



**Elim
Christian
College**
Botany

Senior Student Subject Handbook 2027

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Introduction

Read this introductory section carefully before you make any subject choices on your option sheet. There is important information relating to each course and the prerequisites you need to consider. The Careers Advisor can provide you and your parents/caregivers with advice and information on possible career paths. The Assistant Principal of Secondary will approve your courses.

NCEA

NCEA (National Certificate of Education Achievement) is the national qualification for senior secondary school students in New Zealand. There are three levels of NCEA certificates, depending on the difficulty of the standards achieved. At each level 1, 2 and 3, you need 60 PLUS 10 Literacy and 10 Numeracy credits to gain NCEA certificate.

You can gain these credits over more than 1 year.

You only need to meet the Literacy and Numeracy requirement once. After you've met the requirement, it counts for every level of NCEA.

Individual subjects are divided into standards, some of which are assessed internally and some externally through NZQA national examinations. Each standard clearly identifies what a student must do in order to achieve that standard and generates credits that contribute to a certificate at Level 1, 2 or 3 on the New Zealand Qualifications Framework. At each level students are able to achieve their qualifications with Merit or Excellence endorsements. For a certificate to be endorsed with Merit or Excellence, 50 credits at Merit or Excellence are required at that level or higher. A subject may also be endorsed with Merit or Excellence if 14 or more credits are gained at Merit or Excellence. At least three credits must be from externally assessed standards and three credits from internally assessed standards in that course.

Level 1

All students are required to take five subjects including English, Mathematics and Science.

From 2024 students need to achieve 60 credits to gain an NCEA Level 1 PLUS 10 Literacy and 10 Numeracy credits.

Learners will only be awarded the new NCEA qualification once they pass the numeracy and literacy co-requisite standards.

Level 2

Students study five subjects including English and Mathematics. Subject choice should be based on the previous study in Level 1, interests, strengths and future direction. Please pay close attention to the prerequisites for chosen subjects.

To complete NCEA Level 2, students need 60 credits at Level 2 or above PLUS 10 Literacy and 10 Numeracy credits.

You only need to meet the Literacy and Numeracy requirement once. After you've met the requirement, it counts for every level of NCEA.

Level 3

Students study five subjects at Level 3. They should be choosing their subjects for Level 3 based on their previous study in Level 2, interests, strengths and future direction.

To complete NCEA Level 3, students need 60 credits at Level 3 or above PLUS 10 Literacy and 10 Numeracy credits.

You only need to meet the Literacy and Numeracy requirement once. After you've met the requirement, it counts for every level of NCEA.

Multi Levelling

Level 1, 2 and 3 NCEA should be viewed as a "menu" of programmes available to all students regardless of their age or year group.

It may be possible for students to enrol in programmes based on prior knowledge. For example, particularly able Year 10 students could attempt some Level 1 subjects. In the same way Year 13 students may wish to enrol for some Level 1 or 2 courses out of interest or to "catch up".

Scholarship

Students who have achieved a significant number of excellence results in any Level 2 subject should consider entering scholarship in that subject. Scholarship is a monetary award to recognise top students. It will not attract credits nor

contribute towards a qualification but the fact that a student has gained a scholarship will appear on the Record of Achievement.

Assessment for National Qualifications

Elim Christian College Assessment for National Qualifications

Policies and Procedures

1. The National Qualification Framework (NZQF)

- The NZQF includes the NCEA and other NZ certificates such as the New Zealand Certificate in Tourism.
- The NCEA (National Certificate in Education Achievement) requires a minimum of 60 credits at each level or above plus the 10 Literacy and 10 Numeracy credit requirement.
- An NCEA certificate endorsed with Excellence requires a minimum of 50 excellence credits at that level or above. A Merit endorsement requires 50 credits of merit or excellence.
- A course endorsed with Achieved, Merit or Excellence requires 14 or more credits at Achieved, Merit or Excellence at the lower level that supports the endorsement and at least 3 credits from externally and at least 3 credits from internally assessed standards in a single school year.
- Scholarship is a monetary award designed to extend and recognise very high achieving Level 3 students identified by the Principal's Nominee in consultation with the subject teacher. Scholarship examinations do not attract credits nor contribute towards a qualification.
- University entrance requires achievement of NCEA Level 3 plus 14 credits in each of three subjects from the list of approved subjects. In addition, a minimum of 10 numeracy credits at Level 1 or higher and a minimum of 10 literacy credits (5 in reading and 5 in writing) at Level 2 or higher.

2. Recognising Students' Best Achievement

Strategies for recognising students' best achievement are:

- credible and valid evidence from earlier progress tests
- conferencing to complete or correct
- Resubmission*
- providing a template for the student responses
- integrating assessment with learning
- checking progress at milestone points

*A resubmission

- can be offered to individually identified students to correct a minor error and gain the grade of **Achieved**, *not Merit or Excellence*
- does not allow students to gain Merit or Excellence grades.
- should take place as soon as possible after the assessment has been completed.
- can be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.
- Only **one resubmission** can be provided for each assessment of a standard.
- Teachers decide which students at the Not Achieved grade boundary meet the criteria for a resubmission.
- No further teaching or learning can take place.

A further assessment may be offered to students where it is practicable to do so.

- Only one further assessment opportunity for each standard can be offered in a year.
- The further assessment opportunity can only be offered after further learning has taken place.
- A different activity or task must be offered for the further assessment opportunity.
- The further assessment opportunity must be offered to all students entered for that standard in that course, regardless of the grade that they achieved. Students do not need to take up the opportunity.
- The highest grade from either assessment opportunity is reported.

3. Derived Grades

A derived grades application must be made through the Principal's Nominee in the event of a student being unable to sit the final external assessment or where a student's performance has been seriously impaired due to illness or critical misadventure. No valid evidence will mean no grade is awarded.

- Derived grades submitted must be based upon:
 - an authentic pre-existing grade.
 - standard-specific evidence covering the entire standard.
 - a justifiable process (either because they have been quality assured or because evidence exists that the teacher's judgements are consistent with the national standard).
 - the specific conditions of assessment.

4. Authenticity

Students should be aware of authenticity issues relevant to assessments. Before the commencement of an assessment a teacher will evaluate if there are any authenticity issues involved and take steps to ensure they are minimised.

All students must sign an authenticity statement for an assessment with authenticity issues. The following are other strategies that a teacher may use:

- Ensuring that a proportion of work is completed in the classroom.
- Changing the context of the assessment from year to year.
- Supervising the research process by including regular checkpoints.
- Requiring plans, resource material and draft work to be submitted with the final product.
- Keeping on-going work on site.
- Oral questioning to confirm a student's understanding.
- Requiring a repeat performance where there is doubt.
- Being familiar with or controlling the resources available.
- Controlling group work by breaking the task into group and individual components.
- Requiring sources to be acknowledged.

It is important to note that it is appropriate for students to learn from others at home and gather information from a variety of sources. However, teachers should be confident that the assessment work has been processed and produced by the student.

If there is concern over the authenticity of a student's work, the matter must be referred to the Principal or Nominee, and will be investigated.

***Authenticity and Generative Artificial Intelligence (GenAI)**

- Valid assessment evidence must be the student's own work. If GenAI is used to produce evidence that is assessed as the student's work, then the assessment is invalid.
- The principle of authenticity means that students are required to demonstrate their own knowledge, understanding, and skills in NCEA assessment events. Any evidence submitted for assessment must be their own work reflecting academic integrity.
- Learners are required to sign the Declaration of Authenticity form for every internal assessment where applicable.

- Use of AI at any point during an assessment invalidates the student's work and will result in a Not Achieved grade.
- The use of GenAI is not permitted in NCEA external assessment.

5. Breaches of the Rules

Breaches of the rules in formal assessments include talking, disruption, copying and the bringing in of forbidden materials. Students found to be involved in instances of breaching the rules will be referred to the Principal or Nominee and the student will receive Not Achieved for that standard. Another assessment opportunity will not be given.

6. Lateness and Extensions

- An adequate assessment opportunity is defined as being present for the assessment.
- Students must hand in all assessment items on the due date or Not Achieved will be awarded. In a case of exceptional circumstances for a legitimate reason, an extension may be granted using the process described below:
- Where there is a legitimate reason for lateness or a student is missing for a valid reason, i.e. illness, bereavement etc., justification must be documented - [Internal Assessment Extension Application](#) - and presented to the student's teacher. The teacher, in consultation with the Principal's Nominee, must be satisfied that the absence is legitimate by a doctor's medical certificate or formal written contact by caregivers. The teacher will give an extension, approve a further opportunity (where it is practicable to do so) or award a grade if evidence has been recorded that the student has met all criteria in other authentic work.
- This will be done in consultation between the Principal's Nominee and the subject teacher.

7. Appeals

- Teachers at all times should endeavour to avoid appeals by making students fully aware of the reasons for the assessment judgements made.
- A student has the right to appeal any assessment related decision. The following procedure is to be used.

Appeal Process

Step 1 Student/parent/caregiver enters discussion with teacher concerning grade. This must be done within three school days of the return of the student's assessment work.

Step 2 If not resolved, the student/parent/caregiver may approach the HOLA for further discussion with relevant information.

Step 3 If not resolved the student/parent/caregiver may approach the Principal's Nominee in writing by completing an [Internal Assessment Appeal Form](#) and thereby provide information relevant to the appeal.

Step 4 If the matter is still not resolved the Principal will arbitrate on an outcome and reserve the right to call in an outside expert.

This process also applies to an appeal on a breaching of the rules as well as to assessment conditions and further assessment opportunities.

8. Results

Students will have the opportunity to check and sign off results before transfer to NZQA. Students are encouraged to monitor their results on the NZQA website under Learner Login once they become available.

9. Privacy Act

The Privacy Act 1993 requires that personal information is kept secure. When dealing with student's work and student's results ensure that the student's name is removed and that the student's permission is gained if their work

is to be used as exemplars with others. A student is entitled to receive their work back if the student asks for it to be returned after moderation.

10. Special Assessment Conditions

Special Assessment Conditions may be provided for students with learning disabilities and physical needs in well-documented cases. Students are identified and monitored through the school. The Principal's Nominee applies to NZQA early in the year of assessment or in the year prior according to NZQA timelines. The school must provide evidence that they are given assistance in school work and that internal assessments are consistent with the help applied for in external assessments.

University entrance from NCEA Level 3 for 2026

University entrance standard

Achievement of NCEA Level 3

14 credits in each of three subjects from the list of approved subjects -

<https://www2.nzqa.govt.nz/ncea/understanding-secondary-quals/university-entrance/ue-subjects/>

UE numeracy - 10 credits at Level 1 or above, from co-requisite standards or 10 credits from a small range of specified new achievement standards

UE literacy – 10 credits (5 reading and 5 writing) at Level 2 or above, from specified achievement standards (available through a range of subjects)

Entrance to the University of Auckland

It is important that you check the University website for up-to-date information and the latest changes.

To be admitted to the University, school leavers must meet the university entrance standard. You must also meet the entry requirements for your programme of study. You can meet entry requirements by:

- Meeting the required rank score for entry into the programme.
- Taking specific subjects as is stated in the entry requirements of the programme you want to study.

You will be allocated a rank score based on your best 80 credits at Level 3 or higher over a maximum of five approved subjects, weighted by the level of achievement attained in each set of credits.

If you achieve fewer than 80 credits, the rank score will be based on the total credits you have gained at Level 3 over a maximum of five approved subjects and weighted by the level of achievement.

- The rank score will be calculated by awarding the following points for up to 24 credits in each approved subject taken at Level 3. The maximum rank score is 320.
 - Excellence 4 points
 - Merit 3 points
 - Achieved 2 points
- Credits obtained in any required subjects do not have to be among the best 80 credits used for ranking purposes.
- NCEA Level 3 credits achieved in previous years may be counted towards the 80 best credits used for ranking purposes.
- Level 3 subject requirements for a specific programme may be met in Year 12.

Academic English Language Requirement (AELR)

To meet the AELR via an entry qualification, you must achieve the following:

You must have gained the University Entrance Literacy Standard and a minimum of 17 credits in English at Level 2 and/or 3.

If you do not meet the Requirement through your entrance qualification as outlined above, but otherwise qualify for admission, you can satisfy the AELR during your first year of study by passing an academic English language course.

For a list of approved courses go to <https://www.auckland.ac.nz/en/students/academic-information/aelr.html>

Example of how a rank score for NCEA Level 3 is calculated

Subject	Standard type	Results	Calculate	Rank Score
English	Achievement & Unit	6 Excellence 6 Merit 16* Achieved	6 x 4 points 6 x 3 points 12* x 2 points	66
History	Achievement	8 Excellence 10 Achieved	8 x 4 points 10 x 2 points	52
Physics	Achievement	24 Merit	24 x 3 points	72
Calculus	Achievement	4 Excellence 3 Merit 8** Achieved	4 x 4 points 3 x 3 points	25
Statistics	Achievement	7 Merit 10** Achieved	7 x 3 points	21
Economics	Achievement	6*** Achieved	Not counted***	Nil

Rank score 236

* Maximum 24 credits per subject. Any points above this limit are excluded.

** Not included as only best 80 credits used in calculation of rank score.

*** only five subjects are included in the calculation.

Guaranteed admission - if you meet the University Entrance Standard, the rank score and the other requirements for your programme or programmes you will be offered a place.

Undergraduate programme admission requirements for school leavers who have achieved University Entrance

This table indicates the rank score, subject/credit requirements and other requirements that will guarantee admission to a programme. It is important that you regularly check updated [Entry requirements](#) for all university courses in New Zealand.

Programme	Rank score, subject and credit requirements
150	Bachelor of Arts (BA)1
	Bachelor of Dance Studies (BDanceSt) – Subject to CV, written statement, and group audition workshop
	Bachelor of Early Childhood Studies (BECSt) – you will be required to consent to disclosure of criminal convictions as part of the application process.
	Bachelor of Education (Teaching) (BEEd(Tchg))3 – subject to interview, police check, referees' reports. May be required to sit literacy, numeracy and IELTS assessments if you have been out of the NZ school system for more than 1 year.
	Bachelor of Education (Teaching English to Speakers of Other Languages) (BEEd(TESOL))
	Bachelor of Fine Arts (BF)
	Bachelor of Music (BMus) 8 – subject to audition, portfolio or statement of musical background depending on specialisations.
	Bachelor of Social Work (BSW)3 – subject to police check, safety check & referees' reports & attend an interview.
	Bachelor of Sport, Health and Physical Education (BSportHPE) 3
165	Bachelor of Science (BSc)5 – excluding Biomedical Science & Food Science and Nutrition
	Bachelor of Commerce (BCom)2
	Bachelor of Property (BProp)2

Programme	Rank score, subject and credit requirements
180	Bachelor of Communication (BC)
	Bachelor of Design (BDes)
	Bachelor of Urban Planning (Honours) (BUrbPlan(Hons))
200	Bachelor of Science (BSc) – Food Science Nutrition)
210	Bachelor of Global Studies (BGlobalSt)10 – must have completed one successful bachelor degree study from a NZ tertiary institution, or one year of successful study as part of acceptable sub-degree from a NZ tertiary institution
230	Bachelor of Architectural Studies (BAS) – subject to the qualitative evaluation of a portfolio of creative work and written statement
	Bachelor of Nursing (BNurs) – minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art, Te Reo Maori and a minimum of 18 credits at level 3 in one of Biology, Chemistry or Physics
250	Bachelor of Health Sciences (BHSc) - Minimum of 18 credits at Level 3 in one of English, Geography, History, Classical Studies, History of Art, Te Reo Māori (or Te Reo Rangatira) or Social Studies and a minimum of 18 credits at Level 3 in one of Biology, Chemistry or Physics
260	Bachelor of Advanced Science (Honours) (BAdvSci(Hons)) 9
	Bachelor of Engineering (Honours) (BE(Hons))4,6 – 17 external Level 3 credits in Calculus; 16 external level 3 credits in Physics
280	Bachelor of Science (BSc) – Biomedical Science

For additional information see The University of Auckland Undergraduate Admission Requirements.

Conjoint programmes

Applicants must achieve the greater of the two rank scores for their selected programmes and must meet the entry requirements for both programmes.

Not all degree programmes have conjoint options.

Programme	Rank score, subject and credit requirements
210	Bachelor of Arts conjoints
	Bachelor of Commerce conjoints
	Bachelor of Communications conjoints
	Bachelor of design conjoints
	Bachelor of Fine Arts conjoints
	Bachelor of Global Studies conjoints – minimum of 16 credits in each of three subjects from the NCEA approved subject list. Study of an additional language is encouraged.
	Bachelor of Music conjoints 8
	Bachelor of property conjoints
	Bachelor of Science conjoints
230	Bachelor of Nursing conjoints – 18 credits in one of English, Geography, History, Classical Studies, Te Reo Maori or Social Studies and a minimum of 18 credits in one of Biology, Chemistry or Science
250	Bachelor of Health Sciences conjoints - 18 credits in one of English, Geography, History, Classical Studies, Te Reo Maori or Social Studies and a minimum of 18 credits in one of Biology, Chemistry or Science
275	Bachelor of Engineering (Honours) conjoints 4 – 17 external level 3 credits in Calculus; 16 external level 3 credits in Physics

Other programmes

Programme	Rank score, subject and credit requirements
Bachelor of Laws (LLB) Part I	Applicants must be offered a place in another bachelors degree. Students who gain entry to Law Part II can be admitted to the conjoint degree at that stage even if they were not in a conjoint previously. ⁷
Bachelor of Medicine and Bachelor of Surgery (MbChB)	Applicants must first complete either - Year 1 of the Bachelor of health Science (BHSc) - Year 1 of the Bachelor of Science (BSc) in Biomedical Science - Another degree approved by the Faculty of Medical and Health Sciences
Bachelor of Pharmacy (BPharm)	Applicants must first completed one of the following: - Year 1 of the Bachelor of Health Science (BHSc) - Year 1 of the Bachelor of Science (BSc) in various majors (including Biomedical Science, Food Science and Nutrition, Medicinal Chemistry, Pharmacology or Physiology) - Another degree approved by the Faculty of Medical and Health Sciences
Bachelor of Optometry (BOptom)	Applicants must first complete one of the following - The set courses from the common year of the Bachelor of Science (BSc) in Biomedical Science (or equivalent). - Another degree approved by the Faculty of Medical and Health Sciences.
Bachelor of Medical Imaging (Honours) (MMedImag(Hons))	Applicants must first complete the required Year 1 course of the Bachelor of Science (BSc)

Applicants will be admitted to the Bachelor of Arts programme if they

- Are eligible for the Undergraduate Targeted Admission Schemes (UTAS)
- Achieve a rank score ranging from 120 - 149

For more information, please visit [Undergraduate Targeted Admission Schemes](#).

Applicants from the following groups may be assessed on a case-by-case basis and may be referred to an appropriate foundation programme

- Applicants eligible for UTAS with rank scores of 119 or below
- All other applicants with rank scores of 129 or below

Other applicants who have gained UE and NCEA rank scores of 130–149 may be considered for conditional admission to the Bachelor of Arts.

2. For more information on the Targeted Admission Scheme for Business School programmes, please visit the Business School's [Applications and entry requirements page](#).

3. Applicants will be admitted to applicable programmes from the Faculty of Education and Social Work if they

- Are eligible for the Undergraduate Targeted Admissions Scheme (UTAS)
- Achieve University Entrance and other programme requirements

For more information, please visit [Undergraduate Targeted Admission Schemes](#).

4. Entry into this programme is subject to places being available in the programme. Applicants who studied NCEA with a lower rank score may be accepted. Students who have achieved most Year 13 external modules in both Calculus and Physics may also be considered.

5. Applicants eligible for UTAS with a NCEA rank score equal to or greater than 140 will be admitted to the Bachelor of Science, with the exception of majors in Biomedical Science or Food Science and Nutrition.

For more information, please visit [Undergraduate Targeted Admission Schemes](#).

Māori and Pacific applicants eligible for UTAS with an NCEA rank score less than 140 and UE will be conditionally admitted to the Bachelor of Science if they successfully complete all of the courses in the UniBound Summer and Tōia ki Waipapa programmes.

For more information please see:

- [UniBound Summer](#)
- [Tōia ki Waipapa](#)

6. The Faculty of Engineering will consider admission for students who demonstrate sufficient ability in Engineering-related and approved study in the Bachelor of Science programme. For more information, please visit [Pathways via the Faculty of Science](#).

7. Applicants for the Bachelor of Laws (LLB) Part II must first complete the Bachelor of Laws (LLB) Part I. Places in LLB Part II are limited and are allocated based on each applicant's grades in LLB Part I and their non-Law course results.

For more information, please visit [Applying for LLB Part II](#).

8. An audition can include evaluations of one or more recorded and/or live elements. For more information, please visit the Entry requirement tabs of the following pages:

- [Bachelor of Music](#)
- [Bachelor of Dance Studies](#)

9. Applicants eligible for UTAS with an NCEA rank score equal to or greater than 220 will be admitted to the Bachelor of Advanced Science (Honours).

For more information, please visit [Undergraduate Targeted Admission Schemes](#).

10. Applicants eligible for UTASs who achieve University Entrance and have a rank score of 180 or higher will be admitted to the Bachelor of Global Studies.

For more information, please visit [Undergraduate Targeted Admission Schemes](#).

Applicants with scores lower than 180 will be referred to other programmes, as appropriate.

11. Applicants eligible for UTAS with an NCEA rank score equal to or greater than 260 will be admitted to the Bachelor of Advanced Science (Honours) conjoint programmes.

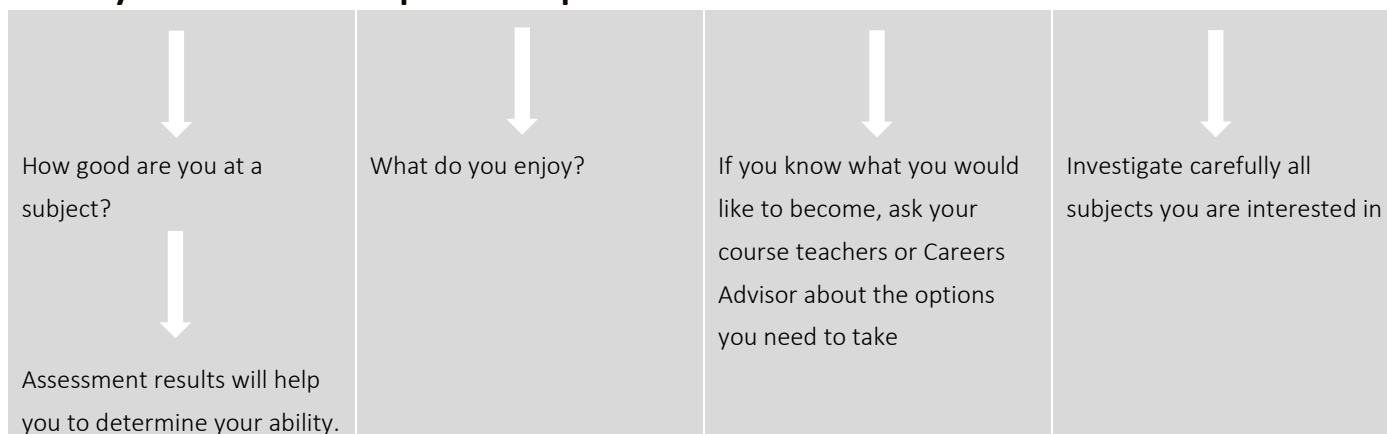
International applicants should also refer to the relevant pages of the [International students](#) website for information relating specifically to international applicants.

People to contact – Heads of Department & options

Deputy Principal Senior Years	Mr T Granat	tody.granat@elim.school.nz
Assistant Campus Lead Botany Campus	Mr Graeme Foster	graeme.foster@elim.school.nz
Principal's Nominee	Mrs Jacqui Hammond	Jacqui.hammond@elim.school.nz
Whanau Leader – Daniel	Ms Marisa Abu-Al-A'dl	marisa.abualadl@elim.school.nz
Whanau Leader – Ezekiel	Mr R Thomas	rob.thomas@elim.school.nz
Whanau Leader – Jeremiah	Mrs K Mack	kerry.mack@elim.school.nz
Whanau Leader – Joshua	Miss Gemma Tong	gemma.tong@elim.school.nz
Gateway	Mr M Stewart	gateway@elim.school.nz
Careers	Mr D Charman	careers@elim.school.nz

Choosing your options

Ability + Interest + Occupation = Option Choice



1. Talk to your current teachers and Careers Advisor. They can give you a good idea of whether you should carry on in a subject or not and where it might lead you.
2. Parents or guardians are required to sign student's option selection sheet to show that they approve.
3. Subjects will be offered depending on the number of applicants and availability of staff and facilities.
4. We will endeavour to meet all subject requests with timetabled classes, but it may be necessary for some students to study a subject by correspondence.
5. Courses may be tailor-made to ensure student's best interests.
6. In consultation with the class teacher students may elect to be entered for fewer internal/ or external achievement standards in order to ensure success.

Recommended devices

Year 11-13 students are encouraged to have their own laptop as a learning tool. NZQA is steadily increasing the number of NCEA external exams offered exclusively online. To prepare for these exams and for everyday learning, students must ensure they have a suitable laptop.

The device that your child brings to school needs to have the following features to be suitable for the rigors of senior academic learning:

Please note: a tablet or other similar device, such as an ipad is NOT suitable.

- Battery life of 8-10 hours from one charge
- An operating system that has the appropriate wireless connectivity e.g. Chrome O.S, Mac OS v.10.10 or newer, Windows 11
- A reasonable screen size
- Wireless Connectivity using 802.11n (or higher)
- i5+ processor, SSD (Solid State Drive) and 8GB+ of RAM ensure smooth operation for laptops
- A protective casing and firewall/antivirus software is highly recommended for all devices

Please note that some subjects in the NCEA curriculum, e.g. Music, Digital Technologies, DVC, Photography and Design, may have specialised tasks and a higher level of computing power from a device that will not be available in lower priced models. Students and parents are encouraged to contact subject teachers if they need more clarification about these specialised tasks. More information can be found on our school website www.elim.school.nz – Select BYOD under the “Information” tab.

A Graphics calculator (Casio FX-9750GII) is highly recommended for subjects such as Mathematics and Sciences.

* Please note that some subjects may have optional elective extra costs / equipment to expect.

Selecting your options using the KAMAR portal

Options selection is done via the KAMAR Portal.

Follow the steps below:

1. Login to <https://elim.school.kiwi/> with your KAMAR credentials.
2. Once into the KAMAR portal you will see a menu bar on the left of the screen. Choose “Course Selection” from this.
3. Once in the course selection screen, choose one course from each column. If you require more information about a course, please refer to the relevant section of this Senior Subject Options Handbook.
4. Remember to click “save” at the bottom of the screen when you have completed your selection. You can re-enter this screen and change subjects selected if needed. Remember to click “save” again when finished.

You must choose your options by **Monday 7th September 2026**. After this date course selection will no longer be available on the portal.

We will do our best to accommodate your preferences, but this may not always be possible, depending on numbers.

New options for 2027 – gauging interest

Possible options for 2027 for Year 11-13 students. During the option selection process students will be able to indicate their interest in the below subjects. This depends on minimum numbers.

Year 11

- 11 Te Reo Māori

Description: Students are taught linguistic, cultural, and sociocultural knowledge of te reo Māori to begin or deepen their capability in te reo Māori. They learn grammatical structures to communicate across spoken, written, and digital contexts, alongside oratory styles that reflect Māori traditions. Students practice the use of te reo Māori in everyday, community, cultural, and social contexts and strengthen their connections to te ao Māori. Te Reo Māori leads to pathways across many sectors, from education, tourism, health, law, media, and business to community development.

Year 12

- 12 Classical Studies

Description: Students are taught about Classical Greece and Rome in a multi-disciplinary approach, including social and political structures such as hierarchy and roles, cultural ideals such as excellence and duty, and cultural achievements. Students are taught how to examine literature, mythology, religion, art, archaeology, history, social life and politics. They are also taught to recognise how these have been shaped and have shaped the foundations of Western civilisation, influencing art, literature, and society and culture. Classical Studies leads to pathways in Classical Studies and related disciplines, such as humanities, history, philosophy, archaeology, and law.

Biblical Studies

BIBLICAL STUDIES

NCEA LEVEL 1

Course outline:

This is an academic course that develops students' ability to think critically about the meaning and significance of the Bible, Christian beliefs, and the world around them. Students will explore Scripture within its historical and cultural contexts, examine key Christian doctrines, and learn how to interpret and respond to biblical teaching. They will engage with significant questions about life, consider a range of perspectives, and reflect on how the Christian worldview shapes individuals and communities today.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91916	Demonstrate understanding of the development of a community that shares religious or spiritual beliefs	I	5
AS 91917	Demonstrate understanding of how a significant narrative relates to a religious or spiritual tradition	I	5
AS 91724	Explain a significant theme in a sacred text within a religious tradition (Level 2)	I	6

BIBLICAL STUDIES

NCEA LEVEL 2

Number	Title	Internal/ External	Credits
AS 90821	Explain the changes in an expression(s) of a religious tradition	I	6
AS 90822	Explain how a contemporary social action derives from the ethical principles of a religious tradition	I	6
AS 90823	Explain the key beliefs within two religions traditions in relation to a significant religious question	I	6

BIBLICAL STUDIES

NCEA LEVEL 2

Number	Title	Internal/ External	Credits
AS 90826	Analyse the response of a religious tradition to a contemporary ethical issue	I	6
AS 90827	Analyse the key beliefs of a religious tradition and a secular world view in relation to ultimate questions	I	6
AS 91725	Analyse the meanings in a sacred text within a religious tradition	I	6

Scholarship

Scholarship is designed to extend very high achieving Level 3 students. This opt-in examination assesses students' ability to synthesise and integrate their understanding of Scripture, Christian beliefs, and worldview, and to apply higher-level thinking to significant questions and issues. Students will also be expected to understand and draw on a range of religious and secular perspectives. Preparation may involve independent study, wider reading, and deeper engagement with biblical and theological ideas.

LITERACY

Students need to pass the literacy co-requisite standards in order to gain NCEA at any level. Thus, a primary goal is for the students in Year 11 to pass the reading and writing standards listed below:

Number	Title	Internal/ External	Credits
US 32403	Demonstrate understanding of ideas and information in written texts	E	5
US 32405	Write texts to communicate ideas and information	E	5

ENGLISH

NCEA LEVEL 1

Course outline:

The study of English is essential for understanding and communication in all subjects. This course builds on the foundation of Year 10 English and equips students for NCEA Level 2. NCEA Level 1 English aims to develop students' skills in spoken language and written language across a range of genres including academic reading and writing. There is a significant focus on developing critical thinking skills and preparing students for life beyond school where literacy plays an increasingly vital role. The course covers a range of written and visual texts that students are expected to read, study, and analyse to show personal understanding. Each student is also expected to speak in a formal situation to communicate ideas.

Assessment will consist of a mix of NCEA Level 1 standards and formative assessment to provide a scaffold to Level 1 standards and prepare students for the demands of the Level 2 English course. Teachers work with students to select standards suited to their particular interests and academic needs.

Assessment standards

Number	Title	Internal/ External	Credits
91924	Demonstrate understanding of how context shapes verbal language use	I	5
91925	Demonstrate understanding of specific aspects of studied text	I	5
91926	Develop ideas in writing using stylistic and written conventions	E	5
91927	Demonstrate understanding of significant aspects of unfamiliar texts	E	5

Entry requirements: Year 10 English.

Course outline:

Level 2 is a challenging but fulfilling course of study that covers a range of skills. Students will be required to respond to visual and written texts in a mature and well substantiated manner. Most importantly, the course meets the literacy requirements for entry to tertiary institutions. There is a continued focus on developing students' critical thinking skills and ensuring they become confident readers and writers, helping to prepare them for life beyond school where literacy plays an increasingly vital role in every workplace context.

Teachers work with students to select standards suited to their particular interests and academic needs beyond Year 12. The skills and knowledge, along with the necessary subject matter for each standard will be taught but students will sit TWO external standards and THREE internal standards from the list below.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	4
AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	E	4
AS 91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	E	4
AS 91101	Produce a selection of crafted and controlled writing	I	6
AS 91102	Construct and deliver a crafted and controlled oral text	I	3
AS 91104	Analyse significant connections across texts, supported by evidence	I	4
AS 91105	Use information literacy skills to form developed conclusions(s)	I	4
AS 91106	Form developed personal responses to independently read texts, supported by evidence	I	4
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence.	I	3

Entry requirements: Successful completion of Level 1 English.

Course outline:

The integrated Level 3 course is designed to challenge students' critical thinking skills in increasingly complex and varied contexts. Throughout the year, students will be required to read, study and respond to a variety of texts and then present their findings in both written and oral form. This course of study will prepare students for the demands of academic writing at a tertiary level. Teachers work with students to select standards suited to their interests and academic needs beyond Year 13.

Teachers work with students to select standards suited to their particular interests and academic needs beyond Year 13. The skills and knowledge or content for each standard will be taught but students will sit TWO external standards and THREE internal standards from the list below.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91472	Respond critically to specified aspects of studied written text(s), supported by evidence	E	4
AS 91473	Respond critically to specified aspects of studied visual or oral text(s), supported by evidence	E	4
AS 91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	E	4
AS 91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	I	6
AS 91476	Create and deliver a fluent and coherent oral text which develops, sustains and structures ideas	I	3
AS 91478	Respond critically to significant connections across texts, supported by evidence	I	4
AS 91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	I	3

Entry requirements: A minimum of 14 credits at Level 2 English or subject to the approval by HOLA.

Scholarship

At this level students are expected to demonstrate high level critical thinking about language and literature. This course is suitable for students who excel in this subject. Students who are keen to pursue scholarships in English are encouraged to sign up in Year 12 and to see this as a two-year journey. However, it is possible to prepare for the scholarship examinations in one year. There are no specific classes provided; however, students can prepare for this using a self study guide and drawing on teacher guidance as available.

Course outline:

This course covers a similar range of skills and achievement standards as NCEA Level 1 English. It is aimed at both first and second language English learners and is designed to build student confidence by providing a supportive learning environment.

Teachers will guide students through the course, selecting standards suited to individual learner needs. This may involve additional support standards or assessments not listed below.

Assessment standards

Number	Title	Internal/ External	Credits
91924	Demonstrate understanding of how context shapes verbal language use	I	5
91925	Demonstrate understanding of specific aspects of studied text	I	5
91926	Develop ideas in writing using stylistic and written conventions	E	5
91927	Demonstrate understanding of significant aspects of unfamiliar texts	E	5

Course outline:

This course covers a similar range of skills and achievement standards as NCEA Level 2 English. It is aimed at both first and second language English learners and is designed to build student confidence by providing a supportive learning environment. Standards are selected to suit students' interests and academic needs beyond Year 12.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91098	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	4
AS 91099	Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	E	4
AS 91101	Produce a selection of crafted and controlled writing	I	6
AS 91102	Construct and deliver a crafted and controlled oral text	I	3
AS 91106	Form developed personal responses to independently read texts, supported by evidence	I	4
AS 91107	Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	I	3

PLEASE NOTE: A period of two years' study may be required for the Level 2 Alternative English course. Success is dependent upon the student's ability and progress.

Course outline:

This course is designed to help students improve their English reading and writing skills, develop their English listening and speaking skills and gain English Language (EL) unit standard credits for NCEA. Students will be offered the English Language Unit Standards at Foundation or Level 1, depending on their ability.

Assessment standards

Number	Title	Credits
US 30984	Demonstrate understanding of simple spoken instructions in everyday situations	5
US 27996	Write basic texts on very familiar topics	5
US 30994	Read simple texts in everyday contexts	5
US 31013	Participate in everyday spoken interactions	10

Course outline:

This course provides students with the opportunity to develop academic reading and writing skills and to improve their command of English. It is designed to be a two-year course which will give students the opportunity to work towards NZQA literacy requirements for NCEA Level 1 and/or New Zealand University Entrance. Students will be offered the English Language Unit Standards at NCEA Level 2, depending on their ability.

Assessment standards

Number	Title	Credits
US 31014	Participate in a straightforward spoken interaction on a familiar topic	5
US 27999	Write simple texts on a familiar topic	5
US 30980	Demonstrate understanding of a straightforward spoken text on a familiar topic (EL)	5
US 30995	Read and understand a straightforward text on a familiar topic (EL)	5

Course outline:

This course provides students with the opportunity to continue developing their command of English. Skills developed in this course include academic reading, research and formal essay writing. It is designed to give students the opportunity to work towards NZQA literacy requirements for NCEA Level 1 or New Zealand University Entrance.

Students will be offered the following Literacy Unit Standards, depending on their ability.

Assessment standards

Number	Title	Credits
US 28068	Write a connected text on a familiar topic	5
US 30982	Demonstrate understanding of a spoken text on a familiar topic	5
US 30997	Read and understand a text on a familiar topic	5
US 31027	Deliver a developed presentation on a familiar topic	5

EAP (English for Academic Purposes)**NCEA LEVEL 3****Course outline:**

This course provides students with the opportunity to develop their academic English skills, specifically targeted towards passing the Reading and Writing literacy co-requisites through the tagged standards available to ESOL students.

Assessment standards

Number	Title	Credits
US 30509	Listen to and process information about a familiar topic in a short spoken text in English for an academic purpose	5
US 30511	Read and process information on a familiar topic in English for academic purposes	6
US 30507	Write a short text under test conditions in English for an academic purpose	5

Entry requirements: English is not the student's first language; HOLA approval.

Please note: Modification to the course may be made at the discretion of the HOLA to meet student needs.

Languages

CHINESE

NCEA LEVEL 1

Chinese is one of the most widely spoken languages in the world. The Chinese course is designed to provide in-depth understanding of the Chinese language and culture.

Students will have opportunities to consider and interpret the world from a culturally different point of view. Being an interactive course, students will acquire knowledge, skills and attitudes that will equip them for a world of diverse peoples, languages, and cultures. Students will also reflect on their cultural identities and assumptions in this course.

Course outline:

The Goal: Survival-level communication in everyday, predictable situations.

Students will share basic facts and simple opinions about immediate topics (like family, school, and hobbies) using short sentences across past, present, and future timeframes.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91952	Interact in spoken Chinese (Mandarin) to share and respond to information, ideas, and opinions	I	5
AS 91953	Communicate in Chinese (Mandarin) for a chosen purpose	I	5
AS 91954	Demonstrate understanding of written Chinese related to everyday contexts	E	5
AS 91955	Demonstrate understanding of spoken Chinese (Mandarin) related to everyday contexts	E	5

Entry requirements: Year 10 Chinese or approval by TIC Chinese.

Course outline:

The Goal: Moving beyond the basics to have genuine, detailed conversations.

Students will elaborate, compare, and contrast ideas. Instead of just stating a preference, they must explain *why*, handle less predictable topics, and discuss cultural differences in detail.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91108	Demonstrate understanding of a variety of spoken Chinese texts on familiar matters	E	5
AS 91109	Interact using spoken Chinese to share information and justify ideas and opinions in different situations	I	5
AS 91110	Give a spoken presentation in Chinese that communicates information, ideas and opinions	I	4
AS 91111	Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters	E	5
AS 91112	Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts	I	5

Entry requirements: Successful completion of Level 1 Chinese.

Course outline:

The Goal: Fluency, abstract thinking, and real-world independence.

Students will learn to sustain unscripted conversations, analyze complex societal or global issues, justify persuasive arguments, and seamlessly switch between formal and informal Chinese.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91533	Demonstrate understanding of a variety of extended spoken Chinese texts	E	5
AS 91534	Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material	I	3
AS 91535	Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations	I	6
AS 91536	Demonstrate understanding of a variety of extended written and/or visual Chinese texts	E	5
AS 91537	Write a variety of text types in clear Chinese to explore and justify varied ideas and perspectives	I	5

Entry requirements: Successful completion of Level 2 Chinese.

Mathematics and Statistics

NUMERACY

Students need to pass the numeracy co-requisite standard in order to gain NCEA at any level. Students who have not yet achieved their NCEA Numeracy will be part of a Numeracy tutorial in addition to their Mathematics and Statistics course in order to prepare for the Numeracy co-requisite assessment.

Number	Title	Internal/ External	Credits
US 32406	Apply mathematics and statistics in a range of everyday situations	E	10

MATHEMATICS AND STATISTICS

NCEA LEVEL 1

Course outline:

This is a course that covers the whole mathematics and statistics curriculum and leads on to the NCEA Level 2 Mathematics and/or Statistics courses. It is a continuation of topics covered in Year 9 and Year 10.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91944	Explore data using a statistical enquiry process	I	5
AS 91945	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific	I	5
AS 91946	Interpret and apply mathematical and statistical information in context	E	5
AS 91947	Demonstrate mathematical reasoning	E	5

Entry requirements: Year 10 Mathematics

STATISTICS

NCEA LEVEL 2

Course outline:

This course is designed to build student confidence in statistics and probability and is a pathway to Statistics NCEA Level 3.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91263	Design a questionnaire	I	3
AS 91264	Use statistical methods to make an inference	I	4
AS 91265	Conduct an experiment to investigate a situation using statistical methods	I	3
AS 91267	Apply probability methods in solving problems	E	4
AS 91268	Investigate a situation involving elements of chance	I	2

Entry requirements: Mathematics AND Statistics NCEA Level 1

Note: Students taking Statistics Level 2 must be aware that they will need a minimum of 10 credits, including gaining at least achieved in the AS 91264 - Use statistical methods to make an inference internal and the AS 91267 - Apply probability methods in solving problems external, to be likely to be successful in Level 3 Statistics.

MATHEMATICS WITH CALCULUS

NCEA LEVEL 2

Course outline:

This is an academic course that requires proficiency in Level 1 algebra. It establishes the foundation for tertiary study requiring a higher understanding of mathematics.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91256	Apply coordinate geometry methods in solving problems	I	2
AS 91257	Apply graphical methods in solving problems	I	4
AS 91259	Apply trigonometric relationships in solving problems	I	3
AS 91261	Apply algebraic methods in solving problems	E	4
AS 91262	Apply calculus methods in solving problems	E	5

Entry requirements: Mathematics and Statistics NCEA Level 1 including at least achieved in AS91947 - Demonstrate mathematical reasoning external AND the AS91945 - Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific internal.

Course outline:

This is a highly academic course that requires proficiency in Level 2 algebra and calculus and is for students with a major interest in pure mathematics, engineering, economics, computer science and mathematical analysis.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91575	Apply trigonometric methods in solving problems	I	4
AS 91577	Apply the algebra of complex numbers in solving problems	E	5
AS 91578	Apply differentiation methods in solving problems	E	6
AS 91579	Apply integration methods in solving problems	E	6

Entry requirements: A minimum of 16 credits from Mathematics NCEA Level 2 with at least merit in the AS 91261 - Apply algebraic methods in solving problems external.

Note: For guaranteed entry into The University of Auckland Bachelor of Engineering (Honours) Degree, the three external standards must be gained.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students. The examination assesses your ability to synthesise and integrate concepts, to apply higher-level thinking based on in-school and independent learning.

Course outline:

Statistics is a compulsory component of very popular areas such as business and commerce, the health, biological and biomedical sciences, and psychology. Stage One Statistics is the most studied course in the University of Auckland and it is recognised that obtaining evidence from data is a core skill requirement in almost every field of endeavour.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91582	Use statistical methods to make a formal inference	I	4
AS 91583	Conduct an experiment to investigate a situation using experimental design principles	I	4
AS 91584	Evaluate statistically based reports	E	4
AS 91585	Apply probability concepts in solving problems	E	4
AS 91586	Apply probability distributions in solving problems	E	4

Entry requirements: At least 10 credits from Statistics NCEA Level 2 OR Mathematics with Calculus NCEA Level 2.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students. The examination assesses your ability to synthesise and integrate concepts, to apply higher-level thinking based on in-school and independent learning.

Physical Education

PHYSICAL EDUCATION (CORE)

NCEA LEVEL 1

Course outline:

This is compulsory for all Year 11 students.

PHYSICAL EDUCATION

NCEA LEVEL 1

Course outline:

This course covers introductory level sport science / biomechanics, sport skill improvement and personal development.

Internal achievement standards

Number	Title	Internal/ External	Credits
AS 92016	Apply movement strategies in an applied setting	I	5
AS 92017	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies	I	5
AS 92018	Demonstrate understanding of the influence of a personal movement experience on hauora	E	5

Entry requirements: You must be someone who is interested in sport/physical activity and must desire and be willing to take part in all activities.

Course outline:

This course covers more in-depth content related to sport science, training methods, leadership and sports performance.

Internal achievement standards

Number	Title	Credits
AS91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5
AS91329	Demonstrate understanding of the application of biophysical principals to training for physical activity	4
AS 91330	Perform a physical activity in an applied setting	4
AS 91334	Demonstrate social responsibility during physical activity	3

Entry requirements: Students must be physically active, be involved in sport at club or school level and have successfully completed PE achievement standards at Level 1. Students need a reasonable competence in literacy and writing.

Course outline:

This course focuses on four main concepts: Well Being, Hauora; Health Promotion; The importance of attitudes and values that promote Hauora. There is further application and development of skill analysis, performance improvement and demonstration of quality sports skill in an applied setting.

This is a writing intensive PE course.

Internal achievement standards

Number	Title	Credits
AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well being	4
AS 91500	Evaluate the effectiveness of a performance improvement programme	4
AS 91501	Demonstrate quality performance of a physical activity in an applied setting	4
AS 91502	(optional) Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4
AS 91505	Examine contemporary leadership styles	4

Entry requirements: Students must be physically active, be involved in sport at club or school level and have successfully completed the PE course at Level 2. Students need a reasonable competence in literacy and writing.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

Course outline:

The course delivers a selection of the following internally assessed NCEA Level 2 unit standards and achievement standards.

Internal achievement standards

Number	Title	Credits
AS 91330	Perform a physical activity (rock climbing) in an applied setting (snorkelling, indoor climbing, mud run)	4
AS 91333	Analyse the application of risk management strategies to a challenging outdoor activity	3
AS 91335	Examine the implementation and outcome(s) of a physical activity event or opportunity (overnight trip)	3
AS 91336	Analyse group processes in physical activity	3

Entry requirements: Students taking this course will have an interest in outdoor pursuits including tramping, rock climbing, outdoor experiences and has a future interest in careers related to the outdoors, the environment or the defence and Police force.

Class Limit: 18 students

Course outline:

The course delivers a selection of the following internally assessed NCEA Level 3 achievement standards.

Internal achievement standards

Number	Title	Credits
AS 91498	Evaluate physical activity experiences to devise strategies for lifelong well being	4
AS 91501	Demonstrate quality performance (rock climbing/surfing, mud run, scuba diving)	4
AS 91504	Analyse issues in safety management	3
AS 91789	Devise strategies for a physical activity outcome	4

Entry requirements: Students taking this course will have an interest in outdoor pursuits including, rock climbing, water-based activities and other outdoor experiences. Students also taking this course may have a future interest in careers related to the outdoors, environmental conservation or are wanting to go on and complete a Certificate in Outdoor Recreation or become an outdoor educator/instructor.

Class Limit: 18 students

Course outline:

The Year 11 Science course aims to provide students with a foundation in practical and theoretical knowledge and introduce them to the discipline of Biology, Chemistry, Physics and Earth and Space Science. This course also fosters the development of scientific investigation skills and provides students with the opportunity to think critically and engage with scientific phenomena in our daily lives.

This course is compulsory in Level 1, and a pre-requisite for any student who wishes to pursue specialist Biology, Chemistry and Physics in Level 2.

As the Level 1 standards continue to be reviewed by NZQA, please be aware that the standards below could change, however, the Y11 Science course will still aim at giving students a broad view of all three disciplines of Science and maximise the credits that can be achieved.

Assessment standards

Number	Title	Internal/ External	Credits
AS 92021	Demonstrate understanding of chemical reactions in context	I	6
AS 92022	Demonstrate understanding of genetic variation in relation to an identified characteristic	E	5
AS 92044	Demonstrate Understanding of human-induced change within the Earth system	I	5
AS 92047	Demonstrate understanding of energy in a physical system	E	5

Entry requirements: Year 10 Science.

Course outline:

Students will be introduced to the major themes of Biology including cell structure and function, cellular processes including cell division, DNA replication and protein synthesis and gain a deeper understanding of genetic variation. This course has a practical component and encourages deep thinking, and research and analysis of academic texts in order to develop student's ability to effectively understand the concepts underpinning Biology. This course leads towards careers in medicine and nursing, allied health, veterinary science, physiotherapy, sports science, nutrition, and many more.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91153	Carry out a practical investigation in a biology context, with supervision	I	4
AS 91155	Demonstrate understanding of adaptation of plants or animals to their way of life	I	3
AS 91156	Demonstrate understanding of life processes at the cellular level	E	4
AS 91157	Demonstrate understanding of genetic variation and change	E	4
AS 91158	Investigate a pattern in an ecological community, with supervision	I	4

Entry requirements: Minimum of Merit in NCEA Level 1 Genetic Variation external standard, and Achieved in two other NCEA Level 1 science standards, or HOLA approval.

Course outline:

This course aims to cover how species interact with each other and the environment, how to evaluate and engage in socio-scientific issues, apply knowledge of genetics, gene expression and inheritance so that students can evaluate modern biotechnology practices. Students will learn how to gather data accurately, analyse and graph it, and use scientific reasoning to explain trends. A focus on academic writing and how to accurately reference scientific material will be taught too. This course leads towards careers in medicine and nursing, allied health, veterinary science, physiotherapy, sports science, nutrition, and many more.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91601	Carry out a practical investigation in a biological context, with guidance	I	4
AS 91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	I	3
AS 91604	Demonstrate understanding of how an animal maintains a stable internal environment	I	3
AS 91605	Demonstrate understanding of evolutionary processes leading to speciation	E	4
AS 91606	Demonstrate understanding of trends in human evolution	E	4
AS 91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	I	3

Entry requirements: Minimum of 'Achieved' in two external standards and one internal standard at Level 2 Biology or HOLA approval.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

Course outline:

At Level 2, students will gain a better understanding of the structure of an atom and its molecular interactions in terms of structure, bonding and chemical reactions. The basis of organic chemistry will be explored together with chemical reactivity and redox reactions. A major focus on internal assessments are scientific analysis and calculations. This requires a basic understanding of Level 1 Mathematics.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91161	Carry out quantitative analysis	I	4
AS 91164	Demonstrate understanding of bonding, structure and energy changes	E	5
AS 91165	Demonstrate understanding of the properties of selected organic compounds	E	4
AS 91166	Demonstrate understanding of chemical reactivity (optional)	E	4
AS 91167	Demonstrate understanding of oxidation - reduction	I	3

Entry requirements: Minimum of Merit in NCEA Level 1 Acids and Bases Achievement Standard and Achieved in one other NCEA Level 1 external science standard, or HOLA approval.

Course outline:

This course builds on the knowledge gained from Level 2 Chemistry. Students will discover spectroscopy and analytical chemistry, complete a research report regarding a chemical process and real-world oxidation-reduction processes. Furthermore, students will continue to expand their knowledge on thermochemistry and organic compounds through external assessment.

Chemistry at Level 3 leads to qualifications involving biotechnology, biomedical science, nursing, optometry, medicine, pharmacy, veterinary science, material and process engineering, chemical engineering, industrial chemistry, dentistry, food technology.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91388	Demonstrate understanding of spectroscopic data in chemistry	I	3
AS 91389	Demonstrate understanding of chemical processes in the world around us	I	3
AS 91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	E	5
AS 91391	Demonstrate understanding of the properties of organic compounds	E	5
AS 91392	Demonstrate understanding of equilibrium principles in aqueous systems (optional)	E	5
AS 91393	Demonstrate understanding of oxidation-reduction processes	I	3

Entry requirements: Minimum of 'Achieved' in two external achievement standards at NCEA Level 2 Chemistry, which includes AS 91165, or HOLA approval.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

Course outline:

Physics impacts our everyday lives – from mobile phones to musical instruments, to nuclear power stations generating electricity. This is an academic course that develops the skills of physics that are required to enable a student to succeed in the NCEA Level 3 Physics course. Physics uses mathematics as an important tool and will build skills in problem solving and communicating ideas. Main topics taught in this course include mechanics, electricity, and atomic and nuclear physics. This course leads towards engineering, medicine, veterinary science and for those who are interested in careers as pilots, medical laboratory assistants and electricians.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	I	4
AS 91170	Demonstrate an understanding of waves (optional)	E	4
AS 91171	Demonstrate an understanding of mechanics	E	6
AS 91172	Demonstrate understanding of atomic and nuclear physics	I	3
AS 91173	Demonstrate an understanding of electricity and magnetism	E	6

Entry requirements: Minimum of Merit in the Physics component of Level 1 Science, plus Achieved in the Algebra component of Level 1 Mathematics, or HOLA approval.

Course outline:

This is an academic course that develops the skills of physics that are required to enable a student to succeed in tertiary courses. Credits gained contribute to the NCEA Level 3 Certificate. Physics is the study of the matter and energy that makes up the physical world. It offers an insight into the fundamental ways the world works scientifically and its relationship with technology. This includes topics such as wave systems, mechanical systems, electrical systems, and modern physics. This course is suitable for students who wish to study engineering, medicine, veterinary science, and for those who are interested in careers as pilots, medical laboratory assistants and electricians.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship (optional)	I	4
AS 91523	Demonstrate understanding of wave systems	E	4
AS 91524	Demonstrate understanding of mechanical systems	E	6
AS 91525	Demonstrate understanding of modern physics	I	3
AS 91526	Demonstrate understanding of electrical systems	E	6

Entry requirements: Minimum of Achieved endorsement in Level 2 Physics (14 credits), or HOLA approval.

Please note: For entry into The University of Auckland Bachelor of Engineering (Honours) Degree, the three external standards must be gained.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

COMMERCE

NCEA LEVEL 1

Course outline:

Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems. In this subject, students will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. They will learn how participants in the economic world make decisions, and they will analyse how these decisions impact on sustainability. Students will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.

Assessment standards

Number	Title	Internal/ External	Credits
AS 92028	Demonstrate understanding of an organisation's financial decision making	I	5
AS 92029	Demonstrate understanding of price determination for an organisation	I	5
AS 92030	Demonstrate understanding of how interdependent financial relationships are affected by an event	E	5
AS 92031	Demonstrate understanding of how an organisation's financial viability is affected by an event	E	5

Entry requirements: Year 10 Business Studies strongly recommended.

Course outline:

With the discontinuation of Level 1 Accounting in recent years, this course begins with a foundation module designed to support students in transitioning successfully into Level 2 Accounting by revisiting and strengthening essential accounting concepts and skills.

Throughout the course, students will learn how businesses record, process, and report financial information by working through the complete accounting cycle — from recording transactions such as purchases and sales to preparing and interpreting financial statements for business owners and stakeholders. Students will also explore the inputs, processes, reporting procedures, and internal controls used within accounting sub-systems in larger businesses.

A significant component of the course focuses on practical, computer-based accounting using industry-standard accounting software, enabling students to apply their learning in realistic business contexts and develop skills relevant to modern accounting practices.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91175	Demonstrate understanding of accounting processing using accounting software	I	4
AS 91386	Demonstrate understanding of inventory subsystem	I	3
AS 91176	Prepare financial information for an entity that operates accounting subsystems	E	5
AS 91177	Interpret accounting information for entities that operate accounting subsystems	E	4

Entry requirements: Studied subject at previous level and approval by TIC.

Course outline:

This course builds on the foundations developed in Level 1 Commerce and Level 2 Accounting. Students will extend their understanding of accounting by adapting basic accounting systems to more complex business structures, specifically partnerships and companies. The course also introduces key management accounting concepts, including cash budgeting and product costing.

Highly motivated students may have the opportunity to prepare for the New Zealand Scholarship Accounting examination. As the Scholarship examination is based on Level 3 Accounting achievement standard content, students are expected to complete the full Level 3 course to ensure they are fully prepared.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91405	Demonstrate understanding of accounting for partnerships	I	4
AS 91406	Demonstrate understanding of company financial statement preparation	E	5
AS 91408	Demonstrate understanding of management accounting to inform decision-making	E	4
AS 91409	Demonstrate understanding of a job cost subsystem for an entity	I	4

Entry requirements: Studied subject at previous level and approval by TIC.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

Course outline:

This course begins with an introduction to the basic concepts and then goes on to discuss major economic issues (themes) in the New Zealand and world economies. It aims to give you a useful insight into the issues that affect all of us here in New Zealand. These issues result from the interaction of market forces in various market situations.

Following an introduction to economics the issues that we will study are employment, inequality, inflation, growth and trade.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91222	Analyse inflation using economic concepts and models	E	4
AS 91223	Analyse international trade using economic concepts and models	E	4
AS 91224	Analyse economic growth using economic concepts and models	E	4
AS 91225	Analyse unemployment using economic concepts and models	I	4
AS 91227	Analyse how government policies and contemporary economic issues interact	I	6

Entry requirements: Commerce Level 1. Students who have not done any economics will NOT be admitted to this course.

Course outline:

This course aims at achieving an understanding of

- Resource allocation via the market system
- Allocation via the public sector
- A macro-economic approach to the economy, and the impact of Government actions

Assessment standards

Number	Title	Internal/ External	Credits
AS 91399	Demonstrate understanding of the efficiency of market equilibrium	E	4
AS 91400	Demonstrate understanding of the efficiency of different market structures using marginal analysis	E	4
AS 91401	Demonstrate understanding of micro-economic concepts	I	5
AS 91402	Demonstrate understanding of government interventions to correct market failures	I	5
AS 91403	Demonstrate understanding of macro-economic influences on the New Zealand economy	E	6

Entry requirements: Students who wish to be admitted to this course should have successfully completed some, or the entire, Level 2 course.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students.

Course outline:

This course covers relevant and practical life skills relating to personal finance, money management and financial goal setting. All credits are unit standards based and no prerequisite for this course is required.

Internal achievement standards

Number	Title	Credits
US 28092	Analyse the effect of significant life events at different life stages on personal financial income	3
US 28093	Describe the financial responsibilities and consequences of tertiary study funding options	3
US 28094	Produce a balanced household budget and adjust the budget to reflect changing financial circumstances	3
US 28095	Analyse personal financial investment options	3
US 28096	Demonstrate understanding of insurance products for personal financial capability	3
US 28097	Analyse and select banking products and services in relation to personal finances	3

Course outline:

This course covers relevant and practical life skills relating to personal finance, money management and financial goal setting. All credits are unit standards based and no prerequisite for this course is required.

Internal achievement standards

Number	Title	Credits
US 28098	Evaluate options to increase personal income	3
US 28099	Analyse credit options and select strategies to manage personal finances	3
US 28100	Develop a plan to achieve a long-term personal financial goal(s)	4
US 28101	Create a long-term personal financial investment portfolio	4
US 28102	Demonstrate understanding of risk and return on investment for a personal financial investment portfolio	4

Course outline:

Geography is the study of *te taiao* and the interconnections within. *Te taiao* consists of all things that make up the natural and cultural environments. Features of *te taiao* are all closely interconnected, including people. Geography asks the questions "*What Is Where, Why There, and Why Care?*"

Level One Geography includes studies of several aspects of *te taiao*, such as the natural processes that have formed our significant landforms e.g. volcanoes, mountains, rivers, islands and coastlines. We will look at sustainability issues facing Pacific Island communities, and the amazing story of Māori and Polynesian navigation and migration. There is also a research component that students will carry out on our local Botany Creek.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91932	Demonstrate understanding of the spatial distribution of phenomena and its impacts within <i>te taiao</i>	I	5
AS 91933	Explore <i>te taiao</i> using data	I	5
AS 91934	Demonstrate understanding of how natural processes operate within <i>te taiao</i>	E	5
AS 91935	Demonstrate understanding of geographic decision-making in Aotearoa New Zealand or the Pacific	E	5

Entry requirements: None

Course outline:

Geography is about people and their relationship with their environment. This course includes a study of the natural environment of the Amazon Tropical Rainforest (or another topic that will be decided upon at the time of teaching). Students will develop a range of practical geographic skills as they investigate current geographic issues and global topics, including conducting a geographic investigation of an urban environment which will include a train ride to and from Britomart for this purpose.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91243	Apply concepts of geographic skills to demonstrate understanding of a given environment	E	4
AS 91244	Conduct geographic research with guidance	I	5
AS 91245	Explain aspects of a contemporary New Zealand geographical issue	I	3
AS 91246	Explain aspects of a geographic topic at a global scale	I	3

Entry requirements: Level 1 Geography or the discretion of the TIC.

Course outline:

Geography is about people and their relationship with their environment. This course includes field studies on a natural fluvial environment in Clevedon or on coastal processes found in our local east Auckland region. Students are expected to attend this as it is a compulsory component for data gathering. Students will also develop a range of practical geographic skills as they investigate current geographic issues and global topics, including drawing and interpreting various types of maps and other forms of geographic data.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	E	4
AS 91430	Conduct geographic research with consultation	I	5
AS 91431	Analyse aspects of a contemporary geographical issue	I	3
AS 91432	Analyse aspects of a geographic topic at a global scale	I	3

Entry requirements: Level 2 Geography or the discretion of the TIC.

Scholarship

Scholarship is designed to extend very high achieving Level 3 students. The Scholarship programme includes an extra topic that requires candidates to undergo further study out of class time and to read widely on specific issues.

Course outline:

History in Year 11 covers topics that are of significance to New Zealand and the rest of the world. The course of study will include an in depth look at the origins of World War II, the 1981 Springbok tour, and the Black Civil Rights Movement in USA. Students will be developing questioning and research skills and will learn how to write formal essays.

Assessment standards

Number	Title	Internal/ External	Credits
AS 92024	Engage with a variety of primary sources in a historical context	I	5
AS 92025	Demonstrate understanding of the significance of a historical context	I	5
AS 92026	Demonstrate understanding of historical concepts in context of significance to Aotearoa New Zealand	E	5
AS 92027	Demonstrate understanding of perspectives on a historical context	E	5

Entry requirements: Proficiency in English and Social Studies at Year 10 level.

Course outline:

The course of study in Year 12 includes exploration of the Russian Revolution, the events of World War II, and New Zealand's "wild-west"-era, pre 1840. Students will be encouraged to delve into the intrigue and drama of these topics and will develop research, critical thinking, and essay writing skills.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91229	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	I	4
AS 91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	I	5
AS 91233	Examine causes and consequences of a significant historical event.	E	5
AS 91234	Examine how a significant historical event affected New Zealand society.	E	5

Entry requirements: Level 1 English, Level 1 History preferred.

Course outline:

Year 13 History topics will include the Cold War, the New Zealand Wars of 1840-72, and a thorough evaluation of the fall of the Bastille, which heralded the beginning of the French Revolution.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91434	Research an historical event or place of significance to New Zealanders, using primary and secondary sources.	I	5
AS 91436	Analyse evidence relating to an historical event of significance to New Zealanders.	E	4
AS 91437	Analyse different perspectives of a contested event of significance to New Zealanders.	I	5
AS 91438	Analyse the causes and consequences of a significant historical event.	E	6

Entry requirements: Level 2 English, Level 2 History preferred.

Course outline:

Psychology is the scientific study of human cognition, emotion and action. In this course, you'll learn about three key approaches to psychology and how to use them to explain behaviour. You'll also carry out your own research, look at how a big debate in psychology has changed over time, and learn about ethics by studying an experiment that went too far. Psychology helps you build skills in understanding others, thinking critically, and communicating clearly. You'll also learn how to look at research and use facts to back up your ideas. If you enjoy thinking strategically, analytically, working in groups, discussing and thinking out of the box, then Psychology may be a course of interest. This course is a great start for future careers in areas like counselling, social work, teaching, marketing, and human resources. It also helps you grow personally by learning more about yourself and the people around you.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91844	Examine different psychological approaches used to explain a behaviour	I	6
AS 91845	Examine how a psychological debate has changed over time	I	3
AS 91846	Conduct psychological research with guidance	I	4
AS 91847	Examine how theory is used in fields of psychological practice	I	5
AS 91848	Examine ethical issues in psychological practice	I	3

Assessment standards

Number	Title	Internal/ External	Credits
AS 91872	Analyse the interaction between psychological approaches	I	6
AS 91873	Analyse the significance of a key piece of research and its impact on society	I	3
AS 91874	Conduct independent psychological research with consultation	I	6
AS 91875	Analyse how theories are applied within a field of psychological practice	I	4
AS 91876	Analyse a significant issue in psychological practice	E	3

Course outline:

This course has been specifically designed to provide students with an introduction to the tourism industry. It recognises the knowledge and skills required as a base for further training in the tourism industry. This in turn can lead to qualifications and careers in outbound travel such as travel consultancy or wholesale travel, and inbound tourism within the New Zealand tourism industry.

Students awarded with this qualification are able to demonstrate communication skills: written and verbal, mathematics and information technology in the context of the tourism industry. This includes knowledge of world geography and tourism destinations within New Zealand, as well as tourism as a worldwide industry.

Internal unit standards – Travel and Tourism (compulsory)

Number	Title	Level	Credits
US 18237	Perform calculations for a tourism workplace	2	3
US 23761	Read and comprehend work-related documents in English for a tourism workplace	2	3
US 23767	Demonstrate knowledge of and use the Internet in a tourism workplace	2	2
US 24726	Describe and compare social and cultural impacts of tourism	2	2
US 24727	Describe and compare impacts of tourism on the physical environment	2	3
US 24728	Demonstrate knowledge of work roles in tourism	2	3
US 24729	Demonstrate knowledge of world tourist destinations	2	4
US 24730	Demonstrate knowledge of the business of tourism	2	4
US 24731	Demonstrate knowledge of destination New Zealand	2	4
US 24732	Demonstrate knowledge of tourist characteristics and needs	2	3

Level 3 units (compulsory)

Number	Title	Level	Credits
US 18228	Demonstrate knowledge of specific New Zealand regions as tourist destinations	3	8
US 24725	Describe and analyse the economic significance of tourism	3	4
US 23755	Identify and self-evaluate the demands of a specific role in a tourism workplace	3	3
US 26461	Demonstrate knowledge of Asian countries as tourist destinations	3	8
US 378	Provide customer service for international visitors	3	3

Entry requirements: Students must have achieved a minimum of 8 credits in Level 1 Mathematics or Science.

Qualification: National Certificate in Tourism (Secondary Schools). Level 2(total of 51 credits).

DESIGN & VISUAL COMMUNICATION

NCEA LEVEL 1

Course outline:

DVC is a subject within the Technology learning area of the New Zealand Curriculum. It teaches students how to visually communicate design ideas through creative and technical drawing, using both traditional and digital methods. The subject encourages innovative problem solving and challenges students to create designs that balance aesthetics (how things look and feel) with functionality (how well things work).

Students learn to balance aesthetic appeal (how a design looks and feels) with functional purpose (how well it works) to create effective, user-centred solutions. The key skills developed are Freehand sketching, Technical drawing (including instrumental and digital drawing, CAD), 3D modelling and rendering as well as the design process and creative problem solving.

DVC prepares students for further study or careers in design, architecture, engineering, and related fields.

Assessment standards

Number	Title	Internal/ External	Credits
AS 92000	Generate product or spatial design ideas using visual communication techniques in response to design influences	I	5
AS 92001	Use presentation techniques to visually communicate own product or spatial design outcome	I	5
AS 92002	Develop product or spatial design ideas informed by the consideration of people	E	5

Entry requirements: Studied the subject at previous level or approval by TIC.

Course outline:

Design and Visual Communication (DVC) at Level 2 develops students' ability to explore and communicate design ideas through drawing and presentation techniques. It is a foundation for advanced design, focusing on developing and refining ideas. Students focus on solving design problems using creativity, critical thinking, and technical skill, while considering aesthetics and functionality. Students work through a structured process—research, ideation, development, refinement, and evaluation—based on a design brief. Students work on spatial designs (architectural) and product design.

DVC prepares students for further study or careers in design, architecture, engineering, and related fields.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91337	Use visual communication techniques to generate design ideas	E	3
AS 91340	Use the characteristics of a design movement or era to inform own design ideas	I	3
AS 91341	Develop a spatial design through graphics practice	I	6
AS 91342	Develop a product design through graphics practice	I	6
AS 91343	Use presentation techniques to compose a presentation of a design	I	4

Entry requirements: Students are encouraged to have competed DVC at Level 1.

Course outline:

Design and Visual Communication (DVC) at Level 3, challenges students to solve complex design problems using advanced design thinking, drawing, and professional presentation skills. It encourages critical evaluation, and deep contextual understanding (e.g. user needs, environmental/cultural context). It is a culmination of design learning in school, focusing on resolution, justification, and real-world application of design principles. Students explore real-world scenarios in product and spatial (architectural) design and develop design outcomes that meet functional and aesthetic needs.

DVC prepares students for further study or careers in design, architecture, engineering, and related fields.

Assessment standards

Number	Title	Internal/ External	Credits
91627	Initiate design ideas through exploration	E	3
91628	Develop a visual presentation that exhibits a design outcome to an audience	I	6
91629	Resolve a spatial design through graphics practice	I	6
91630	Resolve a product design through graphics practice	I	6

Entry requirements: Students are encouraged to have competed DVC at Level 1 and/or Level 2.

Scholarship

This course is suitable for students who excel in this subject.

Course outline:

This is an academic, university-approved subject delivered under the technology learning area, designed to turn students from consumers into creators of digital technology. Students cover a range of topics with a focus on media creation and computer science.

Only students who have demonstrated commitment to their internal assessments and have passed the internals well will be considered for doing any external assessments at Level 1-3. Getting endorsement will require a high level of dedication and self-management.

Assessment standards

Number	Title	Internal/ External	Credits
AS 92004	Create a computer program	I	5
AS 92005	Develop a digital technologies outcome	I	5
AS 92006	Demonstrate understanding of usability in human-computer interfaces	E	5
AS 92007	Design a digital technologies outcome	E	5

Assessment standards

Number	Title	Internal/ External	Credits
AS 91896	Use advanced techniques to develop a computer program	I	6
AS91897	Use advanced processes to develop a digital technologies outcome	I	6
AS 91898	Demonstrate understanding of a computer science concept	E	3
AS 91899	Present a summary of developing a digital outcome	E	3

Entry requirements: Achievement in NCEA Level 1 Digital Technologies or by approval of the TIC Digital Technologies.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91906	Use complex programming techniques to develop a computer program	I	6
AS 91907	Use complex processes to develop a digital technologies outcome	I	6
AS 91908	Analyse an area of computer science	E	3
AS 91909	Present a reflective analysis of developing a digital outcome	E	3

Entry requirements: Achievement in NCEA Level 2 Technologies or by approval of the TIC Digital Technologies.

Course outline:

This is an introductory course to food presentation and service within the Hospitality industry which includes planning preparation and presentation of recipes suitable for entry into the Food industry. Interesting and relevant theory work will be as important as the practical component to successfully complete Industry Training Organisation Unit Standards.

Assessment Standards:

Number	Title	Internal/ External	Credits
US 15921	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	I	3
US 15900	Prepare, cook, and present meat in the hospitality industry	I	4
US 15919	Prepare and present hot finger food in the hospitality industry	I	2
US 17593	Apply safe work practices in the workplace	I	4
US 17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	I	4
US 28145	Interact with customers in a service industry context	I	2

The Arts

DRAMA

NCEA LEVEL 1

Course outline:

Drama helps us to understand cultural perspectives and worldviews and connect with our community. It celebrates and explores te ao Māori, Pacific, and European whakapapa and helps us to prepare for the future by challenging us to explore the attitudes and beliefs of characters in drama from Aotearoa New Zealand and globally.

Through drama, learners explore the lives and worlds of others and develop a deeper understanding of themselves and empathy for others. They will engage with the ways in which drama can uplift and sustain the mana of communities, groups and individuals.

Drama is for the learners of today who will be the adults of tomorrow — adults with an appreciation of who they are in relation to others, where they come from, and what kind of world they would like to live in.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91940	Explore the function of theatre Aotearoa	I	5
AS 91941	Participate in creative strategies to create a drama	I	5
AS 91942	Use drama techniques to perform a scripted role for an audience	E	5
AS 91943	Respond to a drama performance	E	5

Entry requirements: None

DRAMA

NCEA LEVEL 2

Assessment standards

Number	Title	Internal/ External	Credits
AS 91213	Apply Drama techniques in a scripted context	I	4
AS 91214	Devise and perform a drama to realise an intention	I	5
AS 91215	Discuss a drama or theatre form or period with reference to a text	E	4
AS 91216	Use complex performance skills associated with a drama or theatre form or period	I	4

Assessment standards

Number	Title	Internal/ External	Credits
AS 91512	Interpret scripted text to integrate drama techniques in performance	I	4
AS 91513	Devise and perform a drama to realise a concept	I	5
AS 91514	Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period	E	4
AS 91515	Select and use complex performance skills associated with a drama form or period	I	4
AS 91517	Perform a substantial acting role in a significant production	I	5
AS 91518	Demonstrate understanding of live drama performance	E	4

NCEA Music course is built around three core pillars: practical performance, creative composition, and musical analysis/theory.

Because NCEA is flexible, a typical year's course outline combines Internal Assessments (hands-on coursework done during the year) and External Assessments (end-of-year exams or portfolios), totaling around 18 to 24 credits.

Course outline:

The Goal: Foundational skill-building across performance, basic composition, and cultural context.

Students will perform a short piece (2–4 minutes) for an audience, shape basic musical ideas into an original composition, recreate a style using instruments or digital software (DAWs), and explore how music connects to culture (including Te Ao Māori).

Assessment standards

Number	Title	Internal/ External	Credits
AS 91948	Use Music skills in a music style	I	5
AS 91949	Demonstrate performance skills	I	5
AS 91950	Demonstrate understanding of music in relation to contexts	E	5
AS 91951	Shape music ideas to create an original composition	E	5

Entry requirements: Year 9 and/or 10 Music or prior approval by TIC Music.

Course outline:

The Goal: Developing technical control, personal musical voice, and sharper listening skills.

Students will perform two substantial pieces (as a soloist or group member) with strong stagecraft, compose two fully developed pieces, transcribe music by ear, and analyze instrumentation or research New Zealand music history.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91270	Perform two substantial pieces of music as a featured soloist	I	6
AS 91271	Compose two substantial pieces of music	I	6
AS 91272	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	I	6
AS 91273	Devise an instrumentation for an ensemble	I	4
AS 91274	Perform a substantial piece of music as a featured soloist on a second instrument	I	3
AS 91276	Demonstrate knowledge of conventions in a range of music scores	E	4

Entry requirements: Achievement in NCEA Level 1 Music or prior approval by TIC Music.

Course outline:

The Goal: High-level specialization, advanced artistry, and university/professional readiness.

Students will curate and perform entire multi-song programmes, communicate deep musical intent through complex original compositions or ensemble arrangements, and critically analyze substantial musical works or conduct in-depth independent research.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91416	Perform two programmes of music as a featured soloist	I	8
AS 91417	Perform a programme of music as a featured soloist on a second instrument	I	4
AS 91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	I	4
AS 91419	Communicate musical intention by composing three original pieces of music	I	8
AS 91421	Demonstrate understanding of harmonic and tonal conventions in a range of music scores	E	4
AS 91425	Research a music topic	I	6
AS 91849	Compose three original songs that express imaginative thinking	I	8

Entry requirements: Achievement in NCEA Level 2 Music, or prior approval by TIC Music.

Scholarship

This course is suitable for students who excel in this subject.

Course outline:

NCEA Level 1 Visual Art extends the art-making skills learned in Years 9 and 10 and requires a reasonable level of competency in drawing and painting. This course aims to develop perceptual ability, creative imagination and critical knowledge. Students will study the work of New Zealand and overseas artists, within the rich cultural context of Aotearoa New Zealand, to assist their decision making when producing their own art.

Students will present a set number of workbook pages for each internal assessment and a portfolio of work on One A1 size board for the externally moderated assessment.

This course is a foundation for NCEA Level 2 Painting.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91913	Produce resolved artwork appropriate to established art making conventions	I	5
AS 91914	Explore Visual Arts processes and conventions to inform own art making	E	5
AS 91915	Create a sustained body of related artworks in response to an art making proposition	E	5

Entry requirements: Successfully completed Year 10 Art.

Course outline:

In this course ideas and techniques are covered in more depth and issues are tested by studying particular artists and their approaches. Over the course of the year painting is studied in some depth. Students are required to take a more individual approach and make decisions that reflect their own opinions about possible directions regarding the content and the direction of their work.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91311	Use drawing methods to apply knowledge of conventions appropriate to painting practice	I	4
AS 91316	Develop ideas in a related series of drawings appropriate to established painting practice	I	4
AS 91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	E	12

Entry requirements: Achieved at least 15 credits in Level 1 or approval by HOLA Visual Arts.

Course outline:

The understanding and application of ideas and techniques related to painting are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91446	Use drawing to demonstrate understanding of conventions appropriate to painting	I	4
AS 91451	Systematically clarify ideas using drawing informed by established painting practice	I	4
AS 91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice	E	14

Entry requirements: Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

Scholarship

This course is suitable for students who excel in this subject.

Course outline:

NCEA Level 1 Design extends the design skills learned in Year 10 art design. The understanding and application of ideas and techniques are studied in detail and students are required to engage in work of a high conceptual level.

Students will study the work of New Zealand and overseas designers within the rich cultural context of Aotearoa New Zealand to assist their decision making when producing their own design solutions.

This course aims to develop perceptual ability, creative imagination and critical knowledge and builds a strong foundation for Level 2 Photography and Art design.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

Internal achievement standards

Number	Title	Credits
AS 91913	Produce resolved artwork appropriate to established art making conventions.	5
AS 91914	Explore Visual Arts processes and conventions to inform own art making	5
AS 91915	Create a sustained body of related artworks in response to an art making proposition	5

Entry requirements: Successfully completed Year 10 Art and Design.

Course outline:

The understanding and application of ideas and techniques related to design are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues in design, as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91310	Use drawing methods to apply knowledge of conventions appropriate to design.	I	4
AS 91315	Develop ideas in a related series of drawings appropriate to established design practice.	I	4
AS 91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.	E	12

Entry requirements: Achieved at least 12 credits in Level 1 or approval by HOLA Visual Arts.

Course outline:

The understanding and application of ideas and techniques related to design are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues in design, as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is expected.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91445	Use drawing to demonstrate understanding of conventions appropriate to design	I	4
AS 91450	Systematically clarify ideas using drawing informed by established design practice	I	4
AS 91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice	E	14

Entry requirements: Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

Scholarship

This course is suitable for students who excel in this subject.

VISUAL ART: PHOTOGRAPHY

NCEA LEVEL 2

Course outline:

The understanding and application of ideas and techniques related to photography are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is beneficial.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91312	Use drawing methods to apply knowledge of conventions appropriate to photography.	I	4
AS 91317	Develop ideas in a related series of drawings appropriate to established photography practice	I	4
AS 91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.	E	12

Entry requirements: Achieved at least 12 credits in Level 1 Art or approval by HOLA Visual Arts.

Please note: Access to a digital SLR camera is highly beneficial, but not a prerequisite to this course.

VISUAL ART: PHOTOGRAPHY

NCEA LEVEL 3

Course outline:

The understanding and application of ideas and techniques related to photography are studied in detail and students are required to engage in work of a high conceptual level. Students require prior knowledge of artistic ideas and issues as well as familiarity with traditional and contemporary art styles and methods of working.

Students should be aware that Adobe Creative Suite will be the main creative tool used throughout the course and a familiarity with this creative software programme is expected.

Assessment standards

Number	Title	Internal/ External	Credits
AS 91447	Use drawing to demonstrate understanding of conventions appropriate to photography	I	4
AS 91452	Systematically clarify ideas using drawing informed by established photography practice	I	4
AS 91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	E	14

Entry requirements: Achieved at least 12 credits in Level 2 or approval by HOLA Visual Arts.

Please note: Access to a digital SLR camera is highly beneficial, but not a prerequisite to this course.

Scholarship

This course is suitable for students who excel in this subject.

Trades Academy

In partnership with the Manukau Institute of Technology the Trades Academy programme courses are available that support students to experience success through Tertiary Trades Training while in High School. It provides hands-on learning with improved pathways into trades employment, apprenticeships, and/or further training.



This is an exciting option for students wanting to transition into tertiary study whilst still at school. In these programmes, you will attend a one day or two-day course at MIT. Students need to be 16 and over and in Years 11 – 13.

L2 Programme	Days	Credits
Building (Full Year)	Tue, Wed, Thu, Fri	21
Building & Landscaping (Full Year)	Wed, Thu	28
Carpentry (Half Year)	Thu	15
Automotive (Full Year)	Weds, Thu, Fri	24
Electrical (Half year)	Thu, Fri	15
Engineering (Half year)	Fri	11
Early Childhood Education	Thu	29
Hospitality	Wed, Thu	29
Hairdressing	Fri	18
Barbering	Thu	19

Students enrolled in Hospitality, Automotive Technologies, Electrical trades, Engineering or Building, Carpentry and Construction programmes, will be issued the following if applicable:

- Kitchen uniform
- A pair of safety boots
- A pair of overalls
- A hi-vis vest

*Please note that there are no extra costs when choosing Trades Academy.

****There are possible options for a Level 3 Trades Academy - Please contact Mr Charman or Mr Stewart for more information.**

Gateway

The Gateway programme provides a pathway for Year 12 and 13 domestic students to undertake structured workplace learning across a range of industries and businesses, while continuing to study at school. Students can gain Level 1, 2 or 3 Unit Standards. Various Unit Standards are offered, depending on the industry. A minimum of 20 credits needs to be achieved per course.

Please note that Unit Standards do not count towards University Entrance.

There are limited spaces available. Students must apply for a course the year before commencement. The courses will be paid for through Gateway funding.

Entry requirements:

As spaces are limited, preference will be given to Year 13 students. However, students who plan to leave school at the end of Year 12 will be given priority over other Year 12 students.

Special conditions apply for Year 11 students to enter the Gateway programme.

Health and Safety Requirements:

To prepare for and access various industry work placements, students are required to complete a health and safety course or obtain a SiteSafe certificate (or other required prior training, such as First Aid). A police Check is also required for ECE (Early Childhood Education) placements.

Costs:

Free to domestic students. However, if a student withdraws partway through a course, they may be required to repay the Gateway course fees. The average cost per course, per student, is \$500.

Examples of industries:

Agriculture, Aviation, Banking, Broadcasting, Butchery, Construction, Early Childhood Education, Event Management, Fashion, Hair and Beauty, Horticulture, Hospitality, IT, Motor Industry, Retails & Customer Service, Sport Training & Management, Trades Skills, Transport & Logistics, Travel and Tourism, Veterinary Medicine and many more.

Please contact Mr Mark Stewart for more information. gateway@elim.school.nz

Distance Learning

Distance Learning through Te Kura Correspondence School is available in exceptional cases. Limited spaces may be offered in options such as a language (pre-entry assessment of competency is required) and Art History.

Students who apply for distance learning need to be highly motivated, focused, independent workers. They are required to make regular submissions of set assignments in order to remain enrolled.

Previous successful academic track record is a requirement.

SENIOR STUDENT SUBJECT HANDBOOK
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