

# Senior Course Outline

## NCEA Level One (Y11) Subject Information

2026

The purpose of this booklet is to inform students, parents and whānau about the courses (subjects) available to students in 2026. 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 2026. 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://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 the 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 around \$150 for this camp

# Getting an NCEA Qualification

Level 1 Certificate	60 NCEA Level 1 Credits or above* <b>WITH</b> Numeracy Corequisite <b>AND</b> Literacy Corequisite (reading AND writing)
Level 2 Certificate	60 NCEA Level 2 Credits or above* (20 carried over from Level 1) <b>WITH</b> Numeracy Corequisite <b>AND</b> Literacy Corequisite (reading AND writing)
Level 3 Certificate	60 NCEA Level 3 Credits or above* (20 carried over from Level 2) <b>WITH</b> Numeracy Corequisite <b>AND</b> Literacy Corequisite (reading AND writing)
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 <b>PLUS</b> 14 credits in 3 approved subjects <b>PLUS</b> University <b>Literacy</b> (10 Level 2 Literacy credits, 5 writing and 5 reading <sup>^</sup> ) and <b>Numeracy</b> (Numeracy Corequisite)

\*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.**

<sup>^</sup> 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 again 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 only select their term 1 workshops at this time.**

# Senior Hub Classes

Senior Hub is a course for students who need some extra support with achieving their NCEA. This class will 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 have to 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, Senior Numeracy, Energy Science, Commerce, Social Science**

**Literacy Rich Subjects - Te Reo Māori, English, Social Science, Senior Literacy, History, Energy Science**

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.

<b>Subjects Offering Additional Numeracy Standards</b>	<b>Subjects Offering Additional Literacy Standards</b>
Senior Numeracy 12 credits	Senior Literacy 13 or 14 credits
Mathematics 15 credits (+ 5 optional)	English 20 credits
Energy Science 5 credits	Te Reo Maori 20 credits
Commerce 5 credits	History 10 credits
Social Science 5 credits	Social Science 10 credits
	Energy Science 5 credits (optional)
	Commerce 5 credits

# WHAT DO I DO NOW?

1. Read through the courses in this booklet that are on offer to you for 2026
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

You will rank the workshops from 1-6 with 1 being your 1st choice

\* 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 SCIENCE OUTLINE 2026

## Description of Course

This Level 1 Science course looks at both chemistry and biology topics. Firstly you will learn about microorganisms and how people use them for producing foods such as bread, cheese and yogurt. You will carry out a practical investigation into how changing their environment affects their life functions. Following this you will revise your chemistry knowledge and look further into different types of chemical reaction. You will also come to understand how the properties of metals and other materials make them suitable for their uses in industries and around the house/workplace. Total of 15 credits offered in this course.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
92020 v3 Demonstrate understanding of the relationship between a microorganism and the environment	5	I	N
92021 v4 Demonstrate understanding of chemical reactions in context	6	I	N
92023 v3 Demonstrate understanding of how the physical properties of materials inform their use	4	E	N

Additional Information:

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

\*Further Assessment Opportunity Available

# LEVEL 1 COMMERCE OUTLINE 2026 (L) (N)

## Description of Course

This course offers students a comprehensive understanding of commerce, combining elements of accounting, economics, and business concepts. It equips students with the knowledge, skills, and values necessary to engage in the business world effectively. The course explores how individuals and organizations make decisions and examines their impact on sustainability. Additionally, it delves into the concept of scarcity and how cultural perspectives influence decision-making. The focus on student-centred learning is evident as students take an active role in their learning, participate in two field trips, work in teams to design and market a product/service, learn about local, sustainable businesses, including future-proofing strategies, and also work independently on a project of their choosing.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS92029 v4 <i>Demonstrate understanding of price determination for an organisation</i>	5	I	N
AS92028 v4 <i>Demonstrate understanding of an organisation's financial decision making</i>	5	I	N
AS92031 v4 <i>Demonstrate understanding of the financial viability of an organisation</i>	5	E	N

### Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 DIGITAL TECHNOLOGY OUTLINE 2026

## Description of Course

In 2026, 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 v2 Create a Computer Program	5	I	Y
92006 v2 Design a digital technologies outcome	5	SE	N
92007 v4 Demonstrate understanding of usability in human-computer interfaces	5	E	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 DRAMA OUTLINE 2026

## 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)
AS91941 v3 Participate in creative strategies to create a drama	5	I	N
AS91940 v3 Explore the function of theatre Aotearoa	5	I	N
AS91942 v3 Perform a scripted role for an audience using drama techniques	5	SE	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 DVC OUTLINE 2026

## Description of Course

This course focuses on 3D modelling and working drawings - specifically looking at outdoor furniture as a design context. Students will start by learning about working drawings - what they are and how to read them. They will then focus on 3D modelling skills, learning how to use industry-standard software to generate 3D models of outdoor furniture items. Students will then use their 3D models to create full sets of digital working drawings that can be used for construction.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US22607 v4 Read and interpret plans, working drawings and specifications for BCATS projects.</i>	3	I	Y
<i>US24353 v3 Demonstrate knowledge of and create sketches and drawings for BCATS projects.</i>	6	I	N
<i>US14996 v6 Construct working drawings for use in furniture making.</i>	6	I	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 ENERGY SCIENCE 2026 (N) (L)

## Description of Course

This science course will focus on the science of energy. There is an option to learn about energy drinks to develop a scientific understanding about them. Another option is to look at Local issues such as mining, deforestation and fossil fuels/electricity generation and how these impact Earth systems. Then we will move on to learning about forces, speed, acceleration and the physics of movement and motion. You will carry out a practical investigation into factors that affect speed, acceleration and energy in a vehicle. We also learn about heat transfer, energy and electricity in many common areas so you can understand how energy is conserved and transferred in applications such as housing design, heating and insulation, and electrical efficiency. Total of 15 credits offered in this course.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i><b>EITHER</b> AS92044 v3 Demonstrate understanding of human-induced change within the Earth system.</i>	5	I	N
<i><b>OR</b> AS91920 v4 Demonstrate understanding of a science-informed response to a local issue</i>	5	I	N
<i>AS92045 v3 Demonstrate understanding of a physical phenomenon through investigation</i>	5	I	Y
<i>AS92047 v3 Demonstrate understanding of a physical system using energy concepts.</i>	5	E	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 ENGLISH OUTLINE 2026 (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 <i>Demonstrate understanding of how context shapes verbal language use</i>	5	I	N
AS91926 v5 <i>Develop ideas in writing using stylistic and written conventions</i>	5	I	N
AS91927 v5 <i>Demonstrate understanding of significant aspects of unfamiliar texts</i>	5	E	N
AS91925 v4 <i>Demonstrate understanding of specific aspects of studied text</i>	5	E	N

### Additional Information:

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

\*Further Assessment Opportunity Available

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# 02 HUMAN NUTRITION OUTLINE 2026

## Description of Course

This subject is for students who have an interest in healthy food choices. We will look in detail at the food habits of vegans and how their food choices affect the environment. This course will be theory and classroom based. This course is delivering NCEA Level 2 standards.

Standard Type, Standard Number, Version and Standard Title	Credits	LIT (N or L1 or UER or UEW or UEB) <sup>+</sup>	NUM (Y/N)	Internal / External (I/E)	FAO* (Y/N)	Domain Standard is From
AS91299 v2 <i>Analyse issues related to the provision of food for people with specific food needs</i>	5	N	N	I	N	Home Economics
AS91302 v2 <i>Evaluate sustainable food practises</i>	5	N	N	I	N	Home Economics
AS91304 v2 <i>Evaluate health promoting strategies designed to address a nutritional need.</i>	4	N	N	E	N	Home Economics

Additional Information:

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

\*Further Assessment Opportunity Available

\***UER** – University Entrance Literacy Reading, **UEW** - University Entrance Literacy Writing, **UEB** - University Entrance Literacy Both Reading & Writing

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# LEVEL 1 HOSPITALITY OUTLINE 2026

## Description of Course

The course provides the basic skills and knowledge required in the food industry. Students will work with a range of ingredients and equipment to prepare and present a variety of dishes, while being assessed on their ability to apply safe and effective food handling practices. Students will also learn the theory behind food hygiene, food safety, cooking techniques and food related terminology.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
<i>US167 v10 Practice food safety methods in a food business under supervision.</i>	4	I	N
<i>US21059 v5 Use and maintain knives in the hospitality industry.</i>	2	I	N
<i>US15901 v6 Prepare and present fruit and vegetables in the hospitality industry.</i>	3	I	N
<i>US15919 v6 Prepare and present hot finger food in the hospitality industry.</i>	2	I	N
<i>US15921 v6 Prepare and cook a cake, sponge and a batch of scones in the hospitality industry.</i>	3	I	N
<i>US15892 v6 Demonstrate knowledge of terminology used for food and recipes in commercial cookery.</i>	5	I	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 HISTORY OUTLINE 2025 (L)

## Description of Course

History is about engaging with the historical narratives of people, places, and events from the past. Ākonga will consider how these narratives are shaped and how they influence our understanding of both ourselves and the world around us. Level 1 History will explore the role of New Zealanders during World War II - from the Māori Battalion to Nancy Wake, you will learn how to study primary sources of evidence from this time. You will also learn about wider global events from the 20th century, such as the Space Race and how the tension between competing ideals and values can still be seen in our world today. Learning about history will teach you how to understand the perspectives of people who have gone before us, and understand more about the journey of our small country - Aotearoa - in a much larger world.

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

Additional Information:

<b>Course Contribution Donations</b> <i>(including trips, camps, work booklets, non-take home materials)</i>	<b>Stationery Needs</b>
N/A	Chromebook/laptop; 1x 1B5 exercise book or binder and refill paper; Red & Blue pens; 3x different coloured highlighters; pencil & eraser

\*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 they 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 v2 Use Mathematical Methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	5	I	Y
AS91944 v2 Explore Data using a Statistical Enquiry Process	5	I	Y
AS91946 v2 Interpret and apply mathematical and statistical information in context	5	SE	N
AS91947 v2 Demonstrate mathematical reasoning ( <b>OPTIONAL</b> )	5	E	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 MECHANICS OUTLINE 2026

## 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)
<i>US22923 v3 Demonstrate basic engineering workshop skills under close supervision</i>	12	I	N
<i>US22926 v3 Demonstrate knowledge of safety procedures in a specific engineering workshop</i>	2	I	N
<i>US4433 v7 Select, use, and care for simple measuring devices used in engineering</i>	2	I	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 MUSIC OUTLINE 2026

## 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. Students will also be expected to perform in front of an audience.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91948 v3 Use music skills in a music style	5	I	N
AS91949 v3 Demonstrate music performance skills	5	I	N
AS91951 v3 Shape music ideas to create an original composition	5	SE	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# 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
<i>US28088 v3 Describe credit and debt and their impacts on personal finances</i>	3	I	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 PHYSICAL EDUCATION OUTLINE 2026

## 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 the 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:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 RECREATION & FITNESS OUTLINE 2026

## Description of Course

This course is all about you. Set 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:

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

\*Further Assessment Opportunity Available

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# SENIOR LITERACY OUTLINE 2026 (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
AS91107 v2 Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	3	I	Y
AS91104 v2 Analyse significant connections across texts, supported by evidence	4	I	Y
<b>OR</b>			
AS91103 v4 Create a crafted and controlled visual and verbal text	3	I	Y
Additional Information:			
<b>Course Contribution Donations</b> (including trips, camps, work booklets, non-take home materials)		<b>Stationery Needs</b>	
N/A		2 x 1B8 exercise books, pens, highlighters, chromebook	

\*Further Assessment Opportunity Available

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# SENIOR NUMERACY OUTLINE 2026 (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 v2 Explore data using a statistical enquiry process	5	I	Y
AS91259 v2 Apply trigonometric relationships in solving problems	3	I	Y
AS91260 v2 Apply network methods in solving problems	2	I	Y
AS91265 v2 Conduct an experiment to investigate a situation using statistical methods (optional)	3	I	Y

Additional Information:

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

\*Further Assessment Opportunity Available

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# LEVEL 1 SOCIAL SCIENCE OUTLINE 2025 (N) (L)

## Description of Course

This course is a combination of Geography and Social Studies. It 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. Local geography will focus specifically on fluvial (river) processes and how these are connected to people. This course will also offer the opportunity to tangibly engage in social action to support or challenge a systemic issue. Previous cohorts have worked alongside Amnesty International to challenge issues such as human rights abuses in the Philippines, or support political prisoners in Russia and Ukraine. You will learn how to identify the social systems that allow human rights issues to exist, and work alongside your classmates to educate your school and local community about these issues.

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91933 v3 <i>Explore an environment using data</i>	5	I	N
AS92051 v4 <i>Describe a social action undertaken to support or challenge a system</i>	5	I	N
AS91934 v3 <i>Demonstrate understanding of how natural processes shape an environment</i>	5	E	N

Additional Information:

<b>Course Contribution Donations</b> <i>(including trips, camps, work booklets, non-take home materials)</i>	<b>Stationery Needs</b>
N/A	Chromebook; 1B8 exercise book and/or binder and refill paper.

\*Further Assessment Opportunity Available

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# LEVEL 1 TE AO MĀORI OUTLINE 2026

## Description of Course

This course will look at the importance of freshwater fish and marine fish resources in our awa (rivers) and tangaroa moana (sea) kai moana. 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 miniature 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 te ao Haka standards and tāonga pūoro (māori instruments). 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:

<b>Course Contribution Donations</b> (including trips, camps, work booklets, non-take home materials)	<b>Stationery Needs</b>
\$10 Koha /visiting speaker kaupapa	Chromebook, pens, 1x 1B note book

\*Further Assessment Opportunity Available

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# LEVEL 1 TE REO MĀORI OUTLINE 2026 (L)

## Description of Course

The main focus of learning Te Reo Māori is to engage in a cultural language. Learning how to communicate in the reo māori is important for students to grow in knowledge and skills in te reo māori. Communication is a key word at this level. We teach you to communicate in many forms of expression in te reo māori. This includes practicing basic to advanced whaikōrero or learning about the roles of wāhine on the Marae including learning basic karanga (optional). At this level we also want to encourage students to set meaningful projects that contribute to the revitalisation of te reo māori. This might mean group projects such as learning the techniques of hangi making, running the Marae kitchen, gathering kai moana and many other cultural pūkenga skills that can add to your learning that will support your speaking, writing, experiences justifying and explaining those experiences with some accuracy and fluency. At this level we envisage you will build a large kete of kupu of new sentence structures and kupu words which is essential for learning te reo māori. This we will integrate into practical activities and tasks so that you get to use and practice your reo on a daily basis. There are routines that we continue to uphold such as saying our pepeha and mihi these are essentials in learning the reo. We also encourage waiata and haka and the study of these including drama toi māori styles. students also learn to manaki kaupapa as part of the tikanga of learning te reo māori during our special school events of Matariki and Te Wiki o Te Reo. Finally this course is open to all students who wish to learn and develop their reo language to a level of proficiency.

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

Additional Information:

<b>Course Contribution Donations</b> (including trips, camps, work booklets, non-take home materials)	<b>Stationery Needs</b>
\$20 koha for haerenga.	1 Reflective diary A4 for writing daily reflections 1 Chromebook, pens as needed, 2x 1B exercise books for quick referencing.

\*Further Assessment Opportunity Available

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# LEVEL 1 VISUAL ART OUTLINE 2026

## Description of Course

Level 1 Visual Arts students will complete 3 standards in this course. Students will start the year designing and creating a large installation artwork inspired by the theme of Ko Wai Au. This artwork can be a painting, a mixed media piece, or a sculpture. For the next standard, students will be creating 8 A3 sketchbook pages experimenting with art techniques, researching historical and contemporary artists, and planning designs for the final portfolio. The last standard will be focused on the final portfolio board which will be a series of drawings, paintings, or sculptures inspired by the 8 pages of sketchbook research. If you love art and want to create a variety of work while developing your creative skills, please join!

Standard Type, Standard Number, Version and Standard Title	Credits	Internal / External / Submitted External (I/E/SE)	FAO* (Y/N)
AS91915 v3 <i>Create a sustained body of related artworks in response to an artmaking proposition.</i>	5	SE	N
AS91913 v4 <i>Produce a significant resolved artwork appropriate to established art making conventions</i>	5	I	N
AS91914 v4 <i>Explore visual arts processes and conventions to inform own art making</i>	5	SE	N

Additional Information:

<b>Course Contribution Donations</b> <i>(including trips, camps, work booklets, non-take home materials)</i>	<b>Stationery Needs</b>
\$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 2026

## 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)
<i>US25920 v3 Use joints for a BCATS project</i>	3	I	N
<i>US24352 v3 Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project</i>	2	I	N
<i>US24356 v3 Apply elementary procedures and processes for a BCATS project</i>	8	I	N
<i>US25919 v3 Use hardware and fastenings for a BCATS project</i>	2	I	N

Additional Information:

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

\*Further Assessment Opportunity Available

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# Term 1 Workshop Descriptions

Workshop Name	Description
Racket Sports (GU)	This is based around developing your tennis and squash skills. This is based at the tennis and squash club. Students should bring running shoes, active wear and drink bottle. For people of all abilities complete beginners to skilled players.
Skills (TI)	Spend time working on your ball skills, which is ideal for students involved in several of our school sports. This would be netball, basketball, volleyball or rugby. Focus on technique, accuracy, and consistency of skills like passing, dribbling, shooting and footwork during the performance of each skill.
Study (BK/VE)	This workshop is for those of you who could benefit from some extra time to complete your school work and assessments. You will be working completely silently and independently on your own class work with supervision and help (where they can) from the teacher. You will need to be self-motivated, organised and focused.
Arts & Crafts (BW)	Spend some time working on a range of crafts. You can choose from crochet, knitting, card making, scrapbooking, polymer clay modelling, embroidery or origami. You can choose to work on any of these or try a few different ones. You can even bring your own crafts to school to work on. Or you might like to draw, paint, doodle, colour in.
Games & Puzzles (MU)	Challenge your mind and develop critical thinking skills while having fun! We have board and card games for cooperative play, 1v1, team vs team and free for all. Try out familiar games like chess, uno or snap; or step into something new. You might also like to complete traditional puzzles like a jigsaw, sudoku or crossword.
Book (DP)	This workshop is your opportunity to spend quality time quietly reading a physical or e-book of your choice. You can share recommendations with others and develop your enjoyment of reading. You can bring your own book or peruse the school library to find your next read.
Guitar (PK)	Want to learn to play guitar free hand. This is your opportunity to play free style, learn by ear (sound) no prior skills required however a natural progression of strumming rhythm and a good attitude is an advantage. Some lessons will include reading / music learning basic cords / video instructions where applicable. We are keen to employ other self made instruments that make sound, jive to the beat of the Beatles, Creedence Clear Water Revival, Dragon and more.
Fitness & Strength (WI)	If you want to get fitter and stronger, this workshop will be ideal for you. This workshop will be great for students who are playing sports during the winter season. We work hard, we have fun, and we get results. The main types of training we will be doing is resistance training and circuit training.
Social Online Gaming (BR)	Like having fun with ones and zeros? This workshop is all about connecting through games! From Stardew Valley to Town of Salem, and everything in between. Whether it's classic Flash and browser games or party games, the focus is on playing together and having fun. Each week we'll feature a "Game of the Week". Try something new, and enjoy a relaxed social space to unwind and connect. Good sportsmanship is essential, leave the toxicity at the login screen! (charged) Chromebooks required.

## Year 11 Level 1 Lines 2026

(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
01TRM TE REO MĀORI PK	01TAM TE AO MĀORI AN	01SOS SOCIAL SCIENCE BR	SNRNUM SENIOR NUMERACY DU	SNRLIT SENIOR LITERACY FV	01DVC DESIGN & VISUAL COMMUNICATION VW	01MAT MATHEMATICS DU
02HUM HUMAN NUTRITION HT	01REC RECREATION & FITNESS WI	01ART VISUAL ART EC	01ENG ENGLISH TO	01COM COMMERCE KO	01MAT MATHEMATICS DU	01ENG ENGLISH TO
01DRA DRAMA BK	01MUS MUSIC PV	01HOS HOSPITALITY SR	01HIS HISTORY BR	01PED PHYSICAL EDUCATION BE	01ESCI ENERGY SCIENCE DP	01ART VISUAL ART EC
01HOS HOSPITALITY SR	01WDT WOOD TECHNOLOGY DK	01REC RECREATION & FITNESS HT	01BCSCI BIOCHEMISTRY SCIENCE MU	01MEC MECHANICS WH	01PED PHYSICAL EDUCATION BE	01DIT DIGITAL TECHNOLOGY MO
01HUB HUB BW	PAT PATHWAYS & TRANSITIONS TO/FV	PAT PATHWAYS & TRANSITIONS AN	PAT PATHWAYS & TRANSITIONS VE	PAT PATHWAYS & TRANSITIONS BK	PAT PATHWAYS & TRANSITIONS WT	PAT PATHWAYS & TRANSITIONS PK
PAT PATHWAYS & TRANSITIONS WI/BR						

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