

Senior Course Outline

NCEA Level Two (Y12) 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 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, Deans 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 the 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

[StudyTime](#) - 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

[NZQA resources and videos](#) - 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 can apply for their NCEA certificate as well as a record of results that shows the actual standards and the results that the student achieved in each standard.

Here is a link to a promotional video explaining the basics of NCEA - please note that there are key changes happening at Level 1 that are yet to be updated in this video. This system still stands for Level 2 and Level 3.

<https://www2.nzqa.govt.nz/about-us/publications/nzqa-resources-and-videos/english/>

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 Numeracy Corequisite AND Literacy Corequisite (reading AND writing) |
| Level 3 Certificate | 60 NCEA Level 3 Credits or above* (20 carried over from Level 2) WITH Numeracy Corequisite AND 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 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 rolled over at the end of the year (or returned on request) if the device is returned in good condition.

Vocational Pathways

Students should either be aiming for course/level endorsements or a Vocational Pathways Award (currently this is only available at Level 2). Vocational Pathways can best be described as a planned method of getting the skills and experiences that will best get you into a future job. There are 6 areas defined as key vocational pathways and these cover pretty much any career that you can think of. The areas are:

Construction & Infrastructure, Creative Industries, Primary Industries, Manufacturing & Technology, Services Industries and Social & Community Services. Having a Vocational Pathways award gives students a greater chance of obtaining apprenticeships and getting into relevant tertiary programmes.

Students that know what they want to be in life generally find subject selection an easier process – they pick subjects that are best suited to their pathway. If you are not sure of what career/job/vocation you would like a great place to start is the Careers website [Careers NZ](#). From here you can navigate through pretty much any job you can think of. It will tell you lots of information from job prospects, income streams, places to train, and subjects at school to pick (*find this tool plus many others at the bottom of the careers NZ webpage*).

Gateway

- is designed to strengthen the pathway for students to progress from school to workplace learning
- provides students with structured workplace learning across a range of industries and businesses, while they continue to study at school
- delivers hands on, practical learning that leads to nationally recognised qualifications
- Builds students' workplace experience, helping them move smoothly from school to work
- Gateway students generally spend one day a week in the workplace and usually do this for 10 weeks

Availability: Gateway is available to senior secondary students (Year 12 and Year 13) at Paeroa College

Placements: Students have an opportunity to work in such industries as Building, Engineering, Farming, Childcare, Retail, Motor Engineering, Horticulture, Electrical, Hospitality, Plumbing, Catering and Hair Dressing.

Benefits For students

- an opportunity to build skills for employment and working in real workplaces
- an opportunity to try out potential careers and build links to Industry Training Organisations, modern apprenticeships and workplaces

Gateway Staff at Paeroa College

Pauline Kisling: Gateway Co-ordinator (Liaison and Placements)

Denise Grimmer: Pathways Co-ordinator (Qualifications and Industry Training Liaison)

Trades Academies & Correspondence

WAIKATO TRADES ACADEMY 2026

The Waikato Trades Academy (WTA) is a secondary-tertiary partnership which allows Year 12 and 13 secondary school students to study at Wintec while still at school, getting the benefits of both worlds.

The WTA gives students a head start; gaining specific and practical experience and skills in an industry based setting, and the opportunity to move directly into a job or apprenticeship, or further study, on completion of secondary school.

The Academy provides sector related credits required to earn a Vocational Pathway Award on your NCEA Level 2 and NCEA Level 3 qualifications.



Outcome

Participants in this programme will gain the knowledge and skills required to make decisions about career and higher level study pathways within their chosen vocational pathway.

Programmes

WTA Year 1 (Level 2) programmes:

- [Vocational Pathway - Manufacturing and Technology Sector \(Level 2\)](#)
- [Vocational Pathway - Manufacturing and Technology Sector \(Longveld\) \(Level 2\)](#)
- [Vocational Pathway - Construction and Infrastructure Sector \(Level 2\)](#)
- [Certificate in Electrical Engineering \(NCEA Level 2\)](#)
- [Vocational Pathway - Services Industries Sector - Hairdressing and Beauty Therapy \(NCEA Level 2\)](#)
- [Vocational Pathway - Services Industries Sector - Café Skills \(NCEA Level 2\)](#)
- [Vocational Pathway - Social and Community Services Sector \(NCEA Level 2\)](#)
- [Outdoor Experience Level 2](#)

WTA Year 2 (Level 3) programmes:

- [Certificate in Building and Construction \(Level 3\)](#)
- [Certificate in Educational Achievement in Mechanical Engineering \(General\) \(Level 3\)](#)
- [Certificate in Educational Achievement in Automotive Engineering \(Level 3\)](#)
- [Certificate in Service Industries Sector Level 3](#)
- [Certificate in Educational Achievement in Exercise Science \(Level 3\)](#)

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: [Learning Programmes | Te Aho o Te Kura Pounamu](#)

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University Entrance (this may be relevant for 2027)

Students intending on further education at University need to ensure that they have 'University Entrance'. Essentially this is a specified additional layer to the Level Three NCEA Qualification. The specifics are that students will need **all** of the following...

- NCEA Level 3 (the standard 80 credits)
- Three subjects - at Level 3 made up of: 14 credits each, in three approved subjects (see the list below).
- **Literacy - 10 credits at Level 2 or above, made up of: 5 credits in reading and 5 credits in writing**
- **Numeracy - 10 credits at Level 1 or above.**

University Approved Subjects available at Level Three at Paeroa College (you will need 14 credits from three)...

- Biology
- Chemistry
- Art
- Drama
- DIT
- English
- Mathematics
- Physical Education
- Physics
- Health
- Science (*combination of Biology, Physics &/or Chemistry*)
- Technology (*combination of Human nutrition, DVC &/or Hard Materials*)
- Te Reo Māori

For a full list of possible UE approved subjects go to [University Entrance approved subjects - NZQA](#)

UE Literacy - Typically this means that students intending to go to University will need to have a successful year of **Level Two English or Level Two Te Reo Māori** OR specifically target standards from other subjects. Here is a link to the specific standards offering Reading and Writing Literacy [Literacy requirements for University Entrance - NZQA](#)

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).

It is important that a student intending to go to University selects subjects in Year 12 that allow them a pathway through to University Entrance in Year 13.

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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 only select their term 1 workshops at this time.

Level Two NCEA at Paeroa College

Students take **7 subjects** at Year 12 and are aiming to gain 60 credits (20 are carried over from Level 1) in order to obtain their Level 2 NCEA Certificate. They should select subjects that relate to their interests and future career. If unsure it is best that students select a range of subjects that will both keep their future options open and provide them with a programme that they are interested in. Students should choose subjects that allow them to achieve a Vocational Pathways Award and/or Subject/Level Endorsement.

Of these 7 subjects they must take a line of Pathways and Transitions (PAT), the other 6 subjects chosen are up to them.

SENIOR HUB

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 Senior Hub in Year 11 you are able to take Senior Hub in Year 12. If you think you need the support of the Senior Hub class but have not been in it before please speak with your Achievement Dean about whether this is the right class for you.

YEAR 12 CAMP

All Year 12 students will need to attend a year level camp. The camp will either be near the end of Term 3 or near the start of Term 4. 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 \$150 for this camp.

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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 on the last page and choose one subject on each line

REMEMBER:

- You need to select 6 subjects
- You will also take PAT
- You will rank the workshops from 1-6 with 1 being your 1st choice

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02 BIOLOGY OUTLINE 2026

Description of Course

Level 2 Biology is a wide-ranging course that will help you understand how living things thrive and how genetic traits and characteristics are passed on to the next generation. Practical investigations will introduce you to habitats, ecological areas, how we affect it and how it affects us. Key skills include developing practical investigations, researching, modelling and reasoning. You will also practice evaluating and critiquing information to make evidence based conclusions. The key areas of learning are ecosystems, adaptations for life, genetics & evolution and cellular biology.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External / (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|-----------------------------------|---------------|-------------------------------|
| AS91602 v2 <i>Integrate biological knowledge to develop an informed response to a socio-scientific issue</i> | 3 | N | N | I | N | Biology |
| AS91155 v2 <i>Demonstrate understanding of adaptations of plants or animals to their way of life</i> | 3 | N | N | I | N | Biology |
| AS91158 v2 <i>Investigate a pattern in an ecological community, with supervision</i> | 4 | N | N | I | N | Biology |
| AS91190 v2 <i>Investigate how organisms survive in an extreme environment</i> | 4 | N | N | I | Y | Earth & Space |
| AS91157 v2 <i>Demonstrate understanding of genetic variation and change</i> | 4 | N | N | E | N | Biology |

Additional Information:

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

*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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02 BUSINESS STUDIES OUTLINE 2026

Description of Course

Looking to start up and run your own business within the community with a group of students? Then look no further, as Business Studies Level 2 is for you. We will work in partnership with The Young Enterprise Scheme. In this programme you will plan, run and review your business twice in the year. All profit will be reinvested into the community. We will have compulsory visits to Hamilton throughout the year (Start up workshop, pitches and market day).

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| <i>US28092 v4 Explain the effect of significant life events on personal income at different life stages</i> | 3 | N | N | I | N | Financial Capability |
| <i>AS90846 v2 Conduct market research for a new or existing product</i> | 3 | N | Y | I | N | Business Studies |
| <i>AS90848 v2 Carry out, review and refine a business activity within a community context with guidance</i> | 9 | N | N | I | N | Business Studies |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|-------------------------|
| Start up capital for your business (alternatively you can fundraise) | N/A |

*Further Assessment Opportunity Available

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

02 CHEMISTRY OUTLINE 2026

Description of Course

Chemistry is the knowledge of the substances in the world around us. Understanding atoms, compounds and other substances through studying chemistry has applications to jobs in the trades, food industry, beauty industry, engineering and for continuing to tertiary study. This course will show you how and why substances that we meet in everyday life do what they do. We make use of relatable examples such as consumer products, the environment, industries and the chemicals of daily life. By taking chemistry you will develop lab skills and techniques, apply data to new situations and model the interactions that are key to a range of chemistry concepts. Key learning involves lab work, redox and how the structure and bonding of a substance influences its characteristics and uses.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|---------------------------------|---------------|-------------------------------|
| AS91164 v2 <i>Demonstrate understanding of bonding, structure, properties and energy changes</i> | 5 | N | N | E | N | Chemistry |
| AS91167 v2 <i>Demonstrate understanding of oxidation-reduction</i> | 3 | N | N | I | Y | Chemistry |
| AS91910 v1 <i>Carry out a practical investigation into a substance present in a consumer product using quantitative analysis</i> | 4 | N | N | I | N | Chemistry |
| AS91911 v1 <i>Carry out an investigation into chemical species present in a sample using qualitative analysis</i> | 3 | N | N | I | Y | Chemistry |

Additional Information:

| Course Contribution Donations (including trips, camps, work booklets, non-take home materials) | Stationery Needs |
|--|---|
| N/A | 1B8 Book, Pens and pencils, calculator, Chromebook/laptop |

*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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02 DIGITAL TECHNOLOGY OUTLINE 2026

Description of Course

Digital Technology encompasses many learning strands, including computer programming, web development, electronics, project management, and robotics. No matter which strand is the focus of course content, the course will intend to introduce the use of processes that produce digital outcomes that meet or exceed a client's needs. This often means a digital outcome will result from prototyping and testing over multiple cycles using a systems development life cycle.

The first part of the course focuses on developing a design for a client's application, and the second is on developing a digital solution based on the previously created design. Similarly, in the second half of the year, students will go through a systems development life cycle to develop a website for a client. Students will have the opportunity to learn how to program a GUI with Python, control a microcontroller with C++, modify a website using HTML, CSS and Javascript, and edit images and video for inclusion in a website.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB) ⁺ | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91890 v2 <i>Conduct an inquiry to propose a digital technologies outcome</i> | 6 | N | N | I | N | Digital Technology |
| AS91896 v2 <i>Use advanced programming techniques to develop a computer program</i> | 6 | N | N | I | N | Digital Technology |
| AS91891 v2 <i>Apply conventions to develop a design for a digital technologies outcome</i> | 3 | N | N | I | N | Digital Technology |
| AS91898 v1 <i>Present a summary of developing a digital outcome</i> | 3 | N | N | E | N | Digital Technology |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|--|
| N/A | 1B8 Book, Pens and pencils, calculator, Chromebook |

*Further Assessment Opportunity Available

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

02 DRAMA OUTLINE 2026

Description of Course

Students who choose to take this course enjoy working with others and creating drama. They do not necessarily want to become actors! In this course students will learn a variety of skills and information in order to help them create drama. Students will begin the course by looking at various warm up games and exercises in order to help them gain focus, confidence and collaboration skills. Students will look at scripts from different theatre styles and learn about New Zealand theatre in the process. They will also create their own performances and may have the opportunity to visit the theatre to watch a live performance. Students will also work on a scripted production and experience being directed as a member of a cast. Students may also engage in a workshop delivered by a professional theatre company.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB) ⁺ | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91213 v2 Apply drama techniques in a scripted context | 4 | UER | N | I | N | Drama performance |
| AS91214 v2 Devise and perform a drama to realise an intention | 5 | N | N | I | N | Drama Creation |
| AS91218 v2 Perform a substantial acting role in a scripted production | 5 | UER | N | I | N | Drama performance |

Additional Information:

| Course Contribution Donations (including trips, camps, work booklets, non-take home materials) | Stationery Needs |
|---|-------------------------------|
| N/A | A4 Notebook, highlighter, pen |

*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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02 D.V.C. OUTLINE 2026

Description of Course

This course focuses on product design - specifically looking at outdoor furniture as a design context. Students will start by revising 2D and 3D free-hand drawings skills learnt in previous years to sketch items of furniture. They will then design their own item of outdoor furniture, learning about the design process as they go. Their work will be presented in a product design portfolio. Once they have a finished conceptual design, they will 3D model it and use the model to create a set of working drawings that could be used for construction.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|---|--------------|---------------------------------|---------------|---------------------------------|
| <i>US14995 v4 Construct free-hand drawings for use in furniture making.</i> | 4 | N | N | I | Y | Furniture and Cabinet Making |
| <i>AS91356 v3 Develop a conceptual design for an outcome.</i> | 6 | N | N | I | N | Generic Technology |
| <i>AS91338 v3 Produce working drawings to communicate technical details of a design.</i> | 4 | N | N | E | N | Design and Visual Communication |

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

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

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02 ENGLISH OUTLINE 2026

Description of Course

Level 2 English takes everything you've built in Year 11 and cranks it up a notch. This course is all about diving deeper — into bold discussions, creative writing, and the stories that shape our world. You'll explore how language can influence, inspire, and even manipulate. Whether you're analysing films, unpacking texts, or crafting your own pieces, you'll sharpen your voice and expand your perspective across written, visual, and spoken forms. Get ready to challenge ideas, share your thinking, and unlock the real power of words.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS 91099 v4 Analyse specified aspects of studied visual or oral texts, supported by evidence | 4 | L1 & UEW | N | E | N | English |
| AS 91106 v2 Form developed personal reading responses to independently read texts, supported by evidence. | 4 | L1 & UER | N | I | N | English |
| AS 91107 v2 Analyse aspects of visual/oral text through close viewing | 3 | L1 | N | I | N | English |
| AS 91102 v2 Construct and deliver a crafted oral text *Optional | 3 | L1 | N | I | N | English |
| AS91101 v2 Produce a selection of crafted and controlled writing. | 6 | L1 & UEW | N | I | N | English |

Additional Information:

| Course Contribution Donations (including trips, camps, work booklets, non-take home materials) | Stationery Needs |
|--|--|
| It would be helpful for all students to purchase the Year 12 English workbook as this covers the whole course and can be used both as a resource and to assist in understanding each standard. | Refill, 1B8, charged laptop, pens and highlighters |

*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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02 FITNESS OUTLINE 2026

Description of Course

In Level 2 Fitness, students will develop skills in fitness centre training through the application of identifying fitness centre exercises and how to perform them correctly. Students will also demonstrate their physical skills in a specific physical activity, develop their leadership qualities and showcase their management skills through teaching and leading others. Through participating in this course students will gain valuable skills that will aid their progression into Level 3 Physical Education/Fitness and beyond.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------------|
| AS91330 v3 <i>Perform a physical activity in an applied setting</i> | 4 | N | N | I | Y | Health and Physical Education |
| AS91332 v2 <i>Evaluate leadership strategies that contribute to the effective functioning of a group</i> | 4 | N | N | I | Y | Health and Physical Education |
| AS91335 v2 <i>Examine the implementation and outcome(s) of a physical activity event or opportunity</i> | 4 | N | N | I | Y | Health and Physical Education |
| US30933 v1 <i>Demonstrate exercise and stretching techniques</i> | 5 | N | N | I | N | Exercise |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|--|
| N/A | Device and a change of clothing for practical lessons. |

*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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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.

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

Additional Information:

| Course Contribution Donations (including trips, camps, work booklets, non-take home materials) | Stationery Needs |
|--|-------------------------|
| 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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02 HEALTH OUTLINE 2026

Description of Course

In Level 2 Health, students can develop skills to evaluate and analyse a variety of health issues, topics, practices and trends in New Zealand society and globally. This process helps students to devise strategies and plans to take action to enhance their own well-being and the well-being of others in the whanau, school and wider community.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|---------------------------------|---------------|-------------------------------|
| AS91236 v2 Evaluate factors that influence people's ability to manage change | 5 | N | N | I | Y | Health and Physical Education |
| AS91237 v2 Take action to enhance an aspect of people's well-being within the school or wider community | 5 | N | N | I | Y | Health and Physical Education |
| AS91239 v2 Analyse issues related to sexuality and gender to develop strategies for addressing the issues | 5 | N | N | I | Y | Health and Physical Education |

Additional Information:

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

*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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02 HISTORY OUTLINE 2026

Description of Course

This is an exciting course that will give you the opportunity to choose an historical event to research from a wide range of topics. Some examples of these topics include: world wars, human rights & protest movements, Māori land and cultural movements, and more. This course will also cover specific topics such as the 1981 Springbok Tour and the Origins of the Holocaust in the 1930s.

This course consists of three internal assessments and one end of year examination. You will be expected to complete all four assessments.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91229 v3 Carry out an inquiry of an historical event or place that is of significance to New Zealanders | 4 | UER | N | I | N | History |
| AS91230 v2 Examine an historical event or place that is of significance to New Zealanders | 5 | UER | N | I | N | History |
| AS91231 v2 Examine sources of an historical event that is of significance to New Zealanders | 4 | UEB | N | E | N | History |
| AS91232 v2 Interpret different perspectives of people in an historical event that is of significance to New Zealanders | 5 | UER | N | I | N | History |

Additional Information:

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

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

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02 HORTICULTURE OUTLINE 2026

Description of Course

Level 2 Horticulture will see you further developing your understanding of plants and how we can make the most of our garden spaces for growing food or flowers. Aspects of sustainability, feeding whanau, planning of gardens, and management of larger scale operations such as orchards and commercial gardens. You will incorporate tool care, plant selection, understanding of maramataka (planting by the moon), and environmental considerations for successful plant growth. You will use this knowledge to plan a garden for a 'client' and justify your choices. Other learning will provide opportunities selected from the standards below.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB) ⁺ | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91291 v2 <i>Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand</i> | 4 | N | N | I | N | Ag/Hort |
| AS91296 v2 <i>Produce a landscape plan</i> | 4 | N | N | I | N | Ag/Hort |
| US22191 v2 <i>Demonstrate knowledge of factors which influence plant growth.</i> | 5 | N | N | I | N | Ag/Hort |
| AS91292 v2 <i>Management practices that influence plant growth.</i> | 4 | N | N | I | N | Ag/Hort |

Additional Information:

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

**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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02 HOSPITALITY OUTLINE 2026

Description of Course

This subject is for students who have an interest in hospitality as a career. We will look to produce foods for customers using the commercial kitchen and meeting industry food handling standards. We will practice knife handling, safety and use the chefs knife to complete fruit and vegetable cuts, we also build on our baking skills from year 11.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|-------------------------------------|-----------|---------------------------|------------|-------------------------|
| <i>US167 v10 Practice food safety methods in a food business</i> | 4 | N | N | I | N | Hospitality |
| <i>US18947 v9 Demonstrate knowledge of culinary products, terms, and food preparation methods</i> | 8 | N | N | I | N | Hospitality |
| <i>US13285 v6 Handle and maintain knives in a commercial kitchen.</i> | 2 | N | N | I | N | Hospitality |
| <i>US13280 v7 Prepare fruit and vegetable cuts</i> | 2 | N | N | I | N | Hospitality |
| <i>US13272 v6 Cook food items by baking</i> | 2 | N | N | I | N | Hospitality |
| <i>US13283 v6 Prepare and assemble, and present salads for service</i> | 2 | N | N | I | N | Hospitality |
| <i>US22428 v7 Prepare and serve tea</i> | 2 | N | N | I | N | Hospitality |

Additional Information:

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

*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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02 LEGAL STUDIES OUTLINE 2026

Description of Course

Level 2 Legal Studies introduces you to various aspects of the law in New Zealand. You will learn about the concepts of law & justice, what these mean for citizens of our country, and how they are applied and experienced in different contexts. Study real-life examples of various legal issues, crimes and processes, with the opportunity to debate your fellow students on the role of law in Aotearoa - as well as your rights and responsibilities.

| Standard Type, Standard Number, Version and Standard Title | Credits | Internal / External / Submitted External (I/E/SE) | FAO* (Y/N) |
|---|---------|---|------------|
| US27842 v3 Explain concepts of law | 4 | I | Y |
| US27839 v3 Explain concepts of justice | 4 | I | Y |
| US10337 v6 Describe the legal rights and personal responsibilities of secondary school students | 3 | I | Y |
| US8545 v6 Describe factors contributing to, and consequences of, crime | 3 | I | Y |
| US8551 v6 Describe the application of New Zealand law to personal relationships | 3 | I | Y |

Additional Information:

| Course Contribution Donations (including trips, camps, work booklets, non-take home materials) | Stationery Needs |
|--|---|
| | Pens and/or pencils. 1x 1B8 exercise book |

*Further Assessment Opportunity Available

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02 MATHEMATICS OUTLINE 2026

Description of Course

This course is made up of Maths internals with an optional external.

The course will contain Statistics and Maths standards. Students will develop their statistical skills.

- You will look at data and how to deliver the findings using computer programs and reports.
- You will be able to go onto Level 3 Statistics or Mathematics with this course.

This course will involve some short class trips looking at Maths in the real world. A class trip to see a simulation in action as well.

- This course will involve guest speakers who can demonstrate how much Mathematics has helped them in their careers.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB) ⁺ | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|--------------------------|
| AS91256 v2 <i>Apply co-ordinate geometry methods in solving problems</i> | 2 | N | Y | I | Y | Mathematics & Statistics |
| AS91264 v3 <i>Use statistical methods to form an inference</i> | 4 | N | Y | I | Y | Mathematics & Statistics |
| AS91268 v3 <i>Investigate a situation involving elements of chance by designing a simulation</i> | 2 | N | Y | I | Y | Mathematics & Statistics |
| AS91259 v3 <i>Apply Trigonometry Methods in Solving Problems</i> | 3 | N | Y | I | Y | Mathematics & Statistics |
| AS91267 v3 <i>Apply probability methods in solving problems (OPTIONAL)</i> | 4 | N | Y | E | N | Mathematics & Statistics |
| AS91265 v3 <i>Conduct an experiment to investigate a situation using statistical methods (OPTIONAL EXTRA)</i> | 3 | L1 Lit | Y | I | Y | Mathematics & Statistics |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|--|
| | 1 x 1J8, clearfile, pen, ruler, calculator, chromebook |

*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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02 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 project for assessments will be an electric vehicle.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91357 v3 Undertake effective development to make and trial a prototype | 6 | N | N | I | Y | Generic Technology |
| US29549 v2 Demonstrate basic knowledge of the mechanical properties and selection of engineering materials | 3 | N | N | I | N | Mechanical Engineering |
| US29714 v2 Demonstrate knowledge of mechanical fasteners used in mechanical engineering | 3 | N | N | I | N | Mechanical Engineering |
| US29397 v1 Demonstrate knowledge of basic trade calculations and units of measure for mechanical engineering trades | 4 | N | N | I | N | Mechanical Engineering |

Additional Information:

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

*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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02 MUSIC OUTLINE 2026

Description of Course

This course offers opportunities to perform as a soloist and in a group on your preferred instrument. Composing two pieces of music which express your own musical ideas is also an assessment. The key areas of learning will build on your performance, analysis and compositional skills.

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 | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91270 v2 Perform two substantial pieces of music as a featured soloist. | 6 | N | N | I | N | Making Music |
| AS91272 v2 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group | 4 | N | N | I | N | Making Music |
| AS 91271 v2 Compose two substantial pieces of music | 6 | N | N | I | N | Making Music |

Additional Information:

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

*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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02 PATHWAYS & TRANSITIONS OUTLINE 2026

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 | LIT (N or L1 or UER or UEW or UEB) ⁺ | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|---------------------------------|---------------|-------------------------------|
| <i>US10781 v6 Produce a Plan for your own future Direction</i> | 3 | N | N | I | N | Core Generic |
| <i>US3464 v6 Describe human risk factors in terms of a self-management strategy for a driver</i> | 3 | N | N | I | N | Driving |
| <i>US7117 v7 Develop strategies to enhance own learning</i> | 3 | N | N | I | N | Study Skills |
| <i>US12355 v6 Describe strategies for managing stress</i> | 3 | N | N | I | N | Self Management |
| <i>US2989 v7 Read and assess texts</i> | 3 | N | N | I | N | Reading |
| <i>US33020 v1 Understand and assess non-written texts</i> | 3 | N | N | I | N | Communication |
| <i>US33142 v1 Demonstrate knowledge of alcohol and other drugs for wellbeing/hauora</i> | 4 | N | N | I | N | Self Management |
| <i>US24871 v5 Complete complex forms</i> | 2 | N | N | I | N | Writing |
| <i>US10781 v6 Produce a Plan for your own future Direction</i> | 3 | N | N | I | N | Core Generic |
| <i>US4252 v8 Produce a personal targeted CV (curriculum vitae)</i> | 2 | N | N | I | N | Core Generic |

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

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

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02 PHYSICAL EDUCATION OUTLINE 2026

Description of Course

In Level 2 Physical Education, students will demonstrate understanding of biophysical principles relating to the analysis of skilled performance and safety in outdoor activities. The course will support students to develop an understanding of how the human body responds to exercise, recognising risk factors involved with exercising and outdoor education activities to enable them to make more informed decisions in the future.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB) | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|---------------------------------------|--------------|------------------------------|---------------|-------------------------------|
| AS91329 v2 <i>Demonstrate understanding of the application of biophysical principles to training for physical activity</i> | 4 | N | N | I | Y | Health and Physical Education |
| AS91331 v2 <i>Examine the significance for self, others and society of a sporting event, a physical activity, or a festival</i> | 4 | N | N | I | Y | Health and Physical Education |
| AS91334 v2 <i>Consistently demonstrate social responsibility through applying a social responsibility model in physical activity</i> | 3 | N | N | I | Y | Health and Physical Education |
| AS91333 v2 <i>Analyse the application of risk management strategies to a challenging outdoor activity</i> | 3 | N | N | I | Y | Health and Physical Education |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|---|
| \$50 EOTC trip Cost | Chromebook/device, PE gear for practical lessons. |

*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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02 PHYSICS OUTLINE 2026

Description of Course

Physics is about how things work and the phenomena that we experience and use in everyday life such as speed, acceleration, forces, collisions, and types of energy. The understanding of physics that you will develop in this course can be applied to many trades, industries, hobbies and sports. Level 2 physics is mostly about the ideas of Mechanics -the physics of motion, forces and energy. Through a variety of practical and theory work you will investigate speed, acceleration, balance, projectile motion and the physics of adventure park rides and machinery. We will also delve into ideas of atomic and nuclear physics, nuclear energy and radioactivity, and nuclear medicine.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91168 v2 Carry out a practical investigation that leads to a non-linear mathematical relationship | 4 | N | N | I | N | Physics |
| AS91169 v2 Demonstrate understanding of physics relevant to a selected context | 3 | N | N | I | Y | Physics |
| AS91171 v2 Demonstrate understanding of mechanics | 6 | N | N | E | N | Physics |
| AS91172 v2 Demonstrate understanding of atomic and nuclear physics | 3 | N | N | I | Y | Physics |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|--|
| N/A | 1B8 Book, Pens and pencils, calculator, chromebook |

*Further Assessment Opportunity Available

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

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 |

OR

| | | | |
|---|---|---|---|
| AS91103 v4 Create a crafted and controlled visual and verbal text | 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

SENIOR NUMERACY OUTLINE 2026

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. **These are Level 1 & 2 Standards.**

| Standard Type, Standard Number, Version and Standard Title | Credits | Internal / External / Submitted External (I/E/SE) | FAO* (Y/N) |
|--|---------|---|------------|
| AS91944 v2 <i>Mathematics and Statistics</i> Explore data using a statistical enquiry process | 5 | I | Y |
| AS91259 v2 <i>Mathematics and Statistics</i> Apply trigonometric relationships in solving problems | 3 | I | Y |
| AS91260 v2 <i>Mathematics and Statistics</i> Apply network methods in solving problems | 2 | I | Y |
| AS91265 v2 <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

02 SOCIAL SCIENCE OUTLINE 2026

Description of Course

This course explores human societies, cultures, and belief systems through the dual lens of the ancient world (Classical Studies), the modern world (Social Studies) and the spaces where these occur (Geography). We will be looking at topics such as crime, social movements, and how our modern world relates to our ancient ancestors. Learners will be involved with real issues around the world which are happening now and some that have taken place in the past  

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------|
| Classical Studies: AS91204 v2 <i>Demonstrate understanding of the relationship between aspects of the classical world and aspects of other cultures.</i> | 6 | N | N | I | N | Classical Studies |
| Social Studies: AS91280 v2 <i>Conduct a reflective social inquiry</i> | 5 | N | N | I | N | Social Studies |
| Geography: 91245 v2 <i>Explain aspects of a contemporary New Zealand geographic issue</i> | 3 | N | N | I | N | Geography |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|---|
| N/A | Chromebook Pens and/or pencils. 1x 1B8 exercise book |

*Further Assessment Opportunity Available

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02 TE AO MĀORI OUTLINE 2026

Description of Course

This course will develop students' knowledge of Te Ao Māori in a range of practical and theory contexts. Students will learn how to cultivate and prepare a mara kai, by utilising natural resources including seedlings and plants. This will be an in-depth study requiring layers of new knowledge to meet the standard. A historical component will add to understanding old methods used by tupuna. This may include building stories or pūrakau, adapting relevant waiata or haka to align with cultivating kai mara. Where possible we may have manuhiri come and kōrero (talk) with students about their journeys. One of the aims of this topic will be to collate many stories, gardening techniques, remedies used by tupuna combining with local knowledge and histories from around our area. We envisage this will develop mātauranga māori knowledge, ideas and provide good feedback for students to use as practical models when creating or designing their own mara. In line with this students will also have the opportunity to participate and grow their Haka and Waiata a ringa skills integrating a holistic experience and approach to Te Ao Māori Te Ao Haka. This may mean students researching old waitata haka related to the mara or gardening times of old. We aim to build layers of new learning into this space. Along with this we aim to introduce Tāonga pūora standards that challenge the crafting of instruments based on learning mātauranga māori concepts around the use, purpose and development of tāonga pūora. We may also provide opportunities for students to perform for school events or outings to other local relevant events.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|---|--------------|---------------------------------|---------------|----------------------------|
| <i>US17791 v6 Plan, prepare, carry out, and evaluate the cultivation of crops in accordance with tikanga.</i> | 10 | N | N | I | N | Mahinga Kai |
| <i>US13371 v13 Demonstrate knowledge and skills of haka</i> | 6 | N | N | I | N | Te Ao Haka |
| <i>US13363 v12 Demonstrate knowledge and skills of waiata - ā - ringa</i> | 6 | N | N | I | N | Te Ao Haka |
| <i>US30240 v3 Demonstrate knowledge of whanau tāonga pūoro</i> | 6 | N | N | I | N | Tāonga Pūoro |
| <i>US30242 v2 Construct simple tāonga pūoro</i> | 6 | N | N | I | N | Tāonga Puoro |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|--|
| Wananga \$20 Tāonga Pūoro | Chromebook, 1B5, pens sketch book and pencils rubber sharpener |

*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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02 TE REO MĀORI OUTLINE 2026

Course Description

Kia ora and welcome to level 2 Te Reo Māori 2026. This year the course will focus on local histories and significant places in Hauraki including a visit to a local Marae to present your kōrero (availability of Marae) where possible. As a result of this you will explore and research current trends within Hauraki that supports the revitalisation of te reo māori, what measures are being taken past and present to promote te reo māori, how often are these made available to the people, who is engaging in these opportunities, who is running these wananga, what are the outcomes so far, what are the benefits for iwi and Hauraki in general. This is an exploratory opportunity to learn how to research information, collate and interpret information to be able to communicate your findings in māori. You will build your vocabulary and sentence structures, practice your speaking skills to share your findings giving reasons, examples and explanations and present data in a cultural setting (e.g. Marae). This will form part of the preparation for your final assessments and help you to become more confident using te reo māori building your personal knowledge and language acquisition. There will also be opportunities to explore and generate your creative and designing skills preparing promotional material for te wiki o te reo māori. Ka pai mauri ora. You will use your reflective diary to write entries in māori about your journey.

Curriculum focus:

- 7.1 Students will confidently communicate about future plans
- 7.2 Students will offer and respond to advice, warnings and suggestions
- 7.3 Students will express and respond to approval and disapproval agreement and disagreement.
- 7.4 Students will learn to offer and respond to information giving opinions, and reasons.
- 7.5 Students will read about and recount actual or imagined events in the past.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| AS91284 v3 Whakarongo kia mōhio ki te reo o te ao torotoro | 4 | L1 | N | I | Y | Te Reo Māori |
| AS91285 v3 Kōrero kia whakamahi i te reo o te ao torotoro | 6 | L1 & UEW | N | I | Y | Te Reo Māori |
| AS91286 Pānui v3 kia mōhio ki te reo o te ao torotoro | 6 | L1 & UER | N | E | N | Te Reo Māori |
| AS91287 v3 Tuhi i te reo o tōna torotoro | 6 | L1 | N | E | N | Te Reo Māori |
| AS91288 v3 Waihanga Tuhinga i te reo o te ao torotoro | 6 | L1 & UEW | N | I | Y | Te Reo Māori |

Additional Information:

| Course Contribution Donations | Stationery Needs |
|-------------------------------|---|
| \$20 koha Haerenga | Reflective diary A4/ 2x 1B/ pens/ pencils rubber/ sharpener/ Chrome book is a must ngā mihi |

*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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02 TRAVEL & TOURISM OUTLINE 2026

Description of Course

Are you ready to travel the world without leaving the classroom? In this course, you'll dive into the exciting world of tourism and learn what makes destinations shine. You'll become the expert guide as we explore the best of New Zealand, uncover the must-sees of Australia 🇺🇸, and discover how to promote Aotearoa to the world. Come join us – where the classroom becomes your passport! 🌍✈️

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|------------------------------|---------------|-------------------------------|
| US 24733 v2 Describe and promote a New Zealand tourist destination | 5 | N | N | I | N | Visitor Services, Hospitality |
| US18211 v6 Demonstrate knowledge of Australia as a visitor destination | 5 | N | N | I | N | Travel, Hospitality |
| US 18212 v4 Demonstrate knowledge of New Zealand as a tourist destination | 8 | N | N | I | N | Tourism Travel |

Additional Information:

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

*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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UNIVERSITY ENTRANCE LITERACY OUTLINE 2026

Description of Course

This course is your chance to build confidence and sharpen the reading and writing skills you need for life after school. Designed for students who want extra support, we revisit key strategies from Year 11 - like punctuation, grammar, sentence structure, and how to tackle tricky texts. With a strong focus on steady progress and meeting regular deadlines, you'll gain the tools to express yourself clearly and effectively. Best of all? Completing this course means you've ticked off the writing requirement for university entrance—opening doors to your future.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|---|---------|--|--------------|---------------------------------|---------------|-------------------------------|
| AS91101 v2 <i>Produce a selection of crafted and controlled writing.</i> | 6 | L1 & UEW | N | I | N | Languages |
| AS91106 v2 <i>Form developed personal responses to independently read texts, supported by evidence.</i> | 4 | L1 & UER | N | I | N | English |
| AS91102 v2 <i>Construct and deliver a crafted and controlled oral text. *Optional for those who have passed their literacy co-requisite</i> | 3 | L1 | N | I | N | English |
| AS91103 v3 <i>Create a crafted and controlled visual and verbal text.</i> | 3 | L1 | N | I | N | English |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|---|
| N/A | Charged device, 1B8, highlighter, refill. |

**Further Assessment Opportunity Available*

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

02 VISUAL ART OUTLINE 2026

Description of Course

Level 2 visual arts students will complete an internal and an external standard during this course. The internal will include 8 A3 pages exploring art techniques, researching artists, and creating a series of paintings or sculpture plans. These paintings or drawings can be used as part of the external portfolio. The external will focus on creating a series of paintings or sculptures for a two-panel portfolio board based on a personal theme. If you are committed to extending your creative learning in a fun, independent and relaxing environment, please join!

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|-------------------------|
| <p><i>AS91311 v2 Use drawing methods to apply knowledge of conventions appropriate to painting.</i></p> <p style="text-align: center;">OR</p> <p><i>AS91314 v2 Use drawing methods to apply knowledge of conventions appropriate to sculpture.</i></p> | 4 | N | N | I | Y | Visual Art |
| <p><i>AS91321 v2 Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.</i></p> <p style="text-align: center;">OR</p> <p><i>AS91324 v2 Produce a systematic body of work that shows understanding of art making conventions and ideas within sculpture.</i></p> | 12 | N | N | E | N | Visual Art |

Additional Information:

| Course Contribution Donations <i>(including trips, camps, work booklets, non-take home materials)</i> | Stationery Needs |
|---|---|
| \$20 - \$30 | At the beginning of the year you will be given a stationary pack which will have the majority of the art supplies required for the whole year. This stationary 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 for free. |

*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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02 WOOD TECHNOLOGY OUTLINE 2026

Description of Course

This course will be based around BCATS unit standards that will give an insight to the building trade, we will have the chance to complete projects that come off the back of the skills learnt around furniture making.

| Standard Type, Standard Number, Version and Standard Title | Credits | LIT (N or L1 or UER or UEW or UEB)* | NUM (Y/N) | Internal / External (I/E) | FAO* (Y/N) | Domain Standard is From |
|--|---------|--|--------------|------------------------------|---------------|------------------------------|
| US 12932 v5 Construct timber garden furniture as BCATS projects | 8 | N | N | I | N | Furniture and Cabinet Making |
| US 24351 v3 Demonstrate knowledge of and use fixed machinery in the construction of BCATS projects | 6 | N | N | I | N | Construction Trades |

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

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

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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. |
| Gateway (GM) | This workshop is for students who are doing Gateway or are going to complete a Gateway placement. Gateway is a type of work experience where you learn on the job skills with a business in the local area. This workshop will be a time for you to check in with Ms Grimmer and Ms Kisling and complete assessments related to Gateway. |
| 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. |

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LEVEL 2 - 2026 Senior Subject Lines - these lines are an indication only and may be subject to change

| Line 1 | Line 2 | Line 3 | Line 4 | Line 5 | Line 6 | Line 7 |
|---|---|--|---|--|--|--|
| 02TRM TE REO MĀORI AN | 02MAT MATHEMATICS CX | 02PHY PHYSICS DP | SNRNUM SENIOR NUMERACY DU | SNRLIT SENIOR LITERACY TO | 02CHE CHEMISTRY KN | 02BIO BIOLOGY MU |
| 02FIT FITNESS GU | 02ENG ENGLISH GH | 02FIT FITNESS GU | 02ENG ENGLISH GH | 02MAT MATHEMATICS MO | UELIT UNIVERSITY ENTRANCE LITERACY FV | 02DRA DRAMA BK |
| 02MUS MUSIC PV | 02HOR HORTICULTURE WT | 02MUS MUSIC PV | 02TAM TE AO MĀORI PK | 02PED PHYSICAL EDUCATION TI | 02BUS BUSINESS STUDIES KO | 02DIT DIGITAL TECHNOLOGY MO |
| 02WDT WOOD TECHNOLOGY DK | 02HEA HEALTH HT | 02MEC MECHANICS WH | 02DVC DESIGN & VISUAL COMMUNICATION VW | 02ART VISUAL ART EC | 02HIS HISTORY VE | 02LEG LEGAL STUDIES VE |
| 02TTV TOURISM & TRAVEL KO | 02ART VISUAL ART EC | 02HUB SENIOR HUB BW | 02SOS SOCIAL SCIENCE WN | 02HOS HOSPITALITY SR | PAT PATHWAYS & TRANSITIONS WT | PAT PATHWAYS & TRANSITIONS PK |
| 02HUM HUMAN NUTRITION HT | PAT PATHWAYS & TRANSITIONS TO/FV | PAT PATHWAYS & TRANSITIONS AN | PAT PATHWAYS & TRANSITIONS AN | PAT PATHWAYS & TRANSITIONS BK | | |
| PAT PATHWAYS & TRANSITIONS WH/MU | | | | | | |

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