



# PORIRUA COLLEGE



## LEVEL 2 COURSE BOOKLET 2023

This booklet is for  
Year 11 students in 2022 and their parents



# PORIRUA COLLEGE

## SENIOR COURSE SELECTION FOR 2023

### Advice for Choosing Courses (from subject course booklets)

Choosing your courses for next year is an important step in planning a pathway to qualifications and setting up opportunities for learning beyond secondary school.

#### Step 1: Work out what subjects you enjoy?

What you enjoy doing outside school can help you choose what subjects to take.

Ask yourself:

- Which courses do I like doing now?
- Which courses interest me for next year that I haven't already studied?
- What do I like doing outside school? Being outside? Working with people or working independently?
- Do any courses include activities or preferences I enjoy?

#### Step 2: Work out what courses you have strengths in

Ask yourself:

- Which subjects am I strongest in?
- What subjects do others say I am good at?

#### Step 3: Find out what courses you need for future career pathways

Do you already have some career ideas?

- Find out the must-have or most useful subjects for your different career pathways.  
[Careers Central](#) [Careers Subject Matcher](#) [Careers Skill Matcher](#)
- Go to 'Secondary Education' in the 'How to get into this job' section for any job or pathway you are interested in on the [Careers NZ](#) site

#### Are you still unsure what career or pathway would suit you?

Remember studying a broad range of courses will keep your career options open for later decisions. Talk to either your Learning Coach, your Pastoral Leader, Ms Georgina Walker [gwalker@pen.net.nz](mailto:gwalker@pen.net.nz) or Ms Rhonda Turner [rturner@pen.net.nz](mailto:rturner@pen.net.nz) in the Transition/Careers Faculty.

#### Pastoral Leaders

- **Rangituhi** - Lauren Bean
- **Kenepuru** - Lisi Hughes
- **Whitireia** - Povalu Kelemete
- **Tangare** - Rupi Mapusua
  
- **Careers Advisor** - Georgina Walker
- **Guidance Counsellor** - Steve Barnsley

#### Deputy Principals

- John Topp
- Chris Wood
- Ngarangi Kingi

## HOW MANY SUBJECTS MUST I CHOOSE FOR 2023?

Year 12 & 13 Students:

|  |           |           |           |           |                          |
|--|-----------|-----------|-----------|-----------|--------------------------|
| <b>Semester 1<br/>(Term 1 &amp; 2)</b> | Subject 1 | Subject 2 | Subject 3 | Subject 4 | Ko te Hapori<br>Course 1 |
| <b>Semester 2<br/>(Term 3 &amp; 4)</b> |           |           |           |           | Ko te Hapori<br>Course 2 |

Year 12 and 13 students: you will need to take Mathematics **IF you have not attained the 10 credits needed for the numeracy requirement in NCEA Level 1**. The appropriate Mathematics and English course will be decided in consultation with the Head of Faculty.

We will try to give all students their choice of subjects, but this may not always be possible. Complete subject choices in the Porirua College Student Portal at <http://kamar.pen.nz> using the course selection tab. Save and confirm your selections to complete the online process.

Year 12 and 13 students intending to go to university must ensure that they have, or can achieve, the university entrance (UE) requirements (see next pages). Students will receive help from their Learning Coaches and subject teachers in making these decisions.

We will try to give all students their choice of subjects, but this may not always be possible. Students may include courses from **different** NCEA levels.

Pastoral Leaders, Senior Leadership, the Careers Advisor and the Guidance Counsellor will conduct course interviews with all seniors before the end of the school year. Students who wish to change their courses after examination results have been received in January 2023 must do so on the course confirmation days **before** the start of Term One in 2023.

### Pathways to your Career

#### Construction & Infrastructure

- Roads & Bridges
- Construction & Building
- Power & Electrical
- Plumbing & Water
- Recycling & Waste
- Energy & Mining
- Painting & Decorating

#### Creative Industries

- Art/Design
- Performing Arts
- TV & Film Making
- Music Industry
- Media & Photography
- Tech Drawing Design
- Sound & Radio

#### Food & Fibre

- Forestry
- Conservation
- Fishing & Aquaculture
- Animal Care
- Fruit, Flower & Vegetables
- Scientist & Technician
- Farming & Agriculture

#### Manufacturing & Technology

- Information Technology
- Air Conditioners & Refrigeration
- Automotive & Vehicles
- Engineering
- Manufacturing & Factory
- Telecommunications
- Metal Fabrication
- Logistics, Shipping & Freight



#### Social & Community Services

- Education & Teaching
- Health & Medical
- Social & Youth Work
- Counselling
- Government & Law
- Defence, Security & Police
- Politics, Policy & Unions

#### Service Industries

- Retail & Customer Service
- Hospitality – Food & Beverage
- Hair & Beauty
- Finance & Banking
- Business & Administration
- Sports & Fitness
- Travel & Tourism

## Pathways: Porirua College subjects and how they lead to your future

| PATHWAYS           | Manufacturing & Technology  | Construction & Infrastructure  | Creative Industries  | Primary Industries  | Social & Community Services  | Services Industries   |
|--------------------|---|--|--|---|--|---|
| Questions          | <i>Are you interested in designing and making things using technology?</i>  | <i>Are you practical and interested in building things like houses and roads?</i>                        | <i>Are you creative and want to work in the visual or performing arts?</i>   | <i>Do you like spending time in nature and looking after living things?</i> | <i>Do you care about the safety and wellbeing of others?</i>   | <i>Do you want to learn a skill so you can serve others?</i>  |
| Arts               | Art, Performing Arts (Technology) Music (Technology), Printmaking   | Art  | Art, Photography, Music, Dance, Performing Arts, Create a Comic, Film Making, Music Voice, Putting on a Show, Printmaking  |   |  | Art, Performing Arts (Technology)   |
| English            | English, Boost  | English, Boost   | English, Boost, Hooked on Words, Yearbook  | English, Boost  | English, Boost   | English, Boost, Yearbook  |
| Languages          | Te Reo Maori, EAP   | Te Reo Maori, EAP  | Te Reo Maori, Maori Performing Arts, Samoan, Japanese, Tokelauan, Fa'asinoala, Exploring Language & Culture, Maturanga Maori, Maturanga 'o e Moana, EAP, Sign Language | Te Reo Maori, EAP, Matauranga Māori, Maturanga 'o e Moana                   | Te Reo Maori, Maori Performing Arts, Fa'asinoala, Exploring Language & Culture, Matauranga Māori, Maturanga 'o e Moana, EAP, Sign Language | Te Reo Maori, Samoan, Japanese, Maori Performing Arts, Tokelauan, EAP, Sign Language                    |
| Mathematics        | Mathematics   | Mathematics  | Mathematics  | Mathematics   | Mathematics  | Mathematics   |
| Physical Education |   |  |  | Going Outdoors  | PE & Health, Going Outdoors, Trailblaze Sport, Fit for Life, Sports Leadership, Wellbeing through Sport, What it takes to be a Pro         | PE & Health, Going Outdoors, Fit for Life, Trailblaze Sport, Sports Leadership, Wellbeing through Sport |
| Science            | Science, Chemistry, Physics, MELT   | Science, Chemistry, Physics, MELT  | Science, Physics   | Science, Biology, Chemistry, Physics, MELT, Kaitiakitanga                   | Science, Biology, Chemistry, Physics, Kaitiakitanga, Forensics, Horticulture   | Science, MELT   |
| Social Sciences    | Geography, Enterprise, Commerce   | Geography, Enterprise, Commerce  | Enterprise, Commerce, Pacific Studies  | Social Studies, Enterprise, Commerce, Climate Action                        | Social Studies, Geography, History, How to Change the World, Pacific Studies, Thinking about Thinking                                      | Geography, History, Enterprise, Travel & Tourism, Commerce, Social Studies, Pacific Studies             |
| Technology         | Digital Technology, Robotics/Tech Team, Design & Build, Design Technology, Design & Visual Communication,, Fun and Functional Fashion | Digital Technology, Robotics/Tech Team, Design & Build, Design Technology, Design & Visual Communication | Digital Technology, Robotics/Tech Team, Carving, Design & Visual Communication, Streaming & Digital Media, Fun and Functional Fashion                                  | Digital Technology, Robotics/Tech Team, Design & Build                      | Digital Technology, Robotics/Tech Team, Carving  | Digital Technology, Robotics/Tech Team, Carving Course, Hospitality, Mixologist                         |
| Transition         | Gateway, Pathways, Planning for your Future   | Gateway, Pathways, Planning for your Future  | Gateway, Pathways, Planning for your Future  | Gateway, Pathways, Planning for your Future, Te Reo Tuakiri                 | Gateway, Pathways, Planning for your Future, Police Studies, Te Reo Tuakiri  | Gateway, Pathways, Planning for your Future, Te Reo Tuakiri   |

UE Pathways: University and Polytechnic courses are available in all vocational pathways. Level 3 UE qualifications subjects are **bold**

## QUALIFICATIONS 2023

| Qualification:                  | Requirements:   |
|---------------------------------|---|
| <b>NCEA Level 1 Certificate</b> | <p>YOU NEED:<br/>80 credits at any level including:</p> <p><b>Literacy requirement</b><br/>Minimum of 10 credits through either:</p> <ul style="list-style-type: none"> <li>• Specified assessment Standards - available through a range of subjects and English for Academic Purposes (EAP) Unit Standards (minimum total of 10 credits) or</li> <li>• Unit Standards - package of three Literacy Unit Standards (total of 10 credits – all three required)</li> </ul> <p><b>Numeracy requirement</b><br/>Minimum of 10 credits through either:</p> <ul style="list-style-type: none"> <li>• Achievement Standards available through a range of subjects - (minimum total of 10 credits) or</li> <li>• Unit Standards - package of three Numeracy Unit Standards (total of 10 credits – all three required)</li> </ul> |
| <b>NCEA Level 2 Certificate</b> | <p>YOU NEED:</p> <ul style="list-style-type: none"> <li>• 80 credits including</li> <li>• 60 credits at Level 2 or above and</li> <li>• 20 other credits at Level 1 or above (these could be credits that you have already earned and counted towards NCEA Level 1)</li> </ul>  |
| <b>NCEA Level 3 Certificate</b> | <p>YOU NEED:</p> <ul style="list-style-type: none"> <li>• 80 credits including</li> <li>• 60 credits at Level 3 or above and</li> <li>• 20 other credits at Level 2 or above (these could be credits that you have already earned and counted towards another certificate)</li> </ul>   |
| <b>University Entrance</b>      | <p>YOU NEED:</p> <ul style="list-style-type: none"> <li>• To attain NCEA Level 3</li> <li>• To achieve 14 credits at Level 3 in each of three subjects from the list of approved subjects. The list of approved subjects will consist of subjects derived from the New Zealand Curriculum with Achievement Standards at Level 3</li> <li>• To achieve UE Numeracy - 10 credits at Level 1 and above from specific Achievement Standards, or three specific Numeracy Unit Standards</li> <li>• To achieve UE literacy - 10 credits (five in reading and five in writing) at Level 2 and above from specific standards</li> </ul>   |

Credits toward qualifications are gained by students achieving credits in Achievement Standards and Unit Standards at the different NCEA Levels. Both types of Standards are valued equally.

1. For Achievement Standards, students receive **Not achieved, Achieved, Merit or Excellence (N, A, M, E)** grades for each standard.
2. For Unit Standards, students receive an **Achieved** or **Not achieved** grade.

## PREPARATION FOR UNIVERSITY/CAREERS

To go to University, you need UE - See *previous page*

### Individual Degree Programme: Subject Recommendations

|   |  |
|---|--|
| <b>Bachelor of Architecture</b>           | Mathematics with Calculus, Physics and one subject in the creative areas   |
| <b>Bachelor of Arts (BA)</b>              | All B.A. majors may be started at university.  |
| <b>Bachelor of Biomedical Science</b>     | Biology, Chemistry, Mathematics with Calculus, Mathematics with Statistics or Physical Education.  |
| <b>Bachelor of Building Science</b>       | Mathematics with Calculus, Physics, English and one subject in creative areas such as Art.   |
| <b>Bachelor of Commerce</b>               | Mathematics with Statistics is recommended.  |
| <b>Bachelor of Design</b>                 | Subjects in the creative areas of Art, Design and Graphics.<br>To enter this course at Victoria University, a portfolio is not required. Massey University design courses require a portfolio to be submitted.   |
| <b>Bachelor of Education</b>              | Good academic records and people skills are required.  |
| <b>Bachelor of Engineering</b>            | Minimum of 14 credits in Level 3 Maths with Calculus, Physics and Chemistry. English to Year 13 is very useful.  |
| <b>Bachelor of Information Technology</b> | Mathematics with Calculus strongly recommended (or Mathematics with Statistics, Computing, Physics, Science, Economics).   |
| <b>Bachelor of Fine Arts</b>              | Good results in at least two Year 13 Practical Art subjects.   |
| <b>Bachelor of Law</b>                    | Any Arts or Social Science subjects that require you to write, analyse and construct arguments are useful.   |
| <b>Bachelor of Medicine</b>               | Offered at Otago or Auckland University only. Students are required to complete the Health Sciences first year programme prior to selection to the professional stages of the degree. Entry is very competitive. Subjects recommended are English, Mathematics with Statistics / Calculus, Physics, Chemistry and Biology. |
| <b>Bachelor of Music</b>                  | Music theory recommended. Entry by audition.   |
| <b>Bachelor of Nursing</b>                | 14 credits or more in at least one of the following subjects: Biology, Chemistry and or Physics. First Aid certificate is required on admission.   |
| <b>Bachelor of Science</b>                | Year 13 Mathematics with Statistics is highly recommended, particularly for Biological Sciences.   |
| <b>Bachelor of Science and Technology</b> | Mathematics with Calculus, Mathematics with Statistics and Physics are strongly recommended.   |
| <b>Bachelor of Sports Science</b>         | No specific subject requirements, but Biology and Statistics would be beneficial.  |
| <b>Bachelor of Social Work</b>            | Arts or Social Science subjects at Year 13 are useful, particularly English.   |
| <b>Bachelor of Teaching</b>               | English to Year 13 is recommended.   |
| <b>Bachelor of Veterinary Science</b>     | Very competitive course. 14 credits in NCEA level 3 Biology, Physics and Chemistry and either Calculus or Statistics is highly recommended.  |

## Courses offered at Whitireia and WelTec

**First Year free:** The first year of study is free for all courses

**Targeted Training and Apprenticeship Fund (TTAF):** These courses are free to study as there is a shortage of people with these skills.

|   |   |
|---|---|
| <p><b>Creative industries</b></p> <ul style="list-style-type: none"> <li>● Visual Arts</li> <li>● Creative Technologies</li> <li>● Creative Writing</li> <li>● Film and Television</li> <li>● Māori Art</li> <li>● Music</li> <li>● Performing Arts</li> <li>● Dance</li> <li>● Digital Media</li> <li>● Photography</li> <li>● Publishing</li> <li>● Radio Broadcasting</li> <li>● Visual Arts and Design</li> </ul> | <p><b>Service Industries</b></p> <ul style="list-style-type: none"> <li>● Baking</li> <li>● Beauty Therapy</li> <li>● Business</li> <li>● Business Administration</li> <li>● Cookery</li> <li>● Hairdressing</li> <li>● Makeup Artistry</li> <li>● Barbering</li> <li>● Hospitality</li> <li>● Hospitality Management</li> <li>● Retail</li> <li>● Tourism</li> </ul>   |
| <p><b>Primary Industries</b></p> <ul style="list-style-type: none"> <li>● Animal Care</li> <li>● Veterinary Nursing</li> </ul>  | <p><b>Manufacturing and Technology</b></p> <ul style="list-style-type: none"> <li>● Automotive</li> <li>● Engineering (TTAF)</li> <li>● Foundation Engineering</li> <li>● Foundation Computing</li> <li>● Information Technology</li> <li>● Mechanical Engineering (TTAF)</li> </ul>  |
| <p><b>Social and Community Services</b></p> <ul style="list-style-type: none"> <li>● Addiction Studies</li> <li>● Counselling</li> <li>● Foundation Health</li> <li>● Health and Wellbeing Support (TTAF)</li> <li>● Nursing</li> <li>● Paramedic</li> <li>● Professional Practice</li> <li>● Social and Community Work</li> <li>● Te Reo Māori</li> <li>● Youth Development (TTAF)</li> </ul>                        | <p><b>Construction and Infrastructure</b></p> <ul style="list-style-type: none"> <li>● Built Environment</li> <li>● Construction Management</li> <li>● Trade Skills (TTAF)</li> <li>● Quantity Surveying (TTAF)</li> <li>● Architectural Technology (TTAF)</li> <li>● Carpentry (TTAF)</li> <li>● Electrical Engineering</li> <li>● Painting and Decorating (TTAF)</li> <li>● Plumbing, Gas fitting and Drain Laying (TTAF)</li> <li>● Tiling (TTAF)</li> </ul> |

### SUBJECT TABLE 2023

| FACULTY          | YEAR 9   | YEAR 10  | YEAR 11  | YEAR 12  | YEAR 13  |
|------------------|--|--|--|--|--|
| <b>Arts</b>      | - Art<br>- Computer Art<br>Photography<br>& Design | - Art<br>- Computer Art<br>Photography<br>& Design | - Art/Visual<br><i>AR100</i><br>- Art Design/<br>Photography<br><i>AD100</i> | - Art/Painting<br><i>AR200*</i><br>- Art/<br>Photography<br><i>AP200*</i>    | - Art/Painting<br><i>AR300*</i><br>- Art/<br>Photography<br><i>AP300*</i>    |
|                  | Dance  | Dance  |  |  |  |
|                  | - Music<br>- Music Voice                           | - Music<br>- Music Voice                           | Music <i>MU100*</i>  | Music <i>MU200*</i>  | Music <i>MU300*</i>  |
|                  | Performing<br>Arts                                 | Performing<br>Arts                                 | Performing<br>Arts<br><i>PA100</i>   | Performing<br>Arts<br><i>PA200*</i>  | Performing<br>Arts<br><i>PA300*</i>  |
|                  | Create a Comic                                     | Create a Comic                                     |  |  |  |
|                  | Film Making  | Film Making  |  |  |  |
|                  |  |  | Music,<br>Technology &<br>Song Writing                                       | Music,<br>Technology &<br>Song Writing                                       | Music,<br>Technology &<br>Song Writing                                       |
|                  | Print Making                                       | Print Making                                       | Print Making   | Print Making   | Print Making   |
|                  | Putting on a<br>Show                               | Putting on a<br>Show                               | Putting on a<br>Show   | Putting on a<br>Show   |  |
| <b>English</b>   | English  | English  | - English Lit<br><i>ELIT100</i><br>- English<br>Language<br><i>ELAN100</i>   | - English Lit<br><i>ELIT200*</i><br>- English<br>Language<br><i>ELAN200*</i> | - English Lit<br><i>ELIT300*</i><br>- English<br>Language<br><i>ELAN300*</i> |
|                  | Boost  | Boost  |  |  |  |
|                  | Hooked on<br>Words                                 | Hooked on<br>Words                                 | Yearbook   | Yearbook   | Yearbook   |
| <b>Languages</b> | EAP  | EAP  | EAP100   | EAP200   | EAP300   |
|                  | English Language                                   | English Language                                   |  |  |  |
|                  | Japanese   | Japanese   | Japanese <i>JA100</i>  | Japanese <i>JA200</i><br>(not in 2023)                                       | Japanese <i>JA300</i><br>(not in 2023)                                       |
|                  | Māori<br>Performing Arts                           | Māori<br>Performing Arts                           | Māori<br>Performing Arts<br><i>MPA100</i>                                    | Māori<br>Performing Arts<br><i>MPA200*</i>                                   | Māori<br>Performing Arts<br><i>MPA300*</i>                                   |
|                  | Mātauranga 'o e<br>Moana                           | Mātauranga 'o e<br>Moana                           |  |  |  |
|                  | Samoa  | Samoa  | Gagana Samoa<br><i>SA100*</i>  | Gagana Samoa<br><i>SA200*</i>  | Gagana Samoa<br><i>SA300*</i>  |
|                  | Te Reo Māori                                       | Te Reo Māori                                       | Te Reo Māori<br><i>RM100*</i>  | Te Reo Māori<br><i>RM200*</i>  | Te Reo Māori<br><i>RM300*</i>  |
|                  | Exploring<br>Language &<br>Culture                 | Exploring<br>Language &<br>Culture                 | Exploring<br>Language &<br>Culture   | Exploring<br>Language &<br>Culture   | Exploring<br>Language &<br>Culture   |
|                  | Fa'asinoala  | Fa'asinoala  | Fa'asinoala  | Fa'asinoala  | Fa'asinoala  |
|                  | Gagana Tokelau                                     | Gagana Tokelau                                     | Gagana Tokelau   | Gagana Tokelau   | Gagana Tokelau   |
|                  | Mātauranga<br>Māori                                | Mātauranga<br>Māori                                |  |  |  |
|                  | Sign Language                                      | Sign Language                                      | Sign Language  |  |  |



| FACULTY                                | YEAR 9                      | YEAR 10                     | YEAR 11   | YEAR 12   | YEAR 13  |
|--|-----------------------------|-----------------------------|---|---|--|
| <b>Maths</b>                           | Mathematics                 | Mathematics                 | - Mathematics<br><i>MT100</i><br>- Maths Numeracy<br><i>MN100</i> | - Mathematics<br><i>MT200</i><br>- Maths with Calculus<br><i>MC200*</i><br>- Maths with Statistics<br><i>MS200*</i> | - Mathematics<br><i>MT300*</i><br>- Maths with Calculus<br><i>MC300*</i><br>- Maths with Statistics<br><i>MS300*</i> |
| <b>Personalised Learning</b>           |                             |                             | U Choose  | U Choose  | U Choose   |
| <b>Physical Education &amp; Health</b> | Physical Education & Health | Physical Education & Health | Physical Education <i>PE100</i>                                   | - Physical Education<br><i>PE200*</i><br>- Sports Leadership<br><i>SL200</i>  | - Physical Education<br><i>PE300*</i><br>- Sports Leadership<br><i>SL300</i>   |
|  |                             |                             | Fit for Life  | Fit for Life  | Fit for Life   |
|  | Going Outdoors              | Going Outdoors              |   |   |  |
|  | Trailblaze Sport            | Trailblaze Sport            |   |   |  |
|  |                             |                             | Wellbeing   | Wellbeing   | Wellbeing  |
|  | What it takes to be a Pro   | What it takes to be a Pro   | What it takes to be a Pro   | What it takes to be a Pro   | What it takes to be a Pro  |
| <b>Science</b>                         | Science                     | Science                     | Science <i>SC100</i>  | - Biology <i>BI200*</i><br>- Chemistry<br><i>CH200*</i><br>- Physics<br><i>PH200*</i>                               | - Biology <i>BI300*</i><br>- Chemistry<br><i>CH300*</i><br>- Physics<br><i>PH300*</i>                                |
|  | Forensics                   | Forensics                   |   |   |  |
|  | Horticulture                | Horticulture                |   |   |  |
|  | Kaitiakitanga               | Kaitiakitanga               |   |   |  |
|  | Make, Explore, Learn & Test | Make, Explore, Learn & Test |   |   |  |
| <b>Social Sciences</b>                 | Social Studies              | Social Studies              | - Geography<br><i>GE100</i><br>- History<br><i>HI100</i>          | - Geography<br><i>GE200*</i><br>- History<br><i>HI200*</i>  | - Geography<br><i>GE300*</i><br>- History<br><i>HI300*</i>   |
|  |                             |                             |   | Travel & Tourism<br><i>TT200</i>  | Travel & Tourism<br><i>TT300</i>   |
|  | Enterprise                  | Enterprise                  | Commerce<br><i>COM100</i>   | Commerce<br><i>COM200</i>   | Commerce<br><i>COM300</i>  |
|  |                             |                             | How to change the World   | How to change the World   | How to change the World  |
|  |                             |                             |   | Pasifika Studies  | Pasifika Studies   |
|  |                             |                             |   | Thinking about Thinking   | Thinking about Thinking  |

| FACULTY    | YEAR 9                                   | YEAR 10                                  | YEAR 11  | YEAR 12                              | YEAR 13                            |
|------------|--|--|--|--------------------------------------|------------------------------------|
| Technology | Design & Visual Communication - Graphics | Design & Visual Communication - Graphics | Design & Visual Communication<br><i>DVC100</i> |                                      |                                    |
|            | Design Technology                        | Design Technology                        | Design Technology<br><i>DT100*</i>             | Design Technology<br><i>DT200*</i>   | Design Technology<br><i>DT300*</i> |
|            | Digital Technology                       | Digital Technology                       | Digital Technology<br><i>DGT100*</i>           | Digital Technology<br><i>DGT200*</i> |                                    |
|            | Food Technology                          | Food Technology                          | Hospitality<br><i>HP100</i>                    | Hospitality<br><i>HP200</i>          | Mixologist                         |
|            | Carving                                  | Carving                                  | Carving  |                                      |                                    |
|            |  |  | Design & Build – Electric Bikes                | Design & Build – Electric Bikes      | Design & Build – Electric Bikes    |
|            | Fun & Functional Fashion                 | Fun & Functional Fashion                 |  |                                      |                                    |
|            | Robotics                                 | Robotics                                 |  |                                      |                                    |
|            | Streaming & Digital Media                | Streaming & Digital Media                |  |                                      |                                    |
| Transition |  | Job Jumpstart                            | Pathway Skills<br><i>PS100</i>                 | Gateway<br><i>GT200*</i>             | Gateway<br><i>GT300*</i>           |
|            |  |  |  | Trades Academy<br><i>TA200</i>       | Trades Academy<br><i>TA300</i>     |
|            |  |  |  | Planning for your Future 101         | Planning for your Future 101       |
|            |  |  |  |                                      | Police Studies                     |
|            |  |  | Te Reo Tuakiri                                 | Te Reo Tuakiri                       |                                    |

**KEY:**

|   |  |               |               |
|---|--|---------------|---------------|
| Ko te Hapori Courses for selection          |  |               |               |
| National Qualification Framework Standards: | Level 1 = 100                              | Level 2 = 200 | Level 3 = 300 |
| * This course has a prerequisite            | This course is compulsory for all students |               |               |

# Art – Painting

## AR200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | An interest in Visual Arts<br>12 credits from Level 1 Art and/or with approval from the Teacher in Charge of Art |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 24   |
| <b>Internal credits:</b>  | 12   |
| <b>External credits:</b>  | 12   |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <b>Course Description:</b> This course will develop ideas and understanding methods in drawing and painting. Students will be expected to produce an external folio board of paintings and art work from the year's learning. |  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| AS91306   | Demonstrate an understanding of methods and ideas from established practice appropriate to painting | Internal           | 0                  | 4       |
| AS91311   | Using drawing methods to apply knowledge of conventions appropriate to painting                     | Internal           | 0                  | 4       |
| AS91316   | Develop ideas in a related series of drawings appropriate to established painting practice          | Internal           | 0                  | 4       |
| AS91321   | Produce a body of work that shows understanding of art conventions and ideas within painting        | External           | 0                  | 12      |

# Art – Photography

## AP200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | An interest in Visual Arts<br>12 credits from Level 1 Art and/or with approval from the Teacher in Charge of Art |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 24   |
| <b>Internal credits:</b>  | 12   |
| <b>External credits:</b>  | 12   |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <b>Course Description:</b> This course will develop practical skills in taking digital photos. Students will learn to enhance images by using computer art programmes such as Photoshop and Illustrator. Students will be expected to produce an external folio board that will showcase their digital photography. |  |

| NZQA Code | Title  | Internal/<br>External | Literacy/<br>Numeracy | Credits |
|-----------|--|-----------------------|-----------------------|---------|
| AS91307   | Demonstrate an understanding of methods and ideas from established practice appropriate to photography | Internal              | 0                     | 4       |
| AS91312   | Using drawing methods to apply knowledge of conventions appropriate to photography                     | Internal              | 0                     | 4       |
| AS91317   | Develop ideas in a related series of drawings appropriate to established photography practice          | Internal              | 0                     | 4       |
| AS91322   | Produce a body of work that shows understanding of art conventions and ideas within photography        | External              | 0                     | 12      |

# Commerce

## COM200

NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | Success in previous Maths and English courses would be useful |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | 12  |
| <b>Internal credits:</b>  | 12  |
| <b>External credits:</b>  | 0   |
| <b>Numeracy/Literacy Component:</b>   | Minimum of 12 x Literacy, 3 x Numeracy                        |
| <b>Course Description:</b> What influences the everyday choices we make about how we use our time, skills and money? Commerce explores these choices and the impact our choices have on ourselves and others. |   |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS90846          | Conduct market research for a new or existing product                                     | Internal                  | Literacy/ Numeracy        | 3              |
| AS90848          | Carry out, review and refine a business activity within a community context with guidance | Internal                  | Literacy                  | 9              |

# Design and Build – Electric Bikes

## DES

KtH Full Year Course / NCEA Level 2

|  |              |
|--|--------------|
| <b>Entry Requirements:</b>   | Nil          |
| <b>Qualification:</b>  | NCEA Level 2 |
| <b>Total number of credits:</b>  | 16           |
| <b>Internal credits:</b>   | 16           |
| <b>External credits:</b>   | 0            |
| <b>Numeracy/Literacy Component:</b>  | 0            |
| <p><b>Course Description:</b> Work in groups to create an electric bike. What you will learn:</p> <ul style="list-style-type: none"> <li>• Communication, problem solving and teamwork skills</li> <li>• Hands on practical skills with metal, wood, and electronics</li> <li>• Project management</li> <li>• Model construction and testing</li> <li>• 3D design and printing</li> </ul> <p>In this course you will be working in small groups to design and build an electric bike. You will be learning woodwork, metal work and electronics. There will be an opportunity to enter your team's bike into a competition if you wish. There will be 16 credits available at Level 1 and 2.</p> |              |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS91045          | Use planning tools to guide the technological development of an outcome to address a brief                | Internal                  | 0                         | 4              |
| AS91357          | Undertake effective development to make and trial a prototype   | Internal                  | 0                         | 6              |
| AS91344          | Implement advanced procedures using resistant materials to make a specified product with special features | Internal                  | 0                         | 6              |

# Design Technology

## DT200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Satisfactory completion of Level 1 Technology or Design and Visual Communication programme and/or with approval of Head of Faculty |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | 16   |
| <b>Internal credits:</b>   | 16   |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | 0  |
| <p><b>Course Description:</b> This course builds on from the Level 1 programme and is designed to continue to improve their understanding of practical skills and associated knowledge. Opportunities for using common hand tools, as well as to introduce the use of essential power tools in a safe workshop environment are made available.</p> <p>Students taking Design and Visual Communication would benefit from also studying this course as there are transferable skills and knowledge that will support learning in the other. The course is project-based with relevant drawings submitted as a portfolio for external assessments.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US24354   | Demonstrate knowledge of and apply safe working practices in a BCATS environment                 | Internal           | 0                  | 4       |
| US25921   | Make a cupboard  | Internal           | 0                  | 6       |
| US24351   | Demonstrate knowledge of and use specified fixed machinery in the construction of BCATS projects | Internal           | 0                  | 6       |

# Digital Technology

## DGT200

NCEA Level 2

|  |   |
|--|---|
| <b>Entry Requirements:</b>   | Completed Level 1 Digital Technology    |
| <b>Qualification:</b>  | NCEA Level 2                            |
| <b>Total number of credits:</b>  | At least 16 dependent on student choice |
| <b>Internal credits:</b>   | 29                                      |
| <b>External credits:</b>   | 0                                       |
| <b>Numeracy/Literacy Component:</b>  | 0                                       |
| <b>Course Description:</b> This course builds on a student's knowledge of Digital Technology covering specific knowledge and skills of computer applications: Microsoft PowerPoint, Microsoft Access, Notepad++, Microsoft Excel, Word, Publisher and computer programme Python. |   |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS91356          | Develop a conceptual design for an outcome                          | Internal                  | 0                         | 6              |
| AS91891          | Use advance techniques to develop a digital media outcome           | Internal                  | 0                         | 3              |
| AS91893          | Use advance techniques to develop a digital media outcome           | Internal                  | 0                         | 4              |
| AS91896          | Use advanced programming techniques to develop a computer programme | Internal                  | 0                         | 6              |
| AS91897          | Use advanced processes to develop a digital technologies outcome    | Internal                  | 0                         | 6              |
| AS91892          | Use advanced techniques to develop a database                       | Internal                  | 0                         | 4              |



# English Lit

## ELIT200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Students should have 12 credits from Level 1 English, either ELIT or ECS (or HoF Approval) |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | Up to 25   |
| <b>Internal credits:</b>  | Up to 17   |
| <b>External credits:</b>  | Up to 8  |
| <b>Numeracy/Literacy Component:</b>   | UE Literacy - Up to 12 x Reading; Up to 14 x Writing                                       |
| <p><b>Course Description:</b> This is a literature and text-based course, designed for those students who have an enjoyment and/or appreciation of language and literature. Students will continue to explore a wide range of texts, as well as develop their own skills in producing texts. Students will also be given the opportunity to gain credits towards their UE literacy. The course will be constructed using a selection of the standards listed below.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy            | Credits |
|-----------|--|--------------------|-------------------------------|---------|
| AS91107   | Analyse aspects of visual text(s) through close viewing and listening, supported by evidence           | Internal           | 0                             | 3       |
| AS91104   | Analyse significant connections across texts, supported by evidence                                    | Internal           | 0                             | 4       |
| AS91101   | Produce a selection of crafted and controlled writing  | Internal           | UE Literacy Writing           | 6       |
| AS91106   | Form developed personal response to independently read texts, supported by evidence                    | Internal           | UE Literacy Reading           | 4       |
| AS90857   | Construct and deliver an oral text   | Internal           | 0                             | 3       |
| AS90855   | or<br>Create a visual text   | Internal           | 0                             | 3       |
| AS91098   | Analyse specified aspect(s) of studied written text(s), supported by evidence                          | External           | UE Literacy Reading & Writing | 4       |
| AS91099   | Analyse specified aspect(s) of studied visual text(s), supported by evidence                           | External           | UE Literacy Writing           | 4       |
| AS91100   | Analyse specified aspect(s) of unfamiliar written text(s) through close reading, supported by evidence | External           | UE Literacy Reading & Writing | 4       |

# English Language

## ELAN200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Students should have 12 credits from Level 1 English, either ELIT100 or ECS100 (or HoF Approval) |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | Minimum of 12  |
| <b>Internal credits:</b>   | Minimum of 12  |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | UE Literacy - Up to 8 x Reading; Up to 10 x Writing  |
| <p><b>Course Description:</b> This course is designed to give students practical English skills that will support their learning in other subjects and beyond school. Students will learn different styles of writing and will continue to develop their reading skills. There are a mix of Unit and Achievements standards available, and this course will be adapted to meet the needs of the students in this course. This course may provide some UE literacy credits.<br/>The course will be constructed using a selection of the standards listed below.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy            | Credits |
|-----------|--|--------------------|-------------------------------|---------|
| AS91101   | Produce a selection of crafted and controlled writing  | Internal           | UE Literacy Writing           | 6       |
| AS91103   | Create a crafted and controlled visual and verbal text   | Internal           | 0                             | 3       |
| AS91102   | Construct and deliver a crafted and controlled oral text   | Internal           | 0                             | 3       |
| AS91105   | Use information literacy skills to form developed conclusion(s)  | Internal           | UE Literacy Reading           | 4       |
| US3492    | Write a short report   | Internal           | 0                             | 3       |
| US3488    | Write business correspondence for the workplace  | Internal           | 0                             | 3       |
| US2989    | Read and Assess Texts  | Internal           | 0                             | 3       |
| US25073   | Read texts to recognise differing points of view   | Internal           | 0                             | 3       |
| US8824    | Research a topic using visual, oral and written sources and evaluate the research process              | Internal           | 0                             | 3       |
| AS91098   | Analyse specified aspect(s) of unfamiliar written text(s) through close reading, supported by evidence | External           | UE Literacy Reading & Writing | 4       |

# English for Academic Purposes

## EAP200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Students will be selected for this course based on their English vocabulary, writing skills and Level 1 Literacy |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | At least 25  |
| <b>Internal credits:</b>   | At least 25  |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | L1 literacy if required  |
| <p><b>Course Description:</b> If English is your second language or if you come from a multilingual background, then this course will prepare you for Level 2. You will be encouraged to develop independence in reading literature and academic texts, in writing essays and in applying learning strategies and research skills effectively. Units of study include oral presentations on a wide variety of topics of personal, social and academic interest; research skills for academic and career purposes and writing in forms appropriate to different subject areas. You will be enrolled for selected English Language (EL) Unit Standards and other relevant subject areas by your teacher.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
|           | There are many different assessments available in EAP200. Your teacher will enrol you in the appropriate standards to ensure you are offered enough credits with the relevant literacy requirements. |                    |                    |         |

# Exploring Language and Culture

## LAC

KtH Semester 1 or 2 / NCEA Level 2

|                                     |   |
|-------------------------------------|---|
| <b>Entry Requirements:</b>          | Nil   |
| <b>Qualification:</b>               | NCEA Level 1-3                                  |
| <b>Total number of credits:</b>     | Up to 20 – dependent on student interest        |
| <b>Internal credits:</b>            | To be confirmed – dependent on student interest |
| <b>External credits:</b>            | To be confirmed – dependent on student interest |
| <b>Numeracy/Literacy Component:</b> | To be confirmed                                 |

**Course Description:** NCEA assessments available in Learning Languages, Performing Arts, Pacific Studies and other options – to be confirmed based on student interest and courses.

Would you like to learn a new language or become more confident using a language you speak or hear at home and in the community?

In this course you will:

- learn how to introduce yourself and talk about things that are important to you (new language) or develop your speaking, listening, reading and writing skills in a language that you already know
- explore culture and language through an inquiry about something that interests you
- compare different languages
- learn more about how to develop language learning skills

We will learn together through games, songs, dance, language classes with teachers from school and the community, and Education Perfect. At the end of the course, we will celebrate with food representative of the languages and cultures we have been studying and a concert and presentation of learnings.

The language options for 2023 are still to be confirmed. Please note that in 2023 Gagaga Tokelau has its own Ko Te Hapori course.

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
|           | Assessments based on student interest and year levels |                    |                    |         |

# Fa'asinoala (Wayfinder)

## FAA

KtH Semester 1 or 2 / NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Must be a learner of English as a 2 <sup>nd</sup> language |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 18   |
| <b>Internal credits:</b>  | 18   |
| <b>External credits:</b>  | 0  |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <p><b>Course Description:</b> This is a course for English language learners that has a life skills/careers focus. You will create a plan for your future, explore careers in the rescue services such as firefighting, police and paramedics. You will learn first aid, how to catch public transport such as buses, trains, planes and visit interesting places. You will use maps and participate in orienteering-type activities such as Amazing Race Porirua and Wellington.</p> |  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| US30985   | Demonstrate understanding of straightforward spoken instructions in a familiar context (EL) | Internal           | 0                  | 5       |
| US31014   | Participate in a straightforward spoken interaction on a familiar topic (EL)                | Internal           | 0                  | 5       |
| US31026   | Present information on a familiar topic (EL)  | Internal           | 0                  | 5       |
| AS90971   | Take action to enhance an aspect of personal well-being                                     | Internal           | 0                  | 3       |

# Fit for Life

## FIT

KtH Semester 1 or 2 / NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Nil but previous PE experience help - enthusiasm is key to success |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | Up to 10   |
| <b>Internal credits:</b>   | Up to 10   |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | 0  |
| <p><b>Course Description:</b> Do you want to be happy, fit, and able to take on life's challenges in a safe and fun environment? This course is going to explore finding activities you love that you can do for a lifetime. You will also explore factors that affect well-being in your community. This course is for people seeking community, connection, support and fun. This course has a focus on NON-competitive physical activity.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| AS91237   | Examine the role and significance of physical activity in the lives of young people in New Zealand                 | Internal           | 0                  | 3       |
| AS91329   | Demonstrate understanding of the application of biophysical principles to training for physical activity           | Internal           | 0                  | 4       |
| AS91334   | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | Internal           | 0                  | 3       |

# Gagana Samoa

## SA200

NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | Completed SA100 or with the approval of the teacher in charge |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | 24  |
| <b>Internal credits:</b>  | 14  |
| <b>External credits:</b>  | 10  |
| <b>Numeracy/Literacy Component:</b>   | 0   |
| <b>Course Description:</b> Students will learn to understand and produce more complex language skills in Samoan. Students will learn to communicate beyond the immediate context, for example, past and future events. Students will learn to understand and produce a variety of texts. Students will learn to use Samoan language and cultural knowledge, to communicate information, ideas and opinions, from different types of text. |   |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| AS91145   | Give a spoken presentation in Samoan that communicates information, ideas and opinions                   | Internal           | 0                  | 4       |
| AS91144   | Interact using spoken Samoan to share information and justify ideas and opinions in different situations | Internal           | 0                  | 5       |
| AS91147   | Write a variety of text types in Samoan to convey information, ideas and opinions in genuine contexts    | Internal           | 0                  | 5       |
| AS91143   | Demonstrate understanding of a variety of spoken Samoan texts on familiar matters                        | External           | 0                  | 5       |
| AS91146   | Demonstrate understanding of a variety of written and/or visual Samoan text(s) on familiar matters       | External           | 0                  | 5       |

# Gagana Tokelau

## TOK

KtH Semester 1 or 2 / NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | Nil   |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | At least 18   |
| <b>Internal credits:</b>  | 18 (if Yr 12 students decide to take part in the L1 Pilot Tokelau standards there are 10 internal Tokelau language credits) |
| <b>External credits:</b>  | 18 (if Yr 12 students decide to take part in the L1 Pilot Tokelau standards there are 10 external Tokelau language credits) |
| <b>Numeracy/Literacy Component:</b>   | 0   |
| <p><b>Course Description:</b> In this course we will be learning Tokelau language, learning more about Tokelau history, culture, and society and connecting with Tokelau communities in Aotearoa and in Tokelau. This course is designed for all learners of Gagana Tokelau, whether you are a beginner or you already speak Gagana Tokelau. It will be taught by a team of teachers from the community with support from the PC Languages Faculty.</p> |   |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| US17163   | Draw a conclusion after an investigation into an aspect of Pacific indigenous knowledge with guidance           | Internal           | 0                  | 5       |
| US26539   | Communicate detailed understanding of an aspect of Pacific culture through a planned presentation with guidance | Internal           | 0                  | 3       |
| US17166   | Draw a conclusion after an investigation into an aspect of Pacific change and development with guidance         | Internal           | 0                  | 5       |
| US17169   | Draw a conclusion after an investigation into an aspect of Pacific society with guidance                        | Internal           | 0                  | 5       |



# Gateway

## GT200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | There is a limit of 20 places on the programme. Preference will be given to those who are work ready and are able to complete a work placement.  |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | Will vary with the individual course placement undertaken by the student. An equal mixture of school-based and industry-based credits will be available.   |
| <b>Internal credits:</b>   | Core generic units, a minimum of 20 credits at Level 2 (unit standards). Work based assessments will be carried out by registered industry assessors. Students will be required to demonstrate competency at the level of industry requirements. Mainly Level 2 credits are offered. |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | 0  |
| <p><b>Course Description:</b> Gateway is a programme which provides Year 12 students with a range of structured learning opportunities in various workplaces. Students will develop employability skills and will be given the opportunity to complete a work experience placement.</p> <p>Gateway provides students the opportunity to either make progress in gaining a national qualification in their career choice or to gain experience in a particular work setting. It also allows more general skills to be applied in a work context. The aim of the programme is to prepare students to join the workforce or gain an apprenticeship.</p> |  |

| <b>An individual Learning Programme is made up of the following Level 2 credits</b> |  |                               |                               |                |
|---|--|-------------------------------|-------------------------------|----------------|
| <b>NZQA Code</b>  | <b>Title</b>   | <b>Internal/<br/>External</b> | <b>Literacy/<br/>Numeracy</b> | <b>Credits</b> |
| US4252  | Produce a personal targeted curriculum vitae                     | Internal                      | 0                             | 2              |
| US12383   | Explore career options and their implications                    | Internal                      | 0                             | 3              |
| US4253  | Demonstrate knowledge of job search skills                       | Internal                      | 0                             | 3              |
| US1294  | Be interviewed in a formal interview                             | Internal                      | 0                             | 2              |
| US10781   | Produce a plan for own future directions                         | Internal                      | 0                             | 3              |
| US377   | Demonstrate knowledge of diversity in the workplace              | Internal                      | 0                             | 2              |
| US542   | Recognise discrimination and describe ways of responding         | Internal                      | 0                             | 3              |
| US16688   | Describe the effects of shift work and strategies to manage them | Internal                      | 0                             | 2              |
| US10780   | Complete a work experience placement                             | Internal                      | 0                             | 3              |
| US7123  | Apply a problem-solving method                                   | Internal                      | 0                             | 3              |
| US1979  | Describe employment agreements                                   | Internal                      | 0                             | 3              |

# Geography

## GE200

NCEA Level 2

|  |   |
|--|---|
| <b>Entry Requirements:</b>   | 9 credits from Level 1 Geography, History or English or approval from the Head of Faculty |
| <b>Qualification:</b>  | NCEA Level 2  |
| <b>Total number of credits:</b>  | 18  |
| <b>Internal credits:</b>   | 14  |
| <b>External credits:</b>   | 4   |
| <b>Numeracy/Literacy Component:</b>  | 18 x Literacy, 5 x Numeracy   |
| <b>Course Description:</b> The course begins with an examination of the factors that interact to create the different natural environment(s) of New Zealand and specifically the Taupo Volcanic Zone. We examine the spatial variations in these and also in tourism features in Rotorua in a field trip. The second half of the course goes global, looking at the reasons for the differences that exist in economic development between countries and why this matters. |   |

| <b>NZQA Code</b> | <b>Title</b>   | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--|---------------------------|---------------------------|----------------|
| AS91244          | Conduct geographic research with guidance  | Internal                  | Literacy & Numeracy       | 5              |
| AS91241          | Demonstrate geographic understanding of an urban pattern                                 | Internal                  | Level 1 Literacy          | 3              |
| AS91246          | Explain aspects of a geographic topic at a global scale                                  | Internal                  | Level 1 Literacy          | 3              |
| AS91245          | Explain aspects of a contemporary New Zealand geographic issue                           | Internal                  | Level 1 Literacy          | 3              |
| AS91243          | Apply concepts and geographic skills to demonstrate understanding of a given environment | External                  | Level 1 Literacy          | 4              |

# History

## HI200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Success in Social Science subjects, English or Science |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 24   |
| <b>Internal credits:</b>  | 14   |
| <b>External credits:</b>  | 10   |
| <b>Numeracy/Literacy Component:</b>   | 19 x UE Literacy Reading, 10 x UE Literacy Writing     |
| <p><b>Course Description:</b> This course invites you to explore significant historical events of the past and how they have shaped the world we live in today, with a focus on people, places and events. You will strengthen your skills of inquiry and interpretation and be encouraged to think critically. In year 12 History, students have the opportunity to choose a research context that interests you! The class will also co-construct learning contexts for the second half of the year so that there is a focus on student interest.</p> |  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy          | Credits |
|-----------|---|--------------------|-----------------------------|---------|
| AS91229   | Carry out an inquiry of an historical event or place that is of significance to New Zealanders              | Internal           | UE Literacy Reading         | 4       |
| AS91230   | Examine an historical event, or place, of significance to New Zealanders                                    | Internal           | UE Literacy Reading         | 5       |
| AS91232   | Interpret different perspectives of people in an historical event that is of significance to New Zealanders | Internal           | UE Literacy Reading         | 5       |
| AS91234   | Examine how a significant historical event affected New Zealand society                                     | External           | UE Literacy Reading Writing | 5       |
| AS91233   | Examine causes and consequences of a significant historical event   | External           | UE Literacy Reading Writing | 5       |

# Hospitality

## HP200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Completed Level 1 Hospitality and/or with the approval of the Teacher in Charge of Hospitality |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 16   |
| <b>Internal credits:</b>  | 16   |
| <b>External credits:</b>  | 0  |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <b>Course Description:</b> This course is designed to give students basic skills and experience to prepare them for the Hospitality industry. It is a mixture of practical and theory assessments. All standards are Level 2 ITO Unit Standards that are internally assessed and are recognised in the workplace. |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US167     | Practise food safety methods in a food business  | Internal           | 0                  | 4       |
| US13283   | Prepare and present salad for service in a commercial kitchen                                | Internal           | 0                  | 2       |
| US13285   | Handle and maintain knives in a commercial kitchen   | Internal           | 0                  | 2       |
| US22234   | Compare characteristics of international dishes and prepare and present international dishes | Internal           | 0                  | 4       |
| US13280   | Prepare fruit and vegetable cuts in a commercial kitchen                                     | Internal           | 0                  | 2       |
| US13272   | Cook food items by baking  | Internal           | 0                  | 2       |

# How to change the World

## WOR

KtH Full Year / NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | An ability to write essay style answers |
| <b>Qualification:</b>   | NCEA Level 2                            |
| <b>Total number of credits:</b>   | 15                                      |
| <b>Internal credits:</b>  | 15                                      |
| <b>External credits:</b>  | 0                                       |
| <b>Numeracy/Literacy Component:</b>   | 9 x UE Reading                          |
| <p><b>Course Description:</b> We will look at people that have changed the world for the better. We will examine the actions that they took to fight for change and how effective these actions were. We will also be looking at the influence of modern media on these issues and the actions people have taken. You will then choose an issue that you would like to take action on and will plan and carry out a social action (an example of this would be raising money, writing letters to MPs, creating a social media campaign, raising awareness or direct action within the local community). You will then be creating a media product (newspaper, radio show or podcast, website, short film or documentary) which will be used to raise awareness or campaign for change on the issue you have chosen.</p> |   |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| AS91283   | Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights. | Internal           | UE Reading         | 4       |
| AS91282   | Describe personal involvement in a social action related to rights and responsibilities                        | Internal           | UE Reading         | 5       |
| AS91253   | Complete a developed media product from a design and plan using a range of conventions                         | Internal           | 0                  | 6       |

# Māori – Performing Arts

## MPA200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Essential skills to demonstrate all aspects of Māori performance |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 40   |
| <b>Internal credits:</b>  | 40   |
| <b>External credits:</b>  | 0  |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <p><b>Course Description:</b> Students will study the history, the stance and tikanga (culture) of Māori songs and dance. Students will demonstrate knowledge and skills in the following arts:</p> <ul style="list-style-type: none"> <li>• Poi (twirling of a ball on a string)</li> <li>• Waiata-ā-ringa (actions songs)</li> <li>• Haka (war dance)</li> <li>• Waiata (traditional chants)</li> <li>• Whakaraka (hand games, stick games and string games)</li> </ul> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US13367   | Demonstrate knowledge and skills of poi                    | Internal           | 0                  | 7       |
| US16166   | Explain key concepts and practices associated with pōwhiri | Internal           | 0                  | 2       |
| US13359   | Demonstrate knowledge and skills of mōteatea               | Internal           | 0                  | 6       |
| AS91207   | Ethnic or social dance                                     | Internal           | 0                  | 4       |
| US13363   | Demonstrate knowledge and skills of waiata-ā-ringa         | Internal           | 0                  | 6       |
| US27698   | Demonstrate knowledge and skills of a haka wāhine          | Internal           | 0                  | 6       |
| US13371   | Demonstrate knowledge and skills of haka                   | Internal           | 0                  | 6       |

# Māori – Te Reo

## RM200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Level 1 Te Reo Māori or approval by the Pouako Reo Māori |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | 28   |
| <b>Internal credits:</b>   | 16   |
| <b>External credits:</b>   | 12   |
| <b>Numeracy/Literacy Component:</b>  | 18 x Literacy  |
| <b>Course Description:</b> Students will study all areas of the Māori Language. They will concentrate on creative writing and speech making and they will engage in conversational dialogue. Students will begin to recognise dialectal differences. |  |

| <b>NZQA Code</b> | <b>Title</b>                                      | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS91284          | Whakarongo kia mōhio ki te reo o te ao torotoro   | Internal                  | 0                         | 4              |
| AS91285          | Kōrero kia whakamahi i te reo o te ao torotoro    | Internal                  | 0                         | 6              |
| AS91288          | Waihanga tuhinga auaha, i te reo o te ao torotoro | Internal                  | UE Literacy Writing       | 6              |
| AS91286          | Pānui kia mōhio ki te reo o te ao torotoro        | External                  | UE Literacy Writing       | 6              |
| AS91287          | Tuhi i te reo o te ao torotoro                    | External                  | UE Literacy Writing       | 6              |



# Mathematics

## MT200

NCEA Level 2

|  |                             |
|--|-----------------------------|
| <b>Entry Requirements:</b>   | Nil                         |
| <b>Qualification:</b>  | NCEA Level 2                |
| <b>Total number of credits:</b>  | 18                          |
| <b>Internal credits:</b>   | 14                          |
| <b>External credits:</b>   | 4                           |
| <b>Numeracy/Literacy Component:</b>  | 7 x Literacy, 18 x Numeracy |
| <b>Course Description:</b> This course is designed for students who wish to continue with mathematics through to Level 3. The course includes general mathematical topics, including algebra and statistics. |                             |

| <b>NZQA Code</b> | <b>Title</b>   | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--|---------------------------|---------------------------|----------------|
| AS91260          | Apply network methods in solving problems                                  | Internal                  | Numeracy                  | 2              |
| AS91264          | Use statistical methods to make an inference                               | Internal                  | Numeracy & Literacy (L1)  | 4              |
| AS91258          | Apply sequences and series in solving problems                             | Internal                  | Numeracy                  | 2              |
| AS91265          | Conduct an experiment to investigate a situation using statistical methods | Internal                  | Numeracy & Literacy (L1)  | 3              |
| AS91259          | Apply trigonometric relationships in solving problems                      | Internal                  | Numeracy                  | 3              |
| AS91261          | Apply algebraic methods in solving problems                                | External                  | Numeracy                  | 4              |

# Mathematics with Calculus

## MC200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Level 1 Numeracy and at least an Achieved in either AS91028 “tables, equations, and graphs” or AS91029 “linear algebra” at Level 1 |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | 19   |
| <b>Internal credits:</b>  | 11   |
| <b>External credits:</b>  | 8  |
| <b>Numeracy/Literacy Component:</b>   | 19 x Numeracy  |
| <b>Course Description:</b> This course is designed for students who are interested in a career in engineering, finance, business, sciences, mathematics or architecture. Successful students can continue with Calculus at Level 3. |  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| AS91260   | Apply network methods in solving problems             | Internal           | Numeracy           | 2       |
| AS91257   | Apply graphical models in solving problems            | Internal           | Numeracy           | 4       |
| AS91259   | Apply trigonometric relationships in solving problems | Internal           | Numeracy           | 3       |
| AS91258   | Apply sequences and series in solving problems        | Internal           | Numeracy           | 2       |
| AS91261   | Apply algebraic methods in solving problems           | External           | Numeracy           | 4       |
| AS91262   | Apply calculus methods in solving problems            | External           | Numeracy           | 4       |

# Mathematics with Statistics

## MS200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Level 1 Numeracy and at least an Achieved in AS91035 “multivariate” at Level 1 |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | 18   |
| <b>Internal credits:</b>   | 14   |
| <b>External credits:</b>   | 4  |
| <b>Numeracy/Literacy Component:</b>  | 12 x Literacy, 18 x Numeracy   |
| <b>Course Description:</b> This course is designed for students who have strong literacy and a particular interest in Statistics. They may be interested in a career in the sciences, social sciences, or business. Successful students can continue with Statistics at Level 3. |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy       | Credits |
|-----------|--|--------------------|--------------------------|---------|
| AS91264   | Use statistical methods to make an inference                               | Internal           | Numeracy & Literacy (L1) | 4       |
| AS91263   | Design a questionnaire   | Internal           | Numeracy & Literacy (L1) | 3       |
| AS91265   | Conduct an experiment to investigate a situation using statistical methods | Internal           | Numeracy & Literacy (L1) | 3       |
| AS91268   | Investigate a situation involving elements of chance using a simulation    | Internal           | Numeracy & Literacy (L1) | 2       |
| AS91260   | Apply network methods in solving problems                                  | Internal           | Numeracy                 | 2       |
| AS91267   | Apply probability methods in solving problems                              | External           | Numeracy                 | 4       |

# Music

## MU200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Minimum of 14 credits from Level 1 Music |
| <b>Qualification:</b>   | NCEA Level 2                             |
| <b>Total number of credits:</b>   | At least 16 - 21                         |
| <b>Internal credits:</b>  | At least 17                              |
| <b>External credits:</b>  | 4  |
| <b>Numeracy/Literacy Component:</b>   | 4 x Literacy                             |
| <p><b>Course Description:</b> This course builds upon the skills developed in the NCEA Level 1 Music course into the academic and technology music world to prepare students for further Music study. Students will have opportunities to perform as both a soloist and as a member of a group and to compose two music pieces. Opportunities will be given to students to participate in external exams (with the approval of the teacher in charge of Music) and a variety of performance opportunities both within school time and out of school to help extend student confidence in performance.</p> |  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| AS91270   | Perform two substantial pieces of music as a featured soloist                                 | Internal           | 0                  | 6       |
| AS91272   | Demonstrate ensemble skills by performing a substantial piece of music as a member of a group | Internal           | 0                  | 4       |
| AS91278   | Investigate an aspect of New Zealand music  | Internal           | Literacy           | 4       |

### OPTIONAL:

|         |  |          |   |   |
|---------|--|----------|---|---|
| US9677  | Communicate in a team or group which has an objective          | Internal | 0 | 3 |
| AS91271 | Compose two substantial pieces of music                        | Internal | 0 | 6 |
| AS91275 | Demonstrate aural understanding through written representation | External | 0 | 4 |

# Music, Technology & Song Writing

## MUS

KtH Semester 1 only / NCEA Level 2

|  |              |
|--|--------------|
| <b>Entry Requirements:</b>   | Nil          |
| <b>Qualification:</b>  | NCEA Level 2 |
| <b>Total number of credits:</b>  | 6            |
| <b>Internal credits:</b>   | 6            |
| <b>External credits:</b>   | 0            |
| <b>Numeracy/Literacy Component:</b>  | 0            |
| <p><b>Course Description:</b> This course is aimed at giving students the skills to create their own music and record it using digital audio workstations (DAWs) like Soundtrap or Garageband. Students will learn the theory involved with creating and transcribing drum beats and chord progressions. Students will also learn to communicate in music contexts using technical language related to DAWs. There is a strong interest at Porirua College in hip-hop music and this course will give students the skills to create their own.</p> |              |

| <b>NZQA Code</b> | <b>Title</b>                                    | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| US32302          | Apply knowledge of MIDI sequencing              | Internal                  | 0                         | 3              |
| US32303          | Apply knowledge of a music notation application | Internal                  | 0                         | 3              |

# Pasifika Studies

## PAS

KtH Semester 1 or 2 / NCEA Level 2

|   |              |
|---|--------------|
| <b>Entry Requirements:</b>  | Nil          |
| <b>Qualification:</b>   | NCEA Level 2 |
| <b>Total number of credits:</b>   | 13           |
| <b>Internal credits:</b>  | 13           |
| <b>External credits:</b>  | 0            |
| <b>Numeracy/Literacy Component:</b>   | 0            |
| <p><b>Course Description:</b> In this course you will journey through the exciting realm of the Pacific! You will explore your history through myths and legends. Your Culture through research and talanoa and have the chance to ask yourself, who am I, how did I get here and where do I belong? You will grow confidence in your being as a person living in Aotearoa through the exploration of <i>Te Ao Māori</i> and <i>Te Ao Pasifika</i>.</p> |              |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| US17169          | Draw a conclusion after an investigation into an aspect of Pacific Society, with guidance                       | Internal                  | 0                         | 5              |
| US17166          | Draw a conclusion after an investigation into an aspect of Pacific change and development with guidance         | Internal                  | 0                         | 5              |
| US26539          | Communicate detailed understanding of an aspect of Pacific culture through a planned presentation with guidance | Internal                  | 0                         | 3              |

# Performing Arts

## PA200

NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | Minimum 12 credits from Level 1 Performing Arts or with approval from the teacher in charge of Performing Arts |
| <b>Qualification:</b>  | NCEA Level 2   |
| <b>Total number of credits:</b>  | 26   |
| <b>Internal credits:</b>   | 22   |
| <b>External credits:</b>   | 4  |
| <b>Numeracy/Literacy Component:</b>  | 26 x Literacy  |
| <p><b>Course Description:</b> This course continues to develop the Dance, Drama, Performing Arts technology and film-making skills introduced in the NCEA Level 1 Performing Arts course. Students will further develop their creativity and performance skills in small group situations. Most of the Performing Arts Achievement Standards in this course are Literacy accredited. There is some flexibility in tailoring the Level 2 Performing Arts course for individual students. This course thoroughly prepares students for the Level 3 Performing Arts course.</p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy  | Credits |
|-----------|--|--------------------|---------------------|---------|
| AS91214   | Devise and perform a drama to realise an intention                                       | Internal           | Literacy            | 5       |
| AS91218   | Perform a substantial acting role in a scripted production                               | Internal           | UE Literacy Reading | 5       |
| AS90215   | Choreograph a group dance to communicate an intention                                    | Internal           | Literacy            | 4       |
| AS91220   | Script a scene suitable for drama performance  | Internal           | UE Literacy Writing | 4       |
| AS91213   | Apply drama techniques in a scripted context   | Internal           | UE Literacy Reading | 4       |
| AS91219   | Discuss drama elements, techniques, conventions and technologies with a live performance | External           | UE Literacy Writing | 4       |

# Physical Education

## PE200

NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | 12 credits from Level 1 PE or NCEA Level 1 and/or with the approval of Head of Faculty Physical Education |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | 16  |
| <b>Internal credits:</b>  | 16  |
| <b>External credits:</b>  | 0   |
| <b>Numeracy/Literacy Component:</b>   | 12 x Literacy   |
| <b>Course Description:</b> The course is designed to enable students to gain up to 16 credits in Physical Education Achievement Standards towards NCEA Level 2. This course leads to PE300 and SP300. Topics covered include: skill learning, applying biophysical principles, leadership, event management and group dynamics. |   |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS91336          | Analyse group processes in physical activity  | Internal                  | Literacy                  | 3              |
| AS91332          | Evaluate leadership strategies that contribute to the effective functioning of a group                    | Internal                  | Literacy                  | 4              |
| AS91330          | Perform a physical activity in an applied setting   | Internal                  | 0                         | 4              |
| AS91328          | Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills | Internal                  | Literacy                  | 5              |



# PE – Sports Leadership

## SL200

NCEA Level 2

|  |   |
|--|---|
| <b>Entry Requirements:</b>   | PE100 would be preferable or approval from Head of Faculty Physical Education |
| <b>Qualification:</b>  | NCEA Level 3  |
| <b>Total number of credits:</b>  | 18  |
| <b>Internal credits:</b>   | 18  |
| <b>External credits:</b>   | 0   |
| <b>Numeracy/Literacy Component:</b>  | 0   |
| <b>Course Description:</b> Students will develop confidence as coaches and apply these skills in practical situations. |   |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US31677   | Coach beginner-level participants through skill development activities for a selected sport              | Internal           | 0                  | 4       |
| US31678   | Review coaching of beginner-level participants through skill development activities for a selected sport | Internal           | 0                  | 4       |
| US22771   | Plan a beginner level coaching session for sport participation   | Internal           | 0                  | 6       |
| US91330   | Perform a physical activity in an applied setting  | Internal           | 0                  | 4       |

# Planning for your Future 101

## PLA

KtH Semester 1 or 2 / NCEA Level 2

|   |                  |
|---|------------------|
| <b>Entry Requirements:</b>  | Nil              |
| <b>Qualification:</b>   | NCEA Level 2     |
| <b>Total number of credits:</b>   | Up to 10 credits |
| <b>Internal credits:</b>  | 10               |
| <b>External credits:</b>  | 0                |
| <b>Numeracy/Literacy Component:</b>   | 0                |
| <p><b>Course Description:</b> A project-based course which gives you the skills for your future.</p> <ul style="list-style-type: none"> <li>• Do you want to buy a car?</li> <li>• Buy a house?</li> <li>• Invest money to make more?</li> <li>• Exploring banking products and services for future use.</li> <li>• Learn about tax for when you start work.</li> </ul> <p>The aim of the course is to teach you how you can and what you need to do to make good financial choices and much more. While you may not use the skills tomorrow you will build up your knowledge for future application. Trips to the car lot, the bank and loan facilities are all part of the fun as well as guest speakers.</p> |                  |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| US28097          | Analyse and select banking products and service in relation to personal finances  | Internal                  | 0                         | 3              |
| US25695          | Explain taxation and other deductions relating to personal income                 | Internal                  | 0                         | 2              |
| US28096          | Demonstrate understanding of insurance products for personal financial capability | Internal                  | 0                         | 3              |
| US24699          | Make an informed decision relating to personal income and explain its impacts     | Internal                  | 0                         | 2              |

# Print Making

## PRI

KtH Semester 1 or 2 / NCEA Level 2

|  |                                  |
|--|----------------------------------|
| <b>Entry Requirements:</b>   | Junior Art or Level 1 Visual Art |
| <b>Qualification:</b>  | NCEA Level 2                     |
| <b>Total number of credits:</b>  | 8                                |
| <b>Internal credits:</b>   | 8                                |
| <b>External credits:</b>   | 0                                |
| <b>Numeracy/Literacy Component:</b>  | 0                                |
| <p><b>Course Description:</b> Practical knowledge involves critically selecting and using particular processes, procedures, materials, techniques and pictorial conventions according to an intended purpose when making artworks. 'Drawing methods' refers to the use of media, techniques and processes to arrange elements. Printmaking drawing methods may include sketches, drawing notes, monochromatic and/or colour studies, collage, proofs and prints. Conventions appropriate to printmaking. Contexts may include: gallery, urban and/or natural environment, studio or workshop situations, relevant publications (e.g. books, journals, magazines, catalogues), internet, video, films, slide library, the artists' works studied, interviews and discussions.</p> |                                  |

| NZQA Code | Title   | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| AS91313   | Use drawing methods to apply knowledge of conventions appropriate to printmaking              | Internal           | 0                  | 4       |
| AS91318   | Develop ideas in a related series of drawings appropriate to established printmaking practice | Internal           | 0                  | 4       |

# Putting On A Show

## SHO

KtH Semester 1 or 2 / NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | Previous experience preferred in: music, performing arts, backstage skills or Ko te Hapori courses - Beautiful You (2020), Making a Music Video (2019) or Putting on a Show (2018) |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | Up to 29 credits   |
| <b>Internal credits:</b>  | Up to 29 credits   |
| <b>External credits:</b>  | 0  |
| <b>Numeracy/Literacy Component:</b>   | 4 x Literacy   |
| <b>Course Description:</b> This is a practical, hands-on course where students work as a team to create everything needed to put on an actual school production. It will support the senior school production in Term 3. Roles will include lighting, sound/audio, musicians, make up, costuming, stage directing, assistant director, promotion/ media, cameras and general stage hands. |  |

| NZQA Code | Title                                     | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|---|--------------------|--------------------|---------|
| US3503    | Routine Task/Rehearsal (L1)               | Internal           | 0                  | 2       |
| US9677    | Routine Task in a Group (L2)              | Internal           | 0                  | 3       |
| US27699   | Costume Design (L2)                       | Internal           | 0                  | 4       |
| US27700   | Stage Lighting (L2)                       | Internal           | 0                  | 4       |
| US27701   | Character Makeup (L2)                     | Internal           | 0                  | 4       |
| US27702   | Responsibility for a Production Area (L2) | Internal           | 0                  | 4       |
| US27703   | Live Sound (L2)                           | Internal           | 0                  | 4       |
| US91221   | Direct a Scene (L2)                       | Internal           | Literacy           | 4       |

L1 versions of Performing Arts Technology standards are also available for L1 students. Other standards will be available subject to show requirements (e.g. group/ solo performance for music).

# Science - Biology

## BI200

NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | 10 credits from Level 1 Science and/or with the approval of Head of Faculty Science |
| <b>Qualifications:</b>  | NCEA Level 2  |
| <b>Total number of credits:</b>   | 18  |
| <b>Internal credits:</b>  | 14  |
| <b>External credits:</b>  | 4   |
| <b>Numeracy/Literacy Component:</b>   | 11 x Literacy, 4 x Numeracy   |
| <b>Course Description:</b> The topics covered will include genetics and gene expression, the patterns of ecology, adaptations in plants or animals and using microscopes. This course will support students wishing to study sciences at university level (including medical, exercise science, agriculture, chemistry and PE). Some of the course content is decided with student input. |   |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| AS91158   | Investigate a pattern in an ecological community, with supervision                 | Internal           | L1 Literacy        | 4       |
| AS91153   | Carry out a practical investigation in a biology context, with supervision         | Internal           | Numeracy           | 4       |
| AS91155   | Demonstrate understanding of adaptation of plants and animals to their way of life | Internal           | L1 Literacy        | 3       |
| AS91160   | Investigate biological material at the microscopic level                           | Internal           | 0                  | 3       |
| AS91157   | Demonstrate understanding of genetic variation and change                          | External           | L1 Literacy        | 4       |

# Science - Chemistry

## CH200

NCEA Level 2

|  |   |
|--|---|
| <b>Entry Requirements:</b>   | 10 credits at Level 1 Science and/or with the approval of Head of Faculty Science |
| <b>Qualification:</b>  | NCEA Level 2  |
| <b>Total number of credits:</b>  | 19  |
| <b>Internal credits:</b>   | 10  |
| <b>External credits:</b>   | 9   |
| <b>Numeracy/Literacy Component:</b>  | 9 x Literacy, 4 x Numeracy  |
| <b>Course Description:</b> This is the study of atomic structure and bonding, stoichiometry, quantitative chemistry, volumetric analysis, gravimetric analysis, rates of reaction, oxidation, reduction, acids and bases, and organic chemistry. The emphasis is on academic theory and practical work. It is designed for students wishing to study sciences at university level (including medical, biochemistry and chemistry). |   |

| NZQA Code | Title  | Internal/<br>External | Literacy/<br>Numeracy | Credits |
|-----------|--|-----------------------|-----------------------|---------|
| AS91910   | Carry out a practical investigation into a substance present in a consumer product using quantitative analysis | Internal              | Numeracy              | 4       |
| AS91911   | Carry out an investigation into chemical species present in a sample using qualitative analysis                | Internal              | 0                     | 3       |
| AS91167   | Demonstrate understanding of oxidation-reduction   | Internal              | 0                     | 3       |
| AS91164   | Demonstrate understanding of bonding, structure, properties and energy changes                                 | External              | L1 Literacy           | 5       |
| AS91165   | Demonstrate understanding of properties of selected organic compounds  | External              | L1 Literacy           | 4       |

# Science - Physics

## PH200

NCEA Level 2

|  |   |
|--|---|
| <b>Entry Requirements:</b>   | 10 credits from Level 1 Science and/or with the approval of Head of Faculty Science |
| <b>Qualification:</b>  | NCEA Level 2  |
| <b>Total number of credits:</b>  | 22  |
| <b>Internal credits:</b>   | 10  |
| <b>External credits:</b>   | 12  |
| <b>Numeracy/Literacy Component:</b>  | 17 x Literacy, 14 x Numeracy  |
| <b>Course Description:</b> This is the study of different types of motion and the analysis of motion. Graphs of motion, kinematics equations, circular motion, vectors, forces and momentum, waves and atomic physics are covered in this course. The emphasis is on academic theory and practical enquiry. It is designed for students wishing to study sciences at university level. |   |

| <b>NZQA Code</b> | <b>Title</b>   | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--|---------------------------|---------------------------|----------------|
| AS91168          | Carry out a practical physics investigation that leads to a non-linear mathematical relationship | Internal                  | L1 Literacy & Numeracy    | 4              |
| AS91172          | Demonstrate understanding of atomic and nuclear physics  | Internal                  | Literacy                  | 3              |
| AS91169          | Demonstrate understanding of physics relevant to a selected context                              | Internal                  | 0                         | 3              |
| AS91171          | Demonstrate understanding of mechanics   | External                  | L1 Literacy & Numeracy    | 6              |
| AS91173          | Demonstrate understanding of electricity and magnetism   | External                  | 0                         | 6              |

# Te Reo Tuakiri

## TUA

KtH Semester 1 only / NCEA Level 2

|  |              |
|--|--------------|
| <b>Entry Requirements:</b>   | Nil          |
| <b>Qualification:</b>  | NCEA Level 2 |
| <b>Total number of credits:</b>  | 11           |
| <b>Internal credits:</b>   | 11           |
| <b>External credits:</b>   | 0            |
| <b>Numeracy/Literacy Component:</b>  | 0            |
| <p><b>Course Description:</b> M3 is Mindfulness, Māori stories and Movement. Te Reo Tuakiri or 'the language of one's true identity' is our rangatahi programme where we teach you to stand in your mana and to own who you are! We fill your wellbeing kete with mindfulness-based resilience skills as well as teaching you how to lead an M3 session. You will then facilitate M3 sessions to tamariki in neighbouring preschools and early-year primary schools. 20 x NCEA credits can be gained for this kaupapa.</p> |              |

| <b>NZQA Code</b> | <b>Title</b>   | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--|---------------------------|---------------------------|----------------|
| US9677           | Communicate in a team or group which has an objective  | Internal                  | 0                         | 3              |
| AS91334          | Consistently demonstrate social responsibility through applying a social responsibility model in physical activity | Internal                  | 0                         | 3              |
| US23451          | Describe the role of a support worker in a health or wellbeing setting   | Internal                  | 0                         | 5              |



# Thinking about Thinking: Thought Explorers - THI

KtH Semester 1 or 2 / NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | A good level of reading and writing ability due to course assessments |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | 11  |
| <b>Internal credits:</b>  | 11  |
| <b>External credits:</b>  | 0   |
| <b>Numeracy/Literacy Component:</b>   | 0   |
| <p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>• Why do we strive for perfection if it is not attainable?</li> <li>• Will racism cease to exist?</li> <li>• Would you open an envelope that has the date of your death inside?</li> </ul> <p>This course provides the space for you to wonder, discuss, debate and investigate the essential problems faced by human beings today. Along the way learn about why humans experience the world the way that we do through the fields of Philosophy and Psychology. Learn to understand yourself better as we learn about the different approaches used to understand personality, human development or how culture impacts on our behaviour. As we do, we are forced to look at our own lives and other people's too.</p> |   |

| <b>NZQA Code</b> | <b>Title</b>   | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--|---------------------------|---------------------------|----------------|
| AS91280          | Conduct a reflective social inquiry                                    | Internal                  | 0                         | 5              |
| AS91844          | Examine different psychological approaches used to explain a behaviour | Internal                  | 0                         | 6              |

# Trades Academy

## TA200

NCEA Level 2

|   |  |
|---|--|
| <b>Entry Requirements:</b>  | There are limited places on this programme. Application forms and interviews will be completed, and students will be selected after this process |
| <b>Qualification:</b>   | NCEA Level 2   |
| <b>Total number of credits:</b>   | Will vary with the course selected   |
| <b>Internal credits:</b>  | Approximately 40 x NCEA Unit Standards<br>All assessments are carried out by Whitireia/WelTec  |
| <b>External credits:</b>  | 0  |
| <b>Numeracy/Literacy Component:</b>   | 0  |
| <b>Course Description:</b> The Wellington Trades Academy allows students to stay enrolled at school and go to either Whitireia or WelTec two days a week to learn trade specific skills. This is a year-long programme in which students will achieve NCEA Level 2 and get prepared for employment or higher level study. Students will spend two days a week at polytechnic and three days a week at school. |  |

| Wellington Trades Academy – Level 2 |   |
|-------------------------------------|---|
| Trade                               | Details   |
| Cooking Cafe Services               | School of Hospitality, Wellington (Thursday & Friday) |
| Construction Mixed Trades           | Porirua (Monday & Tuesday)                            |
| Construction Mixed Trades           | Porirua (Thursday & Friday)                           |
| Creative Technology                 | Te Auaha, Wellington (Thursday & Friday)              |
| Engineering & Automotive            | Porirua (Monday & Tuesday)                            |
| Engineering & Automotive            | Porirua (Thursday & Friday)                           |
| Engines                             | Porirua (Thursday & Friday)                           |
| Health Science                      | Porirua (Thursday)                                    |
| Salon Environment                   | Porirua (Thursday & Friday)                           |
| Salon Environment                   | Te Auaha, Wellington (Thursday & Friday)              |

# Travel and Tourism

## TT200

NCEA Level 2

|   |   |
|---|---|
| <b>Entry Requirements:</b>  | The ability to work independently and have an interest in Tourism |
| <b>Qualification:</b>   | NCEA Level 2  |
| <b>Total number of credits:</b>   | 18 (optional and additional credits available)                    |
| <b>Internal credits:</b>  | 18  |
| <b>External credits:</b>  | 0   |
| <b>Numeracy/Literacy Component:</b>   | 0   |
| <b>Course Description:</b> Tourism directly employs 7.5 per cent of the New Zealand workforce and studying travel and tourism offers a great variety of career opportunities, if you love dealing with people then this industry is for you! In this course you will work through a series of booklets worth between 2-4 credits each. You will have the opportunity to go Taster Courses to prepare for roles such as a flight attendant or hotel manager. |   |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US24728   | Demonstrate knowledge of work roles in tourism             | Internal           | 0                  | 3       |
| US24729   | Demonstrate knowledge of world destinations                | Internal           | 0                  | 4       |
| US24730   | Demonstrate knowledge of the business of tourism           | Internal           | 0                  | 4       |
| US24731   | Demonstrate knowledge of destination New Zealand           | Internal           | 0                  | 4       |
| US24732   | Demonstrate knowledge of tourist characteristics and needs | Internal           | 0                  | 3       |

# U-Choose

## UCH

KtH Semester 1 or 2 / NCEA Level 2

|  |              |
|--|--------------|
| <b>Entry Requirements:</b>   | Nil          |
| <b>Qualification:</b>  | NCEA Level 2 |
| <b>Total number of credits:</b>  |              |
| <b>Internal credits:</b>   |              |
| <b>External credits:</b>   |              |
| <b>Numeracy/Literacy Component:</b>  |              |
| <p><b>Course Description:</b></p> <ul style="list-style-type: none"> <li>• Is there something you want to learn about that is not offered by the college?</li> <li>• Do you have a project that you want to work on?</li> <li>• Are you a school leaver this year who needs some time to catch up with your learning, particularly UE requirements?</li> </ul> <p>If so, this may be the course for you. In this course you are the boss; you set the goals, choose the work, and are responsible for your learning. A proposal around your idea is expected prior to acceptance into this course for mentor allocation.</p> <p>Possible ideas for proposals are:</p> <ul style="list-style-type: none"> <li>• School Based Learning: online learning, lesson catch up, working on UE requirements</li> <li>• Community Projects: council events, student mentoring, community action, school event organisation, beautification projects</li> <li>• Other Interests: vocational, cultural, dance, training</li> </ul> |              |

| <b>NZQA Code</b> | <b>Title</b> | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|--------------|---------------------------|---------------------------|----------------|
|                  | U Choose!    |                           |                           |                |

# Wellbeing

## WEL

KtH Semester 1 or 2 / NCEA Level 2

|   |              |
|---|--------------|
| <b>Entry Requirements:</b>  | Nil          |
| <b>Qualification:</b>   | NCEA Level 2 |
| <b>Total number of credits:</b>   | 7            |
| <b>Internal credits:</b>  | 7            |
| <b>External credits:</b>  | 0            |
| <b>Numeracy/Literacy Component:</b>   | 0            |
| <b>Course Description:</b> Grow your leadership skills using sports to have a positive effect on our school and community!  |              |
| You will:   |              |
| <ul style="list-style-type: none"><li>• investigate issues that affect PC students and your community's well-being</li><li>• use what you learn to lead sporting activities to improve our school or community's well-being</li></ul> |              |

| <b>NZQA Code</b> | <b>Title</b>  | <b>Internal/ External</b> | <b>Literacy/ Numeracy</b> | <b>Credits</b> |
|------------------|---|---------------------------|---------------------------|----------------|
| AS91335          | Examine the implementation and outcome(s) of a physical activity event or opportunity                         | Internal                  | 0                         | 3              |
| AS91331          | Examine the significance for self, others and society of a sporting event, a physical activity, or a festival | Internal                  | 0                         | 4              |

# What it takes to be a Pro

## PRO

KtH Semester 1 or 2 / NCEA Level 2

|  |              |
|--|--------------|
| <b>Entry Requirements:</b>   | Nil          |
| <b>Qualification:</b>  | NCEA Level 2 |
| <b>Total number of credits:</b>  | 17           |
| <b>Internal credits:</b>   | 17           |
| <b>External credits:</b>   | 0            |
| <b>Numeracy/Literacy Component:</b>  | 0            |
| <p><b>Course Description:</b> Being a professional sports person takes more than just being good at the game. It requires dedication and knowledge on and off the court. This course focuses on building the fundamental skills that separate the best from the rest. Tuesdays will be practicals with senior students mentoring the younger students in fundamental basketball skills and teamwork. Senior only lessons will be theory and media analysis, where students look into off-court considerations like advertising, commentary and media tie-ins that separate NBA stars from local club play, before creating their own media to enhance basketball at the school and beyond.</p> |              |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| AS91252   | Produce a design and plan for a developed media product using a range of conventions   | Internal           | 0                  | 3       |
| AS91253   | Produce a design and plan for a developed media product using a range of conventions   | Internal           | 0                  | 6       |
| US27612   | Plan and conduct interviews for a news story or a feature for publication or broadcast | Internal           | 0                  | 4       |
| US27611   | Demonstrate understanding of current events for journalism                             | Internal           | 0                  | 4       |

# Yearbook

## YEA

KtH Semester 1 or 2 / NCEA Level 2

|  |  |
|--|--|
| <b>Entry Requirements:</b>   | An interest in Art, Design and/or Writing Skills |
| <b>Qualification:</b>  | NCEA Level 2                                     |
| <b>Total number of credits:</b>  | 25   |
| <b>Internal credits:</b>   | 25   |
| <b>External credits:</b>   | 0  |
| <b>Numeracy/Literacy Component:</b>  | 10 x Literacy                                    |
| <p><b>Course Description:</b> The PC yearbook is back! In this course you will learn about what it takes to become a journalist. Working together, your task will be to design and co-author our school's yearbook from scratch. You will choose the layout, select sources and conduct interviews, take photos, and write articles. We want the yearbook to capture the truth: what is it really like to be a student at PC this year?</p> <p><i>This course is open to Year 11 – 13 students, but you will be working towards L2 standards</i></p> |  |

| NZQA Code | Title  | Internal/ External | Literacy/ Numeracy | Credits |
|-----------|--|--------------------|--------------------|---------|
| US27610   | Demonstrate basic understanding of news stories and the role of journalists            | Internal           | 0                  | 4       |
| US27612   | Plan and conduct interviews for a news story or a feature for publication or broadcast | Internal           | 0                  | 4       |
| US27615   | Take and select photographs for a news story and a feature                             | Internal           | 0                  | 3       |
| US27613   | Write and present news stories intended for publication                                | Internal           | 0                  | 4       |
| AS91252   | Produce a design and plan for a developed media product using a range of conventions   | Internal           | Literacy           | 4       |
| AS91253   | Complete a developed media product from a design and plan using a range of conventions | Internal           | Literacy           | 6       |

## NOTES ABOUT APPLYING FOR COURSES

### WHAT DO I HAVE TO DO?

You are being asked to **plan** what you wish to study at the college from next year until you intend graduating. That means if you are in year 10 this year you will need to plan your courses for the next three years! We know you may change your mind, but it is important you think about your future and don't just drift into it.

Before filling in the form it is a good idea to think about and discuss your **career path** with your Learning Coach, Pastoral Leader, Career Guidance staff, Head of Faculties, Teachers and Parents. If totally unsure about your future direction keep as many paths open as you can.

### WHAT HAPPENS TO THIS FORM?

**Completing this form does NOT mean you have been enrolled in any courses for next year – you are only PLANNING your course for next year. Your Learning Coach, Pastoral Leader, Teachers and Head of Faculties can help you plan our course.**

### WHAT CAN I APPLY FOR?

You are able to apply for entry to any NCEA Level course you meet the entry requirements of, so before applying for a course read the course booklet and note any **pre-requisites** (*these are the conditions you must meet to enter the course*) and **co-requisites** (*these are courses you must take together with the one you are applying for*). If in doubt ask your Learning Coach, Pastoral Leader or the Head of Faculty.

For most courses you need to have achieved sufficient credits at the next level below (*for example to enter an Applied Science **Level 2** you must have achieved 5 credits in a Science course at **Level 1***).

**You are not limited to just courses in your year level.** If you are in year 12 or 13 and wish to start studying a new subject from Level 1 you can do this. Or if you are in year 10 *and have the prerequisites* for a Level 2 course you can apply for entry too.

**If in any doubt, please ASK for help!**