

Tararua College

Senior Choices & Future Pathways

Level 3

2027 Information Booklet

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.

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
- Psychology
- History

Te Ao Māori

- Te Reo Māori / Māori Language & Literature
- Māori Performing Arts & Mau Rākau
- Whakairo

Virtual Learning Network

- VLN Subjects

Terminology

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
- Food Technology
- Digital Technologies

Pathways & Guidance

- Futures
- Lifeskills
- Gateway
- UCOL

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 3 Course Information

The following pages list all the subjects available across NCEA Level 3.

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, Psychology, Economics)
- Science / Putaiao (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 13 students are required to take 5 subjects, unless an individualised programme is negotiated.

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 (Subject Code: ENG3)

Overview	This course is the NCEA Level 3 English Course and is University Approved. It offers 16–20 credits. Level 3 English covers a wide range of literary studies. The skills of critical thinking and effective communication are tested regularly.
Recommended prior learning	It is recommended that students have achieved well in the NCEA Level 2 English course. This course is a continuation of and a building of skills from the NCEA Level 2 English course.
Skill development	response to visual texts response to extended texts response to unfamiliar prose and poetry research report writing reading for research oral presentation
Assessment	NCEA Level 3 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. To ensure gaining University Entrance in English, students will need to complete at least 4 standards of the internal and external combination.
Pathways	These courses lead to tertiary studies.

Mathematics / Pāngarau

Level 3 Mathematics provides an advanced pathway for students preparing for university study and tertiary programmes requiring strong mathematical understanding. The course is divided into two specialised pathways: **Mathematics with Calculus** and **Mathematics with Statistics**.

Calculus develops students' ability to analyse functions, rates of change, mathematical models, and complex relationships.

Statistics develops skills in data analysis, statistical inference, probability, and evidence-based decision-making. Both pathways strengthen students' reasoning, problem-solving, and analytical skills through the application of mathematics in authentic contexts.

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 3 Calculus

Subject Code	MAT3C
Overview	This course develops students' advanced mathematical thinking through the study of functions, differentiation, integration, and mathematical modelling. Students learn to analyse complex relationships, rates of change, optimisation, and real-world applications using calculus methods. The course prepares students for tertiary study in areas such as engineering, science, technology, economics, and other disciplines requiring strong analytical and problem-solving skills.
Recommended prior learning	Successfully completed MAT2A
Skill development	Students develop advanced skills in calculus, functions, differentiation, integration, mathematical modelling, optimisation, problem-solving, and communicating complex mathematical reasoning.
Assessment	This course consists of NCEA Level 3 Achievement Standard assessments , including one internally assessed standard and two externally assessed standards. Assessments require students to demonstrate advanced calculus understanding, mathematical reasoning, problem-solving skills, and the ability to apply differentiation, integration, and modelling techniques in a range of mathematical and real-world contexts.
Pathways	This course provides preparation for tertiary study and careers in engineering, science, technology, architecture, finance, and other fields requiring advanced mathematical modelling, analytical thinking, and strong calculus knowledge.

Mathematics – Level 3 Statistics

Subject Code	MAT3S
Overview	This course develops students' ability to investigate complex real-world situations using advanced statistical and probability methods. Students explore statistical models, data analysis, inference, probability distributions, and decision-making processes. The course strengthens students' critical thinking, statistical reasoning, and ability to communicate evidence-based conclusions. It prepares students for tertiary study and careers involving data analysis, research, science, business, and technology.
Recommended prior learning	Successfully completed MAT2S
Skill development	Students develop advanced skills in statistical analysis, inference, probability, modelling, data interpretation, critical thinking, and communicating evidence-based conclusions effectively.
Assessment	This course consists of NCEA Level 3 Achievement Standard assessments , including four internally assessed standards and one externally assessed standard. Assessments develop and evaluate students' ability to apply statistical methods, investigate data, use probability concepts, conduct statistical inference, and communicate evidence-based conclusions in authentic contexts using appropriate statistical reasoning.
Pathways	This course provides preparation for tertiary study and careers in data science, health, business, research, economics, and social sciences, where statistical analysis, probability, and evidence-based decision-making are essential.

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 Tararua College includes:

- Biology
- Chemistry
- Physics
- Primary Industries

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

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

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

Big ideas create the house; knowledge maintains it.

Biology (Subject Code: BIO3)

Recommended prior learning	It is recommended that students have attained an Achieved or better grade in more than 14 credits of the NCEA Level 2 course in Biology, including at least one external assessment attempted. Achievement in other Sciences is an advantage but not necessary.
Skill development	Programme Choice: Students will have the choice of doing a Level 3 Biology programme for University Entrance in Biology or Science. Topics covered: Plant and Animal Behaviour, Biotechnology, Speciation, Human Evolution, Socio-Scientific Issues
Assessment	This course is an NCEA Level 3 course and has a combination of internal and external assessments based on the student's chosen pathway.
Pathways	This course qualifies for University Entrance.

Chemistry (Subject Code: CHE3)

Recommended prior learning	It is recommended that students have attained an Achieved or better grade in more than 14 credits of the NCEA Level 2 course in Chemistry, including at least one external assessment. Achievement in other Sciences is an advantage but not necessary.
Skill development	Following a course with a high practical component by learning new theoretical concepts by developing skills and knowledge gained in Level 2 Chemistry. Practical skills are emphasised and the material taught is related to real-life situations. Some course material will be delivered, or available, online.
Assessment	NCEA Level 3 consists of a combination of internal and external Achievement Standards.
Pathways	This course qualifies for University Entrance.

Physics (Subject Code: PHY3)

Recommended prior learning	Achieved or better in half or more of the Achievement Standards offered in the 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 15 credits, of which nine will be internally assessed.
Pathways	This course qualifies for University Entrance.

Primary Industries (Subject Code: PRI3)

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.) (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 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, Accounting and Psychology. Geography and Business Studies are offered via VLN.

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 (Subject Code: ECO3)

Recommended prior learning	Taking Level 3 Economics will help you develop a strong understanding of how economies work and how decisions made by consumers, businesses, and governments affect people and society. You'll learn about topics such as economic growth, inflation, unemployment, trade, and government policies. The course develops critical thinking, analytical skills, and an understanding of real-world economic issues in New Zealand and around the world, preparing students for further study and a wide range of careers in business, finance, law, and public policy.
Skill development	● Apply advanced economic models and theories to complex issues. ● Analyse government policies and their effects on the economy. ● Evaluate economic growth, international trade, unemployment, and inflation from multiple perspectives. ● Interpret and critically assess economic data, trends, and forecasts. ● Construct well-reasoned economic arguments supported by evidence. ● Develop independent research, analysis, and evaluation skills. ● Understand the interconnected nature of local, national, and global economies. ● Strengthen decision-making and problem-solving skills in economic contexts. ● Prepare for tertiary study in economics, business, commerce, and related fields.
Assessment	Level Three Economics course is assessed by four Achievement Standards. Students will be offered a total of 18 credits across the course. AS91401 Demonstrate understanding of micro-economic concepts AS91402 Analyse how government policies and contemporary economic issues interact. AS91399 Analyse a contemporary economic issue of special interest using economic concepts and models. AS91400 Analyse international trade using economic concepts and models.
Pathways	Possible Careers include: Economist, Financial Analyst, Accountant, Banker, Investment Advisor, Business Manager, Entrepreneur, Policy Analyst, Government Advisor, Market Research Analyst, Data Analyst.

Psychology (Subject Code: PSY3)

Overview	The Level 3 Psychology course builds on the knowledge ākonga have gained in Level 2. Ākonga will apply their learning to a variety of different psychological fields including cognitive, biological and behavioural psychology. They will have the chance to create their own research project and look at ethical issues within the field.
Recommended prior learning	NCEA Level 2, 12 credits or better in Psychology or English. A student can come in at any level with the HOD's approval.
Skills Development	Critical thinking — analysing theories, research, and evidence to form logical conclusions. Research skills — designing experiments, collecting data, and interpreting psychological results. Communication — clearly expressing ideas in written and verbal formats, especially when explaining complex concepts. Empathy and social awareness — understanding human behaviour, emotions, and social interactions. Problem-solving — applying psychological principles to real-life issues and scenarios. Ethical reasoning — evaluating the ethical considerations involved in psychological research and practice.
Assessment	AS91872 Analyse the interaction between psychological approaches AS91874 Conduct independent psychological research with consultation AS91875 Analyse how theories are applied within a field of psychological practice AS91873 Analyse the significance of a key piece of research and its impact on society
Pathways	Possible Careers include: Clinical Psychologist, Educational Psychologist, Forensic Psychologist, Health Psychologist, Sports Psychologist, Social Worker, Youth or Community Worker, Market Researcher, Teacher or Educational Assistant, Corrections Officer.

History (Subject Code: HIS3)

Recommended prior learning	Open entry, but 14 credits or better in Level 2 NCEA History OR Psychology 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 3 include: The Holocaust and the Cambodian Genocide The Israeli and Palestinian Conflict Dawn Raids Te Tiriti o Waitangi The Nuclear Debate
Assessment	NCEA Level 3 History has five Achievement Standards. Three of these are assessed internally through research and communication assignments. Two Achievement Standards are assessed through the end-of-year external examination administered by NZQA. The course is in two parts: External Examination — 10 credits; Internal Assessments — 15 credits.
Pathways	Possible Careers include: Curator, Archivist, Historian, Lawyer, Teacher, Policy Analyst, Editor, Journalist, Writer, Office Manager, Researcher

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 (Subject Code: MAO3)

Recommended prior learning	NCEA Level 2 Te Reo Māori
Skills Development	Unguided reading of Te Reo Māori with understanding, guided writing of composition on topics in Te Reo Māori Listening and understanding of Te Reo Māori, and speaking Te Reo Māori Question/answer techniques to enable students to converse in Te Reo Māori; research and present information on Te Reo Māori Understand Tikanga Māori through explanation and performance Explore gender roles specific to formal / informal settings, e.g. on the marae, at home, kai gathering
Assessment	This course is assessed for NCEA Level 3.
Pathways	University and College of Education studies in Te Reo Māori me ōna tikanga certificate, then leading onto a Diploma in Te Reo Māori. A Level 3 qualification in Te Reo Māori is rewarded financially in the Public Service at a higher level than the reward for Level 2.

Māori Performing Arts (Subject Code: MPA3)

Recommended prior learning	MPA NCEA Level 2
Skills Development	Perform whakaraka Perform a Māori performing arts bracket Demonstrate knowledge of influencing factors in the historical development of Māori performing arts
Assessment	This course will be internally assessed and moderated throughout the year and is predominantly performance and skill based.
Pathways	This course can lead on to further tertiary studies in Performing Arts and Bachelors in Māori Performing Arts through the various indigenous education institutes or Whare Wānanga. Career pathways can include work in teaching, cultural tourism, media and a range of other mediums; to enhance Māori performing art tutor development and to provide pathways into the fields of Māori development and business initiatives.

Whakairo (Māori traditional art of carving) (Subject Code: WHA3)

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, and 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 (Subject Code: DRA3)

Recommended prior learning	This course is available to any senior student. Completing the Year 12 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 Be willing to lead and direct peers and some younger students
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 Leadership: Year 13 students are offered the chance to direct our School Production, this gives them a real world, high stakes learning opportunity.
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. Level 3 Drama is a University Approved subject.
Pathways	Drama equips students with a diverse set of skills that are invaluable across many careers, including communication, confidence and poise, creative problem-solving and teamwork, and a deeper understanding of human behaviour and motivation — assets in fields such as law, business, public relations, technology, and entertainment.

Music (Subject Code: MUS3)

Recommended prior learning	Year 12 Music or approval by the Music teacher. Students should have completed at least four 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, and 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. NCEA Level 3 Music is a University Approved subject.
Concurrent learning	Senior students that select Music in NCEA will have compulsory itinerant lessons.
Pathways	Various tertiary courses. Careers in audio and lighting engineering, performance, education, health, retail.

Visual Art-Painting (Subject Code: ART3PN)

Recommended prior learning	Students should have satisfactorily completed the NCEA Level 2 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. • Development of a sustained and independent art practice. • Sophisticated conceptual thinking and visual inquiry. • Purposeful selection and integration of visual conventions. • Critical evaluation of ideas, processes, and artistic influences. • Advanced communication of meaning for specific audiences and contexts. • Project management, self-direction, and preparation for tertiary study and creative industries.
Assessment	NCEA Level 3 Painting: Achievement Standards — two internal and one external (folio, 3 x A1 boards) totalling 22 credits. All Level 3 Visual Arts Achievement Standards are University Entrance Achievement Standards.
Pathways	Visual Arts, by Level 3, focuses on systematic, independent practice , and deeper conceptual development. This prepares students for tertiary study, employment, and creative entrepreneurship. 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 (ART3PH)

Recommended prior learning	Students should have satisfactorily completed the NCEA Level 2 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. • Development of a sustained and independent art practice. • Sophisticated conceptual thinking and visual inquiry. • Purposeful selection and integration of visual conventions. • Critical evaluation of ideas, processes, and artistic influences. • Advanced communication of meaning for specific audiences and contexts. • Project management, self-direction, and preparation for tertiary study and creative industries.
Assessment	NCEA Level 3 Photography: Achievement Standards — two internal and one external (folio, 3 x A1 boards) totalling 22 credits. All Level 3 Visual Arts Achievement Standards are University Entrance Achievement Standards.
Pathways	Visual Arts, by Level 3, focuses on systematic, independent practice , and deeper conceptual development. This prepares students for tertiary study, employment, and creative entrepreneurship. 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 (Subject Code: HEA3)

Recommended prior learning	NCEA Level 2 Health, Physical Education or English
Skills Development	Analyse an international health issue Analyse a contemporary ethical issue in relation to well-being Analyse a New Zealand health issue
Assessment	This is a theory-based, Achievement Standards course with the opportunity of Subject Endorsement. University Approved subject.
Pathways	This course is suitable for students interested in a career in the health or physical activity sectors.

Physical Education (Subject Code: PE3)

Recommended prior learning	NCEA Level 2 Physical Education, Health or English
Skills Development	Examine a current physical activity event, trend, or issue and its impact on New Zealand society Devise strategies for a physical activity outcome Demonstrate quality performance of a physical activity in an applied setting Evaluate physical activity experiences to devise strategies for lifelong well-being
Assessment	PE is a mix of theory-based assessments (Achievement Standards) and physical activity. You must be prepared to participate in the physical activities and complete written assessments. Physical Education is a University Approved subject.
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 (Subject Code: SPR3)

Recommended prior learning	Full participation in prior Sport and Recreation classes
Skills Development	Prepare for an overnight outdoor activity Participate in and evaluate a self-contained multi-day trip in an outdoor context Demonstrate performance of a physical activity in an applied setting Apply knowledge of groups to an outdoor activity Develop and implement an exercise plan for personal physical fitness
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 and written components of this 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, and 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) (Subject Code: BCA3)

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

Machine & Vehicle Maintenance (Subject Code: MVM3)

Recommended prior learning	Machine & Vehicle Maintenance Level 2, Design & Engineering Technology Level 2
Who this may interest	Hands-on or practical students. Unit standards only are offered from Life Skills.
Skills Development	The unit standards at this level build further upon the Level 2 content but would be dependent on the individual's success at Level 2 and their chosen career pathway.
Assessment	Unit Standard based 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 (Subject Code: DET3)

Recommended prior learning	DET2 and an ability to work independently.
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 2 skills and knowledge. Students will be required to create their own detailed design through CAD before undertaking the machining and fabricating of their outcome.
Note	The unit standards support an apprenticeship or trades study pathway.

Food Technology (Subject Code: FTE3)

Recommended prior learning	Gained credits in Achievement Standards in Level 2 Technology
Skills Development	Students will develop skills in the Technology curriculum related to food, including conceptual design and/or prototype development, processing technologies, and complex procedures. There is an opportunity to work with a real client to solve an issue in the area of Food. This course extends knowledge learnt in Level 2 Food Technology and is a challenging academic course for organised and self-motivated students.
Assessment	Up to 16 NCEA Level 3 Achievement Standard credits will be offered.
Pathways	This course may help students towards a course in Food Technology or Engineering at a tertiary institute. It can also lead to careers in Hospitality and Catering.

Hospitality (Subject Code: HOS3)

Recommended prior learning	Completion of a HOS2 course is desirable, or by approval of Mrs Ireland.
Skills Development	This course will cover the Hospitality Unit Standards including: Food safety and contamination, Culinary Terms and definitions Cooking skills and a variety of cooking methods, e.g. baking methods, pasta making, Demonstrating creativity and individuality Opportunity for attendance at the UCOL Secondary School Cooking Competition if possible
Assessment	Level 3 Unit Standards will be offered.
Pathways	Polytechnic courses in Café Skills, Cookery and Hospitality.

Digital Technology (Subject Code: DTG3)

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	Propose, design and build complex digital outcomes in a variety of contexts Develop Python language knowledge and skills for complex app coding
Assessment	All assessments are Achievement Standards. There are up to 19 internal credits available. Students who choose to take on an extra external standard are able to get endorsement at Merit and Excellence.
Pathways	This course continues studies in Digital Technology, progressing from the Level 1 and 2 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.

Level 3 Lifeskills (Subject Code: LFS3)

Recommended prior learning	Literacy and numeracy and NCEA Level One. If not, special permission needs to be obtained from Mrs Ireland.
Skills Development	Learning related to working with others; working in a team to achieve a goal and listening actively and communicating with others. Responding to negative feedback in one-to-one situations. CV and career planning
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.

Level 3 Work & Study (Futures) (Subject Code: FTR3)

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; and study skills. Legal requirements and rights and responsibilities, e.g. consumer problems and ways to resolve them, purchasing of major goods or services CV and career planning
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.

Gateway (Subject Code: GAT3)

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 early 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 might become the family/whānau's responsibility if local placements aren't available. The student will attend the designated workplace for a minimum of 10 days spread over 10 weeks. There are only 20 Gateway places within the 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. 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 (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 discuss the possibility of completing a UCOL U-Skills course with Mrs Ireland; an interview may be undertaken. If accepted, students complete an enrolment form signed by the student and their parent/caregiver, plus a school endorsement completed by Tararua College. 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, covering areas such as Hair, Beauty and Retail, Construction, Exercise and Sport, Café Skills, Automotive, Health, Early Childhood, Police and Defence Pathways, and more. UCOL U-Skills Academy 2 Day courses allow 2 days at UCOL and 3 days at Tararua College, providing NCEA Level 2 and 3 credits in areas such as Infrastructure Works, Building & Construction, Commercial Road Transport, Cookery, Salon Skills, Early Childhood Education and Animal Care. Transport is provided to UCOL campuses.

UCOL U-Skills Tertiary Pathways (TP) (Subject Code: UCOL 3PLUS2)

Recommended prior learning	Minimum of 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 discuss the possibility of completing a UCOL USkills TP course with Mrs Ireland; an interview may be undertaken. If accepted, students complete an enrolment form signed by the student and their parent/caregiver, plus a school endorsement completed by Tararua College. Valid ID (passport or birth certificate) is required when applying.
Assessment & Pathways	UCOL U-Skills TP programmes allow students to study 3 days at UCOL and 2 days at Tararua College, aimed at students looking to gain hands-on experience and begin the transition from school to tertiary study. Courses lead to a New Zealand Certification in a particular career pathway, including Primary Industry Operational Skills, Business Administration and Technology, Early Childhood Education and Care, Mechanical/Automotive Engineering, and Construction. Transport is not provided but can sometimes be arranged. Successful completion leads to further study (Level 4 and above), apprenticeships, or employment.

Virtual Learning Network (VLN) / Kōtui Ako

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 — this 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 course work created by the e-teacher and shared with students via an online digital learning environment, e.g. Google Classroom or 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: Secondary Programmes — Kōtui Ako,
<https://www.kotuiako.school.nz/secondary-programmes-kaupapa-ako-kura-tuarua/>

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

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 (x2)	Psychology L3 (x2)
Young Enterprise		Young Enterprise	Young Enterprise

Subjects Available via VLN — Mathematics & Sciences

Subject/Course	NCEA Level 1	NCEA Level 2	NCEA Level 3
Biology		Biology L2	Biology L3
Chemistry		Chemistry L2	Chemistry L3
Mathematics with Calculus			Mathematics with Calculus
Mathematics with Statistics			Mathematics with Statistics
Physics		Physics L2	Physics L3
Agriculture & Horticulture		Agriculture & Horticulture	Agriculture & Horticulture

Subjects Available via VLN — The Arts

Subject/Course	NCEA Level 1	NCEA Level 2	NCEA Level 3
Art History		Art History L2	Art History L3
Drama	Drama L1	Drama L2	Drama L3
Music		Music L2	Music L3
Photography		Photography L2	Photography L3*

Subjects Available via VLN — Technologies

Subject/Course	NCEA Level 1	NCEA Level 2	NCEA Level 3
Computer Programming	Computer Programming L1–3	Computer Programming L1–3	Computer Programming L1–3 / 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

Subjects Available via VLN — Health & Physical Education

Subject/Course	NCEA Level 1	NCEA Level 2	NCEA Level 3
Health		Health L2	Health L3
Physical Education		Physical Education*	Physical Education*

Subjects Available via VLN — Languages & Cultural Studies

Beginners	Intermediate	NCEA Level 1	NCEA Level 2	NCEA Level 3
Chinese (Beg)	Chinese (Int)	Chinese L1	Chinese L2	Chinese L3
French (Beg)	French (Int)	French L1	French L2	French L3
German (Beg)	German (Int)	German L1	German L2	German L3
Japanese (Beg)	Japanese (Int)	Japanese L1	Japanese L2	Japanese L3
Korean (Beg)	Korean (Int)	Korean L1	Korean L2	Korean L3
		Samoan L1	Samoan L2*	Samoan L3*
Spanish (Beg)	Spanish (Int)	Spanish L1	Spanish L2	Spanish L3
Te Reo Māori (Beg)	Te Reo Māori (Int)	Te Reo Māori L1	Te Reo Māori L2	Te Reo Māori L3
		Tongan L1	Tongan L2*	Tongan L3*

Terminology — What Does It All Mean?

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

Standards	Each subject has a certain number 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 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 two or more of the subjects you need for your Careers Plan are on at the same time. You may also be able to take Video Conferencing (VC) instead. Correspondence is run by Te Aho o Te Kura Pounamu: The Correspondence School.
Credits	Juniors (Year 9 and 10) complete a Junior Diploma, earning a certain amount of credits to pass the year. Seniors (Year 11–13) need to gain credits to pass each year as well. Each formal assessment (internal or external), whether 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 take three University Approved subjects at Level 3 NCEA to meet 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 USkills / Tertiary Pathways	For Year 12 & 13 students only — an application and selection process is involved. After looking at Students' Careers Plans (SCP), UCOL Academy or Tertiary Pathways can be offered so students can: obtain credits towards their career direction, obtain the required NCEA level needed, and develop industry-relevant skills. UCOL Academy is 1 day per week at UCOL; Tertiary Pathways is a '3 to 2' programme (3 days at Tararua College, 2 days at UCOL Palmerston North or Masterton). There are zero fees for students, and transport is provided by UCOL.
Gateway	An application and selection process is involved. Run by the Pathways Coordinator and Gateway Coordinator like a normal class, Gateway involves a mix of workbooks and Unit Standard work in the classroom plus a minimum 10-week placement outside of school. Level 1 and 2 Gateway students must attain 20 credits in their level to obtain the Gateway certificate, linked where possible to the Vocational Pathways students wish to pursue.
Junior Diploma	See information under 'Credits' above.
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	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 Level 3 or above and 20 at Level 2 or above. At Level 3 there are no specific literacy or numeracy requirements, but 10 NCEA Level 2 or above Literacy credits (5 in reading, 5 in writing) are needed for University Entrance, along with other requirements.
NCEA	National Certificate of Educational Achievement — the official secondary school qualification in New Zealand, phased in between 2002 and 2004.

Numeracy	For students, this refers to the bridge between Mathematics and daily life. See 'Literacy' above for Numeracy requirements at Levels 1 and 2 NCEA.
Pathway Plans	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 are completed initially in consultation with parent(s)/caregiver(s)/whānau, then with Whānau teachers, and shared with the Pathways Coordinator, Deans, Gateway Coordinator, HODs and the Senior Leadership Team, to ensure the right course of action is being taken for each student.
STAR (Secondary Tertiary Alignment Resource)	Delivers additional operational grant funding to all state and state-integrated schools with Year 11–13+ students, to help schools provide students with relevant, coherent learning experiences aligned to the Vocational Pathways. Objectives: provide flexible funding for courses that better respond to students' needs and motivate them; keep students in education and facilitate a smooth transition to further education, training, or employment; and support students to explore career pathways and make informed decisions about their schooling and future study or work.
Recommended prior learning	Some subjects recommend that students 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, or 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. Both start with a vision of young people developing the competencies they need for study, work, and lifelong learning.
UE / NZQA Approved Courses	UE, or University Entrance, is the minimum requirement to attend 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 in Reading, 5 in Writing); and 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)	An option for students. If a subject isn't offered at the College in classrooms, you can see if the subject you need for your chosen pathway can be done via video conferencing, where a teacher and class/peers correspond with you via video.
Unit Standards	The title of a unit standard expresses the main outcome that someone 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 NCEA Level 2 Assessment Standards, including specific 'sector-related' standards, with six industries: Primary Industries; Services Industries; Social & Community Services; Manufacturing & Technology; Construction & Infrastructure; and Creative Industries. To receive a Vocational Pathways Award, students must first gain NCEA Level 2 (80 credits total, including literacy and numeracy requirements), with a minimum of 20 Level 2 credits from sector-related standards and the remainder from recommended standards in one or more pathways, to make up 60 pathway credits in total.