

# *Cullinane College*

YEAR 12

OPTION BOOKLET



2027

SERVICE - OPTIMISE - UNITY - LOVE

## OPTIONS ON OFFER FOR 2027

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

### ACTIVITY:

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

### OPTION:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# OPTION: NCEA LEVEL TWO COURSES



|                    |                             |                     |
|--------------------|-----------------------------|---------------------|
| Accounting         | History                     | Printmaking         |
| Biology            | Life Skills                 | Religious Education |
| Chemistry          | Mathematics                 | Spanish             |
| Dance              | Mathematics with Statistics | Sports Studies      |
| Digital Technology | Discipleship                | Te Ao Haka          |
| Drama              | Music                       | Te Reo Māori        |
| Economics          | Outdoor Education           | Tourism             |
| English            | Painting                    | Workshop Technology |
| Food Technology    | Photography                 | Work Ready          |
| Geography          | Physics                     | Kaupapa Māori       |
| Classical Studies  |                             |                     |

## 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.

Religious Studies is COMPULSORY. 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.

You should, however, consider how you plan to attain your UNIVERSITY ENTRANCE LITERACY requirements if you opt not to take English or Te Reo Māori at this level. Some courses, particularly those at tertiary level require you to have five UE Reading and five UE Writing credits in addition to your NCEA Level 3. If you are unsure of your pathway towards attaining these vital credits talk to your Dean or Mrs Duxfield.

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](http://careers.govt.nz) website will give you information on job opportunities and pay scales.

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

OPTION:

# Accounting



PURPOSE:

Students will manage the financial affairs of individuals, whānau and local or regional, small or medium entities, including community organisations that operate accounting subsystems, while acting with integrity. They will also make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau and local or regional small or medium entities that operate accounting subsystems.

RECOMMENDED ENTRY: Satisfactory achievement in Level 1 Commerce and English. However, students with a good work ethic can take this up at Year 12.

COURSE OUTLINE:

Accounting offers three internal and two external standards over the course of the year. Internal assessments cover managing inventories in a business, control over accounts receivable and using an accounting software either MYOB or XERO. External standards involve preparing financial statements, cash budgets and analysing and interpreting reports for small or medium entities.

ASSESSMENT: Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement. Some unit standards from financial capability can be offered.

TEACHER IN CHARGE: L Dayal

OPTION:

# Biology

PURPOSE:

Biology studies living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes with a strong emphasis on genetics and how flora and fauna are adapted for survival in their environments. This is an ideal course of study for students interested in careers in the medical and sport science professions.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 11 Science – 12 credits is recommended.

COURSE OUTLINE:

There are three internal assessments: one is practical, and two are written reports. There are two external papers offered.

ASSESSMENT:

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

TEACHER IN CHARGE: E Foster

# OPTION: Chemistry



## PURPOSE:

Chemistry develops an understanding of the composition and properties of matter, the changes it undergoes, and the energy involved. Students use their understanding of the fundamental properties of chemistry to make sense of the world around them. They learn to interpret their observations by considering the properties and behaviour of atoms, molecules and ions. They learn to communicate their understanding using the symbols and conventions of chemistry.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 11 Science.

## COURSE OUTLINE:

Chemistry offers three internal and two external standards over the course of the year. Chemical concepts covered include oxidation, qualitative analysis, bonding, structure, and properties of ions in a solution

## ASSESSMENT:

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

TEACHER IN CHARGE: Dr. R Desai

# OPTION: Dance

## PURPOSE:

Students who take Dance at Level 2 develop the skills they have learnt around dance creation and performance. They will be given a variety of briefs to help generate movement; they will look at style and genre and analyse the work of Choreographers to influence their own work and the knowledge required for their external examination.

## RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Dance. However, students can take Dance starting at Year 12 if they have a genuine interest and are committed to the subject and the fitness that is involved.

## COURSE OUTLINE:

The focus in Year 12 Dance is the generation of work for internal assessments. The 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 Technologies



PURPOSE:

The aim of this course is to provide students with an opportunity to develop the skills to use a range of digital tools to design, create, manage and present information in a digital context.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Digital Technologies. A discussion with the Digital Technology teacher is recommended if you have not taken 11 Digital.

COURSE OUTLINE:

Digital Technologies at this level provides students with a good understanding of the main software programs used in business and industry. It also provides students with the skills necessary to confidently and competently use information technology in order to solve problems.

We will be using the industry leading Adobe Creative Cloud suite of Applications. Opportunities will also be given to explore other topics, such as game development, programming, electronics 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:

The Level 2 Drama course is designed to further develop understanding and skills in drama, enabling students to explore a range of theatrical techniques, styles, and concepts. Throughout this course, they will have the opportunity to engage in creative and collaborative drama projects that enhance their confidence, communication, and performance abilities.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Drama is ideal, however, a passion for the performing arts will be taken into consideration, if not taken in Year 11.

COURSE OUTLINE:

Students in Year 12 Drama will be developing new skills and refining the skills learnt in Year 11. They will be studying drama process and creation; they will examine the work of playwrights and further understand the techniques involved in learning and portraying characters in scripts.

ASSESSMENT:

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

TEACHER IN CHARGE: S Riley

# OPTION: Economics



## PURPOSE:

To understand how economic concepts and models provide a means of analysing contemporary New Zealand issues. To understand how government policies and contemporary issues interact.

## RECOMMENDED ENTRY:

Satisfactory achievement in Years 10 Business Studies and English. Year 11 Commerce is an advantage.

## COURSE OUTLINE:

The focus is contemporary macroeconomic issues such as unemployment, inflation, economic growth, child poverty. Students define and use statistical data to measure these issues. They use models to assist them in gaining an understanding of cause and effect. At this level, students will recognise the interdependent nature of the New Zealand economy by examining the impact government policies designed to address contemporary economic issues have on various groups in society. They will also understand that government policies may have unequal effects.

## ASSESSMENT:

Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement. Some of these credits can also be used to meet the literacy requirements of University Entrance.

TEACHER IN CHARGE: L Dayal

# 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:

Satisfactory achievement in Level 1 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.

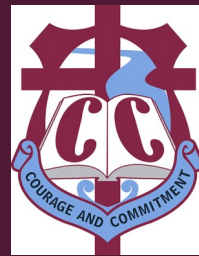
## ASSESSMENT:

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

TEACHER IN CHARGE: J Oca

OPTION:

# Food Technology



PURPOSE:

The aim is for students to continue to develop a broad technological literacy that will equip them to participate in society as informed citizens, and give them access to hospitality related careers. They consolidate practical skills as they develop and test food products and processes. They also learn historical and contemporary frameworks relating to food and food production in a variety of contexts.

RECOMMENDED ENTRY:

Students will have demonstrated an awareness of Food Health and Safety requirements at junior level and ideally have completed Level 1 Foods (although this is not essential). A discussion with the Food Technology teacher is recommended prior to option selection.

COURSE OUTLINE:

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

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

TEACHER IN CHARGE: C England

OPTION:

# Geography

PURPOSE:

Geography introduces the relationship between people and the environment. 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 Level 1 Geography and Level 1 English

COURSE OUTLINE:

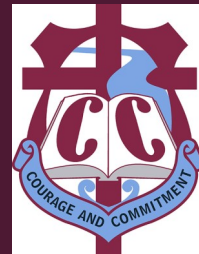
Geographical skills will be looked at in all units of work and in a small starter unit. A field trip is planned to the Tongariro Volcanic Plateau. This field trip is for two Achievement Standards (one internal and one external). Other topics include: Malaria, Human Trafficking and Affluenza.

ASSESEMENT:

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 relationship between the causes and consequences of past events that have significantly shaped the lives of people and society.

## RECOMMENDED ENTRY:

Satisfactory achievement in Level 1 History and Level 1 English

## COURSE OUTLINE:

Historical skills will be used to understand the relationship between race relation issues that took place in 20th Century USA. An independently chosen research topic will be investigated. Alternative topics may be negotiated with the teacher.

## ASSESSMENT:

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

TEACHER IN CHARGE: O Foster

# 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, taxes and budgeting, communication skill, self management and resilience, problem solving, stress management, renting accommodation, accessing legal assistance, effects of alcohol and drugs, vehicle ownership, the role of police in the community, keeping safe online and recognising and responding to discrimination.

## ASSESSMENT:

All assessments will be internally assessed.

TEACHER IN CHARGE: EJ Goldworthy

OPTION:

# Mathematics



PURPOSE:

To provide a sound basis for further study in Mathematics at Level 3 and beyond.

RECOMMENDED ENTRY:

Students need success in Level 1 Mathematics, with a good understanding of the algebra content of the Level 1 standards and having gained at least 10 credits from achievement standards in the Mathematics with Algebra course.

COURSE OUTLINE:

This course follows on from Level 1 Mathematics with Algebra. Those who want to continue on to do Calculus at Year 13 must select this course. It is intended as a preparation for Level 3 and eventually tertiary mathematics at a university or polytechnic. Students may choose both Level 2 Mathematics and Level 2 Mathematics with Statistics.

ASSESSMENT:

Students are offered both internal and external standards at Level 2, covering Algebra, Graphing, Trigonometry and Calculus.

TEACHER IN CHARGE: K O'Hara

OPTION:

# Mathematics with Statistics

PURPOSE:

To provide a sound basis for further study in Statistics and Probability at Level 3 and beyond. Statistics is a useful companion to many fields of study.

RECOMMENDED ENTRY:

Students need at least 10 credits from achievement standards offered in Mathematics courses at Level 1. Students intending to continue on to do Statistics at Year 13 should select this course.

COURSE OUTLINE:

This course covers some of the Statistics, Probability and Networks objectives from the NZ Curriculum Level 7. Students may choose both Level 2 Mathematics and Level 2 Mathematics with Statistics.

ASSESSMENT:

In this course, students are offered a range of both internally and externally assessed standards at Level 2, covering Probability and Statistical Methods.

TEACHER IN CHARGE: K O'Hara

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. The Year 12 course builds on skills developed in Year 11; however, new students may choose to opt in at the teacher's discretion.

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.

TEACHER IN CHARGE: H Dougherty

OPTION:

# Music

PURPOSE:

The Year 12 Music class focuses on Achievement standards covering composition, music analysis and performance. It is expected that Year 12 music students will also engage in music theory and aural to prepare for the external examinations at the end of the year.

RECOMMENDED ENTRY:

Level 1 NCEA Achievement Standard credits in Music.

COURSE OUTLINE:

Students will complete several self-directed internals throughout the course of the year while preparing for the external examinations by examining several music works in class, going over music theory and learning aural skills. The self-directed assessments are based around composition, performance (both group and solo) and research and will be completed by various deadlines set throughout the term. It is not expected that students do every standard but rather to choose a personal course of study within these possible standards.

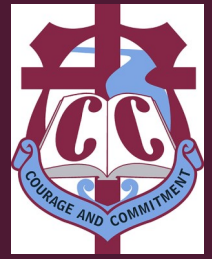
ASSESEMENT:

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

TEACHER IN CHARGE: J Henare

OPTION:

# Outdoor Education



PURPOSE:

This course is designed to develop ākonga's practical knowledge and skills across a range of outdoor activities and environments. Through both theoretical learning and hands-on experiences, students will explore the recreational and vocational opportunities the outdoors can offer. The course fosters an appreciation for nature and promotes kaitiakitanga, while also building social, emotional, intellectual, and cultural capabilities. These experiences support understanding of tikanga in outdoor contexts, encourage diverse participation in physical activity, and highlight the broader benefits of movement for hauora. Emphasis is placed on safety, personal development, and the integration of Mātauranga Māori, aligned with the principles 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 9-11 Physical Education. A basic level of fitness and water confidence is required. Participation in practical applications throughout this course is essential and will form a major component of most assessments with the support of theory.

COURSE OUTLINE:

Students are able to gain credits on the National Framework (Unit standards) Qualifications system. Some or all of the following will be offered: Camping, Navigation, Weather, High Ropes, Tramping, Rock Climbing, Mountain Biking, Kayaking and Adventure based learning. Assessed by practical field trips and book work theory through Skills Active.

ASSESSMENT: Unit standards - internally assessed. Practical components with supportive elements of written theory or booklets.

TEACHER IN CHARGE: P Conder

OPTION:

# Art: Painting

PURPOSE:

This course takes a student through a series of student selected artist models influences which are used for practice based development, that bridge the student to a self-orientated pathway of original artwork.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Art.

COURSE OUTLINE:

The focus in the Year 12 Arts curriculum is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.1.

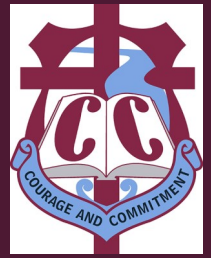
ASSESSMENT:

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

TEACHER IN CHARGE: A Sinclair

OPTION:

# Art: Photography



PURPOSE:

The focus in Year 12 Arts curriculum is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios so that they will be prepared for the Level 3 portfolio. Achievement Standard 2.2 and 2.1 are offered as an extension course

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Art.

COURSE OUTLINE:

The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.1.

ASSESSMENT:

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

TEACHER IN CHARGE: A Sinclair

OPTION:

# Physics

PURPOSE:

Level 2 Physics, like other levels of science education, provides students with a solid foundation in physics principles and concepts while fostering scientific inquiry, critical thinking, and problem-solving skills. This aims to deepen students' understanding of fundamental physics principles, such as mechanics, electricity, magnetism, waves, and atomic and nuclear physics. Students learn about these topics in greater depth and complexity compared to Level 1.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 11 Science.

COURSE OUTLINE:

This subject requires a good basic mathematical ability, and confidence in algebra is extremely useful. Physics graduates are in demand in many areas, including Engineering and Teaching, Veterinary Science, Medicine, Sports Science, Physiotherapy and other scientific fields.

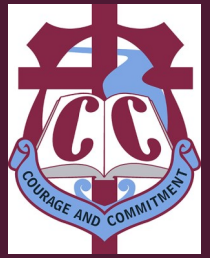
ASSESSMENT:

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

TEACHER IN CHARGE: W Dobson

OPTION:

# Art: Printmaking



PURPOSE:

The focus in Year 12 Arts curriculum is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios to ensure they are prepared for the Level 3 portfolio. Achievement Standard 2.2 and 2.1 are offered as an extension course.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 11 Art.

COURSE OUTLINE:

Students will study in depth modernist and contemporary artists. Students will complete Drawing in Ink, Pen, and Pencil, Printmaking Dry Point, Etching, Woodcut, Stencil, Screen Print and Foam Board.

ASSESSMENT:

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

TEACHER IN CHARGE: S Riley

OPTION:

# Religious Education

PURPOSE:

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

RECOMMENDED ENTRY:

This is a compulsory subject

COURSE OUTLINE:

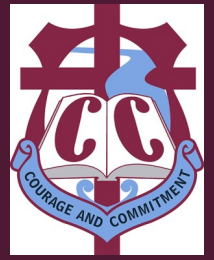
Students will explore Morality and Moral Development in greater depth while considering key Catholic teaching about Social Justice. Processes surrounding Loss, Death, Grief & Dying will be examined as well as Catholic beliefs and rituals surrounding life after death. Other World Religions will be investigated with particular reference to their beliefs about life after death. The concept that each person has a vocation in life will be considered during the topic Commitment & Ministry with different vocations being explored. The theme of servant leadership in the New Testament will be investigated. A high level of critical thinking will be required throughout the course.

ASSESSMENT:

Internal Achievement Standards. This course is eligible for endorsement.

TEACHER IN CHARGE: S Petersen

# 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:

You 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 ākonga. These capabilities inform the ways in which ākonga 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 and understanding needs to have been demonstrated throughout the Level 1 Sport Studies course. 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:

Achievement standards (Level 2 NCEA). Entire course is internally assessed through written assignments and two practical assessments with a total of 20 achievement standard credits.

TEACHER IN CHARGE: TBC

## OPTION:

# Te Ao Haka



### PURPOSE:

Te Ao Haka Level 2 enables students to refine and deepen their connection to Māori Performing Arts as a powerful expression of identity, culture, and language. Grounded in Te Reo Māori and Tikanga, this course supports students to extend their creative, communicative, and collaborative capabilities.

### RECOMMENDED ENTRY:

Students are encouraged to have successfully completed Te Ao Haka Level 1 or have equivalent experience in Māori Performing Arts. A willingness to learn and perform are essential components of the Te Ao Haka assessments.

### COURSE OUTLINE:

This full-year course is delivered in a bilingual learning environment. Students will expand their knowledge and skills in performance areas such as haka, waiata, mōteatea and waiata-ā-ringā. In addition to performance, students will also research different performance styles as part of the theory component of this course.

### ASSESSMENT:

This course contributes towards NCEA Level 2 and includes a combination of internal and external Achievement Standards. Students can earn up to 15 credits (10 internal and 5 external credits) aligned with the New Zealand Curriculum.

### TEACHER IN CHARGE: TBC

## OPTION:

# Te Reo Māori

### PURPOSE:

To develop a student's Te Reo Māori skills in reading, writing, listening and speaking and extend their understanding and skills into curriculum Level 7. This course will also prepare students for the requirements of Level 3 NCEA Te Reo Māori.

### RECOMMENDED ENTRY:

It is recommended that students have completed NCEA Level 1 Te Reo Māori, or have equivalent knowledge and confidence in speaking, reading, and writing in Te Reo Māori. Students should be prepared to communicate regularly in Te Reo Māori, as oral and written expression are essential components of assessment.

### COURSE OUTLINE:

Delivered in a full immersion learning environment, this full-year course encourages students to explore Te Reo Māori through a wide range of relevant and meaningful contexts. Students will develop advanced skills in listening, speaking, reading, and writing, while also engaging with a deeper understanding of Tikanga and cultural practices.

### ASSESSMENT:

This course contributes towards NCEA Level 2 and includes a combination of internal and external Achievement Standards. Students can earn up to 15 credits (10 internal and 5 external credits) aligned with the New Zealand Curriculum.

### TEACHER IN CHARGE: TBC

# OPTION: Tourism



## PURPOSE:

This course provides students with an introduction to the tourism industry. This course is designed to help students take the first step into careers in travel and Tourism Industries: Aviation, Travel, Tourism, Museums, retail, Wholesale and Hospitality.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 11 English, Geography or History

## COURSE OUTLINE:

This course aims to cover an introduction to the tourism industry and to provide scope for travel investigations. The tourism industry topics cover things such as job roles and basic skills and attitudes required in these jobs, while the travel section requires you to investigate transport, accommodation, government regulation and attractions in various tourist destinations.

## ASSESSMENT:

Unit Standards; internal standards no external standards.

TEACHER IN CHARGE: A-M Bullock

# OPTION: Workshop Technology

## PURPOSE:

The aim of the course is to allow students to further develop and enhance a range of workshop related skills and knowledge and apply to meet the requirements of a brief.

## RECOMMENDED ENTRY:

Demonstrated awareness of Workshop Health and Safety requirements at lower levels. Satisfactory results in Level 1 Workshop course and/or other academic subjects.

## COURSE OUTLINE:

To continue developing skills acquired during Year 11.

To complete a substantial project that satisfies the practical requirements of selected Level 2 Unit Standards. To prepare students for programmes in the Technology Department at Level 3.

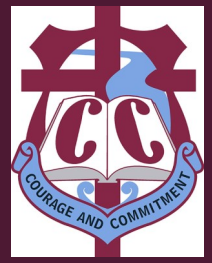
## ASSESSMENT:

BCITO Unit standard. This course is not eligible for endorsement

TEACHER IN CHARGE: D Forsyth

OPTION:

# Work Ready



PURPOSE:

To provide a vocational pathway for Level 2 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 employee rights and exposing students to a variety of industries in the Whanganui region.

RECOMMENDED ENTRY:

Satisfactory attendance (85% or better) in Year 11 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, planning a learning programme, financial literacy skills, employment skills and consumer rights.

TEACHER IN CHARGE: EJ Goldsworthy

OPTION:

# Kaupapa Māori

PURPOSE:

This Kaupapa Māori course is for students who want to deepen their understanding of Te Ao Māori (the Māori world) by learning through stories, cultural knowledge, and real-life connections. You will explore key people, events, and practices that shape Māori identity, leadership, and history. This course blends theory, research, and personal reflection, all grounded in kaupapa Māori values.

RECOMMENDED ENTRY:

An interest in Māori history, tikanga, and people is encouraged. You must be open to learning, exploring ideas, and engaging with Māori perspectives. Research, discussions, shared knowledge, and hands-on activities will support your growth as a learner and help you deepen your understanding of Te Ao Māori.

COURSE OUTLINE:

This full-year course focuses on building a deeper understanding of tikanga and Māori knowledge through the following themes: Māori Leadership, manaakitanga (between tangata whenua / manuhiri), and the history between iwi and hapū.

ASSESSMENT:

All assessments are internal and based on Unit Standards, with a total of 11 Level 2 credits available. Each standard is assessed at Achieved level. While there are no Merit or Excellence grades, the focus is on developing meaningful, cultural knowledge and skills in a supportive environment.

TEACHER IN CHARGE: A Prince

OPTION:

# Classical Studies



PURPOSE:

This course introduces students to the ideas, values, and cultures of the classical world, with a focus on ancient Greece and Rome. Through the study of literature, art, history, and myth, students will develop an understanding of how classical societies have shaped the modern world.

Students will build skills in critical thinking, analysis, and written communication, while making connections between classical texts and contemporary issues, perspectives, and human experiences.

RECOMMENDED ENTRY:

Satisfactory achievement in Level 1 English and/or Co-Requisite Literacy credits.

COURSE OUTLINE:

In this course, students will study key aspects of the classical world through a range of topics and sources. Students will:

- \* Explore the ideas and values of an ancient Greek or Roman culture through the study of literature
- \* Examine a classical culture through its art and architecture
- \* Investigate a significant historical event from the ancient world
- \* Analyse relationships between social groups within an ancient society
- \* Consider the connections between the classical world and contemporary society

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

TEACHER IN CHARGE: C Belton



# OPTION COUNSELLING

In 2027 Religious Studies is COMPULSORY. You are required to 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.              |
| 4.              |
| 5.              |
| 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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