Kerikeri High School

Years 11,12 & 13 Curriculum Guide for 2026

Options Evening
Thursday 7 August 2025
4.00pm – 7.00pm
Years 8 -12
All welcome

Hone Heke Road
PO Box 92
Kerikeri
NEW ZEALAND
Telephone: (09) 407-8916

KERIKERI HIGH SCHOOL CURRICULUM 2026 *Full Guide Available at* https://www.kerikerihigh.ac.nz/academic/academic-overview

Learning areas	*YEARS 7 & 8*	*YEAR 9*	*YEAR 10*	*YEAR 11*	*YEAR 12*	*YEAR 13*
ENGLISH & LANGUAGES	**English** **Te Reo Māori Studies**	**English** Te Reo Māori Spanish	**English** Te Reo Māori Spanish	**English** **Or English Literacy** Spanish Te Reo Māori	**English** **Or English Literacy** Spanish Te Reo Māori	English English Literacy Spanish Te Reo Māori
MATHEMATICS	**Mathematics and Statistics**	**Mathematics and Statistics**	**Mathematics and Statistics**	**Mathematics and Statistics** **Or Mathematics with Numeracy**	Mathematics and Statistics Or Mathematics with Numeracy	Calculus Statistics
SCIENCE	**Science**	**Science**	**Science**	**Choose at least one Science subject from the list below** Science – General Science – Biochemical Science – Life & Environmental Science – Physical, Chemical & Space	Biology Chemistry Physics Science - General	Biology Chemistry Physics
SOCIAL SCIENCE	**Social Studies**	Enterprise & Business History **Social Studies**	Business & Economics History **Social Studies**	Business Economics Geography History	Business Management Economics Geography History Tourism	Business Management Economics Geography History Tourism
HEALTH & PHYSICAL WELLBEING	**Health** **Physical Education**	**Health** **Physical Education**	**Health** **Physical Education**	Physical Education Health Studies	Outdoor Education Physical Education	Outdoor and Environmental Education Physical Education
TECHNOLOGY	**Life Technology** **Technology**	Food Studies Design & Visual Communication Digital Technologies Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Design & Visual Communication Digital Technologies Hospitality Technology – Metal Technology – Wood	Automotive Studies Design & Visual Communication Digital Technologies Hospitality Technology – Metal Technology – Wood	Automotive Studies Design & Visual Communication Digital Technologies Hospitality Technology
ARTS	**Art** **Music**	Art (Visual Art) Drama Music	Art (Visual Art) Drama Music	Art (Physical) Art (Digital) Drama Music Te Ao Haka	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music Te Ao Haka	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music Te Ao Haka
TRANSITION					Pathways	Pathways

Compulsory subjects are in red
Year 11: Students must take an **English** and a **Mathematics** and at least one **Science** subject in Year 11
Year 12: Students must study **Level 1 English or Level 2 English**

Course Choices

For this year we offer a course structure similar to the successful format used over recent years. These courses may comprise a mix of Achievement and Unit Standards.

To ensure you select your courses correctly, you will have to study this booklet very carefully. Before you fill in your first course selection you will have the opportunity to

- discuss your choice with your parents
- attend an Options Evening and information meeting at school

Following this, a Course Counselling Team can meet with students and their parents, if they wish, to discuss this initial choice.

A Word of Caution

Your ideal course may not be possible for one of the following reasons-

- Insufficient numbers opting for a subject
- Timetabling constraints
- Staffing availability

Checklist:

- Have you carefully read the course description?
- Have you selected the right number of subjects?
- Have you checked what you need for the next level?
- Do you understand the difference between *Unit Standards* and *Achievement Standards?*

Online Student Option Choices

Students will be asked to submit their option choices for 2026 online.

We believe the best choices for each individual will be made through a process involving family, Form Teacher and Dean. Our process has been streamlined to enable families to gather all the information needed to support a student in making the right choices.

Our Curriculum Guides contain course descriptions. Two Parent Evenings early in Term Three will provide opportunities to talk to subject teachers and our Options Evening allows an informal evening where you and your child can chat to our Careers Advisors and Leaders of Learning about subject choices and future pathways.

Once the student portal opens on Monday 11 August, students can enter their option choices from the range of available subjects. Entries can be changed up to ten times before the portal closes for course planning. After this date, any changes will need to be made in a meeting with the Year Level Dean.

For our students without email we will be organising meetings with the Year Level Dean who will enter student option choices online with them.

Term Three Options Schedule

Week 2	**Parent Evening**:	Tuesday 22 July 2025
Week 3	**Parent Evening:**	Thursday 31 July 2025
Week 4	**Options Evening:**	Thursday 7 August 2025
Week 5	Student Portal Opens:	4pm Monday 11 August 2025
Week 7	Student Portal Closes:	8am Monday 25 August 2025

How does it work?

You will receive an email to the address you selected for correspondence early in Term Three. The email will outline how to enter each student's subject preferences online and will look like the example below.

1 **Internet Access**	You will need a computer with an internet connection.
2 **Log In**	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: **This will be on the email sent to you in** Password: **Term Three**
3 **Home Page**	To view your subject information, click "**View Subject Details**" at the top right of the screen. To select/change your preferences, click "**Add New Preferences**" at the top right of the screen.
4 **Preference Selection**	Select your subjects from the drop-down lists, you have 30 minutes to do so. Once complete, click "**Proceed**". Note: You are not finished yet.
5 **Preference Validation**	If you are happy with your preferences click "**Submit Valid Preferences**" which will open your "Preference Receipt". Or if you would like to make changes to your preferences click "**Cancel**" and this will take you back to the Preference Selection page.
6 **Preference Receipt**	You can print your "Preference Receipt" by clicking "**Open Print View**" and clicking "**Print Receipt**". To continue click "**Return to Home Page**". If you want to change your preferences, repeat the process by clicking "**Add New Preferences**", otherwise exit by clicking "**Log Out**". End of steps.

Kerikeri High School

Year 11

Curriculum Guide 2026

Year 11 Curriculum Guide

This booklet tells you:

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

How do you decide what subject to choose?

Consider:

- How well you have done in a subject so far
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open

Who can help you decide?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject teachers, Leaders of Learning, Counsellor, the Careers Advisor, the Deputy and Assistant Principals, and your Dean.

How many subjects do I take?

All Year 11 students must take English, Mathematics, at least one of the Sciences and three other subjects.

SELECTING LEVEL 1 SCIENCE FOR 2026
All students **must select at least one Science subject from**

- General Science
- Life and Environmental Science
- Biochemical Science
- Physical, Chemical and Space Science.

All students may choose a maximum of TWO Science subjects. This can be any combination of Life and Environmental, Biochemical and Physical, Chemical and Space Science.

Students selecting General Science will be able to choose Biology, Chemistry, Physics or Science in Year 12.

Year 11

*In Year 11 all students study **6** subjects*

Most subjects offer up to 20 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria in the Curriculum Guide.

Each student is to take a course in **English, Mathematics, and at least one Science**. Each student will then choose any 3 other subjects provided that they do not choose both Visual Art and Digital Imagery.

Students who are yet to meet literacy and/or numeracy requirements coming into Year 11 may be directed into English – Literacy or Maths – Numeracy to support their achievement.

To receive NCEA at Level 1, students need 60 credits at Level 1 or above.

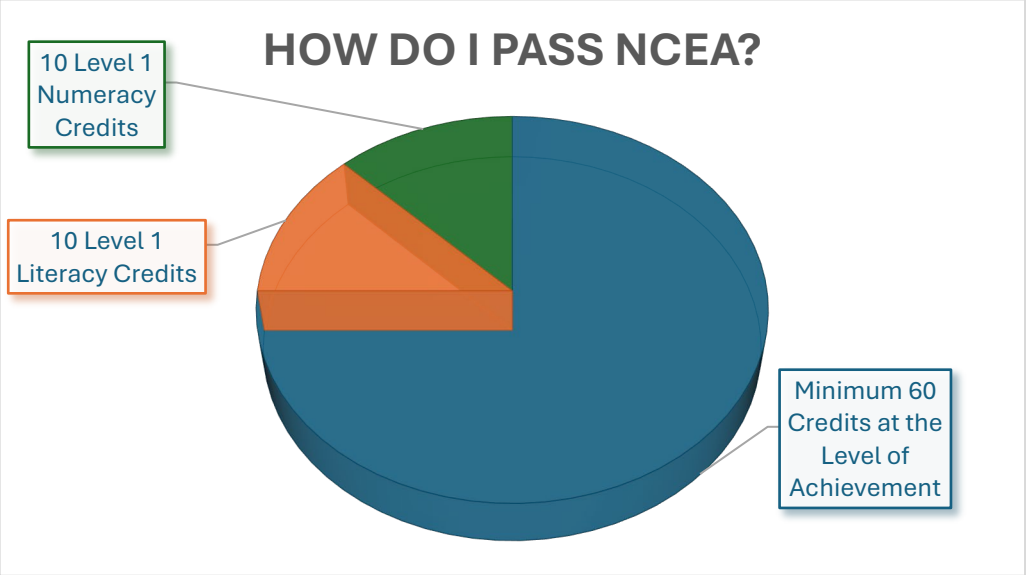
In addition to this, Student must meet the Literacy and Numeracy corequisite requirements, and these may be met in two different ways:

- Passing the Literacy Reading, Literacy Writing and Numeracy Co-requisite assessments
  Or
- Achieving 10 credits in Literacy and 10 Credits in numeracy Achievement standards in English, Mathematics, and a small range of other standards in the Social Sciences and Science.
- If literacy and / or numeracy is achieved through these Achievement Standards, these credits will not count towards a student's total of 60 credits.

All subjects have some standards which are internally assessed. This means that assessment is done by the teachers at school during the school year.

Most subjects in Year 11 have some externally assessed achievement standards. These standards are assessed, usually towards the end of the year through exams or portfolio or report submissions. These assessments are set and marked outside of the school.

How do I pass my NCEA Certificates?



NCEA Level 1

60 credits at Level 1 or higher
Plus
10 credits of Numeracy
10 credits of Literacy

NCEA Level 2

60 credits at Level 2 or higher
Plus
Level 1 Literacy and Numeracy

NCEA Level 3

60 credits at Level 3 or higher
Plus
Level 1 Literacy and Numeracy

Level 1 Literacy and Numeracy

Most students will achieve literacy and numeracy through passing the online Common Assessment Activities (CAAs) in Numeracy (10 credits), Reading (5 credits) and Writing (5 credits). You will have the opportunity to sit these from the end of year 10 and can sit them as many times as you need to, up to twice a year. You only must pass each assessment once.

Until 2027, you can also achieve literacy and numeracy through achievement standards – mostly in English and Math, but in some other level 1 subjects as well. Note that you cannot “double dip” – if you rely on 10 credits from Achievement standards for literacy or numeracy, they will not count towards your total of 60.

How can I get a Certificate Endorsement?

If you gain 50 credits at Merit (or a combination of Merit and Excellence), your NCEA certificate will be endorsed with Merit

If you gain 50 credits at Excellence at a level, your NCEA certificate will be endorsed with Excellence.

How do I get Course Endorsement?

If you get 14 or more credits in one subject at Merit (or a combination of merit and excellence) you will get a merit endorsement for that subject. Remember though:

- At least 3 or the credits must be from externals (unless it is a subject like PE where there are no externals)
- The credits must be achieved in one year

If you get 14 credits at excellence, including 3 external credits, in one year then you will get Excellence Course Endorsement

You can also have your course endorsed with Achieved, if you gain 14 credits in one subject, with at least 3 internal and 3 external credits in one year.

How do I get University Entrance?

University Entrance is the minimum qualification requirement to be able to study at a New Zealand university. To get UE, you must:

- Pass NCEA Level 3 (including literacy and numeracy)
- Achieve 14 credits at Level 3 or higher in achievement standards each of three subjects from the "approved subject" list (see the course guide for the current list of approved subjects offered)
- Pass at least 10 numeracy credits at Level 1 or higher.
- Pass at least 10 literacy credits at Level 2; five credits must be in reading and five must be in writing. These are usually covered in English but lots of other standards count too – check with your subject teachers.

Remember that this is the minimum requirement – lots of different universities and courses have specific requirements, and this changes regularly – if you are interested in a particular course or university, check with Mrs Crawford in Careers.

University Entrance Rank Score

Some universities will use a rank score to rank students nationally for courses where entry is competitive, or courses are oversubscribed. Across your best 80 credits at Level 3 in approved subjects, you will be given points for every credit:
Excellence (4 Points) ***Merit*** (3 Points) ***Achieved*** (2 Points)

Check with Mrs Crawford for the most up to date information about the number of points you need.

Level 1 Subjects Offered
Year 11

- ART - Art (Physical)
- ADI - Art (Digital)
- BUS - Business
- DVC - Design and Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- ELI - English Literacy
- GEO - Geography
- HEA - Health Studies
- HIS - History
- HOS - Hospitality
- MAT - Mathematics & Statistics
- MNU - Mathematics with Numeracy
- MUS - Music
- PED - Physical Education
- SCI - Science – General
- BCS - Science – Biochemical
- LES - Science – Life and Environmental
- PCS - Science - Physical, Chemical and Space
- SPA - Spanish
- TEM - Technology – Metal
- TEW - Technology – Wood
- TAH - Te Ao Haka
- MAO - Te Reo Māori

Art – Physical Art (ART) – Level 1

Year 11 Physical Art is a hands-on practical course that builds creative thinking skills and provides opportunity to express imagination. Students will investigate thematic ideas and develop work that connects with local, historical, contemporary, and authentic contexts. Students can explore a range of media and will produce work in traditional art-making approaches such as drawing, painting, printmaking, or sculpture.

Course Content

- Building visual literacy skills
- Using inquiry-based practice
- Developing visual and thematic ideas
- Producing a resolved physical artwork for exhibition
- Generating a body of related artwork

Assessment Criteria

Students will complete 15 credits

- Internal Achievement Standard 5 credits
- External Achievement Standard 5 credits
- External Achievement Standard 5 credits

Both internal and external assessments are produced in class over an extended period.

Special Requirements

- Please note Year 11 students can only study one Art - either Physical or Digital.

Where Does It Lead?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)

- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.

- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mrs Wise, Mr Forstner, Mrs Dobbie, or any member of the Art Department

Art – Digital (ADI) – Level 1

Year 11 Art Digital is a practical course that explores approaches to creating digital artwork. Students will have the opportunity to work with processes, such as Photography, Illustration, Animation and Moving Image during the year. They will investigate thematic ideas and develop work that connects with local, historical, contemporary, and authentic contexts, using a variety of digital tools.

Course Content

- Developing camera skills and building digital fluency
- Building visual literacy skills
- Using inquiry-based practice
- Exploring visual and thematic ideas
- Producing a resolved digital artwork for exhibition
- Generating a body of related digital artwork

Special Requirements

- Please note Year 11 students can only study one Art - either Physical or Digital.
- Students will have access to cameras and Adobe software at school; however, access to a camera and computer outside of school is always beneficial.
- A copy of Adobe Creative Cloud will be available for students studying this course.
- If required, specialist printing of final outcomes for assessment will be undertaken by the school. If students wish to produce further specialist prints, this will be at their own expense.

Assessment Criteria

Students will complete 15 credits

- Internal Achievement Standard 5 credits
- External Achievement Standard 5 credits
- External Achievement Standard 5 credits

Where Does It Lead?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Design & Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mrs Wise, Mr Forstner, Mrs Dobbie, or any member of the Art Department

Business (BUS) – Level 1

The study of Business is about how individuals and groups of people organise, plan and act to develop goods and services to satisfy customers. This course combines the practical application of creating a business with more formalised teaching of Business, Economics and Finance theory. Authentic context helps students to develop both subject knowledge and transferable life skills including self-confidence, resilience, problem solving and enterprise.

Students who choose Business are not able to study Level 1 Economics.

Course Content

The process of learning will involve a wide range of activities that will help students to:

- Understand the integral role of business in society and the economy, and the interdependent relationship they have with other sectors of the economy (households and government)
- Understand how small business owners plan and make operational decisions that have consequences for the success of their business, e.g. The price they set for a good or service or whether to invest in new capital goods
- Explore the Māori concepts of Pūtake, Kaitiakitanga and Tikanga from a business perspective, to help understand that some businesses operate for reasons in addition to profit
- Demonstrate Enterprising qualities such as initiative, co-operation, decision-making, negotiation, communication and resourcefulness

Students will have the opportunity to be involved in a small business of their own choosing (Market Day)

Special Requirements

Some start-up capital may be required for student businesses

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

The study of Commerce

- NCEA Business Management Level 2
- provides a useful general knowledge of financial and commercial concepts and terms
- develops practical skills of making personal and commercial financial decisions
- introduces students to financial strategies and goals of the business world
- leads to further secondary and tertiary study in commerce, management, enterprise, information systems and finance

FURTHER INFORMATION FROM

Mrs Dickson

Design and Visual Communication (DVC) – Level 1

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making, to complete the design process.

Course Content

Level 1 students will focus on two main projects for the year. They may have a choice between product, fashion or architecture for some of their assessments. For Assessment 92000 students will reflect on a Te Aō Māori object and in influential designer of their choice to influence design ideas. For Assessment 92002 students must design something that considers people. They also must complete technical drawings and a presentation of one of their designs. Computer work is integrated into the course.

There will be a focus on the following skills:

- Freehand isometric, oblique and perspective drawing
- Exploded drawings and sections
- Design process and presentation of a design brief
- Technical drawing
- Research and implementation
- Promotion of a design to an audience
- Language associated with design
- Computer aided design (CAD)

Assessment Criteria

Work will have feedback and be assessed on a regular basis throughout the year. Final submissions of Achievement Standards are at the beginning of Term Four.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits
-

Where Does It Lead?

- NCEA DVC Level 2 and 3
- Possible career avenues in:

Engineering	Advertising	Product Design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building

Recommended Prior Learning

Year 9 and/or Year 10 DVC (Foundational drawing skills)

FURTHER INFORMATION FROM

Miss Crawford/ Mr Jarman

Digital Technologies (DTC) – Level 1

Digital Technologies is an ever-evolving field that is a vital part of all research, study, innovation and industry in the modern world. This course focuses on enabling students to write clear, efficient code that solves problems for people. It then allows them to apply their skills to the development of a computer game or app.

Course Content

Students will learn a range of techniques in the use of the computer language Python or build upon ones learnt in Year 10. They will be taught the skills required to complete the Level 1 assessment, with the opportunity to learn more based on individual ability. The first assessment of the year will be on the production of a Python program.

The second project is based around the development of a game or app. The idea for the game or app and the user will be chosen by the student. Students must ensure that the game or app is fun and rewarding to use, while also considering the well-being of the user. As part of the design process students must consider the principals of manaakitanga and kaitiakitanga. The game or app and design work will be presented for assessment.

In the external assessment students will present their design work. This must include a discussion of the users' needs and how the student ensured the values of manaakitanga and kaitiakitanga were included in the design.

Special Requirements

Students will need to focus intently on analysing the requirements of problems and tasks. They should be able to solve problems through a logical, methodical application of the techniques taught. A careful approach and ability to identify errors in their own work will be needed. An iterative approach, consisting of checking and improving work will be required in all projects. Previous experience of coding will help but is not essential.

Assessment Criteria

- 2 Internal Achievements Standards 10 credits
- 1 External Achievement Standard 5 credits

Where Does It Lead?

This course lead directly into the Year 12 NCEA Digital Technologies course, followed by the Year 13 Digital Technologies course. Programming and the use of Digital Technologies play an important role in many degree level courses as well as the specialist areas of study linked to Computer Science.

Possible progression:

- Level 2 NCEA Digital Technology
- Computer Science
- Game Design
- Animation
- Further secondary and tertiary study
- Software Development
- Mechatronics / Robotics
- Machine Learning / AI
- Web Development
- Network installation / administration

FURTHER INFORMATION FROM

Mr Clark

Drama (DRM) – Level 1

Drama is about all aspects of performance. It equips students with transferable skills for life, collaboration, teamwork and manaakitanga. Our drama classes offer all this and more, in a fun and engaging environment where you'll build performance skills and initiative.

Course Content

- Theatre Aotearoa
- Devising Theatre
- Perform a Scripted Role
- Respond to Drama Performances – yours and others

Special Requirements

- After-school, weekend, or holiday rehearsals may be necessary for public performances
- Opportunities to view live theatre will be offered – these may be outside of school hours.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Drama at NCEA Levels 2, 3, and Scholarship
- Entertainment and Event Technology (Levels 2 and 3)
- Professional Careers: Actor, Director, Scriptwriter
- Industry Specialisations: Lighting Technician, Sound Technician, Costume Designer, Makeup Artist, Set Designer/Constructor, Event Management/Project Management, Broadcasting/Journalism
- Careers Involving Public Speaking/Presentation: Public Relations, Customer Liaison, Law/Politics, Entrepreneurship
- Education: Teacher, Lecturer, Early Childhood Educator, Tourism and Hospitality

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

Economics (ECO) – Level 1

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of Economics helps people understand the world around them, as they learn about how businesses, individuals and government interact.

The course will provide students with a foundation in Economics and develops critical-thinking and problem-solving skills which will enable good decision-making throughout life.

Students who choose Economics are not able to study Level 1 Business.

Course Content

This course examines the decisions made both by groups of people (businesses, hapū, iwi, club, charity or household) households and government in a modern economy.

- Provides an understanding of the interaction (interdependence) between household, business, government, financial and overseas sectors in our economy
- Considers how the process of consumer decision making results in market demand
- Relates producer decisions concerning the use of resources to market supply
- Explains how supply and demand create an equilibrium price and quantity in a market and how government can influence this
- Examines how groups of people use cost-benefit analysis in decision-making
- Provides an understanding that groups may consider Kaitiakitanga, Sustainability and Pūtake when making a decision that affects them and the flow on effects

Students in this course DO NOT take part in Market Day.

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

The study of Commerce

- NCEA Economics, Level 2
- Provides useful analytical skills and general knowledge of contemporary, social and economic issues
- Leads to further secondary and tertiary study in commerce, management, enterprise, law, journalism and finance
- Will prepare students with an initial understanding of some of the skills needed in business and management

FURTHER INFORMATION FROM

Mrs Dickson

English (ENG) – Level 1

This course offers the study of literature, language and film, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

Course Content

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. The course offers:

- Formal and creative writing
- Study of fiction and non-fiction texts
- Film study
- Analysis of language features and unfamiliar texts

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine, or teaching.

FURTHER INFORMATION FROM

Mrs Lemon

English Literacy (ELI) – Level 1

This course offers the study of literature, language and film, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

This course has an increased focus on literacy to prepare for the English CAA.

Course Content

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. The course offers:

- Formal and creative writing
- Study of fiction and non-fiction texts
- Film study
- Analysis of language features and unfamiliar texts

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to communications, public relations, event management, journalism, or, with extra training, a more specialised degree like law, medicine, or teaching.

FURTHER INFORMATION FROM

Mrs Lemon

Geography (GEO) – Level 1

The Year 11 course introduces the exciting field of Geography, exploring the diverse aspects of the world we live in. Through a combination of knowledge, practical skills, and critical thinking, students will gain a deeper understanding of the Earth's physical features, human societies, and the relationships between them. By looking at various geographical themes, such as natural and cultural environments, population, impacts and issues, students will develop a global perspective and the ability to analyse and interpret spatial patterns and processes.

Course Content

- Develop Geographic Knowledge: Explore the Earth's physical features, including landforms, extreme natural events, and ecosystems, as well as the human aspects of geography, such as population distribution, cultural diversity, and geographic challenges.
- Investigate Geographic Issues: Investigate different contemporary geographic issues where students will examine the causes, impacts, and potential solutions to these challenges.
- Enhance Spatial Thinking Skills: Develop spatial thinking skills through map reading, resource interpretation and analysis to identify relationships and understand processes. Students will explore the use of geospatial technologies, such as geographic information systems (GIS), to investigate and present geographic data.
- Foster Research and Communication Skills: Engage in research, data collection, and analysis to gain information from various sources, including maps, texts, and digital media. Through written reports, presentations, and collaborative projects, students will enhance their communication skills and effectively convey their geographic knowledge and findings.
- Develop Global Awareness: Explore the connections of people, places, and environments on a global scale, fostering an appreciation for diverse cultures, perspectives, and ways of life.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Environmental Management
- Planning
- Law
- Civil Engineering
- Journalism
- Teaching
- Outdoor recreation
- Tourism
- Geology
- Civil Defence
- Demography and policy making
- Surveying
- Urban Planning
- Event Management

FURTHER INFORMATION FROM

Mr Willis or Mrs Kitchingman

Health Studies (HEA) – Level 1

In Health Studies, students/Ākonga will engage in the three Key Areas of Learning — Food and Nutrition, Mental Health, and Relationships and Sexuality. Students/Ākonga will relate all their learning to health and wellbeing models at an individual, whānau and community level.

Course Content

In this course students will:

- Explore different health and wellbeing models
- Examine personal, interpersonal and societal influences to our Health
- Critically explore current health issues:
    - Mental Health – Drugs and Addiction
    - Food and Nutrition – nutritional needs and lifestyle issues
    - Relationships and Sexuality – Exploring social norms, expectations, consent, power and other issues in order to keep yourself and others safe
- Demonstrate an understanding of the complex and interconnection between their mental, physical, social and spiritual health
- Explore and reflect on decision making models
- Strategies to cope with change
- Exploring diversity – attitudes, values, beliefs and actions

Special Requirements

Students will be required to learn and discuss sexuality and mental health.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 1 External Achievement Standards 5 credits

Where Does It Lead?

- Level 2 Human Development and Nutrition
- The Health Sector
- Community or Social worker
- Hospitality
- Science Sector
- Management and consulting
- Education

FURTHER INFORMATION FROM

Ms Liddington or Mr Richards

History (HIS) – Level 1

History/Hītori is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped Aotearoa New Zealand and the wider world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people in the past, including indigenous voices. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

Course Content

This course covers:

Hīkoi/Protest in Aotearoa:

- The Springbok Tour of New Zealand, 1981
- Black Civil Rights in the USA 1954 – 1970
- The dropping of the Atomic Bomb in 1945 on Hiroshima and Nagasaki
- Israel and Palestine: Roots of Conflict
- Engaging with a variety of historical sources
- Understanding the perspectives of people in the past

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standard 10 credits

Where Does It Lead?

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism, and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

FURTHER INFORMATION FROM

Ms Edwards

Hospitality (HOS) – Level 1

Hospitality provides students with the opportunity to gain knowledge and experience in the study of food, including the safe handling of foods, specific cooking techniques and how to apply this knowledge when planning and preparing food. Hospitality study has a professional industry focus as opposed to Food Studies which is home focused.

Please note – This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

Course Content

This course includes specific studies in:

- Food hygiene and safety during food preparation and cooking
- Knife skills
- Techniques and skills related to specific foods, Including (but not limited to) fruit, vegetables, meat, eggs and cheese, baking, soups and sauces
- Jobs and roles in the Hospitality Industry

Assessment Criteria

Standards will be selected from the following:

- 6 Internal Unit Standards (Level 1) 15 credits
- 1 Internal Unit Standard (Level 2) 2 credits

Where Does It Lead?

- Provides valuable theoretical and practical knowledge leading to further studies in Year 12 and Year 13 and at tertiary level and for students seeking part-time work in this area or during gap years and/ or travel
- Can lead to careers in the Hospitality industry (chef training, hotel management, apprenticeships), and event management

FURTHER INFORMATION FROM

Mr Brazier

Mathematics & Statistics (MAT) – Level 1

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts.

Course Content

This course completes a basic education in mathematics and provides ākonga with the skills and knowledge needed to support other areas of learning and everyday life at home, at work, and in the community. It also is an opportunity to experience the aspects of mathematics that are required for continued study in the subject at higher levels. This course covers all the major areas of mathematics and statistics at curriculum Level 6, including:

- Algebra
- Geometry
- Statistics and Probability
- Number Skills
- Graphs
- Trigonometry
- Measurement

Assessment Criteria (a selection from)

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Level 2 Mathematics course
- Level 2 Science courses
- Trade Apprenticeships
- Careers in Technology and the Sciences

FURTHER INFORMATION FROM

Mrs Robson-Clark

Mathematics with Numeracy (MNU) – Level 1

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts.

Course Content

This course is targeted at students who are yet to achieve the numeracy requirement by the end of Year 10. It continues a basic education in mathematics and provides ākonga with the skills and knowledge needed to support other areas of learning and everyday life at home, at work, and in the community. The course is also an opportunity to concentrate on the skills required to be successful in the Numeracy CAA.

This course covers:

- Geometry
- Statistics and Probability
- Number Skills
- Measurement

Assessment Criteria (a selection from)

- External Numeracy CAA — to meet the numeracy co-requisite requirement
- 2 Internal Achievement Standards — 10 credits
- 1 External Achievement Standard — 5 credits

Where Does It Lead?

- Successful completion of NCEA Level 1
- Potentially Level 2 Mathematics, in consultation with Leader of Learning

FURTHER INFORMATION FROM

Mrs Robson-Clark

Music (MUS) – Level 1

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connections.

Course Content

- Perform music as a **featured soloist** and as a **member of a group**
- **Create** original music pieces
- **Aurally** identify, describe, and **transcribe music** elements from simple music
- **Learn** how music theory functions
- **Analyse music works** from a range of styles and eras: from NZ, Te Ao Māori, other cultures, including contemporary, historic and traditional styles.

Special Requirements

- Students should ideally have taken Year 9 or 10 music, or have had private lessons
- It is recommended that students have instrumental or vocal tuition either privately or in school (fees of $25 per term through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performances and attend concerts by visiting musicians either in or outside school.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

Tertiary Qualifications

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton, and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington, Dunedin and Waikato

Music Careers for example

- Performer, conductor, accompanist
- Technical aspect of music – recording, sound technician for live performance.
- Teaching – at various levels, music therapist
- Composer

Recommended Prior Learning

Students should be able to read music notation and understand theory concepts and have the ability to play an instrument confidently to a Grade 3 (minimum) standard.

FURTHER INFORMATION FROM

Mrs McGlinchey

Physical Education (PED) – Level 1

Physical Education is learning about movement and its contribution to Hauora and develop social, emotional, intellectual and cultural capabilities. Physical Education also creates an understanding why and how people move and the influences on them.

Course Content

40% of this course is theory based. The theory relates to practical lessons.

In this course students will:

- Apply movement strategies in an applied setting
- Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
- Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific

Special Requirements

- Most practical lessons are assessed
- Students will be required to change clothes for all practical classes
- There are no Physical Education uniform requirements

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 1 External Achievement Standards 5 credits

Where Does It Lead?

- Level 2 Physical Education Advanced
- Level 3 Physical Education
- Sports and Leisure courses
- Physical Education teaching
- Physiotherapy

FURTHER INFORMATION FROM

Mr Richards

Science (SCI) - General – Level 1

General Science uses observation and experimentation to describe and explain the world around us. It includes Biology: the study of living things, Chemistry: the study of materials, and Physics: the study of matter and energy.

Course Content

- Chemistry – atomic structure, combustion, neutralisation, precipitation, combination
- Physics – forces, motion, energy
- Biology – genetics and variation
- Nature of Science – Investigations

Special Requirements

- Students may **not** choose Physical Chemical Space (PCS), Bio Chemical Science (BCS) or Life and Environmental Science (LES) as well as General Science.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 1 External Achievement Standard 5 credits

Where Does It Lead?

- Separate sciences – Level 2 Physics, Chemistry, Biology, Science
- Students wanting to keep their options open for Level 2 while taking only one Science course in Year 11 should take this course
- All science careers including medicine, pharmacy, veterinary, physiotherapy, nursing, engineering, technicians, diagnostic, forensics, surveying, and architecture

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

Science - Biochemical (BCS) – Level 1

Biology is the study of living things. In Biology, students study life processes, the structure and function of organisms, how different species are adapted to survive in their environment, how organisms interact with each other, how an organism's genome influences its survival and how species can change over time. Learning in Biology includes practical investigations as well as more formalised learning of theory. Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

Course Content

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Physical Chemical Space (PCS) as a strong foundation for students who are intending to study sciences at Level 2 and beyond. It can also be taken with Level 1 Life, Environmental Science (LES), if students are interested in Environmental Science.

This course covers:

- Biology - Genetics and Variation
- Chemistry - Chemical reactions. Includes neutralisation, combustion, precipitation, combination
- Biology – Micro-organisms
- Nature of Science - investigations

Special Requirements

Students may not choose this subject as well as General Science. Students can take Physical, Chemical, Space (PCS) or Life Environmental Science (LES) with Bio Chemical Science (BCS).

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 1 External Achievement Standard 5 credits

Where Does It Lead?

- Biology Level 2 and Level 3, Chemistry Level 2 and 3
- All Science careers, if taken in conjunction with PCS Level 1
- Provides a background for tertiary courses in science, technology, medical and veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology, and forensics

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

Science - Life and Environmental (LES) – Level 1

Science uses observation and experimentation to describe and explain the world around us. It includes Biology: the study of micro-organisms, Earth and Space Science, Nature of Science. This Science course is focused on practicals and includes field trips to our local stream. Kaitiakitanga is a key concept taught throughout the course. Students are given the opportunity to take an active role in looking after the environment by participation in riparian planting and stream testing.

Course Content

- The study of human induced changes in our Earth System
- Nature of Science – Investigations
- Nature of Science - Understanding Science related claims
- Biology – Micro-organisms in the taio.

Assessment Criteria

- 3 Internal Achievement Standards 15 credits
- 1 External Achievement Standard 5 credits

Where Does It Lead?

Students who complete this course can use basic Science concepts in their daily lives and have a greater understanding of what it means to be a kaitiaki.

- To Year 12 Level 2 Science course
- To Year 12 Biology.
- This course does not lead to Level 2 specialist Science courses (Physics, Chemistry). However, students may select either Biochem (BCS) or Physics/Earth Space (PCS) Science courses as well which lead to Level 2 Chemistry and Physics

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

Science – Physical, Chemical and Space (PCS) – Level 1

Physical Science includes the study of Physics, which studies matter and energy and the interactions between the two, and Chemistry, which is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

Course Content

This course serves as an alternative to General Science Level 1 and may be taken alone or with Level 1 Bio Chemical Science as a strong foundation for students who are intending to study sciences at Level 2 and beyond.

This course covers:

- Mechanics investigations
- Energy (mechanical, electrical and heat)
- Properties of chemicals and their use

Special Requirements

Students may not choose this subject as well as GSC General Science but can take Physical Chemical Space (PCS) Science with Bio Chemical Science (BCS) or Life Environmental Science (LES).

Assessment Criteria

- 1 Internal Achievement Standard 5 credits
- 2 External Achievement Standards 9 credits

Where Does It Lead?

- Level 2 Physics and/or Chemistry courses
- Engineering
- Medicine
- Architecture
- Technology
- Research

FURTHER INFORMATION FROM

Your Year 10 Science Teacher

Spanish (SPA) – Level 1

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing.

Course Content

Students will continue with the SOMOS curriculum where culture is fully embedded into the curriculum in a form that students can comprehend. Movie talk and movie studies throughout the course will further reinforce language and culture.

- Students will also have access to a variety of comprehensible input-based websites accessible from school and home that include stories, songs, and activities to further reinforce their learning.
- Students will have the opportunity to connect with students from Spanish speaking countries, giving presentations on New Zealand and our way of life, in Spanish. This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Leads on to Spanish at all levels – NCEA Level 2 and Level 3 Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Immersion Language Trip in Years 11 – 13
- The opportunity to participate in the Spanish National Debating Competition

Recommended Prior Learning

Year 10 Spanish or equivalent.

FURTHER INFORMATION FROM

Miss Williams

Technology Metal (TEM) – Level 1

This course is for students who want to work in trades linked to Engineering. It is based on Unit Standards, which lead into industrial apprenticeships. It focuses on the cutting, shaping, manipulation and joining of metals during practical tasks. Students study the correct selection of materials based on their physical, chemical, or mechanical properties and the use of machine tools to shape them. Engineering is a wide-ranging field that encompasses everything from basic fabrication, fitting, welding, and machining through to high tech research and development. The credits on offer are based around making an engineer's vice and an illuminated sign designed by the student.

Course Content

This course:

- Develops skills in the use of workshop machines
- Provides training in the use of a range of processes to join materials
- Develops skills in the use of marking out equipment required to work with accuracy
- Introduces the use of dimensional measuring equipment
- Introduces the use of computers to produce 3D models and engineering drawings
- Teaches how to design, develop, and plan the production of a product to meet an engineering brief
- Use of computer-controlled machines

Special Requirements

- Students must wear covered shoes (no crocs or sandals)
- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

- 3 Internal Unit Standards 24 credits

Where Does It Lead?

- Level 2 Engineering
- Level 2 Automotive
- Level 2 Practical Technology – Design and Make
- Employment in related fields or apprenticeships

FURTHER INFORMATION FROM

Ms Kelly

Technology – Wood (TEW) – Level 1

This course is for students who want to work in trades linked to the use of timber and construction materials. It is based around Unit Standards that link directly to careers and apprenticeships in the building trade. Students will produce two main practical projects using a range of materials and processes. They will learn to select materials based on their properties and match these with suitable shaping/ joining processes. Students will use a range of hand tools, power tools and machines to demonstrate the development of their skills. Practical projects are normally based around items such as a sawhorse, garden furniture or speaker cabinets.

Course Content

This course:

- Develops a range of practical skills along with the ability to correctly select materials
- Provides experience in a range of workshop tools, machines, and processes
- Develops the ability to plan the production of a product
- Explores the properties of a range of materials that can be used in the workshop
- Develops awareness of safety in the workplace

Special Requirements

- Students must wear covered shoes (no crocs or sandals)
- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

5 Internal BCITO Unit Standards 24 credits

Where Does It Lead?

- Level 2 Practical Technology
- Apprenticeships/ employment in a range of fields linked to building/ construction

FURTHER INFORMATION FROM

Ms Kelly

Te Ao Haka (TAH) – Level 1

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

Assessment Criteria

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

Where Does It Lead?

This course is a University Entrance approved subject, this can lead to Te Ao Haka Levels 2 and 3, and Māori Performing Arts Levels 2 and 3.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

Te Reo Māori (MAO) – Level 1

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

Course Content

- Kōrero kia whakamahi i te reo o tōna ao (speaking)
- Pānui kia mōhio ki te reo o tōna ao (reading)
- Tuhi i te reo o tōna ao (writing)
- Waihanga tuhinga i te reo o tōna ao
- Whakarongo kia mōhio ki te reo o tōna ao (listening)

Special Requirements

Completed either Year 9 or Year 10 Te Reo Māori or in consultation with Head of Department

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- NCEA Level 2 Te Reo Māori, NCEA Level 3 Te Reo Māori, tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Radio broadcaster/ Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

FURTHER INFORMATION FROM

Mrs Kingi

Kerikeri High School

Year 12

Curriculum Guide

2026

Year 12 Curriculum Guide

This booklet tells you:

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

How do you decide what subject to choose?

Consider:

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** in the Year 13 guide?

Who can help you decide?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject teachers, Leaders of Learning, Counsellor, the Careers Advisor, the Deputy and Assistant Principals and your Dean.

Year 12

*In Year 12 all students study **6** subjects*

English is the only compulsory subject at Year 12. Each student will then choose 5 other subjects

Students who are yet to meet literacy and/or numeracy requirements coming into Year 12 may be directed into English – Literacy or Maths – Numeracy to support their achievement.

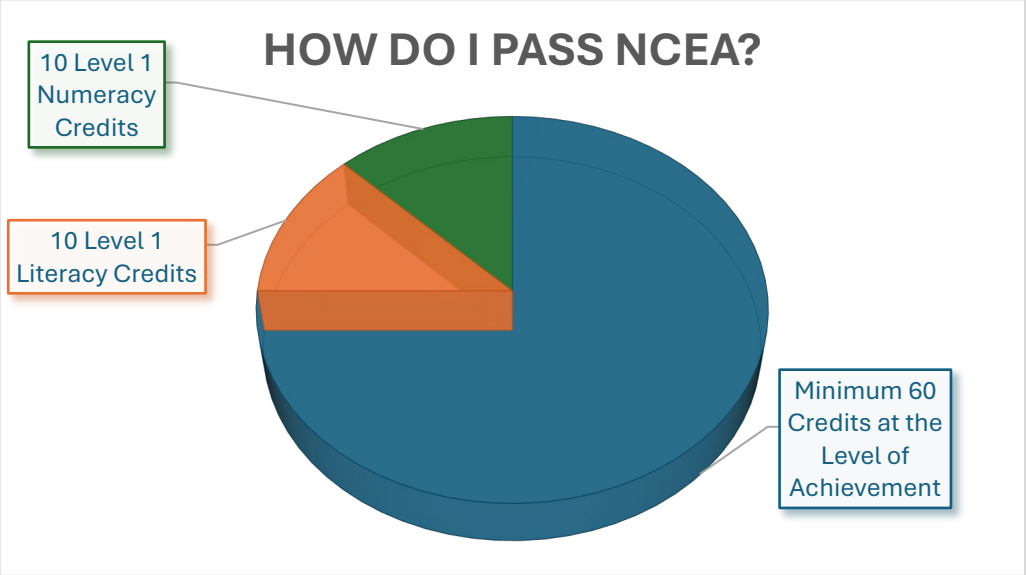
Most subjects offer up to 21 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

To receive NCEA at Level 2, students need 60 credits at Level 2 or above.

In addition to this, Student must meet the Literacy and Numeracy corequisite requirements, and these may be met in two different ways:

- Passing the Literacy Reading, Literacy Writing and Numeracy Co-requisite assessments
  Or
- Achieving 10 credits in Literacy and 10 Credits in numeracy Achievement standards in English and Mathematics
- If literacy and / or numeracy is achieved through these Achievement Standards, these credits will not count towards a student's total of 60 credits.

How do I pass my NCEA Certificates?



NCEA Level 1

60 credits at Level 1 or higher
Plus
10 credits of Numeracy
10 credits of Literacy

NCEA Level 2

60credits at Level 2 or higher
Plus
Level 1 Literacy and Numeracy

NCEA Level 3

60 credits at Level 3 or higher
Plus
Level 1 Literacy and Numeracy

Level 1 Literacy and Numeracy

Most students will achieve literacy and numeracy through passing the online Common Assessment Activities (CAAs) in Numeracy (10 credits), Reading (5 credits) and Writing (5 credits). You will have the opportunity to sit these from the end of year 10 and can sit them as many times as you need to, up to twice a year. You only must pass each assessment once.

Until 2027, you can also achieve literacy and numeracy through achievement standards – mostly in English and Math, but in some other level 1 subjects as well. Note that you cannot “double dip” – if you rely on 10 credits from Achievement standards for literacy or numeracy, they will not count towards your total of 60.

How can I get a Certificate Endorsement?

If you gain 50 credits at Merit (or a combination of Merit and Excellence), your NCEA certificate will be endorsed with Merit

If you gain 50 credits at Excellence at a level, your NCEA certificate will be endorsed with Excellence.

How do I get Course Endorsement?

If you get 14 or more credits in one subject at Merit (or a combination of merit and excellence) you will get a merit endorsement for that subject. Remember though:

- At least 3 or the credits must be from externals (unless it is a subject like PE where there are no externals)
- The credits must be achieved in one year

If you get 14 credits at excellence, including 3 external credits, in one year then you will get Excellence Course Endorsement

You can also have your course endorsed with Achieved, if you gain 14 credits in one subject, with at least 3 internal and 3 external credits in one year.

How do I get University Entrance?

University Entrance is the minimum qualification requirement to be able to study at a New Zealand university. To get UE, you must:

- Pass NCEA Level 3 (including literacy and numeracy)
- Achieve 14 credits at Level 3 or higher in achievement standards each of three subjects from the "approved subject" list (see the course guide for the current list of approved subjects offered)
- Pass at least 10 numeracy credits at Level 1 or higher.
- Pass at least 10 literacy credits at Level 2; five credits must be in reading and five must be in writing. These are usually covered in English but lots of other standards count too – check with your subject teachers.

Remember that this is the minimum requirement – lots of different universities and courses have specific requirements, and this changes regularly – if you are interested in a particular course or university, check with Mrs Crawford in Careers.

University Entrance Rank Score

Some universities will use a rank score to rank students nationally for courses where entry is competitive, or courses are oversubscribed. Across your best 80 credits at Level 3 in approved subjects, you will be given points for every credit:
Excellence (4 Points) ***Merit*** (3 Points) ***Achieved*** (2 Points)

Check with Mrs Crawford for the most up to date information about the number of points you need.

Level 2 Subjects Offered
Year 12

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive Studies
- BIO - Biology
- MAN - Business Management
- CHE - Chemistry
- DVC - Design and Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- ELI - English Literacy
- EET - Entertainment and Event Technology
- GEO - Geography
- HIS - History
- HOS - Hospitality
- MAT - Mathematics and Statistics
- MNU - Mathematics with Numeracy
- MUS - Music
- OED - Outdoor Education
- WAY - Pathways
- PED - Physical Education
- PHY - Physics
- SCI - Science
- SPA - Spanish
- TEM - Technology – Metal
- TEW - Technology – Wood
- TAH - Te Ao Haka
- MAO - Te Reo Māori
- TOU - Tourism

Art – Design (ARD) – Level 2

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as the Adobe Creative Suite.

Course Content

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Developing an understanding of the design process
- Building digital literacy and advancing visual literacy skills
- Building knowledge of established design conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

Special Requirements

- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist printing for external folio assessments will be undertaken by the school. Students may choose to organise their own specialist printing instead; however, this will be at their own expense.

Assessment Criteria

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or a 2-minute moving-image based video of related works, which contains both developmental and finished designs generated in response to self-directed briefs. Work for the external assessment is produced in class over an extended period.

Where Does It Lead?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Design leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Design may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

ART, ADI, DVC and DTC provide opportunities for students to gain the foundational visual and digital skills developed in Year 12 Art Design.

FURTHER INFORMATION FROM

Mrs Wise, Mrs Davis, or any member of the Art Department

Art – Painting (ARA) – Level 2

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, refining skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, develop creative imagination, and advance their technical and critical faculties.

Course Content

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Advancing visual literacy skills
- Building knowledge of established painting conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

Assessment Criteria

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio that contains both developmental and finished artwork.

Where Does It Lead?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)

- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.

- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

ART, ADI or DVC provide opportunities for students to gain the foundational visual and technical skills developed in Year 12 Painting.

FURTHER INFORMATION FROM

Mrs Wise, Mr Forstner, Mrs Dobbie or any member of the Art Department

Art – Photography (ARP) – Level 2

The Level 2 Photography course is an introduction to photographic practice using digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. Photography is a practical course, which also includes aspects of history, theory, and investigation of established practice. Students will study the work of photographers past and present to develop an understanding of Art and image making.

Course Content

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice
- Developing camera skills and digital literacy
- Learning image editing and manipulation techniques
- Advancing visual literacy skills
- Building knowledge of established photography conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

Special Requirements

- Students need to have some form of digital camera to complete this course.
- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school hours is always beneficial.
- If required, specialist photographic printing of final outcomes for assessment will be undertaken by the school. If students wish to produce further photographic prints, this will be at their own expense.

Assessment Criteria

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 12 credits

For the external assessment, candidates present a two-panel folio, or a 2-minute moving-image based video of related works, which contains both developmental and finished photographic images. The external assessment is produced in class over an extended period.

Where Does It Lead?

- NCEA Level 2 and 3 Visual Arts (Design, Photography, Painting)
- Beyond secondary school, the study of Photography leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Photography may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

ART, ADI, DVC and DTC all provide opportunities for students to gain the foundational image-making and digital skills developed in Year 12 Photography.

FURTHER INFORMATION FROM

Mrs Wise, Mrs Clent, or any member of the Art Department

Automotive Studies (AUT) – Level 2

Automotive studies are an introduction to the National Certificate in Automotive Trades. It covers the basic principles of engines and related automotive components creating an understanding of how they work. It will develop practical skills and is the first step in a career path that follows through to NorthTec and apprenticeships.

Course Content

This course:

- Explains basic engine functions and operations (two and four stroke)
- Enables students to identify and be able to describe functions of all components found in a car
- Teaches MIG welding skills and basic maintenance of a car
- Allows students to explore units of their choice, e.g. outboard engines, battery maintenance
- Allows students to develop practical skills and independence

Special Requirements

Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed

- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

- 7 Unit Standards 21 credits

Set and moderated by Northland Polytechnic.

Where Does It Lead?

The credits achieved are a start to a National Certificate in Automotive Trades.

- National certificates allowing employment in the following areas:
    - Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering.

FURTHER INFORMATION FROM

Mr McCabe

Biology (BIO) – Level 2

Biology is the study of living things and how they interact with the environment. The Level 2 programme develops skills and awareness of this by exploring how organisms adapt to cope with the demands of the environment, and how some species can exist in extreme situations. Students will also explore the simplest unit of life – the cell, and various cell processes. We also look at how an organism's genome influences its survival and how species can change over time. Learning in Biology includes practical investigations and a field trip, as well as more formalised learning of theory.

Course Content

This course covers:

- Ecology – the inter-relationships of different species and how they adjust to the abiotic environment
- Adaptations necessary for life in an extreme environment
- Cell structure and function
- Genetic variation and change
- Gene expression

Assessment Criteria

- 3 Internal Achievement Standards 11 credits
- 3 External Achievement Standards 12 credits

Where Does It Lead?

- Biology Level 3
- Provides a background for tertiary courses in science, technology, sports nutrition, medical and veterinary practices, forestry, biotechnology, food technology, conservation, genetics, physiology and forensics.

Recommended Prior Learning

Two of the externals are based on Genetics. It is recommended that students have completed and passed CHEM 92022 - Demonstrate understanding of genetic variation in relation to an identified characteristic.

FURTHER INFORMATION FROM

Miss Jackson

Business Management (MAN) – Level 2

The study of business is about how individuals and groups of people organise, plan and act to develop goods and services to satisfy customers. Business Management combines the practical application of creating a business with more formalised teaching of business theory. Students can create their own business (individually or as part of a group) and develop a range of skills including self-confidence, resilience, problem solving and enterprise.

The Young Enterprise Scheme provides students support and resources as well as opportunities to win prizes (both regionally and nationally) and take part in extracurricular programmes.

Course Content

Students learning may include how to:

- Develop and refine a business plan
- Design, conduct and present market research for a product
- Explain motivation theories and practice
- Explain the roles and skills of managers and leaders
- Use financial information for controlling, reporting, and decision-making (break even analysis, costing methods, budgets, ratio analysis, annual accounts)
- Explain the role global trends play in business success
- Discuss corporate social responsibility, sustainability, and philanthropy
- Explain sustainable (economic) business practices

Business Management students are enrolled and participate in the Young Enterprise Scheme. Young Enterprise (YES) is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools. (www.youngenterprise.org.nz)

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

Special Requirements

Some start-up capital may be required

Where Does It Lead?

- NCEA Business Management Level 3
- Business related study at university or running your own business when you leave school

Recommended Prior Learning

Level 1 Business and Economics is an advantage.

FURTHER INFORMATION FROM

Mrs Dickson

Chemistry (CHE) – Level 2

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

Course Content

- Qualitative analysis of solutions
- Quantitative analysis of solutions (titrations)
- Structure and properties of solid types and energy changes
- Organic reactions
- Redox reactions
- Acids/bases, equilibrium, and rates

Special Requirements

- Covered shoes required

Assessment Criteria

- 3 Internal Achievement Standards 10 credits
- 3 External Achievement Standards 13 credits

Where Does It Lead?

- Year 13 Chemistry
- Engineering
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All Life Science courses
- Technician
- Forensics

Recommended Prior Learning

Students are recommended to have completed Level 1 General Science, 11BCS or 11PCS before attempting this course.

FURTHER INFORMATION FROM

Mrs Robertson or your Science Teacher

Design and Visual Communication (DVC) – Level 2

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making, to complete the design process.

Course Content

- Level 2 students focus on either Fashion, Product or Architectural design, which includes construction aspects and model making. Students are introduced to areas of design history, as well as Archi-CAD, a computer drafting programme, and use these in the context of their work. Students will learn and understand building construction drawings.

There will be a focus on the following skills:

- Design process
- Research of a major design era
- Freehand sketching
- Technical drawing
- Promotion of a design
- Model-making as part of the design process

Assessment Criteria

- Work will have feedback and be assessed on a regular basis throughout the year. Final submissions of Achievement Standards are at the beginning of Term Four.
- 3 Internal Achievement Standards 13 credits
- 2 External Achievement Standards 7 credits

Where Does It Lead?

- NCEA DVC Level 3
- Possible career avenues in:

Engineering	Advertising	Product design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building

- Further secondary and tertiary study

Recommended Prior Learning

Year 11 DVC or an understanding of drawing techniques.

FURTHER INFORMATION FROM

Miss Crawford

Digital Technologies (DTC) – Level 2

Digital Technologies is an ever-evolving field that is a vital part of all research, study, innovation and industry in the modern world. This course focuses on enabling students to write clear, efficient code that solves problems for people. It then allows them to apply their skills to the development of a computer game or app.

Course Content

The course will consist of two main projects. One will focus on the development of a digital product such as a game or mobile app. The purpose of this product is chosen by the student and it is the focus of the external assessment. The other project will be based on the use of advanced techniques in programming to develop a working product. Students learn the advanced techniques and then design, develop and test a working program. These techniques teach the modular, efficient approach that is required in all applications of Python as a language. The techniques lead on to the more challenging concepts required at Level 3.

Assessment Criteria

- 3 Internal Achievements Standards — 15 credits
- 1 External Achievement Standard — 3 credits

Where Does It Lead?

This course lead directly onto the Level 3 Digital Technologies course. Programming and the use of Digital Technologies play an important role in many degree level courses, as well as specialist areas of study linked to Computer Science.

Possible progression:

- Computer Science
- Game Design
- Animation
- Further secondary and tertiary study
- Software Development
- Mechatronics / Robotics
- Machine Learning / AI
- Web Development
- Network installation / administration

Recommended Prior Learning

Students should have some previous experience of programming in a text-based language. They will need to focus intently on analysing the requirements of tasks, displaying an iterative approach to fixing bugs in their own code. Previous experience in the use of a game engine such as Godot or Unity is a major advantage but not essential.

FURTHER INFORMATION FROM

Mr Clark

Drama (DRM) – Level 2

Drama at Level 2 is about acting and collaboration, leadership, problem-solving, time management, and initiative. This course is designed to enhance your performance skills while ensuring you have fun, all while performing for real audiences.

Course Content

- Theatre Forms: Dive deep into various theatre forms, expanding your understanding and appreciation of the dramatic arts.
- Playwriting and Devising: Create and script your own play, tackling issues and themes that matter to you.
- Public Performance: Showcase your talents in a class production performed for a public audience.
- Drama Techniques: Continue refining your skills in voice, body, movement, and spatial awareness to enhance your performance abilities.

Special Requirements

- Be prepared for after-school, weekend, or holiday rehearsals to ensure a polished public performance.

Assessment Criteria

- 4 Internal Achievement Standards 18 credits

Where Does It Lead?

Further Education:

- Drama at NCEA Level 3 and Scholarship
- Entertainment and Event Technology Level 3
- Level 2 Drama opens doors to a variety of exciting career paths:
- Professional Careers: Actor, Director, Scriptwriter
- Industry Specializations: Lighting Technician, Sound Technician, Costume Designer, Makeup Artist, Set Designer/Constructor, Event Management/Project Management, Broadcasting/Journalism
- Careers Involving Public Speaking/Presentation: Public Relations, Customer Liaison, Law/Politics, Entrepreneurship
- Education: Teacher, Lecturer, Early Childhood Educator
- Tourism and Hospitality

Recommended Prior Learning

Theatre performance experience is recommended.

FURTHER INFORMATION FROM

Mrs Bowers or Ms Crooks

Economics (ECO) – Level 2

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of economics helps people understand the world around them. Students learn about people, businesses, markets, and governments and how they interact. Economics develops critical-thinking and problem-solving skills which will enable good decision-making.

This course focuses on Macroeconomics and gives students an understanding of the New Zealand economy (economic growth, inflation, unemployment, and government policy).

Course Content

This course applies economic theory and models to understanding current economic issues.
It:

- Focuses on issues of employment, economic growth and inflation, in the context of the NZ economy
- Examines and analyses these issues from differing points of view
- Develops the skills of economic research, analysis, and communication
- Provides an understanding of the processes and effects of a range of government policies

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 8 credits

Where Does It Lead?

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues
- Leads to further secondary and tertiary study in Commerce, Management, Enterprise, Law, Political Science, Global Studies, Journalism and Finance
- Level 3 Economics

Recommended Prior Learning

Level 1 Business and Economics is an advantage.

FURTHER INFORMATION FROM)

Mrs Dickson

English (ENG) – Level 2

This course offers the study of literature, language, and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

Course Content

This course builds on creative and analytical skills, whilst also studying texts as a product of their social and historical context. It offers:

- formal and creative writing
- research investigation
- oral presentation (optional)
- written text study
- film study
- personal responses to a variety of fiction and non-fiction texts
- analysis of language features and unfamiliar texts

Assessment Criteria

• 5 Internal Achievement Standards	17 credits (plus 3 optional speech credits)
• 2 External Achievement Standards	8 credits

Where Does It Lead?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to communications, public relations, event management, journalism, or with extra training, a more specialised degree like law, medicine, or teaching.

Recommended Prior Learning

For this course, students will ideally have achieved 10 Level 1 English Credits.

FURTHER INFORMATION FROM

Mrs Lemon

English Literacy (ELI) – Level 2

This course is for students who need extra support with literacy; there is no external assessment. The course offers the study of literature, language and history, whilst developing creative and formal writing skills. There is some flexibility in the course to develop valuable skills for several career choices.

Course Content

This course offers:

- Formal and creative writing
- Research investigation
- Oral presentation
- Close viewing of a film
- Personal responses to a variety of fiction and non-fiction texts
- Making connections between texts

Assessment Criteria

- 6 Internal Achievement Standards 24 credits

Where Does It Lead?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.

FURTHER INFORMATION FROM

Mrs Lemon

Entertainment and Event Technology (EET) – Level 2

Are you interested in the magic behind the scenes? Do you love the idea of working on live performances and events? Join our Entertainment and Event Technology course, where you'll dive into the dynamic world of backstage work in film, theatre and event management. This isn't just theory—it's hands-on, real-world experiences. You'll collaborate to bring actual events to life - taking projects from inception to completion.

Course Content

This course offers a comprehensive, practical exploration of backstage arts, including:

- Stage Design & Publicity: Get creative with set designs and learn how to market a production
- Makeup Design & Application: Master stage makeup techniques, including special effects makeup
- Costume Design & Creation: Design and create costumes, bringing characters to life.
- Production & Stage Management: Learn the intricacies of managing a production from start to finish, including front-of-house operations
- Lighting Design & Operation: Experiment with lighting effects, design, rig, and operate lighting for public performances. Gain Motorised Elevated Work Platform experience
- Electronic Media Design & Operation: Dive into the digital aspects of media design.

Special Requirements

- Be prepared to commit time outside of class for evening performances.
- Students will benefit by bringing their own laptop or tablet.

Assessment Criteria

- Choice of 6 Internal Achievement Standards 24 credits

Where Does It Lead?

This course opens doors to exciting careers, including:

- Production work in film, television, and theatre. Makeup artistry and hairdressing.
- Teaching and education. Event and production management.
- Theatre management. Lighting, sound, and set design.
- Design work. Fashion, Interior Design, Architecture.
- Any field requiring collaboration, problem-solving, and creativity.

Recommended Prior Learning

Interest in design, theatre or event management and ability to work as part of a team.

FURTHER INFORMATION FROM

Mrs Crooks

Geography (GEO) – Level 2

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. This gives students a holistic understanding of the world and includes skills and knowledge from both the Science and Social Science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future.

Course Content

This course can include the following topics:

- Large natural environments e.g. Tongariro Volcanic Centre
- Differences in development e.g. Singapore and Sierra Leone
- Developing and applying Geographic skills (map work, visuals, spatial data, using data)
- Global geographic topics e.g. Global Patterns of Malaria, Fold Mountains
- Contemporary geographic issues e.g. Marine Environment in the Bay of Islands
- Geographic research e.g. Vegetation Stratification on Mt Ruapehu, Business location
- Geographic Information Systems – manipulating and analysing geographic data

Special Requirements

- Optional Marine Reserve Trip – Poor Knights – approximately $140

Assessment Criteria

- 3 Internal Achievement Standards 11 credits
- 2 External Achievement Standards 8 credits

Where Does It Lead?

- Environmental Management
- Planning
- Law
- Civil Engineering
- Journalism
- Teaching
- Urban planning
- Outdoor recreation
- Tourism
- Geology
- Civil Defence
- Surveying
- Event management
- Demography and policy making

Recommended Prior Learning

As Geography is a language rich course, it would be beneficial for students new to the subject to have a reasonable level of reading and writing ability.

FURTHER INFORMATION FROM

Mr Willis or Mrs Kitchingman

History (HIS) – Level 2

History/Hītori is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped Aotearoa New Zealand and the wider world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people in the past, including indigenous voices. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

Course Content

This course covers:

- Research into a tragic event – the Erebus Disaster, the Battle of Crete, the Featherston Massacre, Māori Land Loss, Parihaka, the Dawn Raids, The Tangiwai Disaster
- Causes and consequences of the rise of Hitler and the Nazis
- The Vietnam War
- How to read and interpret source material
- How to think critically about information
- How to structure and write about key historical ideas

Assessment Criteria

- 3 Internal Achievement Standards 14 credits
- 2 External Achievement Standards 9 credits

Where Does It Lead?

The subject is taught at all levels from Years 9 – 13.

- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

Recommended Prior Learning

It is helpful to have studied History before, but not essential.

FURTHER INFORMATION FROM

Ms Edwards

Hospitality (HOS) – Level 2

Hospitality provides students with the opportunity to gain knowledge, skills, and experience in the preparation, cooking and serving of food and beverages to a Hospitality industry standard.

Please note there is a degree of theory content included in this programme – it does not consist solely of practical cooking lessons. This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

Course Content

This course includes specific studies in:

- Basic skills and preparation of food, including food safety methods
- Handling and maintaining knives
- Techniques and skills for specific methods of cookery
- Industry-level service skills (in both food and beverage service)
- Real-life assessment environments – our Training Restaurant, Front of house and Barista
- Team catering

Special Requirements

- Some practical assessments will be outside of normal school hours (specifically in our Training Restaurant, before school for breakfast services, during school breaks and after school for dinner services. Students are required to attend these in order to gain credits.

Assessment Criteria

Standards will be selected from the following:

- 7 Unit Standards – Internal 19 credits

Where Does It Lead?

- Provides valuable theoretical and practical knowledge leading to further studies in Year 13 Hospitality and at tertiary level
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc
- Can lead to careers in the Hospitality industry - chef training, hotel management, apprenticeships, event management, food and beverage service, cruise ships, or food production

Recommended Prior Learning

It is recommended that students have completed Level 1 Hospitality.

FURTHER INFORMATION FROM

Mr Brazier

Mathematics & Statistics (MAT) – Level 2

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts. Mathematics and Statistics develops the ability to think creatively, critically, strategically and logically. Ākonga also learn to structure, organise, process, and communicate information.

Course Content

This course broadens and extends the mathematical experiences for ākonga and provides a more formal foundation to support tertiary study in Mathematics and a wide range of other subjects. Much of the content a Level 2 is unfamiliar. This course covers all the major areas of mathematics and statistics at curriculum Level 7, including:

- Non-right-angle Trigonometry
- Probability
- Calculus
- Algebra
- Statistics

Assessment Criteria (a selection from)

• 2 Internal Achievement Standards	7 credits
• 3 External Achievement Standards	13 credits

Where Does It Lead?

Ākonga who successfully complete this course have an advanced range of mathematical skills and techniques they could use to solve problems in a wide range of contexts including:

- Level 3 Calculus
- Level 3 Statistics
- Level 3 Science, Business, and Technology courses
- Careers in Business, Technology, and the Sciences

Recommended Prior Learning

Students should be confident with the content of the Level 1 Exploring Data (91944) and Mathematical Reasoning (91947) Achievement Standards.

FURTHER INFORMATION FROM

Mrs Robson-Clark

Mathematics with Numeracy (MNU) – Level 2

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts.

Course Content

This course is targeted at students who are yet to achieve the numeracy requirement by the end of Year 11. It continues a basic education in mathematics and provides ākonga with the skills and knowledge needed to support other areas of learning and everyday life at home, at work, and in the community. The course is also an opportunity to concentrate on the skills required to be successful in the Numeracy CAA.

Students in Year 12 or 13 may be directed to this course if they are yet to meet the numeracy co-requisite requirement.

This course covers:

- Geometry
- Statistics and Probability
- Number Skills
- Measurement

Assessment Criteria (a selection from)

- External Numeracy CAA to meet the numeracy co-requisite requirement

FURTHER INFORMATION FROM

Mrs Robson-Clark

Music (MUS) – Level 2

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connection.

Course Content (Choose from)

- Present contrasting performances as a **featured soloist** on up to two instruments
- Present music performances as a **member of a group**
- **Compose** effective pieces of music
- Create an **Instrumentation**
- Identify, describe, and **transcribe** elements of **music** through listening to a range of music
- **Score reading** and theory
- Research an aspect of New Zealand Music

Special Requirements

- Students are recommended to have instrumental or vocal tuition either privately or in school (Itinerant Music Tuition: $25 per term if learning through school)
- Own or hire an instrument
- You should have a willingness to participate in music groups and public performance and attend concerts by visiting musicians either in or outside school.

Assessment Criteria

- 6 Internal Achievement Standards Up to 27 credits (students select from the standards available)
- 2 External Achievement Standards 8 credits - compulsory
- There is opportunity and expectation for individualised programmes of study depending on strengths and skill level.

Where Does It Lead?

Tertiary Qualifications

- NZQA National Certificate in Music.
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington, University Degree in Music at Auckland, Christchurch, Wellington and Waikato.

Music Careers for example

- Performer, conductor, accompanist; technical aspect of music – composer, recording, sound technician. Teaching – at various levels, Music Therapist.

Recommended Prior Learning

Students should be able to read music notation and understand theory concepts as well as being capable with their chosen instrument. 4 years of instrument lessons/ experience is advisable – functioning at Grade 4 difficulty.

FURTHER INFORMATION FROM

Mrs McGlinchey

Outdoor Education (OED) – Level 2

Outdoor Education facilitates positive relationships between students and the outdoor environment. Practical sessions engage students into examining opportunities to learn about the environment and foster an appreciation of it. Skill learning and management of risk enables the students, both as individuals and groups, to participate outside the classroom in a safe and challenging way.

Course Content

This course contains:

A theory component, which will develop the students understanding of:

- Risk Management: assessing risk, putting preventative measures in place
- Navigation
- Planning a Trip

Practical activities putting the theory into practice:

- Raft building
- Tramping
- ABL- small group and whole class challenges
- Shelters - tents and bivouacs
- Outdoor cooking

Special Requirements

- Attendance on trips and camps is mandatory to ensure the requirements of the Achievement and Unit standards are met.
- A medical certificate is required if a student cannot participate in an activity.
- It is the student's responsibility to catch up with work that is missed in other subjects.
- Students must be capable of making safe decisions
- Can manage their own learning and complete work independently when their teacher is away on trips.

Assessment Criteria

- 2 Internal Achievement Standards 6 credits
- 3 Internal Unit Standards 9 credits

Where Does It Lead?

- Develops personal skills and confidence in outdoor activities
- Level 3 Outdoor Education
- Outdoor Instructor courses

Recommended Prior Learning

A love of the outdoors.

FURTHER INFORMATION FROM

Mr Lowe or Mr Richards

Pathways (WAY) – Level 2

Pathways is the combined content of core generic unit standards, vocationally based standards and industry assessed standards. Theory based material from a range of providers alongside the highly recommended work experience through the Gateway work experience programme ensures students can combine theory with practical. This course is not University Approved.

Course Content

This course is a mix of Level 1, Level 2 and Level 3 with:

Core standards, which are essential for all students to undertake, and these include:

- Career Exploration, Create a Targeted Curriculum Vitae, Time Management, Employment Agreements, Legal Implications of Renting, Managing Stress, Taxation, Knowledge of the New Zealand Police.

Vocationally based standards are theory units that students undertake in class time relating to the student's chosen Gateway placement and may include but not limited to:

- Horticulture, Agriculture, Apiculture (Bee Keeping), Equine, Automotive, Early Childcare, Animal Care, Beauty Therapy.

Industry standards are assessed at the student's Gateway placement and may include but not limited to:

- Hairdressing, Building, Electrical, Plumbing, Retail, Caregiving, Hospitality and Barista.

Special Requirements

- It is highly recommended that students undertake a Gateway placement from Term 1 for one day a week for three terms.

Assessment Criteria

- Internal Unit Standards: 24 credits per student are available from a combination of modules

Where Does It Lead?

- Level 2 Pathways into Level 3 Pathways
- Straight into the workforce
- Polytechnic or private training establishment courses after they leave school.

FURTHER INFORMATION FROM

Mrs Crawford

Physical Education (PED) - Level 2

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

Course Content

This course:

- Requires students to actively participate in a wide range of individual and team activities.
- Allows students to have their physical performance assessed against National Standards.
- Includes approximately 40% theory work – with a focus on the development of movement education, including human anatomy and functions, psychological skills, and leadership training specifically targeted to enhance physical performance.

Special Requirements

- A full change of clothes is compulsory to participate in practical sessions.
- Being involved in extra-curricular sport is an advantage for the Practical Achievement Standard.

Assessment Criteria

- 4 Internal Achievement Standards 16 credits

Where Does It Lead?

- Leads to Physical Education at Level 3
- Provides useful, practical experiences that contribute to an enjoyable lifestyle
- Tertiary study in Sport, Recreation, Leisure, and Physical Education.

Recommended Prior Learning

Basic understanding of anatomy, biomechanics and energy systems is helpful.

FURTHER INFORMATION FROM

Mr Richards

Physics (PHY) – Level 2

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves, and light as well as atomic and nuclear physics.

Course Content

This course builds on the Physics of Year 11 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Atomics and Nuclear Physics
- Mechanics
- Electricity and Electromagnetism
- Light and Waves

Assessment Criteria

- 2 Internal Achievement Standards 7 credits
- 3 External Achievement Standards 16 credits

Where Does It Lead?

- NCEA Level 2 Physics is a prerequisite for Level 3 Physics. Physics is a good indication of practical ability and problem-solving skills for both employers and tertiary education. Many university courses such as technical, scientific, or engineering courses require Physics.
- Architecture.

Recommended Prior Learning

It is recommended that students have passed standards 92045 – understanding of a physical phenomenon through investigation and 92047 - Demonstrate understanding of a physical system using energy concepts at Level 1.

FURTHER INFORMATION FROM

Mr Lumkong

Science (SCI) Level 2

General Science uses experimentation, research, and observation to understand the world around us. It includes investigations into the Physical, Chemical and Biological world.

Course Content

This course builds on the Year 11 Science Courses to expand student understanding to a higher level. It is not designed for students intending to study separate Sciences at or beyond this level. Students will be able to choose standards from a selection offered and prepare for assessments using digital learning tools. Topics will be available from the following domains:

- Biology
- Chemistry
- Physics
- Earth and Space Science
- Agriculture and Horticulture

Special Requirements

- A tablet or laptop would be useful.

Assessment Criteria

- 4 Internal Achievement Standards 16 credits
- 1 External Achievement Standards 4 credits

Where Does It Lead?

- Courses which require the completion of a Level 2 Science course
- Careers such as military, trade positions which require the completion of a Level 2 Science course
- This course does not lead to separate Level 3 Science courses.

FURTHER INFORMATION FROM

Your Year 11 Science teacher

Spanish (SPA) – Level 2

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing.

Course Content

- Students will study with the Huellas curriculum, where culture is fully embedded in a form that students can comprehend. Movie talk and movie studies throughout the course will further reinforce language and culture.
- Students will also have access to a variety of comprehensible input-based websites accessible from school and home that include stories, songs, and activities to further reinforce their learning.
- Students will have the opportunity to connect with students from Spanish speaking countries, giving presentations on New Zealand and our way of life, in Spanish. This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own.

Assessment Criteria

- 3 Internal Achievement Standards 14 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Leads on to Spanish NCEA Level 3 Spanish and Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Language Immersion Trip
- The opportunity to participate in the Spanish National Debating Competition
- The opportunity to participate in an Interschool Spanish Trivia Event.

Recommended Prior Learning

Level 1 Spanish.

FURTHER INFORMATION FROM

Miss Williams

Technology – Metal (TEM) – Level 2

This course is for students who want to work in trades linked to Engineering. It is based on Unit Standards that lead towards employment and apprenticeships in a range of industrial sectors. The work focuses particularly on the use, shaping and joining of metals during practical tasks. Engineering is a wide-ranging field that encompasses everything from basic fabrication and construction work through to high tech research and development. Most of the credits on offer will be achieved from the production of an engineered product.

Course Content

This course:

- Develops students' skills further in the use of machines and hand tools to make more complex products building on the skills learnt at Level 1
- Develops skills in the use of marking out equipment required to work with accuracy
- Teaches the use of a range of dimensional measuring equipment
- Builds up competency in the use of hand power tools and related safety equipment

Special Requirements

- Students must wear covered shoes (no crocs or sandals)
- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

- 3 Internal Unit Standards 18 credits

Where Does It Lead?

- Level 3 Technology
- Level 3 Automotive
- Employment in related fields or apprenticeships

Recommended Prior Learning

It is recommended that students have completed Level 1 Technology – Metal.

FURTHER INFORMATION FROM

Ms Kelly

Technology – Wood (TEW) – Level 2

This course is for students who want to work in trades linked to the use of timber and construction materials. It is based around Unit Standards that link directly to careers and apprenticeships in the building trade. At Level 2 students will be given the opportunity to work with a wide range of hand tools, power tools and machines. A combination of timber, metal and other materials can be used in projects. These will be cut, shaped, formed and joined using a range of workshop processes. Projects will also allow students to use computer-controlled machines along with traditional methods of shaping materials.

Course Content

This course:

- Teaches the safe and correct use of a range of tools and processes
- Expands understanding of materials' properties
- Develops communication skills in the context of the workplace
- Develops skills in the production of decorative and structural wood joints

Special Requirements

- Students must wear covered shoes (no crocs or sandals)
- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

- 4 Internal Unit Standards (BCITO) 22 credits

Where Does It Lead?

- Pre-apprenticeship courses or employment in building and furniture trades
- Apprenticeships in areas such as building, carpentry, boat building and furniture making
- Level 3 Technology course

Recommended Prior Learning

It is recommended that students have completed Level 1 Technology – Wood.

FURTHER INFORMATION FROM

Ms Kelly

Te Ao Haka (TAH) – Level 2

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

Assessment Criteria

- 2 Internal Achievement Standards 12 credits
- 2 External Achievement Standards 8 credits

Where Does It Lead?

This course is a University Entrance approved subject, this can lead to Te Ao Haka Level 3, and Māori Performing Arts Level 3.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

Te Reo Māori (MAO) – Level 2

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

Course Content

- Whakarongo kia mōhio ki te reo o te ao torotoro
- Kōrero
- Pānui kia mōhio ki te ao torotoro
- Tuhi i te reo o te ao torotoro
- Waihanga tuhinga auaha i te reo te ao torotoro

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 12 credits

Where Does It Lead?

- Level 3 Te Reo Māori, tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Radio broadcaster/ Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

Recommended Prior Learning

Ideally students will have completed Level 1 Te Reo Māori. Alternatively, students are encouraged to have a kōrero with Mrs Kingi, especially if they have been in Kura-ā-iwi, Kura kaupapa or Wharekura environments.

FURTHER INFORMATION FROM

Mrs Kingi

Tourism (TOU) – Level 2

In this course, students will understand the basics of Tourism. The course is Internally Assessed. Students will study how the industry operates and about the work roles available within it. Tourism destinations from around the World are explored throughout the units of work. The course is flexible and encourages self-directed learning. Students have access to industry providers and can take part in the Gateway programme to gain practical learning experience.

Course Content

This course may cover:

- Work roles in the tourism industry.
- World tourist destinations.
- New Zealand as a tourist destination.
- Characteristics of tourists.
- The business of tourism.
- The use of the internet in the tourism industry.
- The history of tourism.
- Impacts of tourism.

Assessment Criteria

- 7 Internal Unit Standards up to 28 credits

Where Does It Lead?

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
    - Hotels and hotel management
    - Travel agent
    - Travel wholesaler
    - Air steward
    - Tour guiding
    - Hosting
    - Outdoor leadership and recreation
    - Accommodation providers
    - Cruise ships
    - Adventure Tourism

FURTHER INFORMATION FROM

Mr Willis

Kerikeri High School

Year 13

Curriculum Guide 2026

YEAR 13 CURRICULUM GUIDE

This booklet tells you:

- What the subject is about
- Any special requirements you need to fulfil to study the subject
- Where the subject can take you

How do you decide what subject to choose?

Consider:

- **How well you have done in a subject so far**
- What subjects you have done already
- Your own preference
- Careers interests – keeping in mind that you need to keep your careers options open
- Have you checked the requirements for **University Entrance** in this guide?

Who can help you decide?

You will make your initial choice in consultation with your parents. Following this you, and your parents if they wish, will have the opportunity to discuss your choice with a member of a Course Counselling Team.

Other people who may help you decide are subject Teachers, Leaders of Learning, Guidance Counsellors, the Careers Advisor, the Deputy and Assistant Principals, and your Dean.

How many subjects do I take?

All Year 13 students choose 5 subjects across five of the six option lines.

Students who are yet to meet literacy and/or numeracy corequisite requirements coming into Year 13 may be directed into English – Literacy or Maths – Numeracy to support their achievement.

Year 13

*In Year 13 all students study **5** subjects*

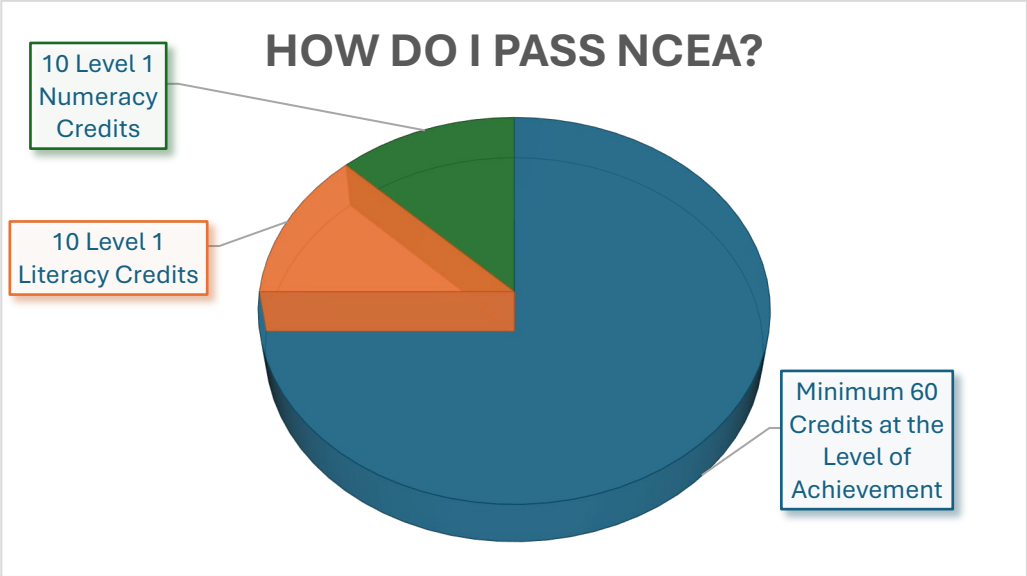
Most subjects offer up to 21 credits towards NCEA. The number of credits offered is shown in the Assessment Criteria on each page in the Curriculum Guide.

To receive NCEA at Level 3, students need 60 credits at Level 3 or above.

In addition to this, Student must meet the Literacy and Numeracy corequisite requirements, and these may be met in two different ways:

- Passing the Literacy Reading, Literacy Writing and Numeracy Co-requisite assessments
  Or
- Achieving 10 credits in Literacy and 10 Credits in numeracy Achievement standards in English and Mathematics
- If literacy and / or numeracy is achieved through these Achievement Standards, these credits will not count towards a student's total of 60 credits.

How do I pass my NCEA Certificates?



NCEA Level 1

60 credits at Level 1 or higher
Plus
10 credits of Numeracy
10 credits of Literacy

NCEA Level 2

60 credits at Level 2 or higher
Plus
Level 1 Literacy and Numeracy

NCEA Level 3

60 credits at Level 3 or higher
Plus
Level 1 Literacy and Numeracy

Level 1 Literacy and Numeracy

Most students will achieve literacy and numeracy through passing the online Common Assessment Activities (CAAs) in Numeracy (10 credits), Reading (5 credits) and Writing (5 credits). You will have the opportunity to sit these from the end of year 10 and can sit them as many times as you need to, up to twice a year. You only must pass each assessment once.

Until 2027, you can also achieve literacy and numeracy through achievement standards – mostly in English and Math, but in some other level 1 subjects as well. Note that you cannot "double dip" – if you rely on 10 credits from Achievement standards for literacy or numeracy, they will not count towards your total of 60.

How can I get a Certificate Endorsement?

If you gain 50 credits at Merit (or a combination of Merit and Excellence), your NCEA certificate will be endorsed with Merit

If you gain 50 credits at Excellence at a level, your NCEA certificate will be endorsed with Excellence.

How do I get Course Endorsement?

If you get 14 or more credits in one subject at Merit (or a combination of merit and excellence) you will get a merit endorsement for that subject. Remember though:

- At least 3 or the credits must be from externals (unless it is a subject like PE where there are no externals)
- The credits must be achieved in one year

If you get 14 credits at excellence, including 3 external credits, in one year then you will get Excellence Course Endorsement

You can also have your course endorsed with Achieved, if you gain 14 credits in one subject, with at least 3 internal and 3 external credits in one year.

How do I get University Entrance?

University Entrance is the minimum qualification requirement to be able to study at a New Zealand university. To get UE, you must:

- Pass NCEA Level 3 (including literacy and numeracy)
- Achieve 14 credits at Level 3 or higher in achievement standards each of three subjects from the "approved subject" list (see the course guide for the current list of approved subjects offered)
- Pass at least 10 numeracy credits at Level 1 or higher.
- Pass at least 10 literacy credits at Level 2; five credits must be in reading and five must be in writing. These are usually covered in English but lots of other standards count too – check with your subject teachers.

Remember that this is the minimum requirement – lots of different universities and courses have specific requirements, and this changes regularly – if you are interested in a particular course or university, check with Mrs Crawford in Careers.

University Entrance Rank Score

Some universities will use a rank score to rank students nationally for courses where entry is competitive, or courses are oversubscribed. Across your best 80 credits at Level 3 in approved subjects, you will be given points for every credit:
Excellence (4 Points) ***Merit*** (3 Points) ***Achieved*** (2 Points)

Check with Mrs Crawford for the most up to date information about the number of points you need.

UNIVERSITY ENTRANCE

Students will need to complete all the following to be awarded University Entrance:

- ✓ Pass NCEA Level 3 including meeting literacy and numeracy requirements
- ✓ Achieve 14 credits at Level 3 in Achievement Standards in each of three subjects from the list of approved subjects
- ✓ Achieve UE numeracy – 10 credits at Level 1 or above, either from specific Achievements Standards, or Literacy and Numeracy the co-requisite standards
- ✓ Achieve UE literacy – 10 credits (five in reading and five in writing) at Level 2 and above from specific standards.

The following courses offered at Kerikeri High School have at least 14 University Entrance Approved credits:

Art (Design)	English
Art (Painting)	Geography
Art (Photography)	History
Biology	Music
Business Management	Physical Education
Calculus	Physics
Chemistry	Spanish
Design and Visual Communication	Statistics
Digital Technologies	Technology
Drama	Te Ao Haka
Economics	Te Reo Māori

Students with the intention of going to University should seek advice as to the composition of their course.

- University Entrance is the <u>minimum</u> requirement for entry to university courses and does not guarantee acceptance.
- There are additional requirements for enrolment to some institutions and courses. Students should check specific requirements and seek advice.

- For example, the University of Auckland will require that applicants must have gained a minimum of 17 credits in English at Level 2 or Level 3.
- In addition, some universities are setting a Ranked Entry Score in order to gain entrance into some or all courses. From a student's best 80 credits over a maximum of 5 approved subjects, and a maximum of 24 credits in one subject, the student will be awarded:

Excellence points	= 4
Merit points	= 3
Achieved	= 2 points

e.g. a student who receives Merit on a 5 credit Achievement Standard receives 15 points (5 credits x 3 points).

e.g. To study Commerce at the University of Otago you need a minimum of 150 points.

e.g. To study Engineering at the University of Auckland you need a minimum of 260 points.

NOTE: Some universities require you to study certain Level 3 subjects to get into their courses.

Our advice – keep a wide range of subjects if university is an option – have <u>at least</u> 4 approved subjects at Level 3.

Level 3 Subjects Offered
Year 13

- ARD - Art (Design)
- ARA - Art (Painting)
- ARP - Art (Photography)
- AUT - Automotive Studies
- BIO - Biology
- MAN - Business Management
- MAC - Calculus
- CHE - Chemistry
- DVC - Design & Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ECO - Economics
- ENG - English
- ELI - English Literacy
- EET - Entertainment and Event Technology
- GEO - Geography
- HIS - History
- HOS - Hospitality
- MUS - Music
- OED - Outdoor and Environmental Education
- WAY - Pathways
- PED - Physical Education
- PHY - Physics
- SPA - Spanish
- MAS - Statistics
- TEC - Technology
- TAH - Te Ao Haka
- MAO - Te Reo Māori
- TOU - Tourism

Art – Design (ARD) – Level 3

Art Design enables students to approach creative problems in new and interesting ways. Students work in a variety of media, working with illustration, taking their own photographs, producing fonts, and learning to produce and publish work digitally using industry standard software such as Adobe InDesign, Illustrator and Photoshop. In Level 3 Art Design, students undertake a range of self-developed briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

Course Content

- Research methods and ideas from established design practice
- Use drawing to demonstrate understanding of conventions appropriate to design
- Systematically clarify ideas using drawing informed by established design practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within Design

Special Requirements

- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist printing for external folio assessments will be done through an external provider. Students may choose to organise their own specialist printing instead; however, this will be at their own expense.

Assessment Criteria

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment students will present a three-panel folio, or a 3-minute moving-image based video of related works, which respond to a series of self-directed briefs, showing generation, development, and regeneration of ideas within design. The external assessment is produced in class over an extended period.

Where Does It Lead?

- Beyond secondary school, the study of Design leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Design may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

Students should have experience producing work in a digital environment. 12 Art Design, 12 Painting, 12 Photography, 11ART, 11ADI, and 12DVC all provide opportunities for students to build knowledge of the digital processes and visual literacy that are refined in Year 13 Art Design.

FURTHER INFORMATION FROM

Mrs Wise, Mrs Davis, or any member of the Art Department

Art – Painting (ARA) – Level 3

Art - Painting is a practical course, which gives students the opportunity to express creativity and imagination and develop technical skills. Students work with a variety of different media, honing skills in drawing and painting processes, creating in-depth and interesting works. Students work with perceptual skills, explore creative imagination, and advance their technical and critical faculties.

Course Content

- Analyse methods and ideas from established painting practice
- Use drawing to demonstrate understanding of conventions appropriate to painting
- Systematically clarify ideas using drawing informed by established painting practice
- Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice

Assessment Criteria

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment, students will present a three-panel folio, or a 3-minute moving-image based video of related works, produced in response to a self-selected theme, showing generation, development, and regeneration of ideas within painting. The external assessment is produced in class over an extended period.

Where Does It Lead?

- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.

- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

12 Art Design, 12 Painting, 12 Photography, 11ART, 11ADI and 12DVC provide opportunities for students to develop the visual and technical skills that are refined in Year 13 Painting.

FURTHER INFORMATION FROM

Mrs Wise, Mr Forstner or any member of the Art Department

Art – Photography (ARP) – Level 3

The Level 3 Photography course covers a broad range of photographic practice. It is a practical course in which students work with digital cameras and industry standard software such as Adobe Lightroom and Photoshop to produce their work. The course also includes aspects of history, theory, and investigation of established photographic practice. Level 3 Photography students undertake a range of self-developed photographic briefs, which provide integrated investigation into related themes and issues including cultural, media and historical contexts.

Course Content

Students will develop skills in the following areas:

- Investigating ideas and techniques from established practice.
- Developing camera skills and digital literacy
- Learning image editing and manipulation techniques
- Advancing visual literacy skills
- Building knowledge of established photography conventions
- Developing ideas in a related series
- Producing a body of work that develops thematic ideas

Special Requirements

- Students need to have some form of digital camera to complete this course.
- A copy of Adobe Creative Cloud will be available for students studying this course, access to a computer outside of school is always beneficial.
- If required, specialist photographic printing of final outcomes for assessment will be undertaken by the school. If students wish to produce further photographic prints, this will be at their own expense.

Assessment Criteria

This subject is University Entrance approved

- 2 Internal Achievement Standards 8 credits
- 1 External Achievement Standard 14 credits

For the external assessment, students will present a three-panel folio, or a 3-minute moving-image based video of related works, in response to a self-selected theme, showing generation, development and regeneration of photographic ideas. The external assessment is produced in class over an extended period.

Where Does It Lead?

- Beyond secondary school, the study of Photography leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in Photography may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

Recommended Prior Learning

Students should have experience working with a camera and producing work in a digital environment. 12 Art Design, 12 Painting, 12 Photography. 11ART, 11ADI and 12DVC all provide opportunities for students to develop the image-making and digital skills that are refined in Year 13 Photography.

FURTHER INFORMATION FROM

Mrs Wise, Mrs Clent, or any member of the Art Department

Automotive Studies (AUT) – Level 3

Automotive Studies Level 3 is at an advanced level working towards National Certificate in Automotive Trades. It covers some more advanced principles around automotive components as well as a range of practical skills. The course content can be negotiated.

Course Content

This course:

- Develops on the basic Level 2 principles but can also allow for more breadth of Level 2 content
- Allows students to develop skills in Arc/Mig welding and welding theory
- Includes in-depth study of the operation of gearboxes, clutches and differentials
- Includes maintenance and safety of road and boat trailers
- Includes in-depth study of brakes, cooling and steering, suspension systems, both practical and theory
- Allows for project work

Special Requirements

- Level 3 is a step up on the Level 2 units and a reasonable standard of literacy is required as well as independent work habits.
- Students must wear covered shoes, and work in line with department Health and Safety rules at all times.

Assessment Criteria

- 5 Internal Unit Standards Total 20 Level 3 credits

Set and moderated by NorthTec.

Where Does It Lead?

- The National Certificate in Automotive Trades
- NorthTec
- National certificates allowing employment in the following areas:
  Collision repair, electrical engineering, auto engineering, heavy engineering, auto refinishing, coach building, industrial textile fabrication, motor trimming, motorcycle engineering

Recommended Prior Learning

It is beneficial that students have experience of driving and have had some interaction with vehicles of some sort. Some understanding of how an engine works and the terminology used with car components would be an advantage.

FURTHER INFORMATION FROM

Mr McCabe

Biology (BIO) – Level 3

Year 13 Biology is the study of many aspects of the Living World, from DNA to Evolution and is an exciting and demanding subject. The topics covered not only prepare the student for tertiary study, but also provide them with important life skills to allow them to make informed decisions.

Course Content

- Animal behaviour and plant responses
- Homeostasis
- Contemporary biological techniques – Manipulation of Genetic Information including Selective Breeding and Transgenesis
- A socio-scientific issue with an NZ or South Pacific theme
- A practical biological investigation into a biological response
- Human Evolution

Assessment Criteria

- 4 Internal Achievement Standards 13 credits
- 2 External Achievement Standards 9 credits

Where Does It Lead?

- Careers in health science, nursing, physiotherapy, pharmacy, medicine, sports science, agriculture, horticulture, and forestry.
- Study of Biology can also lead onto careers such as forestry, sports nutrition, agricultural management, medicine, dentistry, food technology, reproductive technology, forensics and the rapidly growing biosecurity and environmental management, as well as many others.

Recommended Prior Learning

An understanding of Year 12 Biology content is recommended as students require the background knowledge for success in internal assessments.

A discussion with Teacher in Charge of Biology is encouraged for students who have not passed a 12 BIO external.

FURTHER INFORMATION FROM

Miss Jackson

Business Management (MAN) – Level 3

The study of business is about how individuals and groups of people organise, plan, and act to develop goods and services to satisfy customers. This course focuses on students setting up (individually or as part of a group) their own business that they run over the course of the year, in conjunction with the Young Enterprise Scheme. This practical focus means students can develop a range of skills including perseverance, resilience, problem solving and enterprise, as well as having the opportunity to apply business theory into their own venture. The Young Enterprise Scheme provides students support and resources as well as opportunities to win prizes (both regionally and nationally) and take part in extracurricular programmes.

Course Content

The process of learning will involve students in a wide range of activities that will help to:

- Evaluate and recognise strategic improvements to a business plan
- Analyse the human resource cycle from a strategic perspective
- Explain the role of cultural intelligence in global markets
- Use financial tools for forecasting
- Evaluate the likely impact, on local and global business and society, of operating in a sustainable manner
- Evaluate the impact of changes in the global marketplace on local businesses
- Evaluate the role of New Zealand multinational business in the global economy and analyse its impact on the host country
- Explain the risks and opportunities involved in expanding globally
- Explain the role of innovation in business success

Business Management students are enrolled and participate in the Young Enterprise Scheme. Young Enterprise (YES) is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools. (www.youngenterprise.org.nz).

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 15 credits
- 1 External Achievement Standard 4 credits

Special Requirements

- Some start-up capital may be required

Where Does It Lead?

- The teaching in this course prepares students for the study of Commerce at University.
- Develops skills needed to run a business

Recommended Prior Learning

Level 2 Business Management

FURTHER INFORMATION FROM

Mrs Dickson

Calculus (MAC) – Level 3

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Using symbols, graphs and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts.

Course Content

This course is designed to prepare ākonga for study of mathematics, pure and applied sciences or engineering at a tertiary level and support study in many other subjects. The focus is on calculus, with ākonga encountering algebra and trigonometry topics, as well as the manipulation of real and complex numbers and systems of equations. This course covers all the major areas of mathematics at curriculum Level 8, including:

- Differentiation
- Integration
- Algebra
- Trigonometry
- Systems of Simultaneous Equations

Assessment Criteria

- 2 Internal Achievement Standards up to 7 credits
- 3 External Achievement Standards up to 17 credits

Where Does It Lead?

Ākonga who successfully complete this course have mathematical skills and techniques they could apply to solving problems in a wide range of practical contexts and could consider further study in areas such as:

- Mathematics and Computing
- Engineering and Architecture
- Business and Economics
- Careers in the Sciences

Recommended Prior Learning

Students should be confident with the content of the Level 2 Calculus (91262) and Algebra (91261) Achievement Standards.

FURTHER INFORMATION FROM

Mrs Robson-Clark

Chemistry (CHE) – Level 3

Chemistry is the study of materials, their properties and how they interact with each other in fields such as organic chemistry, physical chemistry, inorganic chemistry, and analysis.

Course Content

This course assesses elements of the following:

- Redox
- Structure and Bonding
- Aqueous
- Organic

Special Requirements

- Covered shoes required

Assessment Criteria

- 3 Internal Achievement Standards 10 credits
- 3 External Achievement Standards 15 credits

Where Does It Lead?

- Engineering
- Medical Sciences
- Food Technology
- Nursing
- Veterinary Science
- All life Science courses
- Technician
- Forensics

Recommended Prior Learning

It is recommended that students have studied Chemistry at Level 2 and have passed at least one standard.

FURTHER INFORMATION FROM

Mrs Robertson

Design & Visual Communication (DVC) – Level 3

Design and Visual Communication (DVC) is the study of product and spatial design. This encompasses anything that may be designed and created for a purpose. We use drawing techniques, rendering, computer design and model making to complete the design process.

Course Content

- In Year 13, students choose their own topic of study and most focus on one theme throughout the year. Individuals complete a course that is based on Fashion design, Architecture, Product design, Presentation techniques and Technical drawing.
- A high degree of presentation, technical and freehand drawing is expected.
- Students are expected to work independently with teacher guidance.

Students may focus on the following skills:

- Promotion of a final design concept
- Computer-aided design
- Freehand isometric, oblique and perspective drawing, exploded drawing and sections
- Design process and presentation of a design brief
- Language of design

Assessment Criteria

- Work will have feedback and be assessed on a regular basis throughout the year, both written and verbal. Final submissions of Achievement Standards, both Internal and External are at the beginning of Term Four. Students will select between 16 and 18 credits in this subject for the academic year.
- 3 Internal Achievement Standards - maximum 18 credits
- 2 External Achievement Standards - maximum 10 credits

Where Does It Lead?

- Possible career avenues in:

Engineering	Advertising	Product Design	Illustration
Surveying	Fashion Design	Sign Writing	Drafting
Graphic Design	Landscaping	Architecture	Building

- Further tertiary study

Recommended Prior Learning

Year 11 or 12 DVC or an understanding of drawing techniques.

FURTHER INFORMATION FROM

Miss Crawford

Digital Technologies (DTC) – Level 3

Understanding digital technology is increasingly important as reliance grows on developments such as AI. Programming develops important problem-solving skills, and a logical mind. This is essential in a future where automation and digital systems will impact every aspect of life. DTC empowers students to move beyond passive reliance on technology and instead learn to shape it. As new technologies become widespread, it is vital that students understand how they function and can fix them when they don't.

Course Content

Skills are learnt by making games and apps but are applicable to any field of computing. Students learn industry approaches such as modularity and efficiency. In the first project they identify a need, then develop an app or game to meet it, working with menu systems, graphics, game mechanics and testing the product. The second project uses complex techniques in programming, teaching students to use object orientated programming (OOP). Mastering OOP is the turning point that takes a student from writing code into thinking like a programmer.

Assessment Criteria

- 3 Internal Achievement Standards 18 credits
- 1 External Achievement Standard 3 credits

Where Does It Lead?

Students could choose many different courses to follow at university or tertiary level. Their experiences and credits would be relevant to a wide range of industries including everything from computer sciences through to immersive virtual reality environments.

Possible progression:

- Computer Science
- Game Design
- Animation
- Further secondary and tertiary study
- Software Development
- Mechatronics / Robotics
- Machine Learning / AI
- Web Development
- Network installation / administration

Recommended Prior Learning

Previous experience of programming with advanced techniques in a text-based language such as Python is recommended to ensure success. Students will need the ability to work with independence, displaying an iterative approach to fixing bugs in their own code. This is a technical course in which the level of success will be determined by each students' ability to operate as an independent learner. Support will be given, but students must steer, review and plan their own learning path.

FURTHER INFORMATION FROM

Mr Clark

Drama (DRM) – Level 3

Step into the world of advanced theatre with Level 3 Drama.

Course Content

- Class Production: Perform a significant role in a major class production for a public audience. Each year this is co-constructed with class members.
- Devising and Scripting: Create and script your own theatre pieces, bringing your unique vision to life on stage.
- In-depth Play Studies: Dive deep into major play texts, exploring various theatre forms and genres.
- Drama Techniques: Further refine your skills in voice, body, movement, and spatial awareness.
- Scholarship Drama Performance: Prepare for and have the opportunity to sit the Scholarship Drama exam.

Special Requirements

- Be prepared for after-school, weekend, or holiday rehearsals for public performances.

Assessment Criteria

- Minimum of 3 Internal Achievement Standards 14 credits

Where Does It Lead?

Level 3 Drama opens doors to numerous exciting careers and further education opportunities, such as:

- Professional Careers: Actor, Director, Scriptwriter
- Industry Specialisations: Lighting Technician, Sound Technician, Costume Designer, Makeup Artist, Set Designer/Constructor, Event Management/Project Management, Broadcasting/Journalism
- Careers Involving Public Speaking/Presentation: Public Relations, Customer Liaison, Law/Politics, Entrepreneurship
- Education: Teacher, Lecturer, Early Childhood Educator
- Tourism and Hospitality

Recommended Prior Learning

Significant theatre performance experience required.

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

Economics (ECO) – Level 3

Economics examines how people make choices about the use of limited resources to satisfy unlimited wants. The study of economics helps people understand the world around them. Students learn about people, businesses, markets, and governments and how they interact. Economics develops critical-thinking and problem-solving skills which will enable good decision- making.

Level 3 students explore several economic issues including sustainability (efficient use of scarce resources), enterprise (identifying profit-maximising levels of output) and market failure (when the economy fails to deliver equal and/ or equitable outcomes).

Course Content

This course applies economic theory and models to understanding both micro-economic and macro-economic issues.
It:

- Considers the function and role of markets in achieving economic efficiency
- Examines and analyses issues of market failure from differing points of view
- Studies the economic interrelationships within a modern mixed economy
- Develops the skills of economic research, analysis, and communication
- Provides an understanding of the processes and effects of a range of government policies

Assessment Criteria

A probable course breakdown for assessment purposes is as follows. This may change slightly according to the needs of the student intake and students will be advised at the beginning of the year.

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 8 credits

Where Does It Lead?

A basic study of Economics:

- Provides useful analytical skills and general knowledge of contemporary social and economic issues
- Leads to tertiary study in a wide range of subjects including Economics, Commerce, Management, Enterprise, Law, Political Science, Global Studies, Journalism, Finance and Social Sciences

Recommended Prior Learning

Level 2 Economics is an advantage.

FURTHER INFORMATION FROM

Mrs Dickson

English (ENG) – Level 3

This course is for students who enjoy English and who have been successful at Level 2 English. It involves studying literature and film that challenges students' thinking. A passion for reading, writing and debating issues is important.

Course Content

This course offers:

- Formal and creative writing
- Making connections between texts
- Oral presentation (optional)
- Written text study
- Film study
- Analysis of unfamiliar texts

Assessment Criteria

- 4 Internal Achievement Standards 13 credits (plus 3 optional speech credits)
- 2 External Achievement Standards 12 credits

Where Does It Lead?

- English is a versatile subject that is relevant to almost any career. Most professions require entrants to have good verbal and written communication skills.
- An English degree can lead to careers in communications, public relations, event management, journalism, media or, with extra training, a more specialised degree like law, medicine, or teaching.

Recommended Prior Learning

For this course, students will ideally have achieved 14 Level 2 English credits.

FURTHER INFORMATION FROM

Mrs Lemon

English Literacy (ELI) – Level 3

This course is for students who have not achieved University Entrance literacy credits at Level 2, or students who want to improve their literacy skills and gain credits at Level 2 and 3 English. There is no external assessment. Whilst there is flexibility in the course to meet the individual needs of students, most of the internal standards assessed will be Level 2 English Standards. This means reassessment opportunities for standards that students attempted, but did not achieve, in Year 12 English. The opportunities to sit Level 3 English Internal Achievement Standards will be on an individual and case by case basis.

Course Content

This course offers:

- Formal and creative writing
- Research investigation
- Oral presentation
- Close viewing of a film
- Making connections between texts
- Personal responses to a variety of fiction and non-fiction texts
- An opportunity for some of these skills to be assessed at Level 3 English

Assessment Criteria

- 3 Internal Achievement Standards at Level 2 English that count for University Entrance: 14 credits
- 3 Internal Achievement Standards at Level 2 English that do not count for University Entrance: 10 credits
- The opportunity to sit Internal Achievement Standards at Level 3 English, on an individual basis

Where Does It Lead?

Obtaining University Entrance literacy credits through this course enables students to attend university to study a course of their choice. The credits on offer in this course are also required for several careers. Most professions require students to have competent verbal and written communication skills.

FURTHER INFORMATION FROM

Mrs Lemon

Entertainment & Event Technology (EET) – Level 3

Are you passionate about the magic behind the scenes? At Kerikeri High School, our Level 3 Entertainment and Event Technology course takes you into the backstage of theatre, film and event management. This hands-on course is all about making productions come to life, working collaboratively from the ground up to the final performance. Every assessment is practical, ensuring you gain real-world experience in every project.

Course Content

- This course is designed for students who are self-motivated and thrive in project-based, team-oriented environments
- Project-Based Learning: Engage in 100% project-based learning, requiring teamwork and collaboration to achieve a common goal
- Leadership Experience: Take charge of key areas such as stage design, publicity, makeup, costume creation, production management, stage management, front of house, lighting, set design and construction, sound, and electronic media
- Portfolio Development: Develop a comprehensive portfolio of design work suitable for university submissions
- Production Roles: Choose production roles for two school-based productions, managing one area from design to performance, and gaining essential self-management skills
- Gain Motorised Elevated Work Platform experience.

Special Requirements

- Be prepared for weekend, holiday rehearsals, and evening performances for two major productions.

Assessment Criteria

- Each standard is worth between 4 and 6 credits
- You will undertake 3 or 4 of the standards during the year (18 or 24 total credits)

Where Does It Lead?

Level 3 Entertainment and Event Technology paves the way for numerous exciting careers and further education opportunities including:

- Production work in film, television, and theatre. Makeup artistry and hairdressing.
- Design work. Fashion, Interior Design, Architecture.
- Teaching and education. Event and production management.
- Theatre management. Lighting, sound, and set design.
- Any field requiring collaboration, problem-solving, and creativity.

Recommended Prior Learning

Having studied Year 12 EET is an advantage, as the standards you undertake may be limited without prior experience and knowledge.

FURTHER INFORMATION FROM

Mrs Crooks

Geography (GEO) – Level 3

Geography is the study of the earth and its features – both natural and cultural and the interactions between them. This gives students a holistic understanding of the world and includes skills and knowledge from both the Science and Social Science fields. Geography enables us to look at the world from a wide variety of different perspectives and teaches skills for developing a socially and environmentally sustainable future. Level 3 Geography offers students more choice in course content and areas of study.

Course Content

This course can include the following areas of study:

- Natural Processes - Coastal processes and their outcomes e.g. Kerikeri River Environment
- Cultural Processes - Tourism development e.g. Bali/Rotorua
- Geographic skills e.g. map work, visuals, spatial data, using data
- Planning and Decision Making e.g. Rhythm and Vines Festival
- Global geographic topics e.g. Water Scarcity, Maritime Piracy, Tropical Coral Reefs
- Contemporary geographic issues e.g. Deep-Sea Drilling, Marine Reserves, American Expansionism
- Geographic research e.g. Coastal Processes, Sustainability of Tourism
- Geographic Information Systems – manipulating and analysing geographic data

Assessment Criteria

- 4 Internal Achievement Standards 14 credits
- 1 External Achievement Standards 4 credits

Where Does It Lead?

- Environmental Management
- Planning
- Law
- Civil Engineering
- Journalism
- Teaching
- Outdoor recreation
- Tourism
- Geology
- Civil Defence
- Surveying
- Urban Planning
- Event Management
- Demography and policy making

Recommended Prior Learning

As Geography is a language rich course, it would be beneficial for students new to the subject to have a reasonable level of reading and writing ability.

FURTHER INFORMATION FROM

Mr Willis or Mrs Kitchingman

History (HIS) – Level 3

History/Hītori is exciting because it allows you the chance to explore and understand the events, ideas, and people that have shaped Aotearoa New Zealand and the wider world that you live in today. You can explore the stories of different cultures, civilizations, and individuals, gaining empathy and understanding for people in the past, including indigenous voices. History is full of captivating stories, heroes, villains, and dramatic events. By studying history, we can immerse ourselves in these narratives. The stories of individuals and societies can inspire, entertain, and spark curiosity, making the study of history an exciting and enjoyable experience.

Overall, studying history offers you the opportunity to explore the richness and complexity of the human experience. It can equip you with knowledge, skills, and perspectives that are valuable for your personal growth, intellectual development, and active participation in society.

Course Content

This course covers:

- The Clash of Cultures: the Wairau Incident
- Events with Impact; the Impact of Colonisation on Māori, Apartheid in South Africa, the Belgians in the Congo, Italian Invasion of Abyssinia
- The Cold War and the Cuban Missile Crisis
- The New Zealand Wars, including a focus study on The Northern War – possible field trip to Waitangi and/or Ōhaeawai or Ruapekapeka
- The War for the Waikato
- How to read and interpret source material
- How to think critically about information

Assessment Criteria

- 3 Internal Achievement Standards 15 Credits
- 2 External Achievement Standards 10 Credits

Where Does It Lead?

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. Students learn to analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

Recommended Prior Learning

It is helpful to have studied History before, but not essential.

FURTHER INFORMATION FROM

Ms Edwards

Hospitality (HOS) – Level 3

Hospitality – at Level 3 provides students with advanced skills in the safe preparation and cooking of foods, as well as knowledge and skills required in the preparation and service of espresso coffee to an industry-acceptable standard. This course is aimed at students wanting to reach a high level with their kitchen skills, giving them a steppingstone into the Hospitality Industry. The focus is around commercial kitchens.

Please note there is a degree of theory content included in this programme – it does not consist solely of practical cooking lessons. This course consists of two theory lessons and two practical lessons in the senior kitchen each week.

Course Content

This course includes specific studies in:

- Advanced cooking skills and techniques
- Basic nutrition in commercial catering
- Espresso production and preparation skills (Barista Course)
- Commercial kitchen production and service of vegetable, pasta and dessert dishes

Special Requirements

- To gain the Barista Gateway credits, students will be required to complete at least 10 hours of unpaid work placement – this will take place outside of normal school hours.
- Students are required to be actively involved in all Hospitality Department functions such as Staff breakfasts and dinners which are often outside of normal school hours.

Assessment Criteria

Standards will be selected from the following:

- 4 Unit Standards at Level 3 – Internal 19 credits

Where Does It Lead?

- Staircasing into tertiary level study - Chef training, Hospitality Operations & Management, kitchen and/or restaurant service apprenticeships, event management, food and beverage service, cruise ships, food production and technology
- Provides students with valuable practical skills that can be used to gain employment during tertiary study, gap years, travel etc

Recommended Prior Learning

It is recommended that students have completed Level 2 Hospitality.

FURTHER INFORMATION FROM

Mr Brazier

Music (MUS) – Level 3

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces. Learning about Music opens doors to creativity and connection.

Course Content – choose from

- Prepare and present programmes of music as a **featured Soloist** on up to two instruments
- Present a performance of a programme of music as a **member of a group**
- Present a portfolio of original **composition or songwriting**
- Create two **arrangements**
- Integrate **aural skills** into written representation
- Demonstrate an understanding of **harmonic and tonal** conventions in a range of music
- Research a Music topic
- **Analyse** and **examine** the influence of context on a substantial music work

Special Requirements

- Students are recommended to have instrumental or vocal tuition either privately or in school. (Music tuition fee $25 per term if learning through school).
- Own or hire an instrument.
- You should have a willingness to participate in music groups and public performance and attend concerts by visiting musicians either in or outside school.

Assessment Criteria

- 7 Internal Achievement Standards 38 credits (students select from the standards available)
- 3 External Achievement Standards 12 credits
- There is an **expectation for individualised programmes of study**.

Where Does It Lead?

Tertiary Qualifications

- NZQA National Certificate in Music
- Polytechnic Diploma and Degree Courses in Rock or Jazz Music at Christchurch, Hamilton and Wellington
- University Degree in Music at Auckland, Christchurch, Wellington and Waikato.
  Music Careers for example
- Performer, conductor, accompanist,
- Technical aspects of music – composer, recording, sound technician
- Teaching – at various levels, music therapist

Recommended Prior Learning

Students should be able to read music notation well and understand theory concepts to a high level as well as having significant experience on their chosen instrument – functioning at Grade 5 difficulty. Students who have not learned to read music or had approximately 5 years training on their instrument will only have access to 6 credits.

FURTHER INFORMATION FROM

Mrs McGlinchey

Outdoor and Environmental Education (OED) – Level 3

Provides the opportunity to learn skills relevant to the Outdoor Industry and introduces pathways into the Outdoor Industry.
Provides students with Level 3 Outdoor Education-based Standards and Education for Sustainability Standards.
Provides students with practical-based assessment opportunities.

Course Content

- Explore concepts of environmental sustainability, and operation under a framework of kaitiakitanga in outdoor recreation (snorkelling)
- Performance of physical skills (snorkelling) to a National Standard
- Demonstrate knowledge and ability to prepare for an overnight activity (camping)
- Demonstrate survival and navigation skills in the outdoors
- Demonstrate and Evaluate group processes and performance in outdoor activities (challenges)

Special Requirements

- Attendance on trips and camps is mandatory to ensure the requirements of the Unit Standards are met
- A medical certificate is required if a student cannot participate in an activity
- Students must be capable of making safe decisions
- Can manage their own learning and complete work independently when their teacher is away on trips.

Assessment Criteria

- 4 Internal Unit Standards 14 credits
- 1 Internal Achievement Standard 4 credits

Where Does It Lead?

- Outdoor Instructing
- Tour Guiding
- Camp America/ Youth Camps
- Adventure Based Learning Facilitator

Recommended Prior Learning

A love of the outdoors.

FURTHER INFORMATION FROM
Mr Lowe or Mr Richards

Pathways (WAY) – Level 3

Pathways is the combined content of core generic unit standards, vocationally based standards and industry assessed standards. Theory based material from a range of providers alongside work experience through the Gateway work experience programme ensures students can combine theory with practical. This course is not University Approved.

Course Content

This course is a mix of Level 2 and Level 3 with:

Core standards, which are essential for all students to undertake, and these include:

- Plan a Career Pathway, Deal with Complaints, Exercise Informed Choice in Deciding on a Major Goods Purchase, Knowledge of Consumer Problems.

Vocationally based standards are theory units that students undertake in class time relating to the student's chosen Gateway placement and may include but not limited to:

- Horticulture, Agriculture, Apiculture (Bee Keeping), Equine, Automotive, Early Childcare, Animal Care, Beauty Therapy.

Industry standards are assessed at the student's Gateway placement and may include but not limited to:

- Hairdressing, Building, Electrical, Plumbing, Retail, Caregiving, Hospitality and Barista.

Special Requirements

- It is a requirement of this course that students undertake a Gateway placement from Term 1 for one day a week for three terms.

Assessment Criteria

- Internal Unit Standards: 24 credits per student are available from a combination of modules

Where Does It Lead?

- Straight into the workforce, apprenticeships, polytechnic courses, or private training establishment courses.
- If this is the only subject taken that is not University Approved, students may study many courses at university.

FURTHER INFORMATION FROM

Mrs Crawford

Physical Education (PED) – Level 3

Physical Education is experiencing participation in games and sport that require students to play as an individual and as a team member. It combines the application of skill technique and strategy to ensure activity is worthwhile and meaningful. Physical Education allows individuals to broaden their existing knowledge and is important to a healthy lifestyle.

Course Content

- Evaluate a training programme
- Analysing a physical skill
- Performance of physical skills to a National Standard
- Evaluate your sporting and physical activity background
- Critique leadership styles

Special Requirements

- Optional SCUBA Course:
  - Dive medical $45 approx.
  - SCUBA certification $700 approx.

Assessment Criteria

- 4 Internal Achievement Standards 16 credits

Where Does It Lead?

University degrees and Polytechnic courses in:

- Sport and Fitness and Leisure Management, Tourism, Physical Education
- Physiotherapy, Leisure Studies, Teaching, Recreation and Sport
- Sports Studies, Adventure Tourism

Recommended Prior Learning

Basic understanding of anatomy, biomechanics and energy systems.

FURTHER INFORMATION FROM

Mr Richards

Physics (PHY) – Level 3

Physics is the science of matter and energy and of interactions between the two, grouped in fields such as mechanics, electricity, electromagnetism, waves, light, and modern physics.

Course Content

This course builds on the Physics of NCEA Level 2 and expands it with more breadth and depth. The five main areas taught are:

- Practical Investigation
- Light and Waves
- Mechanics (translational, rotational, and simple harmonic motion)
- Modern Physics
- Electricity and Electromagnetism (DC and AC circuits, capacitance, and electromagnetic induction)

Assessment Criteria

- 2 Internal Achievement Standards 7 credits
- 3 External Achievement Standards 16 credits

Where Does It Lead?

- Many technical and scientific tertiary courses need some Physics in their early stages. Some courses such as Engineering will require good NCEA Level 3 passes to gain entry. Check with the Careers Advisor for your intended course. Physics also gives employers an indication of a logical mind able to cope with complex problems.

Recommended Prior Learning

It is recommended that students have completed Level 2 Physics, and be confident in 91171 - Mechanics, and 91173 - Electricity and electromagnetism.

FURTHER INFORMATION FROM

Mr Lumkong

Spanish (SPA) – Level 3

This course concentrates on the receptive skills of listening to, viewing, and reading as well as the productive skills of writing, speaking, and performing Spanish.

Course Content

- Knowledge of Spanish language covered in Level 2 will progress to areas where the context is less familiar to the students, following the Huellas Curriculum.
- This course will allow students to reflect on and make comparisons between Spanish speaking cultures and their own. Scholastic materials along with vibrant video study topics will provide students with material at a relevant level that is current and interesting.

Assessment Criteria

- 3 Internal Achievement Standards 14 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

- Leads on to Spanish at tertiary level
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- Business, International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- The opportunity to take part in a Spanish Language Immersion Trip
- The opportunity to participate in the Spanish National Debating Competition
- The opportunity to participate in an Interschool Spanish Trivia Event.

Recommended Prior Learning

Level 2 Spanish.

FURTHER INFORMATION FROM

Miss Williams

Statistics (MAS) – Level 3

Mathematics is more than just numbers. It is the exploration and use of patterns and relationships in quantities, space, and time. Statistics focuses on patterns and relationships in data. Ākonga are equipped with powerful communication and problem-solving tools for investigating, interpreting, and making sense of the world. Using symbols, graphs, and diagrams to investigate patterns and relationships, ākonga model real-life and hypothetical situations in a range of contexts: social, cultural, scientific, technological, health, environmental and economic.

Course Content

The focus of this course is to broaden and extend ākonga to think creatively, critically, strategically, and logically. Ākonga interested in the analysis and interpretation of quantitative data will find this course useful. With a focus on statistics, this course explores experiments, probability, sampling, and statistical inference as well as the analysis of time series and bivariate data. Part of this course is writing reports that justify the findings of an analysis. This course involves the study of:

- Conducting experiments to investigate a situation
- Statistical investigations involving Time Series
- Critical Path Analysis
- Evaluating Statistical Report
- Probability

Assessment Criteria (a selection from)

- 3 Internal Achievement Standards up to 10 credits
- 2 External Achievement Standards up to 8 credits

Where Does It Lead?

This course is appropriate as a foundation in statistical exploration to support many areas of study at tertiary level, especially the biological sciences, social sciences or commerce. Ākonga could consider further study in areas such as :

- Psychology
- Business, Insurance, Finance, Management
- Sciences, Medicine
- Research or data analysis in any field.

Recommended Prior Learning

Students should be confident with the content of the Level 2 Probability (91267) and Inference (91264) Achievement Standards.

FURTHER INFORMATION FROM

Mrs Robson-Clark

Technology (TEC) – Level 3

In Year 13, students develop and construct projects that build upon their previous experience in the use of workshop tools and machines. The first assessment focuses on the use of computer aided design hardware and software to produce a specified product. The main practical project that fills the remainder of the year is based around the processing and testing of material to manufacture a product designed for a specific stakeholder. To complete these projects students will use a wide range of machines, tools, computer aided design software and 3D printing equipment.

Course Content

This course:

- Focuses on developing students' abilities to independently use workshop machines, hand tools and safety equipment in practical project work
- Teaches how to select, compare and use a range of joining processes in project work
- Develops an awareness of the properties of engineering materials
- Involves the use of CAD software

Special Requirements

- Students must wear covered shoes (no crocs or sandals)
- All health and safety rules must be followed to take part in practical activities

Assessment Criteria

- 3 Internal Achievement standards 16 Credits

Where Does It Lead?

- University courses at degree level in a related area of study
- Employment in related fields or apprenticeships
- Further study on trade related courses

Recommended Prior Learning

Year 12 Technology – Metal or Year 12 Technology – Wood, is recommended.

FURTHER INFORMATION FROM

Ms Kelly

Te Ao Haka (TAH) – Level 3

Nau mai haere mai ki Te Ao Haka!

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language, and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.

Te Ao Haka is enabling and centres around the importance of family, marae, iwi, hapū, and waka through connection with the past, present and future. This belonging gives ākonga a purpose to strive towards and achieve to their full potential, including empowering them to have fun and enjoy the performing arts.

Ākonga who engage with Te Ao Haka recognise that pride in their culture also comes with a responsibility to create a positive space for others to continue expressing themselves in developing their craft. Therefore, ākonga are able to understand their contributions to the art form.

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 10 credits

Where Does It Lead?

This course is a University Entrance approved subject; Māori Performing Arts Level 3 is also attainable through this programme.

Career pathways include:

- Tourism Industry (International)
- Languages
- Performing Arts
- Kaiako
- Radio/Television Journalist
- Radio broadcaster, Television presenter
- Personal, social, cultural development
- Advantages in a wide range of vocational areas
- Toi Whakaari

FURTHER INFORMATION FROM

Mrs Kingi

Te Reo Māori (MAO) – Level 3

Te Reo Māori, the indigenous language of Aotearoa, is a taonga and is guaranteed protection under the Treaty of Waitangi. As students learn in Te Reo Māori, they also deepen their knowledge and understanding of tikanga Māori and develop their own personal, group and national identities.

Course Content

- Whakarongo i te reo o te ao whānui (listening)
- Kōrero i te reo o te ao whānui (speaking)
- Pānui kia whai maramatanga i te reo o te ao whānui (reading)
- Whakaoti tuhinga ōkawa i te reo o te ao whānui (writing)
- Pānui kia wetewete i te reo o te ao whānui
- Hanga tuhinga auaha i te reo o te ao whānui

Assessment Criteria

- 2 Internal Achievement Standards 10 credits
- 2 External Achievement Standards 12 credits

Where Does It Lead?

- Tertiary programmes in Te Reo Māori
- University Māori Language papers
- Cultural Advisor (Government Department)
- Languages
- Teaching
- Performing Arts, Radio broadcaster/ Television presenter
- Kohanga Reo, Kura Kaupapa, Teachers, Kai Awhina
- Radio/ Television Journalist
- Police Officer
- Moko Artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

Recommended Prior Learning

Ideally students will have completed Level 1 and Level 2 Te Reo Māori. Alternatively, students are encouraged to have a kōrero with Mrs Kingi, especially if they have been in Kura-ā-iwi, Kura kaupapa or Wharekura environments.

FURTHER INFORMATION FROM

Mrs Kingi

TOURISM (TOU) – Level 3

In this course, students study the operation of the tourism industry with particular focus on the major tourist destinations in our region including New Zealand, Australia, and the Pacific Islands. The course is flexible and encourages self-directed learning. Students have access to industry providers and can take part in the Gateway programme to gain practical learning experience.

Course Content

This course focuses on Australia, New Zealand, and the South Pacific as tourist destinations. This includes locations, activities, accommodation, and transport in each area.

Special Requirements

- Optional field trip: approx. $60

Assessment Criteria

- 4 Internal Unit Standards 22 credits

Where Does It Lead?

- Post-school study in tourism and hospitality
- Jobs in the tourism sector, for example:
  - Hotels and hotel management
  - Travel agent
  - Travel wholesaler
  - Air steward
  - Tour guiding
  - Hosting
  - Outdoor leadership and recreation
  - Accommodation providers
  - Cruise ships
  - Adventure Tourism

FURTHER INFORMATION FROM

Mr Willis