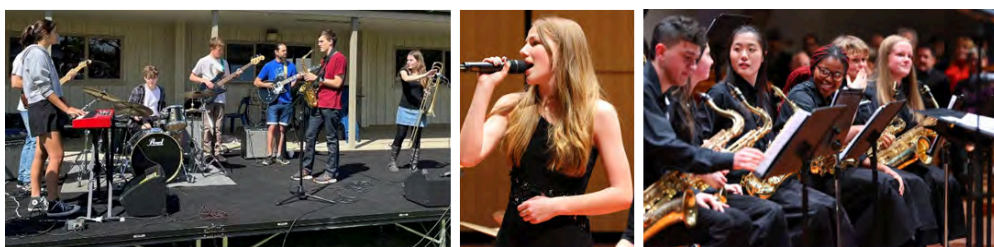
This Level 2 Music course builds on the skills you developed in Year 11. It combines practical and theoretical tasks to enhance your musicianship, understanding, and interpersonal skills. The course includes both compulsory and optional Achievement Standards, allowing you to tailor your studies to your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



Head of Faculty - Pou Taahuu

- Steven Granshaw

Prerequisites

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.

Learning Areas

Arts, Arts - Music

Pathways

NCEA Level 2 Performance Music

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 ↗	2	E	4			
Total Credits:			27	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Making Music 2.5 - Demonstrate aural understanding through written representation						
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	0

Arts - Music

NCEA Level 1 Music Performance, Production & Songwriting (1AMUS)

Year 11 Music Performance, Production & Songwriting

Develop your musicianship through NCEA while building the skills to perform, create, record, and collaborate as a contemporary musician.

This Level 1 Music course builds on the skills you developed in Year 10, blending practical and theoretical learning to enhance your musicianship, creativity, and understanding of contemporary music-making.

- Develop performance skills on your chosen instrument or voice
- Strengthen your understanding of music theory
- Create and compose original songs
- Use music technology to record, edit, produce, and share your music

This NCEA Level 1 Music course provides a strong foundation for further study in Years 12, 13, and beyond. Through practical and theoretical learning, you will develop as a performer, songwriter, producer, and musician while gaining NCEA credits.

The course integrates music technology with contemporary performance and songwriting practices. Students will learn how to develop original material, record and produce music, and collaborate effectively with other musicians. Both solo and group performance skills will be refined with guidance from expert professional musicians specialising in your chosen instrument or voice.

This course is particularly suited to students interested in guitar, bass, drums, keyboard, vocals, songwriting, and music production. It provides the first step in a pathway that can lead to advanced study in performance, composition, music technology, audio production, tertiary music programmes, and lifelong involvement in music.

Additional Opportunities:

Extra-Curricular Activities: Participate in bands, ensembles, concerts, productions, and music events beyond the classroom.

Community Performance: Gain real-world experience by performing at school and community events.

We look forward to supporting you as you develop your musical identity, express your creativity, and share your unique



Head of Faculty - Pou Taahuu

- Steven Granshaw

Prerequisites

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.

Learning Areas

Arts, Arts - Music

Pathways

NCEA Level 1 Music Performance, Production & Songwriting

NCEA Level 2 Performance Music

NCEA Level 3 Performance Music

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 connect well with others. Many Pukekohe High School graduates have gone on to study Music at tertiary level and are working musicians.

Participating in music enhances personal wellbeing. We encourage students (ākonga) to be active participants in music, rather than passive consumers of it. Ākonga can start to understand how learning music can contribute to future study

and work pathways across a wide range of areas, including the arts and media, business, community services, education, social sciences, and technology.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v4 ↗ Music 1.4 - Shape music ideas to create an original composition	1	E	5			
Total Credits:			15	0	0	0

Arts - Music

NCEA Level 1 Music Band Ensemble & Composition (1AMUB)

Develop your musicianship through NCEA while building the skills to perform, create, analyse, and collaborate as a growing musician. This Level 1 Music course builds on the skills you developed in Year 10 Band, blending practical and theoretical tasks to enhance your musicianship, understanding, and creativity.

- Develop instrumental skills on your chosen instrument.
- Develop confident solo and ensemble performance skills
- Perform and refine a range of contemporary, concert band, and jazz repertoire
- Strengthen your understanding of music theory and literacy
- Create original compositions and develop musical ideas

This NCEA Level 1 Music course provides a strong foundation for further study in Years 12,13 and beyond. Through practical and theoretical learning, you will develop as a performer, composer, and musician while gaining NCEA credits.

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 specialising in your chosen instrument. This course is the first step in a pathway that can lead to advanced music study, tertiary education, and lifelong involvement in music.

Instruments provided for the course include: tuba, trumpet, trombone, flute, clarinet, saxophone, percussion, bass guitar. These instruments are provided free of charge.

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.



Head of Faculty - Pou Taahuu

- Steven Granshaw

Career Development Services

MIT Level 3 Trades Academy (3FPTRADE)

PLEASE ENSURE YOU FILL OUT THE EXPRESSION OF INTEREST FORM WITH MRS MATTHEWS IF 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 ONE/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 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.

Courses offered in the 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

Barbering

Bakery

Workplace Office Administration

Head of Faculty - Pou Taahuu

- Gaynor Matthews

Prerequisites

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.

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.

Pathways

A MITTA programme could be the next step before you embark on your career pathway either with further learning at tertiary level or in gaining an apprenticeship. It may lead on from the Level 2 course that you did in MITTA in Level 2 or be a new course.

Vocational Pathways provide new ways to achieve NCEA Levels 2 and 3 – the foundation for success in further education and the world of work.

The Vocational Pathways help you see how your learning and achievement will be valued in the 'real world' when you look for a job and start your career. Achieving within Vocational Pathways means you have skills and knowledge that employer's value in their industries.

You can use the Vocational Pathways to see where and how your learning relates to study options and employment opportunities. Visit www.youthguarantee.net.nz to find out more.

Career Development Services

MIT Level 2 Trades Academy (2FPTRADE)

PLEASE ENSURE YOU FILL OUT THE EXPRESSION OF INTEREST FORM WITH MRS MATTHEWS IF 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 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.

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

Automotive (Full Year)

Automotive (Half Year)

Building (Full Year)

Building (Half Year)

Plumbing (Half Year)

Electrical (Half Year)

Engineering (Half Year)

Building and Landscape

Hospitality

L2 Barbering

Hairdressing

Early Childhood Education
Tourism

Floristry

Skills for Living (L1 Supported Learners)

Head of Faculty - Pou Taahuu

- Gaynor Matthews

Prerequisites

L1 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.

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.

Pathways

Vocational Pathways provide new ways to achieve NCEA Levels 2 and 3 – the foundation for success in further education at tertiary level then the world of work.

A course at MITTA for a student in Year 12 allows you to do a "taster" of a future vocational pathway for a career. It may result in you pursuing the course further at a tertiary level gaining a qualification or by doing an apprenticeship.

The Vocational Pathways help you see how your learning and achievement will be valued in the 'real world' when you look for a job and start your career. Achieving within Vocational Pathways means you have skills and knowledge that employer's value in their industries.

You can use the Vocational Pathways to see where and how your learning relates to study options and employment opportunities. Visit www.youthguarantee.net.nz to find out more.

Prerequisites

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.

Learning Areas

Arts, Arts - Music

Pathways

NCEA Level 1 Music Band Ensemble & Composition

NCEA Level 2 Performance Music

NCEA Level 3 Performance Music

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 connect well with others. Many Pukekohe High School graduates have gone on to study Music at tertiary level and are working musicians.

Participating in music enhances personal wellbeing. We encourage students (ākonga) to be active participants in music, rather than passive consumers of it. Ākonga can start to understand how learning music can contribute to future study and work pathways across a wide range of areas, including the arts and media, business, community services, education, social sciences, and technology.

ESOL - English for Speakers of Other Languages

NCEA Level 3 English for Speakers of Other Languages (3EESL)

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.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Prerequisites

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.

Learning Areas

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

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.

Pathways

3EESL supports pathways to work opportunities and to further tertiary training. However, it is not a university approved subject.

Assessments

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. 20 credits are offered at the appropriate level from the list below with some optional standards if required. This course is not a UE approved subject.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 27999 v4 ↗ Write a simple connected text on a familiar topic in English language	2	I	5			
U.S. 28000 v4 ↗	2	I	5			
Total Credits:			50	0	0	0
						120

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Write a simple text for a practical purpose in English language						
U.S. 28062 v4 ↗ Participate in a formal interview in English language	3	I	5			
U.S. 28069 v4 ↗ Write a text for a practical purpose in English language	3	I	5			
U.S. 28070 v4 ↗ Write a response for a specific purpose in English language	3	I	5			
U.S. 30980 v2 ↗ Listen to and understand a straightforward English language spoken text on a familiar topic	2	I	5			
U.S. 30982 v2 ↗ Listen to and understand an English language spoken text on a familiar topic	3	I	5			
U.S. 31002 v2 ↗ Read and understand a straightforward English language written text for a routine practical purpose	2	I	5			
U.S. 31004 v2 ↗ Read and understand an English language written text for a practical purpose	3	I	5			
U.S. 31020 v2 ↗ Participate in an interview on a familiar topic in English language	2	I	5			
Total Credits:			50	0	0	0

ESOL - English for Speakers of Other Languages

NCEA Level 2 English for Speakers of Other Languages (2EESL)

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.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Prerequisites

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.

Learning Areas

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

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.

Pathways

NCEA Level 2 English for Speakers of Other Languages

NCEA Level 3 English for Speakers of Other Languages

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

Assessments

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, Assessments at the appropriate level will be chosen from the list below to a total of 20 credits.

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 27999 v4 ↗ Write a simple connected text on a familiar topic in English language	2	I	5			
U.S. 28068 v4 ↗ Write a connected text on a familiar topic in English language	3	I	5			
U.S. 30988 v2 ↗ Listen to and understand a straightforward English language spoken interaction on a familiar topic	2	I	5			
U.S. 30990 v2 ↗ Listen to and understand an English language spoken interaction in a familiar context	3	I	5			
U.S. 30995 v2 ↗ Read and understand a straightforward English language written text on a familiar topic	2	I	5			
U.S. 30997 v3 ↗ Read and understand an English language written text on a familiar topic	3	I	5			
U.S. 31006 v2 ↗ Read and understand a range of straightforward English language written texts independently	2	I	5			
U.S. 31026 v2 ↗ Present information on a familiar topic in English language	2	I	5			
Total Credits:			40	0	0	0

ESOL - English for Speakers of Other Languages

NCEA Level 1 English for Speakers of Other Languages (1EESL)

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.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Prerequisites

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.

Learning Areas

ESOL - English for Speakers of Other Languages, English

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.

Pathways

NCEA Level 1 English for Speakers of Other Languages NCEA Level 2 English for Speakers of Other Languages NCEA Level 3 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.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 27996 v4 ↗ Write a simple text on an everyday topic in English language	1	I	5			
Total Credits:			40	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 27998 v4 ↗ Complete a simple form with personal information in English language	1	I	5			
U.S. 27999 v4 ↗ Write a simple connected text on a familiar topic in English language	2	I	5			
U.S. 30980 v2 ↗ Listen to and understand a straightforward English language spoken text on a familiar topic	2	I	5			
U.S. 30994 v2 ↗ Read and understand a simple English language written text in an everyday context	1	I	5			
U.S. 30995 v2 ↗ Read and understand a straightforward English language written text on a familiar topic	2	I	5			
U.S. 31005 v2 ↗ Read and understand a range of simple English language written texts independently	1	I	5			
U.S. 31020 v2 ↗ Participate in an interview on a familiar topic in English language	2	I	5			
Total Credits:			40	0	0	0

English

NCEA Level 3 English (3EENG)

Level 3 English helps students to develop and advance judgement, evaluation, critical response, comparison, and synthesis skills. These are important for university and the working world.

At Curriculum Level 8, students will critically respond to and evaluate visual and written texts, developing their own perspectives through their reading. They will show an insightful understanding of why and how an audience is positioned and how a text relates to other texts and contexts. Students will further integrate their knowledge of ideas, purpose, language features, and structure through their own writing.

Level 3 English is ideal for students who want to be prepared for university-level reading, writing, and evaluation, as it builds high-level academic and communication skills.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Learning Areas

English

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91472 v1 English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	3	E	4	4r,4w	Y	
Total Credits:			21	18	21	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	4r,4w	Y	
A.S. 91475 v1  English 3.4 - Produce a  selection of fluent and coherent writing which develops, sustains, and structures ideas	3	I	6	6w	Y	
A.S. 91479 v1  English 3.8 - Develop an  informed understanding of literature and/or language using critical texts	3	I	4	4r	Y	
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	18	21	0

English

NCEA Level 2 English - World Literature (2EEWL)

Level 2 World Literature

World Literature

Credits: 21

Structure: 3 Internals, 2 Externals

The course offers opportunities to engage with stories, lyrics, films, and extended texts in a range of genres from a variety of times and places. Whether you want to read and write about ordinary events and people, fantasy worlds, dystopian futures, science fiction, or critically examine the seemingly commonplace, this course is for you.

Why Choose This Course?

Perfect for those interested in exploring diverse narratives and testing their interests across different genres. A strong foundation for further academic studies.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Learning Areas

English

Contributions and Equipment/Stationery

Laptops are highly recommended. Refill paper and pens will be necessary.

Pathways

NCEA Level 2 English - World Literature

NCEA Level 3 English

English

NCEA Level 2 English - Contemporary Literature (2EECL)

Level 2 Contemporary Literature

Contemporary Literature

Credits: 15

Structure: 2 Internals, 2 Externals

The course offers opportunities to refine and further develop your reading and writing skills while engaging with contemporary short stories, song lyrics, films, and at least one extended text.

Why Choose This Course?

Ideal for students who are undecided about their academic future and want to keep options open. Enhances Reading and Writing skills for various pathways.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Learning Areas

English

Contributions and Equipment/Stationery

Laptops are highly recommended. Refill paper and pens will be necessary.

Pathways

NCEA Level 2 English - Contemporary Literature

NCEA Level 3 English

English

NCEA Level 1 English - World Literature (1EEWL)

Level 1 World Literature

Credits: 20

Structure: 2 Internal assessments and 2 External assessments

World Literature offers opportunities to engage with stories, films, lyrics, and extended texts in a range of genres from a variety of times and places. You may find yourself interpreting protest songs, political speeches, or war poetry in relation to significant historical contexts. You will also be able to develop your own writing skills as you craft pieces such as a creative description, a narrative, or a persuasive piece.

Why choose this course?

Level 1 World Literature is perfect for those interested in exploring diverse narratives and testing their interests across different genres from different time periods and places. It provides a strong foundation for further academic studies.

Head of Faculty - Pou Taahuu

- Shalini Saxena

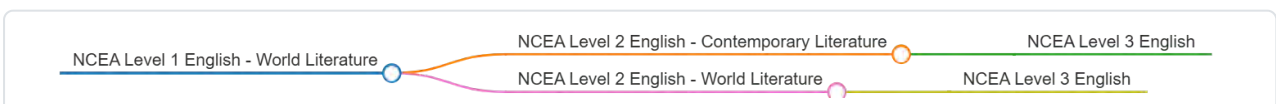
Learning Areas

English

Contributions and Equipment/Stationery

Laptops are highly recommended. Refill paper and pens will be necessary.

Pathways



English is valued in all career pathways.

English

NCEA Level 1 English - Contemporary Literature (1EECL)

Level 1 Contemporary Literature

Credits: 15

Structure: 2 Internal assessments and 1 External assessment

Contemporary Literature offers opportunities to refine and further develop reading and writing skills while engaging with contemporary short stories, films, song lyrics, and at least one extended text published within the last 25 years. You may find yourself interpreting the language of social media and Influencers, political speeches, or protest songs in relation to recent events. You will also hone your writing skills in creative and formal writing.

Why choose this course?

Level 1 Contemporary Literature is ideal for students who want to keep future options open. You will enhance your reading and writing skills to prepare you for various pathways.

Head of Faculty - Pou Taahuu

- Shalini Saxena

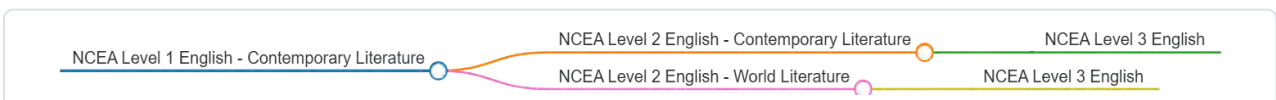
Learning Areas

English

Contributions and Equipment/Stationery

Laptops are highly recommended. Refill paper and pens will be necessary.

Pathways



English is valued in any career pathway.

Health and Physical Education

NCEA Level 3 Sport Leadership (3PSPT)



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. This course **does not** give you **university entrance**.



Learning Areas

Health and Physical Education

Head of Faculty - Pou Taahuu

• Sarah Hainsworth

Assessments

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

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 20673 v5 ↗ Demonstrate knowledge of injuries, injury prevention and risks and hazards associated with sport or recreation	3	I	5			
U.S. 22771 v4 ↗ Plan beginner-level coaching sessions for sport participants	3	I	6			
U.S. 30935 v2 ↗ 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

Optional

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91505 v2 ↗ Physical Education 3.8 - Examine contemporary leadership principles applied in physical activity contexts	3	I	4	4r		
Total Credits:			4	4	0	0

Health and Physical Education

NCEA Level 3 Sport and Exercise Science (3PPED)



This course provides a comprehensive exploration of physical activity through both a biophysical and socio-cultural lens. Students critically analyse human movement, evaluate performance-improvement programmes, and examine contemporary issues impacting sport and recreation in New Zealand. It is a **University Approved subject** essential for those looking to pursue health, exercise science, physiotherapy or a career in the sports industry.

Students need to be aware that this course is largely theory based and that it is a preparatory course for University compared to other more practical PE subjects like Sports Leadership and Outdoor Education.

Students need to be prepared to participate in a training programme during class time in preparation for the 6km off road tough guy and gal running event.

Students who take this course will participate in the secondary school Tough Guy & Gal 6km challenge, access local faculties such as fitness classes, and driving range.



Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Prerequisites

It is highly recommended that students have passed Level 2 Physical Education if you haven't taken it you will need Pou Taahuu (HOF) HPE permission to take this course.

Learning Areas

[Health and Physical Education](#)

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

The course is all internal assessments.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91498 v2  Physical Education 3.1 -  Evaluate physical activity experiences to devise strategies for lifelong well-being	3	I	4			
A.S. 91499 v3  Physical Education 3.2 -  Analyse a physical skill performed by self or others	3	I	3			
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		
Total Credits:			19	8	0	0

Health and Physical Education

NCEA Level 3 Outdoor Education (3POED)

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.





Head of Faculty - Pou Taahuu

- Sarah Hainsworth
- Michael Anderson

Prerequisites

Level 2 Outdoor Education

Learning Areas

Health and Physical Education



Contributions and Equipment/Stationery

Costs will incur with overnight trips

Assessments

All internal assessment

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 19428 v3	3	1	2			
Total Credits:			20	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Demonstrate sea kayaking skills on coastal water						
U.S. 20149 v4 ↗ Lead climb on single-pitch rock routes with bolts and in-situ anchors	3	I	2			
U.S. 20150 v4 ↗ Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above	3	I	2			
U.S. 20817 v3 ↗ Demonstrate mountain biking skills on grade 3 terrain	3	I	2			
U.S. 32836 v1 ↗ Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	3	I	3			
U.S. 32841 v1 ↗ Prepare for an overnight outdoor activity	3	I	3			
U.S. 32844 v1 ↗ Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity	3	I	3			
U.S. 32850 v1 ↗ Participate in and evaluate a self-contained multi-day trip in an outdoor context	3	I	3			
Total Credits:			20	0	0	0

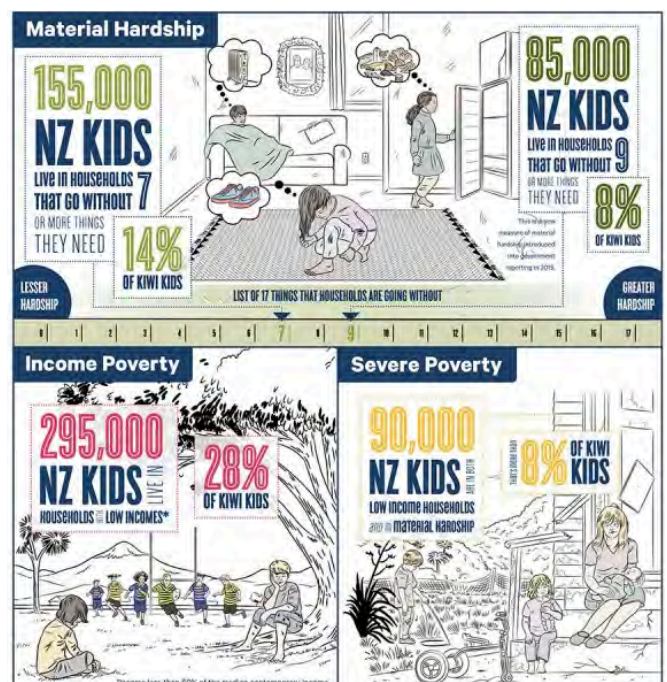
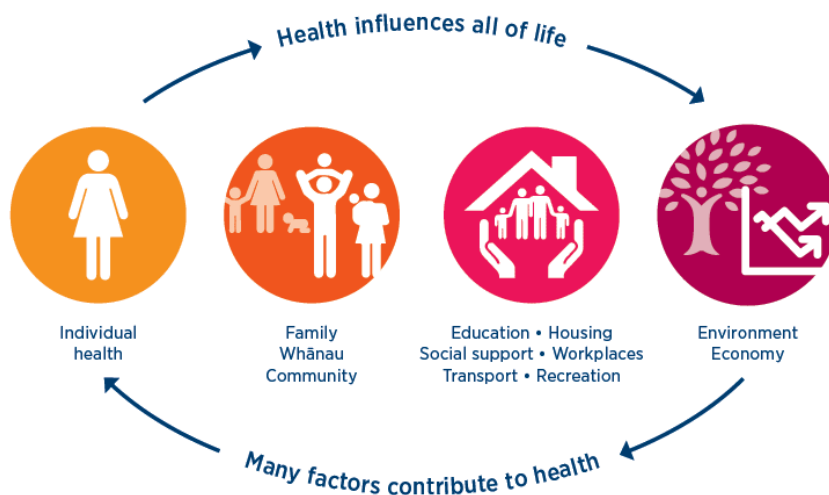
Health and Physical Education

NCEA Level 3 Health (3PHLH)

Students consolidate their understanding of the holistic Māori model of Hauora (Well-being) te whare tapa wha and investigate current New Zealand Health issues impacting individuals, others and society. 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 health issues impacting our society such as the euthanasia, vaccinations and abortions for example . Students develop greater understanding of the determinants affecting our health such as social, political, economic, cultural and 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.

This is a high literacy demanding subject so students needs to be prepare to write well and use researching skills. Having a device is strongly recommended.



Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Prerequisites

It is highly recommended that students have done Level 2 Health.

Learning Areas

Health and Physical Education

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91461 v3  Health 3.1 - Analyse a New Zealand health issue 	3	I	5	5r		
A.S. 91462 v3  Health 3.2 - Analyse an international health issue 	3	E	5	5r,5w		
A.S. 91463 v3  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	19	0	0

Health and Physical Education

NCEA Level 2 Sport Leadership (2PSPT)

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 students with opportunities to enhance their ability to relate to others through activities such as coaching and group-based problem-solving activities.

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.





Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Learning Areas

Health and Physical Education

Assessments

A combination of unit standards and achievement standards



Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 21649 v4 ↗ Demonstrate knowledge of basic anatomy to the performance of a complex sport skill	2	I	3			
U.S. 31675 v2 ↗ Demonstrate knowledge of the role and responsibilities of a coach, and of coaching beginner-level sport participants	3	I	7			
A.S. 91330 v3 ↗ Physical Education 2.4 - Perform a physical activity in an applied setting	2	I	4			
A.S. 91336 v2 ↗ Physical Education 2.10 - Analyse group processes in physical activity	2	I	3			
Total Credits:			17	0	0	0

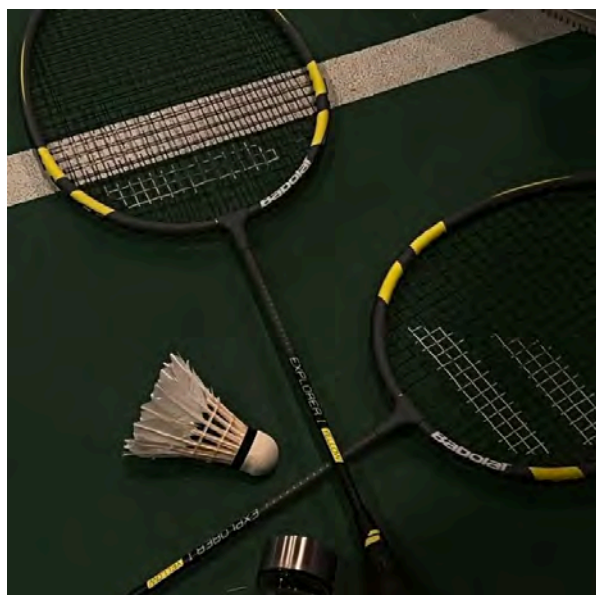
Health and Physical Education

NCEA Level 2 Physical Education (2PPED)

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 role and significance of physical activity in the lives of young people in New Zealand.

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.



Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Prerequisites

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

Learning Areas

Health and Physical Education

Pathways

NCEA Level 2 Physical Education

NCEA Level 3 Sport and Exercise Science

Assessments

This course is eligible for subject endorsement.

Student have the ability to achieve 23 Level 2 Credits in this course.

Standard 2.5 is an optional standard. The content will be taught but it is optional for students to complete.

All assessment are internal Achievement Standards

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91327 v2 ↗ Physical Education 2.1 - Examine the role and significance of physical activity in the lives of young people in New Zealand	2	I	3			
A.S. 91328 v2 ↗ Physical Education 2.2 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	2	I	5			
A.S. 91329 v2 ↗ Physical Education 2.3 - Demonstrate understanding of the application of biophysical principles to training for physical activity	2	I	4			
A.S. 91330 v3 ↗ Physical Education 2.4 - Perform a physical activity in an applied	2	I	4			
Total Credits:			19	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
setting						
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:			19	0	0	0

Optional

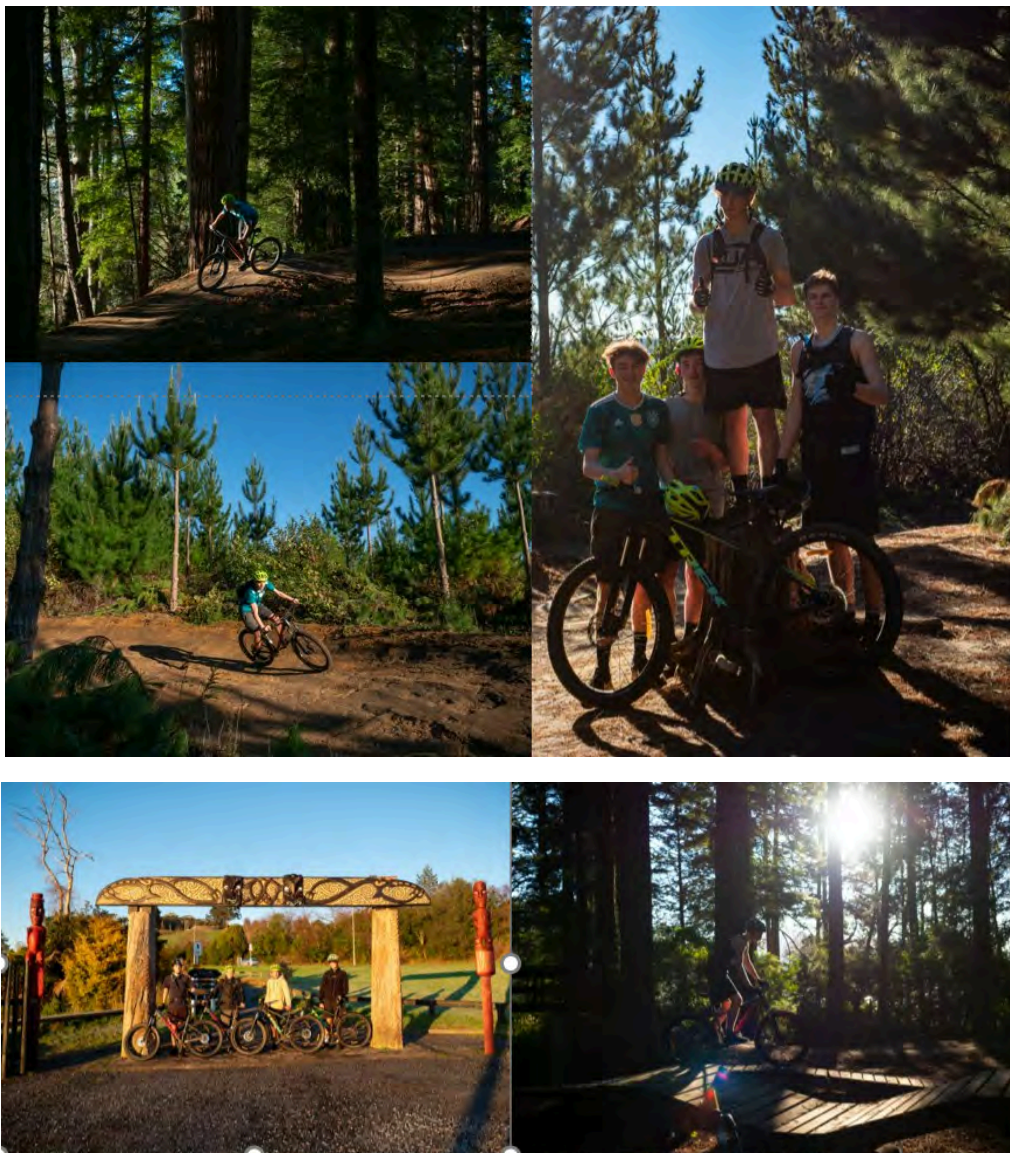
Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91331 v2 ↗ Physical Education 2.5 - Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	2	I	4			
Total Credits:			4	0	0	0

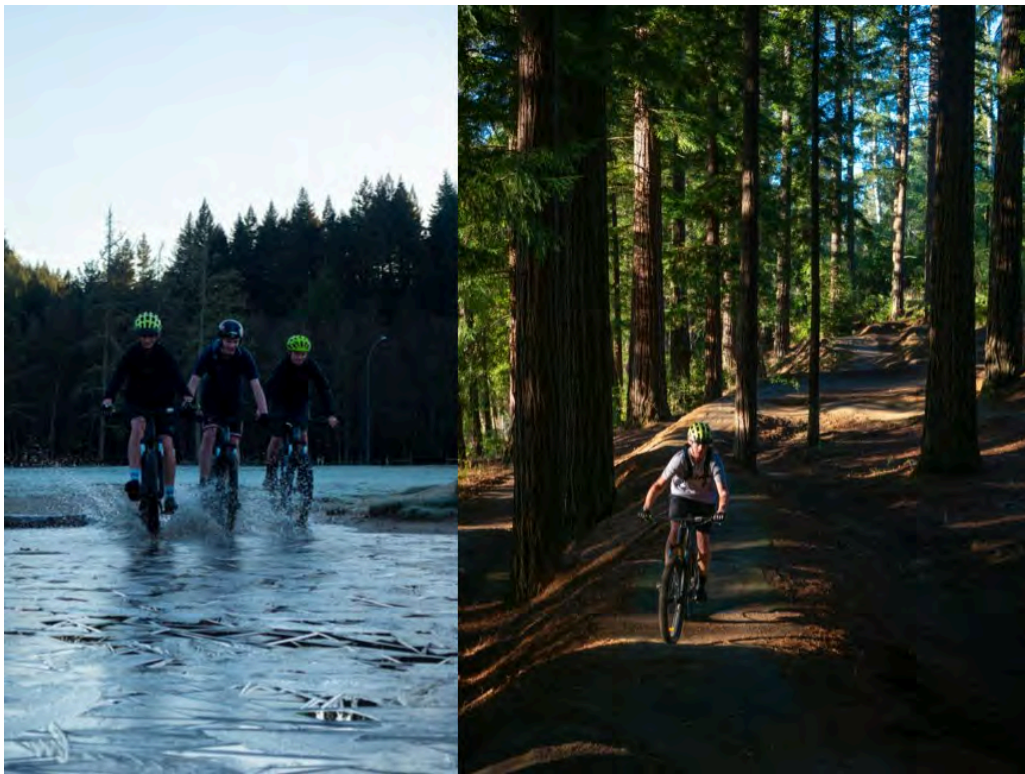
Health and Physical Education

NCEA Level 2 Outdoor Education (2POED)

Through journey-based experiences, students will learn the practical skills needed to take part in outdoor activities like rafting, 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.





Head of Faculty - Pou Taahuu

- Sarah Hainsworth
- Michael Anderson

Prerequisites

No recommended prior learning

Learning Areas

[Health and Physical Education](#)

Contributions and Equipment/Stationery

Overnight trip expenses will be required

Pathways

NCEA Level 2 Outdoor Education

NCEA Level 3 Outdoor Education

Assessments

All assessments are internally assessment unit standards

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 457 v7 ↗ Demonstrate mountain biking skills on grade 2 terrain	2	I	2			
U.S. 20138 v2 ↗ Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	2	I	2			
U.S. 20152 v3 ↗ Demonstrate basic knowledge of safe abseil techniques	2	I	1			
U.S. 20157 v3 ↗ Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2	I	2			
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. 32840 v1 ↗ Demonstrate knowledge of preparation for an outdoor activity	2	I	3			
U.S. 32843 v1 ↗ Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	2	I	3			
U.S. 32848 v1 ↗ Demonstrate paddling skills on moving water	2	I	2			
Total Credits:			19	0	0	0

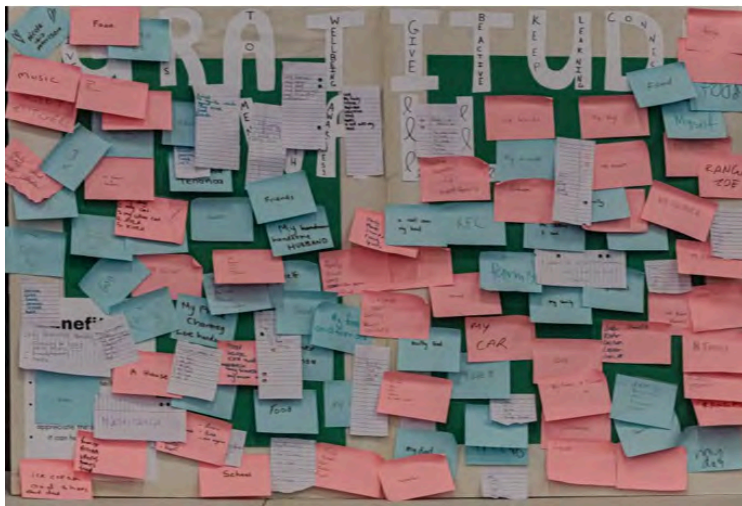
Health and Physical Education

NCEA Level 2 Health (2PHLH)

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



FIVE WAYS TO WELLBEING



Prerequisites

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

Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Learning Areas

Health and Physical Education

Pathways

NCEA Level 2 Health

NCEA Level 3 Health

Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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			
A.S. 91239 v2  Health 2.5 - Analyse issues related to sexuality and gender to develop strategies for addressing the issues	2	I	5			
Total Credits:			20	0	0	0

Health and Physical Education

NCEA Level 1 Physical Education (1PPED)





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 movement as well as how to perform 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, Fitness, Winter Sports and Rock-climbing.

Students must actively engage in practical lessons to be able to gain credits in this course.

Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Prerequisites

Students will have prior learning from Junior Physical Education Program

Learning Areas

Health and Physical Education

Pathways

NCEA Level 1 Physical Education

NCEA Level 2 Physical Education

NCEA Level 3 Sport and Exercise Science

Assessments

This course is eligible for subject endorsement.

Students will be able to gain a maximum of 15 NCEA Level 1 Achievement Standard Credits.

All Achievement Standards are internally assessed.

Standard 1.3 will be assessed during mock exam week and is externally marked.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92016 v4 ↗ Physical Education 1.1 - Apply movement strategies in an applied setting	1	I	5			
A.S. 92017 v4 ↗ Physical Education 1.2 - Demonstrate understanding of the application of strategies in group movement	1	I	5			
A.S. 92018 v5 ↗ Physical Education 1.3 - Demonstrate understanding of the influence of personal movement experiences on hauora	1	E	5			
Total Credits:			15	0	0	0

Health and Physical Education

NCEA Level 1 Health (1PHLH)

Level 1 Health is designed for students who seek to understand and support their own health and the health of others (hauora).

This course explores the influences that shape how people think, behave, and interact with the world. It provides essential knowledge about adolescent mental health, the teenage brain, and making informed decisions in various situations—including relationships, sexual health, and navigating common teenage challenges such as peer pressure, risk-taking, and social situations.

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.
- 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



Head of Faculty - Pou Taahuu

- Sarah Hainsworth

Learning Areas

Health and Physical Education

Pathways

NCEA Level 1 Health

NCEA Level 2 Health

NCEA Level 3 Health

Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92008 v4 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

Optional

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92011 v3 Health Studies 1.4 - Demonstrate understanding of strategies that enhance hauora	1	E	5			
OPTIONAL						
Total Credits:			5	0	0	0

Languages

NCEA Level 3 Japanese (3LJPN)

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 Tokyo during the Christmas break at the end of Y13.

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y12 Japanese full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

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 Mrs Mcmillan

Learning Areas

Languages

Contributions and Equipment/Stationery

Device / headphones

Pathways

By Y13 you will have developed communication skills that will allow you to cope with real situations and everyday conversations in a real life context.

You will be able to apply for Language trips and immersion opportunities in Y13 and beyond with the possibility of a year long internship in Fukuoka

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

You must complete at least 2 internals and 1 external standard to gain a minimum of 15 credits and be eligible for a course endorsement such as Achieved, Merit or Excellence endorsement

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	0

Languages

NCEA Level 3 French (3LFRE)

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

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y12 French full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y13 French course without any prior knowledge or study of the Japanese language.

Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

Learning Areas

Languages

Contributions and Equipment/Stationery

Device / headphones

Pathways

By Y13 you will have developed communication skills that will allow you to cope with real situations and everyday conversations in a real life context.

You will be able to apply for Language trips and immersion opportunities beyond Y13 .

Assessments

You must complete at least 2 internals and 1 external standard to gain a minimum of 15 credits and be eligible for a course endorsement such as Achieved, Merit or Excellence endorsement

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Languages

NCEA Level 2 Japanese (2LJPN)

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.

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y11 full year course and gained Achieved in Reading and Writing.

You cannot enroll in Y12 Japanese course without any prior knowledge or study of the Japanese language.

Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

Learning Areas

Contributions and Equipment/Stationery

a device / headphones

Pathways

NCEA Level 2 Japanese

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.

Japanese is taught up to Y13 in PHS and at university level.

By Y13 you will have developed communication skills that will allow you to cope with real situations and have small everyday conversations in a real life context.

You will be able to apply for Language trips and immersion opportunities in Y13 and beyond with the possibility of a year long internship in Fukuoka

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

You must complete at least 2 internals and 1 external standard to gain a minimum of 15 credits and be eligible for a course endorsement such as Achieved, Merit or Excellence endorsement

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v3 ↗	2	I	5			
Total Credits:			19	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Japanese 2.5 - Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts						
Total Credits:			19	0	0	0

Languages

NCEA Level 2 French (2LFRE)

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.

d) experiencing real life situations connecting with the French language ie the French film festival, dinner at a French restaurant, having a pétanque game

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

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y11 French full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

Learning Areas

Languages

Contributions and Equipment/Stationery

IB5 / a device / headphones

Pathways

NCEA Level 2 French

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

Assessments

You must complete at least 2 internals and 1 external standard to gain a minimum of 15 credits and be eligible for a course endorsement such as Achieved, Merit or Excellence endorsement

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v3 ↗ French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations	2	I	5			
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 v3 ↗ 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

Languages

NCEA Level 1 Japanese (1LJPN)

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

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y10 Japanese full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

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

Learning Areas

Languages

Contributions and Equipment/Stationery

IB5, a device and headphones

Pathways

NCEA Level 1 Japanese

NCEA Level 2 Japanese

NCEA Level 3 Japanese

Japanese is taught up to Y13 in PHS and at university level.

By Y13 you will have developed communication skills that will allow you to cope with real situations and have small everyday conversations in a real life context.

You will be able to apply for Language trips and immersion opportunities in Y12 and Y13 in Tokyo and Fukuoka

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

The communication (Writing and Reading aloud) is completed with resources.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Languages

NCEA Level 1 French (1LFRE)

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

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

You must have at least completed Y10 French full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing

Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

Learning Areas

Languages

Contributions and Equipment/Stationery

IB5 / A device / headphones

Pathways

You must have at least completed Y11 French full year and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y12 French course without any prior knowledge or study of the French language.

Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

The Communication standard (Writing and Reading aloud) is completed with the aid of resources

Most internal assessments will be completed in end of Term 2 and Term 3

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Mathematics

NCEA Level 3 Statistics (3MSTA)

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

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Prerequisites

It is prefered that students taking level 3 Statistics have taken a maths in year 12, however students will be accepted without level 2 maths, students should just be aware there will be some catch up work required.

Learning Areas

Mathematics

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91574 v2 ↗ Mathematics and Statistics 3.2 ** - Apply linear programming methods in solving problems	3	I	3			Y
A.S. 91580 v2 ↗	3	I	4			Y
Total Credits:			19	0	0	19
						170

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Mathematics and Statistics 3.8 ** - Investigate time series data						
A.S. 91581 v2 Mathematics and Statistics 3.9 ** - Investigate bivariate measurement data	3	I	4			Y
A.S. 91582 v2 Mathematics and Statistics 3.10 - Use statistical methods to make a formal inference **	3	I	4			Y
A.S. 91585 v2 Mathematics and Statistics 3.13 - Apply probability concepts in solving problems **	3	E	4			Y
Total Credits:			19	0	0	19

Mathematics

NCEA Level 3 General Mathematics (3MGEN)

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.

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Prerequisites

Whilst having completed any maths course at level 2 is preferred, students are able to pick up this course if they did not take maths at level 2.

Learning Areas

Mathematics

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91574 v2 ↗ Mathematics and Statistics 3.2 ** - Apply linear programming methods in solving problems	3	I	3			Y
A.S. 91576 v2 ↗	3	I	2			Y
Total Credits:			16	0	0	16
						172

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Mathematics and Statistics 3.4 ** - Use critical path analysis in solving problems						
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

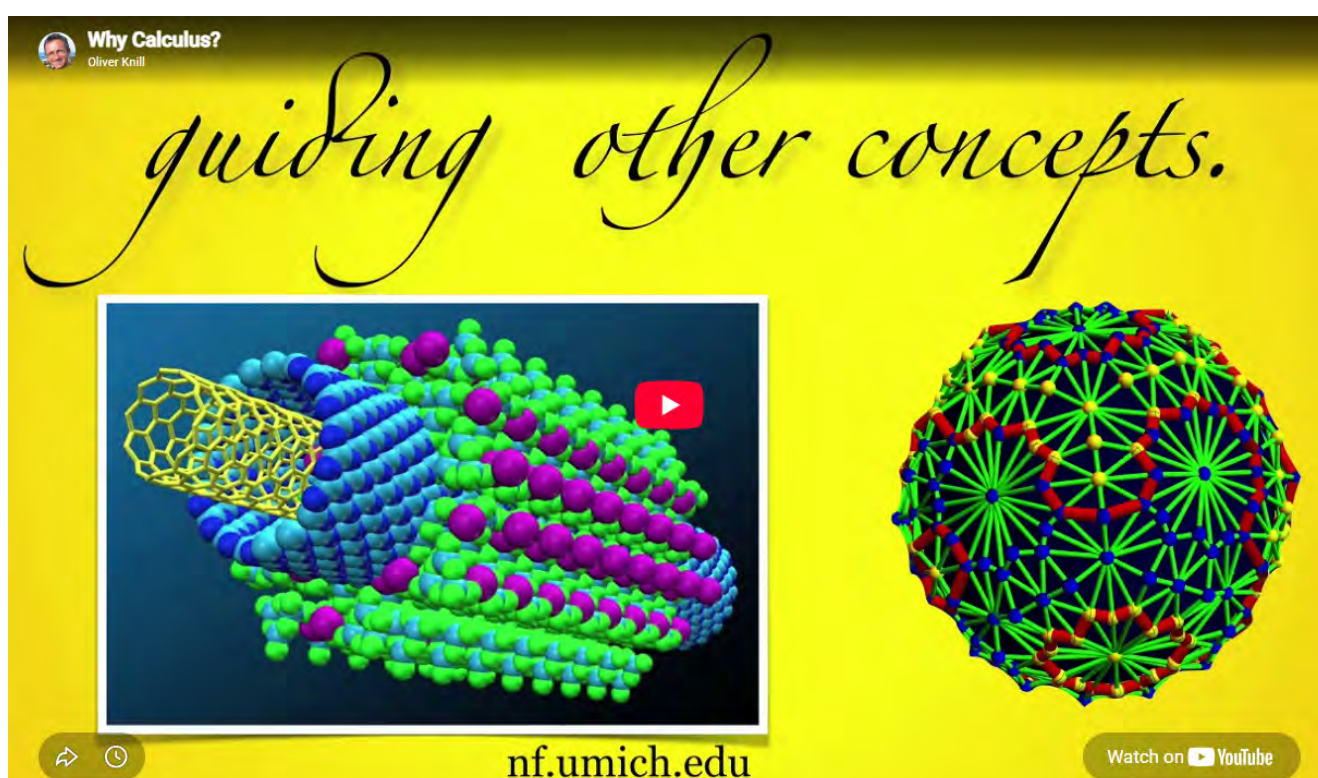
Mathematics

NCEA Level 3 Calculus (3MCAL)

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.



Head of Faculty - Pou Taahuu

- Amy Price-Williams

Prerequisites

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.

Learning Areas

Mathematics

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91575 v2  Mathematics and Statistics 3.3 ** - Apply trigonometric methods in solving problems	3	I	4			Y
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

Mathematics

NCEA Level 2 Mathematics with Statistics (2MSTA)

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

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

Mathematics

Pathways

NCEA Level 2 Mathematics with Statistics

NCEA Level 3 Statistics

Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91260 v3  Mathematics and Statistics 2.5 - Apply network methods in solving problems	2	I	2			Y
A.S. 91264 v3 	2	I	4			Y
Total Credits:			15	0	0	15

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Mathematics and Statistics 2.9 - Use statistical methods to make an inference						
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

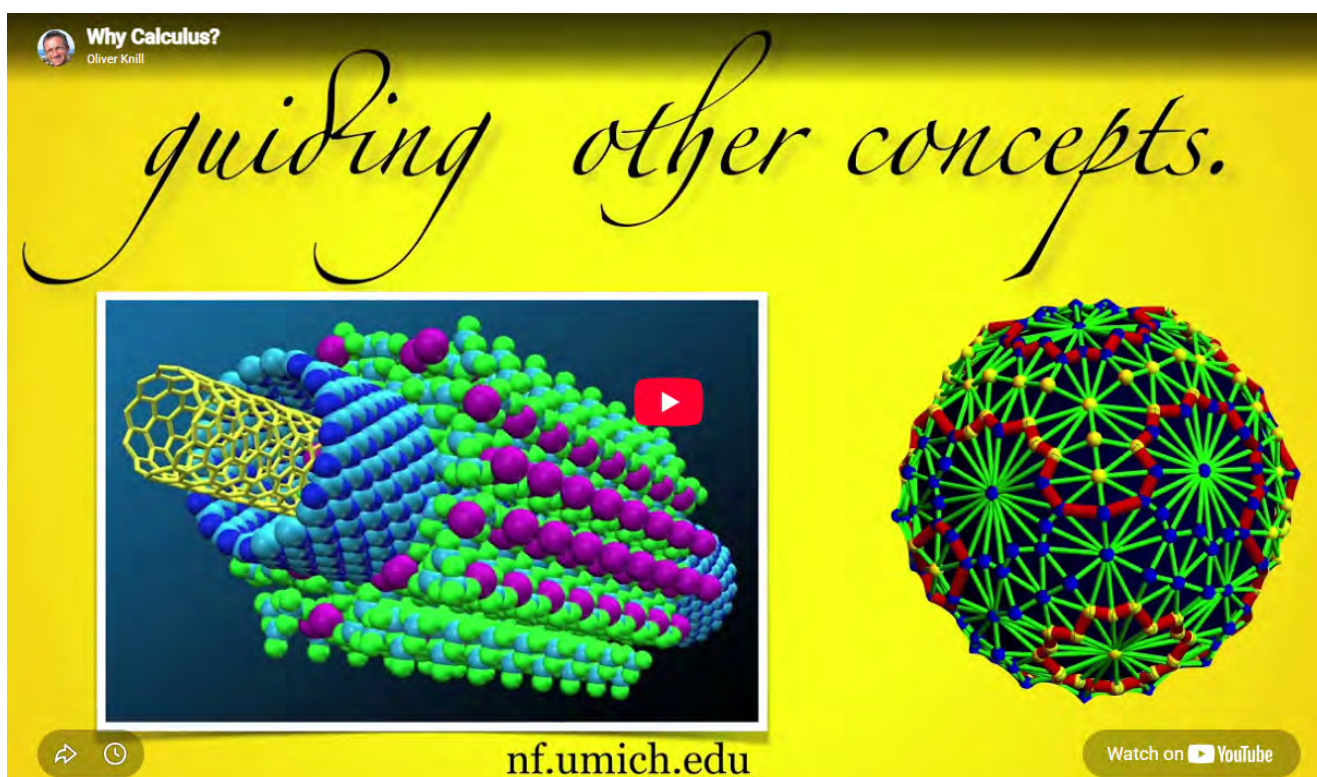
Mathematics

NCEA Level 2 Mathematics with Algebra (2MMAT)

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.



Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

Mathematics

Pathways

NCEA Level 2 Mathematics with Algebra

NCEA Level 3 Calculus

NCEA Level 3 General Mathematics

NCEA Level 3 Statistics

Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91256 v3 ↗ Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	2	I	2			Y
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

Mathematics

NCEA Level 2 General Mathematics (2MGEN)

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.

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

Mathematics

Pathways



Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	2	E	5			Y
Total Credits:			18	0	0	18
						180

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Mathematics and Statistics 2.7 - Apply calculus methods in solving problems						
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
Total Credits:			18	0	0	18

Mathematics

NCEA Level 1 Mathematics with Statistics (1MSTA)

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.

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

Mathematics

Pathways

NCEA Level 1 Mathematics with Statistics

NCEA Level 2 Mathematics with Statistics

NCEA Level 3 Statistics

Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91944 v4 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	1	I	5			Y
Total Credits:			15	0	0	15

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
explore problems that relate to life in Aotearoa New Zealand or the Pacific						
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

Mathematics

NCEA Level 1 Mathematics Core (1MMAT)

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.

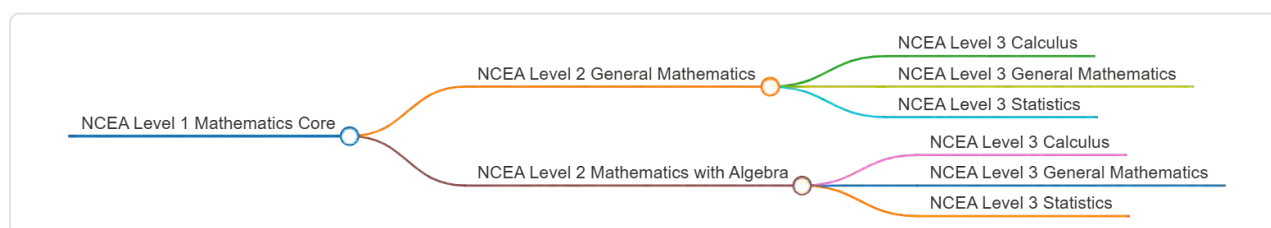
Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

Mathematics

Pathways



Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91944 v4  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

Science

NCEA Level 3 Physics (3SPHY)

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.

Head of Faculty - Pou Taahuu

- Molly Vale
- Sharon Abitbol

Prerequisites

It is recommended that students have gained at least the 12 external credits at NCEA Level 2 Physics (Mechanics and Electromagnetism) 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.

Learning Areas

[Science](#)

Science

NCEA Level 3 General Science (3SGEN)

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 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 ocean chemistry and the physical environment. Students will develop research and critical thinking skills through investigating a socio-scientific issue.

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.

Head of Faculty - Pou Taahuu

- Molly Vale
- Dinesh Gosai

Prerequisites

It is recommended that students have studied a science subject at NCEA Level 2.

A personal device is highly recommended to support learning.

Learning Areas

Science

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91389 v2  Chemistry 3.3 - Demonstrate understanding of chemical ***	3	I	3	3r,3w		
Total Credits:			19	15	0	0
						187

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
processes in the world around us						
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. 91413 v3 ↗ Earth and Space Science 3.4 - ** Demonstrate understanding of processes in the ocean system	3	E	4	4r,4w		
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:			19	15	0	0

Science

NCEA Level 3 Chemistry (3SCHE)

Students will gain an understanding of fundamental material world concepts to prepare them for further science study at tertiary level. Students will develop/modify a plan to carry out a quantitative investigation, do calculations and write a report based on the trend of their independent variable. 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.

Head of Faculty - Pou Taahuu

- Molly Vale
- Nalini Singh

Prerequisites

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. The course is content rich and require a high level of literacy and numeracy skills. Taking level 3 math would be an advantage.

Learning Areas

[Science](#)

Science

NCEA Level 3 Biology (3SBIO)

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.

Head of Faculty - Pou Taahuu

- Molly Vale

Prerequisites

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.

Learning Areas

Science

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Students wishing to enter pathways requiring 18 credits in Level 3 Biology will be offered the BIO 3.5 external standard. This will be taught outside of class time.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91601 v2  Biology 3.1 - Carry out a practical investigation in a **	3	I	4			
Total Credits:			16	12	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
biological context, with guidance						
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 v3 ↗ Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment **	3	I	3	3r		
A.S. 91606 v2 ↗ Biology 3.6 - Demonstrate understanding of trends in human evolution **	3	E	4	4r,4w		
Total Credits:			16	12	0	0

Science

NCEA Level 3 Agricultural and Horticultural Science (3SAGH)

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.

Head of Faculty - Pou Taahuu

- Molly Vale
- David Matthews

Prerequisites

It is recommended that students have studied 2SAGR and/or 2SHOR.

Learning Areas

[Science](#)

Science

NCEA Level 2 Physics (2SPHY)

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 forces and torque, free-fall, circular motion, inertia, momentum and projectile motion. In Electricity students will learn about electric fields, Direct Current (DC) circuits and magnetic fields.

This course is essential for students who intend to study Science, Engineering or Biomedical Science at University in the future.

Head of Faculty - Pou Taahuu

- Molly Vale
- Sharon Abitbol

Prerequisites

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.

Learning Areas

Science

Pathways



Science

NCEA Level 2 Horticulture (2SHOR)

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.

Head of Faculty - Pou Taahuu

- Molly Vale
- David Matthews

Prerequisites

It is recommended that students have studied 1SAGH.

Learning Areas

Science

Pathways

NCEA Level 2 Horticulture

NCEA Level 3 Agricultural and Horticultural Science

Science

NCEA Level 2 General Science (2SGEN)

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.

Head of Faculty - Pou Taahuu

- Molly Vale
- Dinesh Gosai

Learning Areas

[Science](#)

Pathways

NCEA Level 2 General Science

NCEA Level 3 General Science

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	2	I	4			
Total Credits:			18	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Earth and Space Science 2.3 - Investigate geological processes in a New Zealand locality						
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

Science

NCEA Level 2 Earth and Space Science (2SESS)

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.



Head of Faculty - Pou Taahuu

- Molly Vale
- Sarah Tonorio

Prerequisites

It is recommended that students have strong literacy and research skills. We will help to develop these skills over the course.

Learning Areas

[Science](#)

Pathways

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91187 v2 Earth and Space Science 2.1 - Carry out a practical Earth and Space Science investigation	2	I	4			
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

Science

NCEA Level 2 Chemistry (2SCHE)

Through a range of practical chemistry investigations students will develop an understanding of fundamental material world concepts and its application. Students will develop critical thinking skills as they link observations to theory and will explore the use of a range of scientific symbols and vocabulary.

Students will understand how chemical reactions occur and be better prepared for further science study. They will gain an understanding of oxidation-reduction reaction, solve quantitative problems, make qualitative observations and link it to species present, explain different types of bonding and structure in solids and relate this to the different uses of materials based on its properties. They will analyse chemical reactivity and understand that most reaction occur in equilibrium. Students will learn the application of the above in the real world by having hands on activities such as practical, experiments and demonstrations. Chemistry builds on the basic knowledge students gained in junior classes and in AS92021 at level 1.

Students who wish to take Level 3 Chemistry, need to take this course.

Head of Faculty - Pou Taahuu

- Molly Vale
- Nalini Singh

Prerequisites

It is recommended that students were confident with the AS92021 Chemical reactions standard at Level 1 as this forms a basic learning in Chemistry. This course is content-rich and requires good literacy and numeracy skills. Taking Math would be an advantage as some calculations are involved.

Learning Areas

Science

Pathways



Science

NCEA Level 2 Biology (2SBIO)

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 junior school and 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.

Head of Faculty - Pou Taahuu

- Molly Vale
- Samantha Hansen

Prerequisites

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.

Learning Areas

Science

Pathways



Assessments

This course is eligible for subject endorsement.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91155 v2 Biology 2.3 - Demonstrate understanding of adaptation of	2	I	3			
Total Credits:			18	4	0	0
						200

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
plants or animals to their way of life						
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	4	0	0

Science

NCEA Level 2 Agricultural Science (2SAGR)

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.



Head of Faculty - Pou Taahuu

- Molly Vale
- David Matthews

Prerequisites

L1SAGH - not compulsory but students will do better if they have a good foundation knowledge from Level 1

Learning Areas

[Science](#)

Pathways

NCEA Level 2 Agricultural Science

NCEA Level 3 Agricultural and Horticultural Science

Science

NCEA Level 1 Science In Context (1SSCC)

Science in context is a level 1 course for those students who are interested in science to understand how the world works, and want a broad foundation in science. The three main strands of science are covered: chemistry, physics, and biology. Students will complete three internal standards.

Students will learn about the biology and life processes of microbes, how the environment impacts their survival, and in turn, how they impact the environment. They will also learn about chemical reactions, how to identify reactants and products through observation, and how to apply this knowledge to real life contexts. Finally, students will be using a practical investigation in the context of physics to gather primary data, process it, and draw relevant conclusions linked to physics concepts. 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 and their daily lives. Students will explore the use of a range of scientific symbols and vocabulary.

Students will be able to take senior biology, chemistry, and general science, but will require head of physics approval to take senior physics. It is recommended that students that take this course choose one senior science subject in Y12.

Standards:

CB1.1 – Microbes and the environment (Internal – 5 credits)

CB1.2 – Chemical reactions (Internal – 6 credits)

PES1.2 – Physics investigation (Internal – 5 credits)

Total credits: 16

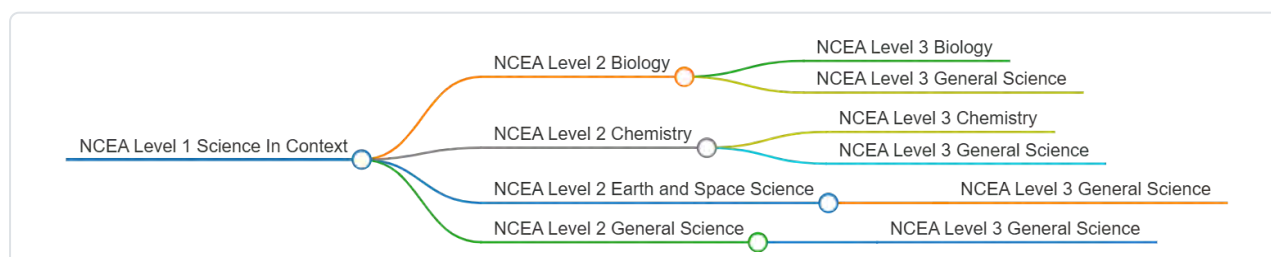
Head of Faculty - Pou Taahuu

- Molly Vale

Learning Areas

Science

Pathways



If students wish to pathway into 2SPHY they are advised to take 1SGEN.

Science

NCEA Level 1 Science General (1SGEN)

This course aims to provide students with a solid foundation of fundamental biological, physical, and material world concepts to prepare them for further science study. In 2027 there will be three standards that cover the main strands of science:

- 1) A chemistry-based internal standard: chemical reactions, and how to apply these to real-life situations.
- 2) A biology-based internal standard: life processes of microorganisms, how the environment impacts these life processes, and in turn how they impact the environment around them.
- 3) A physics-based external standard: investigating and solving problems relating to physical energy concepts - mechanical energy, thermal energy, and electrical energy. The final topic will look into the

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: The chemical investigations internal is worth 6 credits, and the microorganisms and their environment is worth 5.
- One external assessment: this topic will have an end of topic test, a grading exam, and a final exam in November. The external assessment is worth 5 credits.
- There are 16 credits overall available in the L1 NCEA science course.

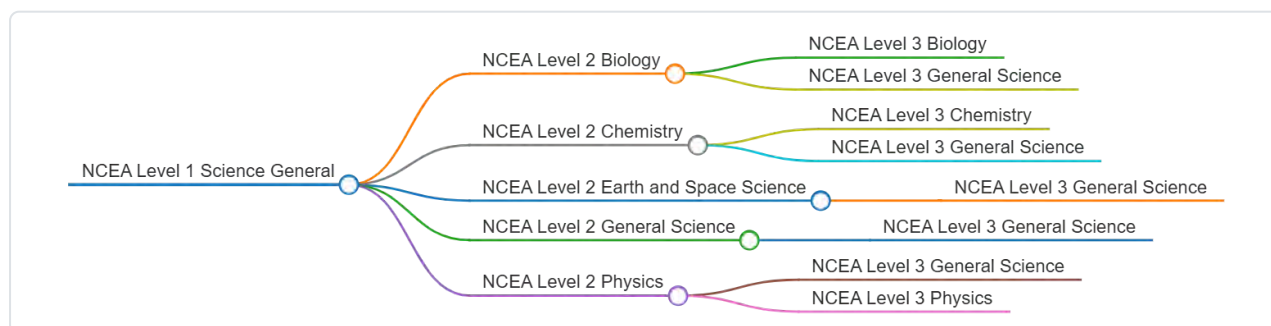
Head of Faculty - Pou Taahuu

- Molly Vale

Learning Areas

Science

Pathways



Science

NCEA Level 1 Agricultural and Horticultural Science (1SAGH)

NB: When selecting this option course you are FIRST required to select 1SGEN-Level 1 Science General or 1SSCC-Level 1 Science in Context, 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.

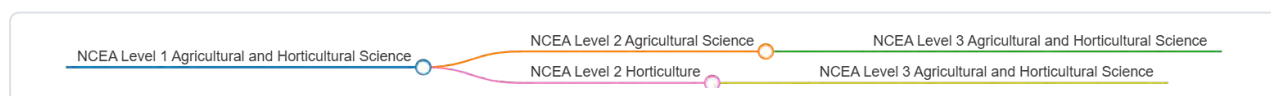
Head of Faculty - Pou Taahuu

- Molly Vale
- David Matthews

Learning Areas

Science

Pathways



Social Sciences

NCEA Level 3 Tourism (3ZTSM)

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.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

None required.

Learning Areas

[Social Sciences](#)

Pathways

Tourism was 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.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 3727 v11 ↗ Demonstrate knowledge of Pacific Island countries as visitor destinations	3	I	5			
U.S. 18228 v4 ↗ Demonstrate knowledge of specific New Zealand regions as tourist destinations	3	I	8			
U.S. 25508 v4 ↗ Demonstrate knowledge of world travel geography	3	I	3			
U.S. 33212 v1 ↗ Describe and analyse the economic, socio-cultural, and environmental impacts of tourism	3	I	5			
Total Credits:			21	0	0	0

Social Sciences

NCEA Level 3 Psychology (3ZPSY)

Level 3 Psychology is for students who are passionate about the subject and are willing to work hard -success in L2 Psychology is essential when selecting this course. If you are unsure, please see the Head of Department - Mrs Reynolds before selecting.

The method of delivery for Level 3 means students have a choice in ALL internals, this means that students will have to comprehensively research their chosen topics and read extensive research done by Psychologists. There is a comprehensive website to assist each student.

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.

Head of Faculty - Pou Taahuu

- Ben Silk
- Eleanor Reynolds

Prerequisites

Only students who have taken, and been successful in L2 Psychology can select L3 Psychology.

Success in L3 Psychology is grounded in students' ability to be able to read a significant number of academic texts, manage their time well and have a clear focus on what field of Psychology they wish to do a deep dive into.

Students must also have a full laptop for Level 3 Psychology as the entire course is digital and extensive research is required for every standard.

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.

Assessments

You will be assessed in this course through all or a selection of the standards listed below.

All assessments are done digitally.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	16	0	0

Social Sciences

NCEA Level 3 People and Society (3ZPAS)

Want to understand the world and make a real difference?

People and Society is an engaging course that explores how people, communities, and societies work. You will investigate important social issues, understand different perspectives, and learn how individuals can create positive change.

This course combines ideas from sociology, politics, philosophy, environmental studies, and cultural studies to help you understand why people think and act the way they do, and how these actions shape society.

A unique feature of this course is that you can explore social issues that matter to you. Past students have investigated topics such as:

Mental Health Climate Change Poverty and Inequality Pink Tags Black Lives Matter Criminalization of poverty

You will develop valuable skills in critical thinking, research, communication, and social action all of which prepare you for further study, leadership, and active citizenship.

The course provides opportunity to identify a social issue, design your own action plan, and see it through from idea to impact. This hands-on experience empowers you to use your voice, advocate for change, and make a meaningful difference in your community and beyond.

People and Society is for students who are curious, passionate, and ready to make a difference.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

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.

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessments will be completed as written reports.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91597 v3  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 v3  Social Studies 3.5 - Examine a campaign of social action(s) to influence policy change(s) ***	3	I	4	4r		
Total Credits:			20	20	0	0

Social Sciences

NCEA Level 3 Media Studies (3ZMES)

Media is one of the most powerful forces in today's world, shaping opinions, spreading information, and influencing culture. In this course, students don't just study media — they create it.

Success in Media Studies requires **creativity, a strong work ethic, and the ability to work well in a team.** This is especially important for the 10-credit combined internal assessments, where students collaborate to plan, film, and edit a short film or documentary (8–10 minutes). While editing is completed in class, filming will require commitment outside of school hours. **It is highly recommended that students taking Level 3 Media studies have taken and been successful in Level 2 Media Studies.**

Students will explore a major development in media — such as the evolution of CGI or animation — before moving into production work. Later in the year, students will complete a Genre Study, focusing on Dystopian texts and the theme of control through technology, analysing how these ideas reflect real-world issues.

Please note:

All students must have their own digital device (a full laptop - tablets are not suitable) from the start of the year. Access to technology is essential for research, planning, and production work, and is crucial for success in this course.

Career Pathways:

Media Studies builds valuable digital and communication skills relevant to careers in journalism, filmmaking, advertising, broadcasting, social media, and public relations — industries that continue to grow across Aotearoa.

Head of Faculty - Pou Taahuu

- Ben Silk
- Eleanor Reynolds

Prerequisites

It is **HIGHLY RECOMMENDED** that students have 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.

ALL students MUST have a full laptop to take 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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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. 91496 v2  Media Studies 3.7 -   Demonstrate understanding of a significant development in the media	3	I	3			
Total Credits:			17	4	0	0

Social Sciences

NCEA Level 3 History (3ZHIS)

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 includes an **in-depth study of a contested event**. Students will look at how and why the event is contested, different historical perspectives of the event, and how it is of significance to New Zealanders. Previous events studied have included **The Israel Palestine Conflict and The Decision to Drop the Bomb on Japan**.

Students will become an 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 research, and evaluating their research process.

Students will develop skills in research, writing, and making arguments, whilst using evidence to assess validity and form conclusions.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Level 2 History and/or Social Studies and/or Classical Studies and/or Psychology. 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.

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.

Pathways

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.....

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91434 v4  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 v3  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	19	0	0

Social Sciences

NCEA Level 3 Geography (3ZGEO)

Geography is the study of the world and how people and places interact. If you want a deeper understanding of the world and how it works, then Geography is for you.



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.

Exploring Polyfest



From a geographic perspective, learn about Polyfest as a significant contemporary event - why it's important, how it's planned and what impact it has. This will include a visit to the festival where you will observe the impacts first-hand and in groups you will also collect data for your geographic research.

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 2-night 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.

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.



Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Completion of either NCEA Level 1 and/or 2 Geography is highly recommended but not mandatory for enrollment in this course. The ability to work both independently and in groups is critical, along with the ability to engage with various texts and write reports.

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.

Pathways

University course and pathways into employment

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v3  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	14	0	0

Social Sciences

NCEA Level 3 Classical Studies (3ZCLS)

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
- Ancient Greek and Roman Comedy - Aristophanes' *The Wasps* and Plautus' *The Swaggering Soldier*
- Development of comedy over time
- Roman Art & Architecture

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

L2 Classical Studies.

Learning Areas

[Social Sciences](#)

Contributions and Equipment/Stationery

Personal Device (Laptop) or 2B5

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessments can be completed in a variety of assessment formats - including, written report, podcast, script, and commentary video.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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:			22	22	0	0

Social Sciences

NCEA Level 2 Tourism (2ZTSM)

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.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Non required. Open to anyone.

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.

Pathways

NCEA Level 2 Tourism

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.

Assessments

This is a unit standards course which is fully internally assessed.
Most assessments are open book.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v6 ↗ 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

Social Sciences

NCEA Level 2 Psychology (2ZPSY)

Psychology is the study of how people think, feel, and behave. In this course, you'll learn about three key approaches to psychology and how to use them to explain behaviour. You'll also carry out your own research, look at how a big debate in psychology has changed over time, and learn about ethics by studying an experiment that went too far.

There is a lot of reading and writing in this subject. You'll need to be ready to read about theories and studies, and write clear explanations using evidence. **To do well, you must attend at least 90% of classes, as each lesson builds on the last and all lesson notes are written by hand.**

Psychology helps you build skills in understanding others, thinking critically, and communicating clearly. You'll also learn how to look at research and use facts to back up your ideas.

This course is a great start for future careers in areas like counselling, social work, teaching, marketing, and human resources. It also helps you grow personally by learning more about yourself and the people around you.

Head of Faculty - Pou Taahuu

- Ben Silk
- Eleanor Reynolds

Prerequisites

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.

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.

Pathways

NCEA Level 2 Psychology

NCEA Level 3 Psychology

Interest in Psychology is on the up and places for tertiary courses are very competitive (especially for specialised areas such as clinical psychology). This course would start your journey in psychology and allow you to gain a foundational knowledge of what future tertiary courses will entail.

Assessments

You will be assessed in this course through all or a selection of the standards listed below.

Research and report writing required in all standards

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v2 ↗ 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	16	0	0

Social Sciences

NCEA Level 2 People and Society (2ZPAS)

You can take this course without having studied it in Level 1.

Explore the World. Find Your Voice. Make an Impact.

Level 2 Social Studies is an exciting course that helps you understand people, cultures, communities, and the forces that influence society. You will investigate real-world issues, explore diverse perspectives, and develop the skills to become an informed and active citizen. This course allows you to:

- **Investigate Real Issues** Explore topics that matter, such as human rights, social justice, environmental sustainability, inequality, migration, culture, identity, and global challenges
- **Have Your Voice Heard** Learn how to analyse issues, debate ideas, and confidently express your opinions using evidence and research
- **Understand Different Perspectives** Discover how people's values, beliefs, and experiences influence the way they see and respond to the world.
- **Take Action** Move beyond learning about issues explore ways to create positive change and make a meaningful impact in your community.

Be Curious. Be Informed. Be a Changemaker.

Level 2 Social Studies is for students who want to understand society, challenge ideas, and make a positive difference in the world.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Level 1 Social Science Studies, History or Geography is recommended but not required.

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.

Assessments

Assessments will be completed as written reports.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91280 v3 ↗ Social Studies 2.2 - Conduct a reflective social inquiry	2	I	5	5r		
A.S. 91281 v2 ↗ Social Studies 2.3 - Describe how cultural conflict(s) can be addressed	2	E	4			
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:			18	9	0	0

Social Sciences

NCEA Level 2 Media Studies (2ZMES)

Media is one of the most powerful forces in today's world, shaping opinions, spreading information, and influencing culture. In this course, students don't just study media — they create it.

Success in Media Studies requires creativity, a willingness to try new ideas, and the ability to work independently and collaboratively. Students must also have their own digital device from the start of the year, as access to technology is essential for planning, research, and media production.

Students will plan and produce a media product designed for a specific target audience, making sure it clearly reflects the conventions of its form (e.g. music video, short film, advertisement). Alongside this, students will study key narrative features and apply their understanding to modern texts. Later in the year, they will complete a Genre Study focused on the Horror genre, examining how it has evolved over time in response to changing audiences, technologies, and social concerns.

Career Pathways:

Media Studies develops practical and creative skills relevant to a wide range of careers, including journalism, filmmaking, advertising, social media, broadcasting, and public relations. Students gain early experience using digital tools and media concepts that are increasingly vital in the modern world.

Head of Faculty - Pou Taahuu

- Ben Silk
- Eleanor Reynolds

Prerequisites

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 subject will have a practical element; students are expected to participate in both practical and written work. Practical work may require time spent outside of class time, so students must be able to commit to this possibility.

Learning Areas

[Social Sciences](#)

Contributions and Equipment/Stationery

A personal laptop is essential for this course (this MUST be a full laptop with keyboard - tables are not permitted). If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Pathways

NCEA Level 2 Media Studies

NCEA Level 3 Media Studies

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

The course is assessed through Internal and External Achievement Standards.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	4	0	0

Social Sciences

NCEA Level 2 History (2ZHIS)

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 attitudes to the **Vietnam War**.

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.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

While Level One History and / or Level One Social Science subjects 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.

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.

Pathways



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.....

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91229 v3 ↗ 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	23	0	0

Social Sciences

NCEA Level 2 Geography (2ZGEO)

Geography is the study of the world and how people and places interact. If you want a deeper understanding of the world and how it works, then Geography is for you.

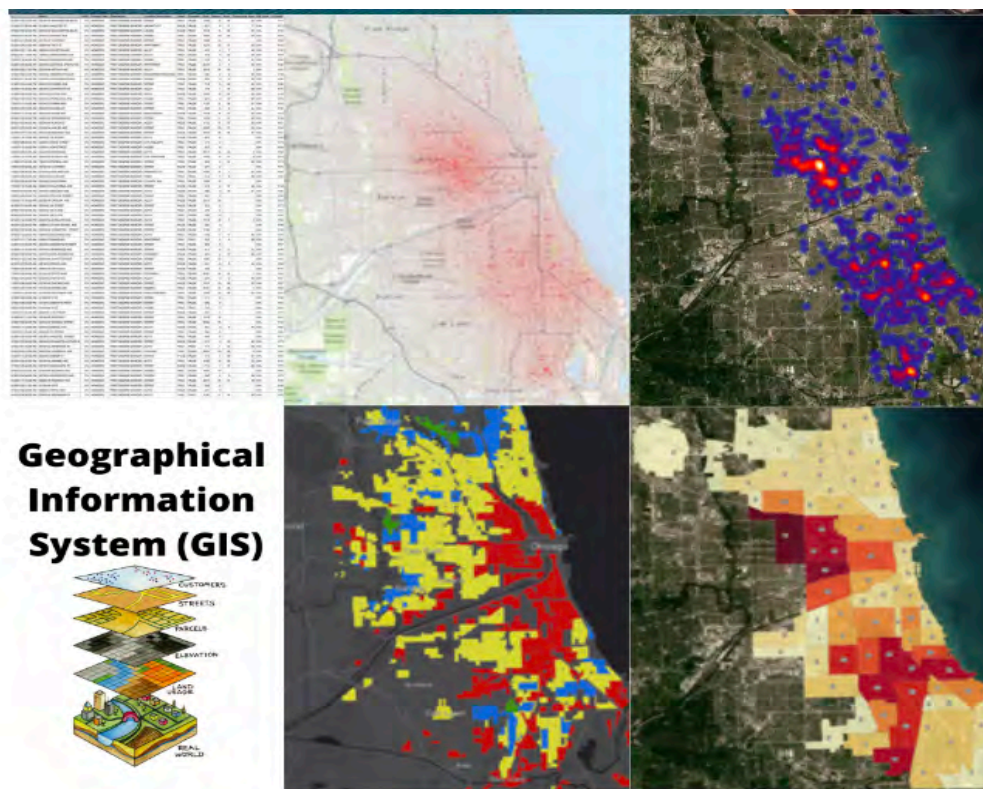
Course outline:

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 analytical 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 four-day 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 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.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

NCEA Level 1 Geography (or another Social Science) is beneficial but not essential.

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.

Pathways

NCEA Level 2 Geography

NCEA Level 3 Geography

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91241 v4  Geography 2.2 - Demonstrate geographic understanding of an urban pattern	2	I	3			
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 v4  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			
A.S. 91247 v2  Geography 2.8 - Apply spatial analysis, with guidance, to solve a geographic problem	2	I	3			
Total Credits:			18	0	0	0

Social Sciences

NCEA Level 2 Classical Studies (2ZCLS)

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
- The Odyssey - Ancient Greek Epic Poetry
- Greek Art & Architecture - The Acropolis and Parthenon

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Level 1 History or another Social Science.

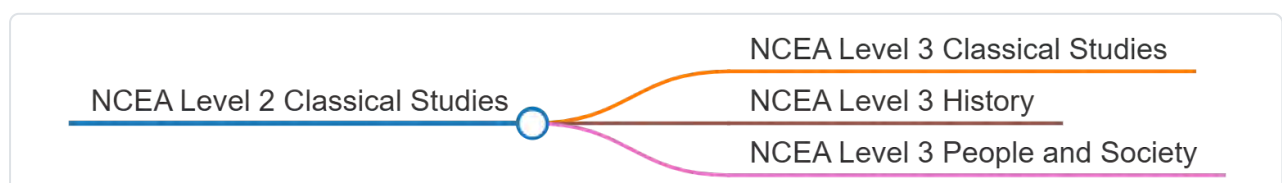
Learning Areas

[Social Sciences](#)

Contributions and Equipment/Stationery

Personal Device (Laptop) or 2B5

Pathways



Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessments will be completed as written reports.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	18	0	0

Social Sciences

NCEA Level 1 People and Society (1ZPAS)

Social Studies is more than just learning about society. This subject emphasizes experiences in Aotearoa New Zealand, the Pacific, and connectedness with the wider world. Social Studies inquiry and social action are integral to Social Studies. If you're curious about current events, social issues, human rights, or making a difference in your community, this subject is for you.

Throughout this course, students will,

- **Explore Real-World Issues** Investigate topics that matter today, from climate change and social justice to cultural diversity and global citizenship.
- **Develop Your Voice** Learn how to analyse issues, evaluate different perspectives, and confidently express your ideas.
- **Connect Learning to Life** Understand how decisions made by individuals, communities, and governments affect everyday life locally, nationally, and globally.
- **Celebrate Diversity** Explore cultures, identities, and perspectives, including Māori worldviews and the significance of Te Tiriti o Waitangi
- **Participate** in thoughtful **social action** in response to social issues or opportunities

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Year 10 Social Studies

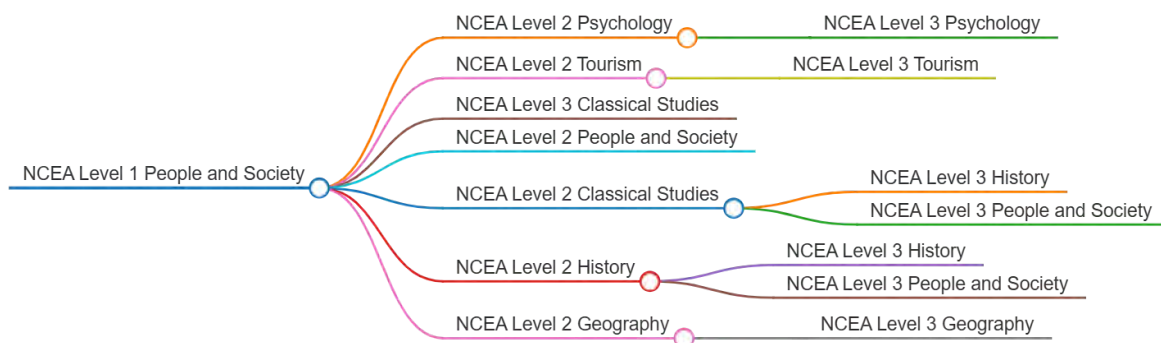
Learning Areas

[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.

Pathways



Completing and passing this course prepares you for success in Level 2 People and Society. It also allows you to pick up other social science department subjects at level 2.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

2 x internal assessments - 10 credits

1x external x 5 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92048 v4 ↗ Social Studies 1.1 - Demonstrate understanding of findings of a social inquiry	1	I	5		Y	
A.S. 92049 v4 ↗ Social Studies 1.4 - Demonstrate understanding of perspectives on a contemporary social issue	1	E	5			
A.S. 92050 v4 ↗ Social Studies 1.3 - Demonstrate understanding of decisions made in relation to a contemporary social issue	1	E	5		Y	
A.S. 92051 v4 ↗ Social Studies 1.2 - Describe a social action undertaken to support or challenge a system	1	I	5		Y	
Total Credits:			20	0	15	0

Social Sciences

NCEA Level 1 History (1ZHIS)

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, Gallipoli, WW2 and the War in the Pacific.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Completion of Y10 Social Studies

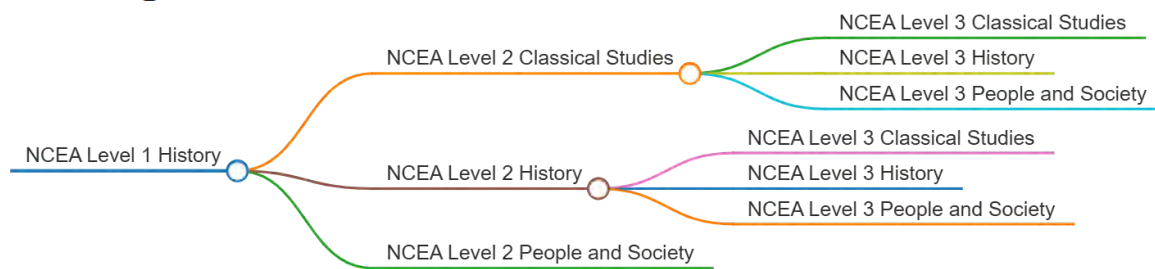
Learning Areas

[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.

Pathways



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.....

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	0	15	0

Social Sciences

NCEA Level 1 Geography (1ZGEO)



Geography is the study of the world and how people and places interact. If you want a deeper understanding of the world and how it works, then Geography is for you.

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 our volcanic North Island (Te Ika-a-Māui), 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.

Head of Faculty - Pou Taahuu

- Ben Silk

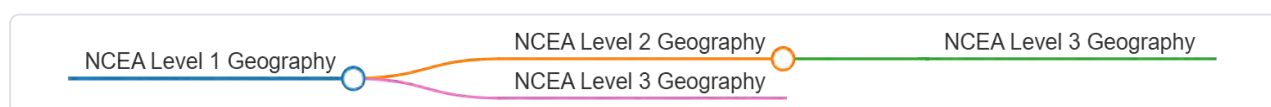
Learning Areas

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.

Pathways



L2-3 Geography

Ability to also do Classical Studies or History at Level 3 if you show the writing skills required.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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 v4 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	0	10	5

Social Sciences - Business Hub

NCEA Level 3 Legal Studies (3ZLAW)

What is Level 3 Legal Studies?

Level 3 Legal Studies is for students who are interested in law, justice, rights, government, decision-making, and how legal rules shape everyday life. This course helps students understand how laws are created, interpreted, challenged, and applied in New Zealand and overseas.

Students will learn how to read and understand legislation, case law, and legal principles. They will explore real legal issues and apply legal ideas to real-life New Zealand situations. This makes the course valuable for students who enjoy discussion, debate, critical thinking, research, and analysing different points of view.

Legal Studies is useful for students interested in law, politics, policing, business, human rights, social work, advocacy, public service, policy, or government. It is also helpful for students who may one day manage a business, work with contracts, support others, or simply want to better understand their rights and responsibilities.

Students will develop skills in:

- reading and interpreting legislation
- understanding case law and legal decisions
- applying legal principles to real situations
- discussing legal issues and different viewpoints
- using evidence to support arguments
- thinking critically about fairness, justice, rights, and responsibilities
- understanding how law and government influence people's lives

While **Legal Studies is not a University Entrance approved subject** and does not directly provide entry into law school, it is excellent preparation for students who may study law or legal papers at university. It helps students build confidence with legal language, legal reasoning, and the types of thinking used in law-related study and careers.



Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

There are no formal prerequisites for Level 3 Legal Studies. However, Level 2 Legal Studies would be a strong advantage, as it provides useful background in legal concepts, rights, responsibilities, and how the New Zealand legal system works.

Students will be most successful in this course if they have:

- strong literacy skills
- confidence with reading, writing, and explaining ideas in detail
- an interest in law, justice, rights, government, and current issues
- the ability to discuss different viewpoints and support ideas with evidence
- experience in literacy-based subjects such as English, History, Classical Studies, Social Studies, or other subjects involving research and written analysis
- good self-management, as the course involves reading, interpreting, and applying legal information

This course is a good option for students who enjoy discussion, critical thinking, real-world issues, and understanding how laws affect people and society.

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.

Pathways

This course leads directly to Stage 1 University law. It will not qualify a student entry into university law as it is not a university approved subject. However, it will help any student immensely who is studying law. The current University of Auckland statistic is that anyone who studied law (L2 or L3) at school is in the top 10% of their Level 1 university class for the first semester.

See Mr Hughes HOD Legal Studies if you are interested in this option.

Is a huge help to anyone studying law at any NZ university. We hope to have students hear from local law students and fully trained lawyers talk as guest speakers. This was particularly helpful in 2025 when we got to hear from 13 lawyers and law students about their journey. The law students were ex-PHS students and were able to talk about their journey in learning law. The lawyers were Franklin locals who were able to cover a wide variety of branches of law e.g. family, commercial, litigation. A number were ex-PHS students as well!

Assessments

Level 3 Legal Studies is fully internally assessed. Students will complete a selection of Level 3 internal Unit Standards, each worth 4 credits.

Assessments are completed as take-home reports or essays. Students will explore important legal ideas, systems, and issues, and will be expected to explain legal concepts clearly, apply them to real situations, and support their ideas with evidence.

Assessment topics include:

U.S. 27837 v3 - Democracy and restraint on state power - Evaluate a concept of democracy and government in relation to restraint on state power. 4 credits

U.S. 27840 v3 - Concepts of justice - Evaluate a concept of justice in relation to an actual situation. 4 credits

U.S. 27843 v3- Concepts of law- Evaluate a concept of law in relation to an actual situation. 4 credits

U.S. 27846 v3 -Litigation and dispute resolution - Evaluate litigation and dispute resolution processes in relation to challenging state power. 4 credits

U.S. 27849 v3 - Law-making and significant legal issues - Evaluate a law-making process in relation to a significant legal issue. 4 credits

U.S. 27852 v3 -Systems of government- Evaluate systems of government and their formation. 4 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Social Sciences - Business Hub

NCEA Level 3 Economics (3ZEEO)

What is Level 3 Economics?

Level 3 Economics is for students who want to understand how markets work, why prices change, and how government decisions affect businesses, consumers, and society. This course encourages students to think critically, discuss ideas, and apply economic concepts to real-life New Zealand situations.

Students will explore whether markets for everyday goods and services are working efficiently, and what happens when markets do not provide the best outcomes for producers, consumers, or society. They will investigate how government intervention can improve market outcomes, while also considering the impact on efficiency and fairness.

Students will study:

- **Market efficiency** - assessing whether markets are working well for producers, consumers, and society
- **Government intervention** - evaluating how government actions can improve or affect market outcomes
- **Market failure** - investigating situations where markets do not provide the best outcomes
- **Demand and prices** - understanding how consumers respond to price changes and how demand curves are created
- **Firms and market structures** - comparing perfectly competitive firms and monopolies, including how they decide how much to produce
- **Efficiency and fairness** - making judgements about whether economic outcomes are both effective and fair

Level 3 Economics is useful for students interested in economics, business, finance, banking, real estate, insurance, economic research, government, politics, law, or running their own business. It is also a strong pathway for students considering tertiary study in Economics, Commerce, Business, Finance, Politics, or related fields.



Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

Level 2 Economics is recommended because Level 3 Economics builds on the models, terminology, and written analysis skills developed at Level 2.

Students who have not taken Level 2 Economics may still be considered for direct entry. Motivated students are encouraged to apply, particularly if they have strong literacy skills, enjoy real-world problem-solving, and are willing to catch up on key concepts.

Direct entry is subject to approval by the Head of Business Hub.

Students will be most successful in this course if they have:

- an interest in markets, business, government decisions, and the NZ economy
- confidence with reading, writing, and explaining ideas in detail
- the ability to use economic models and apply them to real situations
- strong critical thinking and problem-solving skills
- willingness to discuss ideas and consider different perspectives
- good self-management and regular attendance, as topics build throughout the year

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.

Pathways

The next step for this course is to study either 1st year university Economics, Marketing, Business Studies, Accounting and Finance.

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

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

There are two 5 credit internals on Externalities (AS3.4 and Micro-economic concepts (AS3.3. These are a take-home assignment and an in-class test respectively. At the end of the year students sit two 4 credit externals AS3.1 Efficiency of Market Equilibrium and AS3.2 Efficiency of Market Structures.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	18	0	0

Social Sciences - Business Hub

NCEA Level 3 Business Studies (3ZBST)

What is Level 3 Business Studies?

Level 3 Business Studies is a high-level, practical business course for students who are ready to think, work and operate like real entrepreneurs. This course is built around the Young Enterprise Scheme (YES), where students work in a business group for the entire year to develop, market, sell, review and refine an innovative and sustainable product or service.

This is not a short-term group project. Students will work under group conditions throughout the year, managing real responsibilities, deadlines, production, finances, marketing, customer feedback, and team relationships. A major part of the learning is understanding how to operate successfully in a business team, including how to manage group members, solve problems, communicate professionally, and keep the business moving even when challenges arise.

Students will be expected to attend six market events across three months, as well as spend time outside of school producing their product, preparing for sales, meeting YES deadlines, and completing assessment evidence. This course has a heavy workload and requires excellent attendance, strong self-management, initiative, and commitment.

Pukekohe High School has a strong and successful legacy within YES, and students entering this course are expected to maintain the high standards built by previous groups.



This course offers 19 Achievement Standard credits, including 15 internal credits and 4 external credits and is recognised as a University Entrance course.

Students will study:

- Young Enterprise Scheme business activity - planning, developing, running, reviewing, and refining a real business over the year
- Innovative and sustainable product development - creating a product or service that has a clear point of difference and considers sustainability
- Marketing and sales - developing a marketing plan, promoting the business, attending markets, selling to customers, and responding to market feedback
- Business teamwork - working in a group for the full year, sharing roles, managing responsibilities, and keeping evidence of individual contribution
- Business decision-making - using research, feedback, financial information, and reflection to make improvements
- Large business analysis - analysing how internal and external factors influence business decisions in a New Zealand business operating in a global context
- Quality management, innovation, and change management - exploring how successful businesses improve, adapt, and remain competitive

The two internal standards involve active participation in the Young Enterprise Scheme (YES) Challenges. Students will work in groups to:

- create, produce, market, sell, and refine a real product or service
- complete YES Challenges by strict deadlines
- attend market events and engage with real customers
- develop a comprehensive marketing plan
- gather evidence showing their personal role in the business
- review business performance and make recommendations for improvement

Student success depends heavily on the group's ability to collaborate effectively. However, students are also assessed on their individual contribution, so each person must be reliable, proactive and able to show clear evidence of their work.

Students choosing this course must understand that Level 3 Business Studies requires commitment beyond the classroom. It is a rewarding and exciting course for students who are ready to take responsibility, work hard, and contribute fully to a real business team.



Head of Faculty - Pou Taahuu

- Ben Silk
- Shivnita Krishna

Prerequisites

Entry into Level 3 Business Studies is subject to approval by the Head of Business Hub due to the high level of commitment, group work, market attendance and workload required.

Completion of Level 2 Business Studies is highly beneficial. Students who have not taken Level 2 Business Studies may still be considered based on their achievement in other Business Hub subjects and readiness for the course. Students who have not completed Level 2 Business Studies to an acceptable standard will not be accepted into Level 3 Business Studies.

Students must have:

- **over 85% attendance**, maintained throughout the year
- a personal laptop or large-screen device
- strong literacy, numeracy and digital skills
- excellent time-management and self-management skills
- the ability to work effectively in a group and share responsibilities
- confidence to attend markets, sell products, and speak with customers
- willingness to work outside of school to produce products and prepare for markets

Because this course runs under group-work conditions for the year, students must be reliable, motivated, and prepared to contribute fully.

****When selecting this course, please leave a note of the students you would like to be in a group with so we can look at timetabling options****

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.

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.

Pathways

Level 3 Business Studies prepares students for university as well as trade apprenticeships and working in the business or commerce environment.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Internal Standards:

3.4AS91832 Develop a marketing plan for a new or existing product. 6 credits

3.6AS91834 Carry out, with consultation, an innovative and sustainable business activity. 9 credits

External Standard:

3.1AS91379 Demonstrate understanding of how internal factors interact within a business that operates in a global context. 4 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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:			19	10	0	0

Social Sciences - Business Hub

NCEA Level 3 Accounting (3ZACC)

What is Level 3 Accounting?

Level 3 Accounting is for students who want to understand how businesses use financial information to make important decisions. This course builds on Level 2 Accounting and takes students into more advanced, real-world accounting situations involving businesses, partnerships, companies, costing and financial reporting.

Students will learn how accounting information is used by business owners, managers, investors, and other stakeholders to understand performance, make decisions, and plan for the future.



Students will study:

- **Company financial statements** - preparing financial reports for companies, including taxation, dividends, share equity, and cash flow
- **Partnerships** - learning how partnerships are formed, how profits are shared, and how financial information is reported
- **Job costing** - working out the cost of producing a product or providing a service for a specific job or customer
- **Management decision-making** - using financial and non-financial information to make informed business decisions

Students will also develop the ability to interpret accounting information, explain what it means, and make recommendations based on evidence.

This course is valuable for students interested in accounting, business, management, finance, entrepreneurship, or tertiary study. It is also useful for anyone who may one day be self-employed, manage a business, or need to understand how organisations make financial decisions.

Level 3 Accounting develops strong skills in accuracy, problem-solving, analysis, communication, and decision-making. These are highly valued skills in many careers and industries.

Head of Faculty - Pou Taahuu

- Ben Silk
- Shivnita Krishna

Prerequisites

Pre-requisites:

Level 2 Accounting is required for Level 3 Accounting because the skills are sequential. Students need the processing, reporting and financial understanding developed at Level 2 to be successful in the more advanced financial reporting and analysis completed at Level 3.

Students will be most successful in this course if they have:

- successfully completed Level 2 Accounting
- confidence with financial processing and reporting
- strong numeracy and literacy skills
- accuracy and attention to detail
- the ability to explain and interpret financial information
- good self-management and regular study habits
- access to a laptop for internal assessments and digital work

Level 3 Accounting provides a strong foundation for tertiary study and future pathways in accounting, business, finance, management, and entrepreneurship.

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.

Calculator for all assessments.

Pathways

An ideal base for degree course level one accounting in any tertiary commerce or management course

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Internal Assessments:

3.2AS91405 Demonstrate understanding of accounting for partnerships. 4 credits

3.4AS91407 Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity. 5 credits

External Assessments:

3.1AS 91404 Demonstrate understanding of accounting concepts for a New Zealand reporting entity. 4 credits

3.3AS91406 Demonstrate understanding of company financial statement preparation. 5 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91404 v2  Accounting 3.1 - Demonstrate understanding of accounting concepts for a New Zealand reporting entity	3	E	4	4r,4w		
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:			18	9	0	0

Social Sciences - Business Hub

NCEA Level 2 Legal Studies (2ZLAW)

What is Level 2 Legal Studies?

Level 2 Legal Studies is for students who are interested in law, justice, rights, responsibilities, crime, government, and how legal decisions affect people's everyday lives. This course helps students understand how New Zealand's legal system works and why laws are important in society.

Students will explore real-world legal issues and learn how the law affects individuals, businesses, communities, and the wider country. They will consider questions such as why people commit crime, how justice is delivered, what rights and responsibilities young people have, how consumer law protects people, and how governments are formed.

Legal Studies encourages discussion, debate, critical thinking, and respect for different viewpoints. Students will learn in a collaborative environment and consider how people's opinions about law and justice may differ because of their cultural, moral, ethical, political, environmental, and social backgrounds.

Students will develop skills in:

- understanding rights, responsibilities, laws, and legal processes
- explaining how New Zealand's legal system and government work
- applying legal ideas to real-life situations
- discussing crime, justice, and consumer law
- considering different viewpoints and supporting ideas with evidence
- developing confidence with legal language and written explanations
- thinking critically about fairness, justice, and decision-making



Students may also have opportunities to hear from guest speakers, such as lawyers or law students from the local Franklin community, to see how legal knowledge is used in real life.

Level 2 Legal Studies is useful for students interested in law, policing, social work, business, government, politics, advocacy, human rights, or simply understanding how the law affects them and the people around them.

Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

There are no formal prerequisites for Level 2 Legal Studies. However, students will need a sound level of literacy, as assessments involve reading, understanding, and explaining legal ideas in written form.

Students will be most successful in this course if they have:

- confidence with reading and writing
- an interest in law, rights, responsibilities, justice, and current issues
- willingness to participate positively in class discussions
- the ability to listen to different viewpoints and support their own ideas with evidence
- good organisation and self-management skills
- up-to-date and complete course notes

Because assessments are open book, maintaining detailed and accurate notes throughout the course is a key requirement for success.

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.

Pathways

NCEA Level 2 Legal Studies

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.

Assessments

Level 2 Legal Studies is fully internally assessed. Students will complete a range of internal standards that explore law, justice, rights, responsibilities, crime, consumer law, and government in New Zealand.

Assessments are completed as open-book assignments. Students will use their class notes, legal examples, and supporting evidence to explain legal concepts and apply them to real-life situations.

The assessment topics include:

U.S. 8545 v7 - Crime - Describe factors contributing to, and consequences of, crime. 3 credits

U.S. 8555 v7 - Consumer Law - Describe the objectives and evaluate the application of consumer law. 3 credits

U.S. 10337 v7 - Student Rights and Responsibilities - Describe the legal rights and personal responsibilities of secondary school students. 3 credits

U.S. 27839 v3 - Concepts of Justice - Explain concepts of justice. 4 credits

U.S. 27842 v3 - Concepts of Law - Explain concepts of law. 4 credits

U.S. 27851 v3 - Systems of Government - Explain systems for the formation of central government in a New Zealand context. 4 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 8545 v7 Describe factors contributing to, and consequences of, crime	2	I	3			
U.S. 8555 v7 Describe the objectives and evaluate the application of consumer law	2	I	3			
U.S. 10337 v7 Describe the legal rights and personal responsibilities of secondary school students	2	I	3			
U.S. 27839 v3 Explain concepts of justice	2	I	4			
U.S. 27842 v3 Explain concepts of law	2	I	4			
U.S. 27851 v3 Explain systems for the formation of central government in a New Zealand context	2	I	4			
Total Credits:			21	0	0	0

Social Sciences - Business Hub

NCEA Level 2 Economics (2ZEEO)

What is Level 2 Economics?

Level 2 Economics is for students who are interested in understanding how New Zealand's economy works and why economic decisions affect everyday life. This course helps students make sense of real issues such as rising prices, trade with other countries, economic growth, government decisions, and how these impact households, businesses, and society.

Students will learn how economists use models to explain what is happening in the economy and to predict what might happen next. They will apply these models to real New Zealand situations and think critically about how the government, businesses, and individuals respond to economic challenges.

Students will explore:

- **Inflation** — why prices rise, how this affects people and businesses, and what the government or Reserve Bank can do about it
- **International trade** — why countries trade, how trade benefits New Zealand, and how global events can affect our economy
- **Economic growth** — how New Zealand's productive output changes over time and why growth matters for living standards
- **Government intervention** — how economic policies can be used to reduce negative impacts and improve outcomes
- **Economic decision-making** — how models and evidence can be used to recommend responses to real economic issues

This course encourages students to think critically, discuss ideas, and develop their own economic policies in response to real-life situations. It is useful for students interested in business, finance, banking, government, politics, current events, or understanding how decisions made in the economy affect people's lives.

Level 2 Economics is a strong pathway for students considering Economics, Commerce, Business, Finance, Law, Politics, or related tertiary study and careers.



Head of Faculty - Pou Taahuu

- Ben Silk

Prerequisites

There are no formal prerequisites for Level 2 Economics. Students may have taken Level 1 Commerce, which can provide a useful foundation, but this is not compulsory.

Students should be interested in understanding how New Zealand's economy works and how economic decisions affect people, businesses, and society.

Students will be most successful in this course if they have:

- an interest in current events, money, business, government decisions, and the NZ economy
- confidence with reading, writing, and explaining ideas in detail
- the ability to think critically about real-world issues such as inflation, trade, and economic growth
- willingness to use economic models and apply them to real situations
- good problem-solving skills and the ability to support ideas with evidence
- regular attendance and strong self-management, as topics build on each other throughout the year

This course is a good option for students who enjoy discussing real-world issues, asking “why does this happen?”, and thinking about how government, businesses, and individuals respond to economic challenges.

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.

Pathways

NCEA Level 2 Economics

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.

Assessments

This course is eligible for subject endorsement.

There is one 6 credit internal on Government Policies (AS2.6). This is an in-class test. At the end of the year students sit three 4 credit externals AS2.1 Inflation and AS2.2 International Trade, and AS2.3 Economic Growth.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	12	0	0

Social Sciences - Business Hub

NCEA Level 2 Business Studies (2ZBST)

What is Level 2 Business Studies?

Level 2 Business Studies is a practical, group-based course where students work together to plan, market, run, review, and refine a real business activity. A major part of the course is learning how to operate as a business team: sharing roles, managing responsibilities, solving problems, communicating clearly, and working through the challenges that come with running a business with other people.

Students will develop business ideas that meet the needs of a target market and will use market research, customer feedback, and reflection to improve their business activity. Managing group members, contributing fairly, and keeping evidence of individual involvement are key parts of the course, as students are assessed on both the business process and their own contribution to the group.



Through a combination of practical experience and critical thinking, students will develop their investigation skills both individually and as part of a group. They will also collaborate with business professionals from the community, actively listening, asking questions, and sharing ideas.

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 come to appreciate Māori business concepts such as pūtake, tikanga, kaitiakitanga, and rangatiratanga, and consider how these ideas can influence business decisions and community wellbeing.

In this course, students will:

- gain a deeper understanding of the internal operations of a large business
- apply business knowledge to solve problems within a large business context
- conduct market research for new or existing products
- plan, market, run, review, and refine a business activity within a community context
- work collaboratively in a business group over an extended period
- gather evidence showing their individual contribution to the business project

Students need to be prepared for a high level of active participation. The major internal assessments involve group work across two terms, and success depends heavily on each group's ability to collaborate effectively, manage challenges, and operate like a real business team.

As part of the practical business activity worth 9 credits, students will also need to be available for one weekend day across two weekends during Term 2. Adequate notice will be given so students can rearrange sports commitments, work rosters, or other responsibilities in advance.



Head of Faculty - Pou Taahuu

- Ben Silk
- Shivnita Krishna

Prerequisites

Pre-requisite learning:

Level 1 Commerce is preferred, as it provides a useful foundation for the business planning, market research, financial decision-making and written explanations required in this course. However, it is not essential.

Students will be most successful in Level 2 Business Studies if they have:

- excellent attendance, as the course involves significant group work and practical business activity
- access to a personal laptop or large-screen device for planning, research, written work and assessment evidence
- strong literacy, numeracy, and digital skills to develop, write, and implement business plans
- good time-management skills and the ability to meet group deadlines
- the ability to work effectively in a group by sharing roles and responsibilities
- confidence to self-manage, stay organised, and contribute reliably to their business team
- willingness to attend market opportunities, sell products, speak with customers, and present ideas confidently

Because the major internal assessments rely heavily on group work, students must be prepared to participate fully and be present for key planning, production, selling, and review stages.

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.

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.

Pathways

NCEA Level 2 Business Studies

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Internal Standards:

2.4AS90846 Conduct market research for a new or existing product. 3 credits

2.5AS90847 Investigate the application of motivation theory in a business. 3 credits

2.6AS90848 Carry out, review and refine a business activity within a community context with guidance. 9 credits

External Standard:

2.1AS90843 Demonstrate understanding of the internal operations of a large business. 4 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 90848 v2  Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance	2	I	9			
Total Credits:			19	0	0	0

Social Sciences - Business Hub

NCEA Level 2 Accounting (2ZACC)

What is Accounting?

Level 2 Accounting is a practical subject that helps students understand how money is recorded, managed and used to make decisions in the real world. It is useful for anyone interested in business, finance, self-employment, management, or simply wanting to become more confident with money.

This course focuses on the financial side of businesses. Students will learn how to process financial information, use accounting software, manage records and prepare reports that help business owners and other users understand how well a business is performing.

Students will study:

- **Accounting concepts** - understanding the key ideas and assumptions that guide accounting decisions
- **Processing financial information** - turning business transactions into useful financial records
- **Accounting software** - using digital tools to process and present financial information
- **Accounts receivable** - managing money owed by customers and understanding how businesses control this
- **Inventory** - tracking stock, recording inventory movements, and understanding why accurate records matter
- **Financial reports** - preparing and interpreting reports to help users make informed decisions

This course gives students a strong foundation for Level 3 Accounting, tertiary study, business ownership and a wide range of careers. Accounting is a highly valued skill because every organisation needs people who understand money, records, decision-making, and accountability.

Students who enjoy working with numbers and solving numerical problems are likely to find this course engaging. Success in Level 1 Commerce is not required, but does provide a sound foundation for understanding the flow of businesses.



Course Requirements and Expectations

Students are encouraged to have access to a laptop, as internal assessments will involve preparing work digitally and using an accounting software package.

Students will be most successful in Level 2 Accounting if they are willing to:

- attend regularly and keep up with each topic
- practise skills throughout the year, as the topics connect together
- complete classwork and home study when needed
- ask for help early if they find something difficult
- use digital tools carefully and accurately
- develop confidence with numbers, written explanations, and financial decision-making

Pukekohe High School has a strong track record in Accounting. Students who put in consistent effort can do very well and high grades in Accounting are valuable for CVs, future study and employment in many industries.

Head of Faculty - Pou Taahuu

- Ben Silk
- Shivnita Krishna

Prerequisites

Level 1 Commerce is recommended because this course builds on the processing, reporting, and financial decision-making skills introduced at Level 1.

Students who have **not taken Level 1 Commerce** may still be considered if they have:

- achieved well in other numeracy-based or problem-solving subjects
- shown confidence with numbers, accuracy, and logical thinking
- achieved Year 10 Money Matters to a high standard and/or gained suitable grades in relevant Level 1 courses
- strong literacy skills for written reporting and explaining financial information
- good self-management, as the course involves regular practice and connected topics

- Excellent attendance

Entry into Level 2 Accounting is subject to approval by the Head of Business Hub, Mrs Krishna.

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.

Pathways

NCEA Level 2 Accounting

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.

Assessments

This course is eligible for subject endorsement.

Internal Assessments:

2.2AS91175 Demonstrate understanding of accounting processing using accounting software. 4 credits

2.6AS91179 Demonstrate understanding of an accounts receivable subsystem for an entity. 3 credits

2.7AS91386 Demonstrate understanding of an inventory subsystem for an entity. 3 credits

External Assessment:

2.1AS91174 Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems. 4 credits

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91174 v2 ↗ Accounting 2.1 - Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	2	E	4			
A.S. 91175 v2 ↗ Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software	2	I	4			
Total Credits:			14	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91179 v2  Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity	2	I	3			
A.S. 91386 v2  Accounting 2.7 - Demonstrate understanding of an inventory subsystem for an entity	2	I	3			
Total Credits:			14	0	0	0

Social Sciences - Business Hub

NCEA Level 1 Commerce (1ZCMC)

What is Commerce?

Commerce is about understanding how money, businesses, people, and society all connect. In Year 11 Commerce, you will learn the basics of Business Studies, Accounting, Economics and Legal Studies in a practical and interesting way.

A major part of this course is Market Day, where you will work in a group to plan, create, market, and sell a product or service. You will learn how to come up with a business idea, work out costs and prices, manage money, attract customers, and reflect on what makes a business successful.



This course is a great choice if you enjoy practical learning, working with others, being creative, solving problems, or thinking about how businesses and society work. It also helps set you up for success in **Year 12 and Year 13 Business Studies, Accounting, Economics, and Legal Studies**.

In Commerce, you will explore questions such as:

- How do businesses make decisions?
- Why do prices go up or down?
- How do people and organisations manage money?
- What makes a business financially successful?
- How do businesses impact people, communities, and the environment?
- How do laws, rights, and responsibilities affect businesses and consumers?
- How can Māori, Pacific, and other cultural perspectives shape the way organisations make decisions?

You will also learn about how organisations, including whānau, community groups, iwi, hapū, and businesses, make financial and non-financial decisions. You will explore how values, purpose, sustainability, and collaboration can influence business success.

Commerce is a practical, real-world subject that helps you understand how decisions are made and how you can participate confidently in the economic world.

Due to the nature of learning Commerce and Business, it is highly recommended that students have a laptop for their learning.

Head of Faculty - Pou Taahuu

- Ben Silk
- Shivnita Krishna

Prerequisites

Recommended Skills and Course Expectations

There are no prerequisites for Year 11 Commerce. However, students will be more successful in this course if they are willing to participate, work with others, and manage themselves well.

Because this course includes practical learning in a group setting such as Market Day, students are expected to:

- attend regularly and be present for group planning, preparation and selling days
- bring a personal laptop or large-screen device to support their learning
- use numeracy, literacy and digital skills to develop business ideas and plans
- manage their time and meet checkpoints throughout the course
- work effectively in a group by sharing roles and responsibilities
- be organised, reliable and prepared to contribute to their team
- take part in markets, speak with customers and present ideas confidently to the class

Students do not need previous Commerce experience, but they do need a positive attitude and a willingness to get involved.

Students enrolled in MIT Courses and/or Work Experience programme are strongly advised to consider their personal ability to balance the Level 1 Commerce course with their time away. 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.

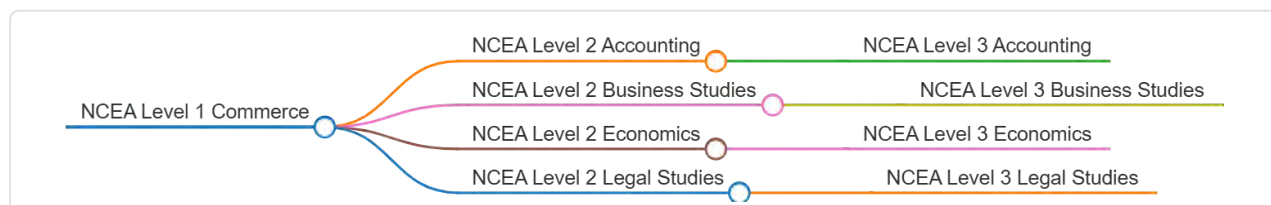
Learning Areas

[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.

Pathways



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.

Assessments

This course is eligible for subject endorsement.

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 1.3 (92030-Demonstrate understanding of how entities with interdependent financial relationships are affected by an event- 5 credits, externally assessed.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92028 v4 Commerce 1.1 - Demonstrate understanding of an organisation's financial decision-making	1	I	5			Y
A.S. 92029 v4 Commerce 1.2 - Demonstrate understanding of price determination for an organisation	1	I	5			
A.S. 92030 v3 Commerce 1.3 - Demonstrate understanding of how entities with interdependent financial relationships are affected by an event	1	E	5		Y	
Total Credits:			15	0	5	5

Te Wahanga Whakaako

Pukekohe High School Māori Pathway Year 9–13 Timeline

Year Level	Te Ao Māori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Māori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kingitanga • Local iwi history • Local History (Ngāti Tamaoho, Pukekohe) • Marae Protocol	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours • Days/Months • Sentence patterns • Reremahi	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette
Year 9	Understanding Te Ao Māori • Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	Developing Communication • Conversations • Asking & answering questions • Describing people • Family • Daily routines • Directions	Performance Development • Waiata-ā-ringa • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kingitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga) • Māori media • Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rōpū • Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Te Wahanga Whakaako

NCEA Level 3 Te Ao Haka (3WTAH)

This course is worth 20 credits. It covers a detailed examination of moteatea, waiata aa ring, poi, and haka. A recommended part of this course is that students participate in our school kapa haka, as there are particular credits that students gain through Polyfest. There are 2 internals and 2 externals for this course

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 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.



Prerequisites

Year 11 Te Ao Haka, Year 12 Te Ao Haka

Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen

Learning Areas

Arts, Te Wahanga Whakaako

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91984 v2  Te Ao Haka 3.1 - Reflect on a personal learning journey in a discipline of Te Ao Haka **	3	I	5	5r,5w		
A.S. 91985 v2  Te Ao Haka 3.2 - Perform three categories within a discipline of Te Ao Haka **	3	I	5	5r		
A.S. 91986 v2  Te Ao Haka 3.3 - Perform two Te Ao Haka disciplines **	3	E	5	5r		
A.S. 91987 v3  Te Ao Haka 3.4 - Demonstrate understanding of a key role within Te Ao Haka **	3	E	5	5r,5w		
Total Credits:			20	20	0	0



Te Wahanga Whakaako

NCEA Level 3 Te Reo Maaori U.S. (3WMAOUS)

Level 3 Te Reo Maaori unit standard (US) is an open-entry course for students who wish to pursue Te Reo Maaori learning.

It is suitable for those interested in developing their understanding of Te Ao Maaori in the context of language learning.

Please note that this course is NOT a pathway to university entrance

There are 4 strands to this course: whakarongo (listening), tuhi (writing), paanui (reading), and rangahau (research). Students will do rangahua in areas of tikanga, karakia, and mihimihi. This course is worth 20 credits and involves a hikoi (class trip). All the assessments are assessed internally.



Head of Faculty - Pou Taahuu

- Sylvia Patu

Learning Areas

Te Wahanga Whakaako

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 17784 v9 ↗ Examine and recite appropriate karakia in tourism Maori	3	I	5			
U.S. 17786 v9 ↗ Explain tikanga in a tourism Maori context	3	I	5			
U.S. 17788 v8 ↗ Identify, and explain the history of, natural attractions and significant sites in tourism Maori	3	I	5			
U.S. 17791 v9 ↗ Explain kaitiaki practices in a tourism Maori context	3	I	5			
Total Credits:			20	0	0	0

Te Wahanga Whakaako

NCEA Level 3 Te Reo Maaori A.S. (3WMAOAS)

Level 3 Te Reo Maaori achievement standard (AS) is a restricted entry course for students who wish to pursue Te Reo Maaori as an academic pathway. This course requires a foundational knowledge of Te Reo Maaori, which may be demonstrated by achievement in Level 2 Te Reo Maaori (AS). Entry into this course is at the discretion of the Kaihautuu.

UNNIVERSITY ENTRANCE

This course is worth 28 credits. This course covers four strands of Te Reo: paanui (reading), tuhi (writing), koorero (oral), and whakarongo (listening). This course includes 2 internals and 2 externals. One of the internals is assessed in Term 1 and the other in Term 3. Both externals are assessed in Term 4.



Head of Faculty - Pou Taahuu

- Sylvia Patu

Prerequisites

Achievement of NCEA Level 2 Te Reo Maori (AS),with credits from Whakarongo, Paanui and Tuhi

OR Prior learning at Kura Kaupapa.

A commitment to completing homework is expected.

Learning Areas

Te Wahanga Whakaako

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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. 91652 v2  Te Reo Maori 3.3 - Panui kia mohio ki te reo Maori o te ao whanui ***	3	E	6	6r	Y	
A.S. 91653 v2  Te Reo Maori 3.4 - Tuhi i te reo Maori o te ao whanui ***	3	E	6	6w	Y	
A.S. 91654 v2  Te Reo Maori 3.5 - Waihanga tuhinga whai take i te reo Maori o te ao whanui ***	3	I	6	6w	Y	
Total Credits:			22	18	22	0

Te Wahanga Whakaako

NCEA Level 2 Ngaa Toi (2WTOI)

NCEA Level 2 Toi Māori Visual Art

This course is all about expressing your identity, whakapapa, and worldview through art that is grounded in Te Ao Māori.



In **Year 12 Toi Māori Visual Art**, you'll begin with an inspiring introduction project to ignite your creativity and decide the unique direction of your mahi toi (artwork).

You'll explore and be inspired by the work of Māori artists, drawing on kōrero tuku iho (stories, traditions), symbolism, and values to shape your own visual voice. The learning is personal and connected. Your art will reflect who you are and where you come from.

Across the year, you'll work towards three Achievement Standards (2.2, 2.3, and 2.4) worth a total of 20 credits. Your learning will involve creating sequential artworks that weave together technique, story, and meaning, reflecting both personal and cultural narratives.

* We start with portrait drawing, exploring themes of self and belonging, before developing your ideas into sequences of artworks that lead to two powerful folio boards.

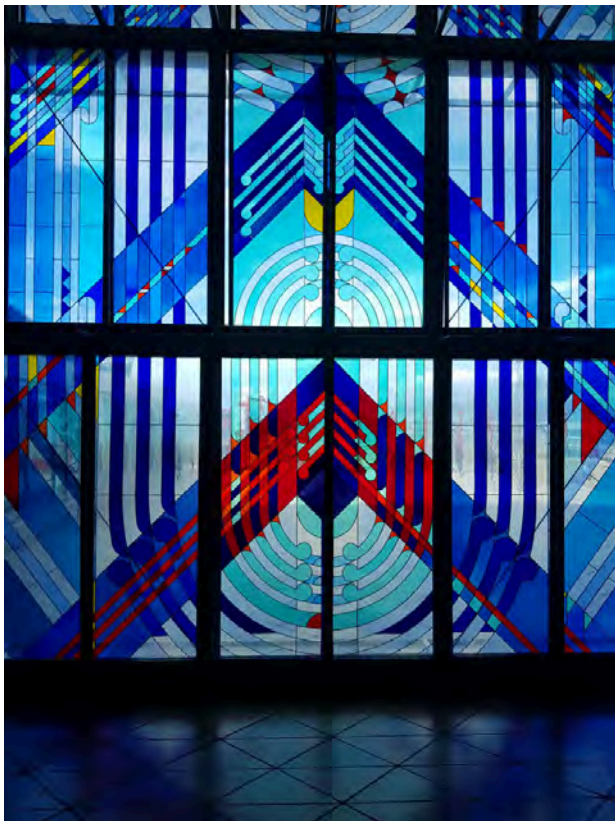
* After starting with drawing, you will move into a focus on painting and / or printmaking..

* You will research and respond to the work of leading Māori artists, using their inspiration to explore your own identity and culture through art-making.

* You will present your thinking in your own way – through slideshows, workbooks, or visual journals – showing the whakapapa and development of your ideas. Along the way, you'll take part in classroom excursions designed to inspire you and connect your mahi with the wider world.

This is a creative, challenging, and culturally rich course where your mahi will be something you and your whānau can be proud of. By the end of the year, you will have a professional-quality folio that celebrates your identity and contributes to the legacy of Toi Māori.

Level 2 Toi Māori Visual Art – share your story, honour your roots, and create with purpose.



Head of Faculty - Pou Taahuu

- Sylvia Patu Vicky
- Moore-Allen

Prerequisites

Ideally students will have studied in one of the Year 11 Art courses - 11 TOI, 11 ART, or 11 PHD. Ideally you will have achieved at least 5 credits in a Level 1 Art course. If not, please talk to Whaea Charlotte or HOD Art to gain approval, sharing your skills with us. We will be keen to welcome you into the course if you are genuinely interested in learning and have an appropriate level of skill.

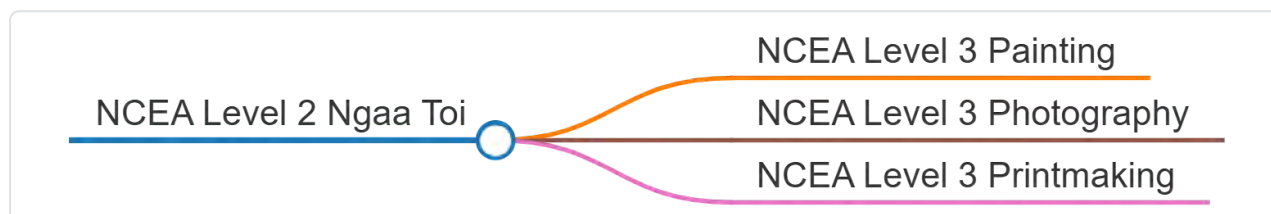
Learning Areas

Arts, Arts - Visual Arts, Te Wahanga Whakaako

Contributions and Equipment/Stationery

We recommend students have their own pencils, eraser, paint brushes & art journal. It is helpful to have a set of paints at home.

Pathways



Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Students will select which Achievement Standards they enter for, to gain a total of 20 credits.

You will choose whether to focus more on Painting or Printmaking and choose those standards.

This is a practical subject. You will be assessed based on work in your art journal, drawings, and finished folio art works.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91311 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to painting	2	I	4			
A.S. 91313 v2 ↗ Visual Arts 2.2 - Use drawing methods to apply knowledge of conventions appropriate to printmaking	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. 91318 v2 ↗ Visual Arts 2.3 - Develop ideas in a related series of drawings	2	I	4			
Total Credits:			40	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
appropriate to established printmaking practice						
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			
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:			40	0	0	0

Te Wahanga Whakaako

NCEA Level 2 Te Manaaki Taangata Ki Te Maaori (2WTMT)



Level 2 Manaaki Taangata Ki Te Marae

Students have the option to enroll in this new course from the Maaori Qualifications Network. This has been designed to allow aakonga 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 within the parameters of Pedagogy Maaori. Learning includes practical experiences of manaakitanga, class discussions (waananga) and Te Reo Maaori learning in context.

On completion, students will receive a certificate.

There are 5 core Elements:

Mana Reo

Tikanga Marae

Manaaki Marae

Mana Wahine

Waiata Mai

Manaaki ki te marae means to show hospitality, care, and respect to everyone at the meeting ground. Key practices include **whāngai manuhiri** (feeding guests), **takatu kai** (preparing food), and upholding the safety and **mana** (status) of both visitors and hosts. Core Practices of Marae Hospitality

- **Whakatau / Pōwhiri:** Welcoming guests formally onto the marae ātea.
- **Mahi Kauta:** Working together in the kitchen to cook and prepare meals.
- **Hāpai Ō:** Supporting behind the scenes to look after the community and visitors.

Cultural Values

- **Manaakitanga:** The core act of kindness, generosity, and mutual respect.
- **Kaitiakitanga:** Protecting and caring for the people, the buildings, and the land.

Head of Faculty - Pou Taahuu

- Sylvia Patu

Prerequisites

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.

Learning Areas

[Te Wahanga Whakaako](#)

Contributions and Equipment/Stationery

Clear Files

1B5s

Computer Access

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 13359 v13  Demonstrate knowledge and skills of moteatea	2	I	6			
U.S. 13363 v12  Demonstrate knowledge and skills of waiata a-ringā	2	I	6			
U.S. 16142 v8  Describe the practices associated with a powhiri	2	I	2			
U.S. 16165 v8  Describe a hui and the roles associated with hui	1	I	2			
U.S. 27108 v5  Describe the protocols and roles associated with powhiri	1	I	2			
Total Credits:			39	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 30751 v3 ↗ Korero kia taumata a-tumu te reo Maori	2	I	4			
U.S. 30755 v3 ↗ Panui kia taumata a-tumu te mohiotanga ki nga tuhinga reo Maori	2	I	4			
U.S. 30759 v3 ↗ Tuhituhi kia taumata a-tumu nga tuhinga reo Maori	2	I	4			
U.S. 30763 v3 ↗ Whakarongo kia taumata a-tumu te mohiotanga ki te reo Maori	2	I	3			
U.S. 31505 v2 ↗ Explain the use of karakia relevant to a kaupapa	2	I	3			
U.S. 31506 v2 ↗ Explain the use of waiata relevant to a kaupapa	2	I	3			
Total Credits:			39	0	0	0

Te Wahanga Whakaako

NCEA Level 2 Te Ao Haka (2WTAH)

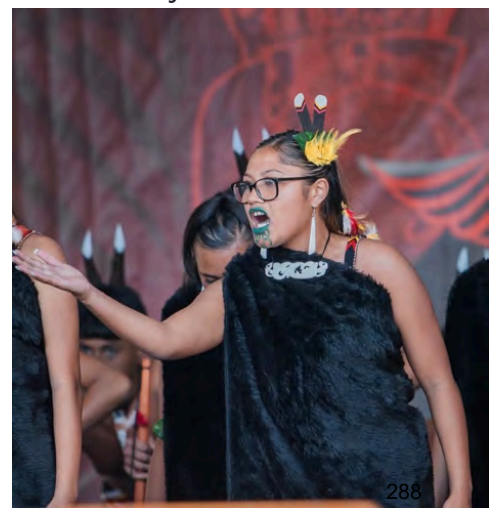
This course covers a more indepth approach to Mōteatea, Waiata aa-ringā, Poi and Haka. Students have the opportunity to gain up to 20 level 2 credits through 2 internal assessments and 2 external assessments.

In addition, students are encouraged to participate in our school kapa haka as there are particular credits that students gain through performing at Polyfest and Ahurea.



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.



Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen

Prerequisites

Year 11 Te Ao Haka

Learning Areas

Arts, Te Wahanga Whakaako

Pathways

NCEA Level 2 Te Ao Haka

NCEA Level 3 Te Ao Haka

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91980 v3  Te Ao Haka 2.1 - Create a section of a Te Ao Haka item	2	I	6	6r,6w		
A.S. 91981 v3  Te Ao Haka 2.2 - Perform a Te Ao Haka item to convey a local kaupapa	2	I	6	6r		
A.S. 91982 v3  Te Ao Haka 2.3 - Compare a Te Ao Haka performance and another performance	2	E	4	4r,4w		
A.S. 91983 v3  Te Ao Haka 2.4 - Respond to a Te Ao Haka performance	2	E	4	4r,4w		
Total Credits:			20	20	0	0

Te Wahanga Whakaako

NCEA Level 2 Te Reo Maaori U.S. (2WMAOUS)



NCEA Level 2 Te Reo Maaori U.S.

Level 2 Te Reo Maaori unit standard (US) is an open entry course for students who wish to pursue Te Reo Maaori learning. It is suitable for those interested in developing their understanding of Te Ao Maaori in the context of language learning.

Please note that this

course is NOT a pathway to university entrance.

There are 3 strands to this course: Whakarongo (listening), Tuhi (writing) and Paanui (reading).

This course is worth 22 credits - all assessments are assessed internally.

Head of Faculty - Pou Taahuu

- Sylvia Patu

Learning Areas

Te Wahanga Whakaako

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 30755 v3 ↗ Panui kia taumata a-tumu te mohiotanga ki nga tuhinga reo Maori	2	I	4			
U.S. 30756 v3 ↗ Panui kia taumata a-tumu te mohiotanga ki nga tuhinga reo Maori mo te ao turoa	2	I	4			
U.S. 30759 v3 ↗ Tuhituhi kia taumata a-tumu nga tuhinga reo Maori	2	I	4			
U.S. 30760 v3 ↗ Tuhituhi kia taumata a-tumu nga tuhinga reo Maori mo te ao turoa o te akonga	2	I	4			
U.S. 30763 v3 ↗ Whakarongo kia taumata a-tumu te mohiotanga ki te reo Maori	2	I	3			
U.S. 30764 v3 ↗ Whakarongo kia taumata a-tumu te mohiotanga ki nga korero mo te ao turoa o te akonga	2	I	3			
Total Credits:			22	0	0	0

Te Wahanga Whakaako

NCEA Level 2 Te Reo Maaori A.S. (2WMAOAS)

Level 2 Te Reo Maaori achievement standard (AS) is a restricted entry course for students who wish to pursue Te Reo Maaori as an academic pathway.

This course requires a foundational knowledge in Te Reo Maaori, which may be demonstrated by achievement in year 11 Te Reo Maaori (AS). Entry into this course is at the discretion of the Kaihautuu.

The course covers four strands of Te Reo namely Paanui (reading), Tuhi (writing), koorero (speaking) and Whakarongo (listening). Learning is assessed with 2 internal and 2 external achievement standards. One of the internals is assessed in Term 1 and one in Term 3.

This course is worth 22 credits and is a pathway to level 3 and university entrance.



Head of Faculty - Pou Taahuu

- Sylvia Patu

Prerequisites

Entry requirements:

- Entry from Kura Kaupapa;
- Achievement of both internal assessments and at least one external exam in the NCEA Level 1 Te Reo Maaori AS (achievement standard) course, along with a willingness to do Homework.

Every Student must have **Matua Tipene Frearson approve their request. It is Mandatory.**

Learning Areas

Te Wahanga Whakaako

Pathways

NCEA Level 2 Te Reo Maaori A.S.

NCEA Level 3 Te Reo Maaori A.S.

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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. 91286 v2 ↗ Te Reo Maori 2.3 - Panui kia mohio ki te reo o te ao torotoro	2	E	6	6r	Y	
A.S. 91287 v2 ↗ Te Reo Maori 2.4 - Tuhi i te reo o te ao torotoro	2	E	6	6w	Y	
A.S. 91288 v3 ↗ Te Reo Maori 2.5 - Waihanga tuhinga auaha, i te reo o te ao torotoro	2	I	6	6w	Y	
Total Credits:			22	18	22	0

Te Wahanga Whakaako

NCEA Level 1 Ngaa Toi (1WTOI)

NCEA Level 1 Ngaa Toi

This is a practical art course, involving hands-on making, using a range of materials throughout the year. Students will learn about the work of contemporary Maaori artists, and use that learning to inform their own art making. Content will be focused on contemporary and traditional Maaori art forms and artists. Course content will include processes such as drawing, painting, printmaking and mixed media. The course creates a strong foundation for Year 12 options including Level 2 TOI.

This course is a great pathway of continued learning for students who have taken Year 10 TOI. *New students who are genuinely interested in learning contemporary Maaori visual arts are also welcome. You do not have to be Maaori to take this course, but you need to be interested in learning through a Te Ao Maaori lens.*

Aakonga will learn about and make a wide range of art works using different materials and processes inspired by traditional and contemporary Maaori Art forms and artists. You can look forward to learning about and making a selection of the following range of art works from your teacher, and maybe from guest Maaori artists:



- Maaori Pattern – learn about traditional art forms that use pattern, symbolism, & their meanings.
- Develop pattern into Painting. Learn about traditional and contemporary Maaori art forms and artists' work. Explore colour as meaning in composition. Develop painting skills. Make individual artworks based on whakapapa and identity.
- Develop patterns and images into etching and printmaking – look at traditional & contemporary Maaori artists' work. Make an edition of prints.
- Learn about, share and discuss Maaori stories.
- Learn about metaphorical ways of thinking & expressing ideas, and about objects as taonga and symbols.

Students will learn in this course by actively participating and making art. Aakonga need to be genuinely interested in learning and making art works.



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. Students can also take 11PHD (Photo-Design)

Students will learn in this course by actively participating and making art. Aakonga need to be genuinely interested in learning and making art works.

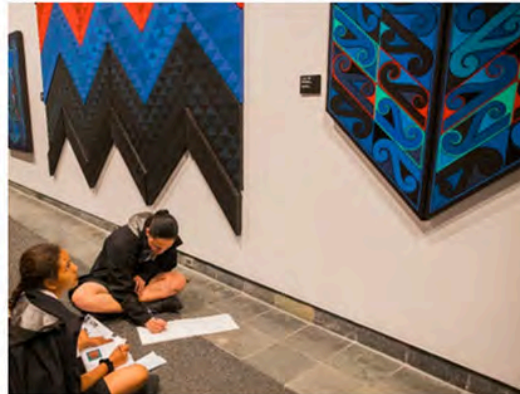


Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

10 TOI, 10 ART or personal experience linked to TOI. Please ensure you are genuinely interested to learn and work in a **range** of media and processes.



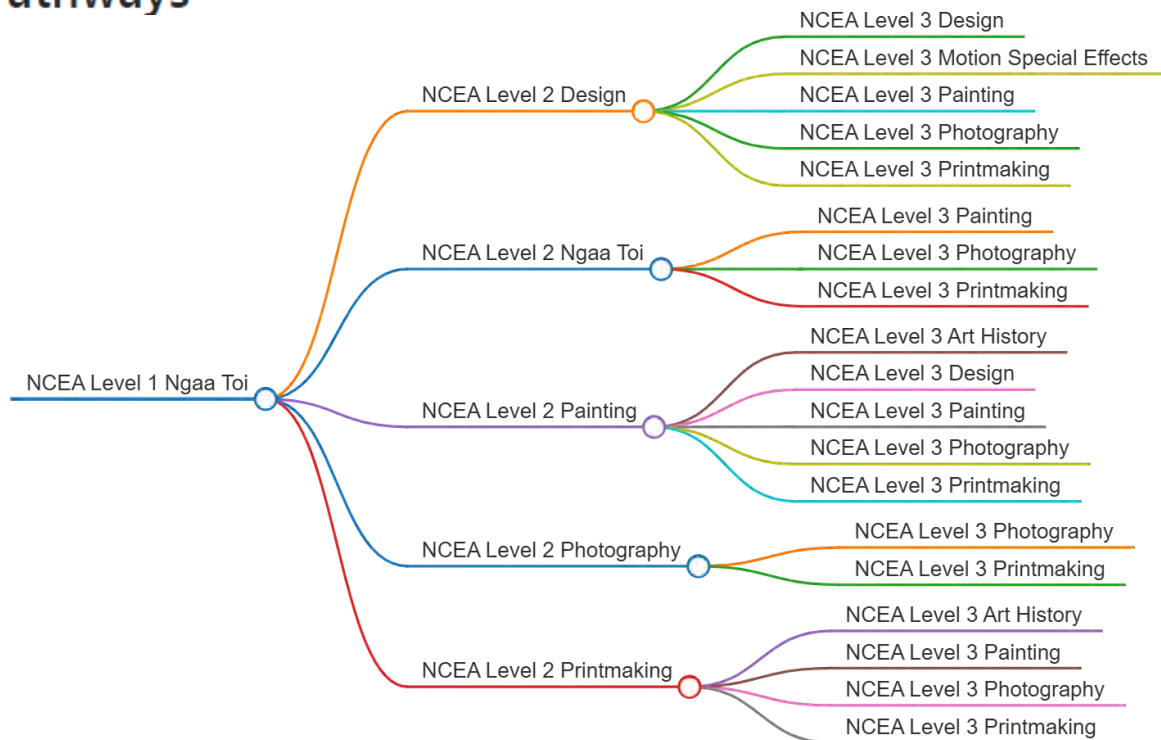
Learning Areas

[Arts](#), [Arts - Visual Arts](#), [Te Wahanga Whakaako](#)

Contributions and Equipment/Stationery

Drawing pencils, eraser, pencil sharpener, A4 Art journal

Pathways



This course will provide a pathway through to NCEA Year 11 Contemporary TOI, or alternatively to Year 11 Art or Photo-Design.

Learning and achievement in Visual Arts courses can pathway students on to a wide range of opportunities and tertiary pathways. There are several tertiary courses in the country which focus specifically on Ngāa Toi Māori Visual Arts diplomas and degrees:

- Massey University - 'Toioho Ki Aapiti Māori Visual Arts' degree
- Massey University - Bachelor of Māori Visual Arts - BVMA
- Te Waananga O Aoteroa - 'Maunga Kura Toi - Bachelor of Māori Arts - Visual Arts'
- Te Waananga O Aoteroa - 'Toi Paemātua - Diploma in Māori and Indigenous Art - Visual Arts'
- Eastern Institute of Technology (EIT) - Level 4 Certificate; Level 5 Diploma; Te Toi o Ngāa Rangi - Bachelor of Māori Visual Arts
- NorthTec - Maunga Kura Toi (Bachelor of Māori Arts)
- Te Puia - NZ Māori Arts and Crafts Institute, Rotorua

Learning and achievement in the Arts at PHS can deeply enhance the abilities and maturity of our aakonga in multiple ways.

- In this course you will develop knowledge and awareness of traditional and contemporary Māori art forms, and the work of many Māori artists.
- You will develop knowledge about yourself and your cultural connections.
- You will build your creativity, confidence, thinking, research and communication skills.

All of these are essential skills in any career pathway and in life.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

NCEA LEVEL 1 ACHIEVEMENT STANDARDS - students will be able to gain at least 10 credits if they participate fully, and could gain a total of 15. One standard will be optional.

This is a portfolio based assessment subject. Students will be assessed on their finished works, and the developmental work in their art journals leading to final works.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91913 v4 Visual Arts 1.2 - Produce a significant 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

Te Wahanga Whakaako

NCEA Level 1 Te Manaaki Taangata Ki Te Maaori (1WTMT)

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 allow aakonga 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 within the parameters of Pedagogy Maaori. Learning includes practical experiences of manaakitanga, class discussions (waananga) and Te Reo Maaori learning in context.

On completion, students will receive a certificate.

There are 5 core Elements:

**Mana
Reo**

**Tikanga
Marae**

**Manaaki
Marae**

**Mana
Wahine**

**Waiata
Mai**





Head of Faculty - Pou Taahuu

- Sylvia Patu

Prerequisites

No prior learning is necessary, however having an understanding of Te Ao Maaori is certainly an advantage to students who select this course,

Learning Areas

[Te Wahanga Whakaako](#)

Contributions and Equipment/Stationery

Clear Files
1B5
Computer

Pathways

NCEA Level 1 Te Manaaki Taangata Ki Te Maaori

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

Assessments

STUDENTS WILL COMPLETE THE ABOVE UNIT STANDARDS.

EACH STUDENT WILL HAVE THEIR OWN ASSESSMENT BOOKLETS

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 10696 v8 ↗ Participate in the preparation of a wharenuī for a powhiri	2	I	2			
U.S. 25764 v6 ↗ Explain the preparation of a marae for a powhiri	2	I	4			
U.S. 27509 v6 ↗ Describe manaaki in terms of the interactions between the tangata whenua and manuhiri in a marae wharekai	2	I	4			
U.S. 27510 v6 ↗ Identify customary kai Maori and describe its gathering process	2	I	2			
U.S. 31159 v3 ↗ Demonstrate knowledge of customary and traditional kai Maori	2	I	4			
U.S. 32185 v2 ↗ Demonstrate knowledge and expressions of manaakitanga	3	I	5			
Total Credits:			21	0	0	0

Te Wahanga Whakaako

NCEA Level 1 Te Ao Haka (1WTAH)



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.

This course is worth 20 credits. it covers mooteatea, waiata aa ringa, poi, and haka. A recommended part of this course is for students to participate in our school kapa haka, as there are particular credits students can gain through Polyfest and Ahurea.

There are 2 internals and 2 externals. One of the externals is assessed in Term 3 and the other in Term 4.



Head of Faculty - Pou Taahuu

- Sylvia Patu
- Vicky Moore-Allen

Learning Areas

Arts, Te Wahanga Whakaako

Pathways

NCEA Level 1 Te Ao Haka

NCEA Level 2 Te Ao Haka

NCEA Level 3 Te Ao Haka

Assessments Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 30739 v3 ↗ Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori	1	I	4			
U.S. 30740 v3 ↗ Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori mo te ao turoa	1	I	4			
U.S. 30743 v3 ↗ Tuhituhi kia taumata tuapapa nga tuhinga reo Maori	1	I	4			
U.S. 30744 v3 ↗ Tuhituhi kia taumata tuapapa nga tuhinga reo Maori mo te ao turoa o te akonga	1	I	4			
U.S. 30747 v3 ↗ Whakarongo kia taumata tuapapa te mohiotanga ki te reo Maori	1	I	3			
U.S. 30748 v3 ↗ Whakarongo kia taumata tuapapa te mohiotanga ki nga korero mo te ao turoa o te akonga	1	I	3			
Total Credits:			22	0	0	0

Te Wahanga Whakaako

NCEA Level 1 Te Reo Maaori U.S. (1WMAOUS)

Level 1 Te Reo Maaori unit standard (US) is an open-entry course for students who wish to pursue Te Reo Maaori language.

It is suitable for entry-level learners and those interested in developing their understanding of Te Ao Maaori in the context of language.

There are 3 strands to the course: whakarongo (listening), tuhi (writing), and paanui (reading). This course is worth 22 credits.

Please note that this course is NOT a pathway to university entrance.



Head of Faculty - Pou Taahuu

- Sylvia Patu

Learning Areas

[Te Wahanga Whakaako](#)

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 30739 v3 ↗ Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori	1	I	4			
U.S. 30740 v3 ↗ Panui kia taumata tuapapa te mohiotanga ki nga tuhinga reo Maori mo te ao turoa	1	I	4			
U.S. 30743 v3 ↗ Tuhituhi kia taumata tuapapa nga tuhinga reo Maori	1	I	4			
U.S. 30744 v3 ↗ Tuhituhi kia taumata tuapapa nga tuhinga reo Maori mo te ao turoa o te akonga	1	I	4			
U.S. 30747 v3 ↗ Whakarongo kia taumata tuapapa te mohiotanga ki te reo Maori	1	I	3			
U.S. 30748 v3 ↗ Whakarongo kia taumata tuapapa te mohiotanga ki nga korero mo te ao turoa o te akonga	1	I	3			
Total Credits:			22	0	0	0

Te Wahanga Whakaako

NCEA Level 1 Te Reo Maaori A.S. (1WMAOAS)

Level 2 Te Reo Maaori achievement standard (AS) is a restricted entry course for students who wish to pursue Te Reo Maaori as an academic pathway.

This course requires a foundational knowledge in Te Reo Maaori, which may be demonstrated by achievement in year 11 Te Reo Maaori (AS). Entry into this course is at the discretion of the Kaihautuu - see entry requirements below.

This course is a pathway to university entrance.

This course is worth 20 credits. This course covers six strands of the reo, namely paanui (reading), tuhi (writing), koorero (oral), and whakarongo (listening), maatakitaki (watching), and whaakatu (presenting). This course includes 2 internal standards and 2 external standards. One of the external standards is assessed in Term 3 and the other in Term 4.



Head of Faculty - Pou Taahuu

- Sylvia Patu

Prerequisites

Entry requirements:

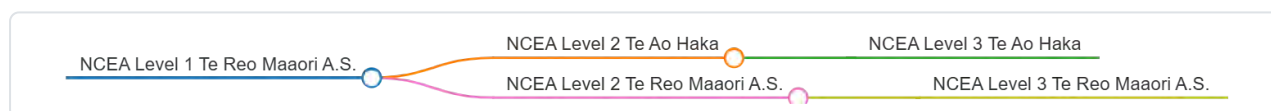
- Entry from Kura Kaupapa;
- Full Year 10 Te Reo Maaori with a Curriculum Level of 4P and above for Assessments, along with a willingness to do Homework. **Every student who selects this Course will take an Entry Assessment to see that they have the skills to do this subject.**

Every Student must have **Matua Tipene Frearson approve their request. It is Mandatory.**

Learning Areas

Te Wahanga Whakaako

Pathways



Assessments

92092 is an oral Assessment where a student will have a conversation in Maaori for 3 minutes with another student.

92093 is also an oral Assessment where a student will speak on a topic for 3 minutes or they write 250 words in same topic

92092 is a grammar paper that happens end of year in exam time

92092 is a written only Assessment where a student will write 300 words on a topic.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92092 v3 ↗ Te Reo Maori 1.1 - Te kororerero i nga parongo, i nga aria me nga whakaaro	1	I	5		Y	
A.S. 92093 v3 ↗ Te Reo Maori 1.2 - Te whakapuaki whakaaro e pa ana ki tetahi horopaki e ora nei te reo	1	I	5		Y	
Total Credits:			20	0	20	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92094 v3 Te Reo Maori 1.3 - Te whakaatu i te maramatanga ki te reo Maori me ona matapono i tetahi horopaki e taunga ana	1	E	5		Y	
A.S. 92095 v4 Te Reo Maori 1.4 - Te tuhi e pa ana ki tetahi horopaki e taunga ana	1	E	5		Y	
Total Credits:			20	0	20	0

Technology

NCEA Level 3 Spatial Design (3TSPD)

NCEA Level 3 Spatial Design

Course Description:

This advanced spatial design course supports ākonga to explore their personal design voice through architectural thinking. Beginning with an experience, theme, or symbol that resonates with them, students initiate creative ideas using abstraction, exaggeration, and transformation techniques through AS91627 – Initiate design ideas through exploration (4 credits, External). This ideation phase focuses on meaningful, original thinking and visual strategies to develop a concept that challenges conventions.

Students advance to AS91629 – Resolve a spatial design through graphics practice (6 credits, Internal), where their concept is developed into a refined architectural or interior spatial design—such as a retreat, community space, or future-forward dwelling. Students respond to real-world constraints including site, environment, and human interaction, while integrating technical and aesthetic considerations.

Students choose one of two external options to further communicate their design intent:

- AS91631 – Produce working drawings to communicate production details for a complex design (6 credits)
A highly detailed architectural drawing set showing construction and material specifications using orthographic and 3D CAD or manual methods, including sections, elevations, detail views, and material annotations, adhering to NZ conventions.
- AS91627 – Initiate design ideas through exploration (4 credits)
[Already completed earlier in the course; this is the required external if not doing AS91631.]

All students then produce a high-quality exhibition for a defined audience using AS91628 – Develop a visual presentation that exhibits a design outcome to an audience (6 credits, Internal). This involves planning and composing a presentation—such as a display board, model, flythrough or interactive setup—that promotes the essence and purpose of their spatial design through skillful visual communication.

Key Skills and Techniques Developed:

- Advanced Ideation & Design Thinking:
 - Using experiences to form design narratives
 - Visual regeneration strategies: abstraction, inversion, rotation, deconstruction
- Conceptual & Technical Development:
 - Spatial planning, environmental and cultural response
 - Ergonomic and human-centred design
 - Sustainable and material research
- Visual Communication:
 - Perspective rendering, floor plans, sections, CAD modelling
 - Annotation for audience understanding
 - Exhibition planning (scale, impact, audience needs)
- Technical Documentation (optional standard):
 - Orthographic and sectional drawing

- Conventions: dimensioning, hatching, material notation
- Referencing views and construction logic
- Presentation Techniques:
 - Layout, composition, hierarchy, balance
 - Media integration: physical models, digital boards, animation
 - Tailoring presentation to audience and setting

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

Recommended Prior Knowledge:

1. Fundamentals of Spatial Design (Level 2):

- Experience with developing a spatial design project (e.g., café, holiday home)
- Understanding how to integrate design principles like form, function, space, balance, proportion, and aesthetics
- Ability to respond to a brief by generating, refining, and communicating spatial ideas

2. Design Movement or Era Influence:

- Familiarity with identifying and applying design characteristics from historical or cultural movements (e.g., Bauhaus, Art Deco, Māori design)

3. Visual Communication Skills:

- Proficiency in freehand sketching and instrumental drawing (plans, elevations, sections)
- Use of digital modelling software (e.g. SketchUp, Fusion 360, ArchiCAD)
- Confidence in using composition principles like alignment, hierarchy, and spacing to present ideas

4. Design Thinking and Creative Exploration:

- Experience exploring and developing ideas from visual or symbolic inspiration
- Understanding of ideation processes like abstraction, exaggeration, recombination, and transformation
- Ability to critically reflect on, refine, and justify design decisions

5. Technical Knowledge and Conventions:

- Basic knowledge of architectural drawing conventions (line types, dimensions, symbols)
- Understanding of spatial relationships, human scale, environmental factors (e.g. sun paths, topography), and material use

6. Portfolio and Presentation Skills:

- Experience assembling a portfolio that clearly communicates the development of a design
- Use of annotations and layout design to guide the viewer and tell a design story

While prior completion of NCEA Level 2 Design & Visual Communication (or equivalent spatial design experience) is strongly recommended, motivated students with a strong visual design background in Art, Product Design, or Technology could also succeed with additional support.

Learning Areas

Technology

Pathways

Architecture & Built Environment
Architect
Architectural Technician / Draughtsperson
Urban Designer
Landscape Architect
Interior Designer

 Interior & Spatial Design
Spatial Designer
Exhibition Designer
Retail / Hospitality Designer
Set Designer (Film/Theatre)

 Creative Industries
Industrial / Product Designer
Furniture Designer
Graphic Designer (specialising in layout/visual storytelling)
Concept Artist or Environment Designer (Gaming, Film, VR)

 Design & Innovation
Design Strategist
User Experience (UX) or User Interface (UI) Designer
Sustainable Design Consultant
Wayfinding or Environmental Graphic Designer

 Engineering & Construction
Drafting Technician (CAD)
Construction Manager
Building Science Specialist
Quantity Surveyor (with additional study)

Further Study Opportunities:
Completing this course can lead into tertiary programmes such as:

Bachelor of Architecture or Architectural Studies
Bachelor of Design (Spatial, Interior, or Industrial)
Diplomas in Architectural Technology
Design Foundation or Pre-Trade programmes (e.g., NZ Certificate in CAD or Digital Design)

The course also nurtures key future-focused skills like critical thinking, sustainability, collaboration, and visual literacy—essential for jobs that don't yet exist but are emerging in our changing world.

Assessments

Students will complete 2 Internals and 1 External Achievement standard. The students can achieve 16-18 credits in Level 3 Spatial.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91627 v4  Design and Visual Communication 3.30 - Initiate design ideas through exploration 	3	E	4			
A.S. 91628 v3  Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience 	3	I	6			
A.S. 91629 v3  Design and Visual Communication 3.32 - Resolve a spatial 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	0

Technology

NCEA Level 3 Food and Nutrition (3TFNT)

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.

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

Some basic nutritional knowledge is beneficial. You require 16 credits in Level 2 Food and Nutrition or 16 credits in Level 2 English

Learning Areas

Technology

Pathways

Higher levels of study in Food and Nutrition, University entrance, career opportunities in the food industry

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and is essay based.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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	14	0	0

Technology

NCEA Level 3 Engineering (3TEGR)

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.

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.

The Level 3 Engineering course offers you the chance to expand your knowledge, refine your skills, and become industry-ready for a future in all aspects of the Engineering field.

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- Paul Reynolds

Prerequisites

Completion of level 2 Engineering safety standard 21911, level 2 fabrication 32055 and level 2 Machine operations 32053.

Learning Areas

Technology

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 32052 v1 ↗ Demonstrate knowledge of and produce development drawings and patterns for three-dimensional objects in MaPS environment	3	I	4			
U.S. 32054 v1 ↗	3	I	7			
Total Credits:			18	0	0	0
						316

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Produce components by performing engineering machining operations in MaPS environment						
U.S. 32056 v1 ↗ Perform fabrication operations in MaPS environment	3	I	7			
Total Credits:			18	0	0	0

Technology

NCEA Level 3 PTECH Digital Technologies (3TDIP)

P-TECH is a secondary-to-tertiary pathway designed to help rangatahi explore and prepare for careers in technology and innovation through a partnership between schools, **MIT** and the professional world. Students combine school learning with industry exposure, mentoring, workplace experiences and tertiary study — helping bridge the gap between education and employment. Every week students will attend a one day course held at MIT.

In order to sign up for the P-Tech programme students must select either 3TDID or 3TCOS or both subjects.

At the end of Year 13 students have the option of continuing in the P-TECH programme. Those students that decide to continue, will be eligible for the paid internship program and transfer into full tertiary study at Manukau Institute of Technology to earn a degree.

NOTE: if you want to attend this 1 day a week course you must select it as a backup subject slot.

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- Paul Reynolds

Prerequisites

NCEA Level 2 Digital Technologies and P-Tech is compulsory.

Learning Areas

Technology

Pathways

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.

Technology

NCEA Level 3 Digital Design (3TDID)

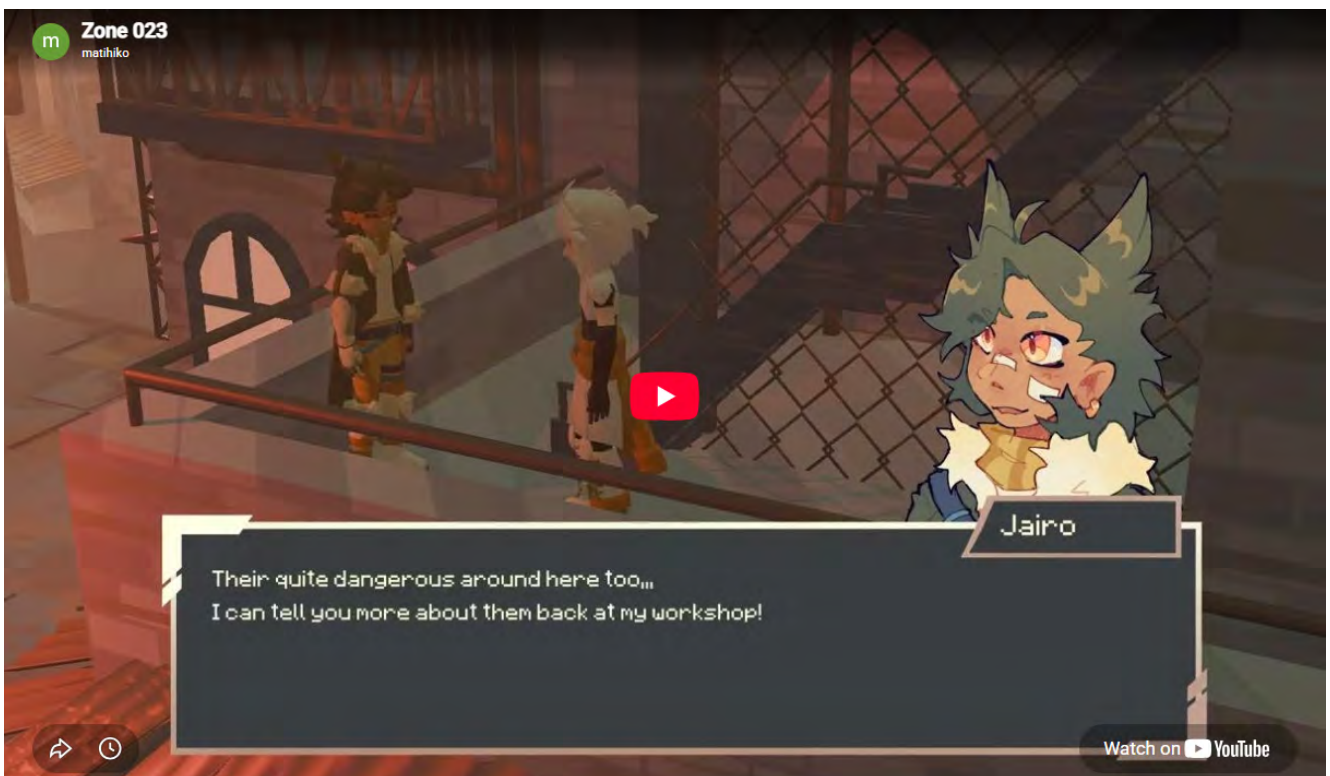
In this course you'll use **Blender**, the industry-standard 3D software also used by studios working on games, film VFX, and product design, to design, model, texture, rig, and animate your own 3D outcomes. You'll go from concept sketches to a finished character, environment, or animated sequence — and everything in between: sculpting, shading, lighting, rigging, and rendering.

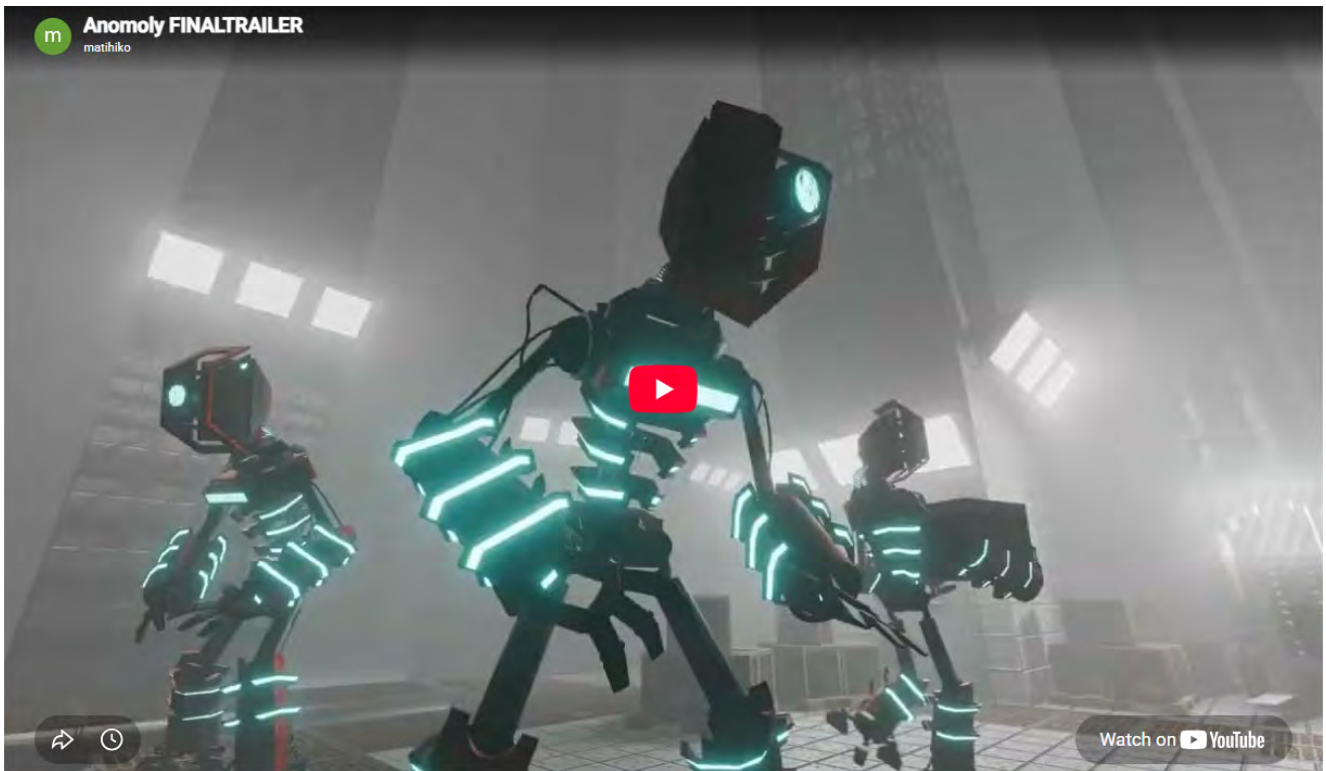
This isn't a "follow the tutorial" course. You'll research real user experience methods to design how people interact with your work, run your own production like a studio would — using project management tools, sprints, and version control — and build a portfolio piece that actually reflects your own creative decisions.

By the end of the year you'll walk away with:

- A refined 3D showreel/portfolio piece you can show to employers, universities, or game studios
- Real experience with industry-standard tools and workflows
- 16 NCEA Level 3 credits across four standards, contributing to University Entrance

Student Animations





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- Paul Reynolds

Prerequisites

NCEA Level 2 Digital Design Technologies (12TDID) is highly recommended. Students who have not taken part in the Level 2 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

Learning Areas

[Technology](#)

Pathways

3D Animator, Game Designer, Game Artist/Environment Artist, VFX Artist, Character Modeller/Rigger, Motion Graphics Designer, Film and Television Production, Architectural Visualisation Artist, Product Designer/3D Visualisation Specialist, UX/UI Designer, Virtual Reality/Augmented Reality Developer, Concept Artist, Web/App Developer, Multimedia Designer, Digital Marketing/Advertising Creative, Tertiary study in Digital Design, Animation, Game Development

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessment is through NCEA Achievement Standards; three internal standards and one external exam in Term 4.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91901 v1 ↗ Digital Technologies and Hangarau Matihiko 3.2 - Apply user experience methodologies to develop a design for a digital technologies outcome **	3	I	3			
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. 91907 v2 ↗ 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:			16	0	0	0

Technology

NCEA Level 3 Computer Science (3TCOS)

You've already proven you can think like a computer scientist — now it's time to think like an innovator. Year 13 Computer Science takes everything you mastered in Y12 and pushes it into genuinely complex territory, with programming and electronics challenges that mirror what professionals face in cutting-edge industries. You'll also grapple with some of the biggest ideas shaping our world — from Big Data to computing complexity — the mathematical and conceptual forces driving breakthroughs in AI, cybersecurity, and beyond. Y13 isn't just the next level; it's where you discover how far your potential can truly take you.



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Prerequisites

NCEA Level 2 Computer Science is highly recommended. Students who have not taken part in the Level 2 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 before February in the following year.

Learning Areas

Technology

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessment is through NCEA Achievement Standards; two internal standards and one external exam in Term 4.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91904 v1  Digital Technologies and Hangarau Matihiko 3.5 - Use complex techniques to develop an electronics outcome 	3	I	6			
A.S. 91906 v2  Digital Technologies and Hangarau Matihiko 3.7 - Use complex programming techniques to develop a computer program 	3	I	6			
A.S. 91908 v1  Digital Technologies and Hangarau Matihiko 3.9 - Analyse an area of computer science 	3	E	3	3w		
Total Credits:			15	3	0	0

Technology

NCEA Level 3 Computer Applications (3TCOM)

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.

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Prerequisites

It would be an advantage to have done Computer Applications at Level 2 but it is not necessary.

Learning Areas

Technology

Pathways

This course would be beneficial for almost any career as the office applications students would become proficient in are used in most industries and workplaces.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 29785 v2 ↗ Use a word processing application to integrate images, spreadsheet and database data into documents	3	I	5			
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			
U.S. 29789 v2 ↗ Use a presentation application to produce an interactive multimedia presentation	3	I	3			
Total Credits:			18	0	0	0

Technology

NCEA Level 3 Catering (3TCAT)

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 and EATucation 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

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- Paul Reynolds

Prerequisites

Some basic knowledge of food safety and food preparation, covered in year 12 CAT and 12 FNT would be beneficial. must have complete US168

Learning Areas

Technology

Pathways

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.

Job opportunities for cafes, restaurants, tertiary studies at AUT and MIT.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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. 13310 v6 ↗ Prepare and produce basic hot and cold dessert items in a commercial kitchen	3	I	5			
U.S. 13314 v7 ↗ Prepare and cook egg dishes in a commercial kitchen	3	I	4			
U.S. 13316 v6 ↗ Prepare and cook basic pasta dishes in a commercial kitchen	3	I	3			
U.S. 13322 v6 ↗ Prepare and cook basic pastry dishes in a commercial kitchen	3	I	4			
U.S. 13325 v6 ↗ Prepare and bake basic cakes, sponges, and scones in a commercial kitchen	3	I	4			
Total Credits:			26	0	0	0

Technology

NCEA Level 2 Spatial Design (2TSPD)

NCEA Level 2 Spatial Design

Course Description

This Year 12 Spatial Design course is an integrated project-based learning experience where ākonga (students) explore and apply spatial design processes through the development of a meaningful and contextually relevant architectural solution. The project centres on the design of your choice, using a selected design movement or era as a creative influence.

Students begin by investigating the characteristics and historical context of a chosen design movement (e.g. Bauhaus, Deconstructivism, pre-European Māori), then generate and refine spatial concepts. They apply architectural thinking, spatial design tools, and visual communication strategies to create a resolved design solution. The course culminates in either a set of working drawings or an external visual ideation portfolio, and a final presentation board or exhibit that communicates their design intent clearly and persuasively.

Skills and Techniques Students Will Learn

Design Literacy & Aesthetic Understanding

- Investigate historical, cultural, and social influences of a design movement or era.
- Interpret and embed stylistic characteristics (e.g. form, rhythm, balance, colour, proportion).
- Critique design decisions using aesthetic and functional criteria.

Spatial Design Development

- Respond to a brief through ideation, concept sketches, and research.
- Use bubble diagrams, paper architecture, and symbolism to explore design ideas.
- Consider site-specific constraints like orientation, weather, and access.

Technical & Functional Thinking

- Apply technical knowledge of building materials, sustainable practices, and environmental considerations.
- Demonstrate understanding of spatial ergonomics, lighting, and circulation.

Visual Communication Techniques

- Produce visual outputs such as:
 - Freehand and instrumental drawings (plans, elevations, sections)
 - Physical models and mock-ups
 - CAD or digital models and renders
 - Annotated sketches and photo-montages

Presentation and Promotion

- Apply compositional principles (hierarchy, alignment, balance, negative space).
- Develop an effective A2 presentation board or digital exhibit showcasing final design outcomes.
- Use modes such as digital collage, photography, 3D renders, and layout design to promote the essence of the spatial design to an intended audience.

EXTERNALS - Working Drawings OR Visual Communication

- Either:

- AS91338: Create a coherent set of scaled working drawings showing technical and assembly details using correct architectural conventions,
- Or
- AS91337: Submit an external visual portfolio that explores design possibilities through divergent and reflective ideation.

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- Paul Reynolds

Prerequisites

Prior Knowledge and Skills Needed

Design Thinking & Creative Problem Solving

- Experience working through a design process (e.g. empathise, define, ideate, prototype, test)
- Ability to generate, develop, and refine creative ideas in response to a brief
- Familiarity with exploring aesthetic and functional aspects of a design

Visual Communication Techniques

- Competence in freehand sketching, rendering, and using drawing to communicate ideas
- Basic skills in instrumental drawing (e.g. orthographic views, scale, basic conventions)
- Use of layout and composition principles (hierarchy, alignment, balance)

Technical Design Knowledge

- Understanding of basic spatial concepts (e.g. circulation, volume, scale, human use)
- Some exposure to sustainability concepts, such as energy efficiency or material impact
- Awareness of materials, construction, and environmental design factors (optional but helpful)

Digital and Physical Modelling

- Experience with at least one digital design tool (e.g. SketchUp, Tinkercad, Fusion 360)
- Ability to create mock-ups or physical models using cardboard, paper, or found materials

Design History / Visual Culture

- Familiarity with at least one design movement or era (e.g. Bauhaus, Modernism, Deconstructivism, Māori or Pacific architecture)
- Understanding of how cultural and historical contexts influence design styles and choices

Communication and Reflection

- Ability to annotate visual work and explain design decisions
- Skills in self-reflection and critique of both own work and peer work
- Confidence in presenting ideas visually for an audience

Recommended Prior Learning

- Year 11 Design and Visual Communication (DVC) or equivalent in Art, Graphics, or Technology
- Some experience with spatial or product design projects, even in informal or junior contexts
- A working knowledge of visual design vocabulary (shape, form, aesthetic, balance, scale, contrast, etc.)

Students without this prior knowledge can still succeed, especially if:

- Students have a love of drawing and enjoy being creative
- The teacher provides scaffolded instruction and modelling early in the course
- Students are supported to experiment, reflect, and learn through doing
- Access is provided to tutorials, exemplars, and hands-on practice with tools and media

Learning Areas

Technology

Pathways

NCEA Level 2 Spatial Design

NCEA Level 3 Spatial Design

Architecture & Built Environment

Architect – designing buildings, houses, schools, and public spaces

Landscape Architect – designing outdoor spaces like parks, waterfronts, or gardens

Urban Planner – shaping cities, transportation, and community spaces

Interior Architect / Interior Designer – designing the inside of buildings to enhance wellbeing and functionality

Architectural Technologist – specialising in the technical aspects of building design

 Design and Visual Communication

Spatial Designer – creating interior and exhibition spaces, installations, or temporary structures

Set Designer / Production Designer – working in theatre, film or television to design physical spaces

Exhibition Designer – creating museum, gallery, or retail displays

Graphic Designer / Communication Designer – designing visual materials for branding, layout, and advertising

 Engineering & Technical Fields

Civil Engineer – designing infrastructure such as bridges, buildings, and roads

Structural Engineer – ensuring buildings and large structures are safe and durable

Construction Manager – overseeing the construction process and managing teams

CAD Technician / Draftsperson – creating technical drawings using digital tools

 Sustainability & Environment

Environmental Designer – integrating sustainability and eco-conscious practices into spatial projects

Sustainable Architect – specialising in green building, energy efficiency, and climate-resilient design

Urban Designer – focusing on walkability, green infrastructure, and human-centred planning

 Creative Arts & Further Study

Industrial Designer – designing products, furniture, and everyday objects

Design Educator / Lecturer – teaching design at secondary, tertiary, or community level

Researcher in Design or Architecture – working in academic, urban planning or cultural research

Artist / Installation Artist – creating site-specific or spatial-based artworks

 Transferable Skills → Any Field

Even if students don't pursue design, this course builds:

Critical thinking & problem solving

Visual and verbal communication

Project planning and portfolio development

Empathy and user-centred thinking

Assessments

Students will complete 3 Internals and 1 External Achievement standard. The students will achieve 18 credits at Level 2 Spatial Design.

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91337 v3 Design and Visual Communication 2.30 - Use visual communication techniques to generate design ideas	2	E	3			
A.S. 91338 v4 Design and Visual Communication 2.31 - Produce working drawings to communicate technical details of a design	2	E	4			
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. 91343 v4 Design and Visual Communication 2.36 - Use visual communication techniques to compose a presentation of a design	2	I	4			
Total Credits:			20	0	0	0

Technology

NCEA Level 2 Food and Nutrition (2TFNT)

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.

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

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

Learning Areas

Technology

Pathways

NCEA Level 2 Food and Nutrition

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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

the course offers 3 internal Achievement Standards and 1 external Achievement Standard. Assessments requires Report writing and are essay based.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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			
Total Credits:			19	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Technology

NCEA Level 2 Engineering (2TEGR)

"Year 12 Engineering (2TEGR) is a practical, industry-aligned course that builds on part of junior Technology learning. Students develop skills in four key areas:

1. **Workshop safety.**
2. **Basic engineering workshop skills.**
3. **Engineering drawing.**
4. **Engineering communication (both written and verbal).**

Across the year, students' complete practical tasks and small projects while learning to use tools, equipment, and selected machines safely and accurately. The course also includes a moderate amount of written work and a significant drawing component which requires both instrumental drawing and geometric construction. This course suits students who enjoy practical learning, problem solving, and making projects. Students must be prepared to work safely, communicate clearly, and develop accuracy in both workshop and drawing tasks."

This course serves as an excellent pathway for individuals aiming to pursue an apprenticeship in engineering rather than advancing to Year 13.

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

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.

Learning Areas

Technology

Pathways

NCEA Level 2 Engineering

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.

Assessments

Unit standards 21911, 32051, 32053 and 32055

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 21911 v3 ↗ Demonstrate knowledge of safety on engineering worksites	2	I	2			
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

Technology

NCEA Level 2 PTECH Digital Technologies (2TDIP)

This option has been put in place to allow students who take one of the two digital technologies classes at Year 12 to sign up for the P-Tech programme as part of which they will be going to MIT one day a week. In order to sign up for the P-Tech programme students must select either 2TDID or 2TCOS or both subjects.

NOTE: if you want to go on this 1 day a week course you must select it in your backup subject slot.

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

NCEA Level 1 Digital Technologies or P-Tech is highly recommended. However, this is not compulsory.

Learning Areas

Technology

Pathways

NCEA Level 2 PTECH Digital Technologies

NCEA Level 3 PTECH 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.

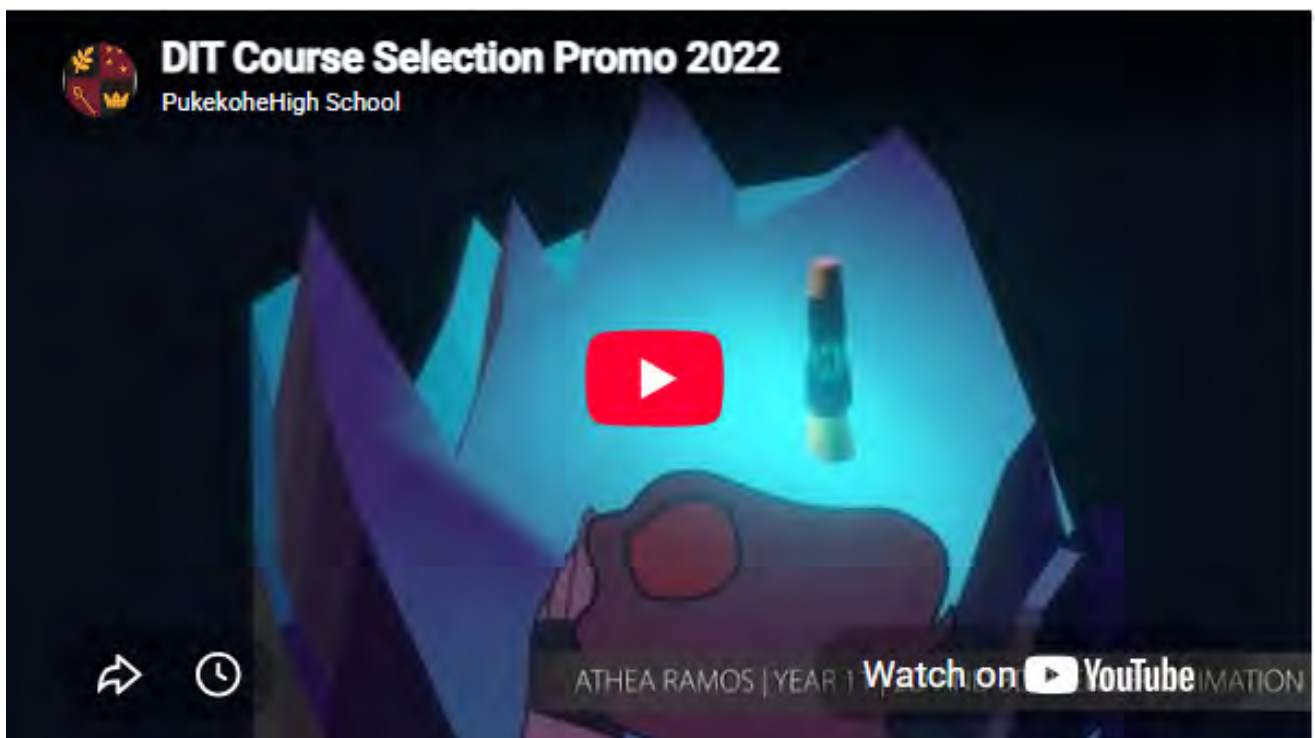
Technology

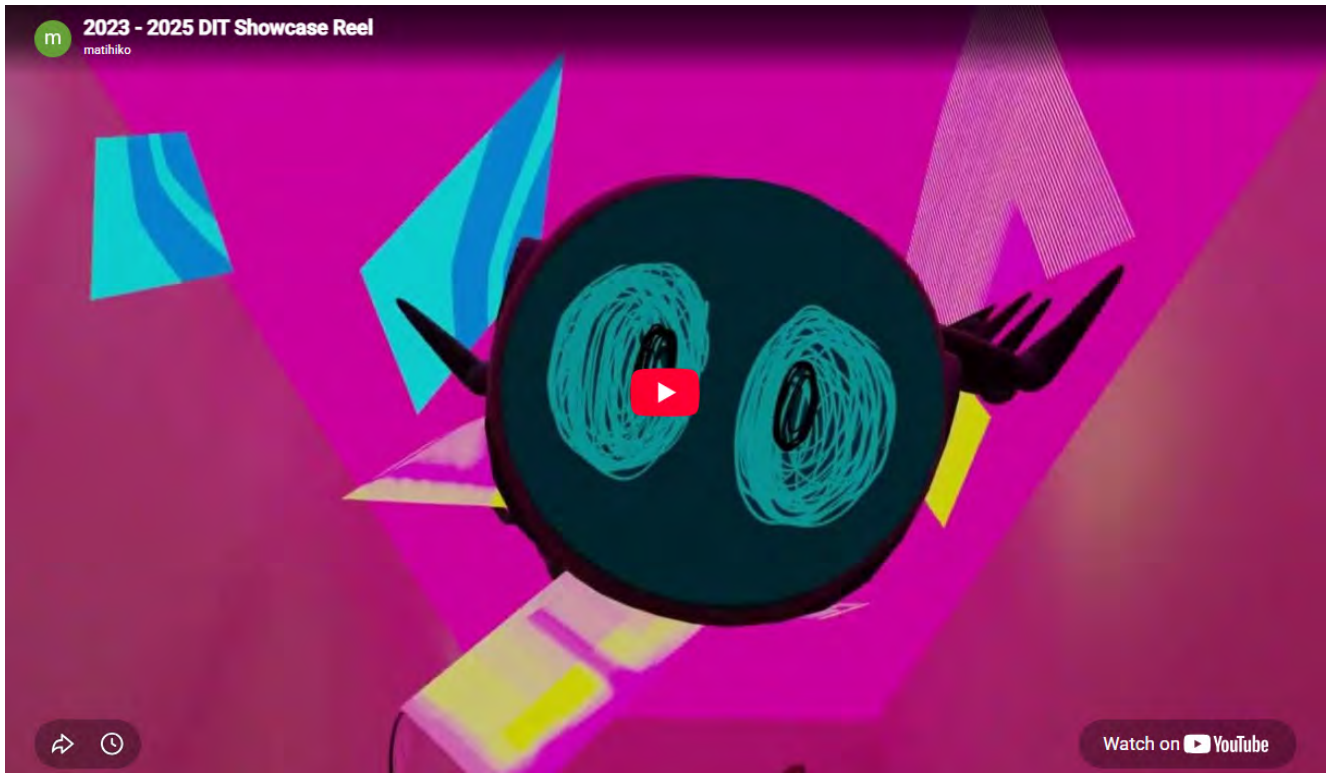
NCEA Level 2 Digital Design (2TDID)

Are you a passionate creative who wants to turn ideas into animated worlds? Year 12 Digital Design gives you hands-on experience with industry-standard tools — Blender and Adobe software — blending both 2D and 3D techniques to take your creative vision from concept to screen. You'll design original characters, develop visual narratives, and build immersive environments using a combination of digital drawing, illustration, and 3D modelling.

Through specialised rendering techniques, custom shaders, and post-processing, you'll discover how 3D software can be pushed to look like something else entirely — a hand-painted illustration, classic anime, or tactile stop-motion claymation. The fusion of 2D and 3D workflows means you're not locked into one style; instead you'll experiment across the full spectrum of digital art, finding a visual language that's uniquely yours.

This course walks you through the full creative pipeline, from initial character briefs and storyboards through to cinematic visual effects and polished final renders. At the end of the year, you'll complete an external assessment presenting a design process portfolio — showcasing not just your finished work, but the creative thinking, experimentation, and style exploration that shaped it. If you're into art, storytelling, gaming, or film, this is the subject that brings it all together.





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- Paul Reynolds

Prerequisites

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.

Learning Areas

Technology

Pathways

NCEA Level 2 Digital Design

NCEA Level 3 Digital Design

Animation, Game Design, Visual Effects (VFX), Graphic Design, Film & Television Production, User Experience (UX) & Interface Design, Concept Art, Illustration, Advertising & Creative Media, Architecture & Spatial Design, Fashion & Textile Design, Industrial & Product Design.

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91891 v1  Digital Technologies and Hangarau Matihiko 2.2 - Apply conventions to develop a design for a digital technologies outcome	2	I	3			
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. 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:			16	0	0	0

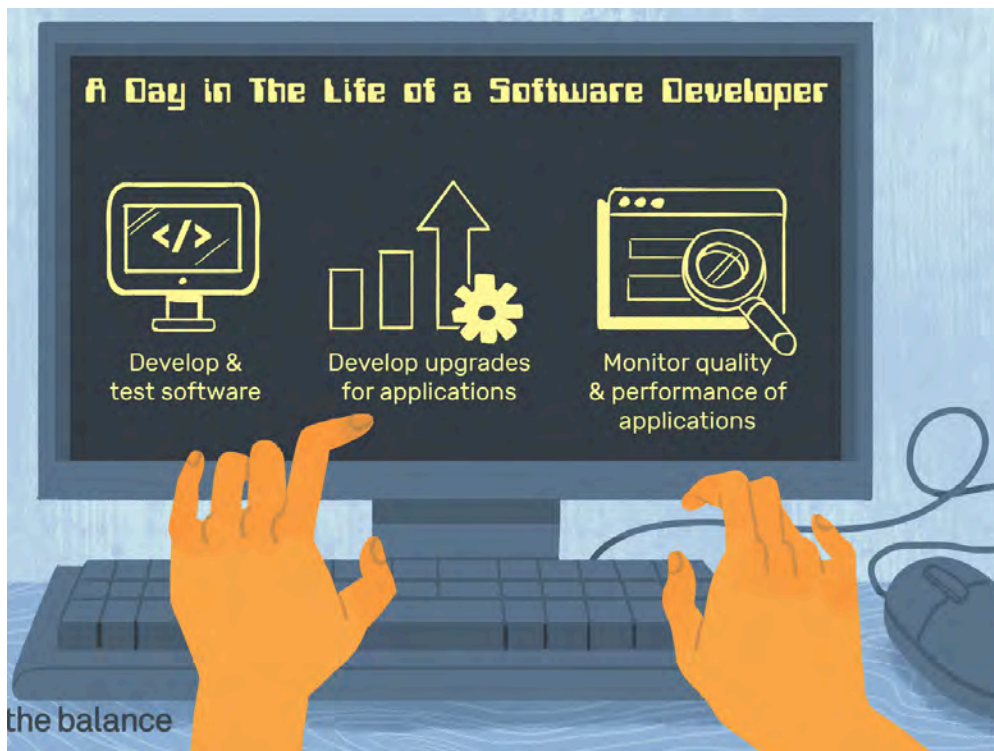
Technology

NCEA Level 2 Computer Science (2TCOS)

Want to build the tech of tomorrow — and actually understand how it works? Year 12 Computer Science takes you beyond the basics and into the real heart of the digital world. In Advanced Programming, you'll sharpen your coding skills to solve complex, real-world problems like a professional developer. In **Advanced Electronics**, you'll get hands-on with the hardware that powers every device around you — bridging the gap between software and the physical world in a way few students ever get to experience.

But this course isn't just about making things — it's about understanding things. You'll also explore fascinating computer science theory, diving into topics like encryption: the invisible force that protects every password, bank transaction, and private message on the planet. With a mix of practical skills and sharp theoretical thinking, Year 12

Computer Science sets you up for some of the most in-demand — and best-paid — careers on earth. If you're curious, creative, and ready for a challenge, this is the course for you.



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- Paul Reynolds

Prerequisites

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.

Learning Areas

Technology

Contributions and Equipment/Stationery

1. Plug in headphones
2. Laptop or PC capable of running the software required for the course is an advantage

Pathways

NCEA Level 2 Computer Science

NCEA Level 3 Computer Science

Set the foundation for university study and a career in the computer science industry. Think software developer, cybersecurity analyst, electronics engineer, or AI specialist. These are careers where skilled people are needed right now, with salaries and opportunities that are hard to beat. Whatever path you choose, this course gives you the real skills and NCEA credits to get there.

Assessments

This course is eligible for subject endorsement.

Assessments are Achievement Standards, of which there are two internal standards and one external submission - all assessment work is based on one project being the development and creation of a digital outcome ie an interactive animation

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91894 v1 ↗ Digital Technologies and Hangarau Matihiko 2.5 - Use advanced techniques to develop an electronics outcome	2	I	6			
Total Credits:			15	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 91896 v2  Digital Technologies and Hangarau Matihiko 2.7 - Use advanced programming techniques to develop a computer program	2	I	6			
A.S. 91898 v1  Digital Technologies and Hangarau Matihiko 2.9 - Demonstrate understanding of a computer science concept	2	E	3			
Total Credits:			15	0	0	0

Technology

NCEA Level 2 Computer Applications (2TCOM)

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.

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- Paul Reynolds

Prerequisites

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.

Learning Areas

Technology

Pathways

NCEA Level 2 Computer Applications

NCEA Level 3 Computer Applications

This leads to... employment in administrative areas across a range of job and industry settings.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 29769 v2 ↗ Use the main features and functions of a word processing application for a purpose	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. 29771 v2 ↗ Use the main features and functions of a presentation application for a purpose	2	I	3			
U.S. 29776 v2 ↗ Use the main features of an HTML editor to create a website	2	I	4			
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:			20	0	0	0

Technology

NCEA Level 2 Catering (2TCAT)

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, baking, frying and grilling foods, making interesting salads and a range of different sandwiches.

you will also be covering a barista course

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

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- Paul Reynolds

Prerequisites

Some basic knowledge of food safety and food preparation, covered in year 11 CAT and 11 FNT would be beneficial BUT not compulsory.

Learning Areas

Technology

Pathways

NCEA Level 2 Catering

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.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 167 v10 ↗ Practise food safety methods in a food business under supervision	2	I	4			
U.S. 13271 v6 ↗ Cook food items by frying	2	I	2			
U.S. 13272 v6 ↗ Cook food items by baking	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:			20	0	0	0

Technology

NCEA Level 2 Building (2TBLD)

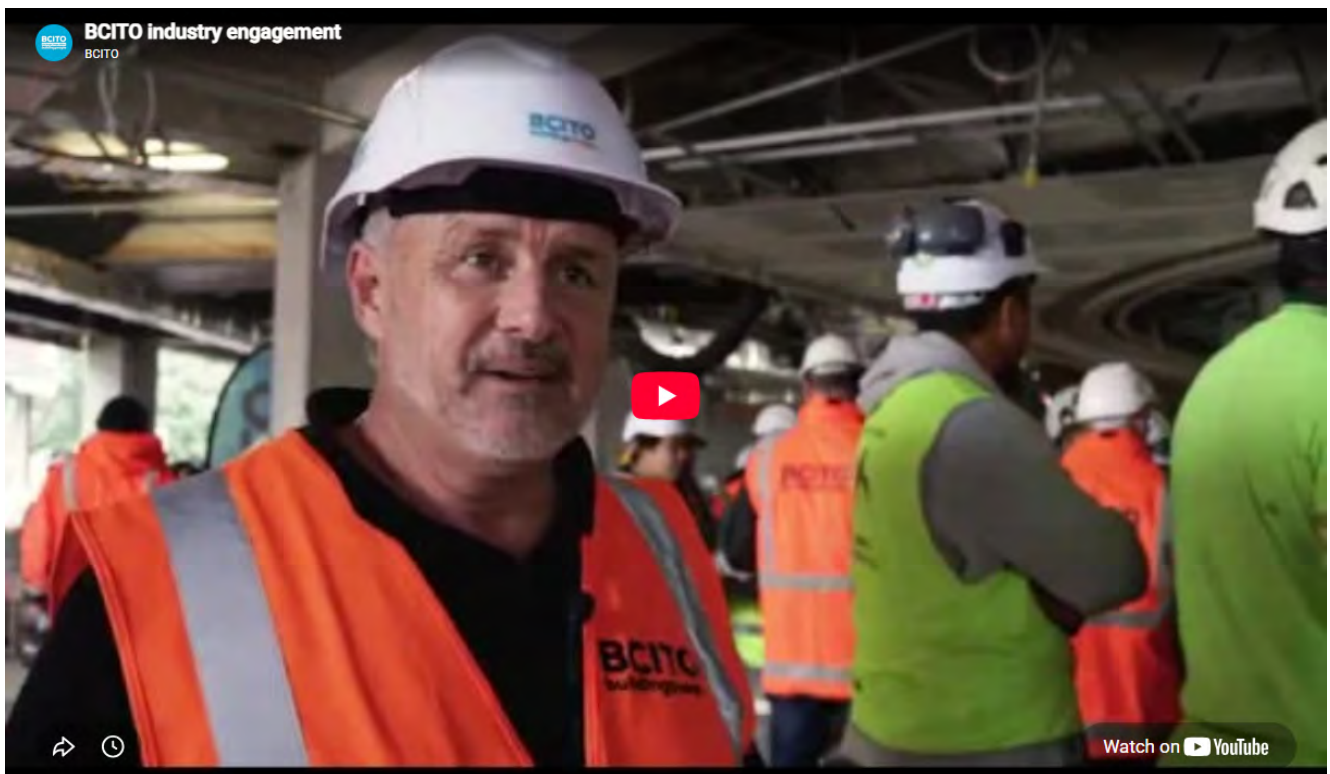
We recommend students interested in a possible career in the construction industry or those looking for skills and knowledge that will be useful in later life take this course.

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.



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Learning Areas

Technology

Assessments

The course has 4 Unit Standards to work on provided by BCITO our external ITO provider.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 12927 v6 ↗ Demonstrate knowledge of, select, maintain, and use hand tools for BCATS projects	2	I	6			
U.S. 24350 v4 ↗ Identify, select, use and maintain portable power tools for BCATS projects	2	I	6			
U.S. 24354 v4 ↗ Demonstrate knowledge of health and safety legislation and apply safe working practices in a BCATS environment	2	I	4			
U.S. 24360 v4 ↗ Demonstrate knowledge of timber and other construction materials used in BCATS projects	2	I	5			
Total Credits:			21	0	0	0

Technology

NCEA Level 1 Hard Materials Technology (1TTEC)

Design, Develop, and Document

Year 11 Technology is a demanding course that requires students to complete both practical workshop work and a significant amount of written evidence. Students will design and manufacture a practical outcome while documenting the full development process in detail. This includes writing about their brief and specifications, design development, stakeholder feedback, testing, decision-making, and evaluation.

This course is not just a practical workshop subject. To meet the requirements of NCEA standards, students must complete an essay-style record of their work that clearly explains what they have done, why they made certain decisions, how they tested and refined their ideas, and how their final outcome is fit-for-purpose. Students need to be organised, independent, and prepared to write regularly throughout the course.

Students choosing this course should have a good understanding of basic hand tool use, safe workshop practice, and practical manufacturing processes. They should also be capable and confident writers, as the written component is a major part of the course and is essential for achieving success.

What You Will Learn:

Design and development

- Developing a design brief based on a real need, opportunity, or context
- Writing clear specifications to guide the design and manufacturing process
- Generating, modelling, and refining design ideas
- Using stakeholder feedback to improve your outcome
- Making informed decisions throughout the development process

Practical technology skills

- Using workshop tools, machines, and materials safely and accurately
- Selecting appropriate materials, processes, and joining methods
- Manufacturing a quality practical outcome
- Testing materials, techniques, and design ideas
- Refining your work to improve function, durability, appearance, and fitness-for-purpose

Written documentation and NCEA evidence

- Completing a detailed essay-style record of your practical work
- Writing regularly to explain your design thinking, testing, feedback, and decision-making
- Recording stakeholder feedback and showing how it influenced your outcome
- Evaluating your final product against the brief and specifications
- Producing written evidence that meets NCEA standard requirements

Problem-solving and evaluation

- Identifying issues during design and manufacture
- Using testing and feedback to solve problems
- Justifying material and construction choices
- Reflecting on the success of your final outcome
- Understanding how quality, sustainability, safety, and user needs influence technological practice

Course requirements

This is a heavy course with a large written workload. Prospective students should have a good grasp of basic hand tool usage and safe workshop practice. They must also be capable writers who are prepared to complete detailed written

documentation alongside their practical project work.

THIS COURSE LEADS TO YEAR 12 TECHNOLOGY, ENGINEERING AND BUILDING

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- Paul Reynolds

Prerequisites

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.

Have developed good essay writing skills and be self motivated to achieve.

Learning Areas

Technology

Contributions and Equipment/Stationery

Students are required to have access to a good laptop with the ability to download fusion 360 (modelling software).

Pathways

NCEA Level 1 Hard Materials Technology

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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			
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

Technology

NCEA Level 1 Spatial Design (1TSPD)

Year 11 Spatial Design – Course Summary (2026)

Course Overview:

Year 11 Spatial Design is an immersive, future-focused course where ākonga explore how people experience and interact with space — physically, culturally, and socially. Drawing from te ao Māori perspectives and contemporary design practices, ākonga investigate how design can support wellbeing, identity, and connection between people and place.

Throughout the year, students will engage in the Design Thinking process, moving from empathy and ideation to prototyping and refinement. They will develop a deep understanding of spatial concepts and apply visual communication skills to represent their ideas clearly and professionally.

The course encourages culturally responsive and sustainable design practice, guided by the school values of Manaakitanga (care), Kotahitanga (unity), Pūmautanga (resilience), Ako (reciprocal learning), and Arahitanga (leadership). By the end of the year, students will have produced a resolved spatial design outcome, supported by technical drawings, models, and presentation work.

Skills and Techniques Learned:

Throughout the course, students will develop a broad range of creative, technical, and collaborative skills:

Design Process and Thinking:

- Understand and apply the Design Thinking framework: Empathise → Define → Ideate → Prototype → Test → Refine
- Conduct design research and generate original, purposeful design ideas.
- Solve real-world spatial problems through iterative design and feedback.

Visual Communication Techniques:

- Freehand sketching to express early ideas and concepts.
- Use of digital tools such as SketchUp, Fusion 360, and Photoshop.
- Construction of physical models using a variety of materials.
- Development of presentation boards, portfolios, and digital displays.

Technical Drawing:

- Learn and apply instrumental drawing conventions for architectural and spatial documentation.
- Produce drawings to scale using tools such as T-squares, set squares, and digital drafting software.
- Include details such as floor plans, elevations, section views, and site layouts.

Cultural Responsiveness and Contextual Awareness:

- Understand the importance of Te Tiriti o Waitangi in design.
- Integrate tikanga Māori, mana whenua values, and site-specific considerations into design thinking.
- Practice whanaungatanga (relationship-building) by engaging with the needs of users and communities.

Collaboration and Reflection:

- Work both independently and in teams to generate and refine ideas.
- Participate in peer critiques, class discussions, and self-assessment to develop reflective design practice.
- Develop time management, planning, and communication skills essential for creative industries.

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- Paul Reynolds

Prerequisites

- Basic Drawing Skills
Able to sketch simple shapes, use perspective, and lay out ideas visually.
- Creative Thinking
Open to exploring ideas, taking risks, and thinking about how design solves problems.
- Cultural Awareness
Interest in how culture, especially te ao Māori, influences design and space.
- Communication & Collaboration
Comfortable sharing ideas, working in teams, and giving/receiving feedback.
- Digital Confidence
Basic computer skills; familiarity with design tools like SketchUp or Canva is helpful.
- Organisation & Reflection
Can manage tasks, record progress in a visual diary, and reflect on design choices.

Learning Areas

Technology

Pathways

NCEA Level 1 Spatial Design

NCEA Level 2 Spatial Design

NCEA Level 3 Spatial Design

Assessments

Students will complete 2 Internals and 1 External Achievement standard. Students can achieve a total of 15 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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92000 v3 ↗ Design and Visual Communication 1.1 - Generate product or spatial design ideas using visual communication techniques in response to design influences	1	I	5			
A.S. 92001 v3 ↗ Design and Visual Communication 1.2 - Use representation techniques to visually	1	I	5			
Total Credits:			15	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
communicate own product or spatial design outcome						
A.S. 92003 v3  Design and Visual Communication 1.4 - Use instrumental drawing techniques to communicate own product or spatial design outcome	1	E	5			
Total Credits:			15	0	0	0

Technology

NCEA Level 1 Food and Nutrition (1TFNT)

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 and the impact it has on our Well Being/ Hauora. Cooking practical form a small component of the course.



- Food and Nutrition is all about the foods we eat and the choices we make 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 and Safe practices in the kitchen
- Planning, preparing and serving of food that influences our well Being/Hauora
- Evaluating different Health Models and demonstrating the decision-making process

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

Basic knowledge of food preparation and food safety is beneficial but NOT essential

Learning Areas

Technology

Pathways

NCEA Level 1 Food and Nutrition

NCEA Level 2 Food and Nutrition

NCEA Level 3 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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

the course offers 2 internal Achievement Standards and 1 external Achievement Standard.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92008 v4 ↗ 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

Technology

NCEA Level 1 Engineering (1TEGR)

"Year 11 Engineering (1TEGR) is a practical, industry-aligned course that builds on part of junior Technology learning. Students develop skills in four key areas:

1. **Workshop safety.**
2. **Basic engineering workshop skills.**
3. **Engineering drawing.**
4. **Engineering communication (both written and verbal).**

Across the year, students' complete practical tasks and small projects while learning to use tools, equipment, and selected machines safely and accurately. The course also includes a moderate amount of written work and a significant drawing component, including both **freehand** and **aided** sketches. This course suits students who enjoy practical learning, problem solving, and making projects. Students must be prepared to work safely, communicate clearly, and develop accuracy in both workshop and drawing tasks."

This course is ideal for someone who is looking to enter the workplace as an apprentice engineer rather than continuing into year 13.

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Prerequisites

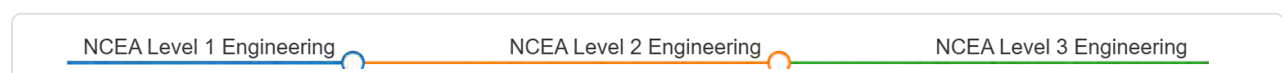
Advantages for this class would be having an understanding of workshop skills or drawing skills from either:

- 10TEC - workshop skills
- 10DET - drawing skills

Learning Areas

Technology

Pathways



Assessments

Students will complete these three unit standards of work 22926, 22923, 29655. A unit standard is assessed as Not Achieved or Achieved.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 22923 v3 ↗ Demonstrate basic engineering workshop skills under close supervision	1	I	12			
U.S. 22926 v3 ↗ Demonstrate knowledge of safety procedures in a specific engineering workshop	1	I	2			
U.S. 29655 v2 ↗ Manually produce engineering sketches	2	I	3			
Total Credits:			17	0	0	0

Technology

NCEA Level 1 Digital Technologies (1TDIT)

Code Your Own Programs (AS 92004)

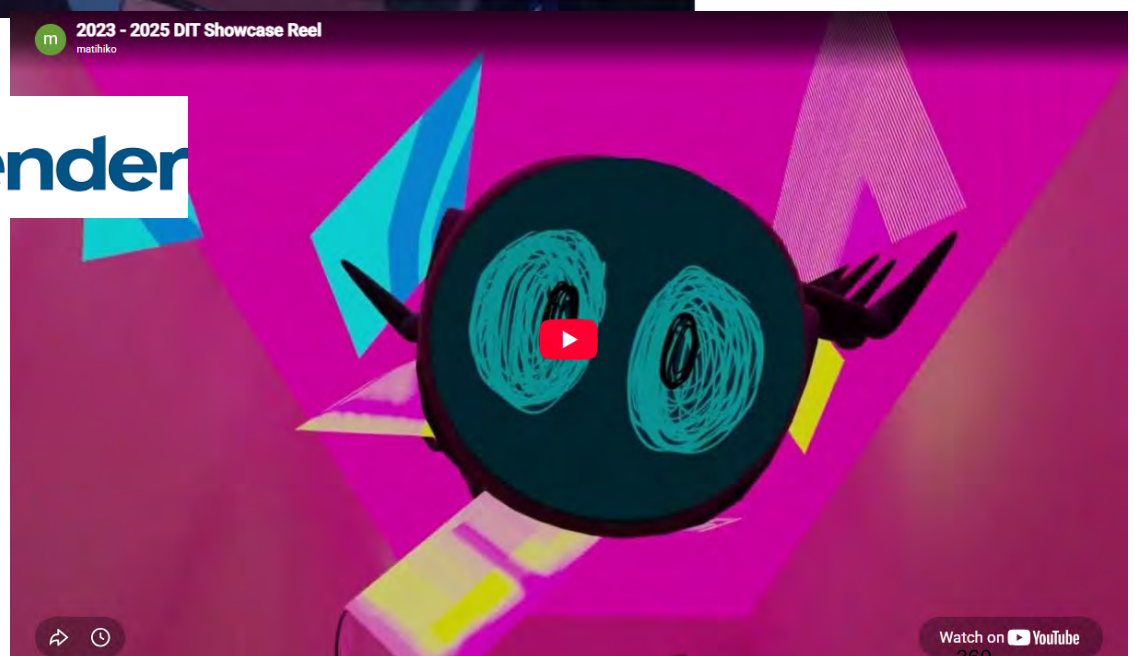
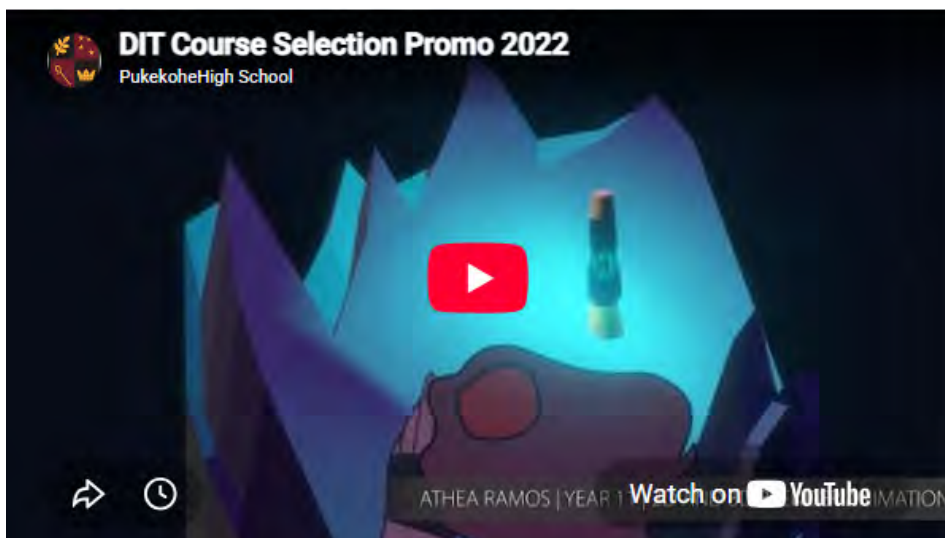
You'll learn **Python** — one of the most in-demand programming languages on the planet, used everywhere from Instagram to NASA. No experience needed. You'll go from "what's a variable?" to writing programs that solve real problems, automate boring tasks, or even build simple games. Coding is basically a superpower for the 21st century

Model and Animate in 3D with Blender (AS 92005)

Get hands-on with **Blender** — the same industry-standard software used by game studios, film VFX teams, and animation pros worldwide (it's free, and it's what Pixar-style studios actually use). You'll design your own 3D models and then bring them to life through **animation** — characters that move, objects that react, scenes that tell a story. If you're into gaming, film, animation, or just want to make cool stuff appear (and move) on screen from nothing, this is where you start.

Design Tech People Actually Want to Use (AS 92006)

Ever used an app or website and thought "why is this so hard to use?" That's **usability** — and you'll learn what separates good design from bad design in human-computer interfaces. This is the thinking behind every app, game menu, and website you've ever used (or rage-quit). It's creative, it's psychological, and it's a skill every tech company is desperate for.



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Prerequisites

Recommended to have done 10DIT, but that is not compulsory.

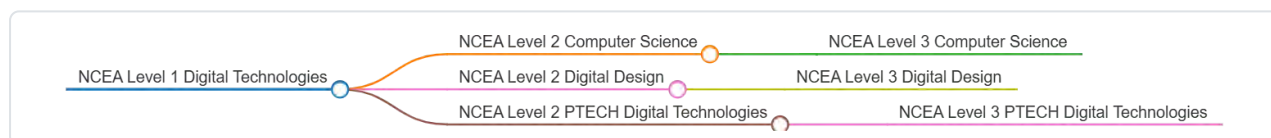
Learning Areas

Technology

Contributions and Equipment/Stationery

Plug in headphones

Pathways



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.

Assessments

This course is eligible for subject endorsement.

You will be assessed in this course through all or a selection of the standards listed below.

Assessment is through NCEA Achievement Standards; two internal standards and one external exam in Term 4.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92004 v2 Digital Technologies 1.1 - Create a computer program	1	I	5			
A.S. 92005 v3 Digital Technologies 1.2 - Develop a digital technologies outcome	1	I	5			
A.S. 92006 v2 Digital Technologies 1.3 - Demonstrate understanding of usability in human-computer interfaces	1	E	5			
Total Credits:			15	0	0	0

Technology

NCEA Level 1 PTECH Digital Technologies (1TDIP)

NCEA Level 1 PTECH Digital Technologies - if you are selecting this course you should not select 1TDIT (NCEA Level 1 Digital Technologies) as the course content is the same with the exception that in this course students are also involved with P-Tech activities.

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.

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- Paul Reynolds

Prerequisites

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.

Learning Areas

Technology

Pathways

NCEA Level 1 PTECH Digital Technologies

NCEA Level 2 PTECH Digital Technologies

NCEA Level 3 PTECH 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.

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
A.S. 92004 v2 Digital Technologies 1.1 - Create a computer program	1	I	5			
A.S. 92005 v3 Digital Technologies 1.2 - Develop a digital technologies outcome	1	I	5			
A.S. 92006 v2 Digital Technologies 1.3 - Demonstrate understanding of usability in human-computer interfaces	1	E	5			
Total Credits:			15	0	0	0

Technology

NCEA Level 1 Computer Applications (1TCOM)

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.

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

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.

Learning Areas

Pathways

NCEA Level 1 Computer Applications

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.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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

Technology

NCEA Level 1 Catering (1TCAT)



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 skills for working in a 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 and or EATucatiion 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, and knife skills.

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Prerequisites

Some basic knowledge of food safety and food preparation, covered in year 10 would be beneficial BUT not compulsory.

Learning Areas

Technology

Pathways



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.

Assessments

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.

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
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. 20666 v7 ↗	2	I	2			
Total Credits:			16	0	0	0

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
Demonstrate basic knowledge of contamination hazards and control methods used in a food business						
U.S. 21059 v5 ↗ Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	1	I	2			
Total Credits:			16	0	0	0

Technology

NCEA Level 1 Building (1TBLD)

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.



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Prerequisites

Students joining this course should not have a record of unsafe work practices in the workshop.

Learning Areas

Technology

Pathways

NCEA Level 1 Building

NCEA Level 2 Building

Assessments

Required *

Assessment Details	Level	I/E	Cr.	UE Literacy Cr.	L1 Literacy Cr.	Numeracy Cr.
U.S. 24352 v4 ↗ Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	1	I	2			
U.S. 24355 v4 ↗ Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	1	I	4			
U.S. 24356 v4 ↗ Apply elementary procedures and processes for a BCATS project	1	I	8			
U.S. 25920 v4 ↗ Use joints for a BCATS project	1	I	3			
Total Credits:			17	0	0	0