



## **YEAR 13 SUBJECTS - 2025**

Students at Cambridge High School are able to choose from a broad range of subjects aimed at meeting the needs of all students. It is important for parents/caregivers and students to give course selection the time and attention that is required.

Students should challenge themselves in a manner appropriate to their ability. Over half our students in all senior levels should aim for a Level 1, 2 or 3 NCEA Merit or Excellence Endorsement (accumulated across all subjects). Specific Subject Merit or Excellence Endorsements are also encouraged. These are attained if a student receives at least 14 Merit or Excellence credits in a specific subject. Students aiming to gain University Entrance should take at least four University approved subjects.

A subject will only run provided there is sufficient demand to make class sizes practical.

Every effort is made to ensure that as many students as possible are able to study a programme of their choice. It is a priority of the school to answer student need and accommodate as many students' choices as possible. For a small number of students there may be a timetable clash and an alternative subject may have to be chosen. Students affected by a clash will be notified in December.

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## TABLE OF CONTENTS

\* = *University Entrance Approved Subject*

Page

### **ARTS**

* Art Design	DES3	1
* Art - Painting or Printmaking	ART3	2
* Dance	DCE3	7
* Drama	DRA3	8
* Music	MUS3	18
* Photography	PHO3	19
* Te Ao Haka	TOH3	

### **CAREERS**

Careers	CRS	4
Retail	RTL3	21

### **COMMERCE**

* Accounting	ACC3	1
Business Skills	BSK3	3
* Business Studies	BUS3	4
Consumer Citizenship	CMC3	6
* Economics	ECO3	9

### **ENGLISH**

* English	ENG3	9
English Enhancement	ENH3	10
* English Internal	ENI3	10
* Media Studies	MED3	18

### **HEALTH & PHYSICAL EDUCATION**

Fitness and Recreation	FIT3	12
* Health	HTH3	13
Outdoor Education	OED3	19
* Sport Science	SPS3	22

### **INTERNATIONAL**

English for Academic Purposes	EAP	11
English for Speakers of Other Languages	ESOL	11



## **LANGUAGES**

* French	FRE3	12
* Japanese	JAP3	14
* Te Reo Maaori	MAO3	22

## **MATHEMATICS**

* Mathematics Internal	MAI3	16
* Mathematics with Calculus	MAC3	17
* Mathematics with Statistics	MAS3	17

## **SCIENCE**

* Biology	BIO3	3
* Chemistry	CHE3	6
* Physics	PHY3	20
* Science	SCI3	21

## **SOCIAL SCIENCES**

* Classical Studies	CLS3	6
* Geography	GEO3	13
* History	HIS3	14
* Psychology	PSY3	20
Tourism	TOU3	23
Level 4 Extension Class	EXT4	15

## **TECHNOLOGY**

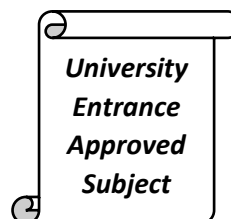
Automotive Engineering	AUT3	2
Carpentry	CAR3	5
Catering and Hospitality	CHY3	5
* Design and Visual Communication	DVC3	7
* Digital Technologies Science	DTS3	8
* Materials Technology Engineering	MTE3	15

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## Accounting – ACC3

[\(go back to Contents\)](#)

Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world. Students will develop the knowledge and skills necessary to act with integrity by being accountable for their accounting knowledge. This course is strongly recommended if students intend pursuing a commerce qualification at tertiary level.



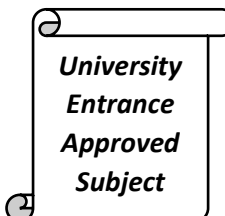
Topics include: Accounting for partnerships. Company financial statements. Management Accounting. Job costing.

Internal	External	UE Reading	UE Writing	Endorsement
13	9			Yes
<b>Prerequisites:</b> 14 credits in Level 2 Accounting <b>Where does this lead:</b> University Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> 1				

## Art Design – DES3

[\(go back to Contents\)](#)

Level 3 Art Design is a practical course developing independent creative visual skills and critical thinking. Students will extend their understanding of skills, methods and ideas in physical and digital media by initiating and developing a personal design project.



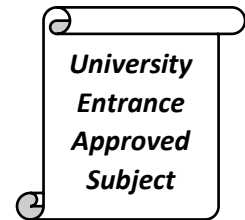
Assessments in the course cover the use of drawing processes to apply knowledge of design conventions, developing ideas in a related series of works for a design project. A major folio project will produce a body of work where students will demonstrate an understanding of design conventions and ideas.

Internal	External	UE Reading	UE Writing	Endorsement
8	14			Yes
<b>Prerequisites:</b> 16 credits in DES2 and the approval of the HOF Arts. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Approximately \$75 <b>Days out of School:</b> Nil				

## Art Painting or Printmaking - ART3

[\(go back to Contents\)](#)

*“Art makes the world sit up and wonder”.* This is the course to refine and prepare your personal creative portfolio for entry to the visual arts workplace or tertiary courses.



Level 3 Art is a practical course extending students' skills in:

- Creative and critical art making practice, and;
- Extending knowledge of methods and ideas.
- Students develop their individual practice in the field of choice.

Students will identify and develop a personal body of work in their chosen art practice. Two internal standards and the final folio submission draw from this body of work for assessment. This is an opportunity to work critically and collaboratively on an individual programme.

Internal	External	UE Reading	UE Writing	Endorsement
8	14			Yes
<p><b>Prerequisites:</b> 16 credits in ART2 including 91313 or 91311, and the approval of the HOF Arts.  <b>Where does this lead:</b> University Entrance Approved Subject  <b>Parental Contribution:</b> Approximately \$110  <b>Days out of School:</b> Nil</p>				

## Automotive Engineering - AUT3

[\(go back to Contents\)](#)

This is a continuation from Level 2 Automotive Engineering. The course is designed for students who are interested in a career in the Automotive Industry.

Standards are all theory based and are assessed with written assessments.

Topics include: Final drives. Manual and semi-automatic transmissions. Fuel emissions. Vehicle safety systems. Braking principles.

Internal	External	UE Reading	UE Writing	Endorsement
20				No
<p><b>Prerequisites:</b> Successful completion of Level 2 Automotive or the approval of the TIC Automotive Engineering.  <b>Where does this lead:</b> Further external training or entry to the workforce.  <b>Parental Contribution:</b> Additional project costs  <b>Days out of School:</b> Nil</p>				

## Biology - BIO3

[\(go back to Contents\)](#)

This course is designed for students who wish to undertake careers that involve Biology or are interested in science of the living world. The course builds on the basic Biology phenomena studied at Level 2 and prepares students for a wide range of tertiary courses including health and biological sciences. There is one day out of school to visit the Hamilton Zoo.

**University  
Entrance  
Approved  
Subject**

Note: Most universities recommend two sciences be taken by students wishing to enter a University Science programme. Biology is a pre-requisite for some degrees.

Topics could include: Carry out a practical investigation in a biological context. Demonstrate understanding of how animals maintain a stable internal environment. Demonstrate understanding of responses of plants and animals to their external environment. Demonstrate understanding of trends in human evolution.

Internal	External	UE Reading	UE Writing	Endorsement
7	13			Yes
<b>Prerequisites:</b> 12 credits in Level 2 Biology including Achieved or better in two Level 2 External Standards. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Course Book approximately \$30. Field Trip \$15 <b>Days out of School:</b> 1				

## Business Skills – BSK3

[\(go back to Contents\)](#)

This course will give students the opportunity to look behind the scenes at business operations. Successful candidates will learn business administration techniques to assist them outside school.

Topics include: Factors impacting businesses, Interviewing and Listening, Teams, and Report Writing.

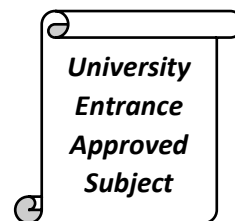
Internal	External	UE Reading	UE Writing	Endorsement
17				No
<b>Prerequisites:</b> Nil <b>Where does this lead:</b> Not a University Entrance Approved Subject <b>Parental Contribution:</b> Printing costs <b>Days out of School:</b> Nil				



## Business Studies - BUS3

[\(go back to Contents\)](#)

In Year 13 Business Studies, students embark on an enriching journey to deepen their understanding of business theory and practices within diverse and relevant contexts. Through the exploration of key concepts such as sustainability, competition, intellectual property, quality management, and innovation, students contribute to fostering a culture of enterprise in New Zealand, thereby advancing economic and community well-being.



The key features emphasizes the practical application of business concepts, enabling students to develop essential skills in decision-making, problem-solving, and strategic planning through the management of their own business venture. Year 13 Business Studies places a strong emphasis on fostering innovation and sustainability, encouraging students to develop innovative solutions to real-world challenges while ensuring responsible business practices that promote long-term environmental and social well-being.

### Topics Covered:

- Internal Factors in Multinational Businesses
- Human Resource Issues in New Zealand
- Strategic Marketing Plans
- Innovative and Sustainable Business Ventures

Through a blend of theoretical inquiry, experiential learning, and case studies, students will emerge from Year 13 Business Studies equipped with the knowledge, skills, and entrepreneurial mindset necessary to thrive in today's dynamic and competitive business environment.

Internal	External	UE Reading	UE Writing	Endorsement
18	4	18	4	Yes

**Prerequisites:** 14 credits in Level 2 Business Studies or HOF Commerce discretion

**Where does this lead:** University Entrance Approved Subject

**Parental Contribution:** Nil

**Days out of School:** 2



## Careers – CRS

[\(go back to Contents\)](#)

This course aims to assist students to develop employability skills and be ready for work. They will complete a wide range of Unit Standards to help prepare them for the future world of work.

The course is available for students interested in exploring careers and planning potential pathway options.

- Students are class-based working on industry related units, or.
- Interested students may undertake learning and assessment where possible in a work placement, approximately one day a week ideally over 10 weeks.

Internal	External	UE Reading	UE Writing	Endorsement
20				No
<p><b>Prerequisites:</b> Approval of HOF Careers/Interview. Must complete Expression of Interest Form 2025</p> <p><b>Where does this lead:</b> Industry related certificates, relevant work experience, knowledge, for tertiary courses or employment.</p> <p><b>Parental Contribution:</b> Non completion of course(s) may incur a cost.</p> <p><b>Days out of School:</b> Those on work placement may spend approximately one day per week, ideally over 10 weeks, in a workplace appropriate to their interests.</p>				

## Carpentry - CAR3

[\(go back to Contents\)](#)

Students will use skills and knowledge, such as project planning, material manipulation, tool and machine use, that has been gained through prior experience. They will decide upon a suitable project and manage all aspects of its construction. On completion of this course, students should gain 20 credits towards Stage 1 BCITO National Certificate in Carpentry.

Topics include: Demonstrate knowledge of timber used in construction. Perform building calculations. Knowledge of safe working practices. Knowledge of machining equipment. Knowledge of portable hand tools. Knowledge of carpentry hand tools.

Internal	External	UE Reading	UE Writing	Endorsement
20				No
<p><b>Prerequisites:</b> Open to students who have satisfactorily completed Level 2 Carpentry and are willing to adhere to safe practice in the workshop, or at the discretion of HOF Technology. It is targeted to students who want to gain an apprenticeship in Building and Construction.</p> <p><b>Where does this lead:</b> Not a University Entrance Approved Subject</p> <p><b>Parental Contribution:</b> \$210</p> <p><b>Days out of School:</b> Nil</p>				





## Catering and Hospitality - CHY3

[\(go back to Contents\)](#)

The aim of this course is for students to continue to gain skills in Catering and Hospitality for either full time or part time work. This course uses industry approved Unit Standards. Students need to have a real interest in food and its preparation and be willing to experiment and learn a large variety of cooking techniques. Students will be required to attend at least one afterschool cooking session to comply with assessment requirements.

Topics include: Basic nutrition, Culinary products and terms, Food contamination hazards, Preserving, Complex sandwiches.

Internal	External	UE Reading	UE Writing	Endorsement
24				No
<b>Prerequisites:</b> Students need to have successfully completed Level 2 Catering and Hospitality, or have a current part time job in the industry. HOF of Technology discretion may also apply. Students must have the ability to work in a practical situation. <b>Where does this lead:</b> Not a University Entrance Approved Subject <b>Parental Contribution:</b> \$200 <b>Days out of School:</b> Some assessments are carried out after school hours.				

## Chemistry - CHE3

[\(go back to Contents\)](#)

This course is designed for students who wish to undertake careers that involve Chemistry or are interested in science of the material world. It is an introduction to basic concepts of Chemistry and leads to learning beyond school including degree programmes.

*University  
Entrance  
Approved  
Subject*

Note: Most universities recommend two sciences be taken by students wishing to enter a University Science Programme.

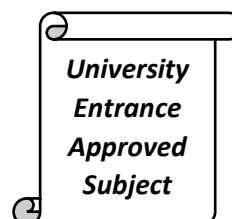
Topics include: Particles and Thermo Chemistry, Organic Chemistry, Oxidation – Reduction Processes, Spectroscopy, and Equilibrium Principles in Aqueous Chemistry.

Internal	External	UE Reading	UE Writing	Endorsement
6	15	4	4	Yes
<b>Prerequisites:</b> Achieved in at least two of the external Achievement Standards in Level 2 Chemistry and a good standard of Mathematics is also required. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

### Classical Studies - CLS3

[\(go back to Contents\)](#)

Classical Studies aims to give students experiences with Greek and Roman civilisation. It broadens student understanding of Greek and Roman Mythology, Art, Literature and Philosophy. In addition, the course develops skills of writing, making conclusions and research.



Topics include: Roman Art and Architecture under the Emperors and Greek Comedy, including the plays of Aristophanes.

Internal	External	UE Reading	UE Writing	Endorsement
12	8	20	8	Yes

**Prerequisites:** Entry to Level 3 English (ENG3)

**Where does this lead:** University Entrance Approved Subject

**Parental Contribution:** Nil

**Days out of School:** Nil

### Consumer Citizenship - CMC3

[\(go back to Contents\)](#)

Consumer Citizenship is a foundational course designed to equip students with essential knowledge and skills to become informed and responsible citizens in New Zealand's economy developing effective long-term habits for financial well-being. Consumer Citizenship focuses on enhancing students' financial literacy, empowering them to make informed decisions.

Topics Covered:

- Increasing Personal Income
- Long-term Personal Goals
- Credit Options and Debt Management
- House Financing and Purchasing
- Impacts of External Factors
- Concept of Justice

Through a combination of theoretical instruction, case studies, interactive discussions, and experiential learning activities, students will emerge from Level 3 Consumer Citizenship equipped with the knowledge, skills, and ethical awareness necessary to make informed financial decisions, advocate for consumer rights, and contribute positively to the economic and social well-being of society.

Internal	External	UE Reading	UE Writing	Endorsement
21				No

**Prerequisites:** Open Entry

**Where does this lead:** Not a University Entrance Approved Course

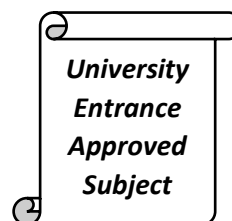
**Parental Contribution:** Nil

**Days out of School:** Nil

## Dance – DCE3

[\(go back to Contents\)](#)

This course is a student-led course aimed at developing student's leadership, organisation planning and communication skills within a dance context. From a project-based perspective, students will increase their knowledge of a particular genre of dance. They will look at the history and developments through time and performance aspects of that style in each era.



The second project will focus on creating their own Concept Dance piece. From lighting to sound, to costume and intention, they will use research to inform all their design and choreographic decisions. Experiences with Footnote Dance, The Royal NZ Ballet and the New Zealand Dance Company will help enhance their thought processes as well.

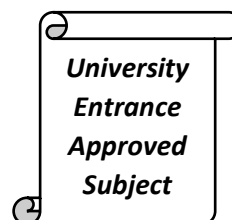
Topics include: Perform a repertoire of contrasting dances. Produce a dance to realise a concept. Choreograph a dance to develop and resolve issues. Perform a solo or duet dance. Perform a group dance. Demonstrate understanding of dance performance practices. Analyse a dance performance.

Internal	External	UE Reading	UE Writing	Endorsement
24			4	Yes
<b>Prerequisites:</b> Completion of Level 2 Dance or on the approval of the TIC Dance. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> 4				

## Design and Visual Communication - DVC3

[\(go back to Contents\)](#)

Design and Visual Communication Level 3 leads on from Level 2. The focus is continuing to develop design and visual communication skills. Work is based around developing a portfolio of work for a design problem using the design process, producing the necessary drawings to manufacture and exhibit the final design. Students will produce a product design or spatial portfolio in class and use CAD software to generate designs. This subject leads on to tertiary education or possible employment opportunities in spatial and product design. This includes: Landscaping, Architecture, Spatial, Product Design and Engineering.



Topics include: Develop a visual presentation that exhibits a design outcome to an audience. Resolve a product or spatial design through graphics practice. Produce working drawings to communicate production details for a complex design.

Internal	External	UE Reading	UE Writing	Endorsement
12	6			Yes
<b>Prerequisites:</b> 16 Credits in Level 2 Design and Visual Communication. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> \$45 plus portfolio stationery <b>Days out of School:</b> Nil				

## Digital Technologies Science - DTS3

[\(go back to Contents\)](#)

This course provides students with learning opportunities in a range of digital areas and computer applications. Students develop skills by completing a project in the areas of Programming, Digital Electronics or Digital Media. Students also gain essential technological skills.

*University  
Entrance  
Approved  
Subject*

Students will be guided in their choices in creating a suitable individual course from the options available. Students who complete this course will gain the necessary skills to complete a range of tertiary qualifications in a computing field.

Topics may include: conducting a critical inquiry to propose a digital technologies outcome; applying user experience (UX) methodologies to develop a design; using complex processes to develop a digital technologies outcome; using complex techniques to develop a digital, a computer programming, or electronics outcome; and demonstrate understanding of an area of computer science. Selected Year 13 students may have access to a first year Waikato University paper in Computer Programming.

Internal	External	UE Reading	UE Writing	Endorsement
16	6			Yes
<b>Prerequisites:</b> Satisfactory completion of Year 12 Digital Technologies Science. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Drama - DRA3

[\(go back to Contents\)](#)

Students will work both collaboratively and independently to investigate, devise, perform and reflect upon Drama with depth, creativity and perception through a range of performance opportunities. Level 3 Drama continues to foster creativity, confidence, communication, compassion, culture, collaboration and critical thinking, all of which are important life skills and relevant to any job sector. This course can bring to a close the NCEA Drama journey or prepare students for subsequent tertiary study in creative fields or Dramatic and Performing Arts. Students are expected to commit to extra rehearsals, perform to a range of audiences and will have the opportunity to attend live theatre and workshops with leading NZ Theatre Practitioners.

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Approved  
Subject*

Topics include: Devise, script and perform a drama. Interpret scripted text and integrate drama techniques for performance. Perform a substantial acting role in a significant production. Interpret live drama performance.

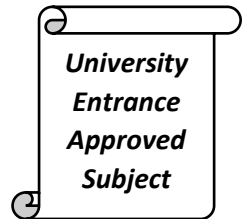
Internal	External	UE Reading	UE Writing	Endorsement
14	4	18	8	Yes
<b>Prerequisites:</b> A minimum of 14 credits, including Level 2 AS91213, AS91218 and/or approval from Head of Drama. <b>Where does this lead:</b> University Approved Subject <b>Parental Contribution:</b> \$30 <b>Days out of School:</b> 5				



## Economics - ECO3

[\(go back to Contents\)](#)

Level 3 Economics builds upon the foundational knowledge acquired in previous years, offering a deeper exploration into the intricacies of decision-making, market dynamics, and the broader economic environment.



Through analysis of market equilibrium, marginal analysis, and market failures, students develop critical thinking skills and problem-solving abilities essential for addressing real-world economic challenges that influence individual well-being and societal welfare.

### Topics Covered:

- Market Equilibrium
- Microeconomic Concepts
- Market Failures
- Macroeconomics

Through a combination of theory knowledge, interactive discussions, case studies, and research projects, students will deepen their understanding of economic principles and their applications, preparing them for further academic success in economics and related industries.

Internal	External	UE Reading	UE Writing	Endorsement
10	10	10	10	Yes

**Prerequisites:** 14 credits in three Level 2 Achievement Standard Subjects.

**Where does this lead:** University Entrance Approved Subject

**Parental Contribution:** Nil

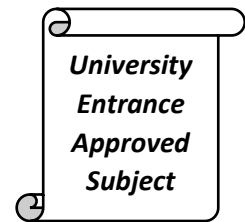
**Days out of School:** Nil



## English - ENG3

[\(go back to Contents\)](#)

Level 3 English is centred around students' abilities to critically respond to texts, ideas, discussion, and language. Academic reading is required as is the ability to grapple with challenging and sometimes confronting ideas. Each Level 3 English course will look slightly different as different teachers tailor standards around a class whāinga. All courses will explore aspects of language and literature and will require students to participate in various practical tasks, such as presenting visual and/or oral texts, portfolio writing, research, and essay writing.



**Internal and External Credits will vary depending on which course student is placed in.**

Internal	External	UE Reading	UE Writing	Endorsement
10-13	0-8	4-8	4-14	No

**Prerequisites:** 16 credits in ENA2 or ENG2 courses, or at the discretion of the Head of Faculty English. Students should have UE Literacy.  
**Where does this lead:** University Entrance Approved Subject  
**Parental Contribution:** Nil  
**Days out of School:** Nil

## English Enhancement – ENH3

[\(go back to Contents\)](#)

This is a course for students who have demonstrated a desire to engage in English but who need extra support to be able to achieve. This is a course that is centered around ensuring that students have completed their UE Literacy as well as moving forwards with Level 3 English in a structured fashion. Students will gain awareness of the features of written, visual and oral language and how they are used.

Topics could include: Level 2 Writing Portfolio and Level 3 Speech, Close Viewing, and Connections. If students have not gained UE Reading credits in Level 2, there is an option for two more standards to be completed independently so they can gain this.

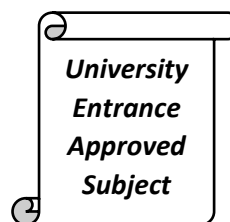
Internal	External	UE Reading	UE Writing	Endorsement
17			6	No

**Prerequisites:** Students will be selected by the HOF English based on their performance in their Level 2 English class.  
**Where does this lead:** Not a University Entrance Approved Subject.  
**Parental Contribution:** Nil  
**Days out of School:** Nil

## English Internal - ENI3

[\(go back to Contents\)](#)

Year 13 English Internal is centred around students' abilities to critically respond to texts, ideas, discussion, and language. Whilst this course does not contain examination standards, students are still required to be able to wrestle and grapple with challenging and new ideas. Each Level 3 English course will look slightly different as teachers tailor the standards around a class whāinga. This course will explore aspects of language and literature and require students to participate in various practical tasks, such as presenting visual and/or oral texts, portfolio writing, research, and essay writing.



Internal	External	UE Reading	UE Writing	Endorsement
16			6	No
<p><b>Prerequisites:</b> 16 credits in ENA2 or ENG2 courses, or at the discretion of the Head of Faculty English. Students should have UE Literacy.</p> <p><b>Where does this lead:</b> University Entrance Approved Subject but cannot be used for subject endorsement</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> Nil</p>				

## English for Academic Purposes – EAP

[\(go back to Contents\)](#)

Students who have a first language other than English are eligible to apply for this course. The course is designed to support access to the senior curriculum, and to prepare students for entry to tertiary institutions. Students in this programme regularly gain success in the IELTS, and other international examinations. Differentiation of tasks and assessments is provided according to need. EL assessments are offered at Levels 2 and 3. Students often do this course alongside Level 1 English.

Topics include - How the brain works and learning strategies. Learning academic vocabulary. Demonstrate understanding of spoken text. Read and understand texts. Academic writing.

Internal	External	UE Reading	UE Writing	Endorsement
25				No
<p><b>Prerequisites:</b> Available to students at CEFR B1/B2 level who have a first language other than English.</p> <p><b>Where does this lead:</b> Nil</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> Nil</p>				





## English for Speakers of Other Languages – ESOL

[\(go back to Contents\)](#)

Students who have a first language other than English are eligible to apply for this course. The course is designed to support access to the curriculum and help students develop English for interpersonal interaction. Assessments at Foundation Level 1 and Level 1 are offered.

Topics include - Complete basic forms on familiar topics. Read and understand simple texts on familiar topics. Demonstrate understanding of simple spoken information on familiar topics.

Internal	External	UE Reading	UE Writing	Endorsement
28				No
<b>Prerequisites:</b> Available to students at CEFR A1/A2 level who have a first language other than English <b>Where does this lead:</b> English for Academic Purposes <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Fitness and Recreation - FIT3

[\(go back to Contents\)](#)

This course offers the opportunity to gain an understanding of basic health and fitness principles used in a fitness environment. The course enables students to gain an in-depth understanding of the recreational needs of New Zealanders. Students are also challenged to plan and run a recreation activity for the benefit of their school or community. The course introduces students to fitness and recreation concepts which would ultimately prove useful in both the fitness and event management industries as well as providing students with personal direction regarding health and wellbeing. The type of student this course should attract is a student who views the fitness and recreation industry as a viable career path. Students should have a personal interest in keeping fit and healthy due to the practical nature of the course.

Topics include: Demonstrate knowledge of purpose, pitfalls and use of exercise testing. Demonstrate knowledge of exercise prescription. Demonstrate quality performance of a physical activity in an applied setting. Understand the recreation needs of New Zealanders. Plan and run a recreation activity.

Internal	External	UE Reading	UE Writing	Endorsement
20				No
<b>Prerequisites:</b> Satisfactory completion of Level 2 Fitness and Recreation and/or a high level of interest in Fitness. <b>Where does this lead:</b> Not a University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				





## French - FRE3

[\(go back to Contents\)](#)

The aim of the course is to continue to develop confidence in speaking and writing French and to learn more about French life and culture. Students will also participate in an overnight trip to practise their Speaking and Listening.

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Subject*

Topics include: Demonstrate understanding of a variety of extended spoken French texts. Give a clear spoken presentation in French that communicates a critical response to stimulus material. Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations. Demonstrate understanding of a variety of written/visual French texts. Write a variety of text types in clear French to explore and justify varied ideas and perspectives.

Internal	External	UE Reading	UE Writing	Endorsement
14	10			Yes

**Prerequisites:** 15 credits in Level 2 French or at the discretion of HOF Languages

**Where does this lead:** University Entrance Approved Subject

**Parental Contribution:** Nil

**Days out of School:** 1

## Geography - GEO3

[\(go back to Contents\)](#)

Level 3 Geography consists of some of our most confronting topics. Most students have participated in Level 2 Geography and developed their skills and understanding which will support their learning at this level. The Geographic Issue at Level 3 highlights New Zealand's use of 1080 poison to control pests and analyses our goal of 'Pest Free by 2050'.

*University  
Entrance  
Approved  
Subject*

The Global Study focusses on the reasons and significance of Global Tropical Reefs on different communities and build on learning in Level 1 (Cyclones) and Tropical Rainforests (Level 2). A two-day field trip allows students to explore the coastal environment of Waihi Beach and helps them to build the understanding needed for the external NCEA examination.

Internal	External	UE Reading	UE Writing	Endorsement
11	12	11	8	Yes

**Prerequisites:** 18 Level 2 Achievement Standard credits in Level 2 Geography and/or 18 Achievement Standard credits in Level 2 English.

**Where does this lead:** University Entrance Approved Subject

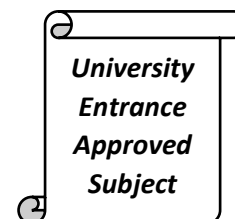
**Parental Contribution:** Waihi Beach Field Trip \$70 (Optional)

**Days out of School:** 2

### Health - HTH3

[\(go back to Contents\)](#)

Studying Health Education at Level 3 allows students to deal with broader societal issues that affect whole communities and/or populations. The subject also encourages students to look beyond their own known situations and consider health situations from different perspectives for a range of populations. Students are encouraged to challenge their own thinking around topical ethical issues.



Students will have the opportunity to analyse health issues that influence the well-being of people on an international, national and community level.

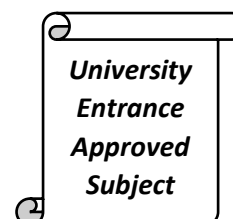
Topics include: Researching and reporting on an ethical issue. Evaluate health practices currently used in New Zealand. Analyse an international health issue. Analyse a New Zealand health issue.

Internal	External	UE Reading	UE Writing	Endorsement
14	5			Yes
<b>Prerequisites:</b> 15 credits in Level 2 Health or at the discretion of the HOF Physical Education <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

### History - HIS3

[\(go back to Contents\)](#)

History aims to develop skills of research, analysis and understanding of the various lenses and perspectives of Historical events. Internal assessments will focus on research of an event in New Zealand History (Student choice), Slavery and the American civil war and the opposing perspectives surrounding the Battle of Rangiaowhia.



The external focuses on religious terrorism - analysing the Gunpowder Plot of 1605; the background, personalities, course and impacts of this event.

Topics include: Research a historical event or place of significance to New Zealanders. Analyse a significant event or place of significance to New Zealanders, using primary and secondary sources. Analyse different perspectives of a contested event of significance to New Zealanders. Analyse the causes and consequences of a significant historical event.

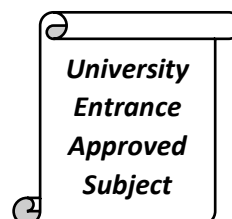
Internal	External	UE Reading	UE Writing	Endorsement
15	6	21	12	Yes
<b>Prerequisites:</b> 15 credits at Level 2 History, Level 2 English or Level 2 Classics including at least 8 external credits. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> \$30 for an optional field trip. <b>Days out of School:</b> 1				



## Japanese - JAP3

[\(go back to Contents\)](#)

The aim of the course is to extend a student's ability to communicate in Japanese and provide a positive and enjoyable view of the way of life and culture in Japan. Exchanges to Japan may be available. A trip to a restaurant may be offered.



Topics include: Demonstrate understanding of a variety of extended spoken Japanese texts. Give a clear spoken presentation in Japanese that communicates a critical response to stimulus material. Interact clearly using spoken Japanese to share and justify varied ideas and perspectives in different situations. Demonstrate understanding of a variety of written and/or visual Japanese texts. Write a variety of texts types in clear Japanese to explore and justify varied ideas and perspectives.

Internal	External	UE Reading	UE Writing	Endorsement
14	10			Yes
<p><b>Prerequisites:</b> 15 credits in Level 2 Japanese or at the discretion of the HOF Languages.</p> <p><b>Where does this lead:</b> University Entrance Approved Subject</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> Nil</p>				

## Level 4 Extension Class – EXT4

[\(go back to Contents\)](#)

This course is designed for those students who have been extended in one or more subjects. EXT4 aims to develop a well-rounded and confident student.

The course is designed around four cornerstones. Personal Growth which includes work and topics that students want to explore. Community involvement such as mentoring students and working with contributing schools to foster relationships as well as personal options including rest home visits, participation with Special Needs Students and Community Garden Volunteer Work. Academic Excellence with students continue striving for excellence grades and participation in Scholarship Examinations. Becoming life ready involving C.V. creation, applications to tertiary providers and guest speakers guiding students in areas of interest.

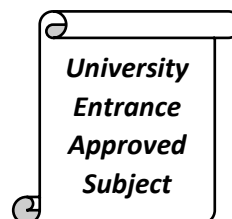
Places are limited and students will be selected based on academic performance in Achievement Standard courses in 2024.

<p><b>Prerequisites:</b> Students must have already completed one or more Level 3 subjects successfully. Students must show the appropriate motivation, determination and independent approach to the love of learning.</p> <p>Students accepted into this class must have four Level 3 University Approved Subjects in their timetable and be enrolled in <b>at least two scholarship subjects.</b></p> <p><b>Where does this lead:</b> Not a University Entrance Approved Subject</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> Nil</p>
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## Materials Technology Engineering - MTE3

[\(go back to Contents\)](#)

This is an Achievement Standard course that is project-based. This course is also a pathway to Tertiary study.



Topics include: Undertake project management to support technological practice. Demonstrate a prototype considering fitness for purpose in the broadest sense. Demonstrate understanding of material development. Develop a conceptual design considering fitness for purpose in the broadest sense.

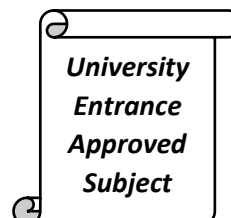
Internal	External	UE Reading	UE Writing	Endorsement
16	6		6	Yes

**Prerequisites:** Satisfactory completion of Level 2 Materials Technology or HOF discretion  
**Where does this lead:** University Entrance Approved Subject  
**Parental Contribution:** \$120 plus extra materials  
**Days out of School:** Nil

## Materials Technology Textiles - MTT3

[\(go back to Contents\)](#)

This Technology Achievement Standard course gives students the chance to plan and carry out a soft material-based project that supports their chosen focus to step out into the world beyond school.



The learning includes: Undertake project management to support technological practice in an authentic context (real client). Develop a conceptual design and prototype considering fitness for purpose in the broadest sense. Demonstrate an understanding of material development. Learn how to create their own pattern.

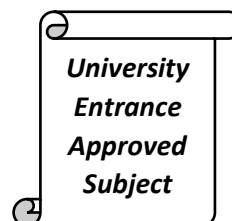
Internal	External	UE Reading	UE Writing	Endorsement
15	4		4	Yes

**Prerequisites:** Successful completion of Level 2 Materials Technology Textiles, or by the discretion of the HOF Technology.  
**Where does this lead:** University Entrance Approved Subject  
**Parental Contribution:** \$60 plus the cost of personal materials  
**Days out of School:** Nil

## Mathematics Internal - MAI3

[\(go back to Contents\)](#)

This course gives students the skills to collect, process, analyse and display data. Two applied Mathematics standards are also covered. Students are given opportunities to analyse large quantities of data to follow trends and predict future outcomes. MAI3 is best suited to students interested in quantitative aspects of Science, Social Science, Business and any field where statistical analysis is important.



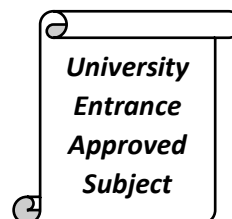
Topics include: Apply linear programming methods in solving problems. Investigate time series data. Investigate bivariate measuring data. Use statistical methods to make a formal inference. Apply systems of simultaneous equations in solving problems. Conduct an experiment to investigate a situation using experimental design.

Internal	External	UE Reading	UE Writing	Endorsement
22				No
<b>Prerequisites:</b> 10 Level 2 Mathematics credits <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Mathematics with Calculus - MAC3

[\(go back to Contents\)](#)

This course places a greater emphasis on the techniques and applications of Calculus, Mathematical Modelling and the development of Mathematical reasoning. It should be taken by students who wish to further their studies in Mathematics, Engineering, Physical Sciences and anywhere else where Mathematics is used as a tool.



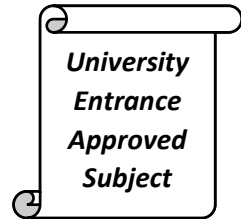
Topics include: Apply systems of simultaneous equations in solving problems. Apply trigonometric methods in solving problems. Apply the algebra of complex numbers in solving problems. Apply differentiation methods in solving problems. Apply integration methods in solving problems.

Internal	External	UE Reading	UE Writing	Endorsement
4	17			Yes
<b>Prerequisites:</b> 18 credits in Mathematics at Level 2, including a Merit in Algebra from MAT2 or MAA2 and selection by HOF Mathematics. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Mathematics with Statistics - MAS3

[\(go back to Contents\)](#)

This course gives students the skills to collect, process, analyse and display data. Probability theory and probability distributions are also covered. MAS3 is best suited to students interested in quantitative aspects of Science, Social Science, Business and any field where statistical analysis is important.



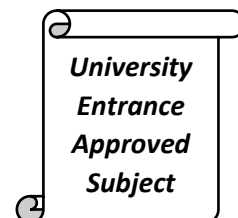
Topics include: Investigate time series data. Investigate bivariate measuring data. Use statistical methods to make a formal inference. Apply probability concepts in solving problems. Apply probability distributions in solving problems.

Internal	External	UE Reading	UE Writing	Endorsement
12	8			Yes
<b>Prerequisites:</b> 14 Achievement Standard credits at Level 2 Mathematics or above including at least 4 external credits and selection by HOF Mathematics. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Media Studies - MED3

[\(go back to Contents\)](#)

This course is evenly focused on developing practical Media skills and the theoretical understanding of media issues. Media Studies examines and evaluates a range of media texts and how media can be influenced by the society that it is seated in as well as the influence that The Media has on society.



Students will evaluate their understanding of media concepts while viewing, writing, and creating their own media products. Students will apply critical theory to explore and evaluate how audiences construct meaning and link social contexts to media texts. They will consider the role that audiences and producers play and how media industries, as well as media creators, represent, shape, and influence groups of people, communities, and human behaviours.

Students will challenge and evaluate media concepts through the analysis and creation of media products.

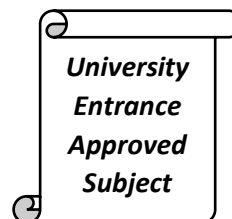
Internal	External	UE Reading	UE Writing	Endorsement
15	4	4	7	Yes
<b>Prerequisites:</b> Minimum of 14 Achievement Standard credits in Level 2 Media Studies or English or at the discretion of the Teacher in Charge of Media. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				



### Music - MUS3

[\(go back to Contents\)](#)

The Level 3 course is designed to meet the Level 8 curriculum objectives of the National Arts Curriculum. It allows students to achieve success with the Level 3 NCEA Music Achievement or Unit Standards, based on individual student needs and ability. The programme will allow students to continue to develop in: performance, composition arranging, music history and analysis, music materials, music research, music technology, and studio skills. Students in Level 3 Music will choose a project to work on and will be assessed in standards relevant to their project.



Projects include: Writing an original EP. Creating a video game soundtrack. Writing music for a documentary. Exploring electroacoustic music. Live performance art music. Any music related project.

Internal	External	UE Reading	UE Writing	Endorsement
24				No
<b>Prerequisites:</b> Minimum of 20 Level 2 Achievement Standard credits in the Year 12 Music course and approval of the TIC Music. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> \$50 <b>Days out of School:</b> 2				

### Outdoor Education - OED3

[\(go back to Contents\)](#)

A broad course encompassing a wide variety of practical outdoor activities and environmental studies which were encountered in Level 2 Outdoor Education. The ethos is to challenge students with unique experiences.

Topics may include: Canoeing the Whanganui River. Plan for, participate in and evaluate outdoor adventures like the Timber Trail. Prepare for the outdoors whilst tramping and demonstrating Survival skills and Navigation. Gain an understanding of avalanche awareness, demonstrate the use of ice axes and crampons.

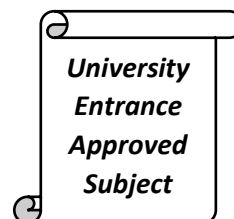
Internal	External	UE Reading	UE Writing	Endorsement
18				No
<b>Prerequisites:</b> 16 credits in Level 2 Outdoor Education, consistently displays the school's REACH values and TIC Outdoor Education or HOF Physical Education discretion if places are available. <b>Where does this lead:</b> Not a University Entrance Approved Subject <b>Parental Contribution:</b> \$650 <b>Days out of School:</b> 10				



## Photography - PHO3

[\(go back to Contents\)](#)

Photography is a competitive skill to have in a wide range of industries. This is the course to refine and prepare your personal creative portfolio for entry in many industries or tertiary courses.



Level 3 Photography is a practical course in digital photography. Students extend their skills in how to use our cameras and knowledge in creative and critical thinking about making images. Students develop their own personal practices in the field of photography.

Students will work with staff to identify and develop a personal body of work in their chosen subject. Two internal standards and the final folio submission draw from this body of work for assessment. This is an opportunity to work critically and collaboratively on an individual programme.

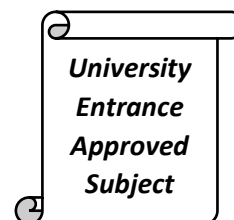
Internal	External	UE Reading	UE Writing	Endorsement
8	14			Yes

**Prerequisites:** 20 credits in Level 2 Photography and with the approval of the HOF Arts.  
**Where does this lead:** University Entrance Approved Subject  
**Parental Contribution:** Approximately \$57  
**Days out of School:** Nil

## Physics – PHY3

[\(go back to Contents\)](#)

This is a course which explores everyday physical concepts for students who are interested in developing their logical and critical reasoning skills and pursuing careers in physics. Students who wish to follow engineering careers at the University of Auckland will need to complete all three external standards.



Topics selected from: Investigation relating two variables in a non-linear relationship. Demonstrate understanding of mechanical systems. Demonstrate understanding of electrical systems. Demonstrate understanding of wave systems. Demonstrate understanding of the application of physics to a selected context. Demonstrate understanding of modern physics.

Internal	External	UE Reading	UE Writing	Endorsement
7	16			Yes

**Prerequisites:** At least 6 credits from External Level 2 Physics Achievement Standards and HOF Science discretion. A strong Mathematics background is needed for this course, in particular algebra and trigonometry.  
**Where does this lead:** University Entrance Approved Subject  
**Parental Contribution:** \$25 course book  
**Days out of School:** One



## Psychology - PSY3

[\(go back to Contents\)](#)

This course mixes practical and theoretical skills in working with psychological concepts. Students will develop their understanding and skills through examining topics that include Abnormal Behaviour, Nature versus Nurture, Personality, Memory and Psychological experiments.

*University  
Entrance  
Approved  
Subject*

Topics include: The interaction between psychological approaches. The significance of a key piece of research. How theories are applied in psychological research. Analysing a significant issue and conducting psychological research. One 3 Credit standard 3.2 may be offered as an optional and independent unit for those who wish to spend time on it.

Internal	External	UE Reading	UE Writing	Endorsement
16 (+3 optional)	3	22	3	Yes
<p><b>Prerequisites:</b> 16 credits in Level 2 English and Level 2 Psychology. Discretion of HOF/TIC Psychology.</p> <p><b>Where does this lead:</b> University Entrance Approved Subject</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> Nil</p>				

## Retail - RTL3

[\(go back to Contents\)](#)

This course will offer senior students relevant knowledge, information and skills for retailing and other customer service industries. The assessments have a practical component which must be completed and assessed with the Retail teacher/manager in the barista shop offering core generic and industry-based Level 3 Unit Standards.

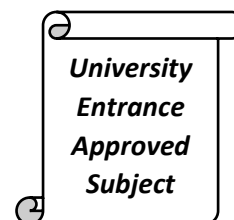
Topics include: Skills and qualities of a salesperson, serve customers face to face, contribute within a team, dealing with complaints, employment relationship problems, knowledge of communication process and manage personal finances.

Internal	External	UE Reading	UE Writing	Endorsement
20-28				No
<p><b>Prerequisites:</b> Approval of HOF Careers following an interview. Students must work in the School Barista Cafe at interval or lunch time on a roster system as this is a component of their assessments.</p> <p><b>Where does this lead:</b> Industry related certificates, relevant work experience, knowledge for tertiary courses or employment.</p> <p><b>Parental Contribution:</b> Nil</p> <p><b>Days out of School:</b> 2 days compulsory Barista Course</p>				

## Science - SCI3

[\(go back to Contents\)](#)

This course is designed for students who wish to continue with Science in the senior school but want to cover a wider variety of sciences within a single option. The course provides a range of internal assessments that allow students to develop both their practical and applied science skills. It also offers external assessment that allows students to gain a subject endorsement and is university approved.



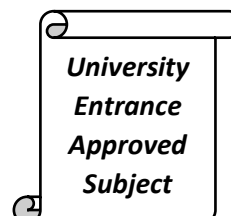
Topics can include: Demonstrate understanding of wave systems, Demonstrate understanding of application of physics to an applied context, Demonstrate understanding of processes in the atmosphere system, Investigate how animals maintain a stable environment, Understanding the chemical processes around us.

Internal	External	UE Reading	UE Writing	Endorsement
9	8			Yes
<b>Prerequisites:</b> 12 credits from a Science Course at Level 2 <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				

## Sport Science - SPS3

[\(go back to Contents\)](#)

This course builds on Level 2 Sport Science. It involves students planning a training programme to improve performance in a physical activity event, skill development, issues in sport and risk management strategies. It includes the opportunity to choose between some topics of work to create a more personalised course. There are trips related to classroom learning for Golf, Paddle boarding and the physical activity event as well as regular practical tasks during class time.



Topics include: Evaluate the effectiveness of a performance improvement programme. Demonstrate quality performance of a physical activity in an applied setting. Examine a current physical activity, event, trend or issue impacting on New Zealand. Demonstrate strategies for a physical activity outcome. Analyse issues in safety management for outdoor activity to devise safety management strategies.

Internal	External	UE Reading	UE Writing	Endorsement
19		4		Yes
<b>Prerequisites:</b> 14 credits in Level 2 Sport Science or Level 2 English or HOF discretion. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> \$250 <b>Days out of School:</b> 4				



## Te Ao Haka – TOH3

[\(go back to Contents\)](#)

The course provides opportunities to engage in te reo Māori (language), tikanga (traditional practice), hitiori (local history) and Te Ao Haka (Maaori Performing Arts). Ākonga in Te Ao Haka discover, identify, access and explore foundational knowledge and ideas in and about Te Ao Haka. Ākonga will continue to work to and honour the aspirations of Waikato whānau hapū and iwi. Ākonga will explore and study the relevance of local narratives of Te Oko Horoi and have opportunities to present these key themes in a range of creative modes, including performances. Ākonga will work on values of pono (making right decisions), tauutuutu (reciprocity) and whanaungatanga (positive life-long connections).

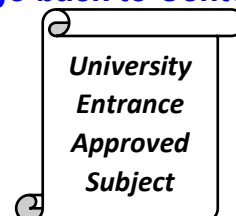
This is a strengths-based subject that provides a positive yet disciplined learning experience. This course also prepares Te Piringa Maaori O Tauwiwi for the Waikato Secondary Regionals.

Internal	External	UE Reading	UE Writing	Endorsement
12	8			Yes
<b>Prerequisites:</b> Successful completion of the Year 12 Te Ao Haka course. <b>Parental Contribution:</b> Nil <b>Days out of School:</b> 2				

## Te Reo Maaori - MAO3

[\(go back to Contents\)](#)

Year 13 Te Reo Maaori is a highly interactive class. Te Reo Maaori will be used for most of each lesson during teaching instruction, student conversations and interactions. Students will further their language ability in the key areas of Listening, Reading, Writing and Speaking. As well as this we will incorporate more vocabulary and sentence structures which will broaden our language skills and understanding.



Students will be able to understand spoken Maaori from the wider world and be able to speak on a range of topics from the outside world. Students will be able to understand written Maaori text and write text in Maaori on an unfamiliar topic.

Internal	External	UE Reading	UE Writing	Endorsement
12	12	6	6	Yes
<b>Prerequisites:</b> Level 2 Te Reo Maaori. <b>Where does this lead:</b> University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				



## Tourism – TOU3

[\(go back to Contents\)](#)

Tourism is a social, cultural, political, environmental and economic subject area. Aakonga are encouraged to consider past, present and future practices, to allow for a broad analysis of perspectives. Tourism engages students with relevant content that is applicable in both international and domestic industry contexts.

Students will conduct significant research into tourism around the World, Australia and regional New Zealand as tourist destinations. Aakonga will gain insight into the importance of Maaori Tourism and hone their professional skills if they wish to enter the travel and tourism workforce.

Internal	External	UE Reading	UE Writing	Endorsement
24				No
<b>Prerequisites:</b> Open entry. <b>Where does this lead:</b> Not a University Entrance Approved Subject <b>Parental Contribution:</b> Nil <b>Days out of School:</b> Nil				