

Tararua College

Senior Choices & Future Pathways

2027

Information Booklet

LEVEL 2

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 Taranua 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 Taranua 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.

Course Information Index

English Language / Te Reo Pākehā

- English

Mathematics / Pāngarau

- Mathematics

Science / Pūtaiao

- Biology
- Chemistry
- Physics
- Primary Industries Science
- P.I.T.O Course

Social Sciences / Tikanga-a-iwi

- Economics
- History
- Psychology

Te Ao Māori

- Te Reo Māori / Māori Language & Literature
- Māori Performing Arts & Maurāka
- Whakairo

The Arts / Ngā Toi

- Drama

- Music
- Visual Art

Health & Wellbeing / Hauora

- Health
- Physical Education
- Sport & Recreation

Technology / Hangarau

- Building Construction & Allied Trades
- Machine & Vehicle Maintenance
- Design & Engineering Technology
- Hospitality
- Food Technology
- Digital Technologies

Pathways & Guidance

- Futures
- Lifeskills
- Gateway
- UCOL

Virtual Learning Network

- VLN Subjects

Terminology

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, Economics, Psychology and Geography, Business Studies offered via VLN)
- Science / Pūtaiao (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 Pākehā

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	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.

Mathematics / Pāngarau

Level 2 Mathematics – Algebra and Statistics

Level 2 Mathematics enables students to extend their mathematical and statistical knowledge, reasoning, and problem-solving skills in preparation for further study, employment, and everyday life.

Students may specialise in either **Mathematics with Algebra** or **Mathematics with Statistics**, depending on their strengths, interests, and future pathways. Both pathways emphasise the development of mathematical thinking, logical reasoning, critical analysis, and the application of mathematics and statistics to authentic contexts.

The **Algebra** pathway focuses on developing students' understanding of algebraic methods, functions, trigonometry, coordinate geometry, networks, and mathematical modelling. Students learn to represent, analyse, and solve increasingly complex mathematical problems using symbolic, graphical, numerical, and digital approaches.

The **Statistics** pathway develops students' ability to investigate data, interpret statistical information, evaluate evidence, and make informed decisions. Students undertake statistical enquiries, use appropriate technology to analyse data, and communicate conclusions based on statistical reasoning in real-world contexts.

Assessment is undertaken through a combination of **internally assessed** and **externally assessed NZQA Achievement Standards**, providing opportunities for students to demonstrate conceptual understanding, procedural fluency, problem-solving skills, and the ability to communicate mathematical and statistical ideas effectively.

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 2 Algebra

Course	MATHEMATICS
Subject Code	MAT2A
Overview	This course develops students' algebraic thinking, mathematical reasoning, and problem-solving skills in preparation for further study at university or tertiary institutions requiring advanced mathematics. Students explore algebraic relationships, functions, equations, trigonometry, coordinate geometry, and calculus concepts. Through NCEA Level 2 Algebra standards, students will have equitable opportunities to achieve Achieved, Merit, or Excellence in the skills and knowledge developed.
Recommended prior learning	Students who gain at least 15 plus credits at Level 1, with most Merit or Excellence grades, qualify for MAT2A.
Skill development	Students develop algebraic reasoning, problem-solving, and mathematical modelling skills through equations, coordinate geometry, trigonometry, algebraic methods, calculus concepts, and effective communication of mathematical solutions.
Assessment	This course includes NCEA Level 2 Achievement Standards, with a combination of internal and external assessments evaluating mathematical understanding and problem-solving skills.
Pathways	Successful completion provides preparation for NCEA Level 3 Mathematics with Calculus.

Mathematics — Level 2 Statistics

Course	MATHEMATICS
Subject Code	MAT2S
Overview	Mathematics with Statistics develops students' ability to investigate and interpret real-world situations using statistical and probability methods. Students learn to collect, analyse, and communicate data effectively while developing statistical reasoning, critical thinking, and decision-making skills. The course emphasises evidence-based conclusions and the application of statistical methods to authentic contexts.
Recommended prior learning	Students who gain at least 15 plus credits at Level 1, with most Merit or Excellence grades, qualify for MAT2S.
Skill development	Students develop skills in statistical investigations, data analysis, probability, network methods, simulation, statistical inference, critical thinking, and communicating evidence-based conclusions using appropriate statistical methods and technology.
Assessment	This course includes NCEA Level 2 Achievement Standards , comprising internal and external assessments that evaluate statistical understanding, reasoning, and problem-solving skills.
Pathways	Successful completion provides preparation for NCEA Level 3 Mathematics with Statistics.

Science / Pūtaiao

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 Taranua 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 1 Science, attempting at least one external assessment is preferred. Achievement in other Science subjects is an advantage but not necessary.
Skill development	Programme Choice — Students will have the choice of doing internal and external assessments in the Level 2 Biology programme. Topics covered: Ecology, Cell biology, Genetics and Speciation.
Assessment	This course is an NCEA Level 2 course and has a combination of internal and external assessments based on the student's 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.
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 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	Mechanics (forces and motion – straight and rotational, with emphasis on rotational) Wave motion (behaviour of light and matter waves – emphasis on superposition and diffraction); 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

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	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.

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

NCEA	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 Taranua 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 programme. 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, 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!'

Economics — Level 2

NCEA Level	ECONOMICS
Subject Code	ECO2
Overview	This course introduces students to the key principles of economics and how economic decisions affect individuals, businesses, and communities. You'll explore topics such as supply and demand, market behaviour, inflation, employment, and economic growth, with a focus on real-world examples from New Zealand. The course helps develop analytical and problem-solving skills while building an understanding of how resources are allocated and how economic issues impact everyday life.
Skill development	• Understand and apply key economic concepts and terminology. • Analyse how supply and demand influence prices and markets. • Interpret and evaluate economic data, graphs, and statistics. • Investigate causes and effects of inflation, employment, and economic growth. • Develop critical thinking and problem-solving skills through real-world economic issues. • Communicate economic ideas using appropriate evidence and reasoning. • Make connections between economic decisions and their impacts on individuals, businesses, and society. • Build research and analytical skills through case studies and current events.
Assessment	Level Two Economics is assessed by a number of Achievement Standards. Students will be expected to take one external examination. • AS91225 Analyse unemployment using economic concepts and models • AS91227 Analyse how government policies and contemporary economic issues interact. • AS91228 Analyse a contemporary economic issue of special interest using economic concepts and models • AS91223 Analyse international trade using economic concepts and models Total course credits: 18
Pathways	Level 3 Economics

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. 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 and the global anti-terrorism movement • The Holocaust • Vietnam
Assessment	NCEA Level 2 History has four Achievement Standards. Three of these are assessed internally through research and communication assignments. One Achievement Standard is assessed through the end-of-year external examination administered by NZQA.
Pathways	Level 3 History

Psychology — Level 2

NCEA Level	PSYCHOLOGY
Subject Code	PSY2
Recommended prior learning	Students who are considering taking Psychology should be interested in the way in which the mind works, how people are conditioned, and what the ethical issues surrounding research practices are, and be open to exploring different fields of Psychology. This is an academic course and therefore students need to be open to writing essays, research papers and referencing.
Skills development	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. Psychology and cognitive science fundamentals Communication Critical thinking Research, referencing and report writing
Assessment	This is an internally assessed course consisting of 11 internal credits. The assessments are: • 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 Further credits can be offered for those who have not completed the Level 1 Psychology course.
Pathways	This course leads directly into the Level 3 NCEA Psychology course.

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 2

NCEA Level	TE REO MĀORI
Subject Code	MAO2
Recommended prior learning	NCEA Level 1 Te Reo Māori
Skills development	Read Te Reo Māori with understanding to write composition on topics in Te Reo Māori Listen and respond to Te Reo Māori, and 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	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.
Pathways	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.

Māori Performing Arts & Mau Rākau (MPA) — Level 2

NCEA Level	MĀORI PERFORMING ARTS
Subject Code	MPA2
Recommended prior learning	MPA NCEA Level 1
Skills development	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	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. This subject will become a University Entrance approved subject as of 2024.

Whakairo — Level 2

Māori traditional art of carving.

NCEA Level	WHAKAIRO
Subject Code	WHA2
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. 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, Emily 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	This course is available to any senior student. Completing the Year 11 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) Commit to some rehearsals outside of regular school hours
Skills development	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	Achievement Standard assessments will reflect the practical nature of this course. Students can earn up to 19 credits. Most students will be offered 14 credits.
Pathways	This course can lead to further study of Drama at NCEA Level 3. Builds critical workplace capabilities such as collaboration, problem solving, communication, creativity, and confident presentation skills.

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	Making music (composition) Making music (solo and group performance) Music studies (theory and history) Music technology 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.
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 — Painting Level 2

NCEA	VISUAL ARTS PAINTING
Subject Code	ART2PN
Recommended prior learning	Students should have satisfactorily completed the NCEA Level 1 Visual Arts course OR have approval from the Visual Arts teacher.
Skills development	This skills list applies to both Painting and Photography, because NCEA Visual Arts is fundamentally about developing ideas, visual language, and practice, with the medium (e.g. Photography or Painting) being the vehicle. Level 2 NCEA Visual Arts (Painting & Photography) • Development of original ideas and personal artistic direction. • Visual communication, meaning-making, and audience awareness. • Technical control and refinement of painting/photographic processes. • Critical analysis of artworks, artists, and cultural contexts. • Creative problem-solving through sustained inquiry and experimentation. • Planning, managing, and presenting a coherent body of work.
Assessment	NCEA Level 2 Painting: Achievement Standards — two internal and one external (folio, 2 x A1 boards) totalling 20 credits,
Pathways	Students will build the skills required for NCEA Level 3 Visual Arts. 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.

Visual Art-PHOTOGRAPHY Level 2

NCEA	VISUAL ARTS PHOTOGRAPHY
Subject Code	ART2PH
Recommended prior learning	Students should have satisfactorily completed the NCEA Level 1 Visual Arts course OR have approval from the Visual Arts teacher. Students will preferably have their own digital SLR camera.
Skills development	This skills list applies to both Painting and Photography, because NCEA Visual Arts is fundamentally about developing ideas, visual language, and practice, with the medium (e.g. Photography or Painting) being the vehicle. Level 2 NCEA Visual Arts (Painting & Photography) • Development of original ideas and personal artistic direction. • Visual communication, meaning-making, and audience awareness. • Technical control and refinement of painting/photographic processes. • Critical analysis of artworks, artists, and cultural contexts. • Creative problem-solving through sustained inquiry and experimentation. • Planning, managing, and presenting a coherent body of work.
Assessment	NCEA Level 2 Photography: Achievement Standards — two internal and one external (folio, 2 x A1 boards) totalling 20 credits
Pathways	Students will build the skills required for NCEA Level 3 Visual Arts. 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 2

NCEA	HEALTH
Subject Code	HEA2
Recommended prior learning	NCEA Level 1 Health and/or NCEA Level 1 English
Skills development	Evaluate factors that influence people's ability to manage change 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	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	PE is a mix of theory-based assessments (Achievement Standards) and physical activity You must be prepared to participate in physical activities, and complete written assessment
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 & Recreation — Level 2

Subject Name	SPORT & RECREATION
Subject Code	SPR2
Recommended prior learning	Full participation in prior Sport and Recreation classes
Skills development	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	Sport and Recreation is a mix of theory-based assessments (Unit Standards) and physical activity. You must be prepared to participate in the 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

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.

Building Construction & Allied Trades (BCATs) — Level 2

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, and building construction.
Assessment	Unit Standard based course.
Pathways	Note this course is not applicable for University Entrance. It is relevant for students looking to go into the trades area, whether it be further study at a tertiary institution or an apprenticeship.

Machine & Vehicle Maintenance — Level 2

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 success is dependent on the individual's success at Level 2 and their chosen career pathway.
Assessment	Unit Standard based course.
Note	These unit standards are able to support an Automotive or Engineering pathway. This class will run subject to student demand and staffing.

Design & Engineering Technology — Level 2

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 — Level 2

Subject Name	HOSPITALITY
Subject Code	HOS2
Recommended prior learning	Completion of a 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, e.g. 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 — Level 2

Subject Name	FOOD TECHNOLOGY
Subject Code	FTE2
Recommended prior learning	Gained credits in Achievement Standards in Level 1 Food Technology.
Skills development	Students will develop skills in the Technology curriculum in the area of food, including: Conceptual design and/or prototype development Processing technologies (advanced) Breif Development This course extends knowledge learnt in Level 1 Food Technology and is a challenging academic course for organised and self-motivated students.
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 — Level 2

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	Understand advanced fundamentals of good website design OR good game design Propose, plan and create a multi-page website 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, and 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.

Level 2 Work & Study (Futures)

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	Learning related to work environments and employee responsibilities; study skills, e.g. stress management, personal presentation and workplace attitudes Legal requirements and rights and responsibilities, e.g. traffic law, vehicle ownership, employment regulations, shift working, renting, risk assessment Creating a targeted CV
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

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	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
Assessment	This is a Unit Standards course.
Pathways	Everyday skills to lead a full and rewarding life. Gateway Level 3 or Futures Level 3.

Gateway

Subject Code	GAT2
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. 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. Applications must be received in good time to allow 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 workplace 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	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. 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, sourced via Industry Training Providers. Reflections on what has been learned are part of the programme.

UCOL U-Skills Academy

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 (passport or birth certificate) is required when applying.
Assessment & Pathways	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 ucol.ac.nz/programmes/in-school/academy-1-day-programmes for more information. 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 ucol.ac.nz/programmes/in-school/academy-2-day-programmes for more information. U-Skills Academy courses allow students to be guided through a vocational pathway supported by UCOL and school. Transport is provided to UCOL campuses.

UCOL U-Skills Tertiary Pathways 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 (passport or birth certificate) is required when applying.
Assessment & Pathways	UCOL U-Skills 3+2 TP 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 — a New Zealand Certification in a particular career pathway. Courses include: 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 ucol.ac.nz/programmes/in-school/u-skills-3-2 for more information. U-Skills 3+2 TP courses allow students to be guided through a vocational pathway supported by UCOL and school. Transport is NOT provided to UCOL campuses. Successful completion of the U-Skills 3+2 programme will lead you to a higher level of study (Level 4 and above), apprenticeships or employment.

Virtual Learning Network (VLN) / Kōtui Ako

Course	Virtual Learning Network (VLN) / Kōtui Ako
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. For the other periods in the week you will work online through related coursework 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. Information on the courses can be found at kotuiako.school.nz/secondary-programmes-kaupapa-ako-kura-tuarua/ VLN is an option for all subjects that are not offered at Taranua College in a traditional classroom setting.

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 L3
Young Enterprise		Young Enterprise	Young Enterprise

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*

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 / 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*

Languages & Cultural Studies

Subject/Course	NCEA Level 1	NCEA Level 2	NCEA Level 3
Chinese	Beg / Int	Chinese L2	Chinese L3
French	Beg / Int	French L2	French L3
German	Beg / Int	German L2	German L3
Japanese	Beg / Int	Japanese L2	Japanese L3
Korean	Beg / Int	Korean L2	Korean L3
Samoan		Samoan L2*	Samoan L3*
Spanish	Beg / Int	Spanish L2	Spanish L3
Te Reo Māori	Beg / Int	Te Reo Māori L2	Te Reo Māori L3
Tongan		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 Taranua 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 Taranua 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 (matrix.correspondence.school.nz/subjects-and-courses).

Credits

Juniors (Year 9 and Year 10 students) at Taranua 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 Taranua College, 2 days at UCOL (Palmerston North or Masterton).

UCOL send grades and reports to Taranua 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 Taranua College). The courses run from 8.30am to 3.30pm.

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, and 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 credits in reading and 5 credits 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 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, with Merit or Excellence, at 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. Please note, the 20 sector-related credit component is a minimum requirement; it is possible to have all 60 credits from sector-related standards.