

Senior Curriculum Handbook 2027

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Introduction

This book has been prepared to assist students in making an informed choice about the courses they will take next year. It contains details relating to the variety and nature of subjects that are available at *Hutt International Boys' School* at Years 11, 12 and 13.

The information regarding course content is accurate at the time of printing. After this time, if changes have been made, the version of the handbook on the HIBS website will contain more up-to-date information.

It is important that students do not select a subject unless they are certain to follow through with that course of study and its requirements for the entire year. Withdrawal from a subject during the academic year is strongly discouraged as this impacts student achievement.

Every endeavour will be made to accommodate student requests, but where this is not possible because of class numbers or subject clashes, one of these options is available:

- Combine different year level studies in the same subject
- Ask the student to select an alternative subject
- Apply for Correspondence School (Te Kura) programmes

What Should I Do Now?

Study this course booklet carefully. Discuss it with your Parents/Caregivers, Subject Teachers, Tutor Teacher, HOD, Housemaster, Careers Adviser and Deputy Principal – Curriculum.

Attend the Subject Information Evening scheduled for Monday evening, Term 3, Week 5.

Identify your goals.

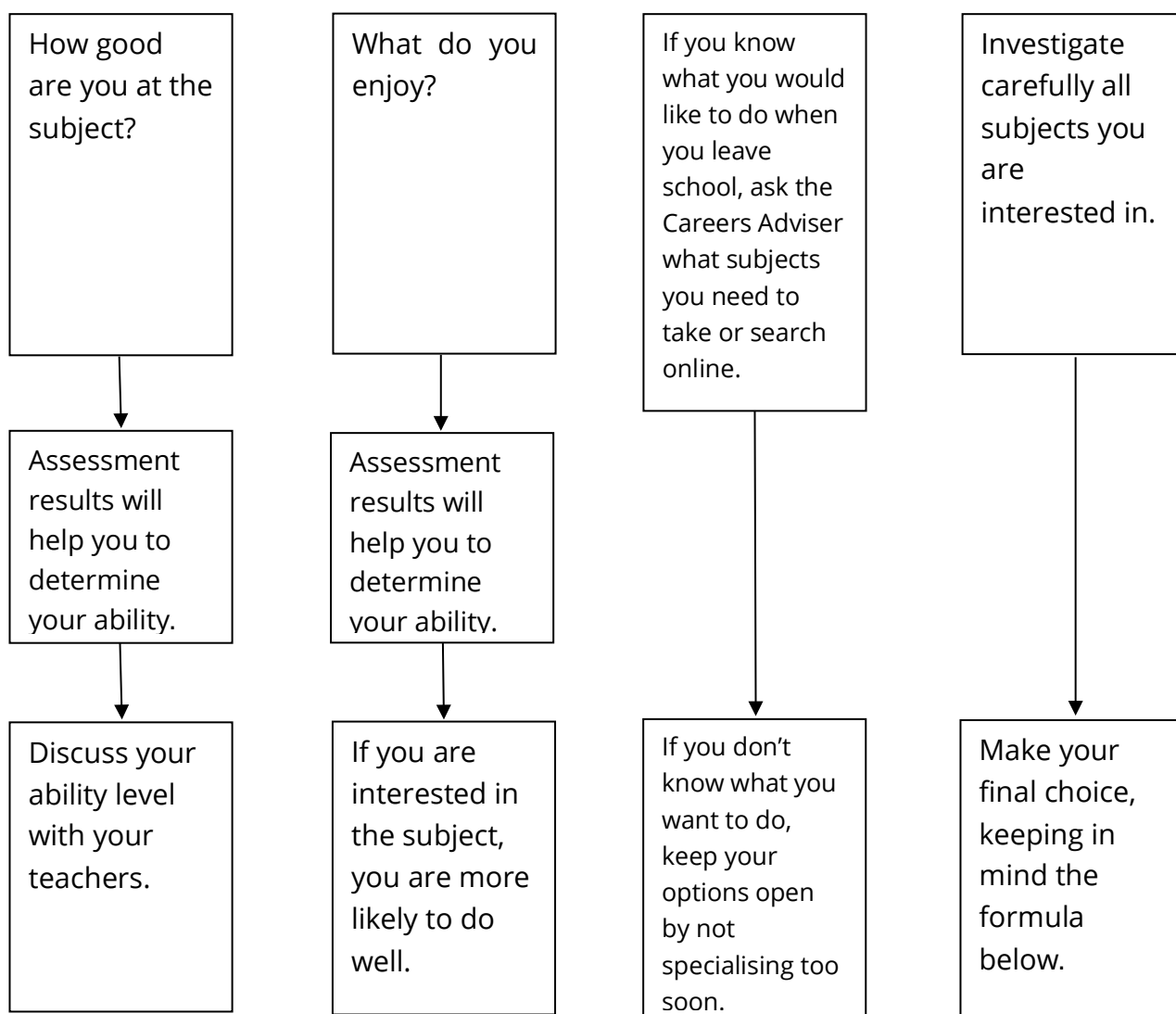
- Do you need a specific result for entrance into a tertiary institution?
- What do you hope to achieve in employment?
- What alternative pathways do you want to keep open?
- What subjects do you have to take to achieve these goals?
- What standards do you have to reach in the various courses to ensure Year level promotion as well as tertiary entry?
- Who can you see to get the right advice?

You should not just look at next year in isolation, but plan for your study and career pathways for later years.

Choose your subjects with care as subject changes made later **may** be difficult to cater for.

Carefully note entry requirements for subjects you might intend taking. Note entry requirements for subjects you might take in later years at School, Polytechnic or University.

Choosing a Course of Study



Here is a formula that may help you:

ABILITY + INTEREST + OCCUPATION = SUBJECT CHOICE

If you need help with your choice of subjects, please ask:

- Your present Subject Teacher
- Your Tutor Teacher or Housemaster
- Head of Department
- Deputy Principal - Curriculum
- Careers Adviser

or search www.tahatu.govt.nz (Careers NZ) for more information.

Students wanting to consider study options beyond the HIBS school curriculum should discuss options with either Martin Burrows or Catherine Chen.

SUBJECT LINKS ACROSS ALL YEAR LEVELS

Year 7 & 8	Year 9	Year 10	Year 11	Year 12	Year 13
English	English Literacy	English Literacy	English	English English Alternative Classical Studies	English Classical Studies
Mathematics	Mathematics	Mathematics	Mathematics Maths Numeracy	Mathematics Maths with Statistics	Mathematics Calculus Statistics
Science	Science	Science	Science	Biology Chemistry Physics	Biology Chemistry Physics
Social Studies	Social Studies	Social Studies	Geography History	Geography History	Geography History
Physical Education Health	Physical Education Health	Physical Education Health	Physical Education	Physical Education	Physical Education
Music Performing Arts	Music Performing Arts	Music Drama	Music Drama	Music Drama Media Studies	Music Drama Media Studies
Visual Arts	Visual Arts	Visual Arts	Visual Arts	Painting Photography Visual Arts Design	Painting Photography Visual Arts Design
	DVC	DVC	DVC	DVC	DVC
Design Technology	Design Technology	Design Technology	Design Technology	Design Technology	Design Technology
Digital Technologies		Digital Technologies	Digital Technologies	Digital Technologies	Digital Technologies
Chinese	Chinese	Chinese	Chinese	Chinese	Chinese
French	French	French	French	French	French
Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
	Business Studies	Business Studies	Commerce	Economics Accounting Business Studies	Economics Accounting Business Studies
Understanding Faith	Understanding Faith	Understanding Faith			
			Aviation	Aviation	Aviation
				Gateway	Gateway

People to See About Subject Choices

Individual Subject Teachers

Tutor Teacher

Heads of Department:

Subject	Head of Department
Commerce	Mr Trevor Lawrence
Digital Technologies	Mr Steve Jenkins
English	Mrs Lynlee Lawrence
Languages	Ms Catherine Chen
Learning Support	Mrs Rachel Beach
Mathematics	Mr Paul Firth
Music	Mr Greg McMillan-Perry
Performing Arts	Mr Paul Cotton
Physical Education	Mr Alan Watts
Science	Mr Phil Chevis
Social Sciences	Mr Bede Bailey
Design Technology & DVC	Mr Chris Smyth
Visual Art	Mrs Niki Fisher

Careers Adviser - **Ms Catherine Chen**

Deputy Principal – Curriculum – **Mr Martin Burrows**

Principal's Nominee – **Miss Sarah Tobin**

The Careers Library is available to students at all levels, including parents and the School community throughout the day. In the Careers Library you can access information about careers, education and training vocational pathways, job requirements and tertiary course prerequisites. The Careers Adviser has the latest information available. Careers information is also available on the website www.tahatu.govt.nz.

Year 11 HIBS Diploma

In 2027 our school is introducing the new Year 11 HIBS Diploma, a programme designed to replace NCEA Level 1. This bespoke qualification shifts the focus away from credit accumulation and toward deeper conceptual learning, critical thinking, and robust academic foundations. By reducing high-stakes assessment pressure early in the senior school journey, the Year 11 HIBS Diploma allows for a broader, more engaging curriculum that actively prepares students for the rigours of NCEA Level 2 (in 2028) and Level 3 (in 2029). Through a balance of rigorous coursework, essential skill development, and holistic progress tracking, this programme ensures our students emerge as resilient, independent thinkers who are thoroughly equipped for future academic success.

National Certificate of Educational Achievement (NCEA) – Level 2 & Level 3

NCEA is a system of assessment based on the National Standards set in each subject. Students can be awarded one of three grades for passing an Achievement Standard: Achieved, Achieved with Merit or Achieved with Excellence. Unit Standards are generally passed at Achievement level, although some may be able to be achieved with Merit or Excellence. Both Achievement Standards and Unit Standards count towards NCEA.

In each subject different aspects of skills, knowledge and understanding are assessed separately. Each aspect can earn a different number of credits. NCEA results provide a profile of student achievement across all subjects.

The assessments are designed to suit the context, skill or knowledge being assessed. Skills and knowledge that can be assessed by examination will be included in end of year examinations run by NZQA. Most internal assessments involve skills, eg. giving a speech, making a product, carrying out research or completing laboratory work.

For a student to be awarded Level 2 or Level 3 NCEA, they must achieve 60 credits from anywhere on the New Zealand Qualifications Framework (NZQF). These credits must be from the relevant year level or above. In addition, students must achieve the Literacy and Numeracy co-requisite.

National Certificate of Educational Achievement (NCEA) continued

The co-requisite can be attained at any level, however none of the NCEA certificates will be awarded until the co-requisite is attained, eg. if a student enters Level 2 without having achieved the co-requisite, they will not be awarded the Year 11 HIBS Diploma until this is achieved.

For a student to be awarded NCEA Level 2 they must achieve 60 credits, which must be from standards at Level 2 or above. Students must also have met the Level 1 Literacy and Numeracy co-requisite.

For a student to be awarded NCEA Level 3 they must achieve 60 credits, which must be from standards at Level 3 or above. Students must also have met the Level 1 Literacy and Numeracy co-requisite.

High achieving students can receive an endorsed NCEA. Students who receive 50 credits at an Excellence level gain NCEA endorsed with Excellence, and 50 credits at a Merit level (or Merit and Excellence) are needed to gain NCEA endorsed with Merit.

Students can also receive a course endorsement for any of the courses they are taking. In order to do this, they need 14 or more credits at Achieved, Merit or Excellence at the lower level that supports the endorsement. This must include at least three credits from externally assessed standards and three credits from internally assessed standards (with the exception of Physical Education and Level 3 Visual Arts) in each course.

You may like to explore NCEA further by watching the 'How NCEA Works' video at the address below:

<https://www2.nzqa.govt.nz/about-us/publications/nzqa-resources-and-videos/english/>

Special Assessment Conditions (SAC)

What are Special Assessment Conditions (SAC)?

SACs are a change in the way assessments are normally approached for NCEA.

SACs may include:

- Reader and/or Writer
- Computer use
- Extra time
- Separate Accommodation
- Rest Breaks



Why have SACs?

'NZQA grants entitlement to Special Assessment Conditions so that approved candidates may be fairly assessed and have access to assessment for National Qualifications. Special Assessment Conditions are approved so that entitled candidates can demonstrate their knowledge, skills and understanding, without providing unfair advantage over other candidates.'

NZQA Special Assessment Guidelines

Students with **Specific Learning Differences (SLD)** or **long-term medical, sensory or physical conditions**, may be eligible for Special Assessment Conditions if there is a significant barrier to their performance in both Internal and External assessments.

Students with **Specific Learning Differences** may have either a current Cognitive Assessment from a Level C Assessor/Registered Educational Psychologist or a School Evidence application. A Cognitive Assessment is valid for four years. This report must state the assessor's recommendation for SAC, with the required supporting evidence. The HIBS Learning Support team can conduct the required testing for Special Assessment Condition approval.

It is preferable for parents to have these reports completed and sent to the school by the end of Year 10, as applications for SAC close Mid-March the following year.

The school can provide Alternative Evidence to support a student's application. This information is valid for one year.

Students with **long-term medical, sensory or physical conditions**, require supporting documentation from a Registered Medical Professional.

Please note: Students who have a significant injury which will impact on assessment performance, after Labour weekend, will receive a Derived Grade. Prior to Labour weekend – if there will be long term rehabilitation or effect, they can apply for 'a writer or rest break'.

The Head of Learning Support oversees the Special Assessment Applications.

For further information, please contact Rachel Beach, Head of Learning Support.

Derived Grades

In the case of external assessment:

1. Candidates who have been clearly disadvantaged through illness or misadventure, or who consider that their performance in an External assessment has been seriously impaired because of exceptional circumstances beyond their control (this includes where the death of a family member or close acquaintance, or National representative duties have prevented them from sitting examinations, or otherwise presenting materials for External assessment), may apply to the New Zealand Qualifications Authority (NZQA) for a Derived Grade.
2. Except in exceptional circumstances, Derived Grades will only be granted as a result of a circumstance that occurred no more than one month before the start of examinations or the submission of work for other External assessment. The New Zealand Qualifications Authority may vary these conditions for performance-based External standards.
3. An applicant for a derived grade must:
 - Access and complete the New Zealand Qualifications Authority's application form and submit it to the school by the closing date. These forms are available from the school or from the NZQA website.
 - Supply a copy of their admission slip with the application.
 - Supply appropriate medical or documentary evidence.
4. Derived grades are only possible where the school has grades recorded from valid end-of-topic tests or practice exams. Due to the Quality Assurance process required for assessment events to be validated, this will mean that external examination grades will be derived from the Term 4 Derived Grade examination results in nearly all cases.
5. Where there is no grade from practice assessments for an External standard, whether that is because a student was absent or didn't complete an assessment, or because the timing of the teaching has meant that no practice assessment was given, no Derived Grade will be possible.
6. Candidates can apply to NZQA to gain prior approval if selected for National representation in a sport or approved activity when this clashes with NZQA examinations at the end of the year.

Appealing Internal Results in NCEA Assessments

Assessment results received by a student may be subject to appeal.

1. For each assessment event the criteria for Achievement, Merit and Excellence will be made clear to the student.
2. On receipt of the marked assessment, students will be reminded of their right of appeal and be given the opportunity to discuss their grade with the class teacher/subject marker.
3. All appeals should be written on the appeals form which is available from the classroom teacher.
4. Appeals should be made within three school days from the time the assessment is returned to the student.
5. Each student will be required to sign off their result to indicate their agreement with the grade allocated.
6. Where the student and class teacher/marker are unable to reach an agreement on the allocated grade the matter will be passed to the HOD for final judgment.
7. When the HOD is also the class teacher/marker, the decision may be referred to the Deputy Principal – Curriculum and/or the Principal's Nominee in order to make a final decision.

Late Work and Student Absence

Unless covered in the procedures outlined below, NCEA Internal assessment work that is submitted after the assessment date will NOT be marked.

1. Clear instructions of the timing of an assessment event and the date for submission of work will be given in writing.
2. Notice of at least one week must be given for assessment events.

Absence

a) Absence for reasons which are beyond the student's control (e.g. sickness or bereavement)

A student's absence during an assessment event needs to be supported by documentation (e.g. Doctor's certificate) within three school days of returning in order to be regarded as legitimate.

A student who is legitimately absent from an assessment event will be given the opportunity of assessment at the earliest convenient time for the teacher. If this is not possible within one week of the original assessment event, then it is likely that the student will have lost the opportunity for this assessment, and must apply for reassessment (see Reassessment Procedures). Alternatively, a teacher may be able to use existing evidence to award a grade.

b) Absence because of school trips (e.g. field trips, sports or music events)

Assignment and project work that is due during the period of absence must be submitted prior to the student being away.

Tests and in-class assessments will be treated in the same manner as for (a) above.

c) Absence because of National representation in a sport or approved activity (e.g. selection for New Zealand Under 17 Football team to attend an International tournament)

Assignment and/or project work that is due during the period of absence must be submitted prior to the student being away.

Tests, examinations and in-class assessments will be eligible for in-school Derived Grades where possible. The Derived Grade will be based on evidence gathered prior to the missed test or examination.

Late Work and Student Absence continued

NZQA requires HIBS to gather a copy of:

- The documentary evidence (e.g. letter) from the national body verifying that the student is representing a nationally selected event or team.
- The dates of the competition/event
- A copy of the travel arrangements

Please note: NZQA will allow for reasonable travelling time to and from the event. However, if the student chooses to go early or stay on for additional touring or a holiday, the examinations or assessments missed in this time do not meet the criteria for a Derived Grade.

a) “Self-interest” absence (e.g. family holidays, non-school sports or music events)

Assignment and/or project work that is due during the period of absence must be submitted prior to the student being away.

Students will receive a Not Achieved grade for any tests or in-class assessments missed.

b) “Wilful” absence or refusal to hand in work for assessment

If a student has had an adequate opportunity to prepare for an assessment event but does not submit work for marking at the set time and date or is wilfully absent from the assessment, then they will receive a Not Achieved result for that standard with no further opportunities for reassessment.

If a student has had an adequate opportunity to achieve but fails to achieve, a Not Achieved result will be reported.

Breaches of Rules and Misconduct in Assessment

a) Authentication of a Student's Work

Assessments submitted by a student must be the student's own work.

1. A student may be required to discuss his assessments with the teacher and/or HOD to clarify any concerns that have arisen regarding the authenticity of the work.
2. A student may be required to submit plans, drafts, worksheets, electronic documents or log-books used in the preparation of the final copy of an assessment, or be told to retain them until work has been assessed.
3. On submission of work, a student is to acknowledge in writing all resources used and the names and status of any person quoted.
4. Just before, upon, or after submission of an assessment, a student may be asked to demonstrate his skills, knowledge and understanding of the work by discussion with the teacher, a report to the class, or a written task.
5. A student (and/or his parents) may be asked to sign a declaration at the time of submission that the work is the student's own.
6. Students must not copy the assessment work of others nor provide undue assistance to other students during an assessment.
7. Students may not copy (plagiarise) the knowledge, ideas or work of others. This includes published and unpublished information belonging to someone else. It also includes ensuring Artificial Intelligence (AI) has not been used to generate content being assessed as stipulated in the standard or task outline. HIBS uses plagiarism checking tools to help ensure fair, robust and rigorous assessment processes, including the marking of student assessment tasks.

b) Misconduct during an Assessment Event

The behaviour of a student must not hinder others in the assessment process.

The supervisor of an assessment event has the authority to remove a student who they believe has interfered with or impeded another student during that assessment event.

c) Consequences

Where a student breaches any of the above procedures (numbers 1-6) or others laid out by the School or Department, the student will be referred to the subject HOD. The consequence will be the awarding of a Not Achieved grade and no further opportunity for assessment in that Standard during that calendar year. In regard to a breach of number 7 above, the final decision will be made by the subject HOD in conjunction with the Deputy Principal – Curriculum.

d) Appeals

All appeals, regarding accusations of breaches of rules or misconduct in an assessment, must be made in writing to the Deputy Principal - Curriculum.

Reassessment

a) Formal Reassessment

When it is feasible, students will be given a second opportunity to achieve in an Internally assessed Achievement Standard or Unit Standard.

1. Not all Internally assessed Achievement Standards and Unit Standards are available for formal reassessment. Students will be informed verbally and via a handout at the start of the year, which standards are available for reassessment.
2. After receiving their results, students will be informed of any reassessment opportunity which might be available.
3. Any reasonable costs involved in reassessment are to be met by the student.
4. The opportunity occurs after additional teaching and learning have taken place.
5. The reassessment event will have the same assessment criteria as the original assessment event, but will differ in content.

b) Resubmission and the use of Other Evidence

When a student has gained a Not Achieved grade, in particular where further evidence required is minimal, teachers may use their professional judgement to use evidence gathered in other ways, ie. the teacher may:

1. Have the student provide further written evidence from the same task, for example, by developing an answer further.
2. Use evidence from work during the teaching programme, where this is valid, authentic and meets the criteria.
3. Talk to the student to elicit evidence that may not have been provided in the activity.
4. Use evidence from other assessment procedures rather than requiring the student to repeat the entire formal assessment.

Careers Advice

It is important that students entering Years 11 and 12 have started a career plan and have begun to invest time and energy into thinking about options available when they leave school. See our school Careers website <https://hibs.careerwise.school/> for links to a comprehensive range of careers information.

A physical Career Library is available in our School Library and is updated regularly. Students are welcome to take brochures from this.

A useful resource is www.moneyhub.co.nz. It provides information on Tertiary Scholarships, CVs, cover letters, student job interviews, non-university study options, Student Loans as well as a wide range of other information.

Subject Selection Presentations will be held for Year 11 and 12 students ahead of the Subject Information Evening. To ensure a smooth transition, both students and parents are encouraged to book a consultation with the Careers Adviser to discuss any questions or concerns prior to finalising their choices.

Teachers can help with choices and options, but the final decision must be the students. Often this is a time-consuming process and will involve research, writing to organisations, visiting tertiary providers, visiting Careers Expos, discussing jobs with people in the workplace, and work experience where possible arranged by the student. This must not be left until the last Term at school.

When making subject choices, here are a few specific points to note:

- Check if you need to take English. Auckland University requires students to have 17 credits from Level 2 and/or Level 3 English or they must take a prescribed English paper as one of their first year courses.
- Mathematics should not be discarded lightly. It is a prerequisite for many University and Polytechnic courses and many careers, including the Defence Forces. Mathematics develops skills that are sought after in many areas.
- Physics and/or Chemistry are necessary for many science-based courses and are difficult to pick up at a tertiary institution without a school background in them.
- Competency in a second language opens many career doors and is a sought after second major in some degrees.
- Students intending to do Engineering should take Calculus and Physics. Many branches of Engineering need Chemistry as well.

Careers Advice continued

- Students intending to do Architecture should consider Physics and Calculus as useful subjects, though they are no longer compulsory prerequisites. Highly recommended for Architecture is an Art subject such as DVC, Art or Visual Art Design.
- Students intending to major in Computer Studies should take Calculus.
- Students intending to study Commerce at University should have a good background in Mathematics. Calculus is very useful for those majoring in Economics or Money and Finance. Accounting and Economics are also a very useful background.
- There is no longer direct entry into Medicine. All students need to complete a Health Science First Year. Entry to second year Medicine will be based on grades combined with UCAT test results. Students looking to study Health Sciences should take a minimum of Physics and Chemistry with Biology as recommended.
- Very good marks in Year 13 subjects may mean that some University courses can be started at the 200 level. Credit is not given for the 100 level course not taken. This is up to the Faculty concerned.

Many Universities have additional entrance criteria that must be achieved alongside University Entrance, such as a portfolio, audition, interview, or that particular subjects were studied at Level 3. These can differ from University to University so it is important to check the exact criteria for the University a student wishes to attend.

A rank score may be used when there are limited places on a course. Students are given a rank score based on their Level 3 results. Only standards from approved subjects count towards this score. The best 80 credits achieved by the student are considered. For every Excellence credit a student is awarded 4 points, then 3 points for Merit credits and 2 points for Achieved credits. For example, say a student achieved 60 credits in Level 3 approved subjects of which 30 were Achieved and 30 were Merit, his score would be $30 \times 3 + 30 \times 2 = 150$ points.

Once the students have their rank score the University will set a cut off point for students wishing to enter based on how many places they can offer. While the use of a rank score varies widely between universities, it is commonly used at Auckland University. Auckland University also has specific subject and rank score requirements for all of its degrees. Students are advised to research this to find out how many they need.

Our recommendation based on this current system is for any Year 13 students wishing to keep University open as an option, to do at least four or more approved subjects and aim for as many Merits and Excellences as possible.

Vocational Pathways

What are Vocational Pathways?

The Vocational Pathways align standards with six industries and help students see how their learning and achievement is valued in the 'real world'.

In each course description, a number between 1-6 is indicated which identifies whether the Achievement or Unit Standards listed are linked to a Vocational Pathway.

Vocational Pathways Key	
1	Construction & Infrastructure
2	Manufacturing & Technology
3	Primary Industries
4	Service Industries
5	Social & Community Service
6	Creative Industries

How to Achieve a Vocational Pathways Award

To achieve a Level 2 Vocational Pathways Award students need to:

- Achieve NCEA Level 2.
- Achieve 60 credits in 'recommended' Standards.
- A minimum of 20 credits out of the 60 need to be from **Sector Related** Standards.

What are 'Recommended' Standards and 'Sector Related' Standards?

Recommended Standards are standards that have been identified as relevant to that industry across the board. Achieving them indicates that students are learning skills and knowledge valued by that industry. Many of these come from Achievement Standards alongside some Unit Standards. Many 'Recommended' Standards appear in a number of different Industry Pathways.

Sector Related Standards are often Unit Standards (US) alongside some Achievement Standards. These are more specifically related to a particular industry.

Examples of Careers in each Pathway

Construction & Infrastructure – Builder, Civil Engineer, Earthworks, Interior Designer, Project Manager, Quantity Surveyor, Architectural Draughtsman, Plumber, Fabrication Engineer, Landscape Architect, Tiler, Locksmith.

Vocational Pathways continued

Manufacturing & Technology – Food Technologist, Game Developer, Industrial Designer, Mechanical Engineer, Medical Laboratory Scientist, Panelbeater, Programmer, Telecommunications Engineer, Web Developer.

Primary Industries – Agricultural Scientist, Biosecurity Officer, Biochemist, Farmer, Environmental Engineer, Geologist, Marine Biologist, Stock and Station Agent, Vet, Microbiologist, Winemaker, Geophysicist.

Service Industries – Lawyer, Brewer, Restaurant Manager, Chef, Courier, Dietitian, Economist, Events Manager, Financial Adviser, Fitness Instructor, Funeral Director, Hotel Manager, Human Resources Adviser, Meteorologist, Navy Officer, Outdoor Recreation Guide, Pharmacist, Property Manager, Real Estate Agent, Sales Representative.

Social & Community Service – Audiologist, Chiropractor, Counsellor, Dentist, Teacher, Firefighter, GP, Interpreter, Minister of Religion, Police Officer, Psychologist, Social Worker, Teacher Aide, Security Guard.

Creative Industries – Actor, Artist, Costume Designer, Copywriter, Exhibition Manager, Industrial Designer, Sound Technician, Musician, Photographer, DJ, Scriptwriter, Television Presenter, Tour Manager.

How to find information about the credits students have achieved already towards each Pathway.

Students can log on to either the NZQA website or the HIBS Portal to see their results and Vocational Pathways Standards to date. More general information about Vocational Pathways is available at <https://youthguarantee.education.govt.nz/>

To find out specific details about which Standards are in each pathway, including Standards not offered at HIBS, go to the above link and select the 'tools' tab, then click on Vocational Pathways.

Included below are FAQ for students making choices and how they relate to Vocational Pathways.

If I am interested in a particular industry should I only take courses that are linked to that Pathway?

No, there are a number of reasons to choose particular subjects and the Vocational Pathways are only one of them. You need to choose the subjects that are right for you – this may include being influenced to choose a subject due to the Pathway link, but it might also be that you are keeping your options open over a number of Pathways and/or exploring different Pathways, or you enjoy a subject that is not listed as a recommended subject (students often find that they achieve well in a subject they enjoy).

Vocational Pathways continued

Do I have to choose a Pathway?

No – they are provided to give you a picture of what subjects are identified as being related to study for particular industries.

I want to study Mechanical Engineering at Auckland University – Do the Pathways mean that I can choose any of those subjects identified as Recommended Standards or Sector Related Standards in the Manufacturing and Technology Pathway and that will help me get into my course?

No, you will need to concentrate on the requirements that Auckland University have to secure a place in Engineering, taking Mathematics and Physics at Level 2 so you can take Calculus and Physics at Level 3 as they require that you achieve 17 External credits in Level 3 Calculus and 16 External credits in Level 3 Physics. You also need an Entry Score of 260 – your additional subjects should be ones that will enable you to achieve UE and the 260 Entry Score.

How do I get Sector Related Standard credits?

Some of the Sector Related Standards are available as Achievement Standards. For many of the Unit Standard credits you will need to take Gateway as a subject or talk to the Careers Adviser to register your interest in relevant STAR courses that might be offered by outside providers that year. Availability of these credits is not guaranteed, as this is dependent on outside providers offering suitable course options.

What if I don't know what I am interested in or where my strengths lie?

You can use the Vocational Pathways to give you an indication of where your strengths might lie. Have a look at which Industries contain the credits you have achieved/are studying and use that as a starting point for finding out more about careers in this area. If you want to explore more, talk to the Careers Adviser about your interest in any opportunities that might arise to do STAR courses which help you gain the Sector Related Standards, in particular Pathways. Upcoming courses are advertised in the School Daily Notices and by email to the senior year level where appropriate.

Subjects for Careers – General Guidelines

	Chemistry	Biology	Physics	Statistics	Calculus	Eng +	Other *
Accounting				*		*	Accounting, Economics
Architecture			*		*	*	Design, Art or DVC. English rich subject required for Auckland University
Aviation			*				Physics to Level 2
Computer Science, Software Engineering, Digital Media			*	*	*		Computing
Construction Trades				** Any Mathematics course		*	Design Technology
Design							Design or Art**
Economics/ Finance				*	*		Economics, Accounting
Engineering	**		**		**		Design Technology, Computing, Chemistry not needed for some branches
Geology				*			Geography
Languages							Languages
Law						**	Classical Studies, History
Marine Science	*	*		*			Geography
Marketing				*		*	
Medical Radiation Therapy		**	**	**	**	*	Calculus or Statistics
Medicine, Dentistry, Pharmacy, Physio	**	*	**	**	**	*	Calculus or Statistics
Music							Music
PE/Sports		*		*			PE
Psychology		*		*		*	Or other English rich subjects
Surveying			*	*	*	*	Geography

****strongly recommended *recommended +or other English rich subjects like History or Classics**

Note: these are broad guidelines only. Individual course requirements of Universities should always be checked. Auckland University has very specific requirements – always check these if you wish to keep Auckland as an option.

How Do I Qualify for University Entrance?

The criteria for the minimum requirement for entry to University are given in the table below:

Achievement of NCEA Level 3 (60 credits at Level 3 or higher).
14 credits in each of three subjects from the list of approved subjects.
The remaining credits to achieve NCEA Level 3 may come from either Achievement or Unit Standards.
UE Numeracy – 10 credits at NCEA Level 1 or higher from specified Unit Standards or Achievement Standards.
UE Literacy – 10 credits (five in Reading and five in Writing) from specific Level 2 and Level 3 Achievement Standards which are designated as UE Literacy Reading and/or UE Literacy Writing. These are achievable in a range of subjects.

Approved Subjects offered at HIBS		
Accounting	Biology	Business Studies
Calculus	Chemistry	Chinese
Classical Studies	Design Technology	Design & Visual Communication
Digital Technologies	Drama	Economics
English	English Alternative	French
Geography	History	Mathematics
Media Studies	Music	Physical Education
Physics	Spanish	Statistics
Te Reo Māori	Visual Arts Design	Visual Arts Painting
Visual Arts Photography	Classical Studies	

How Do I Qualify for University Entrance continued

Planning a course

Students need to make sure that they:

- Are taking at least three NCEA Level 3 subjects from the approved list, preferably four or five
- Have the necessary Literacy credits already or are taking them this year
- Have the necessary Numeracy credits at Level 1 or above

Scholarship

- Scholarship is an award, not a qualification, i.e. no credits are assigned to the achievement of Scholarship.
- Scholarship is a ranking examination with the top 2-3% of the cohort receiving Scholarships. The cohort is all of the Level 3 candidates in that subject.
- Content is restricted to the content of the Level 3 Achievement Standards, but the skills required may not be the same. Scholarship requires synthesis, analysis and exposition.
- Scholarship results won't be released until mid-February, so it is unlikely that they will be used as an entry requirement for University courses.
- The financial rewards are:

Single Subject Award – A 'one-off' award of \$500 per subject for up to two subjects.

Scholarship Award – Students who get three or more Scholarship subjects, or two at an Outstanding level, receive \$2000 each year for three years as long as students maintain a 'B' grade average in tertiary study.

Top Subject Scholar Award – Students who are top in one of the 27 Scholarship subjects receive the same as for a Scholarship Award.

Outstanding Scholar Award – The top 40-60 students who get three Scholarship subjects with at least two at an Outstanding level or more than three Scholarships with at least one at an Outstanding level receive \$5000 each year for three years, as long as students maintain a 'B' grade average in tertiary study.

How Do I Qualify for University

Entrance continued

Premier Award – The top 7-12 students who get a minimum of three Scholarships at an Outstanding Level, receive \$10,000 each year for three years as long as they maintain at least a 'B' grade average in tertiary studies.

Tertiary Scholarships

Currently, there are over 3000 different Scholarships available to tertiary students. We encourage students to research those Scholarships that are available and to apply as appropriate.

A good starting point is www.moneyhub.co.nz/scholarships-nz which provides extensive links to a wide range of Scholarships.

Scholarships are available in a number of areas. The most often awarded area is for Academic Excellence. Students who gain NCEA Level 2 with Excellence enhance their ability to win a Scholarship in this category. There are a variety of other Scholarships available which may include Equity (e.g. disability, financial need, Māori and Pacific Island students), Sporting ability and Leadership. Specialised Scholarships are also available for things like areas of particular interest. Scholarships are available at both Polytechnics and Universities.

Discretionary Entrance

Students must apply for Discretionary Entrance to be able to attend University from Year 12. You must have achieved the University Entrance Literacy and Numeracy Standards in NCEA or equivalent from Cambridge International Examinations and International Baccalaureate.

You will normally need to have an NCEA Level 2 certificate endorsed with Merit or better.

- If you are applying directly from Year 12, you will need to have strong support from an adviser at your school. Your adviser's confidential recommendation will support your maturity, motivation, capability and readiness to undertake degree-level study.
- If you are applying for or planning for an overseas exchange, you will need to provide written evidence of your study overseas, and an adviser's confidential recommendation as above. (**Note:** you will need to complete Year 12/NCEA Level 2 before you go overseas).
- You must be at least 16 years of age by the time you start your study at University.

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Aviation (AVN) – Year 11 NCEA Level 2/3

Year 11 students studying Aviation cover a course made up of Level 2 Aviation Industry Unit Standards and the two Level 3 Unit Standards, which contribute towards a Private Pilot's License (PPL). Six months before their 16th birthday, students can begin flight training at Paraparaumu Airport with the Kapiti Aero Club.

By 2027 global air travel will have expanded beyond pre-Covid levels, meaning a shortfall of 34,000 commercial pilots – 10% of the total workforce. Boeing forecasts the need for 405,000 new pilots, technicians and cabin crew with passenger traffic growing 3.1% annually. Global freighter fleet will grow by 70% over the same period.

Course Content:

Unit Standards	Standard Number	Number of Credits	Level	Assessment Mode
History of Aviation	US19585	5	2	Internal
NZ Aviation Support Structures	US19586	3	2	Internal
NZ Civil Aviation Industry	US19587	2	2	Internal
Principles of Flight	US20677	3	2	Internal
Aviation Career Paths	US20676	3	2	Internal
Flight Radio Telephony	US23424	3	3	External
Human Factors	US23425	5	3	External
TOTAL CREDITS		24		

Chinese (CHI) – Year 11

Minimum Entry Standard: Either two years of study OR one year of study together with a recommendation from your teacher of Chinese, or Chinese as a fluently spoken language at home.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior school. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Course Topics:

Identity and Personal World – focuses on describing family structures, personal backgrounds, and home environments to establish a sense of self in a Chinese context.

The Student Experience – covers the school environment, including academic subjects, daily schedules, and participation in extracurricular activities.

Lifestyle and Leisure – explores language related to social interactions, personal hobbies, and the management of daily routines and interests.

Health and Wellbeing – develops the vocabulary necessary to describe physical symptoms, discuss illnesses, and navigate interactions with medical professionals.

Navigating the Community – builds practical skills for real-world situations such as dining out, shopping, and using public transportation within a Chinese-speaking community.

Commerce (COM) – Year 11

The Year 11 Commerce course offers a foundational exploration of Accounting and Economics alongside a study of the New Zealand Government's formation process.

The Accounting component of the course provides a dynamic introduction to the financial world, blending technical accounting proficiency with practical investment experience. Students will navigate the full accounting cycle-mastering transaction processing, financial statement preparation, and data analysis; while exploring a variety of investment options. To bridge theory and practice, the curriculum includes the active monitoring of a share portfolio, offering direct insight into market performance and asset management. By learning to use financial information as a strategic tool for decision-making, students will develop the analytical skills necessary to understand and influence real-world business outcomes.

The Economics strand provides an introduction to the economic forces shaping our global society. By studying microeconomic concepts such as Supply, Demand, and Market Equilibrium, you will analyse how businesses, consumers and the government interact. You will also utilise the Circular Flow model to understand the important macroeconomic concept of interdependence.

The curriculum is supported by modern resources, including E-Learn Economics software and Google Classroom activities. While Year 9 and 10 Business Studies offer a useful background, there is no minimum entry standard, ensuring the course is accessible to all motivated students.

This subject is ideal for those interested in the relationship between the business environment and society in general. Ultimately, Year 11 Commerce serves as a direct pathway to specialised study in any of the three Level 2 Commerce subjects offered at HIBS, as it equips you with the tools necessary for future success. This course is therefore a prerequisite for any student intending to take Accounting, Economics, and/or Business Studies next year.

Course Topics:

Micro-Economics – demand, supply and the market

Macro-Economics – circular flow, interdependence and Government involvement in the economy

NZ Government Formation - MMP

The Accounting Cycle – processing simple and complex transactions from source documents to journals, ledgers and the trial balance

Preparation and Analysis of Financial Statements for Small Businesses -income statement, statement of financial position and statement of cashflows

Design Technology (DET) – Year 11

This course has a focus on Engineering and Materials Technologies.

Year 11 Design Technology is focused on designing and implementing a prototype to answer a brief.

Students explore a context and develop skills to identify issues and potential solutions. They develop their outcomes in a process of Conceptual Design that involves stakeholder consultation and consideration of the needs of end users. They experiment with and learn how a variety of materials are able to be transformed, manipulated and combined in the development of a Prototype. They test and evaluate their prototype against a Brief that they have developed. Laser cutting and 3D printing technologies may be accessed during the course, along with 'traditional' methods of working with materials.

The year-long project involves the development of a remote-controlled model boat, though this may be subject to change.

Design Technology feeds into a range of careers including Engineering, Research and Development, Manufacturing, Civil Construction, Building Construction and Product Design. It also develops critical thinking, research and analysis skills that are applicable to most professions.

Course Topics:

Research and analysis of similar solutions

Materials and techniques testing

Functional Modelling and design

Prototype development and implementation

Design & Visual Communication (DVC)

– Year 11

Students continue to develop skills in freehand drawing and design processes, along with physical model making and digital presentation.

Year 11 Design and Visual Communication is focused on spatial design and product design in related design contexts.

Two thematically linked projects, one in spatial design and one in product design, are worked on across the year. The completed projects are modelled and presented in the form of a portfolio and exhibition.

Study in DVC can lead to a range of careers, including Architectural and Graphic Design, User Experience Design, Creative Media Design, Engineering, Research and Development, Manufacturing, Building Technologies, Product and Industrial Design. It is also useful in developing critical thinking, research and analysis skills that are applicable to most professions.

Course Topics:

Research and analysis of a context for design

Spatial Design project

Product Design project

Presentation of the year's work in a designed portfolio for exhibition

Digital Technologies (DGT) – Year 11

The Digital Technologies course offers a foundation in the fundamental concepts of software development. Through this course, students will gain an understanding of key components such as software design, programming algorithms, 2D graphic rendering and animation, and the utilisation of agile frameworks to create high quality digital outcomes. Over the course of the year, students will engage progressively in a succession of projects developed specifically to provide a practical application of the knowledge gained through deeper appreciation of the DGT curriculum. Alongside the understanding of fundamental principles, students will also attain proficiency in industry-standard applications like Unity, C# programming within the Visual Studio environment, and Adobe Photoshop. These tools will be instrumental in the development and refinement of their project work, equipping students with the skills necessary to excel in the current Digital Technology landscape.

These are a pre-cursor for further DGT learning experience and understanding at Levels 2 and 3.

Course Topics:

C# Programming

Digital Media

User Interface Design

Agile Development

Drama (DRA) – Year 11

The Year 11 Drama course provides a strong foundation for future learning, building confidence, creativity, and a broad range of transferable skills that empower students to become effective communicators, collaborators, and critical thinkers.

Through practical and engaging learning experiences, students create characters and stories inspired by their own experiences while exploring dramatic elements, conventions, and production technologies. Collaborative devising develops teamwork, leadership, and problem-solving skills as learners work together to realise a shared dramatic intention.

Learners will strengthen their communication and interpersonal skills by expanding their expressive range and learning to use voice, body, movement, and space with greater purpose and confidence. They will also study and perform within a specific theatre form, gaining insight into its distinctive features and techniques.

The course includes opportunities to attend live professional theatre performances, enriching students' understanding of drama in practice. Through both creating and responding to drama, learners develop confidence in expressing ideas, interpreting meaning, and engaging thoughtfully with the world around them.

Course Topics:

Develop drama techniques and perform an acting role in a scripted production.

Learn about and apply features of a theatre form in performance.

Combine dramatic components to create an original drama.

View and respond to live theatre performances.

English (ENG) – Year 11

The Year 11 English course is firmly based in the development of Literacy and Communication skills which are vital for all students in whatever field of study they pursue in the Senior School and beyond. A focus on the skills of close reading, writing, speaking and visual expression based on a wide range of diverse, challenging and enjoyable texts, forms the basis of the course. Students acquire the ability to research and make discerning choices about the ideas they find, which are vital skills in the modern age where they are beset with huge amounts of information. Through this course students develop their confidence as independent and responsible thinkers and communicators.

Course Topics:

Develop a selection of crafted and controlled writing.

Develop and deliver a crafted oral presentation.

Demonstrate understanding of unfamiliar texts.

Demonstrate understanding of specific aspects of studied text.

French (FRE) – Year 11

Minimum Entry Standard: Two years of study in French.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Course Topics:

Identity and Personal World – focuses on describing family structures, personal backgrounds, and home environments to establish a sense of self in a French context.

The Student Experience – covers the school environment, including academic subjects, daily schedules, and participation in extracurricular activities.

Lifestyle and Leisure – explores language related to social interactions, personal hobbies, and the management of daily routines and interests.

Health and Wellbeing – develops the vocabulary necessary to describe physical symptoms, discuss illnesses, and navigate interactions with medical professionals.

Navigating the Community – builds practical skills for real-world situations such as dining out, shopping, and using public transportation within a French-speaking community.

Geography (GEO) – Year 11

Year 11 Geography will explore the interaction between humans and the environment and how natural processes influence the way people live their lives. We will discover the exciting natural forces which drive environmental and cultural change and grow ourselves as global citizens who strive for positive adaptations which are respectful of people, perspectives and culture. The course will build on geographical skills which also support other subjects, particularly in regards to Science, Numeracy and Literacy.

Course Topics:

Population Study – students will choose a country and conduct a study on the population distribution and the natural and cultural factors which decide where people live.

Fieldwork – students will produce a report based on both primary and secondary data collection.

Natural Processes and Disasters – an in-depth look into the processes which form our world and landscapes and how they interact with and impact humans.

Global Issue – students will receive a resource booklet prior to the exam detailing a global issue and they will have to make a decision based on evidence.

History (HIS) – Year 11

The Year 11 History course is designed to equip students with research and writing skills that can be utilised across all Senior subjects. While studying themes such as the Aotearoa New Zealand's involvement in World War Two and the Viking Invasions of Europe, History students will learn how past events are connected to our lives today, and how this understanding can help guide our decision making in the present. These critical thinking skills and the ability to consider multiple perspectives with impartiality can be applied to many fields of future study as almost all University courses assess students with a combination of research projects, essays, reports and visual presentations.

Course Topics:

Warriors Through Time – a comparison study of warriors and soldiers from different times and different cultures, including Viking warriors, Māori toa, Japanese samurai, British Redcoats and the 28th Māori Battalion.

Problematic Heroes – a thought provoking look at how heroes are defined, and how our perspectives on the past can complicate the way they are remembered. Includes Captain Cook, Hone Heke, Winston Churchill, Mao Zedong and Nelson Mandela.

Weapons of Mass Destruction – the development of nuclear technology and the impact this has had on the world since 1945, with a focus on the Cold War.

Mathematics (MAT) – Year 11

This comprehensive course is specifically designed for students who possess a genuine interest for and appreciation of Mathematics. It aims to cultivate and develop their mathematical abilities by providing a solid foundation in key skills essential for mathematical and statistical problem-solving. Moreover, this course acts as a stepping stone for students interested in pursuing further studies in Mathematics.

Throughout the duration of this course, students will engage with a diverse range of mathematical topics. These will include numerical reasoning, algebra, linear and non-linear graphs, geometry, measurement, and statistics. By delving into these different branches of Mathematics, students are exposed to a well-rounded curriculum that equips them with a versatile set of skills and knowledge.

For students who wish to continue their study of Mathematics at Level 2, this course acts as a natural progression, leading them towards 12MAT and 12MAS. Building upon the foundational knowledge and skills acquired in this course, 12MAT and 12MAS delve deeper into mathematical and statistical concepts, problem-solving strategies, and more advanced mathematical techniques. These subsequent courses further develop students' analytical thinking, logical reasoning, and mathematical proficiency, setting them on a trajectory for success in higher-level Mathematics and Statistics courses.

Course Topics:

Numeric Methods – Percentages, fractions, ratios, rates and surds

Trigonometry – Pythagoras and SOHCAHTOA

Measurement – Area, volume, surface area

Algebraic Methods – The algebra of linear, quadratic and exponential functions

Mathematical Functions – Function notation, graphs and transformations

Statistics – Interpretation of data and graphs

Probability – Experimental and theoretical probability

Geometric Reasoning – Angle properties of straight lines, polygons and circles

Coordinate Geometry

Music (MUS) – Year 11

Minimum Entry Standard:

1. Instrumental Music Tuition for at least two years (or equivalent).
2. A satisfactory level of achievement in Year 10 Music. (If the student has not studied Music at Year 10, course entry will be at the discretion of the HOD Music).

The aim of the Senior Music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity.

Course Topics:

Performance – students will be required to perform both individual and group pieces within a performance context. These will be assessed throughout the year at music performance evenings and other events.

Composition – this requires students to complete two original compositions during the year.

Music Skills – this will include elements of music theory and harmony, which will be studied in conjunction with set musical pieces covering a wide variety of styles and eras through to contemporary works. This will also cover aural skills, where students will learn how to identify elements in music through focused listening.

Music Technology – introduction to recording skills and equipment use, and hands-on work in the recording studio. There will also be a focus on Digital Audio Workstations (DAW) and Notation Software.

Physical Education (PED) – Year 11

The Year 11 Physical Education course blends practical sporting skills with biophysical, sociocultural, and leadership principles throughout the year. There is a focus on unity (*Kotahitanga*) and social responsibility using Hellison's Model at the start of the year. Alongside this, students will develop tactical and technical skills in Ultimate Frisbee, documenting their abilities through the creation of video.

Through a franchise system, students participate in Streetball and NFL Flag. This unit deepens their understanding of teamwork and integrates core biophysical principles into gameplay. The focus shifts toward conditioning as students undergo a fitness pre-test to lay the groundwork for fitness studies later in the year.

Later in the year, students engage in rockclimbing and maintain a reflective log linking the activity to their personal *Hauora*, then move into the development of fitness programmes. The year concludes in Term 4 by bringing all prior learning into a final leadership unit and an outdoor education experience. Students are assessed on their planning and application as peer coaches, requiring them to reflect on everything they have learnt throughout the year.

Topics for Assessment

Skills and Strategies

Biophysical and Sociocultural Principles

Hauora and Fitness Studies

Leadership – bringing it all together

Science (SCI) – Year 11

This course provides students with a foundational understanding of Biology, Chemistry, and Physics, designed to prepare them for Level 2 Science by developing key scientific concepts, practical skills, and analytical thinking. Students will build core knowledge across biological systems, chemical structure and reactivity, and energy transformations in physical systems, enabling them to apply scientific ideas to real-world contexts and problem-solving.

Throughout the course, students will carry out practical investigations, collect and analyse data, and develop skills in interpreting scientific information and evidence. They will learn how scientists investigate questions, test ideas, and communicate findings, while strengthening their ability to think critically and solve problems using scientific principles.

The course provides a strong foundation for further study at the senior level in Biology, Chemistry, and Physics, equipping students with the essential knowledge and skills required for success in these subjects and supporting pathways into science-related studies at university. Students who enjoy investigating how the natural world works, conducting experiments, and applying scientific knowledge to everyday situations will find this course both engaging and rewarding.

Course Topics:

Demonstrating Understanding of Genetics and Variation

Demonstrating Understanding of Matter and Reactivity

Demonstrating Understanding of Energy within Systems

Spanish (SPA) – Year 11

Minimum Entry Standard: Two years of study in Spanish.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Course Topics:

Identity and Personal World – expands on what students already know through conversations about personal backgrounds, family life, and meaningful cultural connections, as well as the importance of significant objects, foods, and traditions that shape who we are.

The Student Experience – covers school life in Spanish-speaking countries, drawing on comparisons with primary school experiences and exploring what daily routines, subjects, and school environments look like across the Hispanic world.

Food, Culture and Wellbeing – develops vocabulary around health eating habits and food culture, including an exploration of the Mediterranean diet and the role of food in Spanish and Latin American identity and daily life.

Holidays and Travel – builds the language skills to discuss past travel experiences and future plans, using mkey tense structures to talk about where students have been, what they did, and where they dream of going in the Spanish-speaking world.

Cultural Traditions and Global Perspectives – explores the rich diversity of cultural traditions across Spain and Latin America, whilke thoughtfully examining common stereotypes and encouraging students to engage with the Spanish-speaking world with curiosity, respect, and critical awareness.

Connecting with the Spanish-Speaking World – puts language into authentic practice through writing a formal letter to a Spanish sister school, giving students a real-world communicative purpose and the opportunity to represent themselves and their own culture to a global audience.

Te Reo Māori (MAO) – Year 11

Minimum Entry Standard: Two years of study in Te Reo Māori or Māori as a fluently spoken language at home, and/or in consultation with the teacher of Te Reo Māori at HIBS.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Course Topics:

Identity and Personal World – focuses on one's connections to people and place within a te ao Māori context.

Lifestyle and Leisure – develops language for discussing hobbies, interests, social activities, entertainment, technology, daily routines, and interactions with friends and whānau.

Health and Wellbeing – builds understanding and vocabulary related to physical, mental, social, and spiritual wellbeing.

Navigating the Community – develops practical communication skills for engaging in everyday situations such as shopping, travelling, attending events, using services, giving directions, and participating appropriately in Māori and wider community settings.

Tikanga and Cultural Understanding – explores Māori values, customs, protocols and perspectives and the importance of te reo Māori as a living language of Aotearoa New Zealand.

Environment and Connections – examines relationships between people, the spiritual and natural worlds, encouraging understanding of Māori perspectives on sustainability, guardianship, and connection to the environment.

Communication and Expression – strengthens the ability to listen, speak, read, write and present ideas confidently in te reo Māori through storytelling, discussion, research, performance, and creative expression.

History – explores our shared history and how this has shaped te reo Māori.

Visual Arts (ART) – Year 11

Minimum Entry Standard: Previous study at Year 10 in either DVC or Visual Arts is preferable. Success in this portfolio-based subject requires a strong commitment to consistent project work.

Study of Year 11 Visual Arts will lead to specialisation at Year 12 in the fields of Painting, Art Design and Photography.

Course Content: As an introductory course to senior art, the course provides foundational knowledge of art-making processes and thinking across a range of disciplines (painting, printmaking, sculpture, photography and design).

The programme will begin with structured teaching that builds foundational skills and knowledge, then will gradually become more student-directed as each student's individual programme of work develops. Students completing this course will develop the ability to:

- Handle a range of art-making processes using various media
- Problem solve and think laterally and creatively
- Develop an awareness of their own and others' cultures
- Learn to critically analyse their own and others' art works
- Develop time and self-management skills
- Build a body of work through planning and developing ideas

How will work be assessed?

Work will be assessed through a range of formats in the Foundation Art programme:

- Visual Diary practice

This will require students to keep all work organised in their workbooks, including visual and material experimentation, self-reflection, critical analysis, and idea development

- Control and fluency of media

This will require students to show a fluency of control of the materials used across a range of media and may include drawing, printmaking, photography, mixed media work and sculpture

- Art Portfolio

This will require students to generate a sustained body of work in a variety of media and will be presented at the end of the programme in portfolio-board format.

Progression to NCEA Level 2: To study in any Visual Art field (Painting, Art Design, Photography) it would be preferable to have completed the Year 11 Foundational Art programme.

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Accounting (ACC) – NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Accounting and Personal Finance. Enrolment in this course requires an Achieved grade or higher in both Accounting Processing and Preparation of Financial Statements unit tests.

Level 2 Accounting builds on the skills and knowledge from Level 1. Students complete more complex financial statements. Processing of transactions is studied through the use of Xero computer Accounting software. There is also an emphasis on Management Accounting and Internal Control Methods and Procedures. Inventory and Accounts Receivable subsystems are analysed. Analysis and decision-making is developed and expanded.

Skills learnt in Level 2 Accounting are used widely in Level 3 Accounting.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of accounting processing using accounting software.	2.2 AS91175	4	Internal		4, 6
Prepare financial information for an entity that operates accounting subsystems.	2.3 AS91176	5	External		6
Interpret accounting information for entities that operate accounting subsystems.	2.4 AS91177	4	External		4
Demonstrate understanding of an accounts receivable subsystem for an entity.	2.6 AS91179	3	Internal		
Demonstrate understanding of an inventory subsystem for an entity.	2.7 AS91386	3	Internal		4
TOTAL CREDITS		19			

Progression to NCEA Level 3: To study Accounting at Level 3 it will be necessary to have achieved 15 credits in Level 2 including ACC 2.3, and ideally at least 7 credits at Merit level. Students who achieve NCEA Level 1 Accounting & Personal Finance endorsed with Excellence, but did not complete Level 2 may apply to the HOD for entry.

Aviation - Private Pilot's Licence

- NCEA Level 3 & 4

Minimum Entry Standard: Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

Aviation: Private Pilot's Licence (PPL) is a subject that allows students to actively pursue the practical and theoretical training necessary to become a private pilot. It is an advantage to have studied Aviation in Year 11, but entry can be at Year 12 or 13. Students will study a selection of standards with a minimum total of 20 credits.

Key Aviation Industry Facts:

- By 2027 global air travel will have expanded beyond pre-Covid levels, meaning a shortfall of 34,000 commercial pilots – 10% of the total workforce.
- Boeing forecasts the need for 405,000 new pilots, technicians and cabin crew with passenger traffic growing 3.1% annually.
- Global freighter fleet will grow by 70% over the same period.

Course Content:

Unit Standards	Standard Number	Number of Credits	Level	Assessment Mode
Flight Radio Telephony	US23424	3	3	External
Human Factors	US23425	5	3	External
Navigation	US23426	5	3	External
Air Law	US23427	5	3	External
Meteorology.	US23428	5	3	External
Demonstrate flying skills for PPL	US23429	6	4	Flight Test
Aircraft Technical Knowledge	US23431	10	3	External
Demonstrate flying skills for first solo flight	US23433	4	4	Practical
Demonstrate instrument flying skills for PPL	US23434	2	4	Practical
Demonstrate cross-country navigation skills	US23435	3	4	Practical
TOTAL CREDITS		48		

Aviation students need to factor in a range of costs for the following:

- The sitting of external PPL theory papers.
- Aviation instruction at Kapiti Aero Club together with the landing fees required.
- A Grade 2 Medical Certificate required before solo flight.

Biology (BIO) - NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Science, including at least Achieved in AS 92022.

Life is incredibly varied, yet based on common processes. Biologists and students studying Biology seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

Through learning in Biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Carry out a practical investigation in a biology context, with supervision.	2.1 AS91153	4	Internal		2, 3, 4, 5
Demonstrate understanding of life processes at the cellular level.	2.4 AS91156	4	External	W Lit	3, 5
Demonstrate understanding of adaptations of plants or animals to their way of life.	2.3 AS91155	3	Internal	W Lit	
Investigate a pattern in an ecological community.	2.6 AS91158	4	Internal		3
Demonstrate understanding of gene expression.	2.7 AS91159	4	External		3, 5
TOTAL CREDITS		19			

Progression to NCEA Level 3: To study Biology at Level 3 it will be necessary to have achieved 16 credits in Level 2 Biology, or in consultation with the HOD Science and TIC of Biology.

Business Studies (BUS) – NCEA Level 2

Minimum Entry Standard: Level 1, including a minimum of 12 credits in English. Also 14 credits in either Level 1 Economics and Law or Level 1 Accounting and Personal Finance is recommended to give students foundational Commerce language and knowledge.

The Level 2 Business Studies course provides students with the knowledge of how to operate a business enterprise within New Zealand. The Business Studies achievement standards will take students through the steps of carrying out market research, business planning and carrying out and reviewing a business activity within a community context. Students will also learn about the internal operations of a business and how businesses can be affected by external factors. As part of the course students will be introduced to Barista training. This will help them run a café as their business activity and provide skills useful for future employment.

Course Content: This course provides a knowledge of large businesses operating within New Zealand and the practical knowledge of how to operate a simple business enterprise on an ongoing basis. Previous knowledge of either Economics or Accounting is beneficial but not essential to take part in this course.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Understanding the internal operations of a large business.	2.1 AS90843	4	External		3,4,6
Demonstrate understanding of how a large business responds to external factors.	2.2 AS90844	4	External		3, 4, 6
Conduct market research for a new or existing product.	2.4 AS90846	3	Internal		3, 4, 6
Carry out, review and refine a business activity within a community context with guidance.	2.6 AS90848	9	Internal		6
TOTAL CREDITS		20			

Progression to NCEA Level 3: To study Level 3 Business Studies, it will be necessary to have achieved a minimum of 16 credits in Level 2 Business Studies. Alternatively students who have achieved 16 credits in either Level 2 Accounting or Level 2 Economics will also gain automatic entry. Students who have achieved NCEA Level 2 with a minimum of 12 credits in English and 12 credits in Mathematics can apply to the HOD Commerce.

Chemistry (CHE) – NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Science, including at least an Achieved in AS92023. The Level 2 Mathematics course is highly recommended to be taken in conjunction with this course.

Chemistry is the study of the nature, behaviour and properties of substances. This subject will help students understand the modern world and the way in which materials and chemical processes interact with the environment and the changes it undergoes. This is a practically based course and is intended to develop the skills and knowledge of the student to understand the behaviour of chemicals.

Chemistry can lead to a diverse range of career options. This can include Engineering, Food Processing, Winemaking, Paints, Plastics and Pharmaceuticals. Many chemists work in research and development, chemical analysis, and today's environmental monitoring. Many Applied Science tertiary courses, including Health Sciences, require the student to have Level 3 Chemistry.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Carry out a practical investigation into a substance present in a consumer product using quantitative analysis.	2.1 AS91910	4	Internal		1, 2, 3, 5
Demonstrate understanding of bonding, structure and energy changes.	2.4 AS91164	5	External		1, 2, 3, 5, 6
Demonstrate understanding of the properties of selected organic compounds.	2.5 AS91165	4	External		1, 2, 3, 4, 5, 6
Demonstrate understanding of chemical reactivity.	2.6 AS91166	4	External		1, 2, 3, 4, 5, 6
Demonstrate understanding of oxidation-reduction	2.7 AS91167	3	Internal		1, 2, 3, 5, 6
TOTAL CREDITS		20			

Progression to NCEA Level 3: To study Chemistry at Level 3, it will be necessary to have achieved 15 credits in Level 2, including Achievement Standard 2.1, or in consultation with the HOD Science and TIC of Chemistry.

Chinese (CHI) - NCEA Level 2

Minimum Entry Standard: Completed Year 11 Chinese or Chinese as a fluently spoken language at home.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Listening Comprehension.	2.1 AS91108	5	External		4, 6
Prepared Speech in Chinese.	2.2 AS91110	4	Internal		-
Conversations in Chinese.	2.3 AS91109	5	Internal		4, 5, 6
Reading Comprehension.	2.4 AS91111	5	External		4
Writing in Chinese with access to reference materials.	2.5 AS91112	5	Internal		4, 6
TOTAL CREDITS		24			

Progression to NCEA Level 3: To study Chinese at Level 3, it will be necessary to have achieved 15 credits in Level 2, or in consultation with the HOD Languages.

Classical Studies (CLA) - NCEA Level 2

Minimum Entry Standard: No minimum entry requirements.

NCEA Level 2 Classical Studies is like unlocking a passport to the ancient Mediterranean. This course explores the fascinating history, literature, art and daily lives of ancient Greece and Rome – civilisations that shaped our modern world's laws, language, and pop culture.

Rather than just memorising dates, you get to act like a detective, analysing ancient texts, archaeological ruins, and artwork to figure out what these people actually valued and what made them tick.

The course includes the following topics – Greek mythology, Sophocles' 'Antigone', Homer's Odyssey, the eruption of Mt Vesuvius, and Greek Art and Architecture.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Demonstrate understanding of a significant event in the classical world.	AS91202	4	Internal	R Lit	6
Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.	AS91204	6	Internal	R Lit	6
Examine ideas and values of the classical world.	AS91200	4	External	B Lit	6
Examine the significance of features of work(s) of art in the classical world.	AS91201	4	External	B Lit	6
TOTAL CREDITS		18			

Design Technology (DET) – NCEA Level 2

This course is structured around Technology Achievement Standards.

Minimum Entry Standard: Completed Year 11 Design Technology.

The course revolves around a year-long project to manufacture a mini motorbike, with a focus on Engineering and Materials Technologies.

Students learn how to interpret engineering drawings and utilise a range of steel fabrication technical processes such as fitting/turning and welding, along with basic mechanics. During the project, students further develop their research and design brief development skills. They learn to manage their work flow and safe, efficient practices in a busy workshop, while checking their work for quality and accuracy to ensure a successful outcome. There is a creative element to the project, which involves students designing their own version of a mini motorbike around a central, specified main frame and steering unit.

The course is designed to add to the repertoire of skills with enhanced quality and accuracy of built outcomes in preparation for Level 3 Design Technology.

The nature of the course suits students wishing to work towards Level 3 study and beyond to tertiary education and equally those looking to move into apprenticeships.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Undertake brief development to address an issue.	2.1 AS91354	4	Internal		1, 2, 3, 6
Implement advanced procedures using resistant materials to make a specific product with special features.	2.20 AS91344	6	Internal		1, 2, 3, 6
Develop a conceptual design for an outcome.	2.3 AS91356	6	Internal		1, 2, 3, 6
Demonstrate understanding of how technological modelling supports risk management.	2.5 AS91358	4	External		1, 2, 3, 6
TOTAL CREDITS		20			

Progression to NCEA Level 3: Entry to the Level 3 course requires achievement of at least 14 credits in Level 2 Design Technology.

Design & Visual Communication (DVC)

- NCEA Level 2

Minimum Entry Standard: Completed Level 1 Design & Visual Communication.

Building on their work in Year 11 students further develop skills in drawing, colour rendering and the use of design processes. Students develop these skills within the context of three related projects, focusing on product design, spatial design and presentation. This includes students making physical models and integrating digital techniques in the presentation of their designs. These projects are assessed internally.

A portfolio selected from much of the course work is submitted at the end of the year for external assessment of ideas generation. This course has a high workload and demands good self-management.

DVC requires students to have an enquiring mind and a willingness to support their visual work with written explanations, justifying their decision making.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, User Experience Design, Engineering, Research and Development, Manufacturing, Building Technologies and Product Design, but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Communicate design ideas using visual communication techniques.	2.30 AS91337	3	External		1, 2, 3, 4, 6
Use the characteristics of a design movement or era to inform own design ideas.	2.33 AS91340	3	Internal		6
Develop a spatial design through graphics practice.	2.34 AS91341	6	Internal		1, 2, 6
Develop a product design through graphics practice.	2.35 AS91342	6	Internal		1, 2, 6
Use visual communication techniques to present own design.	2.36 AS91343	4	Internal		1, 2, 6
TOTAL CREDITS		22			

Progression to NCEA Level 3: To study DVC at Level 3, it will be necessary to have achieved 14 credits in Level 2 DVC.

Digital Technologies (DGT) – NCEA Level 2

Minimum Entry Standard: If Level 1 DGT was not studied, a discussion with the HOD Digital Technologies needs to happen.

The Level 2 Digital Technologies course builds on the foundation established in Level 1, with an emphasis on software development of 3D applications intended for a variety of platforms such as PC, mobile, and console.

Using modern software development strategies, the course teaches students 3D animation, programming algorithms, 3D physics, UX design, and project management strategies. Throughout the year students will become familiar and competent in a number of industry standard applications such as Unity, Visual Studio, Trello, Blender, and more.

This integrated and comprehensive course equips students with the skills and knowledge required to excel in further Digital Technologies studies at Levels 3 and beyond, as well as in real-world digital technology applications.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Apply conventions to develop a design for a digital technologies outcome.	2.2 AS91891	3	Internal		
Use advanced techniques to develop a digital media outcome.	2.4 AS91893	4	Internal		
Use advanced programming techniques to develop a computer program.	2.7 AS91896	6	Internal		
Use advanced processes to develop a digital technologies outcome.	2.8 AS91897	6	Internal		
Demonstrate understanding of a computer science concept.	2.9 AS91898	3	External		
Present a summary of developing a digital outcome.	2.10 AS91899	3	External		
TOTAL CREDITS		25			

Progression to NCEA Level 2: Ideally these achievement standards are a precursor for those at Level 3 DGT.

Drama (DRA) – NCEA Level 2

Minimum Entry Standard: None.

Drama allows learners to think creatively and bring stories to life in a fun and engaging way. When creating characters and situations, students are asked to draw upon their own heritage, explore diverse cultures and make connections between real and imagined worlds.

The NCEA Level 2 Drama course allows students the opportunity to develop roles with more depth as they get their teeth into interpreting established scripts. However, students are still able to apply the knowledge gained in the previous year by using dramatic elements and conventions to devise a Drama. Students also study Commedia Dell' Arte and continue to hone their use of dramatic techniques. There is an expectation that students will attend some professional theatre performances during the year.

Through participating in, and responding to Drama, students will be asked to examine and challenge established ideas and think critically. They will develop innovative ways of expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society. Learners will enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and convey ideas effectively is highly valued in any future pathway.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Drama Performance (Apply drama techniques in a scripted context).	2.1 AS91213	4	Internal	R Lit	4, 5, 6
Drama Creation (Devise and perform a drama to realise an intention).	2.2 AS91214	5	Internal		4, 5, 6
Drama Performance (Perform features of a complex drama / theatre form).	2.4 AS91216	4	Internal	R Lit	4, 5, 6
Drama Performance (Perform a substantial acting role in a scripted production).	2.6 AS91218	5	Internal	R Lit	4, 5, 6
Drama Studies (Discuss drama elements, techniques, conventions and technologies within live performance).	2.7 AS91219	4	External		4, 5, 6
TOTAL CREDITS		22			

Economics (ECO) – NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Economics and Legal Studies, or upon negotiation with the HOD Commerce.

Level 2 Economics builds on the ideas introduced in Level 1 but also introduces a number of new concepts and economic models. The course focuses on macroeconomic issues such as Growth, Inflation, Unemployment and International Trade. How Government policies impact on these issues will also be looked at. The Achievement Standards will be taught as six units of work (including an introductory concepts unit). Level 2 Economics is suitable for anyone who wishes to know more about the New Zealand Economy or who may want to study Commerce subjects in the future.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Analyse international trade using economic concepts and models.	2.2 AS91223	4	External		3, 4, 6
Analyse economic growth using economic concepts and models.	2.3 AS91224	4	External		4, 6
Analyse unemployment using economic concepts and models.	2.4 AS91225	4	Internal	R Lit	6
Analyse how government policies and contemporary economic issues interact.	2.6 AS91227	6	Internal	R Lit	4, 5, 6
Optional - Demonstrate understanding of macro-economic influences on the New Zealand economy.	3.5 AS91403	6	External	B Lit	3, 4
TOTAL CREDITS		18/24			

There is also an optional Level 3 external paper offered to this class. This is worth 6 credits at NCEA Level 3 and does not require extra teaching outside classes.

Progression to NCEA Level 3: To study Economics at Level 3, it will be necessary to have achieved a minimum of any 16 credits in Level 2 Economics. Students who have achieved NCEA Level 2 endorsed with Excellence will be considered.

English (ENG) - NCEA Level 2

Year 12 English is a popular course for students who appreciate the further development of communication skills and deeper exploration into ideas, people and the world. Reading, writing, research and critical thinking skills are the main areas, and there is ample opportunity for students to develop their own voice and understanding of what it means to be human. All of these skills are basic to all areas of study and the range of careers they lead to are limitless; from Medicine to International Relations, Marine Biology to Engineering, Architecture to Farming, the skills developed in English are intrinsic to them all. To gain UE Literacy, 5 Reading (R Lit) and 5 Writing (W Lit) are required. Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing).

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Analyse specified aspects of studied written text(s) with supporting evidence.	2.1 AS91098	4	External	B Lit	1, 2, 3, 4, 5, 6
Analyse specified aspects of studied visual or oral text(s) with supporting evidence.	2.2 AS91099	4	External	W Lit	1, 2, 3, 4, 5, 6
Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	2.3 AS91100	4	External	B Lit	1, 3, 4, 5, 6
Produce a selection of crafted and controlled writing.	2.4 AS91101	6	Internal	W Lit	1, 3, 4, 5, 6
Construct and deliver a crafted and controlled oral text.	2.5 AS91102	3	Internal		1, 3, 4, 5, 6
Analyse significant connections across texts with supporting evidence.	2.7 AS91104	4	Internal		1, 3, 4, 5, 6
TOTAL CREDITS		25			

Progression to NCEA Level 3: To study English at Level 3, it will be necessary to have achieved 18 credits in Level 2, including Achievement Standards 2.3, 2.1 and/or 2.2, and two of 2.4, 2.5 and 2.7.

English Alternative (ENA) – NCEA Level 2

Minimum Entry Standard: Entry to the course is through consultation with the HOD English and Deputy Principal – Curriculum.

The Alternative course concentrates on a selection of the Internal Standards, although there is the option for External Standards to be included at the end of the year (refer English NCEA Level 2). There is an intention for students to gain at least 20 credits with a focus on UE Literacy, 5 Reading (Lit R) and 5 Writing (Lit W). Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing). The standards are drawn from the Achievement Standards for English.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Produce a selection of crafted and controlled writing.	2.4 AS91101	6	Internal	W Lit	1, 2, 3, 4, 5, 6
Construct and deliver a crafted and controlled oral text.	2.5 AS91102	3	Internal		1, 3, 4, 6
Analyse significant aspects of unfamiliar written text(s) through close reading, using supporting evidence.	2.3 AS91100	4	External	B Lit	1, 3, 4, 5, 6
Use information literacy skills to form developed conclusion(s).	2.8 AS91105	4	Internal	R Lit	1, 2, 3, 4, 5, 6
Analyse significant aspects of visual and/or oral text(s) through close viewing and/or listening using supporting evidence.	2.10 AS91107	3	Internal		6
TOTAL CREDITS		20			

Progression to NCEA Level 3: Following the completion of this course, students will be able to progress to the Level 3 English course. This will be at the discretion of the HOD English.

French (FRE) - NCEA Level 2

Minimum Entry Standard: Completed Year 11 French, or at the discretion of the HOD Languages and the class Teacher.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path
Listening Comprehension.	2.1 AS91118	5	External		5, 6
Prepared Speech in French.	2.2 AS91120	4	Internal		-
Conversations in French.	2.3 AS91119	5	Internal		4, 5, 6
Reading Comprehension.	2.4 AS91121	5	External		4
Writing in French with access to reference materials.	2.5 AS91122	5	Internal		4, 6
TOTAL CREDITS		24			

Progression to NCEA Level 3: To study French at Level 3, it will be necessary to have achieved 15 credits in Level 2, or in consultation with the HOD Languages and the class Teacher.

Gateway

What is Gateway?

Gateway is a programme for primarily Year 13 students that enables them to study at school and participate in a practical environment of their possible career choice. Most students who take Gateway will do so in their last year of school. The preference for places goes to Year 13 students. If there are places available there may be room for a small number of Year 12 students with preference to those whom are intending to leave school at the end of Year 12. These factors are considered in the offer of placements alongside whether the student has demonstrated they are 'work ready' and that the industry they are looking at is feasible to explore with Gateway.

How does it work?

Students take Gateway as one of their subject options. There are approximately 17 places available. Every student's programme will be different depending on availability of work placements and Industry Unit Standards. Students will be involved with on-site learning and will be assessed on Industry Unit Standards. It is expected that all students will achieve a minimum of 20 credits a year through the Industry Based Unit Standards. They must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period at school on the other four days will be spent doing catch up work missed in other classes, and study for other Unit Standards that are workplace relevant (eg. Health and Safety, First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

How do I get into the Gateway class?

Students indicate Gateway on their subject selection sheets for 2027. If it looks like places will be oversubscribed, students will be sent a form to fill in to allow us to gather more information regarding their intentions. Students selected as a result of this will then be contacted in Term 4 to arrange an interview. Gateway should be taken by Year 13 students as one of five subjects. Year 12 students in the Gateway course are expected to be doing it as their sixth subject. Students will be required to be interviewed before entering the programme and are strongly encouraged to bring a parent/caregiver with them to the interview. It is highly desirable that a student's timetable can accommodate the Gateway option line – this will be taken into consideration in the allocation of placements.

Where are the work placements?

The work placements will be at suitable workplaces in the industry that the student wishes to work in, eg. Building Sites, Mechanics Workshop etc. Every effort will be made to find a suitable placement for a student, but we are reliant on the greater community to be willing to offer placements for our students. This occasionally means that it can take up to a term to find a suitable placement. Students will be encouraged to help with any contacts they may have for suitable placements. Students need to spend a minimum of 10 days in total at their work placement. Placement may take place one day a week during term time, or during blocks in the school holidays. Some students do up to 25 days in a placement over Terms 1, 2 and 3.

Gateway continued

Who is Gateway suitable for?

Students who wish to undertake Gateway need to have demonstrated that they are 'work ready'. This may include factors such as a history of being able to get to lessons on time, high attendance rates at school, and demonstrated maturity in their behaviour in the classroom and at other school events. Students who apply for Gateway are expected to know what job/industry area they wish to have their work experience in and be prepared to discuss this in their interview.

Please note that not all jobs are suitable for Gateway and we can only take students into the programme who have selected an area where it is feasible and practical to find a placement and Industry Standards to complete. Gateway is not a programme for unmotivated students and is not an easy way to get out of school one day a week. If students do not fulfil the requirements of the programme or they are falling behind and failing assessments, then they may be withdrawn from their placements and put back into their regular classes.

Please note -

Students will need to comply with any Government, Industry or Employer specific Health and Safety requirements that pertain to a particular work placement.

For further information please see Ms Chen or Miss Anderton.

Geography (GEO) - NCEA Level 2

Minimum Entry Standard: All students will be considered for Geography at Level 2. However, an interest in the topics studied and Achievement in English would be of benefit.

National Geographic describes Geography education as helping to build geo-literacy, *"an essential set of skills for 21st century citizens that enables people to make critical decisions."* The Year 12 Geography course builds on the skills covered at Level 1 by examining natural landscapes in New Zealand, studying a contemporary New Zealand issue and learning about global issues. Geographic Information Systems and general mapping and fieldwork skills will be extended, as will writing skills through learning how to structure and write effective analytical reports. Students who do well at Geography have often gone on to study related subjects such as Geology, Environmental Science, Anthropology and Sociology, International Relations, Journalism and Geographic Information Science.

Note: Students will be required to attend a three day field school at Tongariro National Park.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Demonstrate geographic understanding of a large natural environment OR 2.3 below.	2.1 AS91240	4	External	R Lit	3, 4
Apply concepts and geographic skills to demonstrate understanding of a given environment.	2.4 AS91243	4	External		1, 3, 4
Conduct geographic research with guidance.	2.5 AS91244	5	Internal		4, 6
Explain aspects of a contemporary New Zealand geographic issue	2.6 91245	3	Internal		4, 6
Explain aspects of a geographic topic at a global scale	2.7 AS91246	3	Internal		3, 4
Apply spatial analysis with guidance, to solve a geographic problem	2.8 AS91247	3	Internal		1, 2, 4
TOTAL CREDITS		22			

Progression to NCEA Level 3: To study Geography at Level 3 it is advisable to have achieved 17 credits in Level 2 Geography and gain at least an Achieved in AS 2.4, and at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with the HOD.

History (HIS) - NCEA Level 2

Minimum Entry Standard: All students will be considered for History at Level 2. However, a background in English and an interest in the topics to be studied would be of benefit.

Year 12 History is a popular choice for students who enjoy learning about World History and wish to further develop their research and writing skills. Topics covered include the American Revolution, Nazi Germany and New Zealand's Role in World War One, with an emphasis on learning about the social, economic and political impacts of colonialism and imperialism. Learning to prepare an effective essay and report is a skill that transfers well to almost all fields of University study. Students for whom History is a favourite subject have typically gone on to study Law, Politics, International Relations, Journalism, Economics or Commerce.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Carry out a planned inquiry of a historical event, or place, of significance to New Zealanders.	2.1 AS91229	4	Internal	R Lit	4, 6
Combined Internal - Examine a historical event, or place, of significance to New Zealanders.	2.2 AS91230	5	Internal	R Lit	4, 6
Combined Internal - Interpret different perspectives of people in a historical event that is of significance to New Zealanders.	2.4 AS91232	5	Internal	R Lit	6
Examine causes and consequences of a significant historical event.	2.5 AS91233	5	External	B Lit	6
Examine how a significant historical event affected New Zealand society.	2.6 AS91234	5	External	B Lit	6
TOTAL CREDITS		24			

Progression to NCEA Level 3: To study History at Level 3 it is advisable to have achieved 16 credits in either Level 2 History, English, Media Studies or Classics. Entry may also be achieved by discussing your interest with the HOD/TIC of the course.

Mathematics (MAT) - NCEA Level 2

Minimum Entry Standard: The minimum requirement for entry into Level 2 Mathematics is 10 credits, which must include Merit or higher in AS 91947 (Demonstrate mathematical reasoning).

This course serves as a natural progression from the foundational knowledge acquired in Year 11 Mathematics. It is designed for students who have a solid understanding of Mathematics, especially in the area of Algebra. Through this course, students will further deepen their understanding of more advanced algebraic concepts and techniques. It provides them with the necessary skills to excel in fields such as Engineering, Architecture, Medicine, and other math-intensive career options.

This course acts as a pathway to our Level 3 Mathematics courses, leading directly to 13MAC and 13SAM. These subsequent courses build upon the foundation laid in Level 2, expanding students' mathematical knowledge and skills. 13MAC focuses on Calculus, while 13SAM delves deeper into Statistical and Probability theory. Successfully completing this course and progressing to Level 3 Mathematics opens doors to advanced mathematical and statistical studies and provides a foundation of knowledge for future academic pursuits and career opportunities in STEM-related fields.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Apply co-ordinate geometry in solving problems.	2.2 AS91256	2	Internal		1, 2, 4, 6
Apply trigonometric relationships in solving problems.	2.4 AS91259	3	Internal		1, 2, 6
Apply algebraic methods in solving problems.	2.6 AS91261	4	External		1, 2, 3, 6
Apply calculus methods in solving problems.	2.7 AS91262	5	External		1, 2, 3, 6
Apply probability methods in solving problems.	2.12 AS91267	4	External		3, 4, 5, 6
TOTAL CREDITS		18			

Progression to NCEA Level 3: Mathematics with Calculus 13MAC requires a minimum of 14 credits in Level 2 Mathematics with at least a Merit in Algebra (2.6) and Calculus (2.7).

Statistics & Modelling 13SAM course requires a minimum of 14 credits in Level 2 Mathematics with at least a Merit in AS 2.12 Probability Methods.

Mathematics with Statistics (MAS)

- NCEA Level 2

Minimum Entry Standard: The minimum requirement for entry into Level 2 Statistics is 10 credits from any of the three standards offered.

This specialised course caters to students who wish to continue their Mathematics studies, but may find the algebraic complexities of the Level 2 Mathematics programme challenging. It focuses on establishing a strong statistical and mathematical foundation, with the aim of providing a progression into Year 13 Mathematics or Statistics courses. Students receive targeted instruction and support in statistical concepts, data analysis, probability, and inference, equipping them with the necessary skills to excel in higher-level mathematical studies. This course addresses the specific needs of students, empowering them to overcome potential difficulties and pursue their academic and career aspirations in Mathematics or related fields.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Apply co-ordinate geometry methods in solving problems.	2.1 AS91256	2	Internal		1, 2, 4, 6
Apply sequences and series in solving problems.	2.3 AS91258	2	Internal		1, 2, 3, 5, 6
Apply trigonometric relationships in solving problems.	2.4 AS91259	3	Internal		1, 2, 6
Apply network methods in solving problems	2.5 AS91260	2	Internal		1, 2, 6
Use statistical methods to make an inference.	2.9 AS91264	4	Internal		3, 4, 5, 6
Apply probability methods in solving problems.	2.12 AS91267	4	External		3, 4, 5, 6
Investigate a situation using a simulation.	2.13 AS91268	2	Internal		3, 5, 6
TOTAL CREDITS		19			

Progression to Statistics 13SAM: 14 credits in Level 2 Mathematics, with at least a Merit in AS 2.12 Probability Methods.

Progression to Mathematics 13MAT: 12 credits are required from any Level 2 Mathematics course.

Media Studies (MED) - NCEA Level 2

Minimum Entry Standard: None.

The Year 12 Media Studies serves as an introduction to Media Studies, investigating the conventions and impact of a number of media types. Students will investigate narrative within a specific media form, study the way in which aspects of society are represented in the media, as well as plan, prepare, and produce a piece of film media. Students will develop skills of critical thinking, teamwork and initiative, use of media technology, and communication in media.

Please be advised that if a viable number of students do not select to study Year 12 Media Studies the course at Level 2 may not run in 2027.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Pg 17</i>
Demonstrate understanding of narrative in media texts.	2.2 AS91249	4	Internal		6
Demonstrate understanding of an aspect of a media genre.	2.4 AS91251	4	External	W Lit	6
Produce a design and plan for a developed media product using a range of conventions.	2.5 AS91252	4	Internal		6
Complete a developed media product from a design and plan using a range of conventions.	2.6 AS91253	6	Internal		6
Write developed media text for a specific target audience.	2.8 AS91255	3	Internal	W Lit	4, 6
TOTAL CREDITS		21			

Progression on to NCEA Level 3: Entry into the Level 3 course will be at the discretion of the TIC.

Music (MUS) - NCEA Level 2

Minimum Entry Standard: Completed Year 11 Music, or have been learning an instrument for at least three years.

The aim of the Senior Music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity. The Year 12 course offers 9 standards which has a total of 42 available credits from both Achievement Standards and Unit Standards. A **24** credit course is to be selected by each student to make a full course of study. The only compulsory Internal Standard is 2.9, and students must also complete at least one external standard.

Course Content:

Achievement Standards and/or Unit Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Perform as a featured soloist.	2.1 AS91270	6	Internal		6
Perform as a featured soloist on a second instrument.	2.2 AS91274	6	Internal		6
Ensemble skills as a member of a group.	2.3 AS91272	4	Internal		6
Compose two substantial pieces of music.	2.4 AS91271	6	Internal		6
Demonstrate knowledge of conventions of music.	2.6 AS91276	4	External		6
Demonstrate understanding of two substantial contrasting music works.	2.7 AS91217	6	External		6
Investigate an aspect of New Zealand music.	2.9 AS91278	4	Internal		6
Music Technology – Apply knowledge of MIDI sequencing.	US32302	3	Internal		6
Music Technology – Apply knowledge of music notation application.	US32303	3	Internal		6
TOTAL CREDITS		42			

Music (MUS) - NCEA Level 2 continued

Music Technology

Credits in Music Technology Unit Standards may be offered to interested students. This will involve work in the recording studio and in live recording situations. These credits may be done in addition to the NCEA course work, or a student may substitute these for existing NCEA credits, on the advice of the HOD.

Progression to NCEA Level 3: To study Music at Level 3 it will be necessary to have achieved 18 credits in Level 2. Entry may also be achieved in consultation with the HOD Music.

Physical Education (PED) - NCEA Level 2

Minimum Entry Standard: 15 credits of Level 1 Physical Education, or at the discretion of the HOD Physical Education.

Level 2 Physical Education has an exciting mix of practical activities which assist in building knowledge and skills. The year starts with coaching Ripa Rugby and organising and running a tournament. Students will develop their leadership strategies and organisational skills through these activities. Learning about exercise prescription and training methods culminates with their participation in the Secondary Schools Tough Guy and Gal competition. Students analyse and break down the Volleyball serve to show their knowledge and understanding and are evaluated on their ability to demonstrate Social Responsibility towards the end of the year.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Demonstrate understanding of how biophysical principles relate to the learning of physical skills.	2.2 AS91328	5	Internal		4, 5, 6
Demonstrate understanding of the application of biophysical principles to training for physical activity.	2.3 AS91329	4	Internal		4, 6
Perform a physical activity in an applied setting.	2.4 AS91330	4	Internal		4, 6
Evaluate leadership strategies that contribute to the effective functioning of a group.	2.6 AS91332	4	Internal		4, 5, 6
Consistently demonstrate social responsibility through applying a social responsibility model in physical activity.	2.8 AS91334	3	Internal		4, 5, 6
Examine the implementation and outcome(s) of a physical activity event or opportunity.	2.9 AS91335	3	Internal		4, 5, 6
TOTAL CREDITS		23			

Progression to NCEA Level 3: To study Physical Education at Level 3 it will be necessary to have achieved at least 15 credits in Level 2 Physical Education. Entry to the course can also be achieved at the discretion of the HOD Physical Education.

Physics (PHY) - NCEA Level 2

Minimum Entry Standard: 14 credits in Level 1 Science, including at least an Achieved in AS92047. The Level 2 Mathematics course is highly recommended to be taken in conjunction with this course.

Physics is the study of how our Universe works from the very small (the quantum world) all the way to the very large (the Universe's large scale structure).

In Year 12 Physics we lay the foundation for further learning. For the External Examinations we look at kinematics including projectile motion, circular motion, momentum and energy. We learn about waves and light phenomena like diffraction and interference, refraction and total internal reflection. The final External Unit is about basic electrical phenomena such as electromagnetism and electric and magnetic fields and their applications

In the Internally assessed units we study nuclear physics with a focus on the atom at radioactivity, before moving on to learn about the processes of nuclear fission and fusion. Finally, we complete a practical assessment to help develop students' scientific skills.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	2.1 AS91168	4	Internal		1, 2, 3, 5, 6
Demonstrate understanding of waves.	2.3 AS91170	4	External		1, 2, 3, 5, 6
Demonstrate understanding of mechanics.	2.4 AS91171	6	External		1, 2, 3, 5, 6
Demonstrate understanding of atomic and nuclear physics.	2.5 AS91172	3	Internal		1, 2, 5, 6
Demonstrate understanding of electricity and electromagnetism.	2.6 AS91173	6	External		1, 2, 3, 5, 6
TOTAL CREDITS		23			

Progression to NCEA Level 3: To study Physics at Level 3 it will be necessary to have achieved 17 credits in Level 2, or in consultation with the HOD Science and TIC of Physics.

Spanish (SPA) - NCEA Level 2

Minimum Entry Standard: Completed Year 11 Spanish, or in consultation with the HOD Languages and the class Teacher.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Listening Comprehension.	2.1 AS91148	5	External		4, 6
Prepared Speech in Spanish.	2.2 AS91150	4	Internal		-
Conversations in Spanish.	2.3 AS91149	5	Internal		4, 5, 6
Reading Comprehension.	2.4 AS91151	5	External		4
Writing in Spanish with access to reference materials.	2.5 AS91152	5	Internal		4, 6
TOTAL CREDITS		24			

Progression to NCEA Level 3: To study Spanish at Level 3 it will be necessary to have achieved 15 credits in Level 2 Spanish, or in consultation with the HOD Languages and the class teacher.

Te Reo Māori (MAO) – NCEA Level 2

Minimum Entry Standard: Completed Year 11 Te Reo Māori, or in consultation with the teacher of Te Reo Māori.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key <i>Page 17</i>
Whakarongo kia mōhio ki te reo o te ao torotoro. Listening and understanding the explorative world.	2.1 AS91284	4	Internal		3, 4, 5, 6
Kōrero kia whakamahi i te reo o te ao torotoro. Speaking about the explorative world.	2.2 AS91285	6	Internal		3, 5, 6

Te Reo Māori (MAO) – NCEA Level 2

continued

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key <i>Page 17</i>
Pānui kia mōhio ki te reo o te ao torotoro. Reading and understand about the explorative world.	2.3 AS91286	6	External	R Lit	3, 4, 5, 6
Tuhi i te reo o te ao torotoro Writing about the explorative world.	2.4 AS91287	6	External	W Lit	
Waihanga tuhinga auaha, i te reo o te ao torotoro. Writing about the explorative world.	2.5 AS92288	6	Internal	W Lit	3, 5, 6
TOTAL CREDITS		28			

Progression to NCEA Level 3: To study Te Reo Māori at Level 3 it will be necessary to have achieved 18 credits in Level 2 Te Reo Māori, or in consultation with the HOD Languages and the class teacher.

Visual Arts Design (DES)- NCEA Level 2

Minimum Entry Standard: A satisfactory work ethic. Previous study at Year 11 in either Design and Visual Communications or Visual Art is preferable. Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content: This is a foundational course for students interested in Visual Arts Design. It introduces design thinking, image-making, and typography as key tools for visual communication. Students will learn to use Adobe Photoshop and Illustrator to develop and manipulate imagery, combining photography, text, illustration, and hand-made graphics. Learning is structured through sustained, term-long projects that build towards a developing portfolio, and students are expected to demonstrate a strong work ethic and effective time-management skills. Access to a high-powered laptop or computer at home is recommended to support students in managing the workload.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Use drawing methods to apply knowledge of conventions appropriate to design.	2.2 AS91310	4	Internal		6
Develop ideas in a related series of drawings appropriate to established design practice.	2.3 AS91315	4	Internal		6
Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	2.4 AS91320	12	External		6
TOTAL CREDITS		20			

Progression to NCEA Level 3: To study Art Design at Level 3 it will be necessary to have achieved 16 credits in Level 2 Art Design.

Visual Arts Painting (ART) - NCEA Level 2

Minimum Entry Standard: A satisfactory work ethic. Previous study at Year 11 in either Design and Visual Communications or Visual Art is preferable. Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content: This course builds on the knowledge and skills developed in Year 11 Visual Arts, with a focus on drawing and painting. Students will study the work of established artists, using this to inform the development of a portfolio based on a chosen theme. As they explore ideas and experiment with different techniques, students will build confidence in their creative thinking and artistic decision-making. The course builds creativity, critical thinking, and independence in preparation for Level 3 Visual Arts.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Use drawing methods to apply knowledge of conventions appropriate to painting.	2.2 AS91311	4	Internal		6
Develop ideas in a related series of drawings appropriate to established painting practice.	2.3 AS91316	4	Internal		6
Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.	2.4 AS91321	12	External		6
TOTAL CREDITS		20			

Progression to NCEA Level 3: It will be necessary to have achieved 16 credits in Level 2 Visual Art.

Visual Arts Photography (ARP)

- NCEA Level 2

Minimum Entry Standard: A satisfactory work ethic. Previous study at Year 11 in either Design and Visual Communications or Visual Art is preferable. Specialised study at Year 12 NCEA Level 2 in specific fields leads to further study in the same field at Year 13 NCEA Level 3, where students have the opportunity to enter Scholarship in their chosen field.

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content: This is a foundational course where students are introduced to photography as a creative way to express ideas and communicate meaning. Students will develop practical skills in camera use, image-making, and editing, in both analogue and digital photography. They will study the work of contemporary photographers and use this to inform their own developing portfolio. *It is recommended that students have access to their own digital camera, as well as a high-powered laptop or computer at home, to support their workload.*

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Use drawing methods to apply knowledge of conventions appropriate to photography.	2.2 AS91312	4	Internal		6
Develop ideas in a related series of drawings appropriate to established photography practice.	2.3 AS91317	4	Internal		6
Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	2.4 AS91322	12	External		6
TOTAL CREDITS		20			

Progression to NCEA Level 3: To study Photography at Level 3 it will be necessary to have achieved 16 credits in Level 2 Visual Arts Photography.

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Accounting (ACC) – NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Accounting including ACC 2.3 and including at least 7 credits at Merit level. Students who achieve NCEA Level 1 Accounting endorsed with Excellence, but did not complete Level 2, may apply to the HOD for entry.

NCEA Level 3 Accounting continues to build on the skills and knowledge from Level 2. Formation and accounts for Partnerships are studied. The main context is Companies. Students cover the formation of a Company, Company specific balance day adjustments (dividends, tax, asset revaluations) and financial statements (Income Statement, Balance Sheet, Cash Flow Statement, Notes to the Accounts). Accounting processing for a Manufacturing business is completed and decision-making using Cost-Volume-Profit analysis. Job costing looks at how to cost out manufactured goods and services.

NCEA Level 3 Accounting provides an excellent background for first year University Accounting courses, and a first year Accounting paper is compulsory in most Commerce Degrees. Accounting develops not only technical skills, but also problem solving and critical thinking skills.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of accounting for partnerships.	3.2 AS91405	4	Internal		4, 6
Demonstrate understanding of company financial statement preparation.	3.3 AS91406	5	External		4
Optional – Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity.	3.4 AS91407	5	Internal	B Lit	-
Demonstrate understanding of management accounting to make a decision.	3.5 AS91408	4	External		3, 4
Demonstrate understanding of a job cost subsystem for an entity.	3.6 AS91409	4	Internal		-
TOTAL CREDITS		17/22			

Aviation (AVN) - Private Pilot's Licence

- NCEA Level 3 & 4

Minimum Entry Standard: Sufficient good health for the issue of a Class 2 Aviation Medical Certificate.

Aviation: Private Pilot's Licence (PPL) is a subject that allows students to actively pursue the practical and theoretical training necessary to become a private pilot. It is an advantage to have studied Aviation in Year 11, but entry can be at Year 12 or 13. Students will study a selection of standards with a minimum total of 20 credits.

Course Content:

Unit Standards	Standard Number	Number of Credits	Level	Assessment Mode
Flight Radio Telephony	US23424	3	3	External
Human Factors	US23425	5	3	External
Navigation	US23426	5	3	External
Air Law	US23427	5	3	External
Meteorology	US23428	5	3	External
Demonstrate flying skills for PPL	US23429	6	4	Flight Test
Aircraft Technical Knowledge	US23431	10	3	External
Demonstrate flying skills for first solo flight	US23433	4	4	Practical
Demonstrate instrument flying skills for PPL	US23434	2	4	Practical
Demonstrate cross-country navigation skills	US23435	3	4	Practical
TOTAL CREDITS		48		

Aviation students need to factor in a range of costs for the following:

- The sitting of external PPL theory papers.
- Aviation instruction at Kapiti Aero Club together with the landing fees required.
- A Grade 2 Medical Certificate required before solo flight.

Biology (BIO) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Biology or in consultation with the HOD Science and the TIC Biology.

Life is incredibly varied, yet based on common processes. Biologists and students studying Biology – seek evidence to explain the nature of living things, and to understand where and how life is evolving, how evolution links life processes and ecology, and the impact that humans have on all forms of life.

Through learning in Biology, students discover that life involves interactions at all levels of organisation: cells interact with their environment and with each other, so do organs, organisms and ecosystems. No living thing exists in isolation from its environment.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Carry out a practical investigation in a biological context, with guidance.	3.1 AS91601	4	Internal	B Lit	
Demonstrate understanding of the responses of plants and animals to their external environment.	3.3 AS91603	5	External	B Lit	2, 3, 5
Demonstrate understanding of how an animal maintains a stable internal environment.	3.4 AS91604	3	Internal	R Lit	3, 5
Demonstrate understanding of trends in human evolution.	3.6 AS91606	4	External	B Lit	3
Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3.7 AS91607	3	Internal	R Lit	3
TOTAL CREDITS		19			

Business Studies (BUS) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Business Studies. Alternatively, students who have achieved 16 credits in either Level 2 Accounting or Level 2 Economics will also gain automatic entry.

The Level 3 Business Studies course is based around the Young Enterprise Scheme (YES). It is assessed by completing Achievement Standards throughout the year. The Young Enterprise Scheme is a vocational course which aims to develop experiential knowledge of running a business. As a Company, students will be expected to elect Directors, raise capital, carry out market research, prepare and present a business plan, develop a product, have a product launch, participate in the Trade Fair, market and sell their products, complete a Company Annual Report and review their success. This course requires students to be self-directed and the teacher's role is to facilitate and provide advice when appropriate. Students also complete one External examination focusing on the issues faced by modern businesses operating in a global environment.

Course Content: Business Studies gives students an opportunity to explore the Business world in a practical way. Students participate in the Young Enterprise Scheme (YES) in which they operate their own company. Students will study:

- Marketing
- Personnel
- Communication
- Business Planning
- Risk Management
- Financial Recording
- Budgeting

Business Studies provides an opportunity for students to put theory learnt in Economics or Accounting into practice. It is also open to students who have never done those subjects, but want to have a dabble in the real world.

Course Content and Assessment: The course is assessed during the year by following the Young Enterprise Scheme and completing Level 3 Business Studies Achievement Standards:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Demonstrate understanding of how internal factors interact within a business that operates in a global context.	3.1 AS91379	4	External	B Lit	3, 4
Develop a marketing plan for a new or existing product.	3.4 AS91382	6	Internal	R Lit	3, 4, 6
Carry out, with consultation, an innovative and sustainable business activity.	3.6 AS91384	9	Internal		2, 3, 4, 6
TOTAL CREDITS		19			

Calculus (MAC) - NCEA Level 3

Minimum Entry Standard: A minimum of 14 credits in Level 2 Mathematics with at least a Merit in both Algebra and Calculus.

Calculus serves as a gateway to higher education in STEM fields and other disciplines that require strong quantitative skills. By mastering Calculus concepts and techniques, students lay a solid foundation for future studies in fields such as Engineering, Physics, Computer Science, Economics, and more. It equips them with the necessary mathematical tools and problem-solving strategies to excel in these rigorous academic pursuits.

Further, studying Calculus enhances critical thinking and analytical abilities, which are essential for success in various aspects of life. Calculus challenges students to think deeply, analyse complex situations, and develop logical reasoning skills. The process of solving Calculus problems cultivates a systematic approach to problem-solving, encouraging students to break down complex scenarios into manageable parts and apply mathematical principles to arrive at meaningful solutions. These skills extend beyond the realm of mathematics and become valuable assets in decision-making, data analysis, and problem-solving in diverse, professional and personal contexts.

By embracing the study of Calculus in your final year of college, students not only position themselves for future academic and career success, but also develop crucial cognitive skills that can be applied in any field they choose to pursue. Calculus fosters a deeper understanding of Mathematics, strengthens critical thinking abilities, and prepares students for the challenges of higher education. It empowers them to approach complex problems with confidence and analytical precision, nurturing a mindset of intellectual curiosity and lifelong learning.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path
Apply trigonometric methods in solving problems.	3.3 AS91575	4	Internal		1, 2
Apply the algebra of complex numbers in solving problems.	3.5 AS91577	5	External		-
Apply differentiation methods in solving problems.	3.6 AS91578	6	External		1, 2, 3, 5
Apply integration methods in solving problems.	3.7 AS91579	6	External		1, 2, 3
TOTAL CREDITS		21			

Chemistry (CHE) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Chemistry, including Achievement Standard 2.1.

Chemistry is the study of the nature, behaviour and properties of substances. This subject helps students understand the modern world and the way in which materials and chemical processes interact with the environment and the changes it undergoes. This is a practically-based course and is intended to develop the skills and knowledge of the student to understand the behaviour of chemicals.

Chemistry can lead to a diverse range of career options. This can include Engineering, Food Processing, Winemaking, Paints, Plastics and Pharmaceuticals. Many chemists work in research and development, chemical analysis and today's environmental monitoring. Many Applied Science tertiary courses, including Health Sciences, require the student to have Level 3 Chemistry.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of spectroscopic data in chemistry.	3.2 AS91388	3	Internal		1, 2, 3, 5
Demonstrate understanding of thermochemical principles and the properties of particles and substances.	3.4 AS91390	5	External		1, 2, 3, 5
Demonstrate understanding of the properties of organic compounds.	3.5 AS91391	5	External		1, 2, 3, 4, 5
Demonstrate understanding of equilibrium principles in aqueous systems.	3.6 AS91392	5	External		1, 2, 3, 5
Demonstrate understanding of oxidation-reduction processes.	3.7 AS91393	3	Internal		1, 2, 3, 5
TOTAL CREDITS		21			

Chinese (CHI) - NCEA Level 3

Minimum Entry Standard: To study Chinese at Level 3, it will be necessary to have achieved 15 credits in Level 2, or in consultation with the HOD Languages and the class Teacher.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path
Listening Comprehension.	3.1 AS91533	5	External		4
Prepared talk/presentation in Chinese.	3.2 AS91534	3	Internal		-
Conversations in Chinese.	3.3 AS91535	6	Internal		4, 5, 6
Reading comprehension.	3.4 AS91536	5	External		-
Writing in Chinese with access to reference materials.	3.5 AS91537	5	Internal		4
TOTAL CREDITS		24			

Classical Studies (CLA) - NCEA Level 3

Minimum Entry Standard: A minimum of 15 Achievement Standard credits in NCEA Level 2 English, History or in consultation with the Teacher in Charge.

This subject explores the people, values, art, and politics of Ancient Greece and Rome—civilisations that underpin much of Western thought and continue to influence today's world. By studying classical civilisations, students learn to think deeply about leadership, justice, identity, and legacy. The skills developed are ones that many careers would find transferable.

The course includes the following topics – Aristophanes' Comedies, Greek Mythology, Alexander the Great, Roman Art and Architecture.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of significant ideology(ies) in the classical world.	AS91397	6	Internal	R Lit	6
Demonstrate understanding of the lasting influences of the classical world on other cultures across time.	AS91398	6	Internal	R Lit	6
Analyse the significance of a work(s) of art in the classical world.	AS91395	4	External	B Lit	6
Analyse the impact of a significant historical figure on the classical world.	AS91396	6	External	B Lit	6
TOTAL CREDITS		22			

Design Technology (DET) - NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 Design Technology.

NCEA Level 3 Design Technology expands on the research and design focus of Technology, with an emphasis on stakeholder involvement and interaction. Working with a client sees students develop suitable solutions through a pathway of research, development, modelling and prototyping.

Working with stakeholders and planning of project work assist students to develop real world negotiating and organisational skills whilst working on a project suited to their individual interests. The nature of the project and techniques used is student initiated and expected to align with the expectations of industrial practices.

Design Technology feeds into a range of careers, including Engineering, Research and Development, Manufacturing, Civil Construction, Building Construction and Project Design, but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions. The development of these skills coupled with independent study hones the necessary character attributes for successful tertiary study.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Undertake brief development to address an issue within a determined context.	3.1 AS91608	4	Internal		1, 2, 6
Develop a conceptual design considering fitness for purpose in the broadest sense.	3.3 AS91610	6	Internal		1, 2, 3, 6
Develop a prototype considering fitness for purpose in the broadest sense.	3.4 AS91611	6	Internal		1, 2, 3, 6
Demonstrate understanding of how technological modelling supports technological development.	3.5 AS91612	4	External	W Lit	1, 2, 3
TOTAL CREDITS		20			

Design & Visual Communication (DVC) - NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 DVC.

In Level 3 Design and Visual Communication, students apply and build on the skills, knowledge and understanding gained in the course studied at Year 12.

This course extends the techniques and skills of previous years while helping to provide a basis for intended tertiary courses or careers in Design, Engineering and Spatial Design. Students work on projects that focus on the development and presentation of Product Design and Spatial Design. This includes model making and digital presentation.

At this level, the student takes increasing ownership and responsibility for their learning in each of the projects, which are internally assessed. A portfolio made up of a selection of the year's work is submitted for External assessment at the end of the year.

Scholarship entry is available, though this demands a very high level of commitment.

Study in DVC can lead into a range of careers, including Architectural and Graphic Design, User Experience Design, Engineering, Research and Development, Manufacturing, Building Technologies and Product Design, but also develops the critical thinking and research analysis skills necessary to excel in a wide range of professions.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Initiate design ideas through exploration.	3.30 AS91627	4	External		1, 2, 3, 4, 6
Develop a visual presentation that exhibits a design outcome to an audience.	3.31 AS91628	6	Internal		1, 2, 3, 6
Resolve a spatial design through graphics practice.	3.32 AS91629	6	Internal		1, 2, 6
Resolve a product design through graphics practice.	3.33 AS91630	6	Internal		1, 2, 6
TOTAL CREDITS		22			

Note: A combination of the above Achievement Standards will be selected based on each student's preference of either spatial or product design.

Digital Technologies (DGT) - NCEA Level 3

Minimum Entry Standard: If Level 2 DGT was not studied, a discussion with the HOD Digital Technologies needs to happen.

The Level 3 Digital Technologies course builds on the foundation established in Level 2, with a specific focus on Extended Reality (XR) development, XR, encompassing Augmented Reality (AR), Virtual Reality (VR), and Mixed Reality (MR), offering immersive experiences that seamlessly blend the physical and digital worlds.

Students will become proficient in object-oriented programming, with a particular emphasis on development applications for VR platforms, specifically the Meta Quest 3.

Additionally, the course enhances further understanding of agile methodology within the context of XR software development, equipping students with skills for dynamic and iterative project management.

This comprehensive course provides an understanding of current digital technology equipping students with the digital skill-set for further career paths in creative digital media, software development, and the innovative application of this within the workplace of now and the modern future.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Apply user experience methodologies to develop a design for a digital technologies outcome.	3.2 AS91901	3	Internal		
Use complex techniques to develop a digital media outcome.	3.4 AS91903	4	Internal		
Use complex programming techniques to develop a computer program.	3.7 AS91906	6	Internal		
Use complex processes to develop a digital technologies outcome.	3.8 AS91907	6	Internal		
Analyse an area of computer science concept.	3.9 AS91908	3	External		
Present a reflective analysis of developing a digital outcome.	3.10 AS91909	3	External		
TOTAL CREDITS		25			

Drama (DRA) - NCEA Level 3

Minimum Entry Standard: None.

Drama allows learners to think creatively and bring stories to life in a fun and engaging way. When creating characters and situations, students are asked to draw upon their own heritage, explore diverse cultures and make connections between real and imagined worlds.

The NCEA Level 3 Drama course builds on the script focus from Level 2 and students are required to play a role from a more significant, established play. Students will need to select and combine dramatic techniques when interpreting scripts. Knowledge of dramatic elements and conventions will underpin the process of devising Drama. Students will also be required to interpret a text in a way that demonstrates knowledge of a particular theatre genre or form. There is an expectation that students will attend some professional theatre performances during the year.

Through participating in, and responding to Drama, students will be asked to examine and challenge established ideas and think critically. They will develop innovative ways of expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society. Learners will enhance their interpersonal and communication skills, which will serve them well in all areas of learning and life. The ability to work with others, understand different points of view, and convey ideas effectively is highly valued in any future pathway.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Drama Performance (Interpret scripted text and integrate drama techniques through performance).	3.1 AS91512	4	Internal	R Lit	4, 5, 6
Drama Creation (Devise and perform a drama to realise a concept).	3.2 AS91513	5	Internal		4, 5, 6
Drama Performance (Select and use complex performance skills associated with a drama form or period).	3.4 AS91515	4	Internal	R Lit	4, 5, 6
Drama Performance (Perform a substantial acting role in a significant production).	3.6 AS91517	5	Internal	R Lit	4, 5, 6
Drama Studies (Demonstrate understanding of live drama performance).	3.7 AS91518	4	External	W Lit	4, 5, 6
TOTAL CREDITS		22			

Economics (ECO) - NCEA Level 3

Minimum Entry Standard: 12 credits in NCEA Level 2 Economics or by negotiation with the HOD Commerce.

NCEA Level 3 Economics involves an in-depth look at the concepts of supply, demand and market forces that were studied in Level 1 Economics. Micro-economics concepts, such as price elasticity, marginal utility and diminishing returns are added. Also included is the analysis of consumer and producer surplus to determine whether a market is allocatively efficient and the impact of government intervention.

There is a detailed study of market failures and how governments try to address such situations. There is also analysis of profit for firms operating in different market structures, mainly comparing the perfectly competitive market to a monopoly.

NCEA Level 3 Economics provides an excellent background for first year University Economic courses.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of the efficiency of market equilibrium.	3.1 AS91399	4	External	B Lit	4
Demonstrate understanding of the efficiency of different market structures using marginal analysis.	3.2 AS91400	4	External	B Lit	3, 4
Demonstrate understanding of micro-economic concepts.	3.3 AS91401	5	Internal	R Lit	4
Demonstrate understanding of government interventions to correct market failures.	3.4 AS91402	5	Internal	R Lit	3
Optional - Demonstrate understanding of macro-economic influences on the New Zealand economy.	3.5 AS91403	6	External	B Lit	3, 4
TOTAL CREDITS		18/24			

Note: - The content for AS91403 is mainly covered in Level 2 Economics. This external paper is offered at Level 3 as an optional alternative only.

English (ENG) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 English, including at least Achieved in Standards 2.3, 2.1 and/or 2.2, and two of 2.4, 2.5, 2.7, or at the HOD's discretion.

The Level 3 English course continues to refine and develop the skills of effective communication and thinking in engaging ways. There is a focus on critical thinking and exposure to a wide range of diverse texts. The skills developed are ones many careers demand. It is difficult to think of an area of further study which does not utilise the skills developed in English. To gain UE Literacy, 5 Reading (R Lit) and 5 Writing (W Lit) are required. Achievement Standards that count for both Literacy Reading and Writing are indicated as B Lit (Both Reading and Writing).

Whilst the course offers three externals, students will make their selection depending on the completion of internal standards.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Respond critically to specified aspect(s) of studied written text(s), supported by evidence.	3.1 AS91472	4	External	B Lit	1, 2, 3, 4, 5
Respond critically to aspect(s) of studied visual or oral text(s), supported by evidence.	3.2 AS91473	4	External	W Lit	1, 2, 3, 4, 5
Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence.	3.3 AS91474	4	External	B Lit	1, 2, 3, 4, 5
Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas.	3.4 AS91475	6	Internal	W Lit	1, 3, 4, 5, 6
Respond critically to significant connections between texts with supporting evidence.	3.7 AS91478	4	Internal	-	1, 2, 3, 4, 5, 6
Develop an informed understanding of literature and/or language using critical texts.	3.8 AS91479	4	Internal	R Lit	1, 3, 4, 5, 6
TOTAL CREDITS		26			

French (FRE) - NCEA Level 3

Minimum Entry Standard: To study French at Level 3, it will be necessary to have achieved 15 credits in Level 2, or in consultation with the HOD Languages and the class Teacher.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path
Listening Comprehension.	3.1 AS91543	5	External		4
Prepared talk/presentation in French.	3.2 AS91544	3	Internal		-
Conversations in French.	3.3 AS91545	6	Internal		4, 5, 6
Reading comprehension.	3.4 AS91546	5	External		-
Writing in French with access to reference materials.	3.5 AS91547	5	Internal		4
TOTAL CREDITS		24			

Gateway

What is Gateway?

Gateway is a programme for primarily Year 13 students that enables them to study at school and participate in a practical environment of their possible career choice. Most students who take Gateway will do so in their last year of school. The preference for places goes to Year 13 students. If there are places available there may be room for a small number of Year 12 students, with preference to those whom are intending to leave school at the end of Year 12. These factors are considered in the offer of placements, alongside whether the student has demonstrated they are 'work ready' and that the industry they are looking at is feasible to explore with Gateway.

How does it work?

Students take Gateway as one of their subject options. There are approximately 17 places available. Every student's programme will be different depending on availability of work placements and Industry Unit Standards. Students will be involved with on-site learning and will be assessed on Industry Unit Standards. It is expected that all students will achieve a minimum of 20 credits a year through the Industry Based Unit Standards. They must be prepared to commit to completing the work necessary to gain the 20 credits. The Gateway class period at school on the other four days will be spent doing catch up work missed in other classes and study for other Unit Standards that are workplace relevant (eg. Health and Safety, First Aid). A staff member is assigned to coordinate the work placement and supervise the students at school.

How do I get into the Gateway class?

Students indicate Gateway on their subject selection sheets for 2027. If it looks like places will be oversubscribed, students will be sent a form to fill in to allow us to gather more information regarding their intentions. Students selected as a result of this will then be contacted in Term 4 to arrange an interview. Gateway should be taken by Year 13 students as one of five subjects. Year 12 students in the Gateway course are expected to be doing it as their sixth subject. Students will be required to be interviewed before entering the programme and are strongly encouraged to bring a parent/caregiver with them to the interview. It is highly desirable that a student's timetable can accommodate the Gateway option line – this will be taken into consideration in the allocation of placements.

Where are the work placements?

The work placements will be at suitable workplaces in the industry that the student wishes to work in, eg. Building Sites, Mechanics Workshop etc. Every effort will be made to find a suitable placement for a student, but we are reliant on the greater community to be willing to offer placements for our students. This occasionally means that it can take up to a term to find a suitable placement. Students will be encouraged to help with any contacts they may have for suitable placements. Students need to spend a minimum of 10 days in total at their work placement. Placement may take place one day a week during term time, or during blocks in the school holidays. Some students do up to 25 days in a placement over Terms 1, 2 and 3.

Gateway continued

Who is Gateway suitable for?

Students who wish to undertake Gateway need to have demonstrated that they are 'work ready'. This may include factors such as a history of being able to get to lessons on time, high attendance rates at school, and demonstrated maturity in their behaviour in the classroom and at other school events. Students who apply for Gateway are expected to know what job/industry area they wish to have their work experience in and be prepared to discuss this in their interview. Please note that not all jobs are suitable for Gateway and we can only take students into the programme who have selected an area where it is feasible and practical to find a placement and Industry Standards to complete. Gateway is not a programme for unmotivated students and is not an easy way to get out of school one day a week. If students do not fulfil the requirements of the programme or they are falling behind and failing assessments, then they may be withdrawn from their placements and put back into their regular classes.

Note –

Students will need to comply with any Government, Industry or Employer specific Health and Safety requirements that pertain to a particular work placement.

For further information please see Ms Chen or **Miss Anderton**.

Geography (GEO) - NCEA Level 3

Minimum Entry Standard: To study Geography at Level 3 it is advisable to have achieved 17 credits in Level 2 Geography, gained at least Achieved in AS 2.4 and gained at least 15 credits of Level 2 English. Entry to Level 3 can also be achieved through discussion with the HOD.

The Year 13 Geography course looks to make links between the topics explored and studied previously and future potential career choices. Students study the processes at work in the local environment and conduct Environmental Science Fieldwork. They continue to expand their mapping and GIS skills and relate these to local planning issues. Global geographic issues are examined, and the tourism sector and its importance to New Zealand are analysed. As global and local pressure on resources continues to increase, Geography graduates are increasingly in demand in such occupations as Town Planners, Resource Management Consultants, Earth and Social Scientists, GIS Analysts and Surveyors.

Note: Students have the opportunity to attend a three day field trip to Rotorua.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of how a cultural process shapes geographic environment(s)	3.2 AS91427	4	External	B Lit	4
Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills.	3.4 AS91429	4	External	B Lit	1, 3, 4
Conduct geographic research with consultation.	3.5 AS91430	5	Internal		4
Analyse aspects of a contemporary geographic issue.	3.6 AS91431	3	Internal	R Lit	4, 5, 6
Analyse aspects of a geographic topic at a global scale.	3.7 AS91432	3	Internal	R Lit	3, 4, 6
Apply spatial analysis, with consultation to solve a geographic problem.	3.8 AS91433	3	Internal		1, 2, 4
TOTAL CREDITS		22			

History (HIS) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 History, English, Media Studies or Classics. Entry may also be achieved by discussing your interest with the HOD/TIC of the course.

Year 13 History expands on many of the ideas introduced at Year 12, with an emphasis on encouraging students towards independent learning so that they are better prepared for University study. Pre-Treaty New Zealand History is covered as a precursor to first year Law, while our study of The First Crusade provides an interesting background to the current conflict in the Middle East. History students are also able to select their own research topic which they will study independently with the guidance and support of their teacher. Recent graduates from History at HIBS have gone on to study a range of subjects such as Law, Politics, International Relations, Journalism, Economics or Commerce.

Course Content: (may be subject to change)

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	3.1 AS91434	5	Internal	R Lit	3, 4
Combined Internal – Analyse an historical event, or place, of significance to New Zealanders.	3.2 AS91435	5	Internal	R Lit	3, 4, 6
Combined Internal - Analyse different perspectives of a contested event of significance to New Zealanders.	3.4 AS91437	5	Internal	R Lit	6
Analyse the causes and consequences of a significant historical event.	3.5 AS91438	6	External	B Lit	-
Analyse a significant historical trend and the force(s) that influenced it.	3.6 AS91439	6	External	B Lit	-
TOTAL CREDITS		27			

Mathematics (MAT)- NCEA Level 3

Minimum Entry Standard: 12 credits in Level 2 Mathematics.

This course serves as a continuation from the Mathematics and Statistics learning from Level 2, while also addressing the needs of students who anticipate utilising Mathematics and Statistics in their potential career paths. By introducing new areas of Mathematics, such as Time Series Analysis, Linear Programming and Bivariate Data, this course equips students with practical tools and techniques applicable to real-world scenarios. Students gain valuable skills that are relevant across various practical fields, including research, data analysis, logistics, and decision-making.

The inclusion of these mathematical concepts enables students to develop a practical understanding of how Mathematics and Statistics can be applied beyond the classroom. Time Series Analysis equips them with the ability to identify trends and make predictions in economic, environmental and social data. Understanding Linear Programming allows students to tackle simple optimisation problems in resource allocation and supply chain management. This course ensures that students are well prepared to utilise Mathematics and Statistics effectively in their potential future careers.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Apply linear programming methods in solving problems.	3.2 AS91574	3	Internal		1, 2, 3
Investigate time series data.	3.8 AS91580	4	Internal		3, 5
Investigate bivariate measurement data.	3.9 AS91581	4	Internal		3
Apply probability concepts in solving problems.	3.13 AS91585	4	External		3, 4, 5
Apply systems of simultaneous equations in solving problems.	3.15 AS91587	3	Internal		1, 2, 3
TOTAL CREDITS		18			

Media Studies (MED) - Level 3 NCEA

Minimum Entry Standard: None, although Level 2 English does provide a good base.

The Year 13 Media Studies course continues to develop the skills and abilities introduced in the Year 12 course. These include a range of skills such as teamwork, planning, critical thinking skills and the analysis of texts, practices and cultures. Students will be equipped with the ability to analyse the world around them and the messages shown to them through various media texts. Media Studies sets students up for a variety of career paths, whether it be the more practical media industry work or academic analysis of media texts.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of the media representation of an aspect of New Zealand culture or society.	3.3 AS91492	3	Internal		6
Demonstrate understanding of a relationship between a media genre and society.	3.4 AS91493	4	External	B Lit	6
Produce a design for a media product that meets the requirements of a brief.	3.5 AS91494	4	Internal		6
Produce a media product to meet the requirements of a brief.	3.6 AS91495	6	Internal		6
Write a media text to meet the requirements of a brief.	3.8 AS91497	3	Internal	W Lit	4, 6
TOTAL CREDITS		20			

Music (MUS) - NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 Music or entry at the HOD's discretion. Students reaching the required standard on their performance instrument may enrol for credits in this Level 3 course. For all students there is flexibility within the course for students to work within their strengths, be that Performance, Composition, Music Studies (Music Works) or Music Technology.

The aim of the Senior Music course is to help students to explore the potential of sounds and technologies to create, interpret and represent music ideas. They will develop literacies in Music, learn to communicate musically and to effectively perform in a variety of situations. Students will develop confidence and explore their own musical identity.

The Year 13 course offers 12 standards with a total of 56 available credits from both Achievement Standards and Unit Standards. A **20-24** credit course is to be selected by each student to make a full year of study. It is expected that students choose a course that consists of at least 14 credits that can be used towards gaining University Entrance. To gain a course endorsement at least one of the Achievement Standards needs to be Externally assessed.

Course Content:

Achievement Standards and/or Unit Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Making Music – Perform two programmes of music as a featured soloist.	3.1 AS91416	8	Internal		6
Making Music – Perform a programme of music as a featured soloist on a second instrument.	3.2 AS91417	4	Internal		6
Making Music – Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.	3.3 AS91418	4	Internal		6
Making Music – Communicate musical intention by composing three original pieces of music.	3.4 AS91419	8	Internal		6
Making Music – Integrate aural skills through written representation.	3.5 AS91420	4	External		6
Music Studies – Demonstrate understanding of harmonic and tonal conventions in a range of music scores.	3.6 AS91421	4	External		6

Music (MUS)

- NCEA Level 3 continued

Music Studies – Analyse a substantial music work.	3.7 AS91422	4	Internal		4
Music Studies – Examine the influence of context on a substantial music work.	3.8 AS91423	4	External	R Lit	6
Music Studies – Create two arrangements for an ensemble.	3.9 AS91424	4	Internal		6
Music Studies – Research a music topic.	3.10 AS91425	6	Internal	R Lit	6
Music Technology – Operate music sequencing application.	US32304	3	Internal		-
Music Technology – Operate music notation application.	US32305	3	Internal		-
TOTAL CREDITS		56			

Music Technology

Credits in Music Technology Unit Standards may be offered to interested students. This will involve work in the recording studio and in live recording situations. These credits may be done in addition to the NCEA course work, or a student may substitute these for existing NCEA credits, on the advice of the HOD.

Physical Education (PED) - NCEA Level 3

Minimum Entry Standard: 15 credits in Level 2 Physical Education. Entry to the course can also be achieved at the discretion of HOD Physical Education.

Physical Education at Level 3 builds on the experiences and knowledge that have been developed over the previous two years. Students are encouraged to use critical thinking when applying biophysical and socio-cultural factors to a range of contexts. A biomechanical breakdown of a practical skill is followed by an opportunity to test their skills against each other. Contemporary leadership strategies are researched and trialled in an applied context where Year 13 students coach a Junior team at the school.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Analyse a physical skill performed by self or others.	3.2 AS91499	3	Internal		4, 5, 6
Demonstrate quality performance of a physical activity in an applied setting.	3.4 AS91501	4	Internal		4, 6
Analyse issues in safety management for outdoor activity to devise safety management strategies.	3.7 AS91504	3	Internal	R Lit	4, 5
Examine contemporary leadership principles applied in physical activity contexts.	3.8 AS91505	4	Internal	R Lit	4, 5
Devise strategies for a physical activity outcome.	3.9 AS91789	4	Internal		4, 5, 6
TOTAL CREDITS		18			

Physics (PHY) - NCEA Level 3

Minimum Entry Standard: 17 credits in Level 2 Physics.

Physics is the study of how our Universe works from the very small (the quantum world) all the way to the very large (the Universe's large scale structure).

In Year 13 Physics we continue our study of motion, dealing with rotating systems, satellite motion, momentum in two dimensions and simple harmonic motion. We also extend students' knowledge of electrical systems as we learn about capacitors, inductors and AC circuits. The third External Assessment is again focused on light, but this time looking at diffraction patterns, standing waves and their importance for musical instruments, and the Doppler Effect.

The Internal assessment this year is about the quantum world – the photoelectric effect, the Bohr model of the atom, and what binds the nucleus of an atom.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Demonstrate understanding of wave systems.	3.3 AS91523	4	External		1, 2, 3, 5
Demonstrate understanding of mechanical systems.	3.4 AS91524	6	External		1, 2, 3, 5
Demonstrate understanding of Modern Physics.	3.5 AS91525	3	Internal		1, 2, 5
Demonstrate understanding of electrical systems.	3.6 AS91527	6	External		1, 2, 3, 5
TOTAL CREDITS		19			

Spanish (SPA) - NCEA Level 3

Minimum Entry Standard: To study Spanish at Level 3, it will be necessary to have achieved 15 credits in Level 2, or in consultation with the HOD Languages and the class Teacher.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Listening Comprehension.	3.1 AS91568	5	External		4
Prepared talk/presentation in Spanish.	3.2 AS91569	3	Internal		-
Conversations in Spanish.	3.3 AS91570	6	Internal		3, 4, 5
Reading Comprehension.	3.4 AS91571	5	External		-
Writing in Spanish with access to reference materials.	3.5 AS91572	5	Internal		4
TOTAL CREDITS		24			

Statistics (SAM) - NCEA Level 3

Minimum Entry Standard: 14 credits in Level 2 Mathematics, with at least a Merit in AS 2.12 Probability Methods.

Statistics has practical applications across various fields, including finance, economics, social sciences, healthcare, and data analysis. By studying Statistics, you will acquire essential skills and knowledge that can be directly applied in real-world contexts. You will learn to analyse data, interpret findings, and make informed decisions based on statistical evidence. This practical application of Statistics equips students with sought-after skills, preparing them for future academic and professional endeavours in data-driven industries.

Statistics also fosters data literacy and critical thinking abilities, which are crucial in today's information-rich society. Through the study of Statistics, you will develop the capacity to navigate and evaluate data effectively. You will learn to think critically, analyse information, and draw meaningful insights from numerical and statistical representations.

Studying Statistics opens up a wide range of promising career opportunities. With a strong foundation in statistical analysis, you can pursue careers such as data analysts, statisticians, market researchers, financial analysts, and actuaries, among others. The demand for professionals skilled in statistical analysis continues to grow in industries such as finance, healthcare, technology, marketing, and government. Moreover, the ability to make data-driven decisions and extract meaningful insights from complex datasets is highly valued in today's data-driven world.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path
Use critical path analysis in solving problems	3.4 AS91576	2	Internal		1, 3, 5
Investigate time series data.	3.8 AS91580	4	Internal		3, 5
Investigate bivariate measurement data.	3.9 AS91581	4	Internal		3
Evaluate statistically based reports	3.12 AS91584	4	External	R Lit W Lit	3, 4, 5
Apply probability concepts in solving problems.	3.13 AS91585	4	External		3, 4, 5
Apply probability distributions in solving problems.	3.14 AS91586	4	External		3, 4, 5
TOTAL CREDITS		22			

Te Reo Māori (MAO) – NCEA Level 3

Minimum Entry Standard: 18 credits in Level 2 Te Reo Māori, or in consultation with the teacher of Te Reo Māori.

Languages for NCEA (all levels) follow the same balanced pattern of listening, speaking, reading and writing as in the Junior School. Learning vocabulary is essential, as well as using and recognising correct language features such as verb tenses, idioms, cultural references etc. Many companies are now internationally networked and an employer choosing between applicants knows that a person who has studied another language at school will have:

- Flexibility of thinking
- Listening and memory skills
- Sensitivity to other people
- Excellent communication skills
- Perseverance and application
- Understanding of other cultures
- Ability to see things from a different point of view
- Enhanced knowledge of how English works

Multilingualism is now expected in many roles. Knowing a language makes you more competitive in the workplace, as this shows that you can communicate effectively, you have problem-solving skills, and you are open-minded and culturally aware. Languages can add value to other work skills in careers such as Airline services, Media and Film, Diplomats, Business and Marketing, Travel and Tourism, Foreign Language Intelligence Role, Defence Force, Law, Linguistics and Ethnography, Music, Public Relation Adviser, Interpreter, Translator, Gaming Translator, Publisher, Editor, Real Estate, Consultant, Lecturer, Writer, Journalist, Health and Social Services, Blogger, Podcaster, International Influencer, International Organisations and NGOs.

Course Content:

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path Key Page 17
Whakarongo kia mōhio ki te reo Māori o te ao whānui. Listening and understanding the wider world in Māori.	3.1 AS91650	4	Internal		1, 2, 3, 4, 5, 6
Kōrero kia whakamahi i te reo Māori o te ao whānui. Speaking about the wider world in Māori.	3.2 AS91651	6	Internal		1, 2, 3, 4, 5, 6
Pānui kia mōhio ki te reo Māori o te ao whānui. Creative writing on specific topics about the wider world in Māori.	3.3 AS91652	6	External	R Lit	1, 2, 3, 4, 5, 6

Te Reo Māori (MAO) – NCEA Level 3 cont'd

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Tuhi i te reo Māori o te ao whānui. Reading and understanding about the wider world in Māori.	3.4 AS91653	6	External	W Lit	1, 2, 3, 4, 5, 6
Waihanga tuhinga whai take i te reo Māori o te ao whānui. Writing about the wider world in Māori.	3.5 AS91654	6	Internal	W Lit	1, 2, 3, 4, 5, 6
TOTAL CREDITS	28				

Visual Arts Design (DES) - NCEA Level 3

Minimum Entry Standard: 16 credits at Level 2 Design.

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance. Students have the opportunity to enter Scholarship Design at this level.

Career Pathways for Visual Arts Students:

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content: This course builds on the skills and knowledge developed in Level 2 Visual Arts Design, with a stronger focus on independent, self-directed work. Students will create a personal design project based on their own chosen theme or area of interest, exploring how branding and visual communication are used in real-world design. This course prepares students for further study in Design, Architecture, Marketing, and other creative or visual communication fields.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Use drawing to demonstrate understanding of conventions appropriate to design.	3.2 AS91445	4	Internal		6
Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.	3.4 AS91455	14	External		6
TOTAL CREDITS		18			

Visual Arts Painting (ART) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Visual Art (any field Painting/Design/Photography).

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance. Students have the opportunity to enter Scholarship Painting at this level.

Career Pathways for Visual Arts Students:

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content: This course builds on the knowledge and skills developed in Level 2 Visual Arts Painting, with an increased emphasis on independent practice and personal inquiry. Students will develop a self-directed portfolio informed by the study of contemporary and established artists, exploring ideas through sustained investigation and experimentation. The course encourages students to think critically, take creative risks, and refine their own artistic voice. It provides excellent preparation for tertiary study in Fine Arts, Design, Architecture, and a range of creative disciplines.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Systematically clarify ideas using drawing informed by established painting practice.	3.3 AS91451	4	Internal		6
Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.	3.4 AS91456	14	External		6
TOTAL CREDITS		18			

Visual Arts Photography (ARP) - NCEA Level 3

Minimum Entry Standard: 16 credits in Level 2 Photography.

Success in the External Standard at this level gives the student the required 14 credits in a recognised subject for University Entrance. Students have the opportunity to enter Scholarship Photography at this level.

Career Pathways for Visual Arts Students:

As Artificial Intelligence continues to change the way we live and work, the ability to think independently, solve problems, and stay curious is essential. The Visual Arts (Painting, Design, and Photography) develops these distinctly human strengths by encouraging students to explore complex ideas and respond to real-world issues through creative and critical thinking. These are highly transferable skills, valued across all areas of work and study. Through Visual Arts, students learn to communicate ideas clearly, think with flexibility, and bring a personal perspective to their work.

Course Content:

This course builds on the skills and knowledge developed in Level 2 Photography, with a stronger focus on independent work and personal ideas. Students will develop a self-directed body of photographic work informed by contemporary photographers and visual approaches. Through ongoing shooting, editing, and refinement, they will develop technical confidence and a personal photographic style. This course prepares students for tertiary study and creative pathways in photography and related fields.

Achievement Standards	Standard Number	Number of Credits	Assessment Mode	UE Lit	Voc Path <i>Key Page 17</i>
Use drawing to demonstrate understanding of conventions appropriate to photography.	3.2 AS91447	4	Internal		6
Systematically clarify ideas using drawing informed by established photography practice.	3.3 AS91452	4	Internal		6
Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.	3.4 AS91457	14	External		6
TOTAL CREDITS		22			