

# *Cullinane College*

YEAR 11  
OPTION BOOKLET

2027

LOVE

UNITY

OPTIMISE

SERVICE



## OPTIONS ON OFFER FOR 2027

Year 10 Options	Year 11 Courses	Year 12 Courses	Year 13 Courses
Business Studies	Commerce	Accounting	Accounting
Digital	Dance	Biology	Biology
Drama	Digital Technology	Chemistry	Chemistry
Food	Discipleship	Dance	Dance
Music	Drama	Digital Technologies	Digital Technology
Spanish	English	Drama	Drama
Te Reo	English Literacy	Economics	Economics
Visual Arts	Food Technology	English	English
Workshop	Geography	Food Technology	Food Technology
	History	Geography	Geography
	Kaupapa Māori	History	History
	Life Skills	Life Skills	Mathematics with Calculus
	Mathematics with Algebra	Mathematics	Mathematics with Statistics
	Mathematics	Mathematics with Statistics	Music
	Mathematics Numeracy	Media Studies	Photography
	Music	Music	Painting
	Religious Education	Outdoor Education	Physics
	Science	Painting	Printmaking
	Foundation & General Sciences	Photography	Religious Education
	Spanish	Physics	Spanish
	Sports Studies	Printmaking	Sports Studies
	Te Ao Haka	Religious Education	Te Ao Haka
	Te Reo Māori	Spanish	Te Reo Māori
	Visual Arts	Sports Studies	Tourism
	Work Ready	Te Ao Haka	Workshop Technology
	Workshop Technology	Te Reo Māori	
		Tourism	
		Workshop Technology	
		Work Ready	

**ACTIVITY:**

**If these options are available in 2027, what options do you think you will be selecting?**

**OPTION:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# OPTION: NCEA LEVEL ONE COURSES



Commerce	History	Science
Dance	Kaupapa Māori	Spanish
Digital Technology	Life Skills	Sports Studies
Drama	Mathematics with Algebra	Te Ao Haka
English	Mathematics	Te Reo Māori
English Literacy	Social Studies	Visual Arts
Food Technology	Music	Work Ready
Geography	Religious Education	Workshop Technology
Discipleship		

## FUTURE PATHWAYS: HOW TO SELECT YOUR OPTIONS.

Subject selection will be made via the KAMAR online portal.

Please ensure you select ONE subject for all six lines and select two alternate subjects. The alternate subjects will be considered if you have clashes.

English, Mathematics and Religious Studies are COMPULSORY. Your English and Mathematics options have been selected for you. Please select either Religious Education OR Discipleship. All other options are OPTIONAL. Refer to the information in this booklet for more details about each of the courses.

Knowing which subjects to take in your next year of school can be difficult. Here are some tips to help with your decision making;

- ◇ Know your options, talk to teachers, parents, other adults.
- ◇ Think about your abilities and interests at school.
- ◇ Consider how your choices will affect your future. Ask the careers counsellor for advice.

Look into what you may need to study to go into a particular career. The 'Job Profile' section on the careers.govt.nz website will give you information on job opportunities and pay scales.

**Complete your Careers Booklet** and have this ready.

# OPTION: Commerce



## PURPOSE:

Commerce is the use and exploration of accounting, economic, business concepts and models to make sense of society and solve problems. In this subject, ākonga will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. They will learn how participants in the economic world make decisions and they will analyse how these decisions impact on sustainability.

Ākonga will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 10 literacy. Year 10 Business Studies is an advantage.

## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: L Dayal

# OPTION: Dance

## PURPOSE:

The Level 1 Dance course is a dynamic platform for you to explore movement, creativity, and self-expression. This course is designed to develop physical fitness, coordination and body awareness, foster self-confidence and self-esteem. It will enhance creative thinking and artistic interpretation, cultivate teamwork and collaborative skills. You will engage with cultural and historical dance perspectives

## RECOMMENDED ENTRY:

No prior dance experience is necessary for Level 1. We welcome all students who have an interest in exploring dance, whether you are a novice or have some dance background. Dedication and a willingness to learn are a requirement.

## COURSE OUTLINE:

Students will use a number of different briefs and stimuli to create movement sequences. They will then use their knowledge to analyse the work of a Choreographer.

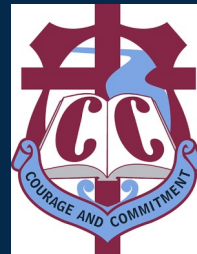
## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: S Riley

OPTION:

# Digital Technology



PURPOSE:

To develop knowledge and skills to design, plan and create electronic solutions to problems, and to build confidence in programming. To develop knowledge and skills to design, plan and create digital media outcomes.

RECOMMENDED ENTRY:

Open entry (completion of Year 10 Digital technology preferred, but not essential) This course is ideal for students who want to explore engineering, electronics and programming.

COURSE OUTLINE:

Students will be designing, creating and testing a variety of digital media outcomes including games, images, videos, animations, webpages. Project management will be introduced to help guide students through the development of their projects. Students will be using the industry leading Adobe Creative Cloud suite of Applications. Opportunities will also be given to explore programming and databases depending on students' work ethic, interests, prior knowledge and time available.

ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: C Londt

OPTION:

# Drama

PURPOSE:

In Level 1 Drama, our primary goal is to nurture your creative spirit and develop essential life skills through the exploration of dramatic arts. This course is designed to foster self-confidence and effective communication, cultivate critical thinking and problem solving abilities, encourage collaboration and teamwork, promote cultural awareness and empathy, and enhance creativity and imagination.

RECOMMENDED ENTRY:

No prior experience is required. We welcome all students who have an interest in exploring the world of drama, whether you are new to the subject or have some previous experience. What matters most is your enthusiasm to engage in creative activities, collaborate with peers, and step out of your comfort zone.

COURSE OUTLINE:

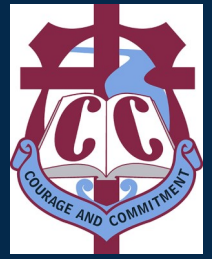
The curriculum focuses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. Learn to work with a team and develop confidence to perform in front of a live audience.

ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: S Riley

# OPTION: English



## PURPOSE:

To develop a student's English skills in reading, writing, presenting, listening, viewing and speaking, and extend their understanding and skills into curriculum Level 6. This course will also prepare students for the requirements of Level 2 NCEA English.

## RECOMMENDED ENTRY:

Achieving NZQA Literacy papers in 2023, US 32403, US 32405; or at the discretion of the HOD of English.

## COURSE OUTLINE:

Understanding, using, and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. Students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. All standards offered are recognised as contributing to the literacy requirements needed for NCEA Level 1.

## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: J Oca

# OPTION: English Literacy

## PURPOSE:

To develop a student's English skills in reading, writing, presenting, listening, viewing and speaking, and extend their understanding, comprehension and writing. To prepare students for the Literacy requirements of Level 1 NCEA English.

## RECOMMENDED ENTRY:

English is compulsory at Year 11. Those students who did not pass English Literacy examinations in Year 10 will need to take this course. (Your teacher will indicate once results are received.)

## COURSE OUTLINE:

Improving reading comprehension and writing skills is at the heart of this programme. Students will be aiming to pass their literacy examinations when they re-sit in June or October. Other standards may be offered, dependant on student ability.

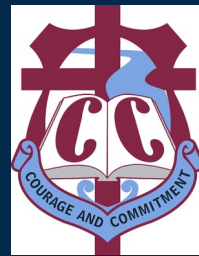
## ASSESEMENT:

Literacy Unit Standards; if passed mid-year achievement standards could be offered. This course is not eligible for endorsement and does not necessarily create a pathway to Level 2 English.

TEACHER IN CHARGE: J Oca

OPTION:

# Food Technology



PURPOSE:

The aim is for students to develop a broad technological literacy that will equip them to participate in society as informed citizens and give them access to Food Technology and hospitality related careers.

RECOMMENDED ENTRY:

Students will have demonstrated an awareness of Food Health and Safety requirements at junior level, and understand the behavioral standards needed to meet these requirements. A discussion with the Food Technology teacher is recommended prior to option selection.

COURSE OUTLINE:

This course is made up of Standards from the Technology Curriculum, and incorporates Generic Standards as well as specific food processing standards. This will support students to understand the skills and knowledge related to the culinary arts including identifying food safety hazards.

The course provides learning contexts in selecting, preparing, cooking and serving food, enabling students to make informed choices in their lives. Food Technology also teaches the importance of critical and reflective thinking about social issues affecting optimum health.

ASSESSMENT:

Hospitality Unit standards. This course is not eligible for endorsement

TEACHER IN CHARGE: C England

OPTION:

# Geography

PURPOSE:

Geography introduces the skills of geographical writing, research and thinking. The course also looks to build understanding around Geographical skills and concepts, whilst looking to apply such to global issues.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 10 Social Studies and English.

COURSE OUTLINE:

Geographical skills will be looked at in a mini-unit and across all units of work. Topics such as Human Population, Rivers and Tsunamis will be investigated.

ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: A-M Bullock

# OPTION: History



## PURPOSE:

History introduces the skills of historical writing, research and thinking. History introduces the relationship between the causes and consequences of past events that have significantly shaped the lives of people and society.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 10 Social Studies and English.

## COURSE OUTLINE:

Historical skills will be used to understand the 1974 Land Marches, Apartheid and the 1981 Springbok Tour, and the US Black Civil Rights Movement. Students will understand how power dynamics have shaped the world we live in through these events.

## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

## TEACHER IN CHARGE: O Foster

# OPTION: Kaupapa Māori

## PURPOSE:

Hāngī, Hāngī, Hāngī. Kaupapa Māori Level 1 is mostly hands-on and practical. If you want to learn how to prepare and cook a hāngī from start to finish, including buying and preparing the food, digging the hole, learning karakia (prayer), and working as a team, this course is perfect for you! You'll also get to explore and play traditional Māori games as part of the assessments. This course mixes practical activities with interesting research, all in a friendly and supportive environment where English is the main language used.

## RECOMMENDED ENTRY:

A willingness to participate actively in practical, group-based activities and to respect and uphold Tikanga Māori. No prior knowledge is necessary, but openness to cultural learning is essential.

## COURSE OUTLINE:

This is a full-year course that balances practical experiences with theory. You'll get hands-on with Māori cultural practices while learning about their meaning and significance. Every part of the course encourages whanaungatanga (working together).

## ASSESSMENT:

This course contributes towards NCEA Level 1, with all assessments internally assessed. Students can earn up to 15 credits. While these are Unit Standards, students can achieve up to an Excellence in two of the three unit standards offered.

## TEACHER IN CHARGE: A Prince

# OPTION: Life Skills



## PURPOSE:

To help prepare and provide students with skills to manage everyday living. This course will help students develop skills to be independent, improve communication, focus on their health and wellbeing and plan for the future. There will be a focus on individual development and students will explore options and set personal goals for their future.

## RECOMMENDED ENTRY:

Students who are looking to gain essential skills to effectively navigate the various challenges of daily life.

## COURSE OUTLINE:

This course provides students with a range of transferable skills and knowledge. Topics covered will include basic computer skills, financial literacy, communication skill, self management and resilience, listening techniques and literacy skills related to real life situations, consequences of breaking the law, the effects of drugs and alcohol and cyberbullying.

## ASSESSMENT:

All assessments will be internally assessed.

TEACHER IN CHARGE: EJ Goldsworthy

# OPTION: Mathematics & Algebra

## PURPOSE:

Purpose: To provide a sound basis for further study in Mathematics at Levels 2 and 3.

## RECOMMENDED ENTRY:

Students need satisfactory achievement in Years 9 and 10 Mathematics. Students will be allocated to either this course, the "Level 1 Mathematics" course or the "Numeracy" course, depending on achievement in Years 9 and 10.

## COURSE OUTLINE:

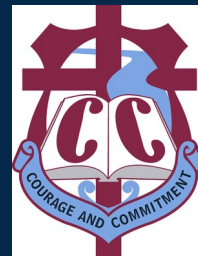
This course follows on from Year 10 Mathematics. Students intending to go on to Level 2 Mathematics and beyond in their career pathway will be entered for this course.

## ASSESSMENT:

Students are offered a range of Achievement Standards at Level 1, including two internal assessments and an external assessment.

TEACHER IN CHARGE: K O'Hara

# OPTION: Mathematics



## PURPOSE:

To develop Numeracy skills and provide a sound basis for further study in Mathematics at Levels 2 and 3.

## RECOMMENDED ENTRY:

Students need satisfactory achievement in Years 9 and 10 Mathematics. Students will be allocated to either this course, the 'Mathematics with Algebra' course or the 'Numeracy' course, depending on achievement in Years 9 and 10.

## COURSE OUTLINE:

This course follows on from Year 10 Mathematics. Topics in Number, Algebra, Measurement, Geometry and Statistics will be covered.

## ASSESSMENT:

Students are offered a range of Achievement Standards at Level 1, including two internal and an external assessment.

Students yet to achieve the NCEA Numeracy Co-requisite will have two opportunities to achieve it.

TEACHER IN CHARGE: K O'Hara

# OPTION: Social Studies

## PURPOSE:

Social Studies explores how society works and how people make decisions that shape the world around us. Using big ideas such as identity, culture, organisation, place, power, and change, students investigate real-world issues that matter to young people today.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 10 Social Studies and English.

## COURSE OUTLINE:

Critical thinking and effective communications skills will be developed in Social Studies. Topics will include; how masculinity is shaped in Aotearoa, the increase in teen vaping, and youth mental health. Students will also have an assessment opportunity to plan and reflect on a social action.

## ASSESSMENT:

Achievement Standards; two internals and two externals.

TEACHER IN CHARGE: O Foster

OPTION:

# Discipleship



PURPOSE:

The Discipleship class encourages students to grow and share their personal faith while also undertaking their formal academic Religious Education Course.

RECOMMENDED ENTRY:

Students may choose the Discipleship course as their compulsory Religious Education course. They will need to be open to exploring where or if Christ is working in their lives and to share with others.

COURSE OUTLINE:

The Discipleship class will explore the same academic programme as the regular Religious Education class. In addition, students will be supported to develop leadership skills to lead peer to peer ministry with younger students and be a witness of faith for them. Students will be required to attend Set Free (or similar) and the Cross Walk.

ASSESSMENT:

Achievement Standards: a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: H Dougherty

OPTION:

# Religious Education

PURPOSE:

Religious Education helps students gain knowledge, understanding and appreciation of Catholic faith and religion, within a formal educational setting.

RECOMMENDED ENTRY:

This is a compulsory subject

COURSE OUTLINE:

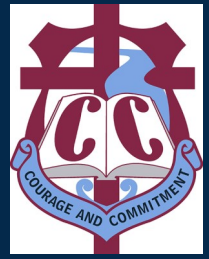
This Religious Education Course will explore: key Catholic beliefs about God as expressed in the Apostles creed and how they are lived; the purpose of the Gospels; the development of the Catholic Church in Aotearoa and Christian morality including specific Church teachings regarding the consistent ethic of life.

ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: S Petersen

# OPTION: Science



## PURPOSE:

Level 1 Science is often an introductory level designed to expose students to fundamental scientific concepts and principles. It provides a foundation for more advanced science education at later levels. It aims to develop scientific literacy among students, which means they should be able to understand and critically evaluate scientific information, engage with scientific issues, and make informed decisions based on scientific knowledge. This includes practical components, where students learn laboratory and investigative skills. They might conduct experiments, collect data, and learn how to analyse and interpret their findings. Students are encouraged to apply scientific methods to solve real-world problems. This can involve identifying problems, designing experiments or investigations, and drawing conclusions based on evidence. Level 1 Science will prepare students for more advanced science courses. It lays the groundwork for further exploration of scientific disciplines.

RECOMMENDED ENTRY: None. All are welcome.

## COURSE OUTLINE:

This course aims to develop an understanding of the living, chemical and physical aspects of the world around us. It is a vital component of general education in the modern world. This course is a general science course that provides some background towards preparing for study in Year 12 (NCEA Level 2) Biology, Chemistry, and Physics. Topics studied in this course: Biology and Chemistry, Physics and Earth and Space Science.

ASSESSMENT: Achievement Standards: a mixture of internal and external standards.  
This course is eligible for endorsement.

TEACHER IN CHARGE: Dr. R Desai

# OPTION: Spanish

## PURPOSE:

To develop communicative skills and share simple information, ideas and opinions with others in a range of predictable situations. Also to develop a foundational awareness of the use of key linguistic building blocks and patterns of language, and recognise values and practices of Spanish-speaking cultures and communities. Overall, the goal is to equip students linguistically and culturally to communicate with a basic Spanish in a world of increasing global interdependence.

## RECOMMENDED ENTRY:

Students will have covered Levels 1 and 2 in Year 9 and Levels 3 and 4 in Year 10.

## COURSE OUTLINE:

There will be several assessments during the course, testing your skills in research, reading, writing, listening, and speaking in Spanish. The Year 11 course covers Level 5 and 6 of the NZ Spanish Curriculum.

## ASSESSMENT:

Two internal and External assessments, value 5 credits each.

TEACHER IN CHARGE: A Ceron

# OPTION: Sports Studies



## PURPOSE:

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

Physical Education develops the social, emotional, intellectual, and cultural capabilities of ākongā. These capabilities inform the ways in which ākongā understand tikanga in movement contexts, provide diverse ways of participating in physical activities, and contribute to movement's wider benefits to Hauora and the importance of Mātauranga Māori in line with acknowledgement of Te Tiriti o Waitangi.

## RECOMMENDED ENTRY:

Good organisational skills, communication skills and the ability to overcome challenges. A positive attitude needs to have been demonstrated throughout Year 9-10 Physical Education. A high level of interpersonal skills and self management strategies is essential.

## COURSE OUTLINE:

This is a theory based course supported by elements of practical applications to enhance the context of the major pedagogical practices of Physical Education and Mātauranga Māori.

ASSESSMENT: This course offers the three new NCEA Level 1 achievement standards comprising two internally assessed standards and one external portfolio's with a total of 15 achievement standard credits.

TEACHER IN CHARGE: A Prince

# OPTION: Te Ao Haka

## PURPOSE:

Te Ao Haka Level 1 offers students a meaningful opportunity to engage with Māori Performing Arts to explore and express their identity. Grounded in Te Reo Māori and Tikanga, the course combines research and performance in kapa haka, supporting students to gain NCEA credits.

## RECOMMENDED ENTRY:

Students should be open to learning and performing as practical performance is an essential component of the Te Ao Haka assessments.

## COURSE OUTLINE:

This full-year course is taught in a bilingual learning environment. Students will explore and develop skills in Māori Performing Arts, including haka, waiata, waiata-ā-ringā and mōteatea. There will also be a research component to this course looking into the key features of Te Ao Haka.

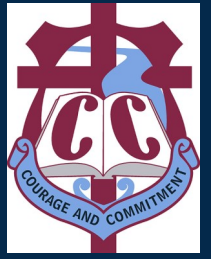
## ASSESSMENT:

This course contributes towards NCEA Level 1 and includes a combination of internal and external Achievement Standards. Students can gain up to 15 credits (10 internal and 5 external) aligned with the New Zealand Curriculum.

TEACHER IN CHARGE: TBC

OPTION:

# Te Reo Māori



PURPOSE:

To develop students' Te Reo Māori skills in reading, writing, listening, and speaking, and to extend their understanding into curriculum Level 6. This course will also prepare students for the requirements of Level 2 NCEA Te Reo Māori.

RECOMMENDED ENTRY:

Students should be open to speaking and using Te Reo Māori regularly, as oral and written communication are key components of this course's assessments.

COURSE OUTLINE:

This full-year course is taught in a bilingual learning environment. Students will develop their skills in listening, speaking, reading, and writing Te Reo Māori through engaging topics. The course promotes language fluency, cultural understanding, and confidence in using Te Reo in everyday contexts.

ASSESSMENT:

This course contributes towards NCEA Level 1 and includes a mix of internal and external Achievement Standards. Students can earn up to 15 credits (10 internal and 5 external) aligned with the New Zealand Curriculum.

TEACHER IN CHARGE: TBC

OPTION:

# Visual Arts

PURPOSE:

The students who take art at this level will be learning new skills, but they will also concentrate on refining the skills already learnt in previous years. They will be studying architecture and landscape painting; they will perfect their ability to use a variety of mediums while learning new processes such as photography and painting.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 10 Visual Arts.

COURSE OUTLINE:

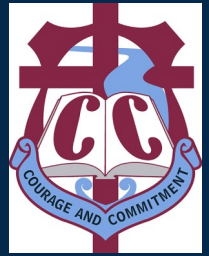
The focus in the arts curriculum in Year 11 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would be likely to use in their portfolio through studying towards internal Achievement Standards

ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: A Sinclair

# OPTION: Work Ready



## PURPOSE:

To provide a vocational pathway for Level 1 students that focuses on work ready skills. This course will support and prepare students for the workplace by helping them explore career options, teaching workplace skills, job searching and applications skills, exploring their own skills and interests and exposing students to a variety of industries in the Whanganui region.

## RECOMMENDED ENTRY:

Satisfactory attendance (85% or better) in Year 10 and the ability to work independently. Students who are wanting to prepare for the workplace and/or explore possible career options and have first-hand exposure to a range of industries.

## COURSE OUTLINE:

This course provides students with a range of transferable skills and knowledge. Topics covered will include basic computer skills, creating a CV, skills to search and select information, positive workplace relations, employer and employee rights and obligations, health and safety in the workplace, interview and communication skills.

ASSESSMENT: All assessments will be internally assessed.

TEACHER IN CHARGE: EJ Goldsworthy

# OPTION: Workshop Technology

## PURPOSE:

To continue developing skills acquired during Years 9 & 10. To complete practical woodworking projects that satisfy the requirements of selected Level 1 Unit Standards. To work through the written requirements of selected Level 1 Unit Standards. To prepare students for the work required in this subject at Level 2.

## RECOMMENDED ENTRY:

Demonstrated awareness of Workshop Health and Safety requirements at junior level.

## COURSE OUTLINE:

The Year 11 Woodworking Programme will reinforce the skills students have acquired during Years 9 & 10. They will use a range of hand tools, portable power tools, laser cutter, CNC Router machine and fixed workshop machinery under staff supervision. Elements of the programme will include: Workshop Safety, Materials and Tools, Measuring, Cutting, Shaping, Joinery, Laminating, Hardware/Fastenings, Finishing. The class will carry out a range of woodworking procedures while working on prescribed projects under staff direction. Students will need to complete all aspects of the practical projects and theory to gain the NCEA credits available from the accompanying written Unit Standards.

ASSESSMENT: BCITO Unit standard. This course is not eligible for endorsement

TEACHER IN CHARGE: D Forsyth

# OPTION: Music



## PURPOSE:

The Year 11 Music class focuses on Achievement standards covering performances, music analysis, and composition. It is expected that Year 11 music students will also engage in music theory and aural to prepare for the external examinations through the year.

## RECOMMENDED ENTRY:

Must have engaged with the Year 10 option music course, play an instrument or have had a prior discussion with Mr Henare.

## COURSE OUTLINE:

Students will focus on performance requirements which include group and solo performance. Completing at least one performance for each standard per term, will allow a total of eight performances per year available for assessment. Progressive students will be given the opportunity to take extra achievement opportunities in musical theory and composition.

## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.

TEACHER IN CHARGE: J Henare

# Foundation & General Science

## PURPOSE:

The primary goal of Foundation Science (FSCI) is to foster scientific literacy through a "Nature of Science" lens. By removing the pressure of external exams, we are hoping to:

- \* Increase Engagement: Focus on hands-on, local contexts relevant to student's lives.
- \* Reduce Assessment Anxiety: Provide a continuous assessment model that builds confidence.
- \* Support Literacy/Numeracy: Integrate core skills within practical scientific investigations.
- \* Vocational Readiness: Equip students with the analytical skills required for trades, primary industries, and community services.

## RECOMMENDED ENTRY:

- \* Target Group: Students who prefer internal assessment or require a more scaffolded approach to NCEA Level 1.
- \* Prerequisites: Open entry recommended for students based on Year 10 teacher kōrero and achievement data.
- \* Pathway: Level 2 Biology (Internal focus) or Gateway programs.

## COURSE OUTLINE:

The curriculum is centered on four high-interest modules that ground scientific theory in real-world application.

## ASSESSMENT:

The course will offer approximately 16–20 credits, all via internal achievement standards. This allows for flexible evidence collection (e.g. portfolios, videos, and practical demos).

TEACHER IN CHARGE: Dr. R Desai

# OPTION COUNSELLING

In 2027 English, Mathematics and Religious Studies are COMPULSORY. Your English and Mathematics options have been selected for you. Please select either Religious Education OR Discipleship. All other options are OPTIONAL. Refer to the information in this booklet for more details about each of the courses.

## 2027 OPTIONS

TOP OPTIONS
1.
2.
3.
BACK UP OPTION:

1. What is your Vocational Pathway?

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2. Why have you chosen your top two options and how do they relate to your Vocational Pathway?

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3. Thinking of your Vocational Pathway do you know if you will need to go to University (do you know the degree you will need) or is it a Trade?

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4. How can we help you achieve your academic goals?

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5. What do you have to do to achieve your goals?

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*For the love of God, Life and Learning  
Mo te aroha kia Atua, kia Oranga, kia  
Akonga*

*Service*

*Optimise*

*Unity*

*Love*