




Tararua College

Senior Choices & Future Pathways

2026

Information Booklet

The left side of the page features a vertical decorative border with a traditional Maori pattern, consisting of stylized, interlocking circular and spiral motifs in white and blue on a dark background.

The intention of this booklet is to help you as a student and your caregiver(s) to make informed decisions about subjects to take at Tararua College.

As you work your way through this booklet, you will learn more about why it is important to choose subjects that link to career choices. By doing this, you are better preparing yourself when you leave College. As a small rural, co-educational school, we are able to offer flexibility in subject selection and work hard to resolve timetable clashes. Video Conferencing and Correspondence is also offered. Coupled with excellent support services, we aim to provide you with top quality teaching and learning environments and to arm you with the necessary skills and competencies that you need to actively participate in future tertiary institutions and places of employment with confidence.

For Whānau:

To help our students plan their future pathways, Whānau teachers at Tararua College are facilitating learning through the MyMahi digital mentoring platform at Whānau Time.

As well as providing the capacity to keep up to date with credits through MyMahi, students can access all their learning results, timetables and even the daily notices. The MyMahi app enables young people to 'plan ideas about those vital next steps and look at the range of options out there. Young people can now view thousands of tertiary courses, set goals, self-reflect, develop a CV as well as build a portfolio, showing employers why they are work ready.'

We want our students to work with us at achieving these goals and would appreciate it if you took some time to discuss the information in this booklet, along with the work that they have done on MyMahi.

Whānau teachers are the first port of call for future Pathways information, especially linked to subject selection.

Mrs Rachel Ireland, the College's Future Pathways advisor, is available to meet with students to answer questions that Whānau teachers and students need further assistance with.

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COURSE INFORMATION

Subject descriptions are found in the second half of this booklet.

As can be seen, some NCEA Level 2 courses do not lead to courses at NCEA Level 3. If you are planning to enter university, you should ensure that you will be able to study at least four University approved subjects in Year 13.

Some subjects may not be offered if student numbers are too low or the subject may be taught in combination with NCEA Level 1, 2, or 3 in class.

Before making a final decision, students and Whānau should talk to as many people as possible. These people could include Whānau teachers, Deans, Future Pathways advisors, MyMahi Lead Mentors, Deputy Principals, teachers in a subject area, or students who have taken that subject.

Terminology- A list of key terminology and their descriptions are available at the end of the booklet.



SUBJECT CHOICES

The following pages list all the subjects available across NCEA Level 2.

These are sectioned in the 8 curriculum areas of the New Zealand Curriculum:

- Mathematics/Pāngarau
- English language/Te Reo Pākehā
- Social Sciences/Tikanga-a-iwi (including History, Geography, Travel& Tourism & Classics)
- Science/Putaiāo (including Biology, Chemistry, Physics, Environmental & Primary Industries)
- Te Ao Māori (including Māori language and literature/Te Reo Māori, Māori Performing Arts & Mau Rākau)
- Ngā Toi/The Arts (including Visual Art, Drama, &Music)
- Health and Wellbeing/Hauora (including PE, Sport & Recreation)
- Technology/Hangarau (including Food Technology, Hospitality, Automotive Engineering, Mechanical Engineering, & BCATS and Digital Technologies)
- Pathways- Futures/gateway/UCOL
- Virtual Learning Network

All Year 12 students are required to take 6 subjects.



ENGLISH/ TE REO PĀKĒHĀ

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Learning English encompasses learning the language, learning through the language, and learning about the language.

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Please see the HoD English, Ms West, or any of the class teachers, for more information about any of the courses in this section of the handbook.

Ko te reo te tuakiri - Language is my identity

Ko te reo tōku ahurei-Language is my uniqueness

Ko te reo te ora - Language is life

ENGLISH- Level 2

| | |
|----------------------------|--|
| Course | ENGLISH |
| Subject Code | ENG2 |
| Overview | This course is the NCEA Level 2 English course. It is designed for students who have a keen interest in English and for students who plan to go on to further study at university or a tertiary institution. |
| Recommended prior learning | It is recommended that students have achieved well in the NCEA Level 1 English course. |
| Skill development | <ul style="list-style-type: none">• crafting creative/formal writing• responding to visual texts• responding to written texts• visual text analysis• oral presentation• close viewing• report writing |
| Assessment | NCEA Level 2 Achievement Standards will be offered in this course. There are a range of assessment opportunities within this course, from completing only internal assessments to combining some internal assessments with external examinations. Within these different assessment opportunities 18-22 credits will be offered. |
| Pathways | This course leads to NCEA Level 3 English examination |



MATHEMATICS/PĀNGARAU

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. These two disciplines are related but are different ways of thinking about and solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.

Mathematicians and statisticians use symbols, graphs, and diagrams to help them find and communicate patterns and relationships, and they create models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, health, environmental, and economic contexts.

Please see the HoD Mathematics, Mr Ngatuere, or any of the class teachers, for more information about any of the courses in this section of the handbook.

Keihopu tōu ringaki te aka tāepa, engarikia mau ki te aka matua
Cling to the main vine, not the loose one.

MATHEMATICS- Level 2

| | |
|----------------------------|---|
| Course | MATHEMATICS |
| Subject Code | MAT2 |
| Overview | This course is the second step for students aiming to eventually study at university or any other tertiary institution that requires NCEA Level 2/3 Mathematics. No matter who their teacher is, or what option line the class is in, each student will have the opportunity to achieve ACH, MRT or EXC in the standards offered. |
| Recommended prior learning | Students who gain 14 plus credits at Level 1, with a majority of Merit/Excellence grades, qualify for MAT2. |
| Skill development | Mathematics at Level 7 from all strands of the curriculum Algebra and Number, Probability and Statistics, Measurement, Geometry. |
| Assessment | This course consists of NCEA Level2 and/or Level3 achievement standards assessments. Assessments are a mixture of internal and external assessments. |
| Pathways | <p>Students who gain 14 credits with a majority of Merit/Excellence grades qualify for MAT2. Students who gain 10 credits, and a majority of ACH grades, could still qualify for MAT3 but at the discretion of the Head of Department.</p> <p>Students who do not gain their Numeracy will not be able to do MAT3.</p> |

SCIENCE/ PŪTAIO

Science is a way of investigating, understanding, and explaining our natural, physical world and the wider universe.

It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.

Scientific progress comes from logical, systematic work and from creative insight, built on a foundation of respect for evidence. Different cultures and periods of history have contributed to the development of Science. Science is a fundamental aspect of all STEM.

Science at Tararua College includes:

- Biology
- Chemistry
- Physics
- Primary Industries

It is **compulsory** for students in Year 11 to select at least 1 Science course. Students are able to choose other Science courses as an option subject.

Please see the HoD Science, Mrs. Harding, for more information about any of the courses in this section of the handbook.

Mā te whakaaronui e hanga te whare;mā te mātauranga e whakaū.

Big ideas create the house; knowledge maintains it.

BIOLOGY Level 2

| | |
|----------------------------|--|
| Course | BIOLOGY |
| Subject Code | BIO2 |
| Recommended prior learning | It is recommended that students have attained an Achieved or better grade in more than 14 credits of the NCEA Level 2 Science, including at least one external assessment. Achievement in other Science are an advantage but not necessary. |
| Skill development | <p>Programme Choice</p> <ul style="list-style-type: none">• Students will have the choice of doing a Level 3 Biology programme for University Entrance in Biology or Science. <p>Topics covered:</p> <ul style="list-style-type: none">• Plant and Animal Behaviour• Biotechnology• Speciation• Human Evolution• Socio- Scientific Issues |
| Assessment | This course is an NCEA Level 2 course and has a combination of internal and external assessments based on the students chosen pathway |
| Pathways | This course can provide the background needed for a variety of animal based industry positions. It is also required for Level 3 Biology. |

CHEMISTRY Level 2

| | |
|----------------------------|--|
| Course | CHEMISTRY |
| Subject Code | CHE2 |
| Recommended prior learning | To do well in this course a student should have achieved 14 credits or better in NCEA Level 1 IN 2023. |
| Skill development | Following a course with a high practical component by learning new theoretical concepts by developing skills and knowledge gained in Level 1 Science. Practical skills are emphasised and the material taught is related to real-life situations. Some course material will be delivered, or available online. |
| Assessment | Assessments will be selected from internal standards with the option to attempt two external standards at the end of the year. Approximately 18-23 credits will be offered. |
| Pathways | These courses will provide important background skills and knowledge for the NCEA Level 3 |

PHYSICS Level 2

| | |
|---------------------------------|--|
| Course | PHYSICS |
| Subject Code | PHY2 |
| Recommended prior learning | Achieved or better in half or more of the Achievement Standards offered in Level 2 Physics course. Achieved or better in more than half the Achievement Standards offered in the Level 2 NCEA Mathematics course |
| Recommended concurrent learning | If you intend to continue Physics at tertiary level, you should take NCEA Level 3 Mathematics with Calculus. Students will develop skills in the following areas by building on the foundation created in the NCEA Level 2 course by extending studies of the real world. |
| Skill development | <ul style="list-style-type: none">• mechanics (forces and motion - straight and rotational, with emphasis on rotational)• wave motion (behaviour of light and matter waves – emphasis on superposition and diffractions) electromagnetism (electricity, radios, transformers)• atoms, photons, nuclei. |
| Assessment | This course is assessed at Level 3 NCEA with a total of 16 credits, of which ten will be internally assessed. |
| Pathways | This course provides the foundation for Level 3 Physics |

PRIMARY INDUSTRIES- Level 2

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|-------------------|---|
| Course | PRIMARY INDUSTRIES |
| Subject Code | PRI2 |
| Overview | Students will have a choice of pathways to study. The emphasis in this course is on individual learning programmes suited to the students' needs. This requires independent and self-directed learning. |
| Skill development | Courses can include: <ul style="list-style-type: none">• Propagation techniques• Garden and grounds development and maintenance• Animal behaviour and welfare• Farming profitability• Dairy production• Sheep, beef, pork and poultry• Fencing and farm maintenance• Global market forces |
| Assessment | Assessments will be selected from internal and external standards and may include the option of attempting external examinations. |
| Pathways | These courses are intended to provide a solid grounding for students intending to continue in a Primary Industries career or further tertiary study. |

P.I.T.O- Industry Programme

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|----------------------------|---|
| NCEA | PRIMARY INDUSTRIES TRAINING ORGANISATION COURSE |
| Subject Code | PITO |
| Overview | <p>Students will have a choice of pathways to study. The emphasis in this programme is industry based learning. Students will have 1 day per week out of school with the PITO instructors on working farms learning industry based skills.</p> <p>Students are expected to keep up their achievement, attendance and behaviour expectations required at Tararua College.</p> |
| Recommended prior learning | PRI 1 or 2 recommended but not essential |
| Skill development | <p>Courses can include:</p> <ul style="list-style-type: none">• Equipment use and maintenance• Animal behaviour and welfare• Fencing and farm maintenance |
| Assessment | <p>All assessments are Unit Standards. Students need to apply and will be interviewed for a place on the program. For further information please see Mrs. Harding.</p> |



SOCIAL SCIENCES / TIKANGA- A- IWI

The Social Sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.

Social Sciences include: History, Geography, Economics/Commerce and Psychology.

Please see the HoD Social Sciences, Miss McKinlay, or any of the subject teachers, for more information about any of the courses in this section of the handbook.

Unuhia te rito o te harakeke kei whea te kōmako e kō?

Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te meanui o te ao, Māku e kī atu he tangata, he tangata, he tangata!

Remove the heart of the flax bush and where will the kōmako sing?

Proclaim it to the land, proclaim it to the sea;

Ask me, ‘What is the greatest thing in the world?’ I will reply, ‘It is people, people, people!’

ACCOUNTING- Level 2

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|----------------------------|--|
| NCEA Level | ACCOUNTING |
| Subject Code | ACC2 |
| Recommended prior learning | This course introduces students to the fundamentals of financial record-keeping and reporting for individuals and businesses. Students learn how to process transactions, prepare financial statements, and apply accounting concepts like GST, depreciation, and inventory. The course helps develop accuracy, problem-solving, and an understanding of how accounting supports business decision-making. It also lays the foundation for more advanced study in accounting at Level 3 and beyond. |
| Skill development | <ul style="list-style-type: none"> • Numeracy and accuracy – working confidently with financial data and calculations. • Attention to detail – ensuring transactions and records are correct and complete. • Problem-solving – identifying and correcting errors or imbalances in accounts. • Analytical thinking – interpreting financial information to understand business performance. • Organisational skills – managing records and completing tasks systematically. • Basic financial literacy – understanding key accounting terms and concepts. • Communication – presenting financial information clearly in written formats. |
| Assessment | <p>Level Two Accounting is assessed by a number of Achievement Standards. Students will be expected to take one external examination.</p> <p>AS91179 Demonstrate understanding of an accounts receivable subsystem for an entity</p> <p>AS91386 Demonstrate understanding of an inventory subsystem for an entity</p> <p>AS91481 Demonstrate understanding of a contemporary accounting issue for decision-making</p> <p>AS91176 Prepare financial information for an entity that operates accounting subsystems</p> |
| Pathways | Level 3 Accounting |

HISTORY- Level 2

| | |
|----------------------------|---|
| NCEA Level | HISTORY |
| Subject Code | HIS2 |
| Recommended prior learning | Open Entry but 10 credits or better in Level 1 NCEA History OR Geography OR English is desirable. This is an academic course and therefore students need to be comfortable with both reading and writing literacy. |
| Skills Development | Students build on the skills they have practiced in their prior study. <ul style="list-style-type: none">• The contexts are drawn from student interest and consultation with their teacher at the beginning of the year however popular topics at Level 2 include:• The bombings of Hiroshima and Nagasaki• Rights in Aotearoa• 9/11 the Global anti-terrorism movement• Holocaust• Vietnam |
| Assessment | NCEA Level 2 History has five Achievement Standards. Three of these are assessed internally through research and communication assignments. Two Achievement Standards are assessed through the end of year external examination that is administered by NZQA |
| Pathways | Level 3 History |

PSYCHOLOGY- Level 2

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|----------------------------|--|
| NCEA Level | PSYCHOLOGY |
| Subject Code | PSY2 |
| Recommended prior learning | <p>Students who are interested in taking Psychology should be interested in the way in which the mind works, how people are conditioned, what are the ethical issues surrounding research practices and be open to exploring different fields of Psychology.</p> <p>This is an academic course and therefore students need to be open to writing essays, research papers and referencing.</p> |
| Skills Development | <p>Sports Psychologists, Healthcare workers, Social Workers, Therapists and Counsellors all use Psychology within their fields. Through this course, students will be introduced to a variety of psychological fields of study.</p> <p>They will develop skills in the following areas:</p> <ul style="list-style-type: none">■ Psychology and cognitive science fundamentals■ Communication■ Critical Thinking■ Research, Referencing and Report writing |
| Assessment | <p>This is an internally assessed course consisting of 11 internal credits. The assessments are:</p> <ul style="list-style-type: none">■ Examine how a psychological debate has changed over time■ Examine how theory is used in fields of psychological practice■ Examine ethical issues in psychological practice <p>Further credits can be offered for those who have not completed the level 1 Psychology course.</p> |
| Pathways | <p>This course leads directly into the Level 3 NCEA Psychology course.</p> |

TE AO MĀORI

Te Ao Māori denotes 'the Māori World'. While simple in definition, it is rich in meaning and vast in breadth and depth. Here, Te Ao Māori refers to three key areas, including Te Reo Māori (Māori language), tikanga Māori (protocols and customs) and Te Tiriti o Waitangi (the Treaty of Waitangi).

Together, these three areas will provide you with a broad overview, and hopefully, a better understanding of Māori culture and Māori realities. Toitū te kupu, toitū te mana, toitū te whenua - This proverb was spoken by Tinirau of W'anganui. It is a plea to hold fast to our culture, for without language, without mana (spirit), and without land, the essence of being Māori would no longer exist, and as a nation we would be lost.

Please see the teacher in charge of Te Ao Māori, Tā Daymond for more information about any of the courses in this section of the handbook.

Kiatau mai te reo / A state in which the language thrives and cloaks the land and people

***Ko tereo te manawa pou o te Māori / Language is the life blood of Māori, The life force and the sacred energy of man.
Tears and mucus are the spiritual expressions of feelings.***

Kotōku nui, tōku wehi, tōku whakatiketike, tōku reo. / My language is my greatness, my inspiration, that which I hold precious.

Ko tereo Māori te kākahu o te whakaaro, te huarahi i te ao tūroa / The Māori language is the cloak of thought and the pathway to this natural world.

***Ko temanu e kai ana i te miro, nōna te ngahere. Ko temanu e kai ana i te mātauranga, nōna te ao.
The bird that partakes of the miro berry reigns in the forest. The bird that partakes of the power of knowledge has access to the world.***

Ko te reo te mauri o te mana Māori / Language is the life force of Māori.

TE REO MĀORI Level 2

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|----------------------------|--|
| NCEA Level | Te Reo Māori |
| Subject Code | MAO 2 |
| Recommended prior learning | NCEA Level 1 Te Reo Māori |
| Skills Development | <ul style="list-style-type: none">• read Te Reo Māori with understanding to write composition on topics in Te Reo Māori• listen and respond to Te Reo Māori, to speak Te Reo Māori in an informal setting• question/answer techniques to enable students to converse in Te Reo Māori• research and present information in Te Reo Māori to apply Te Reo Māori me ōna tikanga in authentic marae-based activities e.g. Pōwhiri. |
| Assessment | <p>This course is assessed both internally and externally, for NCEA Level 2. In 2024 there will be 4 standards available, 2 internal and 2 external with a total of 20 credits.</p> <p>Te Reo Māori certificate / diploma / degree / masters / PhD College of Education, teacher training A Level 2 qualification in Te Reo is rewarded financially at a higher level than the reward for a Level 1 qualification in the Public Service.</p> |
| Pathways | <p>Te Reo Māori certificate / diploma / degree / masters / PhD College of Education, teacher training A Level 2 qualification in Te Reo is rewarded financially at a higher level than the reward for a Level 1 qualification in the Public Service.</p> |

| | |
|----------------------------|---|
| NCEA Level | Māori Performing Arts |
| Subject Code | MPA2 |
| Recommended prior learning | MPA NCEA Level 1 |
| Skills Development | <ul style="list-style-type: none"> • Demonstrate knowledge and skills of Waiata-ā-ringa • Demonstrate knowledge and skills of Haka • Demonstrate knowledge and skills of Mōteatea • Demonstrate knowledge and skills of poi • Demonstrate knowledge and skills of haka wāhine |
| Assessment | This course will be internally assessed and moderated throughout the year and is equal parts theory and performance. |
| Pathways | <p>This course can lead to NCEA Level 3 Māori Performing Arts. Students planning to continue in visual and performance arts, travel and tourism, and public services will find these skills very helpful. Māori culture has become very popular and there are now many opportunities worldwide in Māori Performance Art.</p> <p>This subject will become a University Entrance approved subject as of 2024.</p> |

WHAKAIRO

Māori traditional art of carving.

| | |
|----------------------------|---|
| NCEA Level | WHAKAIRO |
| Subject Code | WHA2 |
| Recommended prior learning | None |
| Skills Development | <ul style="list-style-type: none">• The activities for these unit standards are based on collecting information and demonstrating knowledge of design elements, principles, tools and tikanga (customary procedures) relevant to whakairo.• We will do this by investigating other carvers works and creating some of our own to demonstrate our understanding of values in whakairo |
| Assessment | This course will be internally assessed and moderated throughout the year with some written presentations and some performances. |

THE ARTS- NGĀ TOI

The arts are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies. Through movement, sound, and image, the arts transform people's creative ideas into expressive works that communicate layered meanings.

The Arts include...

Visual Art

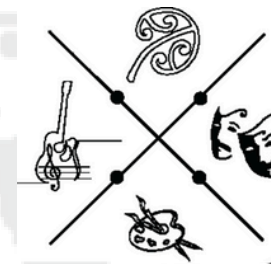
Drama

Music

Please see the HoD Arts, Miss Look, or any of the subject teachers, for more information about any of the courses in this section of the handbook.

Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa

Artistic excellence makes the world sit up in wonder.



DRAMA- Level 2

| | |
|----------------------------|--|
| NCEA | DRAMA |
| Subject Code | DRA2 |
| Recommended prior learning | <p>This course is available to any senior student. Completing the Year 11 course is desirable, but not essential. In this course, students must:</p> <ul style="list-style-type: none">• Be willing to work collaboratively• Perform in public• Have excellent attendance (as all standards are group based)• Commit to some rehearsals outside of regular school hours |
| Skills Development | <ul style="list-style-type: none">• Drama Techniques (Production or Showcase)• Performance skills• Collaborative and problem-solving skills• Active participation in process drama• Reflection and giving and receiving constructive criticism |
| Assessment | <p>Achievement Standard assessments will reflect the practical nature of this course.</p> <p>Students can earn up to 19 credits. Most students will be offered 14 credits</p> |
| Pathways | <p>This course can lead to further study of Drama at NCEA Level 3.</p> <p>Drama also develops the sought after 21st century 'soft skills' communication, collaboration, creativity, and problem solving</p> |

MUSIC- Level 2

| | |
|----------------------------|--|
| NCEA | MUSIC |
| Subject Code | MUS2 |
| Recommended prior learning | Year 11 Music or approval by the Music teacher. Students should have completed at least three years of itinerant or private music lessons |
| Skills Development | <ul style="list-style-type: none">• Making music (composition)• Making music (solo and group performance)• Music Studies (theory and history)• Music Technology <p>This course will allow students to develop their practical skills in performance and composition. Students are encouraged to further develop their understanding of music notation and history</p> |
| Assessment | Students can select from a range of Achievement and Unit Standards, both internally and externally assessed. There is an external examination available to students subject to an interview with the Music teacher. Achievement Standards allow students to achieve Merit or Excellence and count towards subject endorsement. |
| Concurrent learning | Senior students that select Music in NCEA will have compulsory Itinerant lessons. |
| Pathways | NCEA Level 3 Music. Various tertiary courses. |

VISUAL ART- Level 2

| | |
|----------------------------|--|
| NCEA | VISUAL ART |
| Subject Code | ART2 |
| Recommended prior learning | Students should have satisfactorily completed the NCEA Level 1 course OR with Approval from the Art Teacher |
| Skills Development | <ul style="list-style-type: none">• Specialize in a specific field of Art• How to self-reflect and give/receive constructive criticism to form educated outcomes.• Develop and expand techniques and processes within a specialized Art practices• How to conceptually develop ideas to visually communicate• How to use Art techniques to convey a theme or subject• Effective time management |
| Assessment | NCEA Level 2 Printmaking: Achievement Standards Two Internal and one external (folio) totaling 20 credits OR NCEA Level 2 Painting: Achievement Standards Two Internal and one external (folio) totaling 20 credits |
| Pathways | Tertiary Art and design course, Fine Arts, Commercial Photography, Graphic design, Advertising, Teaching, Animation, TV and Film, Art therapist, Art Critic and many more |



HAUORA

HEALTH & PHYSICAL EDUCATION

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

The learning activities in health and physical education include:

- Personal health and physical development
- Movement concepts and motor skills
- Relationships with other people
- Healthy communities and environments

Please see the HoD of Physical Education and Health, Mrs Sarah Tuhura for more information about any of the courses in this section of the handbook.

Heoranga ngākau, he pikinga waiora
Positive feelings in your heart will enhance your sense of self-worth.

HEALTH- Level 2

| | |
|----------------------------|--|
| NCEA | HEALTH |
| Subject Code | HEA2 |
| Recommended prior learning | <ul style="list-style-type: none">• NCEA Level 1 Health and/or• NCEA Level 1 English |
| Skills Development | <p>Evaluate factors that influence people's ability to manage change</p> <ul style="list-style-type: none">• Analyse issues related to sexuality and gender to develop strategies for addressing the issues• Take action to enhance an aspect of people's well-being within the school or wider community |
| Assessment | This is a theory-based, Achievement Standards course with the opportunity of Subject Endorsement. |
| Pathways | This course is suitable for students interested in a career in physical activity or the health sectors. |

PHYSICAL EDUCATION- Level 2

| | |
|----------------------------|---|
| Subject Name | PHYSICAL EDUCATION |
| Subject Code | PE2 |
| Recommended prior learning | NCEA Level 1 PE and/or NCEA Level 1 English |
| Skills Development | <ul style="list-style-type: none">• Examine the significance for self, others and society of a sporting event, a physical activity, or a festival• Demonstrate understanding of the application of biophysical principles to training for physical activity• Perform a physical activity in an applied setting• Consistently demonstrate social responsibility through applying a social responsibility model in physical activity |
| Assessment | <ul style="list-style-type: none">• PE is a mix of theory-based assessments (Achievement Standards) and physical activity• You must be prepared to participate in the physical activities, as well as complete written assessment |
| Pathways | This course is suitable for students interested in a career in physical activity or the health sector. This course is suitable for students interested in a career in any health profession including medicine, nursing, physiotherapy, radiography, teaching (primary and secondary), sports coaching, personal training and recreation. |

SPORT AND RECREATION- Level 2

| | |
|----------------------------|--|
| Subject Name | SPORT & RECREATION |
| Subject Code | SPR2 |
| Recommended prior learning | Full participation in prior physical education classes |
| Skills Development | <ul style="list-style-type: none">• Plan and run a recreation activity• Demonstrate knowledge of weather information for an outdoor activity• Demonstrate skills for an overnight tramp• Demonstrate knowledge of preparation for an outdoor activity and how personal contribution influences group functioning in an outdoor activity• Participation in an introductory rafting experience |
| Assessment | <p>Sport and Recreation is a mix of theory-based assessments (Unit Standard Booklets) and physical activity.</p> <p>You must be prepared to participate in the practical side, as well as complete the booklets which are the written component of the course</p> |
| Pathways | This course is suitable for students interested in a career in sports, fitness, outdoor and recreation |



TECHNOLOGY/ HANGARAU

Technology is intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities. Adaptation and innovation are at the heart of technological practice.

Quality outcomes result from thinking and practices that are informed, critical, and creative.

Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important tools for exploration and communication. Technology is never static. It is influenced by and impacts on the cultural, ethical, environmental, political, and economic conditions of the day.

Technology includes:

Food Technology, Hospitality, Machine and Vehicle Maintenance, Design and Engineering Technology, Building Construction, Digital Technologies – please see the HoD Technology, Mrs Ireland, or any of the subject teachers, for more information about any of the courses in this section of the handbook.

Kaua e rangiruatia te hāpaio te hoe; e kore tō tātou waka e ū ki uta

Don't paddle out of unison; our canoe will never reach the shore.

| | |
|----------------------------|---|
| Subject Name | BCATs |
| Subject Code | BCA2 |
| Recommended prior learning | BCA1 |
| Who this may interest | Students wanting to pursue a career in building, allied trades, or construction management. |
| Skills Development | Unit standards in communication, costing and calculations, project management, building construction. |
| Assessment | Unit Standard based courses. |
| Pathways | Note this course is not applicable for University Entrance. This is a course relevant for students looking to go into the trades area whether it be further study at a tertiary institution or an apprenticeship. |

MACHINE AND Vehicle MAINTENANCE

| | |
|----------------------------|--|
| Subject Name | MACHINE & VEHICLE MAINTENANCE |
| Subject Code | MVM2 |
| Recommended prior learning | Machine & Vehicle Maintenance Level 1, Design & Engineering Technology Level 1 |
| Who this may interest | Hands on or practical students. Unit standards only are offered from Life skills. |
| Skills Development | The unit standards at this level build further upon the Level 2 content but would be dependent on the individual's success at Level 2 and their chosen career pathway. |
| Assessment | Unit Standard based courses. |
| Note | These unit standards are able to support an Automotive or Engineering pathway. Note: This class will run subject to student demand and staffing. |

Design & Engineering Technology

| | |
|----------------------------|--|
| Subject Name | DESIGN & ENGINEERING TECHNOLOGY |
| Subject Code | DET2 |
| Recommended prior learning | DET1 |
| Who this may interest | Hands on or practical students for the unit standards offered. Students who would like a chance to design and construct their own projects. |
| Skills Development | The unit standards at this level build further upon Level 1 skills and knowledge. A prescribed project will be completed using CAD design and practical fabrication of the project. |
| Note | The unit standards support an apprenticeship or trades study pathway. |

HOSPITALITY

| | |
|----------------------------|--|
| Subject Name | HOSPITALITY |
| Subject Code | HOS2 |
| Recommended prior learning | Completion of one of HOS1 course is desirable or by approval of Mrs. Ireland. |
| Skills Development | This course will cover the Hospitality Unit Standards including: food safety and contamination cooking skills and a variety of cooking methods for example grilling, frying, roasting, sandwich making demonstrating creativity and individuality Opportunity for attendance at the UCOL Secondary School Cooking Competition if possible. |
| Assessment | Level 2 Unit Standards will be offered. |
| Pathways | Polytechnic course in Café Skills, Cookery and Hospitality. Hospitality Level 3 Unit Standards course (if available). |

Food Technology

| | |
|----------------------------|---|
| Subject Name | FOOD TECHNOLOGY |
| Subject Code | FTE2 |
| Recommended prior learning | Gained credits in Achievement Standards in Level 1 Food Technology |
| Skills Development | <p>Students will develop skills in the Technology curriculum in the area of food including: conceptual design and/or prototype development, processing technologies (advanced), preservation and packaging. This course extends knowledge learnt in Level 1 Food Technology. This is a challenging academic course for organised and self-motivated students.</p> |
| Assessment | Up to 16 NCEA Level 2 Achievement Standard credits will be offered. |
| Pathways | Polytechnic course in Café Skills, Cookery and Hospitality. Hospitality Level 3 Unit Standards course (if available). Food Technology Level 3. |

DIGITAL Technologies

| | |
|----------------------------|--|
| Subject Name | DIGITAL TECHNOLOGIES |
| Subject Code | DTG2 |
| Recommended prior learning | Computers and Internet access at home are an advantage. It supports those students who require extra support to meet deadlines, and allows students access to more screen time for skill development. |
| Skills Development | Students will: understand advanced fundamentals of good website design OR good game design. propose, plan and create a multi-page web-site OR a computer game (skills are spread over level 1,2& 3). plan and build an advanced computer program using the Python language. |
| Assessment | All assessments are achievement standards. There are up to 19 internal credits available. If students choose to take on an extra external standard, they are able to get endorsement at Merit and Excellence. |
| Pathways | This course leads to further studies in Digital Technologies. Computer coding skills are in ever increasing demand. This course supports the development of those skills. |



FUTURE PATHWAYS EDUCATION & GUIDANCE

Students use their knowledge of themselves to weigh up possible pathways in the senior school and beyond. They explore and begin to articulate career aspirations linked to a range of learning opportunities. Opportunity to experience a range of occupations in industries they are interested in will be provided.

Students are encouraged to identify, evaluate and enhance their transferable skills with the curriculum, in extracurricular activities and their lives outside school. The purpose of Gateway is to enable schools to provide senior students (Year 11 and above) with opportunities to access structured workplace learning.

The UCOL U-Skills Academy 1 Day and 2 Day Programmes are a partnership between schools, tertiary institutions and employers/industry organisations. UCOL U-Skills 3+2 programmes allow students to work towards a tertiary qualification while still at school. Academy and 3+2 students will be enrolled part-time in secondary school and part-time in either tertiary education or industry training. Secondary Tertiary Alignment Resource (STAR) funding is provided to schools with students in Years 11-13+ to enable them to provide or access senior secondary programmes in non-conventional subjects within their vocational pathway.

Please see Mrs Ireland or Joanna Laing about any of the courses in this section of the handbook.

FUTURES (FTR) Work and Study Skills

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|----------------------------|---|
| Subject Name | Level 2 Work & Study |
| Subject Code | FTR2 |
| Recommended prior learning | Literacy and numeracy and NCEA Level One. If not, special permission needs to be obtained from Mrs. Ireland. This course is for students who are NOT completing a work experience placement (Gateway). |
| Skills Development | <ul style="list-style-type: none"> • Learning related to work environments and employee responsibilities Study skills e.g. time management, stress, completion of forms. • Legal requirements and rights and responsibilities e.g. traffic law, vehicle ownership, employment regulations, business ownership, renting, risk assessment, cyber bullying • CV and career planning |
| Assessment | <p>This is a unit standard course.</p> <p>Unit standards will be offered at the current NCEA level you are studying.</p> <p>To succeed in this course students must be able to work independently on their set learning and assessment tasks.</p> <p>Other outside provider courses may be offered throughout the year.</p> |

LIFESKILLS

| | |
|----------------------------|---|
| NCEA | LIFESKILLS |
| Subject Code | LFS2 |
| Overview | This course is designed to provide students with real life skills needed to support their life beyond school. |
| Recommended prior learning | No entry requirements |
| Skills Development | <ul style="list-style-type: none">• How to recognize and deal with discrimination• How to recognize sexual harassment and how to respond to it• How to access personal support services in our community• How to access legal assistance• How to create a household budget and make adjustments |
| Assessment | This is a Unit Standards course. |
| Pathways | Everyday skills to lead a full and rewarding life Gateway Level 3 or Futures Level 3 |

| | |
|----------------------------|--|
| Subject Code | GAT2 |
| Recommended prior learning | <p>Literacy and numeracy and NCEA Level One. If not, special permission needs to be obtained from Mrs Ireland.</p> <p>Students must:</p> <ul style="list-style-type: none"> • be independent learners • have good time management skills • have good school attendance • be well-behaved • be able to handle a full day's work • be committed to completing one or more work placements • be committed to fulfilling workplace requirements e.g. health and safety |
| Procedures | <ul style="list-style-type: none"> • Students need to fill in an application form, and may need to attend an interview. During the interview, the programme will be explained in more detail. After the interview it will be decided whether Gateway is the best option for the student in 2024. • Applications MUST be received before November 2023, to allow time for the application process to take place. Once a student is selected into the programme, workplace arrangements can be made. • Students who already have a placement secured, still need to go through the selection process. • Preference is given to students who are proactive in finding a workplace preferably local. • Travel to placements outside the area might become the responsibility of the family/whānau if local placements aren't available. • Where possible, the successful student will be linked with their preferred industry. • The student will attend the designated work place for a minimum of 10 days spread over 10 weeks. A missed placement day will need to be made up. • If more information is required, feel free to contact Mrs Ireland. Please note there are only 20 Gateway places within our school. |
| Assessment | <p>The focus of the Gateway programme is on building a good reputation as an employee, which involves unit standards on generic employment skills and knowledge at Levels 1, 2 and 3.</p> <p>During each work day there may be specific tasks that need to be completed by the student and the employer/supervisor which relate to assessment tasks. Students may also be provided with specific unit standards related to the industry they are working in. These are sourced via Industry Training Providers. Reflections on what has been learned are part of the programme.</p> |

| | |
|----------------------------|---|
| NCEA | Level 2/3 |
| Subject Code | UCOL2/UCOL3 |
| Recommended prior learning | NCEA Level 1. Students must have demonstrated they can independently manage their learning at school as they will miss classes while at course. |
| Procedures | Students need to discuss the possibility of completing a UCOL U-Skills course with Mrs. Ireland and an interview may be undertaken. If accepted, students will complete an enrolment form which needs to be signed by the student and their parent/caregiver and returned to Mrs. Ireland. A school endorsement is also required .to be completed by Tararua College with each application. Valid ID of a passport or birth certificate is required when applying. |
| Assessment & Pathways | <p>UCOL U-Skills Academy 1 day courses allow students to study 1 day per week at UCOL and 4 days at Tararua College. Courses include: Hair, Beauty and Retail, Construction, Exercise and Sport, Café Skills, Applied Construction Design, Introduction to Plumbing, Gas fitting and Drain laying, Gamification, ICT Innovation, Automotive, Collision Repair, Conservation, Health, Early Childhood, Police Pathway, Defence Pathways, Barbering, Cookery and many other options. See http://www.ucol.ac.nz/programmes/in-school/academy-1-day-programmes for more information.</p> <p>UCOL U-Skills Academy 2 day courses allow students to study 2 days at UCOL and 3 days at Tararua College. The courses differ, are industry related and provide NCEA Level 2 and 3 credits. Courses include: Infrastructure works, Building & Construction, Commercial Road Transport Skills, Cookery, Salon Skills, Make Up & Skincare, Early Childhood Education and Care, Animal Care. See http://www.ucol.ac.nz/programmes/in-school/academy-2-day-programmes for more information.</p> <p>U-Skills Academy courses allow students to be guided through a vocational pathway supported by UCOL and school. Transport is provided to UCOL campuses. The outcome of a U-Skills Academy course are Industry certification credits towards a career direction, work experience, and developing industry relevant skills and knowledge.</p> |

UCOL U-Skills 3+2

| | |
|----------------------------|---|
| NCEA | Level 2/3 |
| Subject Code | UCOL 3PLUS2 |
| Recommended prior learning | NCEA Level 1 Students must have demonstrated they can independently manage their learning at school as they will miss classes while at course. |
| Procedures | Students need to discuss the possibility of completing a UCOL U-Skills course with Mrs Ireland and an interview may be undertaken. If accepted, students will complete an enrolment form which needs to be signed by the student and their parent/caregiver and returned to Mrs Ireland. A school endorsement is also required to be completed by Tararua College with each application. Valid ID of a passport or birth certificate is required when applying. |
| Assessment & Pathways | <p>UCOL U-Skills 3+2 programmes allow students to study 3 days at UCOL and 2 days at Tararua College. They are aimed at students looking to gain hands-on experience and begin the transition from school to tertiary study. The courses differ, are industry related and provide a qualification related to the chosen industry. This tertiary qualification is a New Zealand Certification in a particular career pathway.</p> <p>Courses include: Primary Industry Operational Skills, Business Administration and Technology, Makeup and Skin Care, Early Childhood Education and Care, Exercise, Arts and Design, Performing Arts, Mechanical Engineering, Automotive Engineering, Construction. See http://www.ucol.ac.nz/programmes/in-school/u-skills-3-2 for more information.</p> <p>U-Skills 3+2 courses allow students to be guided through a vocational pathway supported by UCOL and school. Transport is NOT provided to UCOL campuses but can sometimes be arranged to fit in with other UCOL courses. The outcome of a U-Skills Academy course is Industry certification credits towards a career direction, work experience, and developing industry relevant skills and knowledge. Successful completion of U-Skills 3+2 programme will lead you to a higher level of study (i.e. Level 4 and above), apprenticeships or employment.</p> |

Virtual Learning Network (VLN) Kōtui Ako

| | |
|--------------|---|
| Course | Virtual Learning Network (VLN)/ Kōtui Ako |
| Subject Code | VLN |
| Overview | <p>VLN allows you to take numerous subjects at all senior levels.</p> <p>Every week, the e-teacher will run a 1-hour video conference with the class. Students join the class at the appropriate time using a chromebook. During the lesson students will see each other and their e-teacher this provides an opportunity to build strong relationships, create a sense of community, and engaging in an environment conducive to quality learning.</p> <p>For the other periods in the week you will work online through related course work created by the e-teacher and shared with students via an online digital learning environment, e.g Google Classroom, Microsoft Teams.</p> <p>Even though students only see their e-teacher and fellow students once a week, through the online environment and a range of different communication tools, students are able to make contact with their e-teacher as often as need be.</p> <p>Information on the courses can be found here: <u>Secondary Programmes - Kōtui Ako (kotuiako.school.nz)</u></p> <p><u>https://www.kotuiako.school.nz/secondary-programmes-kaupapa-ako-kura-tuarua/</u></p> <p>**VLN is an option for all subjects that are not offered at Tararua College in a traditional classroom setting**</p> |

Subjects Available via VLN

Humanities & Social Sciences

| SUBJECT/COURSE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|------------------------------|------------------------------|--|--|
| Accounting | | Accounting L2 | Accounting L3 |
| Business Studies | | Business Studies L2 | Business Studies L3 |
| Classical Studies | | Classical Studies L2 | Classical Studies L3 |
| Commerce | Commerce L1 | | |
| Economics | | Economics L2 | Economics L3 |
| Education for Sustainability | | Education for Sustainability L2 | Education for Sustainability L3 |
| English | | Creative Writing L2 | Creative Writing L3 |
| Geography | Geography L1 | Geography L2 | Geography L3 |
| History | History L1 | History L2 | History L3 |
| Media Studies | | Media Studies L2 | Media Studies L3 |
| Philosophy | | Philosophy | Philosophy |
| Psychology | | Psychology L2 Psychology L2 | Psychology L3 Psychology L3 |
| Young Enterprise | | Young Enterprise | Young Enterprise |

Subjects Available via VLN

Mathematics & Sciences

| SUBJECT/COURSE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|-----------------------------|--------------|--|--|
| Biology | | Biology L2 | Biology L3 |
| Chemistry | | Chemistry L2 | Chemistry L3 |
| Mathematics with Calculus | | | Mathematics with Calculus |
| Mathematics with Statistics | | | Mathematics with Statistics |
| Physics | | Physics L2 | Physics L3 |
| Agriculture & Horticulture | | Agriculture & Horticulture | Agriculture & Horticulture |

The Arts

| SUBJECT/COURSE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|----------------|--------------------------|--------------------------------|--------------------------------|
| Art History | | Art History L2 | Art History L3 |
| Drama | Drama L1 | Drama L2 | Drama L3 |
| Music | | Music L2 | Music L3 |
| Photography | | Photography L2 | Photography L3* |

Subjects Available via VLN

Technologies

| SUBJECT/COURSE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|-------------------------------|--|--|--|
| Computer Programming | Computer Programming L1-3 | Computer Programming L1-3 | Computer Programming L1-3 Computer Programming L3 |
| Digital Technology | Digital Technology L1 | Digital Technology L2 | Digital Technology L3 |
| Design & Visual Communication | Design & Visual Communication L1 | Design & Visual Communication L2 | Design & Visual Communication L3 |

Health & Physical Education

| SUBJECT/COURSE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|--------------------|--------------|---------------------------|---------------------------|
| Health | | Health L2 | Health L3 |
| Physical Education | | Physical Education* | Physical Education* |

Subjects Available via VLN

Languages & Cultural Studies

| BEGINNERS | INTERMEDIATE | NCEA LEVEL 1 | NCEA LEVEL 2 | NCEA LEVEL 3 |
|--------------------------------|------------------------------------|---------------------------------|---------------------------------|---------------------------------|
| Chinese (Beg) | Chinese (Int) | Chinese L1 | Chinese L2 | Chinese L3 |
| French (Beg) | French (Int) | French L1 | French L2 | French L3 |
| German (Beg) | German (Int) | German L1 | German L2 | German L3 |
| Japanese (Beg) | Japanese (Int) | Japanese L1 | Japanese L2 | Japanese L3 |
| Korean (Beg) | Korean (Int) | Korean L1 | Korean L2 | Korean L3 |
| | | Samoan L1 | Samoan L2* | Samoan L3* |
| Spanish (Beg) | Spanish (Int) | Spanish L1 | Spanish L2 | Spanish L3 |
| Te Reo Māori (Beg) | Te Reo Māori (Int) | Te Reo Māori L1 | Te Reo Māori L2 | Te Reo Māori L3 |
| | | Tongan L1 | Tongan L2* | Tongan L3* |

Terminology - What does it all mean?

It can be quite confusing to understand the terminology associated with subject selection and then trying to link subjects to study and/or work when you leave Tararua College. This section defines certain terms, so that you have a clearer knowledge of what subjects can offer and the recommended prior learning.

Standards - Each subject has a certain amount of assessments. These assessments are based on Achievement or Unit Standards, which outline tasks and competencies that students can gain, through completing assessments.

Criteria - Each standard has certain things that need to be done to attain either an Achieved, Merit or Excellence grade. These criteria are further explained in the Explanatory Notes, which are attached to each standard. Students should look at the Achievement Standards criteria for further guidance.

Correspondence - At Tararua College you may be able to take a Correspondence course, if your subject is not offered OR (at Level 2 and above) if your classes clash, meaning that two or more of the subjects you need for your “Careers Plans” are on at the same time. You may also be able to take Video Conferencing (VC) instead of Correspondence. See “Video Conferencing” for more information on this option. Correspondence is run by Te Aho O Te Kura Pounamu: The Correspondence School. You can learn more about this programme on <http://matrix.correspondence.school.nz/subjects-and- courses>.

Credits - Juniors (Year 9 and Year 10 students) at Tararua College complete a Junior Diploma. They must earn a certain amount of credits to pass the year and earn a Junior Diploma. Each formal assessment in a subject is worth credits. Credit amounts can vary. Seniors (Year 11, 12 and 13 students) need to gain credits to pass each year as well. Each formal assessment (internal - done during the year and external - done in examinations at the end of the year), be it Unit Standard (US) or Achievement Standard (AS), are worth a certain number of credits. Not all Unit Standards can be used to gain University Entrance (UE). You must ensure you take three University Approved subject at Level 3 NCEA, if you want to ensure you have met the UE requirements. If a US and AS assess the same learning outcome, only the credits for ONE standard can be counted. A list of exclusions is published each year on the NZQA website.

UCOL/Dual Pathways

Year 12 & 13 students only - an application is required and a selection process is involved. After looking at Students Careers Plan's (SCP), UCOL Academy or Dual Pathways can be offered as a mode for students to: (1) obtain credits towards their career direction, (2) obtain the required NCEA level needed, (3) develop industry relevant skills. The UCOL Academy provides the opportunity to attend UCOL 1 day per week and Dual Pathways is a "3 to 2 programme": 3 days at Tararua College, 2 days at UCOL (Palmerston North or Masterton).

UCOL send grades and reports to Tararua College before NZQA closing dates for reporting of NCEA grades (at the end of each term). There are zero fees for students. Transport is provided by UCOL (to and from Tararua College).

The courses run from 8.30am to 3.30pm. Links for more information can be found here: <https://www.ucol.ac.nz/programmes/in-school/academy> and <https://www.ucol.ac.nz/programmes/in-school/dual-pathways>.

Gateway

An application is required and a selection process is involved.

This programme is run by the Pathways Coordinator and the Gateway Coordinator and is run like a normal class. In Gateway, students do a mix of Workbooks and Unit Standard work in the classroom and a minimum of a 10 week placement outside of school. Level 1 and 2 Gateway students must attain 20 CREDITS in their level to obtain the Gateway certificate. An attempt is made to link all Gateway work to the Vocational Pathways that students wish to gain credits towards, their future pathways.

Junior Diploma (see information under 'Credits').

Level 1 to 3

- Level 1 NCEA has replaced School Certificate
- Level 2 NCEA has replaced 6th Form Certificate
- Level 3 NCEA has replaced 7th Form UE and Bursaries

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Literacy

This refers to students' ability to read and write to a certain standard. To gain Level 1 NCEA, students must attain 80 credits at Level 1, including 10 Literacy and 10 Numeracy credits. To gain Level 2 NCEA, students must attain 60 credits at Level 2 or above, plus 20 credits from Level 1 or above. To gain Level 3 NCEA students must attain 80 credits, of which 60 must be at NCEA Level 3 or above, and 20 at NCEA Level 2 or above. At NCEA Level 3, there are no specific literacy or numeracy requirements. However, 10 NCEA Level 2 or above Literacy credits: 5 credits in reading and 5 credits in writing, are needed for University Entrance (UE), along with other requirements (see UE/NZQA Approved Courses for further information on the other requirements).

NCEA

National Certificate of Educational Achievement. This is the official secondary school qualification in New Zealand. It was phased in between 2002 and 2004.

Numeracy

For students, this refers to the bridge between Mathematics and daily life. See “Literacy” for more information on Literacy and Numeracy requirements for Levels 1 and 2 NCEA.

Pathway Plans

Pathway Plans refers to plans students make, linking their subjects to at least two different study and/ or work pathways they would like to follow, especially when they leave Tararua College. These pathway plans are initially completed in consultation with their parent(s)/caregiver(s)/ whānau, and then with their Whānau teachers. These plans are shared to the Pathways Coordinator, the Deans, Gateway Coordinator, HODs and the Senior Leadership Team, so that discussions can be had, to ensure the right course of action is being taken for each student. These plans help to keep students focused on obtaining the knowledge, skills and credits associated with each subject that they need for their further study and/ or work pathway when they leave Tararua College.

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STAR = Secondary Tertiary Alignment Resources

The Secondary Tertiary Alignment Resource (STAR) delivers additional operational grant funding to all state and state-integrated schools with year 11–13+ students. STAR is designed to help schools provide students with relevant, coherent learning experiences, aligned to the Vocational Pathways.

The objectives of STAR are:

- to provide flexible funding for courses which will better respond to students' needs, and motivate them.
- to keep students in education, enable them to achieve to the best of their potential, and facilitate their smooth transition to further education, training, or employment.
- to support students to explore career pathways and help them make informed decisions about their schooling and future study or work.

As with the other components of operational grant funding, schools have discretion about how they use STAR funding. However, it is expected that schools use it to provide students with the range of learning experiences needed to support their engagement and achievement and successful transition to further study and employment.

Recommended prior learning

Some subjects recommend students to have been successful in previous Levels or areas of work, e.g., a recommendation of entering Level 2 NCEA History is that students have gained at least 14 credits at Level 1 History, including one examination paper (externally assessed exam) Or that they have gained 14 credits at Level 1 English.

Subject Endorsement

Students can be endorsed in a subject or a certificate (NCEA level), if they perform consistently higher than Achieved. See <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/endorsements/> for more information on endorsing with Merit or Excellence in either a Certificate or Individual course level.

NZ Curriculum

The National Curriculum is composed of The New Zealand Curriculum and Te Marautanga o Aotearoa which set the direction for student learning and provide guidance for schools as they design and review their curriculum. Although both come from different perspectives, each start with a vision of young people developing the competencies they need for study, work, and lifelong learning, so they may go on to realise their potential. This information is from: <http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>.

UE/NZQA approved courses

UE, or University Entrance, is the minimum requirement to go to NZ universities. You need:

- NCEA Level 3
- Three subjects at Level 3, passing a minimum of 14 credits in each approved subject.
- 10 x NCEA Level 2 (or above) Literacy credits. This should be 5 credits in Reading and 5 credits in Writing.
- 10 x NCEA Level 1 (or above) Numeracy credits.

If you have achieved UE, it will appear on your NZQA Record of Achievement.

VC Video Conferencing

This is an option for students. If subjects aren't offered at our College in classrooms, you can still see if the subject you need for your chosen pathway can be done via video conferencing. In this case, a teacher and class/peers will correspond with you via video.

Unit Standards

The title of a unit standard expresses the main outcome that someone who is credited with the unit standard has demonstrated they know and/or can do. Not

all Unit Standards can be used to gain University Entrance. Make sure you are aware of this before choosing your subjects.

Vocational Pathways

VP covers a range of contexts, both academic and practical. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Level 2 Assessment Standards including specific 'sector-related' standards with six industries.

- Primary Industries
- Services Industries
- Social & Community Services
- Manufacturing & Technology
- Construction & Infrastructure
- Creative Industries

To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level; 80 credits in total. 10 of these 80 credits must satisfy the literacy requirements, and 10 of these 80 credits must satisfy the numeracy requirements.

To get a Vocational Pathways Award, a minimum of 20 Level 2 credits must be from sector related standards, with the remaining from the recommended standards in one or more pathways to make up 60 pathway credits in total. Please note, the 20 sector related credit component is a minimum requirement; it is possible to have all 60 credits from sector related standards. This information is available from: [HTTP://YOUTHGUARANTEE.NET.NZ/VOCATIONAL-PATHWAYS/](http://youthguarantee.net.nz/vocational-pathways/)