



TE KURA PI'OPATANGA O W'AKAA'URANGI  
**TARANAKI  
DIOCESAN**  
SCHOOL FOR GIRLS



*Level 1 Commerce student visiting a small business – Kids corner*

## **NCEA L1 Course Book**

# **2026**

*Courageous  
Resolute  
Successful*

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## Subject Choice 2026

**This is a booklet to help you make wise subject choices for next year. Read this booklet carefully. You are making very important decisions. Make your decisions for the right reasons after seeking advice from your parents, subject teachers, mentors, senior teachers and Academic Dean, or whoever you think appropriate.**

Your career interests are important in deciding on subject choice. Some courses at Polytech/University also have subject requirements at NCEA Level 2 and 3. It is your responsibility to ensure that you complete such requirements if you intend entering such a course or career. Please see the Academic Dean if you have any concerns about appropriate subject choices. You should read all the information for each level before making any decisions.

### Senior School Structure

The senior school comprises students in Years 11, 12, and 13. While they are identified by their year group it is possible for students to work at a higher level (NCEA L2 for a year 11). The senior subjects are divided into option lines, with a student having to select one subject from each line. Timetabling and staffing will mean that there will be some subject combinations that cannot be taken. The school endeavours to limit these and ensure that where they do occur they are unusual or unlikely combinations eg: Physics and Home Economics.

### Year 11 Students

At Year 11 all students are required to take English, Mathematics and Science as core subjects. Aside from the three compulsory subject areas, students must choose three further subjects. Some students will choose to do six academic subjects while others may choose to replace one of these with a vocational course.

## Qualifications Available

### NCEA Level 1

Every candidate for assessment in a subject must complete in that year a course of instruction that follows in full the requirements of the approved prescription for the subject.

In each subject there will be several Achievement Standards or Unit Standards offered. Some of these will be assessed internally with others assessed externally by an end of year examination.

Each Achievement Standard/Unit Standard is worth a given number of credits towards a total of 60 credits needed for the NCEA Level One qualification. Ākonga must gain 10 numeracy and 10 literacy credits, these can come from the common assessment tasks or from tagged standards. .

Grades will be shown for each Achievement Standard in a subject as shown below. Unit standards are graded at either Achieved or not achieved and do not count for course endorsement.

#### Grades

|   |              |
|---|--------------|
| N | Not Achieved |
| A | Achieved     |
| M | Merit        |
| E | Excellence   |

ENTRIES FOR ALL NZQA STANDARDS ARE TAKEN DURING JULY - There is no cost for domestic students to enter for all NCEA Standards, however a charge of \$383.30 will be charged for International students to enter.

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. Course endorsement also provides recognition for a student who has performed exceptionally well in an individual course. Students will gain an endorsement for a course if, in a single school year, they achieve:

- 14 or more credits at Merit or Excellence, **and**
- At least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.
- At all levels the NCEA qualification has an endorsement which indicates at what level the qualification has been gained e.g. achieved, merit or excellence.

## Credits

Credits can be accumulated over more than one year.

If a unit and an achievement standard assess the same learning outcome, only the credits for **ONE** standard can be counted. In other words they are 'mutually exclusive'. A list of such exclusions is published each year.

## Useful Websites

### Others

[www.careers.govt.nz](http://www.careers.govt.nz)

[www.sorted.co.nz](http://www.sorted.co.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)

[www.ird.govt.nz](http://www.ird.govt.nz)

[www.kiwiqual.govt.nz](http://www.kiwiqual.govt.nz)

[www.studylink.govt.nz](http://www.studylink.govt.nz)

[www.worksite.govt.nz](http://www.worksite.govt.nz)

[www.modern-apprentices.govt.nz](http://www.modern-apprentices.govt.nz)

[www.schoolconnect.co.nz](http://www.schoolconnect.co.nz)

[www.defencecareers.mil.nz](http://www.defencecareers.mil.nz)

[www.nomajordrama.co.nz](http://www.nomajordrama.co.nz)

No Major Drama is a quick and easy to use website (5-10 minutes) which helps students learn about Majors for Bachelor degrees **from across all eight New Zealand Universities** and rank them based on each student's skills and interests.

## Vocational Pathways

### Primary Industries sector

Any industry that provides or uses raw materials or plant and animal products for conversion into commodities and products for consumers. It includes agriculture, horticulture, dairy manufacture, forestry, mining, the seafood industry, landscaping, equine industries and animal care.

### Service Industries sector

Hair and beauty, entertainment, fashion, funeral services, hospitality, finance, media and news, museums and galleries, retail, sport and fitness, theatre and film, travel and tourism.

### Social and Community Services sector

Public sector, education, healthcare and medicine, community and social services, defence, emergency services, protection and security, Whanau Ora.

### Manufacturing and Technology sector

From jewellery design to steel making, meat processing to managing people and production lines, manufacturing uses tools, machines, processes and people to transform materials and substances into new, finished products for sale in New Zealand and overseas.

Technology applies scientific, mathematical and creative knowledge to our use of tools, machines, crafts and systems, to help find better ways of doing things and solve problems. Technology can be as simple as using hand-held tools, or as virtual simulation.

### Construction and Infrastructure sector

Building anything from the ground up: from garages to high rise towers.

Planning, designing, building, repairing and laying utilities for the community

Essential services below the ground, invisible to the naked eye, from drainage to dams, sewerage to broadband.

Services above the ground: roads, bridges, pavements, tunnels, drainage systems, ports, airport runways, dams and electricity generation and supply.

### Creative Industries sector

This is based around creative arts and designers.

These could be actors, graphic and web designers and industrial designers.

*This is a new sector and information linking to standards are not yet available.*





### Social & Community Services

Ratonga Pōpori,  
Ratonga Hapori



### Construction & Infrastructure

Te Mahi Hanga me te  
Pūtoi Hanganga



### Manufacturing & Technology

Te Whakanao me te  
Hangarau



### Primary Industries (Food & Fibre)

Ahumahi  
Matua



### Service Industries

Ahumahi  
Ratonga



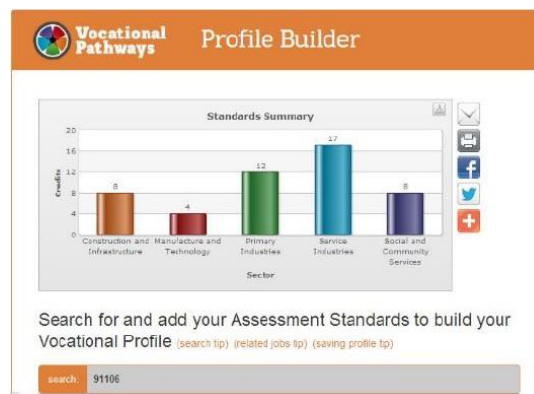
### Creative Industries

Ahumahi  
Auaha

## Profile Builder

Search for and add your Assessment Standards to build your Vocational Profile

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>



**There are a range of tools that can help you design your future career opportunities**

### **Occupation Outlook App**



Occupation Outlook 2016 is designed to help students make well-informed career choices. It provides vital information on 50 key occupations in New Zealand. Each occupation has three dials that indicate its relative income, course cost, and job prospects.

Every occupation also has a summary of the 'Prospects' for a young person entering the role in five years, as well as tabs with in-depth information on 'How to Enter', 'Income + Jobs', and 'More Info' This App can be downloaded from the iPhone App Store and Google play.

### **Subject Matcher**

Helps students with job ideas based on the subject they enjoy. <http://www.careers.govt.nz/tools/subject-matcher>

### **CareerQuest**

Is a great tool that recommends jobs based on students' actual interests. Students rate their interests in a range of areas from no interest to very interested. The tool then recommends particular jobs based on this data. <http://www.careers.govt.nz/tools/careerquest>

### **Skill Matcher**

Helps students to generate job ideas based on the skills they enjoy/are interested in learning, shows them how their skills could apply to many occupations within New Zealand, and provides them with tips on what steps to take next. <http://www.careers.govt.nz/tools/skill-matcher>

<http://youthguarantee.net.nz/vocational-pathways>

See also pages 12 - 15 for suggestions on what subjects are required for some careers.

## **Subject Selection**

The following are some important points to keep in mind when choosing subjects:

### **Be realistic**

Try to choose subjects that you are capable of. If you are not sure about a subject then ask!

### **Don't try to avoid hard work**

There is little point in taking a subject because you think it will be easy. Often you will find that what look like easy options are not eg: Level 1 Art is not just drawing pictures.

### **Make your choice for the right reasons**

You should be choosing subjects because you want and/or need them, not because your friends are taking them, or because of who is teaching them.

### **Find out what you need**

If you want to be a physiotherapist then make the effort to find out what sort of subjects you will have to take. The Career's Adviser and your teachers are all available to give advice and information on careers and tertiary study – so use them.

### **Keep your options open**

If you are not sure what you want to do when you leave school, then make certain you take a range of subjects which will keep your options open. Once again if you are not sure ask.

### **If it's broken fix it**

If you find you have made a poor choice then see your subject teacher and Dean as soon as possible. The school assumes that if you have selected a subject you are intending to do your best for the whole year. In the senior school you only have a few weeks to adjust your programme.

## Curriculum Chart

This chart shows the subjects taught at Taranaki Diocesan school, and the year levels at which they are available. All optional subjects are offered if there are sufficient numbers in the course.

| Course                               | Year 9                                           | Year 10                                          | NCEA Level 1                                                         | NCEA Level 2                                                             | NCEA Level 3 & 4                                                         |
|--------------------------------------|--------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------------------------------------------|
| <b>Art</b>                           | Art                                              | Art                                              | Visual Art                                                           | Visual Art – Design<br>Visual Art – Painting<br>Visual Art - Photography | Visual Art – Design<br>Visual Art – Painting<br>Visual Art - Photography |
| <b>Māori Performing Arts</b>         |                                                  |                                                  | Te Ao Haka                                                           | Te Ao Haka                                                               |                                                                          |
| <b>Drama</b>                         | Drama                                            | Drama                                            | Drama                                                                | Drama                                                                    | Drama                                                                    |
| <b>English</b>                       | English                                          | English                                          | English                                                              | English                                                                  | English                                                                  |
| <b>Technology</b>                    | Clothing and Textiles Technology                 | Clothing and Textiles Technology                 | Materials and Processing Technology                                  | Clothing and Textiles Technology                                         | Clothing and Textiles Technology                                         |
| <b>Physical Education and Health</b> | Food & Nutrition<br>Health<br>Physical Education | Food & Nutrition<br>Health<br>Physical Education | Health Studies<br>Physical Education                                 | Health<br>Home Economics<br>Physical Education                           | Health<br>Home Economics<br>Physical Education                           |
| <b>Languages*</b>                    | Te Reo Māori                                     | Te Reo Māori                                     | Te Reo Māori                                                         | Te Reo Māori                                                             | Te Reo Māori                                                             |
| <b>Mathematics</b>                   | Mathematics                                      | Mathematics                                      | Mathematics and Statistics<br>Alternative Mathematics and Statistics | Mathematics and Statistics<br>Alternative Mathematics and Statistics     | Statistics and Modelling<br>Mathematics with Calculus                    |
| <b>Music</b>                         | Music                                            | Music                                            | Music                                                                | Music                                                                    | Music                                                                    |
| <b>Science</b>                       | Science                                          | Science<br>Agriculture & Horticulture            | Science<br>Agriculture & Horticulture                                | Biology<br>Chemistry<br>Physics<br>Agriculture & Horticulture            | Biology<br>Chemistry<br>Physics<br>Agriculture & Horticulture            |
| <b>Social Studies</b>                | Social Studies                                   | Social Studies                                   | History<br>Geography<br>Commerce                                     | History<br>Geography<br>Business Studies<br>Classical Studies            | History<br>Geography<br>Business Studies<br>Classical Studies            |
| <b>Distance E-learning</b>           |                                                  |                                                  | Te Kura                                                              | Te Kura<br>STAR and Gateway<br>Travel and Tourism                        | Te Kura<br>STAR and Gateway<br>Travel and Tourism                        |

**NB: Classes may be combined, or students may study through Te Kura: The Correspondence School. This will be dependent on staff arrangements and student numbers in a particular subject.**

**Other subjects may be available through distance learning. \*A number of language courses are available through Te Kura. Please speak with the distance learning co-ordinator if you wish to explore this.**



## Vocational Pathway Requirements

| Career Area                                                                                                                                                                | Level 1                                                               | Level 2                                                                | Level 3                                                                                   | Vocational Pathway                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <b>Acting / Performing Arts</b><br>Many performing arts courses are now degrees so entry requires UE and an audition                                                       | English<br>Drama<br>Dance                                             | English<br>Drama<br>Dance<br>Media Studies                             | English<br>Drama<br>Dance                                                                 | <br>Creative Industries          |
| <b>Apprenticeships / Traineeships</b><br>These are available in many areas including engineering, building trades, automotive, boat building etc.                          | Science<br>Technology<br>Graphics                                     | English<br>Mathematics<br>Science<br>Graphics<br>Technology            | English<br>Mathematics<br>Science<br>Graphics<br>Technology                               | <br>Manufacturing & Technology   |
| <b>Armed Services</b><br>Specific requirements depend on the trade or career selected.<br>See:<br><a href="http://www.defencecareers.mil.nz">www.defencecareers.mil.nz</a> | English<br>Mathematics<br>Science<br>Technology<br>Digital Technology | English<br>Mathematics<br>Science<br>Physics<br>Chemistry<br>Graphics  | University Entrance with relevant subjects, abilities and experience for Officer Training | <br>Service Industries           |
| <b>Architectural Draughting</b><br>Diploma courses require at least 35 credits in 3 subjects at Level 2                                                                    | English<br>Mathematics<br>Graphics                                    | English<br>Mathematics<br>Graphics                                     |                                                                                           | <br>Manufacturing & Technology   |
| <b>Architecture</b><br>UE and portfolio of art work                                                                                                                        | English<br>Mathematics<br>Science<br>Art and/or Graphics              | English<br>Mathematics<br>Science<br>Art and/or Graphics               | Calculus<br>Chemistry / Physics<br>English or similar<br>Art and/or Graphics              | <br>Manufacturing & Technology   |
| <b>Art / Design</b><br>Certificates / Diplomas – good Level 1 or Level 2 results and a portfolio of work<br>Degrees – UE and a portfolio                                   | Art<br>Graphics                                                       | Art<br>Design<br>Graphics<br>Art Design<br>English                     | Art<br>Design<br>Graphics<br>Art Design<br>Language rich subject                          | <br>Service Industries         |
| <b>Automotive Engineering</b><br>Motor Mechanic                                                                                                                            | English<br>Mathematics<br>Technology                                  | English<br>Mathematics<br>Auto Engineering<br>Art (Car painting)       |                                                                                           | <br>Manufacturing & Technology |
| <b>Building / Carpentry</b><br>and other building trades                                                                                                                   | English<br>Mathematics<br>Technology                                  | English<br>Mathematics<br>Science<br>Woodwork                          |                                                                                           | <br>Manufacturing & Technology |
| <b>Building Professions</b><br>Construction Economist<br>Construction Management<br>Degree courses – UE required                                                           |                                                                       | English<br>Mathematics<br>Science<br>Graphics<br>Geography<br>Woodwork | Mathematics<br>Physics<br>Business Studies                                                | <br>Manufacturing & Technology |
| <b>Business</b><br>Diplomas – 48 credits in best four Level 2 subjects<br>Degrees – BCom, BBIM, BBus<br>UE required                                                        |                                                                       | English<br>Mathematics<br>Science<br>Graphics<br>Geography             | Mathematics<br>Physics<br>Business Studies                                                | <br>Service Industries         |

|                                                                                                                                                                     |                                                                                       |                                                                                                    |                                                                                     |                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Catering / Chef / Cook</b>                                                                                                                                       | English<br>Mathematics                                                                | Tourism<br>Sales and Customer Service<br>Food Technology                                           | Tourism<br>Sales and Customer Service<br>Food Technology                            | <br>Service Industries                  |
| <b>Communications / Journalism</b><br>B Arts degree – UE<br>AUT Communications degree – UE<br>Certificate and Diploma Level 2 credits                               |                                                                                       | English<br>History<br>Geography<br>Classical Studies<br>Media Studies                              | English<br>History<br>Geography<br>Classical Studies<br>Media Studies               | <br>Service Industries                  |
| <b>Computing / Programming</b><br>Certificates – Level 2 credits<br>Diplomas – Level 2-3 credits<br>Degree – UE                                                     | English<br>Mathematics<br>Digital Technology                                          | English<br>Mathematics<br>Digital Technology                                                       | Mathematics /<br>Calculus<br>Physics<br>Language rich subject<br>Digital Technology | <br>Manufacturing & Technology          |
| <b>Dentistry</b><br>University Entrance                                                                                                                             | Mathematics<br>Science                                                                | Mathematics<br>Biology<br>Chemistry<br>Science<br>Physics                                          | Mathematics<br>Biology<br>Chemistry<br>Physics                                      | <br>Service Industries                  |
| <b>Engineering Professional</b><br>Diplomas – 14 Level 2 credits in each of mathematics and Physics, 14 credits in Level 1 English<br>Degree – UE plus requirements | English<br>Mathematics<br>Science<br>Graphics<br>Technology<br>Geography              | English<br>Mathematics<br>Physics<br>Chemistry<br>Graphic Design<br>Geography                      | Calculus<br>Physics<br>Chemistry<br>Language rich subject<br>Geography              | <br>Manufacturing & Technology          |
| <b>Engineering Trades</b>                                                                                                                                           | Mathematics<br>Science<br>Graphics<br>Technology                                      | Mathematics<br>Engineering<br>Technology<br>Electronics                                            |                                                                                     | <br>Manufacturing & Technology        |
| <b>Farming</b><br>Including dairy, beef, sheep, agricultural                                                                                                        | English<br>Mathematics<br>Science<br>Agriculture / Horticulture<br>Digital Technology | English<br>Mathematics<br>Biology<br>Chemistry<br>Agriculture / Horticulture<br>Digital Technology | Biology<br>Chemistry<br>Agriculture / Horticulture                                  | <br>Primary Industries (Food & Fibre) |
| <b>Flight Attendant</b><br>Also known as Air Hostess / Cabin Crew                                                                                                   | Language<br>Social Studies<br>Geography<br>Health                                     | Tourism<br>Health<br>Geography                                                                     | Tourism<br>Health<br>Geography                                                      | <br>Service Industries                |
| <b>Food Technology</b>                                                                                                                                              | English<br>Mathematics<br>Science                                                     | English<br>Mathematics<br>Biology<br>Chemistry                                                     | Biology<br>Chemistry<br>Mathematics / Statistics                                    | <br>Manufacturing & Technology        |
| <b>Forestry</b>                                                                                                                                                     | English<br>Mathematics<br>Science<br>Agriculture / Horticulture                       | English<br>Mathematics<br>Biology<br>Agriculture / Horticulture                                    | English<br>Mathematics<br>Biology<br>Agriculture / Horticulture                     | <br>Primary Industries (Food & Fibre) |
| <b>Graphic Design</b><br>Also Computer design, Digital Design, Animation                                                                                            | English<br>Art<br>Graphics                                                            | English<br>Art / Graphics<br>Photography<br>Digital Technology                                     | English<br>Art / Graphics<br>Photography<br>Digital Technology                      | <br>Manufacturing & Technology        |

|                                                                                                                                                                 |                                                            |                                                                          |                                                                                                             |                                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| <b>Hairdressing</b>                                                                                                                                             | English<br>Mathematics<br>Science<br>Art                   | English<br>Mathematics<br>Art                                            | English<br>Art                                                                                              | <br>Service Industries                |
| <b>Health Sciences</b><br>Includes: Nursing, Med Lab Science, Occupational Therapy Physiotherapy, Paramedic, Medical imaging, Osteopathy, Podiatry, Oral Health | Mathematics<br>Science<br>Human Biology<br>Health          | Chemistry<br>Biology<br>Physics<br>Mathematics<br>Health                 | Mathematics<br>Calculus or Statistics<br>Chemistry<br>Biology<br>Physics<br>Health<br>Language Rich Subject | <br>Service Industries                |
| <b>Horticulture Agriculture Forestry</b>                                                                                                                        | Mathematics<br>Horticulture<br>Agriculture / Horticulture  | Mathematics<br>Horticulture<br>Agriculture / Horticulture                | Calculus<br>Physics<br>Chemistry<br>Language Rich Subject                                                   | <br>Primary Industries (Food & Fibre) |
| <b>Hospitality</b><br>Hotel and Restaurant Work, Tourism, Hotel Reception                                                                                       | Science                                                    | Digital Technology<br>Languages<br>Sales and Customer Service<br>Tourism | Digital Technology<br>Languages<br>Sales and Customer Service<br>Tourism                                    | <br>Service Industries                |
| <b>Landscape Design / Architecture</b><br>UE and a portfolio                                                                                                    | English<br>Science<br>Art / Graphic Design<br>Horticulture | English<br>Science<br>Art / Graphic Design<br>Horticulture               | English<br>Art / Graphic Design                                                                             | <br>Manufacturing & Technology        |
| <b>Law</b><br>Legal Admin Course offered at AUT                                                                                                                 |                                                            | History<br>English<br>Social Studies                                     | English<br>History<br>Geography<br>Classical Studies                                                        | <br>Social & Community Services     |
| <b>Logistics</b>                                                                                                                                                | English<br>Mathematics<br>Digital Technology<br>Science    | English<br>Mathematics<br>Digital Technology                             |                                                                                                             | <br>Manufacturing & Technology      |
| <b>Medicine – Doctor</b><br>Only offered at Auckland and Otago                                                                                                  | Mathematics<br>English<br>Science<br>Human Biology         | Biology<br>Chemistry<br>Physics<br>English<br>Mathematics                | Biology<br>Chemistry<br>Physics<br>English or similar<br>Mathematics<br>Calculus or Statistics              | <br>Social & Community Services     |
| <b>Medical Laboratory Science</b>                                                                                                                               | Mathematics<br>Science<br>Human Biology                    | Mathematics<br>Biology<br>Chemistry                                      | Mathematics<br>Statistics<br>Biology<br>Chemistry                                                           | <br>Social & Community Services     |
| <b>Music</b>                                                                                                                                                    | Music                                                      | Music                                                                    | Music                                                                                                       | <br>Service Industries              |
| <b>Office Administration</b><br>Many courses are at degree level                                                                                                | Mathematics<br>English<br>Digital Technology               | Mathematics<br>English<br>Digital Technology                             | Digital Technology                                                                                          | <br>Service Industries              |
| <b>Pharmacy</b>                                                                                                                                                 | Mathematics<br>Science                                     | Chemistry<br>Mathematics<br>Physics                                      | Biology<br>Chemistry                                                                                        | <br>Social & Community Services     |

|                                                                                                 |                                                                                                               |                                                                                                               |                                                                                                               |                                                                                                                            |
|-------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Photography</b>                                                                              | Visual Arts                                                                                                   | Photography                                                                                                   | Photography                                                                                                   | <br>Service Industries                  |
| <b>Psychology</b>                                                                               | English<br>Science<br>Health                                                                                  | English<br>Science<br>Health                                                                                  | English<br>Science<br>Health                                                                                  | <br>Social & Community Services         |
| <b>Pilot</b>                                                                                    | English<br>Mathematics<br>Science                                                                             | English<br>Mathematics<br>Physics                                                                             | Mathematics<br>Calculus<br>Physics                                                                            | <br>Service Industries                  |
| <b>Retail</b>                                                                                   | English<br>Mathematics                                                                                        | English<br>Mathematics<br>Sales and Tourism                                                                   |                                                                                                               | <br>Service Industries                  |
| <b>Social Work</b>                                                                              | English<br>Mathematics<br>Science<br>Social Studies<br>Health<br>History                                      | English<br>Biology<br>History<br>Health                                                                       | English<br>Mathematics<br>Statistics<br>Economics<br>Health<br>History                                        | <br>Social & Community Services         |
| <b>Sound (Audio) Engineering</b>                                                                | Mathematics<br>Science<br>Digital Technology<br>Music                                                         | Mathematics<br>Physics<br>Digital Technology<br>Music                                                         | Physics<br>Electronics<br>Mathematics<br>Statistics                                                           | <br>Manufacturing & Technology          |
| <b>Sport and Recreation</b>                                                                     | English<br>Mathematics<br>Science<br>Physical Education                                                       | English<br>Mathematics<br>Science<br>Physical Education                                                       | English<br>Mathematics<br>Science<br>Physical Education                                                       | <br>Social & Community Services       |
| <b>Surveying</b><br>Also consider Environmental Engineering, Landscaping etc                    | English<br>Mathematics<br>Science<br>Geography<br>Digital Technology                                          | English<br>Mathematics<br>Physics<br>Geography<br>Digital Technology                                          | English<br>Mathematics<br>Physics<br>Geography<br>Digital Technology                                          | <br>Manufacturing & Technology        |
| <b>Teaching</b><br>For secondary teaching you need 2 teaching subjects to study at degree level | English<br>Mathematics<br>Science<br>Health<br>History<br>Physical Education<br>Te Reo Māori<br>Geography etc | English<br>Mathematics<br>Science<br>Health<br>History<br>Physical Education<br>Te Reo Māori<br>Geography etc | English<br>Mathematics<br>Science<br>Health<br>History<br>Physical Education<br>Te Reo Māori<br>Geography etc | <br>Social & Community Services       |
| <b>Travel and Tourism</b>                                                                       | English<br>Mathematics<br>Geography<br>Digital Technology                                                     | English<br>Mathematics<br>French<br>Tourism<br>Geography<br>Digital Technology                                | Geography<br>Te Reo<br>Digital Technology                                                                     | <br>Service Industries                |
| <b>Veterinarian / Work with Animals</b><br>Degree level study is needed to become a vet         | English<br>Mathematics<br>Science                                                                             | English<br>Mathematics<br>Chemistry<br>Biology<br>Physics (optional)                                          | English<br>Mathematics<br>Chemistry<br>Biology<br>Physics (optional)                                          | <br>Primary Industries (Food & Fibre) |

## **Level 1 Subjects 2026**

## Agriculture and Horticultural Science (1AGHO)

### Course Description

Learning in Agricultural and Horticultural Science develops students' understanding of the interconnectedness of all aspects of the growing environment, which includes people, soils, water, climate, plants, and animals.

Ākonga will learn about on-site decisions as well as the off-site considerations that influence the production of primary products. There is a strong emphasis on environmental, social, cultural, and economic sustainability, and a focus on innovation in response to economic and environmental challenges. Primary production is of national significance as it provides significant export earnings, self-sufficiency, and employment opportunities.

The subject provides valuable opportunities for hands-on practical work and field trips that will help establish ākonga appreciation for the growing environment.

### Where does it lead?

The knowledge and experiences that ākonga gain through their engagement with Agricultural and Horticultural Science transfer into and support a wide range of pathways in life, further study, and careers within the primary sector

**Course Endorsement:** Yes  
**Vocational pathways:**



## Art (1ARTA)

### Course Description

Visual art students explore, refine, and communicate their own artistic ideas by responding to how art expresses identity, culture, ethnicity, ideas, feelings, moods, beliefs, political viewpoints, and personal perspectives.

Students create and respond to works using curiosity, collaboration, courage, critical thinking, and creativity. They confidently use iterative and cyclical processes of practising, selecting, reflecting, editing, and refining to create a cohesive and fluent artistic expression or body of work. By learning to identify Visual Arts conventions, students will also understand how these conventions communicate meanings through intention within established practice.

Students need to make sense of theoretical models and frameworks to make sense of the context(s) and apply them to their own work.



### Where does it lead?

Ākonga can learn foundational knowledge and skills that can lead to diverse future pathways, including Education, Fashion and Textile Design, Fine Art, Graphic Design, Photography, Product Design, Spatial Design, Marketing and Branding Design

**Course Endorsement:** Yes  
**Vocational pathways:**



## Commerce (1COMM)



### Course Description

Students will be learning about small business in New Zealand using a mix-ture of business theory and practical understand-

ing from local and national case studies as well as first-hand experience. This could include designing their own product and selling it at a market day. They will be challenged to think critically and apply their learning when faced with different scenarios. The programme explores the concepts of sustainability, culture, stakeholders, economic conditions, leadership, social responsibility, financial viability, resources and decision-making. We focus on four big ideas:

1. Culture and values shape consumer perspectives and organisations putake (purpose)
2. Informed financial and non-financial decision-making and action can result in the sustainable use of scarce resources and positive outcomes for stakeholders
3. Whanau, communities and organisations are financially interdependent
4. Society benefits through kaitiakitanga, enterprise, innovation and tauhokohoko (the exchange of goods between people and organisations)

### Where does it lead?

The course is focused on small business and introduces marketing, finance, accounting, economics, human resources, entrepreneurship and operations. Given the practical nature of the content, this would support students considering owning their own business or those considering tertiary study focused on commerce or business-related subjects.

**Course endorsement:** Yes

**Vocational pathways:**



## Drama (1DRAM)

### Course Description

Drama explores who we are, where we have come from, and where we could go. It draws on the richness of diverse cultures to create new dramatic works.

Drama students demonstrate high engagement, empathy, and courage in their learning because it allows them to have fun while taking creative risks within a safe environment. They quickly learn that they are responsible for themselves and for others. The collaborative, creative process of drama develops learners' skills in giving and receiving constructive feedback. Drama students learn to share, develop, and extend ideas to realise a shared goal and serve the intention of the drama.

Drama examines and challenges established ideas and prejudices. It encourages critical and creative thinking and innovation. It generates new ideas and reflects on trends in society.

Through participating in, and responding to, drama, learners develop confidence in expressing their ideas as they seek to communicate with a variety of audiences and thereby influence society.

### Where does it lead?

- Level 2 Drama
- Beyond school, learners in drama will have gained skills and experience that help them greatly both in tertiary education and the world of work. This includes: public speaking and performance skills; idea generation and content creation; self-reflection and analysis; critical thinking; identifying target audiences and promoting work to them; technical production skills such as lighting, sound, and costume and prop design

**Course Endorsement:** Yes

**Vocational pathways:**





## English (1ENGL)

### Course Description

English is the study, use, and enjoyment of the English language, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of forms. It is creative and critical, receptive and productive.

### Where does it lead?

- Level 2 English
- To make the most of their life, learning, and work opportunities, ākonga need to become effective oral, written, and visual communicators with the capacity to think critically and in depth
- Literacy in English gives them access to the understandings, knowledge, and skills required for full participation in social, cultural, political, and economic life
- Studying English enhances employability. According to Business New Zealand, the single most important attribute valued by employers is the ability to communicate effectively

**Course Endorsement:** Yes

### Vocational pathways:



## Geography (1GEOG)

### Course Description

Students will be learning about how people interact with the environment and how this relationship has shaped the world around us. They will be looking at local, national and global issues and challenged to think critically about the tension between the natural and cultural environments applying geographic skills. The programme explores the concepts of location, distance, accessibility, spatial pattern, process, environment, interaction, change, sustainability, culture, perspectives and perception. Specific learning will include a field trip focused on coastal erosion, the use of 1080, volcanic eruptions and a study of global population distribution.

The four big ideas we will focus on are:

- Te taiao (the environment) connects people and people connect to te taiao
- Te taiao can be shaped by natural processes
- Tikanga (customs) informs the relationships between the tangata (people) and te taiao
- Perspectives and power influence te taiao

### Where does it lead?

The course is focused on the interaction of people and the environment. This would support students interested in urban and regional planning, land management, industrial location and marketing, environmental monitoring and resource management and community development at home and abroad. They work as researchers, analysts, consultants, technologists and planners.



**Course Endorsement:** Yes

### Vocational pathways:





## Health Studies (1HEED)

### Course Description

Health Studies is about engaging in the Key Areas of Learning of Mental Health, and Relationships and Sexuality in relation to hauora, and the health and wellbeing of individuals, whānau, and communities. It is about the complex interconnections between the physical, mental, emotional, social, and spiritual dimensions of people's lives.

Ākonga can explore Māori and Pacific knowledge bases, values, and practices related to hauora and wellbeing. They can learn about hauora as a body of knowledge, and learn about models of health such as Te Whare Tapa Whā and Fonofale.

Please note: The standards offered in this subject are based around the context of Health. The same standards will also be offered in Health studies - Food and Nutrition. It is not possible to do both subjects. Dependent on numbers these courses may be offered as a combined course.

### Where does it lead?

- Preparation for NCEA L2 Health or Food and Nutrition
- Ākonga can learn foundational knowledge and skills that can lead to diverse future pathways, including Education, working or studying in the health, management and consulting, community services, government, law, hospitality, and science sectors.

### Vocational pathways:



## History (1HIST)

### Course Description

History helps ākonga understand how historical narratives shape our understanding of ourselves and the world. Through whanaungatanga, vā, and fonua, ākonga grow into confident, questioning, and empathetic individuals, understanding their place and connection to the world.

History, a research-led discipline, engages ākonga with purakau and pakiwaitara, emphasizing origin stories and Te Tiriti o Waitangi. Studying causes, effects, continuity, and change in historical narratives allows ākonga to critique various perspectives and consider both dominant and missing narratives.

Ākonga will explore past dilemmas, choices, and beliefs, applying whakapapa to connect with whānau, hapū, iwi, and communities in Aotearoa New Zealand and beyond, building their identities and sense of place.

### Where does it lead?

- Level 2 History.
- History develops strong research skills, critical and ethical thinking, problem-solving, a deep understanding of society, politics, and the wider world.

### Course Endorsement: Yes

### Vocational pathways:



## Materials and Processing Technology (1MPTE)

### Course Description



Materials and Processing Technology draws from and is guided by kaitiakitanga to explore and address sustainability, authentic personal, whānau, or community-based needs or opportunities. Exploring how fabrics and garments are formed, designing and developing creative and innovative ideas through fashion and textile-based outcomes. Auahatanga (creativity) and knowledge from our cultures are woven together to provide ākonga with transferable skills that can be applied to every aspect of their lives.

### Where does it lead?

- Preparation for NCEA L2 Materials and Processing Technology
- Combination of practical skills and theoretical knowledge can lead ākonga to work experience, apprenticeships, setting up their own business, fashion, theatre costume design, textiles design, developing new fabrics creatively and as a scientific study.

**Course Endorsement:** Yes

### Vocational pathways:



## Mathematics and Statistics (1MATH)

### Course Description

Students learn to explore, use and communicate patterns and relationships within quantities, space, time and data. This will equip ākonga with effective means for modelling, analysing, and interpreting the world in which they live.

They are tasked with evaluating information, making informed decisions, and creating models to represent both real-life and hypothetical situations. These situations are drawn from a wide range of social, cultural, scientific, technological, environmental, and economic contexts.

### Where does it lead?

- Level 2 Applied Mathematics and Statistics
- Mathematics and Statistics provide foundation for: Data Science and Modelling; Computer Science; Design and Programming, Engineering; Environmental and Earth Studies; Finance and Social Sciences; Science and Technology; Education.

**Course Endorsement:** Yes

### Vocational pathways:



## Physical Education (1PHED)

### Course Description

Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our hauora, and allows us to live physically active lives. Development of the social, emotional, intellectual, and cultural capabilities of ākonga.



Invites ākonga to engage with how movement affects them, those around them, and their wider communities. Ākonga recognise and understand the challenges which affect participation in movement, and respond to any movement barriers with full and active participation. Through their learning journey in Physical Education, ākonga will develop and refine their understanding of what it means to be physically educated and promote physical education throughout their lives.

### Where does it lead?

- Level 2 Physical Education
- Careers that involve working with people, such as education, health, justice, and the social services.
- Further study, such as diplomas and certificates in Hauora; degree programmes in social and health sciences through universities; and recreation and tourism programmes through polytechnics

Course Endorsement: Yes

### Vocational pathways:



## Science (1SCIE)

### Course Description



Science offers ākonga an in-depth introduction to the core principles and methods underlying scientific inquiry, enriched by the integration of Mātauranga Māori - the indigenous knowledge of Māori.

We explore our place

in the environment through the lens of Tiakitanga o te Taiao, emphasising environmental guardianship. You will engage in a variety of scientific activities, including practical laboratory experiences and a field trip to collect data. Critical evaluation of scientific claims and the features of science will enhance your ability to make informed responses about both environmental and human biological issues. This integrated approach will help you to appreciate the interconnectedness of all living things and our role in protecting and preserving our natural world.

### Where does it lead?

- Preparation for NCEA L2 Biology, Chemistry, and Physics
- Ākonga can learn foundational knowledge and skills that can lead to diverse future. Pathways include education, working, and studying within an array of scientific and industry fields.

### Vocational pathways:



## Te ao māori (1MOAR)

### Course Description

This is a new course that will continue to nurture the curiosity, enthusiasm and growth of Te Reo Māori and Te Ao Māori at our kura .

Te reo Māori is the key to understanding the Māori world. Te Reo Māori lays the foundation of communicative skills and cultural knowledge to enable students to be bilingual and bicultural with an appreciation and consideration of a Māori worldview.

Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language and traditional practice. Te Ao Haka is founded on traditional knowledge but is progressive in the development and evolution of the art form.

This course is a mixture of Te Reo Māori and Te Ao Haka assessments. Students who take this subject are encouraged to be involved in the Kapa Haka rōpu.

### Where does it lead?

- Preparation for NCEA L2 Te Reo Māori and Te Ao Haka.

**Course Endorsement:** Yes

**Vocational pathways:**



## Course Pathway Planning For Your Future

NAME: \_\_\_\_\_

I have visited the Kiwi Careers site and attach a copy of my print out. ☐

Career areas I am thinking of \_\_\_\_\_

Subjects needed for careers I am targeting \_\_\_\_\_

This page is designed to help you plan your subjects for your time at Taranaki Diocesan School for Girls.

| Year 11                                                                                                                                                                                                                            |             | Additional notes |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------|
| <b>Compulsory Subjects</b>                                                                                                                                                                                                         | English     |                  |
|                                                                                                                                                                                                                                    | Mathematics |                  |
|                                                                                                                                                                                                                                    | Science     |                  |
| <b>Options subjects.</b><br>Please list in priority order, you must have up to 5 subjects listed.<br>A 6 <sup>th</sup> is required if you are looking at courses outside the subjects offered at the school. E.g. Te Kura or WITT. | 1.          |                  |
|                                                                                                                                                                                                                                    | 2.          |                  |
|                                                                                                                                                                                                                                    | 3.          |                  |
|                                                                                                                                                                                                                                    | 4.          |                  |
|                                                                                                                                                                                                                                    | 5.          |                  |
|                                                                                                                                                                                                                                    | 6.          |                  |

### OTHER INFORMATION TO HELP YOU WITH YOUR CHOICES

| Other Qualifications | Part-time work | Sport / Cultural Activities | Other Plans eg.Travel / work |
|----------------------|----------------|-----------------------------|------------------------------|
|                      |                |                             |                              |
|                      |                |                             |                              |

I have researched my choices at the following places:

Kiwi careers ☐ \_\_\_\_\_ ☐ \_\_\_\_\_

**2026 Subject Selection Form**Student Name \_\_\_\_\_ Current Year Level 10

Date \_\_\_\_\_

Do you intend to return to Taranaki Diocesan in 2026: YES/NO (please circle)

**2025 Subjects (current year)**

| Subject | Success<br>(e.g. Credits Gained) | Enjoyment 1-5<br>(1 = high) |
|---------|----------------------------------|-----------------------------|
|         |                                  |                             |
|         |                                  |                             |
|         |                                  |                             |
|         |                                  |                             |
|         |                                  |                             |
|         |                                  |                             |

Career Aspirations \_\_\_\_\_

Skills/subjects/qualifications required/recommended for current career pathway  
\_\_\_\_\_  
\_\_\_\_\_**2025 Subject Choices (also include choices that may not be in the option booklet)**

|   | Subject Name | Subject Code |                                                                                      |
|---|--------------|--------------|--------------------------------------------------------------------------------------|
|   | English      | 1ENGL        | Compulsory Subjects                                                                  |
|   | Science      | 1SCIE        |                                                                                      |
|   | Mathematics  | 1MATH        |                                                                                      |
| 1 |              |              | Options Subjects<br>(listed in order of priority<br>4 being the highest<br>priority) |
| 2 |              |              |                                                                                      |
| 3 |              |              |                                                                                      |
| 4 | Reserve 1:   |              |                                                                                      |
| 5 | Reserve 2:   |              |                                                                                      |
| 6 | Reserve 3:   |              |                                                                                      |

Student Name \_\_\_\_\_ Signature \_\_\_\_\_

A letter will be sent to parents with details as to what subjects were selected.

For official use only

Subjects entered into KAMAR ☐ Date \_\_\_\_\_