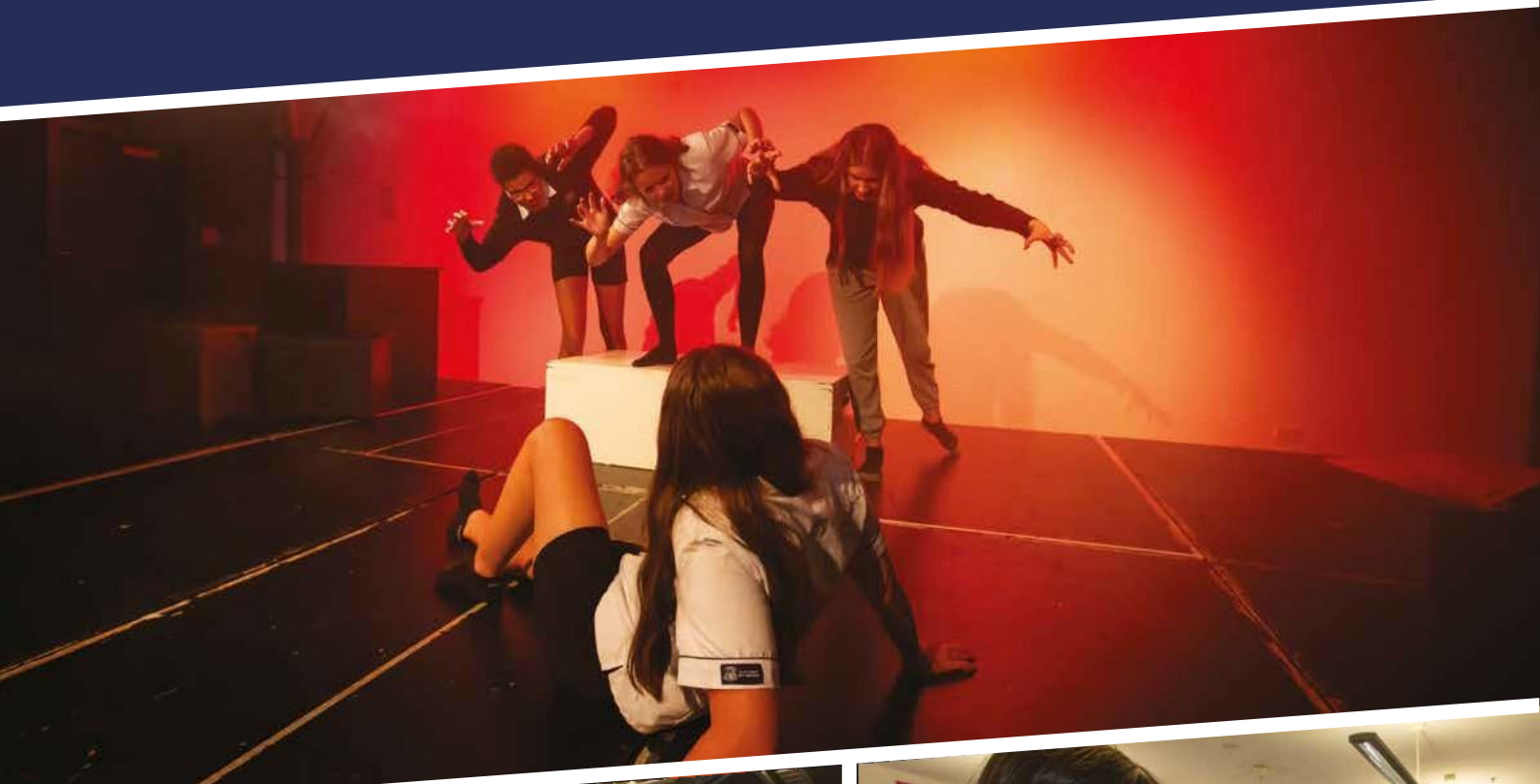




New Plymouth Girls' High School Te Kura Taitamawāhine o Puke Ariki



PUKAPUKA MARAUTANGA CURRICULUM BOOKLET

2024

TE KURA TAITAMAWĀHINE O PUKE ARIKI NEW PLYMOUTH GIRLS' HIGH SCHOOL



VISION

To develop
educated,
confident
young women
of outstanding
character.

**Please read this
Curriculum Booklet
carefully to inform your
subject selections**

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CURRICULUM

Students should study the Curriculum Booklet for details on the most appropriate subjects and levels according to their skills, interests, abilities and potential future career direction.

Year 9 - All students study all Learning Areas

Arts, English, Health & Physical Education, Languages, Mathematics, Science, Social Science, Technology and Te Reo Māori

Within some Learning Areas there is a choice among subjects:

Arts (Dance, Drama, Music, Visual Arts or Digital Visual Arts) *Students can only choose Visual Arts or Digital Visual Arts, not both*, Languages (English Language, French, Literacy, Spanish), Technologies (Nature of Technology, Design Technology, Design & Visual Communication, Digital Technology, Robotics or Textiles Technology)

Students may be placed in one or more of the following subjects to support their learning needs: Literacy or Numeracy

Year 10 - All students study FIVE Learning Areas:

English, Health & Physical Education, Mathematics, Science and Social Science

Students are able to select THREE options from the following:

Animal & Plant Science, Business Studies, Dance, Design Technology, Design & Visual Communication, Digital Technology, Digital Visual Arts, Drama, Food and Nutrition, French, Music, Spanish, Sports Education, Sustainability, Te Reo Māori, Textiles Technology and Visual Arts

Students may be placed in Literacy and/or Numeracy to support their learning needs. (NCEA Level 1 courses with students are an option for students whom this challenge is appropriate).

Year 11 - Students select SIX subjects.

Compulsory Subjects:

English, Mathematics and a Science

and

Students select THREE options from a list of approximately 27 subjects.

Year 12 - Students select SIX subjects.

Compulsory Subject:

English

and

Students select FIVE options from a list of approximately 39 subjects

OR

Students may choose 'Shape your Future' an integrated project-based course including English.

and

Students select FOUR options from a list of 39 subjects.

Year 13 - Students select a full course of FIVE subjects and also have a study line.

Students select all of their subjects from a list of 44 subjects.

OR

Students may choose 'Shape your Future' an integrated project-based course including English.

and

Students select THREE options from a list of approximately 44 subjects.

NCEA Levels 1, 2 & 3 - Senior students can select courses from any NCEA level appropriate to their ability. Please note the preferred prior learning.

Alternative or more practically based courses are available in some subject areas. This range of specialist alternative courses includes a SPEC learning support programme. Timetabled and supplementary Vocational Training opportunities are available to senior students at NCEA Levels 1, 2, 3 and higher.

All Year 11, 12 and 13 students have 1 spell per week alternating between Mahi Tahī (Life Skills) and Wellbeing Programmes.



SUBJECT SELECTION GUIDE

ACADEMIC LEVELS:

Intermediate Course Alternative Course

LEARNING AREA	YEAR 9	YEAR 10
ARTS NGA TOI	Dance Digital Visual Arts Drama Music Visual Arts	Dance Digital Visual Arts Drama Music Visual Arts
ENGLISH TE REO INGARIHI	English	English
HEALTH AND PHYSICAL EDUCATION HAUORA ME MAHI TINANA	Food & Nutrition Health Physical Education	Food & Nutrition Health Physical Education Sports Education
INTEGRATED CURRICULUM MARAU PĀHEKOHEKO		
LANGUAGES NGA REO	French Literacy Spanish Te Reo Māori	French Literacy Spanish Te Reo Māori
LEARNING SUPPORT TAUTOKO AKO		
MATHEMATICS PANGARAU	Mathematics Numeracy	Mathematics Numeracy
SCIENCES PUTAIAO	Science	Animal & Plant Science Science
SOCIAL SCIENCES TIKANGA A IWI	Social Science	Business Studies Social Science Sustainability
TECHNOLOGY HANGARAU	Digital Enhancement Design Technology Design & Visual Communication Digital Technology Textiles Technology Robotics	Design Technology Design & Visual Communication Digital Technology Textiles Technology
VOCATIONAL TRAINING RAPUARA		
TOTALS	23	25

LEVEL 1	LEVEL 2	LEVEL 3
Dance Digital Visual Arts Drama Māori Performing Arts Music Visual Arts	Art Design Art History Dance Drama Māori Performing Arts Music Photography Visual Arts	Art Design Art History Dance Drama Māori Performing Arts Music Painting Photography Printmaking Sculpture
English	English	English English Internal
Fitness & Recreation Health Studies (<i>Food & Nutrition</i>) Health Studies (<i>Health</i>) Hospitality Sports Science & Physical Education	Fitness & Recreation Food & Nutrition Health Hospitality (for Yr12s & 13s) Sports Science & Physical Education	Fitness & Recreation Food & Nutrition Health Sports Science & Physical Education
	Shape Your Future	Shape Your Future
French Spanish Te Reo Māori	French Spanish Te Reo Māori	French Spanish Te Reo Māori
SPEC	SPEC	SPEC
Mathematics with Algebra & Statistics Mathematics Numeracy	Mathematics Statistics	Calculus Statistics External Statistics Internal
Animal & Plant Science Science	Animal & Plant Science Biology Chemistry Physics Science	Animal & Plant Science Biology Biology Internal Chemistry Physics
Commerce Geography History Social Studies	Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism	Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism
Design Technology Design & Visual Communication Digital Technology Textiles Technology	Design Technology Design & Visual Communication Digital Technology Textiles Technology	Design Technology Design & Visual Communication Digital Technology Textiles Technology
	Classroom Career Development (STAR) Trades Academy Workplace Training (Gateway)	3+2 Career Training (Trades Academy) Classroom Career Development (STAR) Trades Academy Workplace Training (Gateway)
33	42	47

Placement is subject to course availability at the time of enrolment

All courses are subject to numbers and staffing

SPEC – (Specific Preparation for Employment & Citizenship)

2024 SUBJECT SELECTION TIMELINE

Term 2 Week 10

The Curriculum Booklet is posted online for students to read and a communication sent home to whānau explaining the Subject Selection process. Students and whānau can discuss subject options and research tertiary entry requirements during the school holidays.

Term 3 Week 1

- Monday 17 July Subject selection assembly for all Year 9 students.
- Thursday 20 July Subject selection assembly for all Year 10 to Year 12 students.
- Friday 21 July KAMAR Subject Selection – student portal opens for entering subjects.
- Subject teachers will explain next year's courses during class time.
- Students spend Kāwai Huia times planning their Subject selection for 2024 and beyond.

Term 3 Week 2 and 3

- Discussions with Kāwai Huia teacher/subject teacher/careers department about options for 2024 and possible pathways.
- A selection of HODs, Deans and Careers staff will be available in the Library during Kāwai Huia times. Students are encouraged to attend and ask questions.
- Tuesday 25 July - NPGHS Open Evening.
- **Students enter their 2024 Subject selections (*and only request a Subject Selection Interview if required*) in the KAMAR student portal. Subject selection deadline and student portal closure - Friday 4 August.**
- If choosing timetabled Vocational Courses, students fill in the online 2024 Vocational Course planning form.

Term 3 Week 5 and 6

- Subject Selection Interviews with experienced staff for those students who need them.

Term 3 Week 8, 9 and 10

- KAMAR Subject Selection portal reopens for students to make minor changes – especially following Senior School Examination results.
- Wednesday 20 September (Week 10) KAMAR Subject Selection portal closes – any changes after this must go through the Deans.

Term 4 Week 1, 2 and 3

- HODs review 2024 student course selection and identify students who may require additional study to be successful in specific subjects. Teachers discuss with individual students what this may entail.

PROGRAMME OF STUDY

Every effort is made to ensure students are able to study the subjects they want to. Students in Years 11, 12 and 13 (and several in Year 10) are able to study at any NCEA Level appropriate to their situation. The school timetable is developed based on student subject selections. However, if subjects do not attract sufficient student numbers the subject may not run or may have reduced teacher contact hours. Study through Te Kura (*The Correspondence School*) may also be an option.

Subject selection is based around three factors:

- Skills & Ability
- Interest
- Career Pathways

Students may not know exactly what they want to do when they finish secondary school but some serious thought should have been given to possible career options.

When selecting subjects, students need to:

1. Be clear about what subjects they enjoy the most;
2. Be clear about their ability in each subject. Check with their teachers if necessary;
3. Use the CareersNZ website <http://www.careers.govt.nz> to complete the Careers Quest questionnaire and access the other careers tools;
4. Identify their Vocational Pathway(s) using <http://www.youthguarantee.net.nz/vocational-pathways/>
5. Identify career possibilities within their vocational pathway(s);
6. Keep their options open in Years 9, 10 and 11;
7. Consult the Careers Advisor, Mr Zimmerman about any of the above if necessary.

Year 10 NCEA Level 1 Extension Opportunity

The Year 10 NCEA Level 1 Extension programme is designed so the students for whom this challenge is appropriate, have the opportunity to work at Level 1 for one or more of their subjects. To take part in this programme, high academic results and report work habit grades will be considered in the decision-making process. This then gives students the opportunity in future years to broaden their subjects or take on extra challenges* as they will have space within their timetable.

** this could include a university paper(s), an exchange, elite sport or cultural activities – depending on goals and aspirations*

Students will need to be placed in all 8 spells of the NCEA Level 1 subject. This will require some compromise in the Year 10 classes as the Level 1 subject will not fit exactly into the corresponding Year 10 subject times. Please be prepared that some choices of extension subject may not be possible within the timetable.

CAREERS INFORMATION

Students must have a career plan and check that they have selected the right subjects for their career choice(s). A number of specific career pathways require particular subjects to be studied at school.

Remember the following:

- All careers require Mathematics to some level and to an advanced level in a number of fields such as the Sciences.
- English is also required to some level in all careers and to an advanced level in information-based careers such as Law.
- Science and Engineering careers usually require Mathematics, Chemistry and Physics as well as Biology in some cases.

It is important that all students understand the subject level required for entry into their intended career. When planning for a career you can find careers information from the following information sources:

- The Careers Advisor, and other Careers Department Staff;
- CareersNZ Website <http://www.careers.govt.nz> for all careers information;
- Career Quest to assist in career selection;
- Appropriate tertiary training provider booklets;
- Youth Guarantee Website <http://www.youthguarantee.net.nz/vocational-pathways/> for Vocational Pathways information;
- Careers Information Leaflets;
- Jobs Galore Manual;

All Career matters can be discussed with Careers Department staff at the NPGHS Careers Centre in B Block

VOCATIONAL PATHWAYS

The six Vocational Pathways improve the relevance of learning for students by indicating how their learning and achievement is valued by broad sectors of the workforce. Each Vocational Pathway has been colour-coded for ease of recognition to help students and teachers in Subject Selection.



Vocational Pathway colour coding:

- Construction & Infrastructure (orange)
- Manufacturing & Technology (red)
- Primary Industries (green)
- Service Industries (blue)
- Social & Community Services (purple)
- Creative Arts (yellow)

Throughout the Curriculum Booklet the various standards that contribute to one or more Vocational Pathways have been colour coded to assist students in considering future pathways and selecting subjects.

For more information go to <https://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>

YEAR 9 COURSES



Arts

Students study TWO 20 week modules in Arts.

Students choose TWO modules from:

- Digital Visual Arts (9DVA);
 - Visual Arts (9ART);
- } but not both
- Music (9MUS);
 - Dance (9DAN);
 - Drama (9DRA)

Y9 Art - Visual Arts 9ART

SELECT 2 OF 5 OFFERED

CREATIVE INDUSTRIES

Description:

Visual Arts allows students creativity and discovery. The programme sets the foundation for self-belief, aesthetic awareness, creativity, cultural exposure and emotional expression. Students will be supported to develop skills with a variety of media in the selected fields of Drawing, Painting, Photography and Sculpture. They will engage with creating, collaboration, installation and having the opportunity to make artwork/s for a student exhibition to be exhibited in New Plymouth at a local gallery. This foundation sets students up to continue into the various Visual Arts programmes on offer.

Learning Content:

Artworks will be made using a range of subject matter, materials, media and technologies in three Visual Arts fields:

- Sculpture - 3D drawing and making, with installation and collaboration using modelling clay;
- Painting – composition drawing, acrylic paint and various mediums such as gesso and impasto;
- Photography - exploring 'ways of seeing my world' using cellphones and cameraless photography in our darkroom.

Further Information:

Miss Smith

Y9 Art - Digital Visual Arts 9DVA

SELECT 2 OF 5 OFFERED

CREATIVE INDUSTRIES

Description:

Digital Visual Arts allows students creativity and discovery through content creation. This programme promotes developing an awareness of digital platforms of communication in the world, a cultural exposure to different styles, including creativity, emotional expression and communication. Students will be supported in a series of projects in the fields of Moving Image, Design and Photography. They will learn a skill set in Adobe Creative Suite - Photoshop and Illustrator. Students will have the opportunity to listen to 'designer talks' from people in the community. *Students can only take 9DVA or 9ART.*

Learning Content:

Artworks will be made using a range of imagery and technologies in these Visual Arts fields:

- Design – Typography and Box Character
- Photography - image making in the darkroom and pictorial device tasks to create 'Moving Image'.

Further Information:

Ms Wright

Y9 Dance 9DAN

SELECT 2 OF 5 OFFERED

CREATIVE INDUSTRIES

Description:

This course is for students who enjoy movement and want to explore the elements of Dance as a school subject. It involves learning and performing a variety of dance genres. Students will learn skills to choreograph interesting pieces of work and research the history of different styles.

Learning Content:

By the end of the course students will be able to:

- Discuss and describe dances using appropriate dance vocabulary;
- Prepare, rehearse and perform with others in front of the class;
- Use choreographic devices and elements to create dance pieces;
- Have basic technique in a variety of genres.

Further Information:

Mrs McCrae

Y9 Drama 9DRA

SELECT 2 OF 5 OFFERED

CREATIVE INDUSTRIES

Description:

Drama is a performing art that enables students to step into a role as characters in different times and places, developing students' confidence, co-operation and performance skills. It suits students who like to learn by doing, who enjoy speaking and acting, telling stories and using their imagination.

Learning Content:

By the end of the course students develop skills to:

- Work co-operatively with others in group and whole class situations including games and improvisations;
- Use voice, body and space to create a storm scene from Shakespeare's *The Tempest*;
- Create a character and use costume and a prop to perform physical comedy;
- Explore an ethical issue by creating a character and using drama conventions such as a free frame and thought tapping;
- Move and speak together as a chorus in an Ancient Greek play.

Further Information:

Mrs Simpson

Y9 Music 9MUS

SELECT 2 OF 5 OFFERED

CREATIVE INDUSTRIES

Description:

Music is a performing art that provides students with many opportunities for self-expression and assists them to develop to their full potential. Students will work according to their ability. Opportunities to extend skills are offered.

Learning Content:

By the end of the course students will be able to:

- Use focused listening to identify and describe musical elements;
- Have basic skills on guitar, drums, violin, keyboard and ukulele;
- Use musical elements, instruments and technologies to create structured compositions;
- Prepare, rehearse and present brief music performances;
- Identify and investigate characteristics of the music of a New Zealand artist.

Further Information:

Mrs Woller

Y9 English 9ENG

COMPULSORY

Description:

All work is focused on increasing students' ability to read and use language, whether written, oral, or visual.

Content:

Students will study the following forms of communication:

Listening, Reading, Viewing, Speaking, Writing and Presenting.

Texts studied include novels, short stories, poetry, film, non-fiction, television, magazines, posters and hypertexts. Students will consider the purpose and audience, the ideas, the language features and structure of these forms of communication.

Further Information:

Mr Harris

Y9 Food & Nutrition 9FNT

COMPULSORY

Description:

This course involves investigating eating patterns that reflect health enhancing attitudes towards nutrition for teenagers and their families. Students will select, prepare, cook and serve food.

Learning Content:

- Recognise the importance of wise food choices;
- Demonstrate skills in planning, selection and preparation of foods for individuals and families that meet the National Nutritional Guidelines;
- Apply knowledge of safe food practices;
- Study the four food groups;
- Develop social, co-operative, time management and problem-solving skills.

Further Information:

Mrs MacCallum

Y9 Health 9HEA

COMPULSORY

Description:

This course focuses on the health and wellbeing needs specific to Year 9 students. It provides support for their transition to high school and equips them with the skills and knowledge they need in making health enhancing decisions in a range of situations.

Learning Content:

The course of study will:

- Support students with their transition into secondary school;
- Enable students to make safe, informed decisions about their personal health;
- Examine current health issues that affect the lives of young people;
- Assist students to develop social and co-operative skills;
- Focus on our school values: Respect, Responsibilities and Positive Relationships.

Further Information:

Ms Smart

Y9 Physical Education 9PED

COMPULSORY

Description:

The course aims to promote physical participation and skill development in a variety of fun and challenging individual and team activities. We participate in a variety of venues including our Stadium, Gymnasium, Fields, Turf and Courts, Pool and local walkways.

Learning Content:

The core units allow participation and skill development and focus on the individual and team activities of:

- 25 sports and physical activities;
- Water confidence;
- Fitness;
- Outdoor/Indoor Games;
- Major games;
- Minor games;
- Movement;
- Adventure based learning;
- All practical work is linked to Health related concepts.

Key learning areas include:

- Physical Activity;
- Sport Studies;
- Outdoor Education;

Students are expected to participate in all aspects of this course unless certified as medically unfit to participate in specific forms of physical activity. Students are required to wear a school PE shirt.

Further Information:

Mr Dickson

Languages

Students study Te Reo Maori and one other language

Y9 French

9FRE

SELECT 1 OF 2 OFFERED

Description:

This is for beginners and develops skills in Listening, Speaking, Reading and Writing in familiar, everyday situations in French.

Learning Content:

Students will learn to give basic information about themselves in French and to understand basic information about others in French. Students will also learn about how people live in French-speaking countries. Learning French will help students to speak clearly, listen carefully, spell accurately, develop a good memory and understand and accept other ways of life.

Topics studied include:

- Introducing yourself;
- Family;
- Food and drink.

Further Information:

Ms Williams

Y9 Literacy

9LIT

BY HOD PLACEMENT IN PLACE OF A LANGUAGE OPTION

Description:

This course is for students who need development in their reading and writing skills. The class work will support the English programme and also provide further practice with basic English skills. Literacy needs across the curriculum are also explored. The course will be structured to meet individual and class needs.

The purpose of this course is to provide for students who have the need for additional skills in Literacy. The course is skills-based to support the regular work covered in the Year 9 English Curriculum with a strong focus on basic literacy skills in reading, writing and speaking.

Further Information:

Mrs McNeil

Y9 Spanish

9SPA

SELECT 1 OF 2 OFFERED

Description:

This is for beginners and develops skills in listening, speaking, reading and writing in familiar, everyday situations in Spanish.

Learning Content:

Students will learn to give basic information about themselves in Spanish and to understand basic information about others in Spanish.

Students will also learn about how people live in Spanish-speaking countries. Learning Spanish will help students to speak clearly, listen carefully, spell accurately, develop a good memory and understand and accept other ways of life.

Topics studied will include:

- Introducing yourself;
- Family;
- Food and drink.

Further Information:

Ms Williams

COMPULSORY

Description:

This course is the first stage of learning Te Reo and the build up to Te Reo in the senior school.

Content:

The programme provides an introduction and exploration of Te Reo Māori. It will give students an insight into how Māori see the world.

The course will cover:

Whakarongo / Aural

- Hear a variety of Māori legends and retell in English;
- Follow commands and instructions in Te Reo Māori;
- Learn historical facts pertinent to Taranaki.

Kōrero / Oral

- Speak about themselves, their family and their origins;
- Learn commonly used Māori words and sentences;
- Ask and answer questions pertinent to topics studied.

Pānui / Reading

- Practice reading aloud to become confident with pronunciation.

Tuhituhi / Writing

- Write basic sentences in Māori;
- Write an essay relevant to the powhiri process (Tikanga / Protocol);
- Write Waiata and Karakia as a means of building personal resources;
- Learn Tikanga pertinent to Taranaki;
- Visit a Marae and write about the experience.

Mahi a Ringa / Arts and Crafts

- Use Māori motifs and designs to show family affiliations;
- Become familiar with Māori designs and pattern

Further Information:

Matua Rihari Brown

COMPULSORY

Description:

This course is the first year of a comprehensive two-year programme designed to prepare students for senior school Mathematics. All students are expected to make progress at their own level. Students will be offered the chance to enter various Mathematics competitions and other extension opportunities. Calculators and devices are essential for this course.

The learning is differentiated for students with diverse backgrounds and levels. All classes have access to modern online platforms and interactive tasks. Many activities are planned around real-life situations and aim at providing students with confidence in everyday calculations.

A focus is placed on DMIC (Developing Mathematical Inquiry Communities), which involves working collaboratively in groups. Students also spend time looking at Numeracy Strategies for addition and subtraction, multiplication and division alongside proportional thinking.

Learning Content:

The following strands of the Mathematics curriculum are covered:

- Number;
- Geometry;
- Measurement;
- Algebra;
- Statistics and Probability.

Further Information:

Mr Faulkner

Y9 Numeracy 9NUM

BY HOD PLACEMENT IN PLACE OF 2 TECHNOLOGY OPTIONS

Description:

This course is for students who need support to develop their numeracy skills. The class work will support the Mathematics programme and also provide further practice with basic numeracy skills. The course will be structured to meet individual and class needs.

Learning Content:

The purpose of this course is to provide for students who have the need for additional numerical skills. The course is skills based to support the regular work covered in the Year 9 Mathematics Curriculum with a strong focus on basic numeracy skills in number sense, addition, subtraction, multiplication, division and proportional thinking.

Further Information:

Mr Faulkner or Ms Fromings

Y9 Science 9SCI

COMPULSORY

Description:

In an ever-changing world, an understanding of Science and its implications is essential to developing a rich appreciation and perception of our world. It helps students to clarify ideas, to question and experiment through measurement and observation.

Learning Content:

This course involves students investigating the living world, material world, physical world, and planet Earth and beyond. The nature of science is the key link between the four strands.

The course is made up of the following:

- Particles and matter;
- Food and digestion;
- Waves and energy;
- Botany;
- Ecology;
- Astronomy;

Further Information:

Ms Stephens

Y9 Social Science 9SSC

COMPULSORY

Description:

Social Science investigates how people in different cultures, times and places think, feel and act; how they organise their way of life and deal with other people. In the Year 9 Social Sciences course, students will study communities both within New Zealand and overseas. Current events are an important part of this course and throughout the year the students will need to keep in touch with what is happening in the news, both in New Zealand and around the world.

Learning Content:

The themes studied during Year 9 are as follows:

- Making it Fair explores human rights;
- Keeping it Alive looks at different cultures;
- Finding it There investigates either Antarctica or the Pacific Islands;
- Giving it a Go studies consumer rights.

Each theme will allow students to learn content knowledge, Social Science skills and inquiry-based learning.

Further Information:

Mr E Brown or Ms Conybeer

Technology

Students study **FOUR 10 week modules in Technology.**

Digital Enhancement (9DEN) - **Compulsory**

Digital Technology (9DGT) or Robotics (9ROB) – **Students must study (at least) one of these courses to complete Digital Technology requirements of the New Zealand Curriculum.**

Students choose TWO more modules from:

- Design Technology (9DET);
- Design & Visual Communication (9DVC);
- Digital Technology (9DGT);
- Robotics (9ROB);
- Textiles Technology (9TXT);

Y9 Digital Enhancement **9DEN**

COMPULSORY TECHNOLOGY MODULE

Description:

Digital Enhancement is about enhancing students' use of digital technology. The course will challenge students to consider the impact of these technologies. Digital Enhancement will help students in all of their studies and could lead to Year 10 Digital Technology.

We now live in a digitally enhanced world with its own unique pitfalls and challenges. This means that we need to understand the digital world in order to thrive and be successful.

Learning Content:

Using computers (own device):

- Keyboard skills
- Health & safety
- Binary numbers/code

Understanding the Internet:

- Internet – how it works
- Cloud storage (including: Instagram, TEAMS & OneNote)

Understanding social media:

- Digital footprints
- Digital addiction
- Digital citizenship

Creating a Presentation to meet set criteria:

- Communication using text & images
- Design layout (basic)
- Manipulating software to meet needs

Further Information:

Mr Berndt or Ms Young

Y9 Design Technology **9DET**

SELECT 2 OF 5 OFFERED

Description:

Design Technology is essentially about designing and making using tools, materials and processes.

Learning Content:

Design Technology is a practical subject with an emphasis on following the technological process to generate ideas in response to a design brief. Concepts are developed through drawing and modelling using a range of media before being made in the workshop. Students will usually have 2-3 design briefs to work through, covering small or medium scale outcomes such as metal or acrylic jewellery and small wooden containers. Essential knowledge about tools, equipment, properties of materials and their suitability for their project are taught in a way to encourage confidence and creativity.

This subject is suitable to all students, especially those interested in creative design manufacture.

Further Information:

Mr Marnoch or Ms Laing

SELECT 2 OF 5 OFFERED

Description:

Students will use both the drawing and design process to produce outcomes for both product and spatial areas.

Learning Content:

Students will demonstrate the ability to apply:

- Design, rendering, layout skills; and the application of colour;
- Design thinking and sketching;
- The design process for product and spatial design;
- Design principles to assist in the effective evaluation of their design work;
- Integration of wider Design and Visual Communications skills;
- The application of new techniques and technologies including Sketch Up and use of digital sketching via a tablet.

Further Information:

Mr Marnoch or Mr Berndt

SELECT AS COMPULSORY DIGITAL TECHNOLOGY REQUIREMENT OR AS 2 OF 5 OFFERED

Description:

This course aims to develop students use of design software and development software to generate two digital media outcomes.

Learning Content:

Students will use a variety of software, technological practices and design principles to design, develop and create a digital media outcome to meet the specifications of a given brief.

Students will demonstrate the ability to apply:

- A range of tools and techniques across a variety of software to design and develop digital outcomes;
- Problem-solving and design thinking skills to generate and test ideas;
- Computational thinking skills to plan and construct a basic computer program using SCRATCH 3.0;
- Project and self-management skills to work and meet deadlines;
- Critical and creative thinking skills to evaluate their own and other's digital outcomes.

Further Information:

Mr Bouterey

SELECT 2 OF 5 OFFERED

Description:

Students will develop skills and knowledge related to materials, processes and equipment. It is based on a project approach and involves students carrying out technological practice to develop an outcome to a given brief.

Learning Content:

- Develop sewing / machining skills;
- Interpret a design brief;
- Investigate design ideas;
- Evaluate design ideas;
- Construct a product;

Further Information:

Mrs Horne

SELECT AS COMPULSORY DIGITAL TECHNOLOGY REQUIREMENT OR AS 2 OF 5 OFFERED**Description:**

Students will develop computational thinking skills in learning to control a robotics car and to extend it using sensors and a block programming language.

Learning Content:

Students will learn to use MakeCode programming language to program a MicroBit computer inserted in a Maqueen robot car.

Students will demonstrate the ability to apply:

- Project and self-management skills to work and meet deadlines;
- Innovative problem-solving and design thinking skills to generate and test ideas;
- A range of tools and techniques across a variety of software to design and develop digital outcomes;
- Computational thinking skills to plan and construct a basic computer program using MakeCode;
- Critical and creative thinking skills to evaluate their own and other's digital outcomes.

Further Information:

Mr Byrne

YEAR 10 COURSES



Y10 English 10ENG

COMPULSORY

Description:

This course focuses on improving students' ability to read and use language, whether written, oral, or visual and develops the learning undertaken in Year 9. Students will study the following forms of communication: listening, reading, viewing, speaking, writing and presenting. Texts include novels, short stories, poetry, film, television, magazines, posters, newspapers, and drama. During the course, students will consider the purposes and audiences, ideas, use of language features and structure of texts.

Preferred Prior Learning	Contact
Compulsory	Mrs McNeil

Y10 Health 10HEA

COMPULSORY

Description:

This course aims to encourage and promote a holistic sense of well-being across a range of health related contexts. The Year 10 Health programme will provide students with information and key skills necessary to maintain health, develop assertiveness and empower students to make positive decisions in a range of situations. The Year 10 Health programme is designed to build on the content covered in Year 9 Health Education.

Preferred Prior Learning	Contact
Compulsory	Ms Smart

Y10 Mathematics 10MAT

COMPULSORY

Description:

This course is based on Level 5 of Mathematics in the New Zealand Curriculum. The following topics will be covered: Number, Trigonometry, Probability, Statistics, Measurement, Algebraic Processes and Graphs. Students will be expected to incorporate Numeracy Strategies for addition and subtraction, multiplication and division as well as proportional thinking into their mathematical processes. A range of teaching approaches are used including collaborative activities and the use of ICT. Calculators and devices are essential for this course.

Preferred Prior Learning	Contact
Compulsory	Mr Faulkner

Y10 Physical Education 10PED

COMPULSORY

Description:

The course aims to promote physical participation and skill development in a variety of individual and team activities. The Year 10 Physical Education component is designed to be a continuation of the Year 9 core units. The emphasis is on 100% practical active participation, fun and co-operation utilising the school's extensive sporting resources and environments; Stadium, Pool, Fields, Turf and the Fitness Centre.

Preferred Prior Learning	Contact
Compulsory	Mr Dickson

Y10 Science 10SCI

COMPULSORY

Description:

Science conjures up many different ideas; white lab coats, microscopes, an astronomer peering through a telescope, a naturalist in the rainforest, the launch of the space shuttle, and bubbling beakers. While these images reflect some aspects of science, none of them provide the full picture because science has so many facets. This course builds on the skills and knowledge established in Year 9 Science.

Preferred Prior Learning	Contact
Compulsory	Ms Stephens

Y10 Social Science 10SSC

COMPULSORY

Description:

Social Science is a subject that explores how people in different cultures, times and places think, feel and act. It investigates how people organize their way of life and deal with other people. Topics include He Tangata, He Whenua (exploring our local history) Future Focus (inquiry about environmental justice) and Justice (comparing NZ and another government system). Social Science also involves examining current events and looking at how people are affected by these on a local, national and/or global scale.

Preferred Prior Learning	Contact
Compulsory	Mr E Brown

YEAR 10 OPTIONAL COURSES - CHOOSE THREE

Y10 Animal & Plant Science 10APS

PRIMARY INDUSTRIES

Description:

Learning Science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions and to test explanations through measurement, observation and knowledge. If students have an interest in animals and plants and their connection with the environment or are intending to study and work with animals and/or plants in the future, then Animal and Plant Science will be an excellent Option subject. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	Optional 10 L1 Int	Mr Barker

Y10 Art - Visual 10ART

CREATIVE INDUSTRIES

Description:

Visual Arts celebrates the connection between creativity and identity to ferment knowledge and skills of media and materials to make artworks in the fields of Painting and Printmaking that communicate about 'Own Identity and Sense of Place'. Artworks will be Self-Portraits, and compositions that make up one's own cultural identity and place. Students have the opportunity to make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. *Students can only take 10ART or 10DVA.*

Preferred Prior Learning	Credits	Contact
Open Entry	Some L1 credits possibly available	Ms Mercer

Y10 Business Studies 10BSS

Description:

Year 10 Business Studies is an introduction to the business world in which we live and a “taster” for subjects in the senior school. The course covers four key areas: Economics – the study of the economy, or the part of a society that creates wealth; Accounting – the study of how we can use financial information to make informed decisions; Enterprise – learning and developing entrepreneurial skills through the practice of making a product to take to market; Financial Literacy – to help understand everyday finances.

Preferred Prior Learning	Contact
Open Entry	Mr E Brown

Y10 Dance 10DAN

Description:

This course is for students who enjoy movement and want to explore Dance as a subject for NCEA Level 1. The course involves learning and performing a variety of dance genres. You will learn skills to choreograph interesting pieces of work and research the history of different styles.

Preferred Prior Learning	Contact
Open Entry	Mrs McCrae

Y10 Design Technology 10DET

Description:

Design Technology is a practical design and build subject with a strong emphasis on following the technological design process, to generate ideas in response to a design brief. Concepts are developed through drawing and modelling using a range of media and then made in the workshop. Students will usually have 3-4 design briefs covering small and medium scale products such as wooden treasure boxes and jewellery made from plastics or metal eg pewter and copper. Essential knowledge about tools, equipment, properties of materials and their suitability for their project are taught in a way to encourage confidence and creativity. This subject is suitable to all students, especially those interested in creative design and manufacture.

Preferred Prior Learning	Contact
Open Entry	Mr Marnoch or Ms Laing

Y10 Design & Visual Communication 10DVC

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

Students learn the skills of visually communicating through drawing and design. This course covers design, sketching, rendering, and the use and application of presentation drawings. The students will study a chosen designer and use their influence in the design work for both the product design and the spatial design. The students also colour render their final product design for 5 credits at Level 1 DVC. [Achievement/Unit Standard List](#)

Preferred Prior Learning	Credits	Contact
Open Entry	Optional 5 L1 Int	Mr Marnoch or Mr Berndt

Y10 Digital Technology 10DGT

Description:

Students will develop skills and knowledge related to Digital Technologies including the practical skills and related theoretical aspects of using the technology process to create digital outcomes. The skills taught at this level are in preparation for NCEA Level 1 Digital Technologies. Students will be given an opportunity to complete three major projects; 3D Digital Character Sculpting, Developing a basic online website using HTML5+CSS and 2D Animation. Projects may be subject to change.

Preferred Prior Learning	Contact
Open Entry	Mr Bouterey

Y10 Digital Visual Arts 10DVA

CREATIVE INDUSTRIES

Description:

This course is a continuation from Year 9 Digital Visual Arts. Digital Visual Arts allows students creativity and discovery through content creation. Students will undertake three projects in the fields of Design, Photography and Illustration. They will develop a skill set in the Adobe Creative Suite – Photoshop, Illustrator and Lightroom. Students will have the opportunity to listen to ‘design talks’ from people in the community to support student ideas in digital art making. *Students can only take 10DVA or 10ART.*

Preferred Prior Learning	Contact
Open Entry	Mrs Maton

Y10 Drama 10DRA

Description:

This course is for students with an enthusiasm for acting and performing. In Drama, students gain skills playing a role, telling stories and presenting their ideas to a live audience. They learn to work effectively in groups and develop their creativity. Students in this course need to be prepared to perform in front of others and attend some rehearsals and performances out of class time. Topics in this course include improvisation, script work, and the study of 16th century Italian theatre form Commedia dell’Arte.

Preferred Prior Learning	Contact
Open Entry	Mrs Simpson

Y10 Food & Nutrition 10FNT

Description:

This course involves investigating eating patterns that reflect health enhancing attitudes towards nutrition for teenagers and families. Nutrients found in food and their use in the body will be investigated as well as how influences on their food choices affect well-being. Topics include safe practices with kai, kai for teenagers, kai for the family and kai from around the world. Students will select, prepare, cook and serve food and be required to bring some perishable ingredients for practical work.

Preferred Prior Learning	Contact
Open Entry	Mrs MacCallum

Y10 French 10FRE

Description:

This course develops the skills and language acquired in Year 9 and lays a foundation for study at Level 1. Students will further develop the four skills of listening, reading, writing and speaking and learn more about the life and customs of France and French speaking countries. The topics studied include: Travel and Holidays, School, Around Town, Food and Drink, Fashion and Free Time.

Preferred Prior Learning	Contact
Open Entry	Ms Williams

Y10 Literacy 10LIT

Description:

This course is for students who need development in their reading and writing skills. The class work will support the English programme and also provide further practice with basic English skills. Literacy needs across the curriculum are also explored. The course will be structured to meet individual and class needs.

The purpose of this course is to provide for students who have the need for additional skills in Literacy. The course is skills-based to support the regular work covered in the Year 10 English Curriculum with a strong focus on basic Literacy skills in reading, writing and speaking.

Preferred Prior Learning	Contact
By HOD Placement	Mrs McNeill

Y10 Music 10MUS

CREATIVE INDUSTRIES

Description:

This course is for students who enjoy listening to and making music. The course involves learning about different musical genres, reading notation, composing, and playing music together and individually. Students are encouraged to learn an instrument in order to gain the most from this course.

Preferred Prior Learning	Credits	Contact
Open Entry	Some L1 credits available for exceptional musicians	Mrs Woller

Y10 Numeracy 10NUM

Description:

This course is for students who need support to develop their numeracy skills. The class work will support the Mathematics programme and also provide further practice with basic numeracy skills. The course will be structured to meet individual and class needs.

Learning Content:

The purpose of this course is to provide for students who have the need for additional numerical skills. The course is skills based to support the regular work covered in the Year 10 Mathematics Curriculum with a strong focus on basic numeracy skills in number sense, addition, subtraction, multiplication, division and proportional thinking.

Preferred Prior Learning	Contact
By HOD Placement	Mr Faulkner

Y10 Spanish 10SPA

Description:

This course develops the skills and language acquired in Year 9 and lays a foundation for study at Level 1. Students will further develop the four skills of listening, reading, writing and speaking and learn more about the life and customs of Spain and Spanish speaking countries. The topics studied include: Travel and Holidays, School, Around Town, Food and Drink, Fashion and Free time.

Preferred Prior Learning	Contact
Open Entry	Ms Williams

Y10 Sports Education 10SPO

CREATIVE INDUSTRIES

Description:

This course is designed for students who enjoy their own chosen sport or physical activity and who want further opportunities for sport practicals. Students will have the opportunity to develop and work on their own training program and study the theory of exercising and training for improved performance. Students will also study Anatomy, Sport Nutrition, Injuries and Sport Psychology. A visit to the Aquatic Centre, Bowlarama, Boxfit Club and a community sport event are also included in this course.

Preferred Prior Learning	Credits	Contact
Open Entry	Some L1 credits available as practical	Mr Dickson

Y10 Sustainability 10SUS

CREATIVE INDUSTRIES

Description:

The aims of this course are for students to foster an awareness of sustainability issues, extend their critical thinking and problem-solving skills and to embrace kaitiakitanga (guardianship) in their everyday lives.

Topics include Local - coastal Taranaki with student selected - local sustainable action(s) on any local issue, National - land use, endangered species and dark sky parks, with a digital presentation on a topic of their choice and Global - climate change along with an inquiry based on a self-selected global issue.

Preferred Prior Learning	Contact
Open Entry	Mr E Brown or Mrs Bond

Y10 Te Reo Māori 10TRM

Description:

This course develops the skills and language acquired in Year 9 and lays a foundation for study at Level 1. Students will further develop the four skills of listening, reading, writing and speaking and learn more about Te Reo Māori me ōna tikanga. The topics studied include: Family Connections, Around Town, Food and Drink, Sport and Pastimes.

Preferred Prior Learning	Contact
Open Entry	Matua Rihari Brown

Y10 Textiles Technology 10TXT

Description:

Students will develop skills and knowledge related to materials, processes and equipment to meet a selected need or opportunity. This course of study is based on a project approach and involves students carrying out technological practice to develop an outcome to a given brief. Students will be given an opportunity to complete four projects: Sewing Bag; Pyjamas; Express Yourself Sweatshirt;-Beach Bag.

Preferred Prior Learning	Contact
Open Entry	Mrs Horne

LEVEL 1 COURSES



L1 Animal & Plant Science 1APS

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Learning Science is fundamental to understanding the world in which we live and work. It helps people to clarify ideas, to ask questions and to test explanations through measurement, observation and knowledge. If you have an interest in animals and plants and their connection with the environment or are intending to study Human Health Sciences and Genetics and work with animals and/or plants in the future, then Animal and Plant Science will be an excellent option subject. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10APS	11 L1 Int, 9 L1 Ext	Mr Barker

L1 Visual Arts 1ART

CREATIVE INDUSTRIES

Description:

Visual Arts provides an experience for students who will make artworks through ideas and techniques to develop a skill set that celebrates the connection between 'My identity and Place'. They will ferment their knowledge of art in Aotearoa New Zealand's Māori foundational context and develop their skills in a variety of processes and techniques. Artworks will be made from personal experiences, one's own culture and significant symbolism. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. *Students can only take 1ART or 1DVA.* [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
9ART or 10ART or with HoD approval	10 L1 Ext, 10 L1 Int	Ms Smith

L1 Commerce 1COM

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

In this new subject, ākonga will build the knowledge, skills, and values they need to navigate, and participate in, the commercial world. They will learn how participants make decisions, and they will analyse how these decisions impact on sustainability. Ākonga will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organizational contexts. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Mr Brown

L1 Dance 1DAN

CREATIVE INDUSTRIES

Description:

This course is for students who enjoy movement and want to learn skills to create interesting and effective pieces of choreography. The course involves learning and choreographing movement sequences using a variety of genres. Students will learn about the Elements of dance and are required to study a dance genre and understand its development. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Int, 10 L1 Ext	Mrs McCrae

L1 Design Technology 1DET

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

Design Technology is a practical subject in which students follow a design brief to develop and make a practical outcome. The focus is on designing and making, using tools, materials and processes. The concept of Tikanga will be explored through process, materials and ideas. Ideas will be developed through drawing and modelling before being made. Investigation of designers, makers and products develops an understanding of the importance of manaaki whenua (care of the land) and manaaki tangata (people). Auahatanga (innovation) skills will be integrated into technological practice as students design and make their product. There will be a choice of contexts offered which include: wooden furniture, storage items and jewellery. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	12 L1 Int, 8 L1 Ext	Mr Marnoch or Ms Laing

L1 Design & Visual Communication 1DVC

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

Students will learn to effectively generate and present design ideas and design outcomes by using design and visual communication practice. This will include drawing, sketching, colour work, and evaluation of their design work. There are three assignments which include the study of a designer, a product design and a spatial building design (architecture). These are in response to both te ao Māori and another design era/ heritage influence. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext ,10 L1 Int	Mr Marnoch or Mr Berndt

L1 Digital Technology 1DGT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

The aim of this course is to provide students with an opportunity to plan, develop, test and evaluate prototypes and evaluate these against the requirements of a brief. There are three projects undertaken during the year. These projects include developing a responsive website, designing/developing a minigame and developing a program coded in python. Some internal work may contribute towards an external submission. Projects may be subject to change.

Preferred Prior Learning	Credits	Contact
10DGT	10 L1 Ext, 10 L1 Int	Mr Bouterey or Mr Berndt

L1 Digital Visual Arts 1DVA

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme provides a foundation for those students interested in 2D Print Design, such as typography, logo, double page magazine spread, poster and website design OR Character Illustration, such as a graphic novel, poster, to illustrate a narrative or campaign. Students will develop a range of skills using the Adobe Creative Suite software - Photoshop and Illustrator. Students will experience a variety of art making in the fields of Design and Photography on self-selected topics. These skills are transferable to a range of Vocational Pathways in the Creative Industries. *Students can only take 1ART or 1DVA.* [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
9ART or 10ART	10 L1 Ext 5 L1 Int	Ms Wright

L1 Drama 1DRA

CREATIVE INDUSTRIES

Description:

Drama is the expression of ideas, feelings and experience using voice, movement, visual images and the creation of role. Drama develops self-confidence, creativity and discipline. In this practical course students develop their performance skills through playing a role from a script, exploring Theatre Aotearoa, the creation of their own drama in a group and the study of a live theatre performance. Students will be expected to attend some rehearsals and performances out of class time. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
9ART or 10ART	10 L1 Ext, 10 L1 Int	Mrs Simpson

L1 English 1ENG

CREATIVE INDUSTRIES

Description:

This is a full NCEA Level 1 English course developing students' oral, written and visual language skills. Topics studied include: Language Study, Creative and Formal writing; Literature studies: e.g. Novel, Short Story, Film, Static Image or Speech; Reading skills. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Compulsory or 2ENG	10 L1 Ext, 10 L1 Int	Ms Crewe

L1 Fitness & Recreation 1FIT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This class combines Year 11, 12 and 13 students and involves a 95% active practical course that enables students to keep fit or start some regular physical activity and participate in a variety of fun, leisure and sporting activities. Students are expected to participate in all the practicals and to train individually. This course provides an opportunity to participate in a variety of interesting individual and team activities through core units in fitness. Students have one theory spell for every four practical spells. The course has NCEA credits on offer but at a reduced number compared to the full Sport Science courses. The department encourages students to consider doing the 1SPC course at Year 11 before considering 1FIT. See Mr Dickson if you are unsure about which option to select. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Int	Mr Dickson

L1 Health Studies - Food & Nutrition 1FNT

SOCIAL & COMMUNITY SERVICES

SERVICES INDUSTRIES

Description:

This course involves the study of food and eating patterns that reflect health-enhancing attitudes towards nutrition for New Zealanders. The nutritional requirements of various groups will be investigated. Students will apply their knowledge to interpret food labels and to select the best choice of food to meet the needs of individuals. Safe food handling practices and strategies in the preparation and storage of food for individuals and the community will be reinforced through practical work. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Mrs MacCallum

L1 French 1FRE

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 1 credits in French through their development of speaking, listening, reading and writing skills. The course will cover topics such as: Health, Leisure Activities, Holidays, Travel and My Town. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10FRE or with HOD discussion	20 LI credits available from a menu of 10 L1 Ext and 10 L1 Int. Some L2 Int credits possible on application to HOD	Ms Williams

L1 Geography 1GEO

SOCIAL & COMMUNITY SERVICES

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Geography is no longer just about maps and places as it once was perceived to be. It is about the issues facing society and the environments we live in and future solutions to these. Level 1 explores our maunga Taranaki and how perspectives have shaped the way we use and value this taonga. We investigate how our awa (rivers) have been impacted from different cultural use and how tsunamis have impacted people's lives in Asia. Additionally, students will be able to explore mini units on how Geography is both in the news and relevant for their future careers and ultimately the future of planet. Geography helps support a variety of careers from Science to Humanities including earth science, marine biology, cultural/indigenous studies, law, business and commerce, tourism and urban planning and design. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Int, 10 L1 Ext	Mr E Brown

L1 Health Studies - Health 1HEA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course covers a range of health issues present in today's society. This is a practical Health course aiming to equip young people with the knowledge and key skills they need to enhance and maintain positive personal health and to make health enhancing decisions throughout their lives. The following topics will be covered throughout the year: Hauora and Mental Health, Resilience, Sexuality Education, Personal and Interpersonal Skills which enhance relationships. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Ms Smart

L1 History

1HIS

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

The focus of this course is on International Relations, Social Change and Conflict. History examines the past to understand the present. The skills that are developed through research are invaluable in any future study and career choices such as law, journalism, international relations and criminology. Skills learnt include information gathering, information processing and presentation. Topics studied include Black Civil Rights in the USA, NZ Disasters and Hitler's rise to power. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	20 credits (10 Int & 10 Ext)	Ms Conybeer

L1 Hospitality

1HOS

SERVICES INDUSTRIES

Description:

This course is internally assessed and is comprised of Level 1 Industry Unit Standards that contribute to NCEA. Content includes: an introduction to the hospitality industry and opportunities to gain skills and knowledge in commercial cookery. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	21 L1 Int	Mrs MacCallum

L1 Mathematics with Algebra & Statistics

1MAT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course encompasses the new Mathematics & Statistics learning matrices. It covers logical thinking skills and mathematical methods and will equip students with a variety of strategies for investigating real life situations and solving problems. It provides a solid base for the study of Mathematics and Statistics at Level 2 and beyond. Topics include Number, Algebra, Geometry, Measurement, Statistics and Probability. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Compulsory at Year 11 or 1MATN	10 L1 Ext, 10 L1 Int	Mr Faulkner

L1 Mathematics Numeracy

1MATN

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course has a strong emphasis on numeracy and information processing skills which are needed in the workforce and adult life. The course is only available to students who are yet to meet the Numeracy co-requisite required for NCEA Level 1 and is focused on the Numeracy Unit Standard working at Level 4/5 of the curriculum. Further Mathematics Achievement Standards may be offered once this requirement has been met during the year. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
HOD placement	Up to 10 credits available after the 10 Numeracy co-requisite credits are met	Mr Faulkner or Ms Fromings

L1 Māori Performing Arts

1MPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

Description:

This course will give students an opportunity to experience the different aspects of Māori Performing Arts in areas such as haka, poi, waiata-ā-ringa and pōwhiri. The course offers theory and practical work and is supportive of Te Reo me ōna Tikanga Māori. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	8 L1 Ext, 12 L1 Int	Matua Rihari Brown or Whaea Unity Wara

L1 Music 1MUS

CREATIVE INDUSTRIES

Description:

This course is about applying music skills in the contexts of performance, composition, and analysis. Reading music notation is an important aspect of the course. Learning an instrument or singing is essential and can be undertaken through itinerant music lessons at school or privately. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry but learning an instrument or singing is essential	10 L1 Ext, 10 L1 Int Some L2 credits available at the discretion of the HOD	Mrs Woller

L1 Science 1SCI

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Science is about understanding and appreciating the world we live in. This course is about developing each individual's ability to make informed decisions. Our Level 1 Science course challenges students to think for themselves and shape their own opinions based on their observations, investigations and discussions of ideas. We cover a broad range of topics including (but not limited to) biodiversity and conservation, mechanics, scientific investigations, chemistry, scientific discoveries, and astronomy. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Compulsory at Year 11	10 L1 Ext, 10 L1 Int	Ms Stephens

L1 Social Studies 1SOS

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Social Studies is about people — who they are, what they do, how they change, and what happens to them. We examine different societies, cultures, and human rights, and how these can change over time across different contexts. Several case studies are studied throughout the year based on current events and what is happening in Aotearoa and the world at the time. Students actively participate in making change through undertaking a social action that challenges the current system. Social Studies is a highly relevant subject, which encourages students to think critically about people and real-world topics, gaining a better understanding of how society, and the world, works. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Miss Bellas

L1 Spanish 1SPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 1 credits in Spanish through their development of speaking, listening, reading and writing skills. The course will cover topics such as: Health, Leisure Activities, Holidays, Travel and My Town. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10SPA or with HOD discussion	20 L1 credits available from a menu of 10 L1 Ext, and 10 L1 Int. Some L2 Int credits possible on application to HOD	Ms Williams

L1 SPEC 1SPEC

Description:

The Specific Preparation for Employment and Citizenship (SPEC) course focuses on learning social, life and employment skills to help prepare students for life beyond school. Students complete Learner's Workbooks on a variety of topics which include writing a CV, cyberbullying, alcohol and drugs, anger, sexual harassment, workplace skills, flatting, stress, discrimination, research, participation in a group and the role of the NZ police. Once they have finished their Learner's Workbook, the workbook is used to complete open book unit standard assessments. All assessments are internal. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
By HOD of Learning Support Placement	Up to 20 L1 Int	Mrs McVicar

L1 Sports Science & Physical Education 1SPC

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This is an interesting course that covers all the important theoretical and practical aspects of Sport Science and Physical Education. It consists of many challenging and interesting practical topics relating to sport and physical activity. The theory topics covered include: Anatomy, Biomechanics, Sport Studies and Skill Analysis. These are taught in both a practical and classroom setting. Students who did not take Year 10 Sport are still able to take this course and will not be disadvantaged. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Mr Dickson

L1 Te Reo Māori 1TRM

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 1 credits in Te Reo Māori through their development of speaking, listening, reading, and writing skills. The course will cover: Formal greetings, Identifying language concepts particular to Māori. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L1 Ext, 10 L1 Int	Matua Rihari Brown

L1 Textiles Technology 1TXT

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

Description:

Students will develop knowledge and skills in using materials, techniques and processes to develop outcomes that are fit for purpose. The course of study is based on a project approach involving research, designing, testing, making, and evaluating using textiles. Students will develop an understanding of sustainable practices and how technology outcomes impact on people. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	12 L1 Int, 8 L1 Ext	Mrs Horne

LEVEL 2 COURSES



L2 Accounting 2ACC

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Accounting is the language of business and affects the lives of all individuals and businesses. This course focuses primarily on the accounting practices of sole proprietorships. The emphasis at this level is the “real” applications of accounting as the students will look at how actual businesses manage their internal controls. All students will learn how to process transactions into accounting software and how to make informed financial decisions for a business. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1COM or with HOD discussion	L2 9 Ext, L2 10 Int	Mr Brown

L2 Animal & Plant Science 2APS

PRIMARY INDUSTRIES

Description:

Primary industries and the associated Agri-businesses that are of considerable importance to New Zealand's economy include Agriculture, Forestry, Horticulture and Seafood. Agri-Business relates to the business model that makes this industry such a success in New Zealand. This course is aimed at students with a keen interest in exploring careers in these areas or for students looking for a subject to complement studies in the Biological Sciences or Economics, then Animal and Plant Science will make an excellent choice. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1APS	12 L2 Int, 8 L2 Ext	Mr Barker

L2 Art Design 2ARD

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme provides a platform for those students interested in 2D print design; typography, logo, double page magazine spread, poster, website/Instagram or Character Illustration; graphic novel, character and poster. Communicating ideas through a range of media, materials, hand drawn and industry standard software - Adobe Creative Suite: Photoshop and Illustrator. The programme follows on from the foundation of 1DVA. These skills are transferable to a range of Vocational Pathways in the Creative Industries and beyond. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1DVA or with HOD discussion	12 L2 Ext, 8 L2 Int	Ms Wright

L2 Art History 2ARH

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme explores the amazing creativity of Nineteenth Century French Art - Towards Modernism. Contexts studied range from influential events such as the French Revolution and Industrial Revolution. Movements include Neo-Classicism, Romanticism, Realism, Impressionism and Post-Impressionism. This programme provides a platform for the study of 3ARH, while supporting many forms of learning in the Creative Industries and Humanities. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry with L1 Literacy	8 L2 Ext, 12 L2 Int (UE Lit R and/or W)	Ms Mercer

L2 Visual Arts

2ART

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme provides students the ability to create a body of artwork that explores their own individual identity and passion/s through portraiture and/or figure and landscape. Students will gain skills in the fields of Sculpture using modelling clay, plaster casting and earth clay; Printmaking using the techniques of transfer release, monoprinting and pronto plate and Painting using acrylics and oils. Referring to contemporary Visual Arts practice for ideas and inspiration students will be encouraged to formulate a concept. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. The programme supports students who would like to venture into the Creative Industries including undertaking any of the Level 3 Visual Arts fields. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Year 10ART or 1ART or with HOD discussion	12 L2 Ext, 8 L2 Int	Mrs Fanshawe or Ms Grieve

L2 Biology 2BIO

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course is designed for students who have an interest in Science and the living world and are considering tertiary study and a career within the Biological Sciences. Level 2 Biology is an academic course with the focus being on the three external achievement standards. The concepts taught in this course are fundamental and are a key requirement for university studies in the Sciences. This is a practical subject studying biological material from the microscopic level to the anatomy of living organisms. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1SCI	12 L2 Ext, 7 L2 Int (L1 Lit / L1 Num / UE Lit W)	Ms Mischefski

L2 Classroom Based Career Development (STAR) 2CLB

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Courses are offered which include core generic careers papers and unit standards that cover specific career interests. Students must be able to function independently as they work through their unit standards in the classroom. Possible areas of study are: Legal Studies, Health/Nursing, Agriculture and Sport/Recreation. Please see the careers staff to discuss other possible areas of interest which may be catered for in CLB. Interviews will be conducted with Mr Zimmerman to ascertain course availability.

Preferred Prior Learning	Credits	Contact
Open Entry	Credits will vary according to the selected course of study	Mr Zimmerman

L2 Chemistry 2CHE

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Learning in Chemistry is fundamental to understanding the world in which we live and work. Chemistry is the "central science" which overlaps with both Biology and Physics, so is an ideal subject to combine with either of these. This course is designed for any student who has an interest in Science and intends to continue to tertiary study. Level 2 Chemistry is an academic course with the focus being on the three external achievement standards. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1SCI	13 L2 Ext, 3 L2 Int (L1 Lit)	Mr Berndt

L2 Classical Studies

2CLS

Description:

In Level 2 Classical Studies we study events, literature, art, politics, people and ideas of ancient Greece. We examine the way these were significant and the way they influence our world today. Classical Studies provides students studying humanities and STEM subjects with the literacy, research and analytical skills required at tertiary level. Transferable skills necessary to function effectively in the 21st Century are also learned. The broad-ranging nature of Classical Studies makes it relevant to a wide and varied range of careers. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
14 Level 1 Literacy credits	L2 10 Int, 14 L2 Ext (with a maximum of 20 credits)	Ms Petrove

L2 Dance 2DAN

CREATIVE INDUSTRIES

Description:

This course is for students who enjoy movement and want to learn skills to create interesting and effective pieces of choreography. The course involves learning and choreographing different dance sequences. This will include solos and group performances. Students are required to view, interpret and respond to dance as a performance. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	16 L2 Int, 4 L2 Ext	Mrs McCrae

L2 Design Technology 2DET

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

Design Technology is essentially about designing and making products using tools, materials, and processes. Skills in drawing and modelling using tools and equipment and developing knowledge about material properties will be built upon the development of concepts in response to a brief. Creativity and experimentation are encouraged. Students will investigate designers and products to help inform their own design practice. There will be a choice of contexts offered: one to develop a cultural sea chest furniture item and the other involving a portable model building design outcome. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	16 L2 Int, 4 L2 Ext	Mr Marnoch

L2 Design & Visual Communication 2DVC

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

The students will learn how to effectively present design ideas using drawing and sketching whilst developing the ability to think in both two and three dimensions. Students will use a range of techniques within their design and visual communication practice: sketching, the use of mock-ups, 3D digital modes, ideation and divergent thinking. They will study a design movement or design era and apply this influence to their spatial and product design assignments. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	L2 6 Ext L2, 15 Int (L2 Lit)	Mr Marnoch

L2 Digital Technology 2DGT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

The aim of this course is to provide students with an opportunity to create a student-initiated project. It will require students to empathise with an issue and present a proposal for a project. Students will undertake a design thinking process to plan, develop, test, iterate and evaluate their outcome. The internal work will contribute towards an external submission. [Achievement/Unit Standard List](#)

Preferred Prior Learning	Credits	Contact
1COM or with TiC approval	16 L2 Int, 3 L2 Ext (L1 Lit)	Mr Bouterey

L2 Drama 2DRA

CREATIVE INDUSTRIES

Description:

This course builds experience and skills for those with a passion for acting and performance. It continues to have a strong practical focus. Students engage with more challenging texts and develop their skills through exploring non-realistic theatre forms. This course is creative, challenging and satisfying. Students will be expected to rehearse and perform out of school time for some assessments. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1DRA or with HOD discussion	4 L2 Ext, 14 L2 Int (13 UE Lit R/ 4 UE Lit W)	Mrs Simpson

L2 Economics 2ECO

SERVICES INDUSTRIES

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

Level 2 Economics explores the impact of current economic issues affecting New Zealand and develops students' understanding of the impact of government policies that may be implemented to address such issues. Students use economic models to assess and explain the impact of these issues on the markets and on the well-being of society. L2 Economics is a fast-paced academic subject with a high level of literacy required. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1ECO	8 L2 Ext, 10 L2 Int (10 UE Lit R, 8 UE Lit W)	Mrs Hendrickse

L2 English 2ENG

CREATIVE INDUSTRIES

Description:

Students will study, enjoy, respond to, and evaluate a wide range of written, oral and visual texts. The course continues directly from Level 1 English and students may gain literacy credits at Level 2. Topics studied include: Creative and Formal Writing; Literature Studies: e.g. Novel, Short Stories, Film; Reading Skills; Research. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Compulsory at Year 12 unless achieved at Year 11	Up to 8 L2 Ext, 13 L2 Int (12 UE Lit R & 10 UE Lit W)	Mrs McNeil

L2 Enterprise Studies 2ETS

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Enterprise Studies is available to students who are interested in the experience of starting and running their own business or have an interest in the world of business. It has a business focus and requires a commitment to being part of a Young Enterprise team to set up and run a business enterprise. All businesses take part in the Taranaki and National YES (Young Enterprise Scheme) Competition. Internal assessments are intertwined into the course and run parallel with the business activities. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	18 L2 Int (12L1 Lit; 3 L1 Num)	Mr Brown

L2 Fitness Recreation 2FIT

CREATIVE INDUSTRIES

Description:

This class combines Year 11, 12 and 13 students and involves a 95% active, practical course that enables students to keep fit or start some regular physical activity and participate in a variety of fun, leisure and sporting activities. Students are expected to participate in all the practicals and train individually. This course provides an opportunity to participate in a variety of interesting individual and team activities through core units in fitness. Students have one theory spell for every four practical spells. This course has NCEA credits on offer but at a reduced number compared to the full Sport Science courses. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	11 L2 Int	Mr Dickson

L2 Food & Nutrition 2FNT

SOCIAL & COMMUNITY SERVICES

SERVICES INDUSTRIES

Description:

This course involves the study of the influence of food on the health and well-being of New Zealanders. Nutritional concerns for families due to societal issues of availability of food, the relationship of the determinants of health and people's attitudes and values will be investigated. Locally produced foods will be evaluated for their sustainable practices. Students will research an individual's beliefs and values which shape food practices with the focus on Veganism. Practical work will be undertaken. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	4 L2 Ext, 15 L2 Int	Mrs MacCallum

L2 French 2FRE

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 2 credits in French through further development of their speaking, listening, reading and writing skills. The course will cover topics such as: The Environment, Travel and Transport, Healthy Lifestyle and the Future. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1FRE or with HOD discussion	Up to 20 L2 credits available from a menu of 10 L2 Ext, and 14 L2 Int	Ms Williams

L2 Geography 2GEO

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Geography is a relevant and future focused subject that explores issues that have shaped our planet and will impact our futures. In Level 2 Geography the main focus will be on: understanding the importance of our environments (the Amazon Rainforest and our Maunga Taranaki) and exploring both national and global issues to build knowledge and skills for future travel, careers and problem solving. Geography helps support a variety of careers from Science to Humanities including earth science, marine biology, cultural/indigenous studies, law, business and commerce, tourism and urban planning and design. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	8 L2 Ext ,12 L2 Int (4 L1 Num 19 L2 Lit) Possible extension of 4 L3 Ext and Scholarship	Mr E Brown

L2 Health 2HEA

SOCIAL & COMMUNITY SERVICES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course provides students with up to date, relevant knowledge about health issues relating to hauora (sense of wellbeing). It will complement students' other areas of study at Level 2 and provides students with skills that will not only progress them academically through the senior health education programme, but also provide valuable life skills for decision making in the real world. The following topics will be covered throughout the year: Hauora – taking action to enhance mental well-being in the school; Resilience and coping with change; Sexuality education; Analyse an adolescent health Issue. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1HEA or with HOD discussion	5 L2 Ext, 15 L2 Int) (L1 Lit)	Ms Smart

L2 History 2HIS

CREATIVE INDUSTRIES

Description:

The focus of this course is to study some of the major forces that have shaped the modern world. History provides students with a wide range of transferable skills applicable to future study or careers as it develops the ability to understand and analyse issues and events. Other marketable skills include students being able to express themselves clearly, both verbally and in writing, and to put forward ideas and arguments in a concise manner. Students will gain skills in gathering, assessing and analysing material, as well as organising material in a logical and coherent way. Topics include the Salem Witch Trials and the 1981 Springbok Tour. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	9 L2 Ext, 14 L2 Int - up to 19 credits (14 R Lit credits)	Ms Conybeer or Mrs Crowe

L2 Hospitality 2HOS

CONSTRUCTION & INFRASTRUCTURE

SERVICES INDUSTRIES

Description:

This course is comprised of Level 2 Industry Unit Standards that contribute to NCEA Level 2. Students will develop knowledge and skills in the selection, preparation and serving of food to fulfill the requirements of working in the hospitality industry. Content will include: food safety, handle and maintain knives, cookery methods: grilling, frying, roasting, food preparation: salads, fruit and vegetable cuts and sandwiches. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry	18 L2 Int	Mrs MacCallum

L2 Mathematics 2MAT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course has a strong emphasis on algebra and calculus. It covers logical thinking skills and mathematical methods and will equip students with a variety of strategies for investigating real life situations and solving problems. It provides a solid base for the study of Calculus and/or Statistics at Level 3. Topics include Trigonometry, Algebra, Calculus, Graphical Methods and Probability. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
14 credits from 1MATH – including AS91027 and AS91028	13 L2 Ext, 7 L2 Int	Mr Faulkner

L2 Media Studies 2MED

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

Description:

The course aims to develop students' critical thinking and media literacy skill in line with the NCEA Level 2 requirements. Students design, create and produce their own media product in the form of a short documentary or mockumentary. They will examine how media represents chosen groups, as well as developing an awareness of how genre films are made and adapted to fit the changing demands of audiences. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry	13 L2 Int, 4L2 Ext	Ms Dennehy

L2 Māori Performing Arts 2MPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

Description:

This course will give students an opportunity to experience the different aspects of Māori Performing Arts in areas such as haka, poi, waiata-ā-ringa and pōwhiri. This course offers theory and practical work and is supportive of Te Reo me ōna Tikanga Māori. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry	12 L2 Int, 8 L2 Ext	Matua Rihari Brown or Whaea Unity Wara

L2 Music 2MUS

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course is a mixture of practical work and theoretical/analytical contexts where students are encouraged to sit at least one external. Students choose from a menu of standards on offer and are expected to be learning an instrument or singing to take this course. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	Students choose between 16-20 credits from a menu. Some L3 credits also available.	Mrs Woller

L2 Photography 2PHO

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme provides the ability to create photographs that explore the genres of Still Life, Portraiture, Documentary and Survey using self-selected subject matter. Subject matter could range from their cultural identity, political or social issues or interests in something historical or environmental. Developing skills in photographic image making, including the use of studio lighting and Adobe Photoshop will provide a photographic foundation. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. The programme supports students who would like to venture into the Creative Industries or who want to express their creative interests. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1ART/1DVA or with HOD discussion	12 L2 Ext, 8 L2 Int	Ms Grieve or Mrs Maton

L2 Physics 2PHY

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

Level 2 Physics helps unlock the wonders of the physical world. Students delve into the captivating principles that govern motion, energy, and forces, and uncover the secrets behind the phenomena that shape our daily lives. Through experiments, discussions, and real-world applications, students will develop a deeper understanding of light and sound, mechanics, electricity, electromagnetism, and nuclear physics. The subject provides a pathway towards many interesting careers including architecture, astrophysics, climate science & meteorology, engineering, forensics, health science and medicine. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1SCI & 1MATH	6 L2 Int, 16 L2 Ext	Mr Chubb

L2 Science 2SCI

SOCIAL & COMMUNITY SERVICES

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course is designed for students who do not need to study the traditional academic sciences (Biology, Chemistry and Physics) at tertiary level but may wish to continue with a science subject at Level 2. This course is all internally assessed and is designed for students who are good with time management. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1SCI	18 L2 Int (L1 Lit / L1 Num)	Ms Mischefski

Year 12 Shape Your Future Programme **2SHP**

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Shape Your Future is a project-based programme and allows students to explore their interests/passions. The projects will encourage not only learning individually, but also creatively and collaboratively with relationships and well-being at the centre. English will be the only compulsory Learning Area embedded in the frameworks. Students will be supported by a design process that involves *discover, interpret, ideate, experiment and outcome* in their projects. As inspiration towards projects, students will experience off-site visits including guest speakers. Teaching specialists will come from the Learning Areas of English, Technology and Visual Arts.

Preferred Prior Learning	Credits	Contact
Open Entry (must have L1 Lit + Num) (2SHP will occupy 2 lines of a student's timetable)	Up to 20 L2 credits in English including a range of credits from 'other' Learning Areas. <i>UE Lit available</i>	Ms Grieve or Ms Smith

L2 Social Studies

2SOS

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Social Studies at Level 2 introduces students to aspects of Psychology and Sociology to study how individuals and groups from different times, cultures and places participate, deal with change and the conflict this can bring. Several case studies are examined throughout the year based on current events and real-world topics. Social Studies is a highly relevant subject, which encourages students to think critically about people and real-world topics, gaining a better understanding of how society, and the world, works. Social Studies is useful for many career pathways that involve people, including: Commerce, Health Services, Law and Criminal Justice, Teaching and Social Work. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	14 L2 Int 4 L2 Ext (18 Lit)	Miss Bellas

L2 Spanish

2SPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 2 credits in Spanish through their further development of speaking, listening, reading and writing skills. The course will cover topics such as: The Environment, Travel and Transport, Healthy Lifestyle and The Future. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1SPA or with HOD discussion	Up to 20 L2 credits available from a menu of 10 L2 Ext and 14 L2 Int	Ms Williams

L2 SPEC SPEC

Description:

The Specific Preparation for Employment and Citizenship (SPEC) course focuses on learning social, life and employment skills to help prepare students for life beyond school. Students complete Learner's Workbooks on a variety of topics which include writing a CV, cyberbullying, alcohol and drugs, anger, sexual harassment, workplace skills, flatting, stress, discrimination, research, participation in a group, the role of the NZ police, budgeting, taxation and purchasing consumer goods and services. Once they have finished their Learner's Workbook, the workbook is used to complete open book unit standard assessments. All assessments are internal. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
By HOD of Learning Support placement	Up to 20 L2 Int	Mrs McVicar

L2 Sports Science & Physical Education 2SPC

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course allows students to develop and apply the concepts of training and relevant scientific knowledge to help them understand the concepts of skill development. The course topics and practicals allow students to work together to examine and implement physical activity programmes. Practical involve: Uni cycling, Combined Activity (Mountain Biking, Climbing Wall and School Based Sport), Sport Skill Analysis, Fitness Games and Adventure Based Learning. Students gain a very good knowledge of Anatomy, Biomechanics and Training/Fitness concepts. This is a theoretical and practical course. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	18 L2 Int (L2 Lit)	Mr Dickson

L2 Statistics 2STA

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

This course is designed for those students who are interested in pursuing statistics to a higher level. Students who take this course will have an interest in social sciences, healthcare, psychology, and education. Topics include Networks, Statistics, Trigonometry and Probability and will prepare students for entry into the Internal Level 3 Statistics course. This course requires a high level of literacy. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10 Level 1 Mathematics credits and have sat the Level 1 External examination AS91037	4 L2 Ext, 14 L2 Int	Mrs Lewis

L2 Te Reo Māori 2TRM

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 2 credits in Te Reo Māori through their further development of speaking, listening, reading and writing skills. The course will cover topics such as; Social Media, Environment, Travel and Transport, Healthy Lifestyle and the Hope for the Future. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1TRM or HOD Discussion	16 L2 Int, 12 L2 Ext	Matua Rihari Brown

L2 Textiles Technology 2TXT

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

Students will develop knowledge and skills in using and applying materials and techniques and processes. The course of study is project based and involves research, designing, selecting and testing materials and techniques to develop sustainable textiles outcomes that meet the needs of the end user. There are 3 projects: Tailored Shirt, Sustainable Fashion and Pattern Adaptation. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10 L1 Textiles credits or with HoD approval	4 L2 Ext, 16 L2 Int (L1 Lit UE Lit R / UE Lit W / UE Lit R or W)	Mrs Horne

L2 Tourism 2TOU

Description:

Tourism is a growing industry in New Zealand with a shortage of jobs and skilled people. Whether the student is interested in a career in working in outdoor tourist activities, event management, hotels, airlines or hospitality, this course introduces them to the initial knowledge and skills required for a successful career. It is also an appropriate course for anyone interested in travelling as it teaches some of the skills and knowledge required to make decisions on when, how and where to travel and how to get the best deals. For students planning to attend university we recommend Level 2 Geography. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	24 L2 Int Non University approved	Mr E Brown

L2 Trades Academy 2TRA

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course is for students who want to begin WITT courses and training for a specific career one day a week, for a minimum of five weeks, while still at school. Students will gain credits towards NCEA Level 2. On the other four days of the week, students attend their regular classes, including a specific Trades Academy class, where they will complete a range of generic unit standards and have time to catch up on work missed from other subjects. Courses available at Level 2: Agriculture, Animal Care, Automotive, Beauty & Makeup, Build a Bridge (Infrastructure), Cookery, Digital Media, Electrical, Equine, Hairdressing, Joinery, Mechanical Engineering, Plumbing, Restaurant Service, Sport & Fitness, Creative Arts, Barbering, Build a Batch, Forestry. Areas of possible study are; Early Childhood, Kindergarten or Primary Teaching, Hairdressing, Animal Care, Hospitality and Retail (through the Red Shirts Programme). Please check with Careers staff to see if your career interest can be accommodated under Gateway.

Preferred Prior Learning	Credits	Contact
WITT or PITA Interview	Credits achieved will vary according to course selection	Mr Zimmerman

L2 Work Place Training (Gateway) 2WPT

Description:

For students who wish to explore a career pathway by participating in a work experience placement. Students begin the year with a career focused unit standards until their work experience placement has been sorted. At this stage they would do unit standards appropriate to their career interest and work experience placement. Placements are for one day per week for a minimum of 10 weeks. Students will also have time in class for catch up on subjects missed due to placement.

Areas of possible study are; Early Childhood, Kindergarten or Primary Teaching, Hairdressing, Animal Care, Hospitality and Retail (through the Redshirts programme). Please check with careers staff to see if your career interest can be accommodated under Gateway.

Preferred Prior Learning	Credits	Contact
Open Entry	Credits achieved will vary according to what course student selects	Mr Zimmerman

LEVEL 3 COURSES



L3 Accounting 3ACC

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Accounting is the language of business. The Level 3 Accounting course focuses the financial accounting requirements of Companies and Partnerships. It has a strong focus on how financial decisions are made and how to run an efficient business. Accounting is a practical subject that focuses on real businesses and looks at how to decide if a business is a good investment. The skills that the students learn in Accounting lead to careers in Business, Commerce, Tourism, Management, Marketing, Banking, Information Technology, Finance and Self-Employment. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
12 2ACC credits or by HOD discussion	9 L3 Ext, 8 L3 Int up to 22 University Entrance and NZ Scholarship	Mrs Rowland

L3 Animal & Plant Science 3APS

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Primary industries and the associated Agri-businesses that are of considerable importance to New Zealand's economy include Agriculture, Forestry, Horticulture and Seafood. Agri-Business relates to the business model that makes this industry such a success in New Zealand. Students with a keen interest in exploring careers in these areas or who are looking for a subject to complement their studies in the Biological Sciences or Economics, then Animal and Plant Science will be an excellent choice. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
2APS	10 L3 Int, 9 L3 Ext University Entrance and NZ Scholarship	Mr Barker

L3 Art Design 3ARD

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

Level 3 Design extends on from the skills and knowledge developed in the 1 DVA and/or 2ARD. Students will expand their skill set, while developing a further understanding of design principles. Establishing a proposition based on an interest/ passion will support ideas that develop a student's understanding of their visual world. Design making will be 2D print design; typography, logo, double page magazine spread, poster, website/Instagram or Character Illustration; graphic novel, poster, to illustrate a narrative or campaign. Students will communicate ideas through a range of media, materials, hand drawn and industry standard software - Adobe Creative Suite: Photoshop and Illustrator. These skills are transferable to a range of Vocational Pathways in the Creative Industries in many educational institutions and beyond. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
1DVA and/or 2ARD with HOD discussion	14 L3 Ext, 8 L3 Int University Entrance and NZ Scholarship	Mr Bouterey or Ms Grieve

L3 Art History

3ARH

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description

This programme explores the study of Early 20th century European Modernism or the Early Italian Renaissance Period. Students will recognize the diversity of artists and their approaches in a range of movements and cultures that links with traditional and contemporary world art. Contexts studied are historical and political events such as the Black Plague, Italian Wars, Spanish Civil War, Great Depression, and WWI / WWII to a range of philosophers: Sigmund Freud, Henri Bergson and Friedrich Nietzsche. This programme supports study in the Creative Industries and Humanities including an awareness of world history. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry with L1 Literacy	8 L3 Ext, 12 L3 Int, (UE Lit R and/or W), University Entrance and NZ Scholarship	Ms Grieve

L3 Biology 3BIO

SOCIAL & COMMUNITY SERVICES

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

This course is designed for students who have a keen interest in the biological world and are thinking of tertiary study and a career within Science. Level 3 Biology is an academic course with the focus being on the three external achievement standards as many Science degrees at university require students to have a good grasp of these biological concepts. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
2BIO External standards (91156, 91157, 91159)	12 L3 Ext, 6 L3 Int University Entrance and NZ Scholarship	Ms Mischefski

L3 Biology Internal 3BIOI

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

This course is designed for students who do not need to study the traditional academic Biology course but may require 14+ Level 3 Science credits for their future studies. This course is mostly internally assessed and is designed for students who are good with time management. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry	14 L3 Int, 4 L3 Ext University Entrance	Ms Mischefski

L3 Calculus

3CAL

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

This course is most appropriate for those students who have an interest in continuing the study of Mathematics, the Sciences, Engineering, Economics or any field which uses analysis as a tool. It has an emphasis on applying mathematics to solving problems and encourages mathematical reasoning and methodology. Topics include Differentiation, Integration, Complex Numbers and Trigonometry. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Level 2 Mathematics including 91259, 91261, 91262	16 L3 Ext, 4 L3 Int University Entrance and NZ Scholarship	Mr Bone

L3 3+2 Career Training 3CAT

Description:

This course is for students with a specific career interest, who will attend WITT/TOPEC for two days every week and work towards Level 3 New Zealand Certificates. The other three days students will attend their regular timetabled subjects, including the option of two Career Training lines/classes. In these classes students will catch up with work missed from their other subjects and complete generic Unit Standards. Students must be able to work independently. Level 3 NZ Certificates include: Make Up and Skincare, Cookery, Food and Beverage, Sport, Recreation and Exercise and Outdoor Experiences.

Preferred Prior Learning	Credits	Contact
WITT Interview	Credits will vary according to course selection	Mr Zimmerman

L3 Chemistry

3CHE

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Learning in Chemistry is fundamental to understanding the world in which we live and work. Chemistry is the “central science” having an overlap with both Biology and Physics and as a consequence, combines well with either of these. This course is designed for students who have an interest in Science and intends to continue to tertiary study. Level 3 Chemistry is an academic course with the focus being on the three external achievement standards. For success in this subject, students should have passed two of the three Level 2 Chemistry NCEA External Standards. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2CHE External standards (91165, 91166, 91167)	6 L3 Int, 10 L3 Ext University Entrance and NZ Scholarship	Mr Berndt

Description:

Courses are offered which include core generic careers papers and unit standards that cover specific career interest. Students must be able to work independently as they work through their unit standards in the classroom. Possible areas of study are: Legal Studies, Health/Nursing, Agriculture and Sport / Recreation. Please see the careers staff to discuss other possible areas of interest which may be catered for in CLB.

Preferred Prior Learning	Credits	Contact
Open Entry	Credits will vary according to course selection	Mr Zimmerman

L3 Classical Studies **3CLS**

CREATIVE INDUSTRIES

Description:

In Level 3 Classical Studies we study events, literature, art, politics, people and ideas of ancient Greece. We examine the way these were significant and the way they influence our world today. Classical Studies provides students studying humanities and STEM subjects with the literacy, research and analytical skills required at a tertiary level. Transferable skills necessary to function effectively in the 21st Century are also covered. The broad-ranging nature of Classical Studies makes it relevant to a wide and varied range of careers. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
14 Level 2 Literacy credits	Up to 22 from 14 L3 Ext, 12 L3 Int University Entrance and NZ Scholarship	Ms Petrove

L3 Dance **3DAN**

CREATIVE INDUSTRIES

Description:

This course is for students who enjoy movement and want to learn skills to create interesting and effective pieces of choreography. The course involves learning and choreographing a dance that includes a theme and the use of production technologies. This could include solos and group performances. Students are required to view, interpret and respond to dance as a performance. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	16 L3 Int, 4 L3 Ext University Entrance and NZ Scholarship	Mrs McCrae

L3 Design Technology 3DET

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Level 3 Design Technology will build on previous years' teaching to enable students to undertake more complex design and creation challenges with reference to societal issues such as sustainability and ethics. Assessment will be through practical work supported by a portfolio. Creativity and experimentation are encouraged as well as the use of time and resource management skills. Students must investigate current practitioners and consider the wider implications of design and manufacture. Contexts used in the past have been the design of pet homes, furniture, jewellery and storage solutions. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	16 L3 Int, 4 L3 Ext University Entrance and NZ Scholarship	Mr Marnoch

L3 Design & Visual Communication 3DVC

CONSTRUCTION & INFRASTRUCTURE

MANUFACTURING & TECHNOLOGY

PRIMARY INDUSTRIES

Description:

Students will work on the exploration and initiation of design ideas using a chosen theme. This conceptual process will use ideation, exploration and transformation. As senior students they will work independently during the year to develop their design ideas through design and visual communication practice. The spatial design assignment and recognition of themes focuses on a small house or bach whilst the product design is a designer's or architect's chair. There is also an opportunity to create an exhibition of their finest work for NCEA credits later in the year. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	4 L3 Ext, 18 L3 Int University Entrance and NZ Scholarship	Mr Marnoch

L3 Digital Technology 3DGT

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

The aim of this course is to provide students with an opportunity to create a student-initiated project. It will require students to empathise with an issue and present a proposal for a project. Students will undertake a design thinking process to plan, develop, test, iterate and evaluate their outcome. The internal work will contribute towards an external submission. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2DGT (was 2COM) or with TiC discussion	16 L3 Int, 3 L3 Ext University Entrance and NZ Scholarship	Mr Bouterey

L3 Drama **DRA**

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

In this course, students will extend their performance skills and improve their knowledge of theatre through studying the work of leading playwrights and practitioners from Aotearoa New Zealand and overseas. Students examine how theatre is used to provoke an audience and reflect human experience. Work is increasingly sophisticated, and students develop independence as performers. Students will be expected to rehearse and perform out of school time for some assessments. The NZ Scholarship Drama examination is available to ambitious students. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2DRA or with HOD discussion	4 L3 Ext, 14 L3 Int, 9 R Lit, 4 W Lit University Entrance and NZ Scholarship	Mrs Simpson

L3 Economics **3ECO**

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

At this level students study the role of the market in the economy and how that role can be modified by the government. Students will gain an understanding that markets can provide the most efficient outcome but also that it may be appropriate for government to override markets to deliver more efficient or more equitable outcomes. Government intervention may involve a trade-off between efficiency and equity. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
12 ECO credits at either Level 1 (including AS90986) or Level 2, or by HOD discussion	8 L3 Ext, 10 L3 Int University Entrance and NZ Scholarship	Mrs Hendrickse

L3 English **3ENG**

CREATIVE INDUSTRIES

Description:

Students will study, enjoy, respond to, and evaluate a wide range of written, oral and visual texts. The course continues directly from Level 2 English and students may gain literacy credits. Subjects studied include: Literature texts: e.g Shakespearean Drama, Film, Novel, Poetry; Critical Text Research; Making Connections; Writing Folio. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
UE Literacy	8 L3 Ext, 14 Int L3 possible University Entrance and NZ Scholarship	Mrs McNeil

L3 English Internal **3ENI**

CREATIVE INDUSTRIES

Description:

This course has a strong emphasis on Literacy and information processing skills which are needed in the workforce and adult life. This course is only available to students who are yet to meet the Literacy co-requisite required for NCEA Level 2. Further English Achievement Standards will be offered at Level 3 once this requirement has been met during the year.

Preferred Prior Learning	Credits	Contact
Open Entry	8 L2/L3 Ext, 16 L2/L3 Int possible (UE Lit R and 8 UE Lit W)	Mrs McNeil

L3 Enterprise Studies 3ETS

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Enterprise Studies is available to students who are interested in the experience of starting and running their own business or who have an interest in the world of business. It has a business focus and involves the commitment of being part of a Young Enterprise team who set up and run a business enterprise. All businesses take part in the Taranaki and National YES (Young Enterprise Scheme) competition. Internal assessments are intertwined into the course and run parallel with the business activities. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	21 L3 Int	Mr Brown

L3 Fitness & Recreation 3FIT

CREATIVE INDUSTRIES

Description:

This is a 95% active practical based course that enables students to keep fit or start some regular physical activity and participate in a variety of fun, leisure and sporting activities. Students are expected to participate in all the practicals and train individually. This is a class combining Year 11, 12 and 13 students. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	11 L3 credits	Mr Dickson

L3 Food & Nutrition 3FNT

SOCIAL & COMMUNITY SERVICES

SERVICES INDUSTRIES

Description:

This course involves the study of health enhancing attitudes and values concerning food choices for different groups in New Zealand and the effect of these on well-being. We will then study how multinational food corporations influence the eating patterns of New Zealand society. Food related ethical dilemmas facing society will be researched and evaluated following the decision-making process. Influences and consequences of food advertising on well-being will be challenged. Practical work will be undertaken. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
9 L2 FNT credits or with HOD discussion	4 L3 Ext, 15 L3 Int University Entrance	Mrs MacCallum

L3 French 3FRE

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 3 credits in French through the continued development of their higher-level skills of speaking, listening, reading and writing. The course will cover topics such as: Human Rights, The World of Work, Arts and Culture. Scholarship is also available to interested candidates. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2FRE	Up to 20 L3 credits from a menu of 10 L3 Ext and 14 L3 Int University Entrance and NZ Scholarship	Ms Williams

L3 Geography

3GEO

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Level 3 Geography explores different natural and cultural environments that have been changed over time and space with a focus on developing a sustainable future. Improved understanding of world issues allows for future problem-solving skills that will be developed throughout the year. Level 3 Geography completes an inquiry into future planning and sustainability issues relevant to New Plymouth. Also, a Model European Union approach is used to investigate responses to the world migration crisis. Finally, we explore how tourism development in Rotorua impacts people and places and compare this to other places across the world. Geography helps support a variety of careers from Science to Humanities including earth science, marine biology, cultural/indigenous studies, law, business, commerce, tourism and urban planning and design. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	11 L3 Int, 8 L3 Ext University Entrance and NZ Scholarship	Mr E Brown

L3 Health

3HEA

SOCIAL & COMMUNITY SERVICES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Health at this level is an academic subject with its conceptual underpinning and capacity for critical thinking, rather than being just a subject aiming to promote health in young people's lives. It is certainly a subject with academic legitimacy addressing both academic knowledge and life skills. This course requires students to use research skills to perceptively analyse the following health issues: Child poverty in New Zealand, Ethical issues, Health practices and Poverty's impact on life outcomes such as disease, sexual health or life expectancy. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2HEA	5 L3 Ext, 14 L3 Int University Entrance	Ms Smart

L3 History

3HIS

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

In many future career pathways it will be important to, collect, evaluate and communicate information. Studying History allows you to learn how to make balanced and impartial judgments and teaches the skills required to research a variety and huge amount of material, analyse it, make conclusions and identify key points to write about in a succinct manner. Content for the externally assessed component covers the reign of Henry VIII and the English Reformation. The course looks at the factors that led Henry VIII to break from Rome and the consequences for England, examining the reigns of Edward VI, Mary I and Elizabeth I. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2HIS and 2ENG	Up to 21 from 15 L3 Int, 10 L3 Ext University Entrance and NZ Scholarship	Ms Conybeer

L3 Media Studies 3MED

CREATIVE INDUSTRIES

Description:

This course aims to develop students' critical thinking and media literacy skills in line with the NCEA Level 3 requirements. Students design, create and produce their own media product in the form of a short film in a genre of their choice. Students will explore how meaning is made through different readings of a film or TV product, in addition to examining the inner workings of a chosen media industry. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	13 L3 Int, 4 L3 Ext University Entrance and NZ Scholarship	Ms Dennehy

L3 Māori Performing Arts 3MPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

Description:

This course will give students an opportunity to experience the different aspects of Māori Performing Arts in areas such as haka, poi, waiata-ā-ringa and pōwhiri. This course offers theory and practical work and is supportive of Te Reo me ōna Tikanga Māori. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	10 L3 Int, 10 L3 Ext	Matua Rihari Brown or Whaea Unity Ware

L3 Music 3MUS

MANUFACTURING & TECHNOLOGY

CREATIVE INDUSTRIES

Description:

This course has a focus on music analysis (with an external examination), arranging, composition and research. Performance is offered but not compulsory. This course is beneficial for note-readers. Each student chooses credits from a menu that best suits their interests and needs. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	4 L3 Ext, Up to 16 L3 Int University Entrance and NZ Scholarship	Mrs Woller

L3 Painting 3PAI

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

Level 3 Painting extends the skills and knowledge developed in 1ART and 2ART. Students will expand their skill set, while developing a further understanding of painting processes and techniques. Establishing a proposition based on an interest/passion will support students to regenerate ideas that develop a students' understanding of their visual world. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. This programme is complimentary to Printmaking and Sculpture. These skills are transferable to a range of Vocational Pathways in the Creative Industries. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1ART and/or 2ART or with HOD discussion	14 L3 Ext, 8 L3 Int, University Entrance and NZ Scholarship	Ms Smith or Ms Fanshawe

L3 Photography 3PHO

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme develops a students' understanding of their visual world and uses contemporary photography and personal experience to inform a proposition. They will use digital methods and processes including experimenting with apps on their phones and the Adobe Creative Suite Photoshop to enhance, edit and manipulate photographs. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. This programme builds on from 2PHO and is complimentary to Design and Sculpture. These skills are transferable to a range of Vocational Pathways in the Creative Industries. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1ART or 1DVA, and/or 2PHO or with HOD discussion	14 L3 Ext, 8 L3 Int University Entrance and NZ Scholarship	Ms Grieve or Ms Wright

L3 Physics 3PHY

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

PRIMARY INDUSTRIES

Description:

Level 3 Physics is one of the most fundamental scientific disciplines and leads to a range of rewarding careers such as architecture, astrophysics, climate science & meteorology, engineering, forensics, health science and medicine. Students will continue to develop the ability to use concepts, principles, investigative skills, and models to explain physical phenomena and systems. The course focusses on wave systems, mechanical systems, electrical systems, and modern physics. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
L2 PHY & 2MATH	6 L3 Int, 16 L3 Ext University Entrance and NZ Scholarship	Mr Chubb

L3 Printmaking

3PRI

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

'Printed matter' is everywhere in our daily life - the receipt from the supermarket to a ticket entry for an event. Level 3 Printmaking extends the skills and knowledge developed in 1ART and 2ART. Establishing a proposition based on an interest/passion will support students to regenerate ideas that develop an understanding of the visual world. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. These skills are transferable to a range of Vocational Pathways in the Creative Industries. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10ART/1ART and/or 2ART or with HOD discussion	14 L3 Ext, 8 L3 Int University Entrance and NZ Scholarship	Ms Grieve

L3 Sculpture

3SCU

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Sculpture allows for the 'freedom' of materials to be molded, synthesized, or drawn together through collaboration. Students will entertain a variety of workshops around object-based work, performance, installation, and social practice to further understand sculptural types. Establishing a proposition based on an interest/passion will support students to regenerate ideas. Students can make artwork/s for our Student Exhibition, exhibited in New Plymouth at a local gallery. These skills are transferable to a range of Vocational Pathways in the Creative Industries and beyond. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10ART/1ART and/or 2ART or with HOD discussion	14 L3 Ext, 8 L3 Int University Entrance and NZ Scholarship	Ms Grieve

L3 Shape Your Future Programme

3SHP

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This programme is for students who wish to work on a series of interest/passion projects of their own design with the support of frameworks. As inspiration towards projects, students experience off-site visits and guest speakers. Students will be supported by a design process that involves *discover*, *interpret*, *ideate*, *experiment* and *outcome* in their projects. Teaching specialists will come from the Learning Areas of English, Technology and Visual Arts.

Preferred Prior Learning	Credits	Contact
Open Entry (3SHP will occupy 2 subject lines of a student's timetable)	Up to 16 L3 credits in English and credits available through a range of other Learning Areas. UE Lit available	Ms Grieve

L3 Social Studies 3SOS

CREATIVE INDUSTRIES

Description:

Social Studies uses aspects of Psychology and Sociology to investigate how individual personalities can influence the value structure of whole countries and how this can influence millions of people across many years. It is a very relevant subject today as most jobs involve dealing with people and require skills that are highly sought after by employers. Areas of interest include Commerce, Health Services, Law and Criminal Justice and Social Work. Social Studies may lead to university subjects such as Psychology, Sociology, Media and Communications, Political Science and Education. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	Up to 20 from 16 L3 Int, 8 L3 Ext University Entrance and NZ Scholarship	Ms Conybeer or Mr Sanders

L3 Spanish 3SPA

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 3 credits in Spanish through the continued development of their higher-level skills of speaking, listening, reading and writing. The course will cover topics such as: Human Rights, The World of Work, Arts and Culture. Scholarship is available to interested candidates. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2SPA or with HOD discussion	Up to 20 L3 credits available from a menu of 10 L3 Ext and 14 L3 Int University Entrance and NZ Scholarship	Ms Williams

L3 SPEC 3SPEC

Description:

The Specific Preparation for Employment and Citizenship (SPEC) course focuses on learning social, life and employment skills to help prepare students for life beyond school. Students complete Learners' Workbooks on a variety of topics which include writing a CV, cyberbullying, alcohol and drugs, anger management, sexual harassment, workplace skills, flattening, stress, discrimination, research, participation in a group and the role of the NZ Police, budgeting, taxation and purchasing goods and services. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
By HoD of Learning Support placement	Up to 16 L3 Int	Mrs McVicar

L3 Sports Science & Physical Education 3SPC

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

The course has a strong emphasis on understanding key Sport Science and Physical Education theory relating to Anatomy/Physiology/Biomechanics and Fitness Studies. We learn through participation in a series of practicals. This course prepares students for University PE/Sport Science or Health based courses, Polytechnic or Adventure courses also sport industry employment. Topics covered include: Issues in Sport/ Skill Analysis of Sport/ Sport Nutrition/ Survey for Life-long Participation in Physical Activity. Students participate in a Paddleboarding course and other practical activities. Scholarship PE is also available in this course for interested students. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Open Entry	19 L3 Int (All L3 Int) University Entrance and NZ Scholarship	Mr Dickson

L3 Statistics External 3STAE

SOCIAL & COMMUNITY SERVICES

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course provides a grounding for future study in Mathematics, Economics, Accountancy, Biology, Geography and Medical and Social Sciences. It develops Level 2 Mathematics skills further in the areas of statistics and probability and relies heavily on the use of statistical software. We use statistical methods to make sense of our information rich age, turning data into knowledge. Topics include Statistical Inference, Time Series, Probability Theory and Probability Distributions. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
Level 2 Mathematics 91261; 91267	8 L3 Ext, 12 L3 Int University Entrance and NZ Scholarship	Mrs Hofmans

L3 Statistics Internal 3STAI

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

This course provides the grounding for future study in Social Sciences, Economics, Accountancy, Biology and Journalism. It follows on and develops the ideas covered in 2STAT and relies heavily on the use of statistical software. We use statistical methods to make sense of our information rich age, turning data into knowledge. Topics include Bivariate Data, Time Series, Linear Programming, Experiments, Critical Paths and evaluating statistical reports. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
10 L2 Credits from 2MATH or 2MATS	4 L3 Ext, 17 L3 Int University Entrance	Mr Bone

L3 Te Reo Māori 3TRM

SOCIAL & COMMUNITY SERVICES

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

SERVICES INDUSTRIES

Description:

Students will work towards achieving NCEA Level 3 credits in Te Reo through the continued development of their higher skills of speaking, listening, reading and writing. The course will cover topics such as: Human Rights, The World of Politics, Arts and Culture. [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
2TRM or with HOD discussion	12 L3 Ext, 16 L3 Int University Entrance and NZ Scholarship	Matua Rihari Brown

L3 Textiles Technology 3TXT

MANUFACTURING & TECHNOLOGY

CONSTRUCTION & INFRASTRUCTURE

CREATIVE INDUSTRIES

PRIMARY INDUSTRIES

Description:

This is a course of study which provides students with an opportunity to develop practical skills and knowledge that enables them to generate designs, investigate and select appropriate resources and create outcomes using textiles. It is based on a project approach involving research, designing, making and evaluating using textiles. Projects to be undertaken are: Formal Garment, Pants Pattern, Fit for Purpose (own choice). [Achievement/Unit Standard List](#).

Preferred Prior Learning	Credits	Contact
1TXT or 2TXT or with HOD discussion	4 L3 Ext, 18 L3 Int University Entrance and NZ Scholarship	Mrs Horne

L3 Tourism 3TOU

SERVICES INDUSTRIES

Description:

Tourism was a growing industry in New Zealand (before Covid-19) and will be again in the future. Students with an interest in a career working in outdoor activities, event management, hotels, airlines or hospitality will benefit from this course. It is also a worthwhile course for anyone interested in travelling as it teaches some of the skills and knowledge required to make decisions on when, how and where to travel and how to get the best deals. This course caters for students choosing a vocational pathway. [Achievement/Unit Standard List.](#)

Preferred Prior Learning	Credits	Contact
Open Entry	24 L3 Int Not a University Approved subject	Mr E Brown or Mr Sanders

L3 Trades Academy 3TRA

SERVICES INDUSTRIES

Description:

For students who want to begin WITT courses and training for a specific career 1 to 2 days a week while still at school. Students will gain credits towards NCEA Level 3. On the other 3 or 4 days of the week, students attend their regular classes, including a specific Trades Academy class, where they will complete a range of generic units and have time to catch up on work missed from other subjects. Courses include Level 3: NZ Policing (1 day), Build a Trailer (Engineering); Level 3 Engineering (2 days); Radio Broadcasting & Entertainment; Equine Agriculture; Health & Wellbeing. E2E (One paper from the NZ Dip. of Engineering) - this weekly half day course is offered by WITT, this is not a timetabled subject.

Preferred Prior Learning	Credits	Contact
WITT or PITA interview	Credits will vary according to course selection	Mr Zimmerman

L3 Work Place Training (Gateway) 3WPT

Description:

For students who wish to explore a career pathway by participating in a work experience placement. Students begin the year with career focused unit standards until their work experience placement has been sorted. At this stage they would do unit standards appropriate for their career interest and the work experience placement. Placements are for 1 day per week for a minimum of 5 weeks. Students will also have time in class to catch up on subjects missed due to their Gateway placement. Areas of possible study are; Early Childhood, Kindergarten or Primary Teaching, Hairdressing, Animal Care, Hospitality, Retail and Youth Work. Please check with the Careers staff to see if your career interest can be accommodated under Gateway.

Preferred Prior Learning	Credits	Contact
Open Entry	Credits will vary according to course selection	Mr Zimmerman

QUALIFICATIONS

NATIONAL QUALIFICATIONS

Senior students at New Plymouth Girls' High School are working to gain credits from Achievement or Unit Standards toward the National Certificate of Educational Achievement (NCEA) at Levels 1, 2 or 3. The NCEA is a standards-based qualification comprised of a mixture of both internally and externally assessed Achievement or Unit standards giving students credits on the National Qualifications Framework (NQF).

Copies of all the Achievement Standards and Unit Standards are available on the NZQA website. [NCEA Subject Resources » NZQA](#)

The details of the requirements for each Achievement / Unit Standard are sent to students in Course Outlines by their subject teachers in February each year.

Internally assessed standards are assessed throughout the year. Most external assessments are examined at the end of the year from mid-November to early December. Some subjects have portfolio or practical work to submit. Students can gain Achieved, Achieved with Merit or Achieved with Excellence, with the latter being very demanding.

NCEA is all about excellence, be it students striving for and gaining Excellence grades or reaching their personal level of excellence with Achieved grades.

NCEA is New Zealand's national school leaver qualification and as such is recognised by the tertiary sector and employers nationally and internationally.

NCEA REQUIREMENTS

Level 1 NCEA Requirements:

- 60 credits at Level 1
- 10 credits in numeracy
- 10 credits in literacy

Students will take six subjects each assessing up to 20 Level 1 credits.

The Level 1 literacy and numeracy requirements must be met to achieve NCEA Level 1, 2 and 3 NCEA.

<https://www.nzqa.govt.nz/ncea/subjects/literacy-and-numeracy/>

Level 2 NCEA Requirements:

- 60 credits at Level 2 or above and
- 20 credits at any other level

Twenty Level 1 credits can count towards NCEA Level 2. A full course of study of six subjects would provide 108 to 120 credits at Level 2.

Level 3 NCEA Requirements:

- 60 credits at Level 3 or above and
- 20 credits at Level 2

Twenty Level 2 credits can count towards NCEA Level 3.

Note: Where a Level 3 course does not offer all possible credits, a student may discuss with the HoD the option of completing additional standards.

Credits can count for more than one qualification.

NCEA ENDORSEMENTS

Certificate endorsement

For an NCEA certificate to be endorsed with Excellence a student must gain 50 credits at Excellence at the level of the certificate or above. So, if a student has 50 Level 1 credits at Excellence they may have their Level 1 certificate endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence) at Level 1 their NCEA Level 1 certificate may be endorsed with Merit. Endorsement awards show on a student's [NCEA results » NZQA](#)

Certificate endorsement is calculated in January each year on the release of external results. Only the highest level certificate awarded can be endorsed unless students:

- achieve more than one level NCEA certificate in a single year e.g. a Year 11 student doing multi-level study may achieve both a Level 1 and a Level 2 certificate in the one year and have them endorsed,
- in addition to meeting the requirements of a higher level certificate endorsement, have achieved sufficient credits from a lower level to be able to endorse the lower level certificate e.g. a student may be working at both Levels 2 and 3 and achieve enough Level 2 Excellence credits to upgrade their Level 2 Merit endorsement to Excellence. The student will need to contact NZQA to have the lower level certificate upgraded.

Course endorsement

Learn how to [monitor your progress](#) towards course endorsements.

Course endorsement provides recognition for a student who has performed exceptionally well in an individual course.



Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, and
- at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

A course endorsement is not a qualification.

A course endorsement can be awarded even if a qualification for that level is not achieved. For example, a student may achieve a Merit endorsement for their Level 2 Mathematics course regardless of whether they achieve NCEA Level 2.

[NCEA endorsements » NZQA](#)

UNIVERSITY ENTRANCE

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

- NCEA Level 3
- Three subjects - at Level 3, made up of:
14 credits each, in three approved subjects
- Literacy - 10 credits at Level 2 or above, made up of:
5 credits in reading
5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of: achievement standards – specified achievement standards available through a range of subjects, or unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement. **Credits** Credits can be accumulated over more than one year.

If a unit and an achievement standard assess the same learning outcome, only the credits for ONE standard can be counted. In other words they are 'mutually exclusive'. A list of such exclusions is published by NZQA each year.

Discretionary Entrance

When an applicant does not qualify for University Entrance to a New Zealand university, they may be eligible for Discretionary Entrance.

See Universities New Zealand - Discretionary Entrance for more information. <https://www.universitiesnz.ac.nz/quality-assurance/programme-approval-and-accreditation-cuap>

UE APPROVED SUBJECTS AT NPGHS

Accounting	History of Art (Art History)
Agriculture & Horticulture (Animal & Plant Science)	Home Economics (Food & Nutrition)
Biology	Mathematics (Calculus)
Business Studies	Media Studies
Calculus	Music Studies (Music)
Chemistry	Painting (Practical Art)
Classical Studies	Photography (Practical Art)
Dance	Physical Education
Design (Practical Art)	Physics
Design & Visual Communication	Printmaking (Practical Art)
Digital Technologies	Science
Drama	Sculpture (Practical Art)
Economics	Spanish
English	Social Studies
French	Statistics
Geography	Technology (Design / Design & Visual / Digital / Textiles)
Health Education	Te Reo Māori
History	

A list of the UE Approved Subjects – Nationally - can be found at: <https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance-approved-subjects/>

LITERACY & NUMERACY REQUIREMENTS FOR UE

10 credits from the Level 2 or 3 Literacy standards (5 reading and 5 writing) are required to meet the University Entrance literacy requirements.

For standards that meet both reading and writing requirements it is possible to split the standard to fulfill the literacy requirement. For example, Art History 3.1 (91482) can contribute 2 credits to the reading requirement and 2 credits to the writing requirement.

10 credits from Level 1 numeracy are required to meet the University Entrance numeracy requirements.
<https://www.nzqa.govt.nz/qualifications-standards/awards/university-entrance/literacy-requirements/>

NCEA EXCLUSIONS LIST

The Exclusions List was developed to avoid the use of credits from duplicate standards towards NZQF national qualifications (and awards and endorsements), including NCEA. Specifically, the registration of achievement standards that recognised the same outcomes as other achievement or unit standards necessitates a mechanism to prevent 'double dipping'. This means that when two standards are mutually exclusive (see the list below), you cannot use the credits for both to achieve a qualification or course endorsement.

For the Exclusions List see:

<http://www.nzqa.govt.nz/qualifications-standards/standards/standards-exclusion-list/>

New Exclusions List for new Level 1 Standards:

[Exclusions List | NCEA \(education.govt.nz\)](#)

NEW ZEALAND SCHOLARSHIP

New Zealand Scholarship provides recognition and monetary reward to top students in their last year of schooling. New Zealand Scholarship assessments enable candidates to be assessed against challenging standards, and are demanding for the most able candidates in each subject. Assessment is by either a written/spoken examination or by the submission of a portfolio or report of work produced throughout the year.

Scholarship candidates are expected to demonstrate high-level critical thinking, abstraction and generalisation, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.

Approximately three per cent of Year 13 students studying each subject at Level 3 are awarded Scholarship, if they reach the standard that has been set. There is some tolerance around the three per cent, mainly for those subjects with few candidates.

Scholarship can be sat as a single subject Scholarship Standard or in several subjects. Scholarship is examined by an external examination or an external submission of student work.

There is one single Scholarship Standard per subject in most traditional school subjects. It is awarded as follows:

- Scholarship not attained;
- Scholarship;
- Scholarship with outstanding performance.

<http://www.nzqa.govt.nz/qualifications-standards/awards/new-zealand-scholarship/>

ACHIEVEMENT/UNIT STANDARDS

Arts Learning Area NCEA Assessments

Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
2 Art Design – 2ARD													
91310	Use drawing methods to apply knowledge of conventions appropriate to design (2.2)	2	4	Int									Y
91315	Develop ideas in a related series of drawings appropriate to established design practice (2.3)	2	4	Int									Y
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design (2.4)	2	12	Ext									Y
3 Art Design – 3ARD													
91445	Use drawing to demonstrate understanding of conventions appropriate to design (3.2)	3	4	Int									Y
91450	Systematically clarify ideas using drawing informed by established design practice (3.3)	3	4	Int									Y
91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design (3.4)	3	14	Ext									Y
2 Art History – 2ARH													
91180	Examine the effects of formal elements of art works (2.1)	2	4	Ext		Y							Y
91181	Examine the meanings conveyed by art works (2.2)	2	4	Ext		Y					Y		Y
91184	Communicate understanding of an art history topic (2.5)	2	4	Int		Y							Y
91183	Examine how media are used to create effects in art works (2.4)	2	4	Int							Y		Y
91185	Communicate a considered personal response to art works (2.6)	2	4	Int									Y
3 Art History – 3ARH													
91482	Demonstrate understanding of style in art works (3.1)	3	4	Ext		Y							Y
91483	Examine how meanings are communicated through art works (3.2)	3	4	Ext		Y					Y		Y
91484	Examine the relationship(s) between art and context (3.3)	3	4	Ext		Y							Y
91486	Construct an argument on interpretation of research in art history (3.5)	3	4	Int		Y							Y
91488	examine the relationship(s) between a theory and art works (3.7)	3	4	Int		Y							Y
91489	Analyse texts in art (3.8)	3	4	Int		Y							Y

	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91487	Examine the different values placed on art works (3.6)	3	4	Int			Y					Y		Y
1 Dance – 1DAN														
91936	Compose a dance sequence in response to a given brief (1.1) v2	1	5	Int										Y
91937	Perform Dance sequences (1.2) v2	1	5	Int										Y
91938	Demonstrate understanding of the relationship between key features and cultural context of a dance genre or style (1.3) v2	1	5	Ext										Y
91939	Demonstrate understanding of the application of the elements of a dance in a performance (1.4) v2	1	5	Ext										Y
2 Dance – 2DAN														
91205	Choreograph a group dance to communicate an intention (2.1)	2	4	Int										Y
91206	Choreograph a solo dance to communicate an intention (2.2)	2	4	Int										Y
91208	Perform in a theatre dance to communicate understanding of the style (2.4).	2	4	Int										Y
91207	Perform an ethnic or social dance to communicate understanding of the style (2.3)	2	4	Int										Y
91211	Provide an interpretation of a dance performance with supporting evidence (2.7)	2	4	Ext										Y
3 Dance – 3DAN														
91588	Produce a dance to realize a concept (3.1)	3	8	Int										Y
91590	Perform a solo or duo dance (3.3)	3	4	Int										Y
91591	Perform a group dance (3.4)	3	4	Int										Y
91594	Analyse a dance performance (3.7)	3	4	Ext										Y
1 Digital Visual Arts – 1DVA														
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context (1.1) v3	1	5	Int										Y
91913	Produce resolved artwork appropriate to established art making conventions (1.2) v3	1	5	Int										Y
91914	Explore Visual Arts processes and conventions to inform own art making (1.3) v3	1	5	Ext										Y
91915	Create a sustained body of related artworks in response to an art making proposition (1.4) v3	1	5	Ext										Y
1 Drama – 1DRA														
91940	Explore the function of theatre Aotearoa (1.1) v2	1	5	Int										Y
91941	Participate in creative strategies to create a drama (1.2) v2	1	5	Int	Y									Y

	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91942	Use drama techniques to perform a scripted role for an audience (1.3) v2	1	5	Ext										Y
91943	Respond to a drama performance (1.4) v2	1	5	Ext	Y									Y
2 Drama – 2DRA														
91213	Apply drama techniques in a scripted context (2.1)	2	4	Int			Y							Y
91214	Devise and perform a drama to realise an intention (2.2)	2	5	Int										Y
91215	Discuss a drama or theatre form or period with reference to a text (2.3)	2	4	Ext			Y							Y
91218	Perform a substantial acting role in a scripted production (2.6)	2	5	Int			Y							Y
3 Drama – 3DRA														
91512	Interpret scripted text to integrate drama techniques in performance (3.1)	3	4	Int			Y	Y						Y
91513	Devise and perform a drama to realise a concept (3.2)	3	5	Int				Y				Y		Y
91514	Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period (3.4)	3	4	Ext			Y	Y						Y
91517	Perform a substantial acting role in a significant production (3.6)	3	5	Int			Y	Y						Y
1 Māori Performing Arts – 1MPA														
91976	Demonstrate understanding of key features of Te Ao Haka (1.1) v2	1	6	Int							Y	Y	Y	Y
91977	Perform an item from a Te Ao Haka discipline (1.2) v2	1	6	Int							Y	Y	Y	Y
91978	Demonstrate understanding of categories within Te Ao Haka (1.3) v2	1	4	Ext							Y	Y	Y	Y
91979	Demonstrate understanding of elements within a Te Ao Haka performance (1.4) v2	1	4	Ext							Y	Y	Y	Y
2 Māori Performing Arts – 1MPA														
91980	Explore elements to create a section of a Te Ao Haka item (2.1) v2	1	6	Int							Y	Y	Y	Y
91981	Perform a Te Ao Haka item to respond to a local kaupapa (2.2) v2	1	6	Int							Y	Y	Y	Y
91982	Compare a Te Ao Haka performance and one other performance (2.3) v2	1	4	Ext							Y	Y	Y	Y
91983	Respond to a Te Ao Haka performance (2.4) v2	1	4	Ext							Y	Y	Y	Y
3 Māori Performing Arts – 1MPA														
91984	Reflect on a personal learning journey in a discipline of Te Ao Haka (3.1) v2	1	5	Int							Y	Y	Y	Y
91985	Perform three categories within a discipline of Te Ao Haka (3.2) v2	1	5	Int							Y	Y	Y	Y
91986	Perform two Te Ao Haka disciplines (3.3) v2	1	5	Ext							Y	Y	Y	Y
91987	Demonstrate understanding of a key role within Te Ao Haka (3.4) v2	1	5	Ext							Y	Y	Y	Y

Achievement Standard Title		Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1 Music – 1MUS														
91948	Use music skills in a music style (1.1) v2	1	5	Int										Y
91949	Demonstrate performance skills (1.2) v2	1	5	Int										Y
91950	Demonstrate understanding of music in relation to contexts (1.3) v2	1	5	Ext										Y
91951	Shape music ideas to create an original composition (1.4) v2	1	5	Ext	Y									Y
2 Music – 2MUS														
91270	Present two substantial pieces as a featured soloist (2.1)	2	6	Int										Y
91274	Perform two substantial pieces on a second instrument (2.2)	2	6	Int										Y
91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group (2.3)	2	4	Int										Y
91271	Compose two substantial pieces of music (2.4)	2	6	Int										Y
91276	Demonstrate knowledge of conventions in a range of music scores (2.6)	2	4	Ext	Y									Y
91275	Demonstrate aural understanding through written representation (2.5)	2	4	Ext										Y
91277	Demonstrate understanding of two substantial music works (2.7)	2	6	Ext	Y									Y
91273	Devise an instrumentation for an ensemble (2.8)	2	4	Int										Y
91278	Investigate an aspect of New Zealand music (2.9)	2	4	Int	Y									Y
3 Music – 3MUS														
91423	Examine the influence of context on a substantial music work (3.8)	3	4	Ext	Y									Y
91425	Research a music topic (3.10)	3	6	Int	Y									Y
91424	Create two arrangements for an ensemble.	3	4	Int										Y
91419	Communicate musical intention by composing three original pieces of music.	3	8	Int										Y
91418	Demonstrate ensemble skills by performing two substantial pieces as a member of a group (3.3)	3	4	Int										Y
91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores (3.6)	3	4	Ext	Y									Y
91422	Analyse a substantial work (3.7)	3	4	Int										Y
91416	Perform two programmed of music as a featured soloist (3.1)	3	8	Int				Y						Y
91417	Perform a programmed of music as a featured soloist on a second instrument (3.2)	3	4	Int				Y						Y
91420	Integrate aural skills through written representation (3.5)	3	4	Ext				Y						Y

	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
3 Painting – 3PAI														
91446	Use drawing to demonstrate understanding of conventions appropriate to painting (3.2)	3	4	Int				Y						Y
91451	Clarify ideas using drawing informed by established painting practice (3.3) Systematically	3	4	Int				Y						Y
91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting (3.4)	3	14	Ext				Y						Y
2 Photography – 2PHO														
91312	Use drawing methods to apply knowledge of conventions appropriate to photography (2.2)	2	4	Int										Y
91317	Develop ideas in a related series of drawings appropriate to established photography practice (2.3)	2	4	Int										Y
91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography (2.4)	2	12	Ext										Y
3 Photography – 3PHO														
91447	Use drawing to demonstrate understanding of conventions appropriate to photography (3.2)	3	4	Int				Y						Y
91452	Systematically clarify ideas using drawing informed by established photography practice (3.3)	3	4	Int				Y						Y
91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography (3.4)	3	14	Ext				Y						Y
3 Printmaking – 3PRI														
91448	Use drawing to demonstrate understanding of conventions appropriate to printmaking (3.2)	3	4	Int				Y						Y
91453	Systematically clarify ideas using drawing informed by established printmaking practice (3.3)	3	4	Int				Y						Y
91458	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking (3.4)	3	14	Ext				Y						Y
3 Sculpture – 3SCU														
91449	Use drawing to demonstrate understanding of conventions appropriate to sculpture (3.2)	3	4	Int				Y						Y
91454	Systematically clarify ideas using drawing informed by established sculpture practice (3.3)	3	4	Int				Y						Y
91459	Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture (3.4)	3	14	Ext				Y						Y
1 Visual Arts – 1ART														
91912	Use practice-based visual inquiry to explore Aotearoa New Zealand's Māori context and another cultural context (1.1) v3	1	5	Int										Y

	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91913	Produce resolved artwork appropriate to established art making conventions (1.2) v3	1	5	Int										Y
91914	Explore Visual Arts processes and conventions to inform own art making (1.3) v3	1	5	Ext										Y
91915	Create a sustained body of related artworks in response to an art making proposition (1.4) v3	1	5	Ext										Y
2 Visual Arts – 2ART														
91314	Use drawing methods to apply knowledge of conventions appropriate to sculpture (2.2)	2	4	Int										Y
91313	Use drawing methods to apply knowledge of conventions appropriate to printmaking (2.2)	2	4	Int										Y
91311	Use drawing methods to apply knowledge of conventions appropriate to painting (2.2)	2	4	Int										Y
91318	Develop ideas in a related series of drawings appropriate to established printmaking practice (2.3)	2	4	Int										Y
91323	Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking (2.4)	2	12	Ext										Y
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting (2.4)	2	12	Ext										Y

English Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1 English – 1ENG														
91924	Demonstrate understanding of how context shapes verbal language use (1.1) v3	1	5	Int		N			Y	Y	Y	Y	Y	Y
91925	Demonstrate understanding of specific aspects of studied text (1.2) v3	1	5	Int		N			Y	Y	Y	Y	Y	Y
91926	Develop ideas in writing using stylistic and written conventions (1.3) v3	1	5	Ext		N			Y	Y	Y	Y	Y	Y
91927	Demonstrate understanding of significant aspects of unfamiliar texts (1.4) v3	1	5	Ext		N			Y	Y	Y	Y	Y	Y
2 English – 2ENG														
91098	Analyse studied written text(s) (2.1)	2	4	Ext	Y	N	Y		Y	Y	Y	Y	Y	
91099	Analyse studied visual/oral texts (2.2)	2	4	Ext	Y	N	Y		Y	Y	Y	Y	Y	
91100	Analyse unfamiliar texts through close reading (2.3)	2	4	Ext	Y	N	Y		Y	Y	Y	Y	Y	
91101	Produce a selection of crafted writing (2.4)	2	6	Int	Y	N	Y		Y	Y	Y	Y	Y	
91105	Use Information literacy skills to form developed conclusions (2.8)	2	4	Int	Y	N	Y		Y	Y	Y	Y	Y	
3 English – 3ENG														
91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence (3.1)	3	4	Ext	Y		Y	Y	Y	Y	Y	Y	Y	
91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence (3.2)	3	4	Ext	Y		Y	Y	Y	Y	Y	Y	Y	
91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence (3.3)	3	4	Ext	Y		Y	Y	Y	Y	Y	Y	Y	
91475	Produce a selection of fluent and coherent writing which develops, sustains and structures ideas (3.4)	3	6	Int	Y		Y	Y	Y		Y	Y	Y	Y
91478	Respond critically to significant connections across texts, supported by evidence (3.7)	3	4	Int	Y		Y	Y	Y	Y	Y	Y	Y	Y
91479	Develop an informed understanding of literature and/or language using critical texts (3.8)	3	4	Int	Y		Y	Y	Y		Y	Y	Y	Y
3 English Internal – 3ENI														
90849	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence (1.1)	1	4	Ext					Y	Y	Y	Y	Y	Y
90850	Show understanding of specified aspect(s) of studied visual or oral text(s) with supporting evidence (1.2)	1	4	Ext					Y		Y	Y	Y	Y
90052	Produce creative writing (1.4)	1	3	Int					Y	Y	Y	Y	Y	Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
90857	Construct and deliver an oral presentation (1.6)	1	3	Int					Y	Y	Y	Y	Y	Y
90855	Create a visual text (1.7)	1	3	Int					Y	Y	Y	Y	Y	Y
10792 (OPT)	Write formal personal correspondence	1	3	Int										
26622 (OPT)	Write to communicate ideas for a purpose and audience	1	4	Int										
3483 (OPT)	Fill in a form	1	2	Int										
3490 (OPT)	Complete an incident report	1	2	Int										

Health and Physical Education Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1/2/2 Fitness & Recreation - 1FIT / 2FIT / 3FIT														
92016	Apply movement strategies in an applied setting (1.1)	1	5	Int	N	N						Y	Y	Y
92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies (1.2)	1	5	Int	Y	N					Y	Y	Y	Y
91330	perform a physical activity in an applied setting (2.5)	2	4	Int	Y	Y								
91331	examine the significance for self, others and society of a sporting event, a physical activity. or a festival (2.4)	2	4	Int	Y	N								
91333	Analyse the application of risk management strategies to a challenging outdoor activity (2.7)	2	3	Int	Y	N								
91501	Demonstrate quality performance of a physical activity in an applied setting (3.4)	3	4	Int	Y	N	N	Y				Y		Y
91502	examine a current physical activity event, trend, or issue and its impact on New Zealand society (3.5)	3	4	Int	Y	Y	Y	Y				Y	Y	
91504	Analyse issues in safety management for outdoor activity to devise safety management strategies (3.7)	3	3	Int	Y	N	Y	Y				Y	Y	
2 Food and Nutrition – 2FNT														
91299	Analyse address issues related the provision of food for people with specific food needs (2.1)	2	5	Int	Y							Y	Y	
91300	Analyse the relationship between well-being, food choices and the determinants of health well-being (2.2)	2	4	Ext	Y		W					Y	Y	
91301	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand (2.3)	2	5	Int	Y							Y	Y	
91302	Evaluate sustainable food related practices (2.4)	2	5	Int	Y						Y	Y	Y	
3 Food and Nutrition - 3FNT														
91466	Investigate a nutritional issue affecting the well-being of New Zealand society (3.1)	3	5	Int	Y	N	R	Y				Y	Y	
91469	Investigate the influence of multinational food corporations on eating patterns in NZ (3.4)	3	5	Int	Y	N		Y				Y	Y	
91468	Analyse a food related ethical dilemma for New Zealand society (3.3)	3	5	Int	Y	N	R	Y				Y	Y	
91471	Analyse the influences of food advertising on well-being (3.6)	3	4	Ext	Y	N	W	Y				Y	Y	
1 Health Studies (Food and Nutrition) – 1FNT														
92008	Demonstrate understanding of wellbeing through the application of a model of health (1.1) v2	1	5	Int	Y						Y	Y	Y	
92009	Demonstrate understanding of a decision-making process in a health-	1	5	Int								Y	Y	

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
	related situation (1.2) v2													
92010	Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora (1.3) v2	1	5	Ext	Y						Y	Y	Y	
92011	Demonstrate understanding of how strategies that enhance hauora (1.4) v2	1	5	Ext	Y						Y	Y	Y	
1 Health Studies (Health) – 1HEA														
92008	Demonstrate understanding of wellbeing through the application of a model of health (1.1) v2	1	5	Int	Y						Y	Y	Y	Y
92009	Demonstrate understanding of a decision-making process in a health-related situation (1.2) v2	1	5	Int							Y	Y	Y	
92010	Demonstrate understanding of personal, interpersonal, and societal factors that influence hauora (1.3) v2	1	5	Ext	Y								Y	
92011	Demonstrate understanding of how strategies that enhance hauora (1.4) v2	1	5	Ext	Y						Y	Y	Y	Y
2 Health – 2HEA														
91237	Take action to enhance an aspect of people's well-being within the school or wider community (2.3)	2	5	Int								Y	Y	
91239	Analyse issues related to sexuality and gender to develop strategies for addressing the issue (2.5)	2	5	Int							Y		Y	
91235	Analyse an adolescent health issue (2.1)	2	5	Ext							Y	Y	Y	
91236	evaluate factors that influence people's ability to manage change (2.2)	2	5	Int							Y	Y	Y	
3 Health – 3HEA														
91461	Analyse a NZ health Issue (3.1)	3	5	Int	Y	N	Y	Y			Y	Y	Y	
91464	Evaluate health practices currently used in NZ (3.3)	3	5	Int	Y	N	Y	Y			Y	Y	Y	
91463	Analyse a contemporary ethical issue in relation to well-being (3.4)	3	4	Int	Y	N	Y	Y				Y	Y	
91462	Analyse an international health issue (3.2)	3	5	Ext	Y	N	Y	Y			Y	Y	Y	
1 Hospitality – 1HOS														
15921	prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	1	3	Int								Y		
21059	Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	1	2	Int								Y		
15900	prepare and present meat in the hospitality industry	1	4	Int								Y		
15901	prepare and present fruit and vegetables in the hospitality industry	1	3	Int								Y		
19770	prepare and present egg and cheese dishes in the hospitality industry	1	3	Int								Y		
21058	Identify career pathways in the hospitality industry	1	2	Int								Y		

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
15919	prepare and present hot finger food in the hospitality industry	1	2	Int								Y		
15920	prepare and present sauce and soup in the hospitality industry	1	2	Int								Y		
2 Hospitality – 2HOS														
13271	Cook food items by frying	2	2	Int								Y		
13278	Cook food items by roasting	2	2	Int								Y		
167	Practice food safety methods in a food business	2	4	Int								Y		
13285	Handle and maintain knives in a commercial kitchen	2	2	Int								Y		
13283	Prepare and present salads for service in a commercial kitchen	2	2	Int								Y		
13280	Prepare fruit and vegetable cuts	2	2	Int								Y		
13281	Prepare and present basic sandwiches for service	2	2	Int								Y		
13276	Cook food items by grilling	2	2	Int								Y		
1 Sports Science and Physical Education – 1SPC														
92016	Apply movement strategies in an applied setting (1.1)	1	5	Int	N	N						Y	Y	Y
92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies (1.2)	1	5	Int	Y	N					Y	Y	Y	Y
92018	Demonstrate understanding of the influence of a personal movement experience on hauora (1.3)	1	5	Ext	Y	N						Y	Y	Y
92019	Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific (1.4)	1	5	Ext	N	N						Y	Y	Y
2 Sports Science and Physical Education 2SPC														
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills (2.2)	2	5	Int	Y	N					Y	Y	Y	Y
91336	Analyse group processes in physical activity	2	3	Int	Y	N							Y	Y
91330	perform a physical activity in an applied setting (2.4)	2	4	Int	N	N						Y		Y
91331 (OPT)	examine the significance for self, others and society of a sporting event, a physical activity or festival (2.5)	2	4	Int	Y	N						Y	Y	Y
91335	Examine the implementation and outcome of a physical activity, event or opportunity	2	3	Int	Y	N						Y	Y	Y
91333	Analyse the application of risk management strategies to a challenging outdoor activity (2.7)	2	3	Int	Y	N					Y	Y	Y	Y
3 Sports Science and Physical Education – 3SPC														
91498	Apply knowledge to plan a physical activity programme or experience (3.1)	3	3	Int	Y	Y	Y	Y				Y	Y	

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91499	Analyse a physical skill performed by self or others. (3.2)	3	3	Int	Y	N	Y	Y				Y	Y	Y
91500	evaluate the effectiveness of a performance improvement programme. (3.3)	3	4	Int	Y	Y	Y	Y				Y		Y
91501	Demonstrate quality performance of a physical activity in an applied setting. (3.4)	3	4	Int	N	Y	N	Y				Y		Y
91502	examine a current physical activity event, trend, or issue and its impact on New Zealand society. (3.5)	3	4	Int	Y	N	Y	Y				Y	Y	
91504	Analyse issues in safety management for outdoor activity to devise safety management strategies. (3.7)	3	3	Int	Y	N	Y	Y				Y	Y	

Languages Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1 French – 1FRE														
91964	Interact in spoken French to share and respond to information, ideas, and opinions (1.1) v2	1	5	Int										
91965	Communicate in French for a chosen purpose (1.2) v2	1	5	Int										
91966	Demonstrate understanding of written French related to everyday contexts (1.3) v2	1	5	Ext								Y	Y	Y
91967	Demonstrate understanding of spoken French related to everyday contexts (1.4) v2	1	5	Ext										
2 French – 2FRE														
91118	Demonstrate an understanding of a variety of spoken French texts on familiar matters (2.1)	2	5	Ext								Y	Y	Y
91119	Interact using spoken French to share information and justify ideas and opinions in different situations (2.3)	2	5	Int								Y	Y	Y
91120	Give a spoken presentation in French that communicates information, ideas and opinions (2.2)	2	4	Int								Y	Y	Y
91121	Demonstrate understanding of a variety of written and/or visual French texts on familiar matters (2.4)	2	5	Ext								Y	Y	Y
91122	Write a variety of text types in French to convey information, ideas and opinions in genuine contexts (2.5)	2	5	Int								Y	Y	Y
3 French – 3FRE														
91543	Demonstrate understanding of a variety of extended spoken French texts (3.1)	3	5	Ext								Y	Y	Y
91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material (3.2)	3	3	Int								Y	Y	Y
91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations (3.3)	3	6	Int								Y	Y	Y
91546	Demonstrate understanding of a variety of extended written and/or visual French texts (3.4)	3	5	Ext								Y	Y	Y
91547	Write a variety of text types in clear French to explore and justify varied ideas and perspectives (3.5)	3	5	Int								Y	Y	Y
1 Spanish – 1SPA														
91972	Interact in spoken Spanish to share and respond to information, ideas, and opinions (1.1) v2	1	5	Int								Y	Y	Y
91973	Communicate in Spanish for a chosen purpose (1.2) v2	1	5	Int								Y	Y	Y
91974	Demonstrate understanding of written Spanish related to everyday contexts (1.3) v2	1	5	Ext								Y	Y	Y
91975	Demonstrate understanding of spoken Spanish related to everyday contexts (1.4) v2	1	5	Ext								Y	Y	Y
2 Spanish – 2SPA														
91148	Demonstrate an understanding of a variety of spoken Spanish texts on familiar matters (2.1)	2	5	Ext								Y	Y	Y
91149	Interact using spoken Spanish to share	2	5	Int								Y	Y	Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
	information and justify ideas and opinions in different situations (2.2)													
91150	Give a spoken presentation in Spanish that communicates information, ideas and opinions (2.3)	2	4	Int								Y	Y	Y
91151	Demonstrate understanding of a variety of written and/or visual Spanish texts on familiar matters (2.4)	2	5	Ext								Y	Y	Y
91152	Write a variety of text types in Spanish to convey information, ideas and opinions in genuine contexts (2.5)	2	5	Int								Y	Y	Y
3 Spanish – 3SPA														
91568	Demonstrate understanding of a variety of extended spoken Spanish texts (3.1)	3	5	Ext								Y	Y	Y
91569	Give a clear spoken presentation in Spanish that communicates a critical response to stimulus material (3.2)	3	3	Int								Y	Y	Y
91570	Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations (3.3)	3	6	Int								Y	Y	Y
91571	Demonstrate understanding of a variety of extended written and/or visual Spanish texts (3.4)	3	5	Ext								Y	Y	Y
91572	Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives (3.5)	3	5	Int								Y	Y	Y
1 Te Reo Māori – 1TRM														
92092	Te kōrero mō te ora o te reo i mua i te tau 1970 (1.1)	1	6	Int							Y	Y	Y	Y
92093	Te whakapuaki whakaaro i runga i te āta rere o te reo (1.2)	1	4	Int							Y	Y	Y	Y
92094	Te tautohu i etahi mātāpono Māori kei roto i te reo (1.3)	1	4	Ext							Y	Y	Y	Y
92095	Te whakapuaki whakaaro i runga i te tika haere o te reo (1.4)	1	6	Ext							Y	Y	Y	Y
2 Te Reo Māori – 2TRM														
91284	Whakarongo kia mōhio ki te reo o te ao torotoro (2.1)	2	4	Int							Y	Y	Y	Y
91285	Kōrero kia whakamahi ki te reo o te ao torotoro (2.2)	2	6	Int							Y	Y	Y	Y
91288	Waihanga tuhinga auaha, i te reo o te ao torotoro. (2.5)	2	6	Int							Y	Y	Y	Y
91286	Pānui kia mōhio ki te reo o te ao torotoro (2.3)	2	6	Ext							Y	Y	Y	Y
91287	Tuhi i te reo o te ao torotoro (2.4)	2	6	Ext							Y	Y	Y	Y
3 Te Reo Māori – 3TRM														
91650	Whakarongo kia mōhio ki te reo māori o te ao whānui (3.1)	3	4	Int							Y	Y	Y	Y
91651	Kōrero kia whakamahi i te reo māori o te ao whānui (3.2)	3	6	Int							Y	Y	Y	Y
91652	Pānui kia mōhio ki te reo o te ao whānui (3.3)	3	6	Ext							Y	Y	Y	Y
91653	Tuhi i te reo o te ao whānui (3.4)	3	6	Ext							Y	Y	Y	Y
91654	Waihanga tuhinga auaha, i te reo o te ao whānui (3.5)	3	6	Int							Y	Y	Y	Y

Learning Support NCEA Assessments

(Assessments are selected from below to meet individual needs)

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1SPEC / 2SPEC / 3SPEC														
504	Produce a CV	1	2	Int										
525	Recognise sexual harassment and describe ways of responding to it	1	2	Int									Y	
526	Describe community services	1	2	Int									Y	
548	Demonstrate knowledge of management of alcohol and other drugs	1	2	Int									Y	
1293	Be interviewed in an informal interview	1	2	Int										
3503	Participate and communicate in a team or group to complete a routine task	1	2	Int										
7121	Demonstrate skills to search, access, and select information	1	2	Int										
12348	Demonstrate knowledge of anger and options for dealing with anger issues	1	2	Int									Y	
12358	Demonstrate knowledge of purchasing household consumables	1	3	Int										
24709	Produce a balanced budget for an individual	1	3	Int									Y	
30910	Develop strategies to respond to cyberbullying	1	2	Int									Y	
542	Recognise discrimination and describe ways of responding	2	3	Int										
4252	Produce a targeted resume	2	2	Int										
7118	Manage own learning programme	2	3	Int										
8545	Describe factors contributing to and the consequences of crime	2	3	Int										
8824	Research a topic using oral, visual and written sources, and evaluate the research process	2	3	Int									Y	
9677	Participate in a group which has an objective	2	3	Int									Y	
12352	Describe aspects of one's lineage, whakapapa, heritage and cultural identity	2	3	Int										
12354	Describe implications of independent living, including renting and flatting	2	4	Int										
12355	Describe stress and ways of dealing with it	2	3	Int									Y	
24695	Explain taxation and other deductions	2	2	Int										
28095	Analyse personal financial investment options	2	3	Int										

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
30907	Demonstrate knowledge in relation to the New Zealand Police	2	3	Int									Y	
1304	Communicate with people from other cultures	3	2	Int										
7127	Exercise informed choice in decisions on a major goods and services purchase	3	2	Int										
9681	Contribute within a team or group which has an objective	3	3	Int										
12352	Describe aspects of one's own lineage, heritage, and cultural identity	3	3	Int										
28098	Evaluate options to increase personal income	3	3	Int										
28099	Analyse credit options and select strategies to manage personal finances	3	3	Int										

Mathematics Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community	Creative Arts
3 Calculus – 3CAL														
91576	Apply trigonometry methods in solving problems (3.3)	3	4	Int		Y		Y	Y	Y				
91578	Apply differentiation methods in solving problems (3.6)	3	6	Ext		Y		Y	Y	Y	Y		Y	
91579	Apply integration methods in solving problems (3.7)	3	6	Ext		Y		Y	Y	Y	Y			
91577	Apply the algebra of complex numbers in solving problems	3	5	Ext		y		Y						
1 Mathematics with Algebra & Statistics – 1MAT														
91944	Explore data using a statistical enquiry process (1.1) v2	1	5	Int		Y			Y	Y	Y	y	Y	Y
91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific (1.2) v2	1	5	Int	Y	y			Y	Y	Y	y	Y	Y
91946	Interpret and apply mathematical and statistical information in context (1.3) v2	1	5	Ext		Y			Y	Y	Y	y	Y	
91947	Demonstrate mathematical reasoning (1.4) v2	1	5	Ext		Y					Y	Y	Y	Y
2 Mathematics – 2MAT														
91259	Apply trigonometric relationships in solving problems (2.4)	2	3	Int		Y			Y	Y				Y
91257	Apply Graphical methods in solving problems	2	4	Int		Y			Y	Y	Y	Y		Y
91267	Apply probability methods in solving problems (2.12)	2	4	Ext		Y					Y	Y	Y	
91261	Apply Algebraic Methods in solving problems	2	4	Ext		Y			Y	Y	Y			
91262	Apply Calculus Methods in solving problems	2	5	Ext		Y			Y	Y	Y			
1 Mathematics Numeracy – 1MATN														
32406	Use Mathematics and statistics to meet the numeracy demands of a range of situations	1	10 Numeracy only	Ext		Y			Y	Y	Y	y	Y	Y
91944 (OPT)	Explore data using a statistical enquiry process (1.1) v2	1	5	Int		Y			Y	Y	Y	y	Y	Y
2 Statistics – 2STA														
91259	Apply trigonometric relationships in solving problems (2.4)	2	3	Int		Y			Y	Y				Y
91260	Apply networks in solving problems (2.5)	2	2	Int		Y			Y	Y	Y	Y	Y	Y
91263	Design a questionnaire	2	3	Int	Y	Y					Y	Y	Y	Y
91264	Use statistical methods to make inferences (2.9)	2	4	Int	Y	Y					Y	Y	Y	
91267	Apply probability methods in solving problems (2.12)	2	4	Ext	Y	Y					Y	Y	Y	

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community	Creative Arts
91268	Investigate a situation involving elements of chance using a simulation (2.13)	2	2	Int	Y	Y					Y		Y	
3 Statistics External – 3STAE														
91580	Investigate times series data (3.8)	3	4	Int	Y	Y		Y			Y		Y	
91581	Investigate bivariate measurement data (3.9)	3	4	Int	Y	Y		Y			Y			
91582	Use statistical methods to make a formal inference (3.10)	3	4	Int	Y	Y		Y			Y	Y	Y	Y
91585	Apply probability concepts in solving problems (3.13)	3	4	Ext		Y		Y			Y	Y	Y	
91586	Apply probability distributions in solving problems (3.14)	3	4	Ext		Y		Y			Y	Y	Y	
3 Statistics Internal – 3STAI														
91576	Use critical path analysis in solving problems (3.4)	3	2	Int		Y		Y	Y		Y		Y	
91574	Apply Linear Programming methods in solving problems (3.2)	3	3	Int		Y		Y	Y	Y	Y			
91581	Investigate bivariate measurement data. (3.9)	3	4	Int	Y	Y		Y			Y			
91582	Use statistical methods to make a formal inference (3.10)	3	4	Int		Y		Y			Y	Y	Y	Y
91583	Conduct an experiment to investigate a situation using experimental design principles (3.11)	3	4	Int	Y	Y	Y	Y			Y	Y	Y	
91584	Evaluate statistically based reports (3.12)	3	4	Ext	Y	Y	Y	Y			Y	Y	Y	

Science Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
10 Animal and Plant Science - 10APS														
92044	Demonstrate understanding of human-induced change within the Earth system (1.1) v2	1	5	Int		Y					Y			
91929	Demonstrate understanding of factors that influence the purpose and location of primary production (1.2) v2	1	5	Int	Y						Y			
1 Animal and Plant Science - 1APS														
91928	Demonstrate understanding of a life process and how it is managed in a primary production system (1.1) v2	1	6	Int		Y					Y			
92020	Demonstrate understanding of the relationship between a microorganism and the environment (1.1) v2	1	5	Int	Y						Y			
91930	Demonstrate understanding of how soil properties are managed in a primary production system (1.3) v2	1	5	Ext						Y	Y	Y	Y	Y
91931	Demonstrate understanding of sustainability consideration that influence production management practices (1.4) v2	1	4	Ext	Y						Y			
2 Animal and Plant Science - 2APS														
91298	Carry out an extended practical agricultural or horticultural investigation (2.1)	2	4	Int	Y	Y					Y			
91295	Demonstrate understanding of interactions between livestock behaviour and NZ commercial management practices. (2.7)	2	4	Int	Y	Y					Y			
91293	Demonstrate understanding of livestock reproductive techniques in commercial production in New Zealand (2.5)	2	4	Int	Y	Y					Y			
91294	Demonstrate understanding of how NZ commercial management practices influence livestock growth and development (2.6)	2	4	Ext	Y						Y			
91290	Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production (2.2)	2	4	Ext	Y						Y			
3 Animal and Plant Science - 3APS														
91528	Carry out an investigation into an aspect of a New Zealand primary product or its production (3.1)	3	4	Int	Y	Y					Y			
91529	Research and report on the impact of factors on the profitability of a New Zealand primary product (3.2)	3	6	Int	Y	Y					Y			
91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications (3.7)	3	3	Int	Y					Y	Y		Y	
91531	Demonstrate understanding of how the production process meets the market requirements for a New Zealand primary product(s). (3.4)	3	4	Ext	Y						Y			
91532	Analyse a New Zealand primary production environmental issue. (3.5)	3	5	Ext	Y						Y			

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
2 Biology - 2BIO														
91153	Carry out a practical investigation in a biology context (2.1)	2	4	Int		Y					Y		Y	
91155	Demonstrate understanding of adaptation of plants or animals to their way of life (2.3)	2	3	Int	Y						Y			
91156	Demonstrate understanding of life processes at the cellular level (2.4)	2	4	Ext	Y						Y		Y	
91157	Demonstrate understanding of genetic variation and change (2.5)	2	4	Ext	Y						Y		Y	
91159	Demonstrate understanding of gene expression (2.7)	2	4	Ext	Y						Y		Y	
3 Biology - 3BIO														
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue (3.2)	3	3	Int	Y			Y		Y	Y		Y	
91603	Demonstrate understanding of the responses of plants and animals to their external environment (3.3)	3	5	Ext	Y			Y			Y			
91604	Demonstrate understanding of how an animal maintains a stable internal environment (3.4)	3	3	Int	Y			Y			Y		Y	
91605	Demonstrate understanding of evolutionary processes leading to speciation (3.5)	3	4	Ext	Y			Y		Y	Y		Y	
91606	Demonstrate understanding of trends in human evolution (3.6)	3	4	Ext	Y			Y			Y			
3 Biology Internal – 3BIOI														
91606	Demonstrate understanding of trends in human evolution (3.6)	3	4	Ext	Y			Y			Y			
91604	Demonstrate understanding of how an animal maintains a stable internal environment (3.4)	3	3	Int	Y			Y			Y		Y	
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue (3.2)	3	3	Int	Y			Y		Y	Y		Y	
91601	Carry out a practical investigation in a biological context, with guidance (3.1)	3	4	Int	Y	Y		Y		Y	Y		Y	
91415	Investigate an aspect of astronomy. (3.6)	3	4	Int	Y			Y	Y					
2 Chemistry – 2CHE														
91164	Demonstrate understanding of bonding, structure and energy changes (2.4)	2	5	Ext	Y				Y	Y	Y		Y	Y
91165	Demonstrate understanding of the properties of selected organic compounds (2.5)	2	4	Ext	Y				Y	Y	Y	Y	Y	Y
91166	Demonstrate understanding of chemical reactivity (2.6)	2	4	Ext	Y				Y	Y	Y	Y	Y	Y
91167	Demonstrate understanding of oxidation–reduction (2.7)	2	3	Int					Y	Y	Y		Y	Y
3 Chemistry – 3CHE														
91388	Demonstrate understanding of spectroscopic data in chemistry	3	3	Int				Y	Y	Y	Y		Y	
91390	Demonstrate understanding of thermochemical principles and the	3	5	Ext	Y			Y	Y	Y	Y		Y	

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
	properties of particles and substances (3.4)													
91391	Demonstrate understanding of structure and reactivity of organic compounds (3.5)	3	5	Ext	Y			Y	Y	Y	Y	Y	Y	
91392	Demonstrate understanding of equilibrium principles in aqueous systems (3.6)	3	5	Ext	Y	Y		Y	Y	Y	Y		Y	
91393	Demonstrate understanding of oxidation-reduction processes (3.7)	3	3	Int				Y	Y	Y	Y		Y	
2 Physics - 2PHY														
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship (2.1)	2	4	Int	Y	Y			Y	Y			Y	Y
91170	Demonstrate an understanding of Waves (2.3)	2	4	Ext	Y	Y			Y	Y	Y		Y	Y
91171	Demonstrates an understanding of Mechanics (2.4)	2	6	Ext	Y	Y			Y	Y	Y		Y	Y
91172	Demonstrate an understanding of Atomic & Nuclear Physics (2.5)	2	3	Int	Y				Y	Y			Y	Y
91173	Demonstrate an understanding of DC electricity & electromagnetism (2.6)	2	6	Ext	Y	Y			Y	Y	Y		Y	Y
3 Physics - 3PHY														
91521	Carry out a physics investigation that leads to a mathematical relationship (3.1)	3	4	Int	Y			Y	Y				Y	
91523	Demonstrate an understanding of wave systems (3.3)	3	4	Ext	Y			Y	Y	Y	Y		Y	
91524	Demonstrate an understanding of Translational, Rotational and Simple Harmonic motions (3.4)	3	6	Ext	Y			Y	Y	Y	Y		Y	
91525	Demonstrate an understanding of Atoms, photons and Nuclei (3.5)	3	3	Int	Y			Y	Y	Y	Y		Y	
91526	Demonstrate an understanding of DC Circuits, Capacitance, electromagnetic Induction and AC circuits (3.6)	3	6	Ext	Y			Y	Y	Y	Y		Y	
1 Science - 1SCI														
91920	Demonstrate understanding of a science-informed response to a local issue (1.1) v3	1	5	Int	Y						Y		Y	Y
91921	Demonstrate an understanding of the use of a range of scientific investigative approaches in a context (1.2) v3	1	5	Int					Y	Y	Y			Y
91922	Describe features of science that have contributed to the development of a science idea in a local context (1.3) v3	1	5	Ext		Y				Y	Y	Y	Y	Y
91923	Demonstrate understanding of science-related claims in communicated information (1.4) v3	1	5	Ext	Y						Y			Y
2 Science - 2SCI														
91160	Investigate biological material at the microscopic level. (2.8)	2	3	Int							Y		Y	
91158	Investigate a pattern in an ecological community, with supervision.	2	4	Int	Y						Y			
91163	Demonstrate understanding of the chemistry used in the development of a current technology (2.3)	2	3	Int	Y				Y	Y	Y		Y	Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91190	Investigate how organisms survive in an extreme environment. (2.4)	2	4	Int	Y				Y					
91153	Carry out a practical investigation in a biology context, with supervision. (2.1)	2	4	Int		Y					Y			

Social Sciences Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
2 Accounting – 2ACC														
91175	Demonstrate understanding of accounting processing using accounting software (2.2)	2	4	Int		Y			Y	Y	Y	Y	Y	Y
91176	Prepare financial information for an entity that operates accounting subsystems (2.3)	2	5	Ext		Y			Y	Y	Y	Y	Y	Y
91177	Interpret accounting information for entities that operate accounting subsystems	2	4	Ext	Y	Y			Y	Y	Y	Y	Y	Y
91179	Demonstrate understanding of an accounts receivable system for an entity (2.6)	2	3	Int	Y	Y			Y	Y	Y	Y	Y	Y
91386	Demonstrate understanding of an inventory subsystem for an entity (2.7)	2	3	Ext	Y	Y			Y	Y	Y	Y	Y	Y
3 Accounting – 3ACC														
91405	Demonstrate understanding of accounting for partnerships (3.2)	3	4	Int		Y	Y					Y		Y
91406	Demonstrate understanding of company financial statement preparation (3.3)	3	5	Ext		Y	Y					Y		
91408	Demonstrate understanding of management accounting to make a decision (3.5)	3	4	Ext		Y	Y			Y	Y			
91409	Demonstrate understanding of a job cost subsystem for an entity (3.6)	3	4	Int		Y	Y							
2 Classical Studies – 2CLS														
91200	Examine ideas and values of the classical world (2.1)	2	4	Ext	Y		Y							Y
91201	Examine the significance of features of work(s) of art of the classical world (2.2)	2	4	Ext	Y		Y							Y
91202	Demonstrate understanding of a significant event in the classical world (2.3)	2	4	Int	Y		Y							Y
91203	Examine socio-political life in the classical world (2.4)	2	6	Ext	Y		Y							Y
91204	Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures (2.5)	2	6	Int	Y									Y
3 Classical Studies – 3CLS														
91394	Analyse ideas and values of the classical world (3.1)	3	4	Ext	Y		Y							Y
91395	Analyse the significance of a work(s) of art in the classical world (3.2)	3	4	Ext	Y		Y							Y
91396	Analyse the impact of a significant historical figure on the classical world (3.3)	3	6	Ext	Y		Y							Y
91397	Demonstrate understanding of significant ideology(ies) in the classical world (3.4)	3	6	Int										Y
91398	Demonstrate understanding of the lasting influences of the classical world on other cultures across time (3.5)	3	6	Int										Y
1 Commerce – 1COM														
92028	Demonstrate understanding of an organisation's financial decision making (1.1) v2	1	5	Int										
92029	Demonstrate understanding of price determination for an organisation (1.2) v2	1	5	Int										

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
92030	Demonstrate understanding of interdependent financial relationships are affected by an event (1.3) v2	1	5	Ext										
92031	Demonstrate understanding of how an organisation's financial viability is affected by an event (1.4) v2	1	5	Ext										
2 Economics – 2ECO														
91222	Analyse inflation using economic concepts and models (2.1)	2	4	Ext	Y		R		Y	Y	Y	Y	Y	
91224	Analyse economic growth using economic concepts and models (2.3)	2	4	Ext	Y		W		Y	Y	Y	Y	Y	
91225	Analyse unemployment using economic concepts and models (2.4)	2	4	Int	Y		R		Y	Y	Y	Y	Y	
91227	Analyse how government policies and contemporary economic issues interact (2.6)	2	6	Int	Y		R		Y	Y	Y	Y	Y	
3 Economics – 3ECO														
91399	Demonstrate understanding of the efficiency of market equilibrium. (3.1)	3	4	Ext	Y		W	Y	Y	Y	Y	Y	Y	
91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis (3.2)	3	4	Ext	Y		W	Y	Y	Y	Y	Y	Y	
91401	Demonstrate understanding of micro-economic concepts (3.3)	3	5	Int	Y		R	Y	Y	Y	Y	Y	Y	
91402	Demonstrate understanding of government interventions where the market fails to deliver efficient or equitable outcomes	3	5	Int	Y		R	Y	Y	Y	Y	Y	Y	Y
2 Enterprise Studies – 2ETS														
90846	Conduct market research for a new or existing product (2.4)	2	3	Int							Y			Y
90848	Carry out, review and refine a business activity within a community context with guidance (2.6)	2	9	Int										Y
10791	Participate in an informal meeting	2	3	Int							Y			
9677	Participate in a team or group which has an objective	2	3	Int					Y		Y	Y	Y	Y
3 Enterprise Studies – 3ETS														
91382	Develop a marketing plan for a new or existing product (3.4)	3	6	Int							Y	Y		Y
91384	Carry out, with consultation, an innovative and sustainable business activity (3.6)	3	9	Int						Y	Y	Y		Y
9681	Contribute within a team or group which has an objective	3	3	Int										
9705	Give and receive feedback on performance.	3	3	Int										
1 Geography – 1GEO														
91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao (1.1) v2	1	5	Int	Y			Y			Y	Y		
91933	Explore te taiao using data (1.2) v2	1	5	Int	Y			Y				Y		
91934	Demonstrate understanding of how natural processes operate within te taiao (1.3) v2	1	5	Ext	Y			Y			Y	Y		
91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific (1.4) v2	1	5	Ext		Y		Y	Y		Y	Y		Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
2 Geography – 2GEO														
91240	Demonstrate geographic understanding of a large natural environment (2.1)	2	4	Ext	Y		Y	Y			Y	Y		
91241	Demonstrate geographic understanding of an urban pattern (2.2)	2	3	Int	Y			Y	Y			Y		
91243	Apply geography concepts and skills to demonstrate understanding of a given environment (2.4)	2	4	Ext	Y		Y	Y	Y		Y	Y		
91244	Conduct geographic research with guidance (2.5)	2	5	Int	Y	Y		Y				Y		Y
91245	Explain aspects of a contemporary New Zealand geographic issue (2.6)	2	3	Int	Y			Y				Y	Y	Y
91246	Explain aspects of a geographic topic at a global scale. (2.7)	2	3	Int	Y			Y			Y	Y		
3 Geography – 3GEO														
91427	Demonstrate understanding of how a cultural process shapes geographic environment(s) (3.2)	3	4	Ext	Y		Y	Y				Y		
91429	Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills (3.4)	3	4	Ext	Y		Y	Y	Y		Y	Y		
91430	Conduct geographic research with consultation (3.5)	3	5	Int	Y	Y		Y				Y		
91431	Analyse aspects of a contemporary geographic issue (3.6)	3	3	Int	Y		Y	Y				Y	Y	Y
91432	Analyse aspects of a geographic topic at a global scale (3.7)	3	3	Int	Y			Y			Y	Y		Y
1 History – 1HIS														
92024	Engage with a variety of primary sources in a historical context (1.1) v2	1	5	Int	Y			Y				Y	Y	Y
92025	Demonstrate understanding of the significance of a historical event (1.2) v2	1	5	Int	Y			Y				Y		Y
92026	Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand (1.3) v2	1	5	Ext	Y			Y				Y	Y	Y
92027	Demonstrate understanding of perspectives on a historical context (1.4) v2	1	5	Ext	Y			Y				Y	Y	Y
2 History – 2HIS														
91229	Carry out a planned inquiry of an historical event, or place, of significance to New Zealanders. (2.1)	2	4	Int	Y		Y	Y				Y		
91230	Examine an historical event, or place, of significance to New Zealanders. (2.2)	2	5	Int	Y		Y	Y				Y		
91231	Examine sources of an historical event of significance to New Zealanders. (2.3)	2	4	Ext	Y		Y	Y						
91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders. (2.4)	2	5	Int	Y		Y	Y						Y
91233	Examine causes and consequences of a significant historical event. (2.5)	2	5	Ext	Y		Y	Y						
3 History – 3HIS														
91434	research an historical event or place of significance to New Zealanders, using primary and secondary sources (3.1)	3	4	Int	Y		Y	Y			Y	Y		
91435	Analyse an historical event, or place, of significance to New	3	5	Int	Y		Y	Y			Y	Y		Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
	Zealanders (3.2)													
91436	Analyse evidence relating to an historical event of significance to New Zealanders (3.3)	3	5	Ext	Y		Y	Y			Y			
91437	Analyse different perspectives of a contested event of significance to New Zealanders (3.4)	3	5	Int	Y		Y	Y						Y
91438	Analyse the causes and consequences of a significant historical event (3.5)	3	6	Ext	Y		Y	Y						
2 Media Studies – 2MED														
91248	Demonstrate understanding of the relationship between a media product and its audience (2.1)	2	3	Ext										
91249	Demonstrate understanding of narrative in media texts (2.2)	2	4	Int										
91249	Demonstrate understanding of narrative in media texts (2.2)	2	4	Int										
91250	Demonstrate understanding of representation in the media (2.3)	2	3	Int										
91251	Demonstrate understanding of an aspect of a media genre (2.4)	2	4	Ext										
91252	Produce a design and plan for a developed media product using a range of conventions (2.5)	2	4	Int										
91253	Complete a developed media product from a design and plan using a range of conventions (2.6)	2	6	Int										
91254	Demonstrate understanding of an ethical issue in the media (2.7)	2	3	Int										
91255	Write developed media text for a specific target audience (2.8)	2	3	Int										
3 Media Studies – 3MED														
91490	Demonstrate understanding of an aspect of a media industry (3.1)	3	4	Ext										
91491	Demonstrate understanding of the meaning of a media text through different readings (3.2)	3	3	Int										
91492	Demonstrate understanding of the media representation of an aspect of New Zealand culture or society (3.3)	3	3	Int										
91493	Demonstrate understanding of a relationship between a media genre and society (3.4)	3	4	Ext										
91494	Produce a design for a media product that meets the requirements of a brief (3.5)	3	4	Int										
91495	Produce a media product to meet the requirements of a brief (3.6)	3	6	Int										
91496	Demonstrate understanding of a significant development in the media (3.7)	3	3	Int										
91497	Write a media text to meet the requirements of a brief (3.8)	3	3	Int										
1 Social Studies – 1SOS														
92048	Demonstrate understanding of findings of a Social Studies inquiry (1.1) v2	1	5	Int	Y			Y			Y	Y	Y	Y
92049	Demonstrate understanding of perspectives on a contemporary social issue (1.2) v2	1	5	Int	Y			Y			Y		Y	Y
92050	Demonstrate understanding of decisions made in relation to a contemporary social issue (1.3) v2	1	5	Ext	Y			Y			Y	Y	Y	Y
92051	Describe a social action undertaken to support or challenge a system (1.4) v2	1	5	Ext	Y			Y				Y	Y	

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
2 Social Studies – 2SOS														
91279	Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas (2.1)	2	4	Ext	Y		Y	Y			Y	Y	Y	Y
91280	Conduct an evaluated social inquiry (2.2)	2	5	Int	Y			Y					Y	Y
91281	Describe how cultural conflicts can be addressed (2.3)	2	4	Ext	Y			Y			Y		Y	Y
91282	Describe personal involvement is a social action to enable communities and/or nations to meet their responsibilities and exercise their rights (2.4)	2	5	Int	Y			Y				Y	Y	Y
91283	Describe a social action to enable communities and/or nations to meet responsibilities and exercise rights (2.5)	2	4	Int	Y		Y	Y				Y	Y	Y
3 Social Studies – 3SOS														
91596	Demonstrate understanding of ideological responses to an issue(s) (3.1)	3	4	Ext	Y		Y	Y			Y	Y	Y	Y
91597	Conduct a critical social inquiry (3.2)	3	6	Int	Y		Y	Y					Y	Y
91598	Demonstrate understanding of how ideologies shape society (3.3)	3	4	Ext	Y		Y	Y			Y	Y	Y	Y
91599	Describe personal involvement in a campaign of social action(s) to influence policy change(s) (3.4)	3	6	Int	Y			Y				Y	Y	Y
91600	Examine a campaign of social action(s) to influence policy change(s) (3.5)	3	4	Int	Y			Y				Y	Y	Y
2 Tourism – 2TOU														
24728	Demonstrate knowledge of work roles in tourism	2	3	Int				N				Y		
24729	Demonstrate knowledge of world tourist destinations	2	4	Int				N				Y		
24730	Demonstrate knowledge of business of tourism	2	4	Int				N				Y		
24731	Demonstrate knowledge of destination New Zealand	2	4	Int				N				Y		
24732	Demonstrate knowledge of tourists characteristics and needs	2	3	Int				N				Y		
23761	Read and comprehended work-related document in English for a tourism workplace	2	3	Int				N				Y		
24727	Describe and compare impacts of tourism on the physical environment	2	3	Int				N				Y		
24726	Describe and compare social and cultural impacts of tourism	2	3	Int				N				Y		
23767	Demonstrate Knowledge of and use the internet in a tourism workplace	2	2	Int				N				Y		
3 Tourism – 3TOU														
24725	Describe and analyse the economic significance of tourism	3	4	Int				N				Y		
23775	Identify and self evaluate the demands of a specific role in the tourism workplace	3	3	Int				N				Y		
3727	Demonstrate knowledge of Pacific Island countries as a tourist destination	3	5	Int				N				Y		
17384	List and use a range of Te reo Maori greetings and farewells in tourism	3	3	Int				N				Y		
17788	Identify and explain the history of natural and significant sites in tourism Maori	3	3	Int				N				Y		

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
23761	Read and comprehended work-related document in English for a tourism workplace	2	3	Int				N				Y		
18237	Perform calculations for the tourism and travel industry	2	3	Int				N				Y		
23767	Demonstrate Knowledge of and use the internet in a tourism workplace	2	2	Int				N				Y		
18211	Demonstrate knowledge of Australia as a tourist destination	3	8	Int				N				Y		

Technology Learning Area NCEA Assessments

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
1 Design Technology – 1DET														
92012	Develop a Material and Processing Technology outcome for an authentic context (1.1) v2	1	6	Int					Y	Y	Y			Y
92013	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials (1.2) v2	1	6	Int					Y	Y	Y			Y
92014	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design (1.3) v2	1	4	Ext					Y	Y	Y			Y
92015	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome (1.4) v2	1	4	Ext					Y	Y	Y			
2 Design Technology – 2DET														
91356	Develop a conceptual design for an outcome (2.3)	2	6	Int					Y	Y	Y			
91357	Undertake effective development to make and trial a prototype (2.4)	2	6	Int					Y		Y			Y
91344	Implement advanced procedures using resistant materials to make a specified product. (2.20)	2	6	Int										Y
91359	Demonstrate understanding of the role of material evaluation in product development (2.6)	2	4	Ext					Y	Y	Y			Y
3 Design Technology – 3DET														
91610	Develop a conceptual design considering 'fitness for purpose in its broadest sense (3.3)	3	6	Int					Y	Y	Y			Y
91611	Develop a prototype considering 'fitness for purpose in its broadest sense (3.4)	3	6	Int					Y	Y	Y			Y
91613	Demonstrate understanding of material development (3.6)	3	4	Ext					Y	Y	Y			Y
91620	Implement complex procedures to integrate parts using resistant materials to make a specified product (3.20)	3	6	Int					Y	Y				Y
Year 10 Design & Visual Communication – 10DVC														
92001	Use representation techniques to visually communicate own product or spatial design outcome (1.2) v2	1	5	Int					Y	Y	Y			Y
1 Design & Visual Communication – 1DVC														
92000	Generate product or spatial design ideas using visual communication techniques in responses to design influences (1.1) v2	1	5	Int					Y	Y	Y			Y
92001	Use representation techniques to visually communicate own product or spatial design outcome (1.2) v2	1	5	Int					Y	Y	Y			Y
92002	Develop product or spatial design ideas informed by the consideration of people (1.3) v2	1	5	Ext					Y	Y	Y			Y
92003	Use instrumental drawing techniques to communicate own product or spatial design outcome (1.4) v2	1	5	Ext					Y	Y	Y			Y
2 Design & Visual Communication – 2DVC														
91337	Communicate design ideas using visual communication techniques (2.30)	2	3	Ext						Y	Y			

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
91339	Produce instrumental perspective projection drawings to communicate design ideas (2.32)	2	3	Ext					Y	Y				Y
91340	Design in context- Study of a designer (2.33)	2	3	Int										
91341	Develop a spatial design through graphics practice (2.34)	2	6	Int						Y				
91342	Develop a product design through graphics practice (2.35)	2	6	Int						Y				
3 Design & Visual Communication – 3DVC														
91627	Initiate design ideas through exploration (3.30)	3	4	Ext					Y	Y	Y	Y		Y
91628	Develop a visual presentation that exhibits a design outcome to an audience (3.31)	3	6	Int					Y	Y	Y			Y
91629	Resolve a spatial design through graphics practice (3.32)	3	6	Int					Y	Y				Y
91630	Resolve a product design through graphics practice (3.33) (spatial/product)	3	6	Int					Y	Y				
1 Digital Technology – 1DGT														
92004	Create a computer program (1.1) v2	1	5	Int						Y	Y	Y		
92005	Develop a digital technologies outcome (1.3) v2	1	5	Int					Y	Y	Y			
92006	Demonstrate understanding of usability in human-computer interfaces (1.3) v2	1	5	Ext					Y	Y	Y			Y
92007	Design a digital technologies outcome (1.4) v2	1	5	Ext					Y	Y	Y	Y	Y	Y
2 Digital Technology – 2DGT														
91895	Use advance techniques to develop a network (2.6)	2	4	Int					Y	Y				Y
91897	Use advance processes to develop a digital technologies outcome (2.8)	2	6	Int					Y	Y	Y	Y	Y	Y
91891	Apply conventions to develop a design for a technologies outcome (2.2)	2	3	Int	Y				Y	Y	Y	Y	Y	Y
91893	Use advance techniques to develop a digital media outcome (2.4)	2	4	Int					Y	Y	Y		Y	Y
91899	Present a summary of developing a digital outcome	2	3	Ext	Y				Y	Y	Y	Y	Y	Y
3 Digital Technology – 3DGT														
91610	Develop a conceptual design considering fit for purpose in the broadest sense	3	6	Int	Y				Y	Y	Y			Y
91611	Develop a prototype considering fit for purpose in the broadest sense	3	6	Int	Y				Y	Y	Y			Y
91903	Use complex techniques to develop a digital media outcome	3	4	Int					Y	Y	Y		Y	Y
91909	Present a reflective analysis of developing a digital outcome	3	3	Ext	Y				Y	Y	Y	Y	Y	Y
1 Textiles Technology – 1TXT														
92012	Develop a Material and Processing Technology outcome for an authentic context (1.1) v2	1	6	Int					Y	Y	Y			Y
92013	Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials (1.2) v2	1	6	Int	Y				Y	Y	Y			Y
92014	Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design (1.3) v2	1	4	Ext					Y	Y				Y

Number	Achievement Standard Title	Level	Credits	Method	Literacy	Numeracy	UE Literacy	UE Approved	Construction and Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Social & Community Services	Creative Arts
92015	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome (1.4) v2	1	4	Ext						Y				Y
2 Textiles Technology – 2TXT														
91345	Implement advanced procedures using textile materials to make a specified product with special features (2.21)	2	6	Int						Y				Y
91357	Undertake effective development to make and trial a prototype (2.4)	2	6	Int					Y	Y	Y			Y
91359	Demonstrate understanding of the role of material evaluation in product development (2.6)	2	4	Ext	Y				Y	Y	Y			Y
91350	Make advanced adaptations to a pattern to change structural and style features of a design (2.26)	2	4	Int					Y	Y				Y
3 Textiles Technology – 3TXT														
91621	Implement complex procedures using textile materials to make a specified product (3.21)	3	6	Int					Y	Y				Y
91626	Draft a pattern to interpret a design (3.26)	3	6	Int						Y				Y
91611	Develop a prototype considering fitness for purpose in the broadest sense (3.4)	3	6	Int	Y				Y	Y	Y			Y
91617 (OPT)	Undertake a critique of a technological outcome's design (3.10)	3	4	Ext	Y				Y	Y	Y			