

# NCEA COURSE BOOKLET 2026



**WAIHI**  
COLLEGE

## LEVEL TWO

NCEA stands for the National Certificate of Educational Achievement. It's the main qualification for senior secondary school students, and it's available at Levels 1, 2 and 3. NCEA is internationally recognised.

The purpose of this booklet is to inform students, parents and whānau about the courses (subjects) available to students in 2026. It is important that you make good informed choices that relate to your future career and interests. You need to ensure that you make the choices for your interests and skill development rather than pick according to your friendship group.

While we cannot guarantee that you will be able to select subjects in all the areas that you like, we hope you can access classes that meet most of your needs and interests.

NZQA have produced an excellent brochure explaining how NCEA works at NCEA Level 1, 2 and 3 and the pathways through to tertiary education. Please scan this QR code to download the brochure.



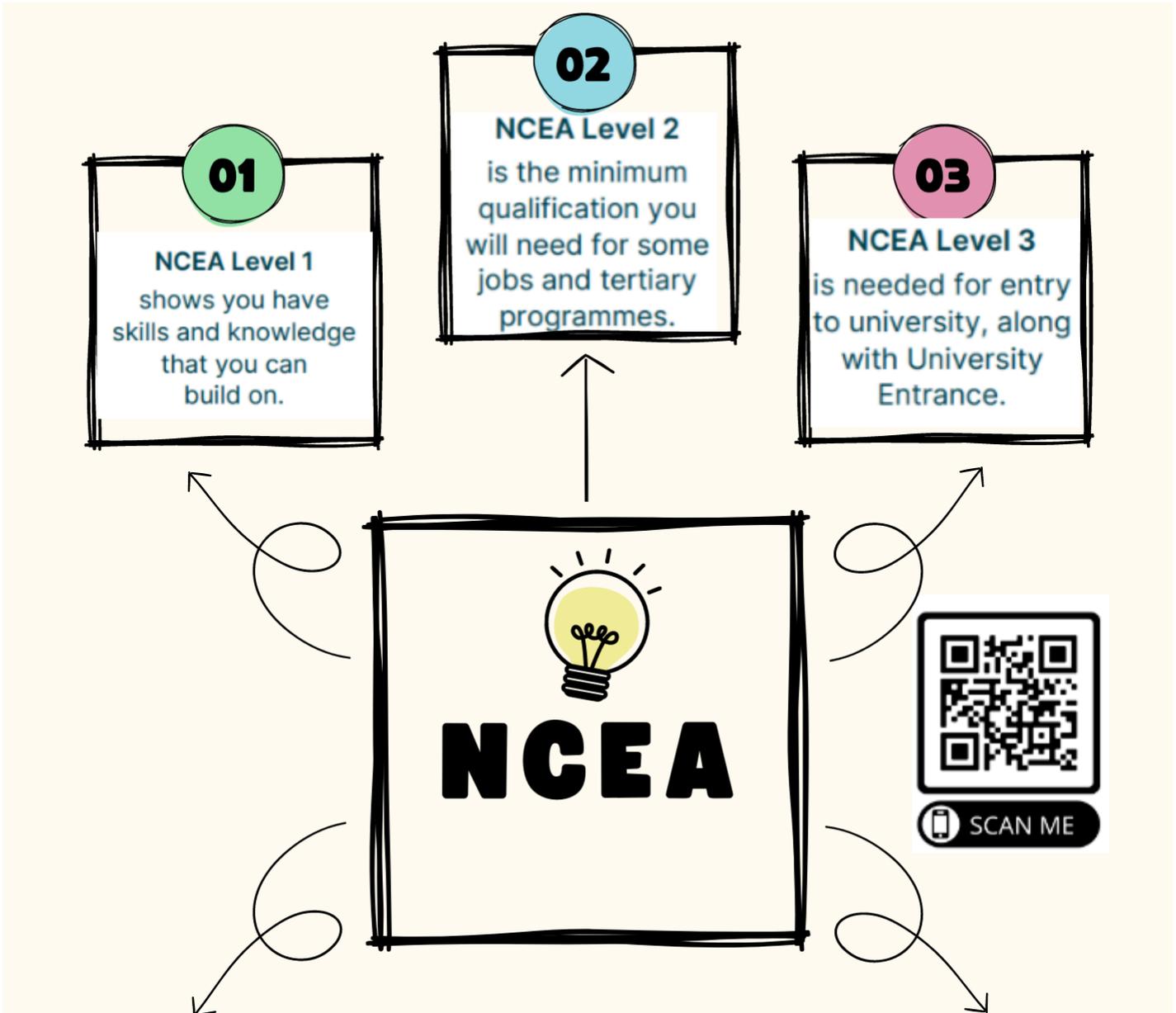
### LEVEL TWO

- Students in Year 12 will choose SIX Subjects
- Students can choose subjects from any learning area
- Students need to be aware of their Literacy and Numeracy results from the 2026. If students have not yet achieved Literacy and/or Numeracy, they **MUST** select the courses in 2026 that have a Literacy and/or Numeracy component (this is indicated in the course outlines)

### BYOD AT WAIHI COLLEGE

- Waihi College operates a fully BYOD model. Students and teachers are working more and more with digital platforms for the distribution and completion of work in the classroom. By students having their own device, there is a seamless link between home and in school learning and the student can personalise their device to suit their own needs.
- We strongly recommend that students/whanau purchase their own device, particularly at NCEA level. Waihi College will have devices available on lease for students to lease should students/whanau be unable to purchase one themselves.

# HOW NCEA WORKS



## How to achieve each level of NCEA in 2024

NCEA Level 1 (Yr 11)	NCEA Level 2 (Yr 12)	NCEA Level 3 (Yr 13)	University Entrance (UE)
60 credits at Level 1	60 credits at Level 2	60 credits at Level 3	14 credits in each of 3 approved subjects
			NCEA Level 3
Literacy Co-Requisite			10 Level 2 Literacy credits
Numeracy Co-Requisite			- 5 reading - 5 writing
Or 10 Literacy and 10 Numeracy credits from specific L1 standards.			10 Level 1 Numeracy credits

# NCEA SUBJECTS - YOU WILL CHOOSE SIX SUBJECTS

<a href="#">English</a>	<a href="#">The Arts</a>	<a href="#">Technology</a>	<a href="#">Science</a>	<a href="#">Health &amp; PE</a>	<a href="#">Te Ao Māori</a>	<a href="#">Mathematics</a>	<a href="#">Social Studies</a>	<a href="#">Pathways &amp; Transitions</a>	<a href="#">Additional Courses</a>
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[Click here to see the Level 2 Subject Lines](#)

## **LEARNING AREA: ENGLISH**

Level 2 ENGLISH								
<p><b>Course Outline:</b> This course is academically stimulating and allows students to apply their critical thinking skills to a wide range of text types and genres. This course offers University Entrance literacy credits. Students will study texts from Aotearoa and around the world, including a novel or modern play, short stories, poetry, and a Shakespearean play. Students will choose one type of text to focus on in their written text exam.</p>								
<b>Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):</b>								
Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91098 v3	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	2	4	N	B		Short stories and novel T1 Poetry T2 Shakespeare T3
AS91101 v2	Produce a selection of crafted and controlled writing	I	2	6	N	W		2
AS91104 v2	Analyse significant connections across texts, supported by evidence	I	2	4	N			3
AS91100 v2	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	E	2	4	N	B		3/4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

**Course Outline:** This mixed level course is an introduction to university-style literature study. This course is for anyone who loves to read, write, and explore the craft behind great writing. You'll analyse a wide range of texts and uncover the connections between them, all while sharpening your skills as a critical thinker and writer. Get ready to tackle a full novel and see how expert authors shape their work.

**Once you have achieved your UE Lit credits (from English and other subjects) you will have the option to switch into HUB Learn.**

**Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):**

Standard # and Version	Standard Title	Internal/ External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Completed T1, T2, T3 or T4
AS91478v1 <b>OR</b>	Respond critically to significant connections across texts, supported by evidence. <b>OR</b>	I	3	4	N	L1	1
AS91104 v2	Analyse significant connections across texts, supported by evidence	I	2	4	N		1
AS91475v1 <b>OR</b>	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas. <b>OR</b>	I	3	6	N	W	2
AS91101 v2	Produce a selection of crafted and controlled writing	I	2	6	N	W	2
AS91472v1 <b>OR</b>	Respond critically to specified aspects of studied written texts supported by evidence. <b>OR</b>	E	3	4	N	B	4 Short stories and novel T1 Poetry T2 Shakespeare T3
AS91098 v3	Analyse specified aspect(s) of studied written text(s), supported by evidence	E	2	4	N	B	
AS91100 v2	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	E	2	4	N	B	3/4
<b>AS91106v2</b> <b>OPTIONAL</b>	Form developed personal responses to independently read texts, supported by evidence. <a href="https://adultlearn.co.nz/fileup/files/Reading%20list.pdf">https://adultlearn.co.nz/fileup/files/Reading%20list.pdf</a>	I	2	4	Y	L1, R	T1-T3

\*Further Assessment Opportunity Available

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**L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# SENIOR LITERACY

**Course Outline:** This course provides two ways to complete the literacy requirements for NCEA. All of the standards provide the learning required for the two Literacy standards: US32403: Read written texts to understand ideas and information, and US32405: Write texts to communicate ideas and information. This course also contains 10 level 1 English credits, which can be used for literacy. This course is suitable for students who do not already have their literacy corequisites. It is also suitable for students who want a general English course without doing exams. Passing all of this course will give a student direct entry into Level 2 English.

## Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US10792v6	Write formal personal correspondence	I	2	2	N			T1
US1280v8	Use graphics in communication	I	2	2	Y			T1
AS91924v3	Demonstrate understanding of how context shapes verbal language use	I	1	5	N	L1		T2
AS91926v5	Develop ideas in writing using stylistic and written conventions	I	1	5	N	L1		T3
AS9119v4	Create a crafted and controlled visual and verbal text	I	2	3	N	L1		T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## LEARNING AREA: THE ARTS

### Level 2 DRAMA

**Course Outline:** Students in the year 12 Drama programme will practice acting techniques and present a scene from a play, collaborate with classmates to develop and share their own stories dramatically, and explore mask and comedy in world theatre traditions. Students will have the opportunity to take part in trips to Auckland to view live theatre and take part in workshops.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91213 v2	Apply drama techniques in a scripted context	I	2	4	N	R		T1
91214 v2	Devise and perform a drama to realise an intention	I	2	4	N			T2
91216 v4	Perform features of a complex drama or theatre form or period	I	2	4	N	R		T3
91219 v2	Discuss drama elements, techniques, conventions and technologies within live performance	E	2	4	N			T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 2 VISUAL ART PAINTING

**Course Outline:** Students are taught to understand the ways paintings are made and to develop knowledge of the current processes, procedures, materials and techniques. This involves how to carry out research, generate ideas and develop these ideas in a systematic way. Drawing will be used as the basis for all artworks. A visual diary is kept throughout the year to record this process of development. Students are encouraged to use contemporary and traditional artist models to develop their own folio board.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91311 v2	Use drawing methods to apply knowledge of conventions appropriate to painting	I	2	4	Y			T2
AS91316 v2	Develop ideas in a related series of drawings appropriate to established painting practice	I	2	4	Y			T3
AS91321 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	E	2	12	N			T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 2 VISUAL ART PHOTOGRAPHY

**Course Outline:** Students are introduced to photographic practice within a visual art context. They are taught to understand the ways in which photographs are made and the variety of contexts in which they are viewed. Students will learn how to use the manual camera functions of a DSLR camera, and how to apply these with creative control. Students will study established artist models and use this knowledge to inform their own work. Students will learn how to use Adobe Photoshop to apply digital manipulations and to layout their work. Equipped with access to DSLR cameras, computer suite and photography studio, they will generate and develop ideas to produce a body of work for folio submission at the end of the year.

**Computers/devices with specialised digital software will be provided for this course**

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91312 v2	Use drawing methods to apply knowledge of conventions appropriate to photography	I	2	4	Y	N	N	T2
AS91317 v2	Develop ideas in a related series of drawings appropriate to established photography practice	I	2	4	Y	N	N	T3
AS91322 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	E	2	12	N	N	N	T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## Level 2 MUSIC

**Course Outline:** Level 2 music is slightly more demanding and there is a lot more for students to do depending on their music ability. Performing as a soloist and in a group situation is what most students, who love performing, do. Students with good computer skills in production and sheet music knowledge could attempt the composition and instrumentation standards. But there is also scope for students with little performing abilities to do the investigation standard and external at the end of the year. There are also more standards on offer than are listed below including unit standards.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91270v2	Perform two substantial pieces of music as a featured soloist	I	2	6	Y			T3/4
AS91272 v2	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	I	2	4	N			T3
AS91278 v2	Investigate an aspect of New Zealand music	I	2	4	Y			T1/2
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## Level 2 FASHION & WEARABLE ARTS

**Course Outline:** Explore the intersection of fashion, art, and design by creating unique and innovative garments and accessories. This class encourages students to think outside the box, fostering a deeper understanding of self-expression and the boundless possibilities within wearable art and fashion. Each student will design, create and exhibit at the Waikato TOI wearable art competition and the NZFW Walk the line fashion show (students are not required to model their own work).

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91325 v2	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	I	2	4	N			T2
US6697 v4	Prepare for and create wearable art	I	2	6	N			T2
AS91356 V3 AS91357 V3	Develop a conceptual design for an outcome <b>OR</b> Undertake effective development to make and trial a prototype	I	2	6	N			T3
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## LEARNING AREA: TECHNOLOGY

### Level 2 HOSPITALITY

**Course Outline:** This course is designed for those who have an interest in a career in the Hospitality Industry or who have a genuine love of food. You will develop your practical skills while gaining an understanding of flavour combination, cookery techniques and presentation methods.

The standards listed are a sample only as the course content is co-constructed with Akonga at the beginning of the year.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US 13273 v 6	Cook foods by boiling	I	2	2		N	N	
US 13276 v 6	Cook foods by grilling	I	2	2		N	N	
US 13271 V6	Cook foods by frying	I	2	2		N	N	
US 13275 v 6	Cook foods by steaming	I	2	2		N	N	
US 167 v 10	Food safety	I	2	4		N	N	
US 13283 v 6	Prepare and present salads	I	2	2		N	N	
US 13274 v7	Cook foods by poaching		2	2		N	N	
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## Level 2 BUILDING AND CONSTRUCTION

**Course Outline:** This course is designed for those students interested in furthering their knowledge and skills for use in the trades industry. Students will complete a number of pieces of outdoor furniture and a piece of complex indoor furniture. BCATS standards will be used for assessment purposes. A take home cost will be incorporated into this course and will be discussed with students as each project is started.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US12932 v5	Garden Furniture	I	2	8	Y	N	N	T1-T2
US 25921 v3	Cupboard with a drawer	I	2	6	Y	N	N	T3-T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## Level 2/3 HANDS ON HARD MATERIALS/ENGINEERING

**Course Outline:** This hands-on course is set up to provide students with foundational knowledge and practical skills necessary for a smooth transition into trade apprenticeships and vocational careers in New Zealand. Development of core competencies valued by employers in the Construction, Manufacturing and Infrastructure industries.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US12932 v5	Garden Furniture	I	2	8	Y	N	N	T1
US 24360 v3	Construction Materials	I	2	5	Y	N	N	T2
US 12936 v6	Utility Building	I	2	8	Y	N	N	T 2/3/4
US 21479 v4	Knowledge of laminated, veneer lumber and plywood manufacturing	I	3	10	Y	N	N	T1
US 31197 v1	Demonstrate knowledge of additive manufacturing technology	I	3	5	Y	N	N	T2/3/4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

## Level 2 DIGITAL TECHNOLOGY

**Course Outline:** Level 2 Digital Technology is all about turning your creative ideas into real digital outcomes. You'll explore digital media through image creation, animation, video, and 3D modelling, as well as get hands-on with coding and game design. Along the way, you'll learn how to plan and manage projects, solve problems in creative ways, and design outcomes that make a difference - thinking about culture, community, and the impact your work can have in the real world. This course builds both creative and technical pathways, setting you up for success in Level 3 and beyond.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS 91891 v 1	Apply conventions to develop a design for a digital technologies outcome	I	2	3	Y	N	N	T2
AS 91896 v2	Use advanced programming techniques to develop a computer program	I	2	6	N	N	N	T1
As 91893 v1	Use advanced techniques to develop a digital media outcome	I	2	4	Y	N	N	T2
AS 91899 v1	Present a summary of developing a digital outcome	E	2	3	Y	L1	N	T3
Or AS91320 v2	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	E	2	12	N			T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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## LEARNING AREA: SCIENCE

### Level 2 BIOLOGY

**Course Outline:** This course will cover adaptations of animals for their lifestyles, Cellular processes such as Respiration, Photosynthesis, and Osmosis. Also looking at what causes genetic variation and how this contributes to the process of Speciation. This subject can lead to Pharmacy, Biochemistry, Biotechnology, Medical Science, Chemical Engineering, Forensic Science, Sports Physiology, Environmental Science, Food Technology is just the start. This course is a natural progression but not a necessity for students thinking of studying Biology at level 3.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91155v2	Demonstrate understanding of adaptation of plants and animals to their way of life	I	2	3	N	L1		T1/2
91156v2	Demonstrate understanding of life processes at the cellular level	E	2	4	N			T2/3
91157v2	Demonstrate understanding of genetic variation and change	E	2	4	N			T3
91158v2	Investigate a pattern in an ecological community, with supervision	I	2	4	N			T1
Is an electronic device necessary for this for this course?							<b>YES</b>	

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## Level 2 CHEMISTRY

**Course Outline:** It is not necessary to have done Level 1 Science for this course. The course provides a good grounding in the basics of chemistry. Students will do practical standards to identify oxidation and reduction reactions and to measure the strengths of acids and bases in some consumer products like vinegar. Another internal involves a study of a chosen polymer (plastic). Theory topics will include bonding, structures and shapes of molecules in chemicals, and organic chemistry (carbon compounds like fuels, plastics, food types, and medicines). The course can lead to a huge range of study and career opportunities in science-related fields—sport science, food science, genetics, medicine, biochemistry, pharmacy, and much more.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91167 v2	Redox reactions	I	2	3	Y	N	N	T1
91910 v1	Carry out a practical investigation into a substance present in a consumer product using quantitative analysis	I	2	4	N	Y	Y	T1/2
91165 v2	Organic Chemistry	E	2	4	N	Y	N	T2/3
91163 v2	Demonstrate understanding of the chemistry used in the development of a current technology	I	2	3	N	Y	N	T3
91164 v2 (possible extra)	Bonding, structure, properties and energy changes	E	2	5	N	Y	N	T3/4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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# Level 2 PHYSICS

**Course Outline:** Physics is the most basic and fundamental science. Physics leads to great discoveries, like computers and lasers, which lead to technologies which change our lives—from healing joints, to curing cancer, to developing sustainable energy solutions. Physicists are problem solvers. Their analytical skills make physicists versatile and adaptable so they work in journalism, law, finance, medicine, engineering, computer science, astronomy and many other fields. This course includes gathering, processing and interpreting data; studying motion, force, momentum and energy; researching past models of atoms; studying nuclear transformations and the products produced; and exploring static electricity, DC electricity and electromagnetism.

## Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship	I	2	4	Y	L1	L1	T2
91169	Demonstrate understanding of physics relevant to a selected context	I	2	3	N	L1		T4
91171	Demonstrate understanding of mechanics	E	2	6	N	L1	L1	T1-T2
91172	Demonstrate understanding of atomic and nuclear physics	I	2	3	Y	L1		T1
91173	Demonstrate understanding of electricity and electromagnetism	E	2	6	N	L1	L1	T3
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

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## LEARNING AREA: HEALTH AND PHYSICAL EDUCATION

### Level 2 PHYSICAL EDUCATION

**Course Outline:** This course will offer you the opportunity to experience and participate in a wide range of physical activities, in a variety of contexts. You will learn risk management strategies, the anatomy and physiology of the human body, interpersonal skills through social responsibility, and look at the significance of physical activity in the lives of young people in New Zealand. There will be trips associated with this course and the voluntary contribution towards the cost of these may be approximately \$600. This includes a potential snow trip and the participation in the tough guy & gal challenge.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91330 V2	Perform a physical activity in an applied setting.	Internal	2	4	Y	N	N	T1 & 2
91329 V2	Demonstrate understanding of the application of biophysical principles to training for physical activity	Internal	2	4	N	N	N	T2
91327 V2	Examine the role and significance of physical activity in the lives of young people in New Zealand	Internal	2	3	N	N	N	T1
91331 V2	Analyse the application of risk management strategies to a challenging outdoor activity	Internal	2	3	N	N	N	T3
91334 V2	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	Internal	2	3	N	N	N	Ongoing throughout 2026
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 2 HEALTH

**Course Outline:** During Level 2 Health you will work independently, in small groups and as a class to complete achievement standards based around the following topics: Managing Change, Enhancing Well-being, Sexuality and Gender, and complete an exam on an adolescent Health Issue.

Each achievement standard uses different ways of learning like books, movies, music videos, pictures and students can relate the ideas and strategies to real life. You will also work together to help make a positive change at Waihi College, to improve the well-being of the students here at school.

### Proposed NCEA Standards for 2026 (these may be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
91237 v2	Take action to enhance an aspect of people's well-being within the school or wider community	I	2	5	N	L1	N	T1
91236 v2	Evaluate factors that influence people's ability to manage change	I	2	5	N	L1	N	T2
91239 v2	Analyse issues related to sexuality and gender to develop strategies for addressing the issues	I	2	5	N	L1	N	T3
91235 v2	Analyse an adolescent health issue	E	2	5	N	L1	N	T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## Level 2 OUTDOOR EDUCATION

**Course Outline:** Extending on from the Level 1 course, this course aims to increase student's skills and confidence in a broader range of activities and extends beyond our local environment. The course is based on specific unit standards aimed at teaching students the skills and theory required to pursue outdoor activities independently with confidence. Specific skills taught include navigation, weather interpretation, bike maintenance and a First Aid qualification. The course costs of \$260.00 cover First Aid Instruction, camp fees, white water rafting, venue hire, transport and bike hire. Students are expected to provide their own helmet, and outdoor appropriate clothing such as a raincoat, thermals, tramping footwear and a suitable day pack.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US32848 V1	Demonstrate paddling skills on moving water	I	2	2	N	N	N	1
US6400 V7	Manage First Aid in an emergency situation	External Provider	3	2	N	N	N	2
US6401 V7	Provide First Aid		2	1	N	N	N	2
US6402 V9	Provide basic life support		2	2	N	N	N	2
US32835 V1	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	I	2	3	N	N	N	2
US26249 V2	Demonstrate skills for an overnight tramp	I	2	2	N	N	N	3
US457 V7	Mountain bike skills on Grade 2 terrain	I	2	2	N	N	N	3
US20138 V2	Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	I	2	2	N	N	N	3

\*Further Assessment Opportunity Available

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## Level 2 SPORT & RECREATION

**Course Outline:** This course is designed for students who feel they may struggle with the academic workload of PE but still want to be physically active. In this course you will work on growing and developing your leadership strategies, as well as your abilities to demonstrate social responsibility. There will also be an opportunity to demonstrate your physical ability through performing in a sport. Later in the year there will be the chance to do some coaching of a junior class to tie all of your learning together. To support your learning you will still be completing a mix of unit standard and achievement standard work which doesn't allow for a course endorsement.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
22768 V3	Conduct and review a beginner level coaching session	I	2	4	N	N	N	T3
91330 V2	Perform a physical activity in an applied setting.	I	2	4	Y	N	N	Ongoing
91334 V2	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	I	2	3	N	N	N	Ongoing
91336 V2	Analyse group processes in physical activity	I	2	3	N	N	N	T1
91332 v2	Evaluate leadership strategies that contribute to the effective functioning of a group	I	2	4	N			T2
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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## LEARNING AREA: TE AO MĀORI

### Level 2 TE AO MĀORI

**Course Outline:** Level 2 Te Ao Māori builds upon the introductory standards from Level 1 Te Ao Māori. The Level 2 Te Reo Māori Achievement Standards require you to increase your knowledge and understanding of increasingly more complex language, whilst still placing the focus firmly on kōrero. The kaupapa are generally about the events, people, groups in your region and your thoughts about these contexts. The Tikanga Unit Standards at Level 2 require you to look at history through an iwi/hapū lens and also introduces you to Māori Leaders.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
Us160444 v6	Describe Iwi History/Event	I	2	4	N	N	N	T2
Us16054 v6	Māori Leader	I	2	3	N	N	N	T4
As91285 v3	Kōrero a waha	I	2	6	Y	N	N	T2
As91288 v3	Waihanga Tuhinga Auaha	I	2	6	Y	W	N	T4
us31507 v2	Participate in Karakia	I	2	3	N	N	N	T3
us31509 v2	Participate in Waiata Tautoko	I	2	3	N	N	N	T3
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## LEARNING AREA: MATHEMATICS

### Level 2 MATHEMATICS

**Course Outline:** This course explores a wide range of mathematical and statistical methods to solve real-world problems. Students will learn to apply network, coordinate geometry, and trigonometric techniques, use probability to model uncertain events, and make informed conclusions through statistical inference. Each topic connects learning to practical contexts in Aotearoa New Zealand and beyond, building strong problem-solving and reasoning skills for future study and everyday applications. This course is for students that want to build on skills developed from the new Level 1 Standards. Achievement in 91944 (Exploring Data) and 91945 (Mathematical Methods) is beneficial.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91260 V3	Apply network methods in solving problems	I	2	2	Y		Y	T1
AS91256 V3	Apply co-ordinate geometry methods in solving problems	I	2	2	Y		Y	T1/2
AS91259 V3	Apply trigonometric relationships in solving problems	I	2	3	Y		Y	T2/3
AS91264 V3	Use statistical methods to make an inference	I	2	4	Y		Y	T3
AS91267 V3	Apply probability methods in solving problems	E	2	4	N		Y	T3/4
Is an electronic device necessary for this for this course?							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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# SENIOR NUMERACY

**Course Outline:** This course is designed for students who have not achieved the Literacy and Numeracy Corequisite or need to top up on Level 1 standards they already have. This course is open to students in Year 11, 12 and 13 to ensure that they have complete Numeracy. This will be achieved through a mixture of Level 1 and 2 Achievement Standards

## Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS9144v1	Explore data using a statistical enquiry process	I	1	5	Y		L1	T2
AS91256v3	Apply co-ordinate geometry methods in solving problems	I	2	2	Y		L1	T2
AS91260v3	Apply network methods in solving problems	I	2	2	Y		L1	T1
AS91259v3	Apply trigonometric relationships in solving problems	I	2	3	Y		L1	T3
AS91258v3	Apply sequences and series in solving problems	I	2	2	Y		L1	T3
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

## **LEARNING AREA: SOCIAL SCIENCES**

### Level 2 GEOGRAPHY

**Course Outline:** The Yr 12 Geography course focuses on developing geographical skills and understanding how people and environments interact: For their internal assessments students; Conduct geographic research (via Goat Island marine reserve field trip), explore a current NZ geographic issue (1080 Poison), and analyse a global study (student choice). The external will be based on skills they learnt throughout the year on a national or international case study.

#### **Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):**

<b>Standard # and Version</b>	<b>Standard Title</b>	<b>Internal or External (I/E)</b>	<b>NCEA Level (1/2/3)</b>	<b>Number of Credits</b>	<b>*FAO? (Y/N)</b>	<b>+Literacy (L1/R/W/B)</b>	<b>Numeracy (L1)</b>	<b>Completed in T1, T2, T3 or T4</b>
91246 v3	Explain aspects of a geographic topic at a global scale	I	2	3	Y	Y	N	T1
91244 v4	Conduct geographic research with guidance.	I	2	3	N	N	N	T2
91245 v3	Explain aspects of a contemporary New Zealand geographic issue	I	2	3	Y	Y	N	T3
91243 v2	Apply geography concepts and skills to demonstrate understanding of a given environment	E	2	5	N	Y	N	T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 2 HISTORY

**Course Outline:** Ever wondered why the world is the way it is? This course isn't just about memorizing dates and names—it's about becoming a detective of the past to better understand the present and shape the future. In this class, you'll dive into two captivating topics: one global and one from New Zealand's rich history. After that, you'll get to become a historian yourself, choosing a topic you're passionate about and conducting a historical inquiry. No prior NCEA History experience is needed—just a curious mind.

## Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS91232 V2	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	I	2	5	N	R	N	T1
AS91230 V2	Examine an historical event, or place, of significance to New Zealanders.	I	2	5	N	R	N	T2
AS91229 V3	Carry out an inquiry of an historical event or place that is of significance to New Zealanders.	I	2	4	N	R	N	T3
AS91231 V2	Examine sources of an historical event that is of significance to New Zealanders.	E	2	4	N	B	N	T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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## Level 2 SOCIAL STUDIES

**Course Outline:** Level 2 Social Studies will see us investigate rights and responsibilities - and how this plays out in modern society. How is power used or misused and how does this impact people?? This course will introduce you to ideologies, values and perspectives and we will learn how to critically analyse the influence these have on society. We will not only learn about how people have challenged systems to exercise their rights and responsibilities, but you will also undertake a social action! This engages us directly with our community to see how our actions can help others.

### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
AS 91283 v 2	Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	I	3	4	N	R		T1
AS 91280 v 2	Conduct a reflective social inquiry	I	3	6	N	R		T2
AS 91282 v 2	Describe personal involvement in a social action related to rights and responsibilities.	I	3	6	N	R		T3
AS 91279 v 2	Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas	E	3	4	N	B		T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	<b>No</b>

## LEARNING AREA: PATHWAYS AND TRANSITIONS

### Level 2 HUB LIFE

**Course Outline:** Navigating the real world just got easier. This course provides you with the tools to understand your finances, recognize your rights and responsibilities as a tenant and vehicle owner, and learn about the role of the police in New Zealand. Consider it your essential guide to a confident, independent future.

#### Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US30907V2	Demonstrate knowledge in relation to the New Zealand Police	I	2	3	N	N	N	T1
US4261V7	Identify legal rights and obligations in regard to vehicle ownership and operation	I	2	3	N	N	N	T1/2
US12354V6	Describe the legal implications of living in rented accommodation and the means to prevent problems	I	2	4	N	N	N	T2
US238097V	Banking products and services	I	2	3	N	N	N	T3
US24694v4	Explain income tax	I	2	3	N	N	N	T4
<b>Is an electronic device necessary for this course?</b>							<b>YES</b>	<b>NO</b>

\*Further Assessment Opportunity Available

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\***L1** –Level 1 Literacy, **R** – University Entrance Literacy Reading, **W** - University Entrance Literacy Writing, **B** - University Entrance Literacy Both Reading & Writing

# Level 2 HUB WORKSKILLS

**Course Outline:** Unlock your future career! This course is your guide to finding the right job and getting it. You'll explore career paths, master job search techniques, and learn how to ace a formal interview.

**Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):**

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US12383v9	Explore career options and their implications	I	2	3	N	N	N	T1
US4253V8	Knowledge of job search skills	I	2	3	N	N	N	T2
US1294V8	Formal interview	I	2	2	N	N	N	T2
US12349V7	Time management skills	I	2	3	N	N	N	T3
US10781V7	Plan for your future	I	2	3	N	N	N	T4
<b>Is an electronic device necessary for this course?</b>							<b>YES</b>	

*\*Further Assessment Opportunity Available*

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## Level 2 HUB LEARN

**Course Outline:** You may select HUB Learn for one of the following reasons:

- To access learning in an academic subject not available at Waihi College. You will study online via [Te Aho o Te Kura Pounamu](#). Click on the link to browse available courses.
- To access learning in a vocational subject not available at Waihi College. You will study online or using hard copy provided by [SIT2LRN](#) or [Telford](#) Click on the links to browse possible options (2026 course information is not yet available, but is likely to be very similar to 2025).
- Tourism is also offered at a Hub Learn programme. Students are assessed through the New Zealand School of Tourism. Standards that are covered are indicated below:

### Level 2 TRAVEL & TOURISM

**Course Outline:** This course will introduce you to the travel and tourism industry. It includes skills and knowledge needed to work in the industry, as well as learning about different types of tourists and their needs. You will also begin to look at New Zealand as a tourist destination and what it has to offer.

**This course is offered in Hub Learn as *independent study***

**Proposed NCEA Standards for 2026 (these will be adjusted based on student interest and class makeup):**

Standard # and Version	Standard Title	Internal or External (I/E)	NCEA Level (1/2/3)	Number of Credits	*FAO? (Y/N)	+Literacy (L1/R/W/B)	Numeracy (L1)	Completed in T1, T2, T3 or T4
US24728v3	Demonstrate knowledge of work roles in tourism	Internal	2	3	N			T2
US24729v4	Demonstrate knowledge of world tourist destinations	Internal	2	4	N			T1
US24730v3	Demonstrate knowledge of the business of tourism	Internal	2	4	N			T3
US24731v4	Demonstrate knowledge of destination New Zealand	Internal	2	4	N			T1
US24732v3	Demonstrate knowledge of tourist characteristics and needs	Internal	2	3	N			T4
<b>Is an electronic device necessary for this for this course?</b>							<b>YES</b>	

Students in HUB Learn are expected to be highly motivated and capable of quiet, independent study. For more information, speak with Jo Howell or Kate Morley.

**YOU MAY ONLY TAKE ONE LINE OF HUB LEARN.**

## ADDITIONAL COURSES

Waihi College offers some additional courses to the traditional school subjects. Below are a selection of courses that are available:

### WINTEC Trades Academies

The Waikato Trades Academy (WTA) is funded by the New Zealand Government to provide secondary students with the opportunity to study at both school and Wintec. WTA gives students a head start; gaining specific and practical experience and skills in an industry-based setting, and the opportunity to move directly into a job, apprenticeship, or further study, on completion of secondary school.

Students must be aged 15 or over at the end of February, be enrolled in a secondary school and be in Year 11, 12 or 13.

#### **Courses for 2026 include:**

##### **First Year Trade students:**

- Construction and Infrastructure (Building, Plumbing and electrical) Level 2, approx 25 credits atKopu
- Manufacturing and Technology Level 2, approx 25 credits at Kopu
- Hair and Beauty Therapy Level 2 , approx 25 credits, 5 months at Kopu, 5 months at Hamilton
- Electrical Engineering Level 2, approx 25 credits at Hamilton
- Sports Leadership and Outdoor Experiences Level 2, approx 25 credits at Hamilton
- Cafe Skills Level 2, approx 25 credits at Hamilton
- Food and Manufacturing Level 2, approx 25 credits in Waihi

##### **First or Second Year Trade students:**

- Early Childhood Education Level 3, approx 25 credits, at Hamilton
- Health (with a focus on nursing) Level 3 approx 25 credits, at Hamilton
- Exercise Science and Outdoor Education Level 3, approx 25 credits, at Hamilton
- Introduction to Professional Cookery Level 3, approx 25 credits, at Hamilton

##### **Second Year Trade students:**

- Building and Construction Level 3 approx 25 credits, at Hamilton
- Mechanical Engineering (general) Level 3 approx 25 credits, at Hamilton
- Hairdressing and Beauty Services Level 3, approx 25 credits, at Hamilton
- Automotive Engineering Level 3, approx 25 credits, at Hamilton

<p>Pacific Coast Technical Institute</p> <p>Waihi College Academies</p>	<ul style="list-style-type: none"> <li>● Food and Manufacturing Level 2, approx 25 credit, at Waihi</li> </ul> <ul style="list-style-type: none"> <li>● Landscaping (Level 2 and 3)</li> <li>● Agroforestry: Farming, Fencing and Forestry (Level 2 and 3)</li> <li>● Volunteering and service in the community in Waihi and surrounding areas (Level 2 and 3)</li> </ul> <p>If you are interested in any of these courses, please contact Carolyn Graveson (Pathways and Careers) by emailing <a href="mailto:carolyng@waihicol.school.nz">carolyng@waihicol.school.nz</a></p>
<p>Te Kura</p>	<p>Te Kura (Correspondence) is an online platform that offers students the opportunity to complete a subject online. This is normally only taken up by students in Year 12 or 13 who have a strong academic record and self management.</p> <p>Te Kura offers students the opportunity to take on subjects that are not offered at Waihi College or if there is a clash in subjects that students wish to complete.</p> <p>For a full selection of subjects offered by Te Kura please click on <a href="#">this link</a> or type 'Te Kura Subjects' into your browser.</p>
<p>Waihi College</p>	<p>Gateway:</p> <ul style="list-style-type: none"> <li>● Gateway placement, experiencing real life work skills to determine what career pathway is right for each student.</li> <li>● If you are interested in completing a Gateway placement, please contact Carolyn Graveson (Pathways and Careers) by emailing <a href="mailto:carolyng@waihicol.school.nz">carolyng@waihicol.school.nz</a></li> </ul>

# LEVEL TWO SUBJECT SELECTION - students choose SIX subjects

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

<b>Purpose:</b> What is the purpose of school for 2026? What do you hope to achieve and why is this important to you? Are you at Waihi College for a full year?	<b>Learning Goal:</b> What is your goal for 2026? Is it to get Level 1, 2 or 3? To get an endorsement? To excel in a particular subject or vocational path? To gain UE? To get Literacy and Numeracy this year?	<b>Career Path:</b> What are your current career goals/interests? What subjects are important for you to achieve this?	<b>Volunteering Goal:</b> How are you going to contribute to your school, your community, family, sport, arts, culture?

Line ONE	Line TWO	Line THREE	Line FOUR	Line FIVE	Line SIX
Sport and Rec History Senior Numeracy Health Physics	Physical Education Music Te Ao Māori Hub Life Social Studies	Building & Construction Outdoor Education Art Painting Chemistry Senior Literacy	Wearable Arts Drama Mathematics Hub Work Geography	Senior Literacy Mathematics Engineering English Photography	Sport and Rec English Biology Hospitality Digital Technology

If you have selected Hub Learn, please indicate what additional courses you would like to complete (Te Kura/Telford/SIT):

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*\*Please note that these subject lines are subject to change based on student numbers and/or teacher availability*

Student Signature: \_\_\_\_\_

Parent/Caregiver Signature: \_\_\_\_\_

## ADDITIONAL INFORMATION

**GATEWAY:** this is an opportunity for students to have a taste of a workplace environment in our local community that aligns with their career path. Gateway placements are usually for one day a week and can last from 4 weeks to a full year of work experience. This is a great way to find out if the career path you think you are interested in is really for you.

Are you interested in a Gateway Placement in 2026? Yes / No

If yes, what sort of work placement would you be interested in?

### EXTERNAL PROVIDER COURSES:

External provider courses are a way that we can allow students to experience a range of different skills, vocations and teamwork opportunities that aren't always offered in a traditional school based timetable. These courses are usually 1 or 2 days long and will take place in the school calendar. We encourage students to pick courses that might interest them and link to their career path or future pathway.

\*These courses are **NOT** compulsory. If you are interested in completing any of the courses, please rank your 1st and 2nd choice out of the following courses. There is no guarantee that you get these courses, this is just an indication of your preference. Students enrolled in Gateway **must** select one external provider course. For all other students, indicating an interest in an external provider course is optional.

**Health and Safety** - this course is a great way to find out about the Health and Safety requirements in a workplace. From drugs & alcohol, back injuries, rights and responsibilities through to mental health, this course gives you an introduction to workplace health and safety

**Get Living and Working** - this course offers students the chance to get financially savvy covering content including household budgeting, banking, employment agreements and problem solving models. This is a great course for those students who want to have financial knowledge and independence.

**Security** - Unlock key skills for dealing with conflict situations. Useful for anyone considering security, police, or defence pathways.

**Get Beauty Ready** - Experiment with makeup, perfect your product expertise and master the art of consultations with this practical beauty course.

**Bar-Tending** - Learn how to be a responsible host and maintain a responsible drinking environment. Interactive learning and roleplay give students an understanding of the real expectations of the hospitality industry.

**Barista (in school provider)** - Start to master the art of coffee making. Hands-on experience on the coffee machine, making coffees. Learn about the origin and history of the art of coffee making.

**Alcohol Managers Course** - This one day course is for students who want to apply for a duty manager's certificate. This is a one day course that has pre assessment that needs to be completed before the course.

**Being on a Worksite** - this programme gives you an introduction to the safety and skills needed in the workplace. Whether you are thinking about the construction industry, scaffolding or lineman, this could be the course for you.

**Agriculture** - have you got an interest in the awesome outdoors and the business of agriculture. These courses may involve fencing skills, chainsaw, animal care and land maintenance.

**Community Challenge** - what can you give back to your community? In this programme we look at how we can contribute through the Search and Rescue programme, coastguarding and more.

**Customer Service** - this course is great for anyone who is thinking of working with people in a team environment. Students learn how to accommodate and communicate with a range of different people in workplace based scenarios