

# Cullinane College



## YEAR 13 OPTION BOOKLET

2027

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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	Drama	Dance	Classical Studies
Music	English	Digital Technologies	Dance
Spanish	English Literacy	Drama	Digital Technology
Te Reo	Food Technology	Economics	Drama
Visual Arts	Geography	English	Economics
Workshop	History	Food Technology	English
	Kaupapa Māori	Geography	Food Technology
	Life Skills	History	Geography
	Mathematics with Algebra	Life Skills	History
	Mathematics	Mathematics	Mathematics with Calculus
	Mathematics Numeracy	Mathematics with Statistics	Mathematics with Statistics
	Music	Media Studies	Music
	Religious Education	Music	Outdoor Ed
	Science	Outdoor Education	Pacific Studies
	Spanish	Painting	Photography
	Sports Studies	Photography	Painting
	Te Ao Haka	Physics	Physics
	Te Reo Māori	Printmaking	Printmaking
	Visual Arts	Religious Education	Religious Education
	Work Ready	Spanish	Spanish
	Workshop Technology	Sports Studies	Sports Studies
		Te Ao Haka	Te Ao Haka
		Te Reo Māori	Te Reo Māori
		Tourism	Tourism
		Workshop Technology	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. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# OPTION:

# NCEA LEVEL THREE COURSES



Accounting	History	Printmaking
Biology	Physics	Religious Education
Chemistry	Mathematics with Calculus	Spanish
Dance	Mathematics with Statistics	Sports Studies
Digital Technology	Food Technology	Te Ao Haka
Drama	Music	Te Reo Māori
Economics	Geography	Tourism
English	Painting	Workshop Technology
Photography	Pacific Studies	Outdoor Education
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**. All other options are **OPTIONAL**. Refer to the information in this booklet for more details about each of the courses.

**UNIVERSITY ENTRANCE:** To enter a New Zealand university in 2028 you will need University Entrance (UE), made up of:

- ◇ NCEA Level 3
- ◇ A minimum of three University Entrance Approved Level 3 subjects with 14 credits in each.
- ◇ 10 UE literacy credits at Level 2 or above (five credits in reading and five credits in writing – see next point).
- ◇ 10 approved numeracy credits at Level 1 or above.

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 2 or 3. If you are unsure of your pathway towards attaining these vital credits talk to your Dean or Mrs Duxfield.

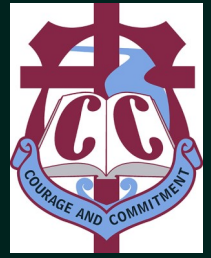
Knowing which subjects to take in your next year of school can be difficult. Here are some tips to help with your decision making;

- ◇ 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](https://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:

Manage the financial affairs of medium or large entities that may be local, regional, national, or global, to enable internal and external users to make effective and ethical decisions. Make use of appropriate communication tools and skills to process, report and interpret information for medium or large entities.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 11 or 12 Accounting is an advantage; however, students can take this at Level 3 if they have a good work ethic.

## COURSE OUTLINE:

Accounting offers three internal and two external standards over the course of the year. An additional assessment is on offer for those students who want to gain some more credits. Internal assessments cover assigning costs to jobs, partnership accounting and analysing a New Zealand company's report for prospective investors.

Externals focus on preparing financial reports for a company, cash budget and a focus on management accounting to help decision making.

ASSESSMENT: Achievement Standards: a mixture of internal and external standards. This course is eligible for endorsement. One internal consisting of 5 credits is UE literacy- reading and writing.

TEACHER IN CHARGE: L Dayal

# OPTION: Biology

## PURPOSE:

Biology studies living things and how they interact with each other and the environment. Students further develop their understanding of living things and their responses to their environment, the impact of biotechnology on genetic diversity, and links between biology and society. As a result, they can develop more informed decisions about significant biological issues.

## RECOMMENDED ENTRY:

Satisfactory achievement in Year 12 Biology.

## COURSE OUTLINE:

Biology offers three internal standards and two external standards. Students study a range of contexts, including genetic engineering, human evolution, homeostatic control of human body functions, and ways plants and animals can respond to the environment.

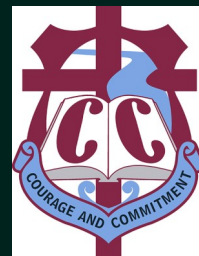
## ASSESSMENT:

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 12 Chemistry.

COURSE OUTLINE:

Chemistry at Level 3 introduces Spectrophotometry and continues the study of oxidation and reduction, the properties of particles and substances. There is also the opportunity to study the effect of chemical reactions in real-world situations, such as the acidification of oceans.

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 3 develop and refine 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 by their external examination.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 12 Dance.

COURSE OUTLINE:

The focus in Year 13 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.

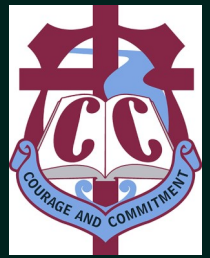
ASSESSMENT:

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 12 Digital Technologies.

COURSE OUTLINE:

This course of Digital Technology builds on understandings developed at Level 2 to further develop a design process and use informed planning to guide them through the technological process. We have the industry leading Adobe Creative Cloud suite of Applications available. Opportunities will be given to explore other topics, such as website development, 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:

Students in Year 13 Drama will be developing new skills and refining the skills learnt in Year 12. 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.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 12 Drama.

COURSE OUTLINE:

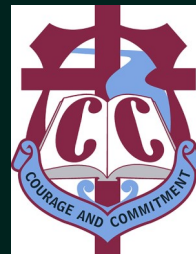
The Year 13 Drama curriculum focuses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. They also have the opportunity to see theatre in both amateur and professional settings.

ASSESSMENT:

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

TEACHER IN CHARGE: S Riley

# OPTION: Economics



## PURPOSE:

Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes. Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

## RECOMMENDED ENTRY:

Satisfactory achievement in Years 10 Business Studies and English. Level 2 Economics is highly recommended, however, anyone with a good work ethic can take Economics at Level 3.

## COURSE OUTLINE:

Economics offers two internal and two external standards over the course of the year. Students will see that in the real world, firms don't meet the conditions for perfect competition, meaning government intervention in markets may be required to improve efficiency and/or equity. Analysis at this level will show that government intervention may involve a trade-off between efficiency and equity. The impact of internal and external influences on the New Zealand economy are analysed by students using economic models that allow them to predict the impact of the influences on the macroeconomic goals of the government.

## 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, viewing, presenting, listening and speaking and extend their understanding and skills into the curriculum at Level Eight. Prepare students for the requirements of further learning beyond secondary school, university and the workplace.

## RECOMMENDED ENTRY:

Satisfactory achievement in Level 2 English

## COURSE OUTLINE:

By the end of the Year, students will be equipped with the skills, understanding and confidence to continue with further learning or transition into the workplace. Students will be offered credits towards their Level 3 NCEA certificate and some of these credits can also be used to meet the literacy requirements of University Entrance.

## 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 and ideally have completed Level 1 or 2 Food Course (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 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 2 Geography and English

COURSE OUTLINE:

Geographical skills will be looked at in all units of work and in a small starter unit. An optional field trip is planned to Rotorua to study the Cultural Process of Tourism Development for an external achievement standard. The cost of the field trip will be \$400.00 approximately. Other topics include Human Trafficking, Natural Processes, Diamonds and a Contemporary Event.

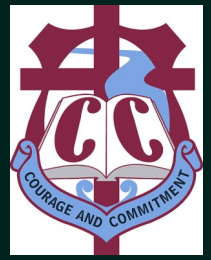
ASSESSMENT:

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 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 2 History and English

COURSE OUTLINE:

Historical skills will be used to understand the superpowers behind the Cold War era, starting with the American Revolution and the Russian Revolution. Students will analyse numerous events within the Cold War, and how this era shaped numerous social, cultural, economic, and political changes.

ASSESSMENT:

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

TEACHER IN CHARGE: O Foster

OPTION:

# Music

PURPOSE:

The Year 13 Music class focuses on Achievement Standards only and also has the built-in freedom of an expression module which although informal, enforces musical progression and focuses on the third year of serious music study approaching tertiary music study entry requirements.

RECOMMENDED ENTRY:

Level 1 & 2 NCEA achievement Credits.

COURSE OUTLINE:

Students will focus on practical music requirements which include group and solo performance as well as composition. Music Works or academic study of current music status, theory and history will be assessed by different modules or papers/assignments throughout the year and will be completed as classwork. Progressive students will be given the opportunity to take extra achievement opportunities in Musical Theory, Composition and Research. School-wide assessment policy will apply to this course. It is not expected for students to do every standard listed below but rather to choose a personal course of study within these possible standards.

ASSESSMENT:

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

TEACHER IN CHARGE: J Henare

OPTION:

# Mathematics with Calculus



PURPOSE:

To prepare students for mathematically rich tertiary study. Careers such as engineering, software development, economics and meteorology require knowledge of calculus and advanced trigonometry.

RECOMMENDED ENTRY:

Students need success in the Algebra and Calculus standards at Level 2 and a total of at least 14 Mathematics achievement standard credits.

COURSE OUTLINE:

This course is intended as a preparation for tertiary mathematics at a university or polytechnic. This course assumes a high level of mathematical capability and motivation. Consult the Careers Advisor for career details since these courses can be very important at a later stage. Students may choose both Calculus and Statistics.

ASSESSMENT:

Students are offered a range of internally and externally assessed Mathematics achievement standards at Level 3.

TEACHER IN CHARGE: K O'Hara

OPTION:

# Mathematics with Statistics

PURPOSE:

To prepare students for statistically rich tertiary study. Many university courses require the study of Statistics.

RECOMMENDED ENTRY:

Students need at least 10 Mathematics achievement standard credits, preferably with some experience in Statistics and Probability.

COURSE OUTLINE:

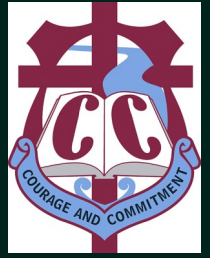
Statistics includes fundamental skills in Algebra, Statistics and Probability. This course is intended as a preparation for tertiary study at a university or polytechnic. Many tertiary courses require Statistics as a supporting paper. Students may choose to take both Calculus and Statistics.

ASSESSMENT:

Students are offered a full range of internally and externally assessed Statistics and Probability achievement standards at Level 3.

TEACHER IN CHARGE: K O'Hara

# OPTION: Pacific Studies



## PURPOSE:

Students will investigate the different issues that affect our Pacific nations. The course has three specific units of learning which are Pacific Indigenous Knowledge, Pacific Change and Development and Pacific Societies. The Pacific Studies Course is open for all students to learn about the history, culture, language, protocols and traditions of the Pacific.

## RECOMMENDED ENTRY:

Students will have to demonstrate good reading and writing skills. Please have a discussion with the teacher.

## COURSE OUTLINE:

This course is made up of Unit Standards from the Pacific Studies Curriculum. This course allows the foundation learning in case you want to pursue this further at tertiary level.

## ASSESSMENT:

This course consists of all internal assessments. This course is not eligible for endorsement.

TEACHER IN CHARGE: L Dayal

# 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 12 Visual Arts.

## 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 3.1.

## ASSESEMENT:

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 the Year 13 Arts Curriculum is the generation of work for the internal portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 3.2. Achievement Standard 3.1 and 3.5 are offered as extension courses.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 12 Visual Arts.

COURSE OUTLINE:

This course offers instruction in the use of digital photography. Students will learn a range of studio photography techniques and have the opportunity to explore still life and portrait photography.

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 3 Physics provides students with a comprehensive understanding of the fundamental principles of physics and to develop their scientific inquiry and critical thinking skills. Physics aims to deepen students' knowledge and understanding of the key concepts, principles, and theories in physics. This includes mechanics, electromagnetism, waves, modern physics, and more.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 12 Physics.

COURSE OUTLINE:

Physics has five standards offered at Level 3, three being internal and two being external. Some negotiation is possible for students to select a smaller number of standards.

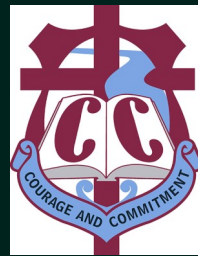
ASSESSMENT:

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

TEACHER IN CHARGE: Dr. R Desai

OPTION:

# Art: Printmaking



PURPOSE:

The focus in the Year 13 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 3.2. Achievement Standard 3.5 and 3.1 are offered as extension courses.

RECOMMENDED ENTRY:

Satisfactory achievement and participation in Year 12 Visual Arts.

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 learn about ethics and examine current ethical issues with a particular focus on IVF and euthanasia. They will look at the characteristics of Church, Sects and Cults. Students will examine how Jesus or Mary is revealed and understood through scripture and tradition. Finally, students will consider the meaning of life from both a Catholic and secular perspective. A high level of critical thinking will be required throughout this course.

ASSESSMENT:

Internal Achievement Standards. This course is eligible for endorsement.

TEACHER IN CHARGE: S Petersen

# OPTION: Spanish



## PURPOSE:

To communicate in Spanish in global contexts in order to engage with, and make meaning of, a variety of authentic texts. To use language to examine information, ideas, and opinions of both personal and global relevance, as well as abstract concepts. To develop communicative skills to express and analyse organised information, ideas, and opinions effectively and sustain interactions with others, adapting to less predictable situations also to develop an awareness of and use more complex linguistic building blocks and patterns of language. Overall, to examine and reflect on the ways in which cultural values, practices, and perspectives shape experiences and influence opinions.

## RECOMMENDED ENTRY:

You will have covered and achieved Level 7 of the Spanish New Zealand curriculum in Year 12.

## 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:

There will be three internal assessments and two external. An option of a scholarship exam.

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.

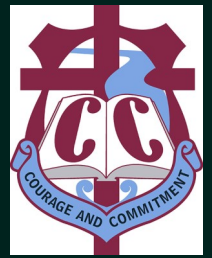
## ASSESSMENT:

Achievement standards (Level 3 NCEA). Entire course is internally assessed through written assignments and 2 practical assessments with a total of 15 achievement standard credits.

TEACHER IN CHARGE: TBC

OPTION:

# Te Ao Haka



PURPOSE:

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

RECOMMENDED ENTRY:

Students will be expected to join the school kapa haka group to develop performance skills across all disciplines. Students will be required to complete theory and practical components for all assessments. Satisfactory achievement in Level 2 - Te Ao Haka

COURSE OUTLINE:

Te Ao Haka is an option for students at Year 13, who demonstrate a strong interest in performance in all disciplines of Te Ao Haka including waiata, haka, poi, mōteatea, whakaraka and mau-rākau, Te Reo Māori me ona Tikanga.

ASSESSMENT:

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

TEACHER IN CHARGE: TBC

OPTION:

# Te Reo Māori

PURPOSE:

Te Reo Māori provides students with a foundation of communicative skills and cultural knowledge to develop confidence through strong self-identity that will enable them to engage in quality bilingual/bicultural relationships with others.

RECOMMENDED ENTRY:

Satisfactory achievement in Level 2 Te Reo Māori.

COURSE OUTLINE:

This full year course is delivered in a bilingual setting where students are engaged in a Māori orientated learning environment. The course provides students with NCEA Level 3 Te Reo Māori. There are 18 internal credits and 12 external credits available with Achievement Standards assessed against the curriculum. All standards will be assessments based on material covered in class.

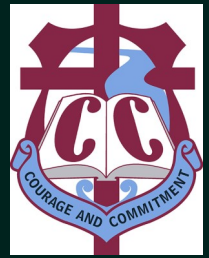
ASSESEMENT:

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

TEACHER IN CHARGE: TBC

OPTION:

# Tourism



PURPOSE:

This course provides students with an introduction to the tourism industry. It recognises the knowledge and skills required as a base for further training in the tourism industry.

RECOMMENDED ENTRY:

Satisfactory achievement in Year 12 Tourism, Geography or History

COURSE OUTLINE:

Tourism offers four internal unit standards over the course of the year. Students taking this course are able to demonstrate knowledge of tourist characteristics and needs, the business of tourism, destination New Zealand, world tourist destinations, and work roles in tourism.

ASSESSMENT:

Unit Standards: internal standards no external standards.

TEACHER IN CHARGE: A-M Bullock

OPTION:

# Workshop Technology

PURPOSE:

The Year 13 Workshop programme is an introduction to the methods used by industry and the world of commercial design, to refine design ideas that have been presented to a client in response to the requirements of a 'brief'. This aspect of the 'Design Process' demands a degree of discipline that students need to acquire if they wish to study design or work in the development of products within the industry.

RECOMMENDED ENTRY:

Demonstrated awareness of Workshop Health and Safety requirements at lower levels. Satisfactory results in Level 2 Workshop course and/or other academic subjects.

COURSE OUTLINE:

Students will be expected to design and complete a project for a 'key stakeholder'. They will need to carry out suitable and sufficient research, produce conceptual designs, model their design ideas and test materials. They will also need to meet with the key stakeholder regularly and revise the project as the key stakeholder directs. They will be formatively assessed at specified stages in the project.

\* The project needs to satisfy the requirements of the New Zealand curriculum at Level 8.

\* The project may include materials and processes the student is familiar with from previous experience in the workshop; the project should be more sophisticated than those completed in previous years.

ASSESSMENT:

BCITO Unit standard. This course is not eligible for endorsement

TEACHER IN CHARGE: D Forsyth

PURPOSE:

This advanced Level 3 Outdoor Education course builds on the knowledge and experiences gained at Level 2. It is designed for ākonga who are considering a career in the outdoor sector as well as those who wish to continue engaging in outdoor recreation in the future.

The course develops practical skills across a range of outdoor activities and environments, supported by theoretical learning. Students will explore both recreational and vocational opportunities in the outdoors, while fostering an appreciation for nature and promoting kaitiakitanga.

The course supports the development of social, emotional, intellectual, and cultural capabilities, deepens understanding of tikanga in outdoor contexts, and encourages diverse participation in physical activity.

Emphasis is placed on safety, personal growth, and the wider benefits of movement for hauora.

Mātauranga Māori and the principles of Te Tiriti o Waitangi are integrated throughout the course to ensure a culturally responsive learning experience.

RECOMMENDED ENTRY:

Good organisational skills, communication skills and the ability to overcome challenges. Level 2 Outdoor Education or TIC approval. 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

## CLASSICAL STUDIES

PURPOSE:

This course deepens students' understanding of the classical world through the study of ancient Greece and Rome. Students will explore significant ideas, texts, and material culture, including heroic and villainous figures, conflict and power, art and architecture, and philosophical thought.

Through this study, students will develop advanced research, critical thinking, and analytical writing skills. They will engage with complex perspectives from the ancient world and evaluate their relevance to contemporary society, while drawing on their own strengths and interests to inform their responses.

RECOMMENDED ENTRY:

Satisfactory achievement in Level 2 English and/or U.E. literacy credits.

COURSE OUTLINE:

Classical Studies explores significant aspects of ancient Greek and Roman civilisation through a range of interconnected topics and perspectives. The course is structured around key areas of inquiry, enabling students to develop a deeper understanding of the classical world and its ongoing influence.

Students will:

- \* Explore the ideas and values of an ancient Greek or Roman culture through the study of literature
- \* Examine a culture through its art and architecture
- \* Investigate the life and significance of a key historical figure
- \* Analyse the impact of social and political influences on an ancient society
- \* evaluate the influence of classical culture on modern Western civilisation

ASSESSMENT:

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

*Service*

*Optimise*

*Unity*

*Love*