

Senior Course Outline

NCEA Level One (Y11) Subject Information

2025

The purpose of this booklet is to inform students, parents and whānau about the courses (subjects) available to students in 2025. It is important that you make good informed choices that relate to your future career and interests.

It is most important that you make the right choices for you, and create a timetable that is challenging, engaging and stimulating for 2025. You need to think carefully about your option choices, as well as get advice and information from your teachers, Achievement Dean and the websites recommended within this booklet.

While we cannot guarantee that you will be able to select subjects in all the areas that you like, we hope you can access classes that meet most of your needs and interests and for those other interest areas there is the possibility of joining an online or correspondence learning community.

Helpful Links

The Ministry of Education has put together a number of resources and websites in order to better provide information to our students on NCEA, the vocational pathways and career choices. Here are some of the key websites that you can go to and be better informed.

<http://youthguarantee.net.nz/vocational-pathways> - gives information about Vocational Pathways

<http://www.studyit.org.nz> - useful study tips for breaking down standards into chunks of learning

<http://studytime.co.nz/> - useful videos, study cards and past exam papers to help with learning

<http://www.careers.govt.nz> - information about careers, quizzes to find out what career suits you

<http://www.nzqa.govt.nz> - information about each subject area, NCEA requirements, literacy and numeracy

<http://www.nzqa.govt.nz/about-us/publications/factsheets/> - information about how NCEA works

Explanation of NCEA

NCEA stands for National Certificate of Educational Achievement. It is the formal qualification of New Zealand secondary educational system. Throughout the year students will work to gain credits towards NCEA at levels One, Two and Three. These roughly follow, but not necessarily exclusively, to Year's 11, 12 and 13. At the start of the following year students will be able to access online an NCEA certificate, as well as a record of results that shows the actual standards and the grade that the student achieved in each standard.

Here is a link to a [promotional video](#) explaining the basics of NCEA - please note that NCEA Level 1 has changed for next year. The key structures are very similar but there have been some changes. You can read about the changes [here](#).

Year 11 Camp

All Year 11 students will need to attend a year level camp later in the year. This camp is all about experiencing a range of different cultural activities as well as learning some key life skills. Students will spend three days together improving their relationships and getting to know those they don't usually mix with. There will also be several experiences that will push them out of their comfort zones. The contribution donation will be \$100 for this camp

Getting an NCEA Qualification

Level 1 Certificate	60 NCEA Level 1 Credits or above* WITH Numeracy Corequisite AND Literacy Corequisite (reading AND writing)
Level 2 Certificate	60 NCEA Level 2 Credits or above* (20 carried over from Level 1) WITH Level 1 Numeracy AND Literacy - this will be changing
Level 3 Certificate	60 NCEA Level 3 Credits or above* (20 carried over from Level 2) WITH Level 1 Numeracy AND Literacy - this will be changing
Course Endorsement	14 credits at Merit OR Excellence within a single subject area and school year At least 3 of these must be from externally assessed standards (exams) and 3 from internally assessed standards (some subjects have exceptions including PE, Religious Studies and Visual Art)
Level Endorsement	Merit Endorsement - 50 credits at Merit (or Excellence) at the Level or above Excellence Endorsement - 50 credits at Excellence at the Level or above i.e. a Level 2 student can gain NCEA Level 2 with Excellence if they achieve Level 2 with 50 of their 60 credits at the Excellence level from standards that are Level 2 or above
University Entrance#	NCEA Level 3 PLUS 14 credits in 3 approved subjects PLUS University Literacy (10 Level 2 Literacy credits, 5 writing and 5 reading [^]) and Numeracy (10 L1 Numeracy credits)

*Credits can be used to count back i.e. Level 1 can include Level 1, 2, 3 or 4+ credits. Level 2 can include Level 2, 3 or 4+ credits. Level 3 can include Level 3 or 4+ credits.

Some University courses have specific requirements for entry e.g. require a certain subject to be taken at Level 3.

[^] Various Level 2 and 3 subjects can offer these credits. You will notice in the subject information the codes **UE R**, **UE W** or **UE B** are given. These correspond to **University Entrance Reading**, **University Entrance Writing** or **University Entrance Both (reading AND writing)**.

BYOD

BYOD stands for Bring Your Own Device. All students will need to look after their own device and bring it each day charged for their learning. The device could be in the form of a chrome book, laptop or ipad but not a cell phone.

If you do not have or are unable to purchase a device, Paeroa College will provide a lease device, a bond payment of \$100 will be charged and returned at the end of the year if the device is returned in good condition.

Te Kura

Te Kura offers students the chance to study a subject that is currently not on offer in their own school OR if there is a clash of subjects.

Te Kura allows you to study for a subject that is not available at your school or when you have a clash of subjects. You will be provided with learning booklets and an online tutor who will give you advice and guidance as you go.

For a full list of subjects on offer through the Te Kura go to: <https://www.tekura.school.nz/subjects-and-courses/>

Paeroa College Workshops

This year we will be running workshops. These will be short sessions focussed around wellbeing, personal growth and building social skills. Workshops will run on Tuesday and Thursday mornings. We recognise the importance of students having some time that isn't NCEA driven, these workshops will allow students time to interact with each other and kaiako in a non-curriculum based class. Workshops will run for around 5 weeks and students will be able to change at this point.

Students will select their term 1 workshops in term 4.

Senior Hub Classes

Senior Hub is a course for students who need some extra support with achieving their NCEA. These classes work through supported learning standards that focus on time management, self management, planning, budgeting and communication skills. If you have been in Year 10 Hub you are able to take Senior Hub in Year 11. If you think you need the support of the Senior Hub class but have not been in Year 10 Hub please speak with your Achievement Dean about whether this is the right class for you.

New Literacy & Numeracy Requirements

From 2024 all students gaining an NCEA certificate must have passed the Numeracy and Literacy (reading + writing) corequisite assessments. These are online digital assessments that students can take at two different times during the year (May and September). If a student has not passed the CAA then they must take a literacy rich and/or numeracy rich subject/s. They can choose from:

Numeracy Rich Subjects - Mathematics, Numeracy

Literacy Rich Subjects - Literacy, Te Reo Māori, English, Writing

For more information about the common assessment task for literacy and numeracy you can find some handy summary documents [here](#).

Up until 2027 students can also gain the Literacy and Numeracy Corequisite from a selection of identified standards across different subjects. If students gain their Literacy and/or Numeracy through the additional standards then they do not also get the credits. The subjects below are offering these additional standards. Students must gain 10 numeracy and 10 literacy credits.

Subjects Offering Additional Numeracy Standards	Subjects Offering Additional Literacy Standards
Senior Numeracy 13 credits	Senior Literacy 14 credits
Mathematics 15 + 5 optional	English 20 credits
Physics - Energy Science 5 credits	Te Reo Maori 20 credits
	Geography 15 credits
	History 10 credits
	Social Studies 15 credits

WHAT DO I DO NOW?

1. Read through the courses in this booklet that are on offer to you for 2025
2. Make note of the ones that interest you or those that you need for your future
3. Look at the lines and choose one subject on each line

REMEMBER:

You need to select 6 subjects*

You will need to select PAT

* If you have not passed the literacy and/or numeracy corequisites (through the CAA) you will need to take a numeracy and/or literacy rich subject indicated by an **L** or **N** in the title

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LEVEL 1 BIOCHEMISTRY OUTLINE 2025

Description of Course

In 2025 the Science department is offering a science course that combines the interesting topics of biology and chemistry combined. You will look at a range of chemical reactions and learn about how they apply around the house, shed and other familiar situations. You will also look at microbes and the way we use our knowledge about them for producing food and drink such as cheese, bread, yoghurt and kombucha.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
92020 v3 <i>Demonstrate understanding of the relationship between a microorganism and the environment</i>	5	I	N
92021 v3 <i>Demonstrate understanding of chemical reactions in context</i>	6	I	N
91921 v3 <i>Demonstrate understanding of the use of a range of scientific investigative approaches in a context</i>	5	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	1B8, Pens & Pencils

*Further Assessment Opportunity Available

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LEVEL 1 DIGITAL TECHNOLOGY OUTLINE 2025

Description of Course

In 2025, students can focus on developing Python programming and HTML/CSS web design skills. They will create a computer program following a process called a systems development life cycle that seeks to meet the needs of a "client." In the second part of the course, students develop a website design by paying close attention to design standards about spacing, colour, font and navigation within a webpage. Creating a website (92006) generates the evidence that students will use to answer questions in the external (92007).

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
92004 v3 Create a Computer Program	5	I	Y
92006 v3 Design a digital technologies outcome	5	I	Y
92007 v3 Demonstrate understanding of usability in human-computer interfaces	5	E	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	1B8, Pens & Pencils

**Further Assessment Opportunity Available*

LEVEL 1 DRAMA OUTLINE 2025

Description of Course

In this course students will work collaboratively together whilst learning skills and knowledge in Drama. We will learn about the theatre of Aotearoa as well as from around the world. We will also gain a broader knowledge of different styles of theatre and how this impacts on our creativity. We will then apply this learning in devising our own performances. We will look at different scripts and gain a broad understanding of how to interpret and develop a character. Students will perform a scripted scene and experience performing on stage. Students will develop their confidence, creativity and collaboration skills whilst learning in a safe, fun environment. If you enjoy performing in drama, you will enjoy this course.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>AS91941 V3 Participate in creative strategies to create a drama</i>	5	I	N
<i>AS91940 V3 Explore the function of theatre Aotearoa</i>	5	I	N
<i>AS91942 V3 Perform a scripted role for an audience using drama techniques</i>	5	SE	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Supplied

*Further Assessment Opportunity Available

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LEVEL 1 DVC OUTLINE 2025

Description of Course

This course focuses on product design - specifically looking at outdoor furniture as a design context. Students will start by creating a product design portfolio for a piece of furniture, using skills and knowledge gained in drawing and design from previous years. They will then focus on 3D modelling skills, learning how to use software to generate 3D models of given items. Once proficient in 3D modelling, students will generate a 3D model of their furniture design from Term 1 and use it to produce a set of working drawings.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
14995 v4 Construct free-hand drawings for use in furniture making.	4	I	Y
24353 v3 Demonstrate knowledge of and create sketches and drawings for BCATS projects.	6	I	Y
14996 v6 Construct working drawings for use in furniture making.	6	I	Y

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Supplied

*Further Assessment Opportunity Available

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LEVEL 1 ENGLISH OUTLINE 2025 (L)

Description of Course

This course is all about discovering the hidden treasures within the texts we read, watch and listen to. In the first two terms, we'll have cool discussions, debates, and projects to help you understand the big issues raised within the texts and how words play a part in them. You'll also get better at expressing your ideas about what you read, both in writing and through discussions.

In the second half of the year, we will focus on helping you to improve your writing. You will revise punctuation, grammar, sentence structure, vocabulary, and text structure. This will help to prepare you for year 12 and 13 as well as set you up for your future career pathway.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91924 V3 Demonstrate understanding of how context shapes verbal language use	5	I	N
AS91925 V3 Demonstrate understanding of specific aspects of studied text	5	I	N
AS91926 V4 Develop ideas in writing using stylistic and written conventions	5	SE	N
AS91927 V4 Demonstrate understanding of significant aspects of unfamiliar texts	5	E	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	1B8, pen, highlighters, laptop, and refill

*Further Assessment Opportunity Available

LEVEL 1 FOOD TECHNOLOGY OUTLINE 2025

Description of Course

This course is for students who have an interest in food practical work. We will study the baking techniques and the ingredients required for making cakes, sponges and scones. It is a combination of practical and academic work which focuses on the production and processes involved in the food industry.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
US 15921 V5 Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry.	3	I	N
AS 92012 V3 Develop a material and Processing technology outcome in an authentic context.	6	I	N
AS 92015 V3 Demonstrate understanding of techniques selected for a feasible materials and processing technology outcome.	6	E	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
	1 B8 Exercise book, pens, Chrome book.

**Further Assessment Opportunity Available*

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LEVEL 1 GEOGRAPHY OUTLINE 2025 (L)

Description of Course

This course starts with the local area, exploring the natural and cultural features of the landscape past and present, and how people have interacted with that landscape. This is expanded to a national scale through the study of settlement patterns in Aotearoa. Physical landscapes and the forces that shape them are viewed through both a mātauranga Māori and scientific lens, with human interaction now and in the future illustrating consequences and challenges. The course concludes with a more outward-facing perspective looking at how relationships with other countries have shaped Aotearoa New Zealand. The second half of the year will look at examining the different groups involved in the decisions around whether people should be leaving Kiribati in the Pacific Ocean. Consider various groups including: Kiribati residents in Kiribati; Kiribati residents in other countries; Kiribati government. Discuss solutions to the problem for climate change refugees in the Pacific - what might be a better way?

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>AS91935 v2 Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific</i>	5	SE	N
<i>AS91932 v2 Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao</i>	5	I	N
<i>AS91934 v2 Demonstrate understanding of how natural processes operate within te taiao</i>	5	E	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook

*Further Assessment Opportunity Available

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LEVEL 1 HEALTH OUTLINE 2025

Description of Course

In Health Studies, students will have the opportunity to demonstrate an understanding of well-being through the application of a model of health and demonstrate an understanding of a decision-making process in a health-related situation. Students will also have the opportunity to identify and describe an understanding of strategies that enhance Hauora. For the purposes of this standard, strategies are plans of action involving the selection, planning, and application of capabilities to enhance Hauora.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>AS92008 v2 Demonstrate understanding of wellbeing through the application of a model of health</i>	5	I	Y
<i>AS92009 v2 Demonstrate understanding of a decision-making process in a health-related situation</i>	5	I	Y
<i>AS92011 v2 Demonstrate understanding of strategies that enhance Hauora</i>	5	SE	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook

*Further Assessment Opportunity Available

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LEVEL 1 HISTORY OUTLINE 2025 (L)

Description of Course

Waikato & Taranaki are two regions historically connected by whanaungatanga & conflict with the early New Zealand government. Term 1 will teach ākonga to work in groups to conduct research, learn about kingitanga, mana and whakapapa and learn how to design a portfolio of research about war in these two regions.

In term 2, students will examine the whakatauki: *Kaua e mate wheke, mate ururoa* ('don't die like the octopus, die like the shark [fighting]'), as a means of exploring the range of New Zealander's approaches to engaging in WWII. This terms unit will teach ākonga to examine key events involving New Zealanders during WWII, in order to explain their historical significance. Events might include: Māori Battalion, Campaigns in Greece, Italy and North Africa, Prisoners of War, Conscientious Objectors.

In term 3, This Land is Mine: Eternal Conflict in Israel-Palestine.

The land of Israel-Palestine is one that has experienced much bloodshed throughout human history, as different cultures, religions and empires have vied for control of this area. Study the history of the 'People of the Books' to learn about Judaism and Islam, and understand how the establishment of the Israeli State following World War II has led to over half a century of unresolved conflict.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92024 v3 Engage with a variety of primary sources in a historical context	5	I	N
AS92025 v3 Demonstrate understanding of the significance of a historical context	5	I	N
AS92027 v3 Demonstrate understanding of perspectives on a historical context	5	E	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	1x Warwick Bumper Scrapbook 60gsm 28 Leaves (or similar sized scrapbook); 1x lined exercise book (e.g. 1B5) or binder and refill paper; Red & Blue pens; 3x different coloured highlighters; pencil & eraser

*Further Assessment Opportunity Available

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SENIOR LITERACY OUTLINE 2025 (L)

Description of Course

This course is all about helping you improve your literacy skills and get ready for the Literacy CAA assessments. Along the way, you'll also boost your critical thinking, communication, and analytical skills by working with different types of written, spoken, and visual texts. By the end of the course, you'll feel more confident with reading, writing, and sharing your ideas in ways that can help you succeed both in school and beyond. **These are Level 2 Standards.**

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91105 v2 Use information literacy skills to form developed conclusion(s)	4	I	Y
AS91102 v2 Construct and deliver a crafted and controlled oral text	3	I	Y
AS91104 v2 Analyse significant connections across texts, supported by evidence	4	I	Y
AS91107 v2 Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	3	I	Y

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	2 x 1B8 exercise books, pens, highlighters, chromebook

*Further Assessment Opportunity Available

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LEVEL 1 MATHEMATICS OUTLINE 2025 (N)

Description of Course

Ākonga will explore a range of learning contexts. We will make sense of the world around us and the maths it contains.

Key areas include measurement, number, geometry, space and Statistics.

Planning and taking measurements in a range of scenarios. Looking at information given to us about our region and our world.

How do we decide what's true? We will look at facts and figures and graphs to unpack the data and make sense of the community around us.

There will be two internals and one external. The external will be in the form of a submitted report.

Exploring our world using data

Ākonga will work together to discuss how quantities can be measured, explore sources of variations that could occur in the process of collection, then create plans and collect data while managing variation. Some suggested measurements include:

- daily temperature and rainfall for an extended period of time
- number of social media notifications received in one class over time
- what is the distance between where live and where they were born.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91945 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	5	I	Y
AS91944 Explore Data using a Statistical Enquiry Process	5	I	Y
AS91946 Interpret and apply mathematical and statistical information in context	5	SE	N
AS91947 Demonstrate mathematical reasoning (OPTIONAL)	5	E	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	1J8, pen, ruler, calculator,

*Further Assessment Opportunity Available

LEVEL 1 MECHANICS OUTLINE 2025

Description of Course

Mechanics centres around a couple projects over a year. This course's key focus will be developing your understanding of materials and processes, the practical skills involved in producing a chosen product, and evaluating your finished products. This course is designed to build your fabrication skills, gain an ability to use critical thinking in a workshop context, and develop management skills.

The main projects for assessments will be a drift trike followed by a self designed project.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
US22923 v3 Demonstrate basic engineering workshop skills under close supervision	12	I	N
US22926 v3 Demonstrate knowledge of safety procedures in a specific engineering workshop	2	I	N
US4433 v7 Select, use, and care for simple measuring devices used in engineering	2	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	BLue or Black pen, pencil, ruler

**Further Assessment Opportunity Available*

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LEVEL 1 MONEY & THE LAW OUTLINE 2025

Description of Course

In this new course for 2025 we will alternate between learning about how to budget and goal set financially then learn about the New Zealand legal system including the purpose of law and the concept of justice. Within the course there will be the opportunity to select personal financial saving and investment options and also to understand your rights and responsibilities when being employed. There will be an opportunity to gain Merit and Excellence in this Unit Standard course.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US 28089 Demonstrate knowledge of personal financial goal setting</i>	3	I	Y
<i>US 27841 Describe the purpose of law</i>	4	I	Y
<i>US 28090 Demonstrate knowledge of selected personal financial saving and investment options that provide financial benefit</i>	3	I	Y
<i>US 1978 Demonstrate knowledge of basic employment rights and responsibilities and sources of information</i>	3	I	Y
<i>US 3490 Complete an Incident report</i>	2	I	Y
<i>US 27838 Describe concepts of justice</i>	4	I	Y

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	Chromebook and pens

*Further Assessment Opportunity Available

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LEVEL 1 MUSIC OUTLINE 2025

Description of Course

Students doing this course will enjoy playing music and developing their knowledge in this learning area. They will be able to play a musical instrument of their choice, which can include singing. Students will learn about different music styles and the impact these have on music in Aotearoa. Students will perform music either on their own or as part of a group. Students will also learn how to transcribe a piece of music. If you enjoy playing music- then this course is for you.

It is expected that students will participate in itinerant lessons either at school or in the community. There may be an opportunity to hire a musical instrument depending on resources available.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>AS91948 V3 Use music skills in a music style</i>	5	I	N
<i>AS91949 V3 Demonstrate music performance skills</i>	5	I	N
<i>AS91951 V3 Shape music ideas to create an original composition</i>	5	SE	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	N/A

*Further Assessment Opportunity Available

SENIOR NUMERACY OUTLINE 2025 (N)

Description of Course

This course will help students improve their Numeracy and preparedness for the NCEA Numeracy CAA assessment. It will focus on filling in skill gaps as well as familiarising students with the types of questions and expected answers on the assessment. Students will additionally complete standards that will allow them to alternatively gain Numeracy through those assessments - if they achieve Numeracy through the CAA, then these credits will go towards their overall NCEA qualification.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91944 <i>Mathematics and Statistics</i> Explore data using a statistical enquiry process	5	I	Y
AS91259 <i>Mathematics and Statistics</i> Apply trigonometric relationships in solving problems	3	I	Y
AS91260 <i>Mathematics and Statistics</i> Apply network methods in solving problems	2	I	Y
AS91265 <i>Mathematics and Statistics</i> Conduct an experiment to investigate a situation using statistical methods (optional)	3	I	Y

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	Chromebook, calculator, 1J8 notebook, pen and pencil Numeracy workbook (supplied)

*Further Assessment Opportunity Available

LEVEL 1 PATHWAYS & TRANSITIONS OUTLINE 2025

Description of Course

All senior students will take one line of Pathways & Transitions (PAT). This class will offer packages of learning aimed at improving research skills, communication skills, wellbeing, budgeting, team work, life skills and study skills.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US7121 v7 Search and select information</i>	4	I	N
<i>US3501 v7 Listening techniques</i>	2	I	N
<i>US7120 v7 Note taking</i>	2	I	N
<i>US10791 v6 Participate in a meeting</i>	3	I	N
<i>US9677 v11 Communicate in a team</i>	3	I	N
<i>US11097 v6 Listening actively to gain information</i>	3	I	N
<i>US9681 v8 Contribute within a team</i>	3	I	N
<i>US548 v10 Demonstrate knowledge of the effects of alcohol and other drugs on self</i>	3	I	N
<i>US12348 v6 Demonstrate knowledge of strategies for managing own emotions</i>	2	I	N
<i>US3483 v8 Fill in a form</i>	2	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook, pens

*Further Assessment Opportunity Available

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LEVEL 1 PHYSICAL EDUCATION OUTLINE 2025

Description of Course

In Physical Education, Ākonga will have the opportunity to demonstrate strategies to improve their performance and demonstrate their understanding of how kotahitanga is promoted in physical activity. Students will also have the opportunity to demonstrate an understanding of influences on movement in Aotearoa New Zealand or the Pacific and consider the diverse ways of understanding a movement context and the moving body.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92016 v2 <i>Demonstrate an understanding of the influence of a personal movement experience on Hauora</i>	5	I	Y
AS92017 v2 <i>Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies</i>	5	I	Y
AS92018 v2 <i>Demonstrate an understanding of the influence of a personal movement experience on Hauora</i>	5	SE	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chrome book, Appropriate clothing for practical lessons.

*Further Assessment Opportunity Available

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LEVEL 1 PHYSICS - ENERGY SCIENCE OUTLINE 2025 (N)

Description of Course

In this Level 1 Science course you will learn more about the physics of motion, speed, acceleration and friction. It will also cover how energy is captured and circulated in the Earth's systems. Throughout the year you will build your understanding of a range of applicable physics concepts such as electrical energy, forces, and heat transfer apply to a range of contexts and familiar situations.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92044 v3 <i>Demonstrate understanding of human-induced change within the Earth system.</i>	5	I	N
AS92045 v2 <i>Demonstrate understanding of a physical phenomenon through investigation</i>	5	I	N
AS92047 v3 <i>Demonstrate understanding of a physical system using energy concepts.</i>	5	E	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	1B8, Pens & Pencils, Calculator, Laptop/Chromebook

*Further Assessment Opportunity Available

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LEVEL 1 RECREATION & FITNESS OUTLINE 2025

Description of Course

This course is all about you. Setting personal fitness goals that you work towards meeting over the first two terms. You will learn about goal setting, tracking your goals and evaluating the outcomes. Alongside this you will complete weekly fitness tasks designed to help you improve your personal fitness.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US496 v11 Produce, implement, and reflect on a plan to improve own personal wellbeing/hauora</i>	3	I	N
<i>US12349 v7 Demonstrate knowledge of time management</i>	3	I	N
<i>US32837 v1 Demonstrate knowledge of introductory preparation for an outdoor activity</i>	2	I	N
<i>US32842 v1 Demonstrate personal awareness and positive behaviour during a group outdoor activity</i>	3	I	N
<i>US3503 v7 Routine task</i>	2	I	N
<i>US22768 v3 Conduct and review a beginner level coaching session</i>	4	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook Spare clothing/exercise gear

*Further Assessment Opportunity Available

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LEVEL 1 SOCIAL STUDIES OUTLINE 2025 (L)

Description of Course

How can we take social action to bring about change?
 Ākonga will identify and understand the key elements of the Social Studies inquiry process, learning the skills to describe an issue, examine perspectives on the issue and evaluate different actions taken around the issue. Ākonga will also explore the question: 'What is the global process of colonisation and how has it set up the structures and systems that continue to shape communities around the world today?' The case study for this course will be the Dakota Pipeline issue in America. The second half of the year will be taking part in a social action. Each year Amnesty International creates a Freedom Challenge that encourages young people from Aotearoa and around the world to get involved in a social action. Previous actions taken by this class have included the #RaiseHerVoice campaign for women & girls in Afghanistan, and the #WriteforRights campaign for political prisoners of oppressive governments. This class will teach ākonga concepts about human rights, social justice, and social action. Ākonga will work together to create visual aids and other resources, to engage in a social action.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92048 v2 Demonstrate understanding of findings of a Social Studies inquiry	5	I	N
AS92050 v2 Demonstrate understanding of decisions made in relation to a contemporary social issue	5	E	N
AS92051 v2 Describe a social action undertaken to support or challenge a system	5	SE	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	Chromebook

*Further Assessment Opportunity Available

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LEVEL 1 TE AO MĀORI OUTLINE 2025

Description of Course

This course will look at the importance of freshwater fish and marine fish resources in our awa (rivers) and moana (sea). Students will discuss tikanga and protocols about Rāhui (protection) of seafood and learn to value kai resources in a cultural context. They will research a local commercial industry Moana Pacific who are a Māori owned entity supplying seafood around the country. Students may also get the opportunity to design Hinaki (used to catch eels) or White bait nets to go eeling where applicable. This activity will be based on the availability of local support and knowledge of whānau.

The second half of the course will be focused on contemporary traditional Māori dance and tāonga pūoro. It will focus on developing an interest in the use of Māori instruments as a tribute to the fine arts of Ngā mahi toi (creative arts). The course is suitable for students who enjoy musical instruments or enjoy creating music using natural resources. Students will also develop research skills in order to Understand tikanga around tāonga pūoro specific instruments and explore contemporary māori dance creative dance incorporating waiata and haka. Students learn to value and understand movement and expression embedding Māori myths and legends into their dance. Student roopu (groups) may participate in presenting a dance choreographic display relating to Māori concepts of Rangi and Papa or local pūrakau in a contemporary or traditional style as part of an ensemble of movement and dance theatre incorporating natural sounds of (tāwhirimatea, tangaroa....) This will be an exciting time for students to learn about sounds and dance in a cultural context.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US19535 v2 Demonstrate knowledge of a native freshwater fish and a shellfish species and its significance to Māori</i>	5	I	N
<i>US19531 v2 Demonstrate knowledge of a native marine fish and a native marine shellfish species and its significance to Māori</i>	5	I	N
<i>US30326 v2 Demonstrate knowledge of taonga puoro in relation to the Māori origin of sound and ngā atua Māori</i>	6	I	N
<i>US30327 v2 Describe a taonga puoro artist or practitioner</i>	3	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook

*Further Assessment Opportunity Available

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LEVEL 1 TE REO MĀORI OUTLINE 2025 (L)

Description of Course

At level one students are learning about the grammatical features of the language which may include kōrero, tuhituhi, pānuī, whakarongo. In TRM **1.1** kōrero will be the main focus for the first term with some tuhituhi TRM **1.2**. internals and externals: **1.3** Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana and **1.4** Te tuhi e pā ana ki tētahi horopaki e taunga ana. It is important for students to develop a sound knowledge of using te reo in and around the classroom. At this level it is important for students to have a sound knowledge of whakapapa and pepeha which they will use to build confidence and a love of Te Reo. It is envisaged that students will develop language skills by giving and following instructions, communicating about problems & solutions, communicating about immediate plans, hopes and intentions and opportunities may arise to partake in formal situations and much more. Where possible students will get the opportunity to participate in other school events involving cultural experiences such as pōwhiri, assembly and use Te Reo in everyday school life.

Term one students prepare to deliver 1.2 standard on a kōrero about whanau pepeha and whakapapa these are familiar kaupapa for students at this level. In Term two students will demonstrate their tuhituhi writing ability standard 1.2 based on a local kaupapa they have been studying. Students will also be able to give a brief kōrero about that kaupapa this will be dependent on the kaupapa at the time. In term 3 and 4 students will complete the standard 1.2 followed by the standard 1.3 or 1.4 pending preparation for external exams from term 3 onwards. This will give students the opportunity to complete and re work their papers for submission.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92092 v3 Te Kōrerorero i ngā pārongo ingā ariā me ngā whakaaro	5	I	Y
AS92093 v3 Te whakapuaki whakaaro e pā ana ki tētahi horopaki e ora nei te reo	5	I	Y
AS92094 v3 Te whakaatu i te māramatanga ki te reo Māori me ōna mātāpono i tētahi horopaki e taunga ana	5	SE	N
AS92095 v3 Te tuhi e pā ana ki tētahi horopaki e taunga ana	5	E	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
N/A	Chromebook, pens

*Further Assessment Opportunity Available

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LEVEL 1 VISUAL ART OUTLINE 2025

Description of Course

We will be delving into the world of fine arts in Aotearoa and around the world. The theme of identity will be prevalent in this course. As you develop your skills and knowledge throughout this course we will look at the work of different artists from New Zealand and other places around the world. You will develop your understanding of your own identity and the identities of those around you, and then translate it into art. Throughout the course you will develop how you articulate your ideas and talk about your work to others. This will be done in a warm, safe, creative environment.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91912 V4 Use practice-based visual inquiry to explore an Aotearoa New Zealand Māori context and another cultural context	5	I	N
AS91913 V3 Produce resolved artwork appropriate to established art making conventions	5	I	N
AS91914 V4 Explore visual art processes and conventions to inform own art making	5	SE	N

Additional Information:

Course Contribution Donations (including trips, camps, work booklets, non-take home materials)	Stationery Needs
\$20 - \$30	At the beginning of the year you will be given a stationery pack which will have the majority of the art supplies required for the whole year. This stationery will be purchased by the school and charged to your account. The remaining materials such as brushes, rulers etc. will be provided by the school.

*Further Assessment Opportunity Available

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LEVEL 1 WOOD TECHNOLOGY OUTLINE 2025

Description of Course

This year we will be looking into Unit standards that BCITO offer which are based around the building trade, participation in this course will see you walking away with basic building skills which range from using a hammer with competence to various power tools. We will look at safe work practices and the gear you need to stay safe. Also we will be learning about different joints, fixtures, materials, finishes and applying this knowledge to making outdoor furniture.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
US25920 v3 Use joints for a BCATS project	3	I	N
US24352 v3 Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project	2	I	N
US24356 v3 Apply elementary procedures and processes for a BCATS project	8	I	N
US25919 v3 Use hardware and fastenings for a BCATS project	2	I	N

Additional Information:

Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i>	Stationery Needs
N/A	Chromebook

*Further Assessment Opportunity Available

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Year 11 Level 1 Lines 2025

(note lines are subject to change when student numbers are finalised)

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7
01TAM TE AO MAORI PK	01ENG ENGLISH TO	01DVC DESIGN & VISUAL COMMUNICATION VW	01MTL MONEY & THE LAW GM	SNRLIT SENIOR LITERACY TO	SNRNUM SENIOR NUMERACY DU	01ART VISUAL ART EC
01PED PHYSICAL EDUCATION BE	01MAT MATHEMATICS CX	01TRM TE REO MĀORI PK	01GEO GEOGRAPHY BR	01MAT MATHEMATICS DU	01HIS HISTORY BR	01REC RECREATION & FITNESS DK
01SOS SOCIAL STUDIES VE	01DRA DRAMA BK	01FTE FOOD TECHNOLOGY SR	01WDT WOOD TECHNOLOGY DK	01MUS MUSIC PV	01ENG ENGLISH GH	01PESCI PHYSICS ENERGY SCIENCE DP
PAT PATHWAYS & TRANSITIONS GM	01PED PHYSICAL EDUCATION BE	SENIOR HUB AL	01HEA HEALTH HT	01DIT DIGITAL TECHNOLOGY MO	01BCSCI BIOCHEMISTRY MU	PAT PATHWAYS & TRANSITIONS YM
	SENIOR HUB AL	PAT PATHWAYS & TRANSITIONS GU	PAT PATHWAYS & TRANSITIONS XX	01MEC MECHANICS WH	PAT PATHWAYS & TRANSITIONS YM	
	PAT PATHWAYS & TRANSITIONS VE/BR			PAT PATHWAYS & TRANSITIONS VW		

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