

Tararua College

Senior Choices & Future Pathways

2027

Information Booklet

Level 1

Introduction

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.

Level 1 Course Information

The following pages list all the subjects available across NCEA Level 1.

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)

All Year 11 students are required to take:

3 compulsory subjects — HoDs will allocate students to the appropriate class for:

- Mathematics
- English

Students are able to choose their science subject — a minimum of 1 Science subject.

3 option 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 1

Subject Code	ENG1
Overview	This course is the NCEA Level 1 English course. It is a continuation of the skills that have been developed in the Year 9 and Year 10 English programme. It is designed to help Ākonga understand that language and literature are an insight into ourselves and the world around us.
Recommended prior learning	A Year 10 English course must have been completed before entering this course.
Skill development	● Responding to written and visual texts ● Writing skills, developing and crafting different forms ● Research skills ● Analysing unfamiliar texts ● Oral presentations ● Visual text creation
Assessment	NCEA Level 1 Achievement Standards will be offered in this course. There are a range of assessment opportunities within this course, from completing only internal standards to a combination of internally and externally assessed standards. Within these different assessment opportunities, 10-20 credits will be offered.
Pathways	This course leads to NCEA Level 2 English.

Mathematics/ Pāngarau

Mathematics and Statistics

Mathematics is the study of patterns, relationships, quantities, space, and change, while Statistics focuses on the exploration, analysis, and interpretation of patterns and relationships within data. Although closely connected, these are distinct disciplines that provide different yet complementary approaches to understanding, investigating, and solving problems.

Together, Mathematics and Statistics equip students with the knowledge, skills, and confidence to investigate, interpret, analyse, and make informed decisions about the world around them. They foster logical reasoning, critical thinking, and problem-solving abilities that are essential for success in education, employment, and everyday life.

Through the study of Mathematics and Statistics, students develop the capability to think analytically, communicate effectively, and apply mathematical reasoning to increasingly complex and meaningful situations, preparing them to become informed, capable, and confident contributors to society.

Please see the HoD Mathematics, Mr Prakash for more information about any of the courses in this section of the handbook.

Whāia te iti kahurangi; ki te tūohu koe, me he maunga teitei.

Aim for excellence; if you stumble, let it be to a lofty mountain.

Mathematics — Level 1

Subject Code	MAT1
Overview	This course provides a strong foundation for students intending to progress to NCEA Level 2 and Level 3 Mathematics and pursue tertiary study. Students develop algebraic and statistical reasoning, mathematical modelling, problem-solving, and analytical skills through authentic learning contexts. The course provides opportunities to achieve Achieved, Merit, or Excellence in two internally assessed and at least one externally assessed NCEA Level 1 Achievement Standard.
Recommended prior learning	Successful completion of the Year 10 Mathematics programme and attainment of the NCEA Numeracy co-requisite through the Numeracy Common Assessment Activity (CAA) are recommended.
Skill development	Students develop algebraic and statistical reasoning, problem-solving, mathematical modelling, data analysis, probability skills, and the ability to communicate solutions using appropriate mathematical methods and technology.
Assessment	This course consists of up to four NCEA Level 1 Achievement Standard assessments, including two internally assessed and two externally assessed standards. Each assessment contributes five credits towards the qualification.
Pathways	Students who achieve 15 credits , with most grades at Merit and Excellence level , will be eligible to progress to Level 2 Mathematics. Students achieving 10 credits , with most results at the Achieved level, may also be considered for Level 2 placement at the discretion of the Head of Mathematics. Students who have not achieved the NCEA Numeracy co-requisite will not be eligible to enrol in Level 2 Mathematics.

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.

Science Choice #1 — Life Science (Biology/Ecology)

Subject Code	SCBIO
Recommended prior learning	A Year 10 Science course must have been completed before entering any of the offered courses.
Skills development	Carry out and report on practical investigations. Gather information from various sources and report information on science issues. Understand and apply scientific thinking in daily life.
Combinations of topics	• Human and/or Animal Biology • Cell Biology & Genetics • Microscopy • Ecology
Assessment	NCEA Level 1 Achievement Standards will be offered in this course. There are a combination of internal and external standards offered and 15 credits to gain.
Pathways	These courses will provide important background skills and knowledge for the NCEA Level 2.

Science Choice #2 — Physical Science (Chemistry/Physics)

Subject Code	SCPC
Recommended prior learning	A Year 10 Science course must have been completed before entering any of the offered courses.
Skills development	Carry out and report on practical investigations. Gather information from various sources and report information on science issues. Understand and apply scientific thinking in daily life.
Combinations of topics	● Force and motion ● Electricity and magnetism ● Chemical Reactions ● Acids and bases
Assessment	NCEA Level 1 Achievement Standards will be offered in this course. It will be a combination of internal and external standards offered and 10-15 credits to gain.
Pathways	These courses will provide important background skills and knowledge for the NCEA Level 2.

Science Choice #3 — Primary Industries Science (Agriculture/Biology/Chemistry)

Subject Code	SCPRI
Recommended prior learning	A Year 10 Science course must have been completed before entering any of the offered courses.
Skills development	Carry out and report on practical investigations. Gather information from various sources and report information on science issues. Understand and apply scientific thinking in daily life.
Combinations of topics	● Animal behaviour and welfare ● Sheep, Beef, Dairy Farming ● Livestock Handling ● Farm maintenance
Assessment	NCEA Level 1 Achievement Standards will be offered in this course. It will be a combination of internal and external standards offered and 10-15 credits to gain.
Pathways	These courses will provide important background skills and knowledge for the NCEA Level 2.

P.I.T.O — Industry Programme (Primary Industries Training Organisation Course)

Subject Code	PITO
Overview	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. Students are expected to keep up their achievement, attendance and behaviour expectations required at Tararua College.
Recommended prior learning	PRI 1 or 2 recommended but not essential.
Skill development	● Equipment use and maintenance ● Animal behaviour and welfare ● Fencing and farm maintenance
Assessment	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.

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, Economics/Commerce and Psychology. Geography can also be taken via VLN.

Please see the HoD Social Sciences, Ms 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!'

Commerce — Level 1

Subject Code	COM1
Recommended prior learning	Our Commerce course is for any student who wishes to gain a solid understanding of the basics of Commerce. It is a perfect choice for those who are considering a career in accounting, as an economist, a business owner and much more. This course leads into several areas including our Economics Level 2 & 3 course or Accounting and Business Studies which are offered by VLN. This course investigates skills including but not limited to, organisation's financial decision making, supply and demand, price determination and financial relationships.
Skill development	● Scarcity ● Demand, Consumer Choices, Government ● Small Businesses ● Activities of large Firms in the New Zealand Economy ● Graphing
Assessment	● AS92028 Demonstrate understanding of an organisation's financial decision-making. ● AS92029 Demonstrate understanding of price determination for an organisation. ● AS92030 Demonstrate understanding of how entities with interdependent financial relationships are affected by an event.
Pathways	This course leads to level 2 Economics or Accounting.

Psychology — Level 1

Subject Code	PSY1
Overview	The Level 1 course uses two level 2 standards to navigate the key areas of Psychology.
Recommended prior learning	An interest in the Social Sciences, how the brain works, or an interest in finding out why people act in different ways.
Skills development	Studying psychology equips students with valuable insights into human behaviour, enhances critical thinking skills, promotes mental well-being, and prepares them for a wide range of future career opportunities.
Assessment	● AS91844 Examine different psychological approaches used to explain a behaviour. ● AS91846 Conduct psychological research with guidance.
Pathways	This course leads to NCEA Level 2 Psychology.

History — Level 1

Subject Code	HIS1
Recommended prior learning	An interest in Social Studies and a keen researcher and writer, especially essays and paragraphs.
Skills development	● Critical analysis skills ● Interpretation and differing perspectives ● Written communication skills ● Specific knowledge about historical events both within Aotearoa and abroad
Popular Level 1 topics	● Dawn Raids ● Salem Witch Trials ● Parihaka ● NZ's place in WWII ● The Nuclear Debate
Assessment	Internal Assessments: ● AS92024 Engage with a variety of primary sources in a historical context – 5 credits ● AS92025 Demonstrate understanding of the significance of a historical context – 5 credits External Assessment: ● AS92027 Demonstrate understanding of perspectives on a historical context – 5 credits
Pathways	This course leads to NCEA Level 2 History.

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 Whanganui. 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 1

Subject Code	MAO1
Recommended prior learning	Year 10 Te Reo Māori.
Skills development	● Read Te Reo Māori with understanding to write compositions in Te Reo Māori ● Listen and understand Te Reo Māori, to speak in Te Reo Māori in the classroom and on the Marae about Māori life, customs, art and craft ● Question/answer techniques to enable students to have a simple conversation in Te Reo Māori ● Increase and develop students' abilities to speak and write in Te Reo Māori ● Understanding of Tikanga Māori, essential to the enhancement of Te Reo Māori
Assessment	NCEA Level 1 Te Reo Māori. With the new changes taking effect in 2024 there will be 4 standards available, 2 internal and 2 external, with a total of 20 credits.
Pathways	This course leads to Level 2 Te Reo Māori. Students planning to apply for Colleges of Education, hospitality and public service should seriously consider this course as a qualification in Te Reo Māori is rewarded financially in the Public Service. This also leads to areas of development and expertise in Māori performance.

Māori Performing Arts & Mau Rākau (MPA)

Subject Code	MPA1
Recommended prior learning	None.
Skills development	● Demonstrate knowledge and skills of performance components ● Demonstrate knowledge of people associated with Māori performing arts ● Demonstrate knowledge of the origins of Māori performing arts disciplines and events ● Demonstrate knowledge of a Māori performing arts costume ensemble
Assessment	This course will be internally assessed and moderated throughout the year with some written presentations and some performances.
Pathways	This course can lead to NCEA Level 2 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. This subject will become a University Entrance approved subject as of 2024.

Whakairo — Level 1 (Māori traditional art of carving)

Subject Code	WHA1
Recommended prior learning	None.
Skills development	● 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 ● This is done 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 1

Subject Code	DRA1
Recommended prior learning	This course is available to any senior student. Completing the Year 10 course is desirable, but not essential. In this course, students must: be willing to work collaboratively, perform in public, have excellent attendance (as all standards are group based), and commit to some rehearsals outside of regular school hours.
Skills development	• Theatre Aotearoa and manaakitanga • Creative Strategies and whanaungatanga • Drama Techniques (Production or Showcase) • Performance and co-operative skills
Assessment	Achievement Standard assessments will reflect the practical nature of this course. Students can earn up to 15 credits. 10 internal, 5 external (performance based external assessment, not an exam).
Concurrent learning	Students in Senior Drama will have the opportunity to work with the local Repertory Society.
Pathways	Drama NCEA Level 2. Builds critical workplace capabilities such as collaboration, problem solving, communication, creativity, and confident presentation skills.

Music — Level 1

Subject Code	MUS1
Recommended prior learning	Year 10 Music or approval by Music Teacher. Students should have completed at least two years of itinerant or private music lessons.
Skills development	• Making music (composition) • Making music (solo and group performance) • Music Studies (theory and history) • Using technology to make music
Concurrent learning	Students that select Music in NCEA will have compulsory itinerant lessons.
Assessment	Achievement Standard assessments will reflect the practical nature of this course. Students can earn up to 15 credits. 10 internal, 5 external (performance based external assessment, not an exam).
Pathways	NCEA Level 2 Music.

Visual Art — Level 1

Subject Code	ART1
Recommended prior learning	Students should have satisfactorily completed and passed the Year 10 Visual Arts option OR have gained approval from the Visual Arts teacher.
Skills development	• Creative and conceptual thinking. • Visual communication and storytelling. • Confidence in self-expression and developing a personal voice. • Composition, design, and technical art-making skills. • Critical thinking, analysis, and cultural understanding. • Project management, problem-solving, and preparation for future creative pathways.
Assessment	Three NCEA Visual Arts Achievement Standards (15 credits). At least one Standard will be the externally assessed Achievement Standard 1.4 (an A1 folio board). Students will have the opportunity to achieve as many as 20 Level 1 credits.
Pathways	Students will build the skills required for NCEA Level 2 Art. Career possibilities include professional art practice, design (e.g. UX/UI design, industrial design, game design), illustration, photography, film and screen production, animation, digital media, content creation, marketing, branding, advertising, creative technologies, and many other visual communication careers.

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 1

Subject Code	HEA1
Recommended prior learning	A minimum of Achieved in Year 10 English.
Skills development	● An understanding of hauora in a health-related context through the application of a model of health ● An understanding of decision-making in a health-related situation ● An understanding of strategies that enhance hauora
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 the health sector, including nursing, social work, mental health.

Physical Education — Level 1

Subject Code	PE1
Recommended prior learning	A minimum of Achieved in Year 10 English.
Skills development	● Apply movement strategies in an applied setting ● Demonstrate understanding of the application of strategies in movement ● Demonstrate understanding of the influence of personal movement experiences on hauora
Assessment	PE is a mix of theory-based assessments (Achievement Standards) and physical activity. You must be prepared to participate in physical activity and complete written assessments.
Pathways	This course is suitable for students interested in a career in physical activity or the health sector, including medicine, nursing, physiotherapy, radiography, teaching (primary and secondary), sports coaching, personal training and recreation.

Sport and Recreation — Level 1

Subject Code	SPR1
Recommended prior learning	Full participation in Year 10 Physical Education.
Skills development	● Demonstrate knowledge of introductory preparation for an outdoor activity ● Demonstrate personal awareness and positive behaviour during a group outdoor activity ● Participate in a day tramp ● Participate in an overnight tramp ● Demonstrate mountain biking on grade 1 terrain
Assessment	Sport and Recreation is a mix of theory-based assessments (Unit Standards) and physical activity. You must be prepared to participate in practical sessions and complete the written component of the course.
Pathways	This course is suitable for students interested in a career in sports, fitness, outdoor education and recreation.

Technology / Hangarau

Through the study of Technology | Hangarau, students | mokopuna begin to progress their knowledge and practices across phases of learning in Design, Make and Innovate. From Phase 3 this develops into an underpinning strand, alongside introductory disciplinary strands. Phase 4 gradually increases the focus on the knowledge and practices within disciplinary strands to provide the foundations for learning, progression, and success in Phase 5 subject curriculum.

Across Technology | Hangarau subjects for Years | Tau 11–13 students develop advanced, integrated knowledge across digital, design, and technological disciplines, learning how to design, develop, test, and evaluate solutions across contexts. They engage with computational thinking, engineering systems, materials, and food or media processes. Across all pathways, students learn to think critically, innovate responsibly, and respond to tangible situations using sustainable and ethical approaches.

Technology includes:

Food Technology, Hospitality, Machine and Vehicle Maintenance, Design and Engineering Technology, Building Construction, Digital Technologies — please see the HoD Technology, Mr Harold, 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.

Building Construction & Allied Trades

Subject Code	BCA1
Recommended prior learning	Year 10 Metal or Wood Tech.
Who this may interest	Hands on or practical students. Those interested in furniture making and building related trades.
Skills development	This unit standards course caters for students wanting to learn foundation woodworking techniques and skills.
Assessment	Unit Standard based course.
Pathways	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.

Design & Engineering Technology

Subject Code	DET1
Recommended prior learning	Year 10 Metal or Wood Tech.
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 cater for students wanting to learn foundation engineering techniques and skills. Each unit standard has a written component that must be completed alongside the practical.
Note	The unit standards support an apprenticeship or trades study pathway.

Hospitality

Subject Code	HOS1
Recommended prior learning	Junior Food Technology is desirable but not essential.
Skills development	● Recipe terminology and methods ● Practical cooking skills ● Safety and hygiene in the kitchen ● Careers in the hospitality industry
Assessment	The course will cover Level 1 Hospitality Standards Institute Unit Standards. These are industry based Unit Standards. A minimum of 14, but up to 20, Unit Standard credits will be offered.
Pathways	Hospitality Level 2 Unit Standards course. Polytechnic courses in Café Skills, Cookery and Hospitality.

Food Technology

Subject Code	FTE1
Recommended prior learning	Junior Food Technology is desirable but not essential.
Skills development	● Develop a materials and processing technology outcome in an authentic context ● Experiment with different materials to develop a materials and processing technology outcome ● Unit standards related to knowledge of Baking and Boiling and production of baked items ● These standards will all be completed within a food context
Assessment	12 NCEA Level 1 achievement standard credits and 6 NCEA Level 1 Unit Standard credits will be offered. These are all internal assessments.
Pathways	Hospitality Level 2 Unit Standards course. Food Technology Level 2. Polytechnic courses in Café Skills, Cookery and Hospitality.

Digital Technology

Subject Code	DTG1
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 propose, design and build digital outcomes in a variety of contexts that include web design, game design, app design, and robotic cars, and will develop Python language knowledge and skills for app coding.
Assessment	All assessments are achievement standards. A minimum of 15 credits will be offered.
Pathways	This course continues studies in Digital Technology at the higher NCEA levels. 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 within 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 — Work and Study Skills

Subject Code	FTR1
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	• Learning related to work environments and employee responsibilities • Study skills e.g. completion of forms, basic budgeting, • Legal requirements and rights and responsibilities, e.g. cyber bullying, consequences of breaking laws
Assessment	This is a unit standard course. Unit standards will be offered at the current NCEA level you are studying. To succeed in this course students must be able to work independently on their set learning and assessment tasks. Other outside provider courses may be offered throughout the year.

Lifeskills

Subject Code	LFS1
Overview	This course is designed to teach and provide students with real life skills needed to support their life beyond school — to succeed in the future, be able to live in the world of today and contribute to society meaningfully. This is a course that they can see purpose in and how it will benefit them in their life.
Recommended prior learning	No entry requirements.
Skills development	• How to make informed choices around drugs and alcohol • Basic employment rights and responsibilities • How to prepare a CV • How to access community support services • Strategies to manage your emotions and how to respond to online bullying
Assessment	This is a Unit Standards course of a minimum 14 credits.
Pathways	Everyday skills to help in life. Lifeskills Level 2.

Gateway — Level 1

Subject Code	GAT1
Recommended prior learning	Literacy and numeracy and NCEA Level One. If not, special permission needs to be obtained from Mrs Ireland. Students must: 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	Students need to fill in an application form, and may need to attend an interview, after which it will be decided whether Gateway is the best option for the student. Applications must be received in advance to allow time for the application process. Preference is given to students who are proactive in finding a workplace, preferably local; travel to placements outside the area may become the family/whānau's responsibility. The student will attend the designated workplace for a minimum of 10 days spread over 10 weeks — a missed placement day will need to be made up. There are only 20 Gateway places within the school; contact Mrs Ireland for more information.
Assessment	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. Specific tasks and unit standards may relate to the industry the student is working in, sourced via Industry Training Providers. Reflections on what has been learned are part of the programme.

Virtual Learning Network (VLN) / Kōtui Ako

VLN Overview

Subject Code	VLN
Overview	VLN allows you to take numerous subjects at all senior levels. 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, which provides an opportunity to build strong relationships, create a sense of community, and engage in an environment conducive to quality learning.
Format	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. 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.
More information	https://www.kotuiako.school.nz/secondary-programmes-kaupapa-ako-kura-tuarua/
Note	VLN is an option for all subjects that are not offered at Tararua College in a traditional classroom setting.

Subjects Available via VLN — Humanities & Social Sciences

NCEA Level 1: Commerce, Geography, History

NCEA Level 2: Accounting, Business Studies, Classical Studies, Economics, Education for Sustainability, Creative Writing, Geography, History, Media Studies, Philosophy, Psychology, Young Enterprise

NCEA Level 3: Accounting, Business Studies, Classical Studies, Economics, Education for Sustainability, Creative Writing, Geography, History, Media Studies, Philosophy, Psychology, Young Enterprise

Mathematics & Sciences

NCEA Level 2: Biology, Chemistry, Physics, Agriculture & Horticulture

NCEA Level 3: Biology, Chemistry, Mathematics with Calculus, Mathematics with Statistics, Physics, Agriculture & Horticulture

The Arts

NCEA Level 1: Drama

NCEA Level 2: Art History, Drama, Music, Photography

NCEA Level 3: Art History, Drama, Music, Photography*

Technologies

NCEA Level 1-3: Computer Programming, Digital Technology, Design & Visual Communication

Health & Physical Education

NCEA Level 2 & 3: Health, Physical Education*

Languages & Cultural Studies

Chinese, French, German, Japanese, Korean, Samoan, Spanish, Te Reo Māori and Tongan are all offered at Beginner, Intermediate and NCEA Level 1-3, subject to availability (some marked with * are subject to confirmation).

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. Correspondence is run by Te Aho O Te Kura Pounamu: The Correspondence School (<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), is 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 subjects 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 Plans (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).

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, for their future pathways.

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

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 in reading and 5 in writing) are needed for University Entrance (UE), along with 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" above 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 with 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.

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 for 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, 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 starts 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.

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 — 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. It is possible to have all 60 credits from sector related standards. More information is available from youthguarantee.net.nz/vocational-pathways/.