

# He Mahere Paerewa Paetae – Taumata toru

Key	
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Ngā Marautanga							
	Hangarau	Hauora	Ngā Toi	Pāngarau	Pūtaiao	Te Reo Rangatira	Tikanga-ā-Iwi
<a href="#">Te Marautanga o Aotearoa</a>	<b>AS91836</b> <b>3.1</b> Te tātari i te whai whakaarotanga ki ngā mātāpono Māori i roto i ngā mahi hangarau Whiwhinga 5	<b>AS91811</b> <b>3.1</b> Te āta tātari i te hiranga o te kai taketake ki te oranga o ngā iwi taketake Whiwhinga 3	<b>AS</b> <b>Ngā Mahi a Te Rēhia</b> <b>3.1</b> Te tātari i ngā tikanga toi taketake o ngā mahi a te rēhia Whiwhinga 4	<b>AS91573</b> <b>3.1</b> Te whakamahi i ngā tikanga āhuahanga o te motunga koeko Whiwhinga 3	<b>AS91818</b> <b>3.1</b> Te arotake ki tā te Māori titiro i ngā huatau matua o te ariā kukuwhatanga hei puna ira tangata Whiwhinga 4	<b>AS91803</b> <b>3.1</b> Te tātaritari i te kōrero ohore he whakaputa i te kōrero tene Whiwhinga 3	<b>AS91826</b> <b>3.1</b> Te tātari i te ahurea rōpū tangata Whiwhinga 5
	<b>AS91837</b> <b>3.2</b> Te tātari i ngā whakataunga matatika e hāngai ana ki ngā mahi hangarau Whiwhinga 5	<b>AS91812</b> <b>3.2</b> Te arotake rautaki e tutuki pai ai ngā hiahia ahurea o te iwi i roto i ngā mahi koiri Whiwhinga 5	<b>AS</b> <b>3.2</b> Te tātari i te panonitanga o ngā huānga toi rēhia Whiwhinga 4	<b>AS91574</b> <b>3.2</b> Te whakamahi tikanga mō te kauwhata whārite rārangi hei whakaoti rapanga Whiwhinga 3	<b>AS91819</b> <b>3.2</b> Te arotake ki tā te Māori titiro i te raweke ira Whiwhinga 4	<b>AS91804</b> <b>3.2</b> Te tātaritari i te ahunga o te reo Whiwhinga 3	<b>AS91827</b> <b>3.2</b> Te tātari i tētahi rautaki whakapūmau ahurea a tētahi iwi taketake Whiwhinga 5
	<b>AS91838</b> <b>3.3</b> Te tātari i te whakamahi i ngā mātāpono Māori i roto i ngā mahi hangarau Whiwhinga 5	<b>AS91813</b> <b>3.3</b> Te whakarite i tētahi kaupapa tiaki taiao i runga anō i tā te Māori titiro Whiwhinga 3	<b>AS</b> <b>3.3</b> Te kōtuitui i ngā āhuatanga toi taketake o ngā mahi a te rēhia hei waihanga mahi toi motuhake Whiwhinga 4	<b>AS91575</b> <b>3.3</b> Te whakamahi tikanga pākoki hei whakaoti rapanga Whiwhinga 4	<b>AS91820</b> <b>3.3</b> Te tātari i ngā taukumekume mō te whakamahi i ngā rawa o Papatūānuku Whiwhinga 4	<b>AS91805</b> <b>3.3</b> Te whakatairite i ngā putanga pūrākau Whiwhinga 4	<b>AS91828</b> <b>3.3</b> Te tātari i ngā take e pā ana ki ngā whenua Māori Whiwhinga 6
		<b>AS91814</b> <b>3.4</b> Te tūhura i ngā rongoā taiao hei whakaora i te tangata Whiwhinga 3	<b>AS</b> <b>3.4</b> Te tātari i te whakaputanga mai o ngā āhuatanga ao wairua, ao kikokiko i roto i ngā mahi a te rehia Whiwhinga 4	<b>AS91576</b> <b>3.4</b> Te whakamahi tikanga kimi ara tino whaitake hei whakaoti rapanga Whiwhinga 2	<b>AS91821</b> <b>3.4</b> Te tātari i ngā matatika e pā ana ki te mahi a te tangata i te ātea Whiwhinga 4	<b>AS91806</b> <b>3.4</b> Te tūhura i ngā tuinga raupeka Whiwhinga 4	<b>AS91829</b> <b>3.4</b> Te tātari i ngā pāpātanga o tētahi take ohaoha ki te iwi Māori Whiwhinga 5
		<b>AS91815</b> <b>3.5</b> Te āta tātari i ngā āhuatanga o te taukumekume hei para huarahi e pai ake ai ngā hononga tāngata Whiwhinga 5	<b>AS</b> <b>3.5</b> Te whakaatu māramatanga ki ngā kaupapa here o te ao toi whānui i roto i ngā mahi a te rēhia Whiwhinga 4	<b>AS91577</b> <b>3.5</b> Te whakamahi tikanga taurangi o ngā tau hiato hei whakaoti rapanga Whiwhinga 5		<b>AS91807</b> <b>3.5</b> Te whakarite i te whaikōrero rangatira Whiwhinga 5	<b>AS91830</b> <b>3.5</b> Te tātari i ngā pāpātanga o tētahi tūāhua o mua ki te iwi taketake Whiwhinga 5
		<b>AS91816</b> <b>3.6</b> Te āta tātari i te pānga mai o te tuakiri ki te oranga tangata Whiwhinga 4	<b>AS</b> <b>Toi Ataata</b> <b>3.1</b> Te tātari i ngā tikanga toi taketake o ngā toi ataata Whiwhinga 4	<b>AS91578</b> <b>3.6</b> Te whakamahi tikanga kimi pārōnaki hei whakaoti rapanga Whiwhinga 6		<b>AS91808</b> <b>3.6</b> Te whakaoti tuinga Whiwhinga 3	<b>AS91831</b> <b>3.6</b> Te tātari i ngā pāpātanga o tētahi take taiao ki te iwi taketake Whiwhinga 5
			<b>AS</b> <b>3.2</b> Te tātari i te panonitanga o ngā huānga toi ataata Whiwhinga 4	<b>AS91579</b> <b>3.7</b> Te whakamahi tikanga kimi pāwhaitua hei whakaoti rapanga Whiwhinga 6		<b>AS91809</b> <b>3.7</b> Te tito i te upoko pukapuka Whiwhinga 6	<b>AS91832</b> <b>3.7</b> Te tātari i te whakaawenga a te ahurea Māori i te tuakiri o Aotearoa Whiwhinga 6
			<b>AS</b> <b>3.3</b> Te kōtuitui i ngā āhuatanga toi taketake o ngā toi ataata hei waihanga mahi toi motuhake Whiwhinga 4	<b>AS91580</b> <b>3.8</b> Te tūhura i te raraunga houanga Whiwhinga 4		<b>AS91810</b> <b>3.8</b> Te tūhura i te reo takitaki Whiwhinga 4	<b>AS91833</b> <b>3.8</b> Te tātari i te panonitanga o ngā tikanga Māori Whiwhinga 5

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		<p><b>AS</b></p> <p>3.4 Te tātari i te whakaputanga mai o ngā āhuatanga ao wairua, ao kikokiko i roto i ngā toi ataata</p> <p>Whiwhinga 4</p>	<p><b>AS91581</b></p> <p>3.9 Te tūhura i ngā taurangi matarua</p> <p>Whiwhinga 4</p>		<p><b>AS91817</b></p> <p>3.9 Te whakarite i te rautaki whakawhanake reo</p> <p>Whiwhinga 4</p>	<p><b>AS91834</b></p> <p>3.9 Te tātari i ngā pāpātanga o te tāmitanga ki te iwi taketake</p> <p>Whiwhinga 5</p>	
		<p><b>AS</b></p> <p>3.5 Te whakaatu māramatanga ki ngā kaupapa here o te ao toi whānui i roto i ngā toi ataata</p> <p>Whiwhinga 4</p>	<p><b>AS91582</b></p> <p>3.10 Te whakamahi tikanga tūhuratanga tauanga hei whakaputa hikaro okawa</p> <p>Whiwhinga 4</p>			<p><b>AS91835</b></p> <p>3.10 Te tātari i tētahi kawenga pāpori i whakatairangatia ai ngā motika iwi taketake</p> <p>Whiwhinga 5</p>	
		<p><b>AS</b></p> <p><b>Toi Puoro</b></p> <p>3.1 Te tātari i ngā tikanga toi taketake o ngā toi puoro</p> <p>Whiwhinga 4</p>	<p><b>AS91583</b></p> <p>3.11 Te whakahaere whakamātau tauanga hei tūhura āhuatanga mā te whakamahi tikanga e whai wāhi ai ngā haukume</p> <p>Whiwhinga 4</p>				
		<p><b>AS</b></p> <p>3.2 Te tātari i te panonitanga o ngā huānga toi puoro</p> <p>Whiwhinga 4</p>	<p><b>AS91584</b></p> <p>3.12 Te arotake i te pūrongo tauanga hei tātari i te whaihua o ngā whakapae</p> <p>Whiwhinga 4</p>				
		<p><b>AS</b></p> <p>3.3 Te kōtuitui i ngā āhuatanga toi taketake o ngā toi puoro hei waihanga mahi toi motuhake</p> <p>Whiwhinga 4</p>	<p><b>AS91585</b></p> <p>3.13 Te whakamahi huatau tūponotanga hei whakaoti rapanga</p> <p>Whiwhinga 4</p>				
		<p><b>AS</b></p> <p>3.4 Te tātari i te pānga me te awenga o te taiao ki ngā toi puoro</p> <p>Whiwhinga</p>	<p><b>AS91586</b></p> <p>3.14 Te whakamahi tuari tūponotanga hei whakaoti rapanga</p> <p>Whiwhinga 4</p>				
		<p><b>AS</b></p> <p>3.5 Te whakaatu māramatanga ki ngā kaupapa here o te ao toi whānui i roto i ngā toi puoro</p> <p>Whiwhinga 4</p>	<p><b>AS91587</b></p> <p>3.15 Te whakamahi whārite tukutahi mō ngā taurangi e toru hei whakaoti rapanga</p> <p>Whiwhinga 3</p>				

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<a href="#">New Zealand Curriculum</a>	<p><b>Construction &amp; Mechanical Technologies:</b></p> <p><b>3.20</b> Implement complex procedures to integrate parts using resistant materials to make a specified product</p> <p><b>3.21</b> Implement complex procedures using textile materials to make a specified product</p> <p><b>3.22</b> Implement complex procedures to make a specified product using a Computer Numerical Controlled (CNC) machine</p> <p><b>3.23</b> Implement complex procedures to create an applied design for a specified product</p> <p><b>3.24</b> Demonstrate understanding of a structural system</p> <p><b>3.25</b> Demonstrate understanding of a complex machine</p> <p><b>3.26</b> Draft a pattern to interpret a design for a garment</p> <p><b>Design and Visual Communication:</b></p> <p><b>3.30</b> Initiate design ideas through exploration</p> <p><b>3.31</b> Develop a visual presentation that exhibits a design outcome to an audience</p> <p><b>3.32</b> Resolve a spatial design through graphics practice</p> <p><b>3.33</b> Resolve a product design through graphics practice</p>	<p><b>Health:</b></p> <p><b>3.1</b> Analyse a New Zealand health issue</p> <p><b>3.2</b> Analyse an international health issue</p> <p><b>3.3</b> Evaluate health practices currently used in New Zealand</p> <p><b>3.4</b> Analyse a contemporary ethical issue in relation to well-being</p> <p><b>3.5</b> Evaluate models for health promotion</p> <p><b>Home Economics:</b></p> <p><b>3.1</b> Investigate a nutritional issue affecting the well-being of New Zealand society</p> <p><b>3.2</b> Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society</p> <p><b>3.3</b> Analyse a food related ethical dilemma for New Zealand society</p> <p><b>3.4</b> Investigate the influence of multinational food corporations on eating patterns in New Zealand</p> <p><b>3.5</b> Evaluate conflicting nutritional information relevant to well-being in New Zealand society</p> <p><b>3.6</b> Analyse the influences of food advertising on well-being</p>	<p><b>Dance:</b></p> <p><b>3.1</b> Produce a dance to realise a concept</p> <p><b>3.2</b> Choreograph a dance to develop and resolve ideas</p> <p><b>3.3</b> Perform a solo or duet dance</p> <p><b>3.4</b> Perform a group dance</p> <p><b>3.5</b> Perform a repertoire of contrasting dances</p> <p><b>3.6</b> Demonstrate understanding of dance performance practices</p> <p><b>3.7</b> Analyse a dance performance</p> <p><b>3.8</b> Demonstrate understanding of the development of dance in Aotearoa/New Zealand</p> <p><b>Drama:</b></p> <p><b>3.1</b> Interpret scripted text to integrate drama techniques in performance</p> <p><b>3.2</b> Devise and perform a drama to realise a concept</p> <p><b>3.3</b> Interpret a text from a prescribed playwright to demonstrate knowledge of a theatre form or period</p> <p><b>3.4</b> Select and use complex performance skills associated with a drama form or period</p> <p><b>3.5</b> Demonstrate understanding of the work of a drama or theatre theorist or practitioner</p>	<p><b>Mathematics and Statistics:</b></p> <p><b>3.1</b> Apply the geometry of conic sections in solving problems</p> <p><b>3.2</b> Apply linear programming methods in solving problems</p> <p><b>3.3</b> Apply trigonometric methods in solving problems</p> <p><b>3.4</b> Use critical path analysis in solving problems</p> <p><b>3.5</b> Apply the algebra of complex numbers in solving problems</p> <p><b>3.6</b> Apply differentiation methods in solving problems</p> <p><b>3.7</b> Apply integration methods in solving problems</p> <p><b>3.8</b> Investigate time series data</p> <p><b>3.9</b> Investigate bivariate measurement data</p> <p><b>3.10</b> Use statistical methods to make a formal inference</p> <p><b>3.11</b> Conduct an experiment to investigate a situation using experimental design principles</p> <p><b>3.12</b> Evaluate statistically based reports</p> <p><b>3.13</b> Apply probability concepts in solving problems</p> <p><b>3.14</b> Apply probability distributions in solving problems</p> <p><b>3.15</b> Apply systems of simultaneous equations in solving problems</p>	<p><b>Biology:</b></p> <p><b>3.1</b> Carry out a practical investigation in a biological context, with guidance</p> <p><b>3.2</b> Integrate biological knowledge to develop an informed response to a socio-scientific issue</p> <p><b>3.3</b> Demonstrate understanding of the responses of plants and animals to their external environment</p> <p><b>3.4</b> Demonstrate understanding of how an animal maintains a stable internal environment</p> <p><b>3.5</b> Demonstrate understanding of evolutionary processes leading to speciation</p> <p><b>3.6</b> Demonstrate understanding of trends in human evolution</p> <p><b>3.7</b> Demonstrate understanding of human manipulations of genetic transfer and its biological implications</p> <p><b>Chemistry:</b></p> <p><b>3.1</b> Carry out an investigation in chemistry involving quantitative analysis</p> <p><b>3.2</b> Demonstrate understanding of spectroscopic data in chemistry</p> <p><b>3.3</b> Demonstrate understanding of chemical processes in the world around us</p>	<p><b>Business Studies:</b></p> <p><b>3.2</b> Demonstrate understanding of strategic response to external factors by a business that operates in a global context.</p> <p><b>3.4</b> Develop a marketing plan for a new or existing product.</p> <p><b>3.6</b> Carry out, with consultation, an innovative and sustainable business activity</p> <p><b>Economics:</b></p> <p><b>3.1</b> Demonstrate understanding of the efficiency of market equilibrium</p> <p><b>3.2</b> Demonstrate understanding of the efficiency of different market structures using marginal analysis</p> <p><b>3.3</b> Demonstrate understanding of micro-economic concepts</p> <p><b>3.4</b> Demonstrate understanding of government interventions to correct market failures</p> <p><b>3.5</b> Demonstrate understanding of macro-economic influences on the New Zealand economy</p> <p><b>History:</b></p> <p><b>3.1</b> Research an historical event or place of significance to New Zealanders, using primary and secondary sources</p> <p><b>3.2</b> Analyse an historical event, or</p>	

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<p><b>3.34 Produce working drawings to communicate production details for a complex design</b></p> <p><u>Generic Technology:</u></p> <p>3.1 Undertake brief development to address an issue within a determined context</p> <p>3.2 Undertake project management to support technological practice</p> <p>3.3 Develop a conceptual design considering fitness for purpose in the broadest sense</p> <p>3.4 Develop a prototype considering fitness for purpose in the broadest sense</p> <p>3.5 <b>Demonstrate understanding of how technological modelling supports technological development and implementation</b></p> <p>3.6 <b>Demonstrate understanding of material development</b></p> <p>3.7 <b>Demonstrate understanding of operational parameters in complex and highly complex technological systems</b></p> <p>3.8 Demonstrate understanding of consequences, responsibilities and challenges involved in technology</p> <p>3.9 Demonstrate understanding of how the fitness for purpose of technological outcomes may be broadly interpreted</p> <p>3.10 <b>Undertake a critique of a technological outcome's design</b></p> <p>3.13 Undertake development and implementation of a green manufacturing process</p> <p>3.14 Demonstrate understanding of the application of a technical area to a specific field</p> <p><u>Digital Technologies:</u></p> <p>3.40 <b>Demonstrate understanding of complex concepts of information systems in an organisation</b></p> <p>3.41 Implement complex procedures to develop a relational database embedded in a specified digital outcome</p> <p>3.42 Demonstrate understanding of complex concepts of digital media</p>	<p><u>Physical Education:</u></p> <p>3.1 Evaluate physical activity experiences to devise strategies for lifelong well-being</p> <p>3.2 Analyse a physical skill performed by self or others</p> <p>3.3 Evaluate the effectiveness of a performance improvement programme</p> <p>3.4 Demonstrate quality performance of a physical activity in an applied setting</p> <p>3.5 Examine a current physical activity event, trend, or issue and its impact on New Zealand society</p> <p>3.6 Evaluate the use of health promotion to influence participation in physical activity</p> <p>3.7 Analyse issues in safety management for outdoor activity to devise safety management strategies</p> <p>3.8 Examine contemporary leadership principles applied in physical activity contexts</p> <p>3.9 Devise strategies for a physical activity outcome</p>	<p>3.6 Perform a substantial acting role in a significant production</p> <p>3.7 <b>Demonstrate understanding of live drama performance</b></p> <p>3.8 Script a drama suitable for live performance</p> <p>3.9 Direct a drama performance</p> <p><u>Music:</u></p> <p>3.2 Perform a programme of music as a featured soloist on a second instrument</p> <p>3.3 Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group</p> <p>3.4 Communicate musical intention by composing three original pieces of music</p> <p>3.6 <b>Demonstrate understanding of harmonic and tonal conventions in a range of music scores</b></p> <p>3.9 Create two arrangements for an ensemble</p> <p><u>Visual Arts:</u></p> <p>3.1 Analyse methods and ideas from established design practice</p> <p>3.1 Analyse methods and ideas from established painting practice</p> <p>3.1 Analyse methods and ideas from established photography practice</p> <p>3.1 Analyse methods and ideas from established printmaking practice</p> <p>3.1 Analyse methods and ideas from established sculpture practice</p> <p>3.2 Use drawing to demonstrate understanding of conventions appropriate to design</p> <p>3.2 Use drawing to demonstrate understanding of conventions appropriate to painting</p> <p>3.2 Use drawing to demonstrate understanding of conventions appropriate to photography</p> <p>3.2 Use drawing to demonstrate understanding of conventions appropriate to printmaking</p> <p>3.2 Use drawing to demonstrate understanding of conventions</p>		<p>3.4 <b>Demonstrate understanding of thermochemical principles and the properties of particles and substances</b></p> <p>3.5 <b>Demonstrate understanding of the properties of organic compounds</b></p> <p>3.6 <b>Demonstrate understanding of equilibrium principles in aqueous systems</b></p> <p>3.7 Demonstrate understanding of oxidation-reduction processes</p> <p><u>Physics:</u></p> <p>3.1 Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship</p> <p>3.2 Demonstrate understanding of the application of physics to a selected context</p> <p>3.3 <b>Demonstrate understanding of wave systems</b></p> <p>3.4 <b>Demonstrate understanding of mechanical systems</b></p> <p>3.5 Demonstrate understanding of Modern Physics</p> <p>3.6 <b>Demonstrate understanding of electrical systems</b></p> <p>3.7 Use physics knowledge to develop an informed response to a socio-scientific issue</p> <p><u>Earth and Space Science:</u></p> <p>3.1 Carry out an independent practical Earth and Space Science investigation</p> <p>3.2 Investigate a socio-scientific issue in an Earth and Space Science context</p> <p>3.3 Investigate the evidence related to dating geological event(s)</p> <p>3.4 <b>Demonstrate understanding of processes in the ocean system</b></p> <p>3.5 <b>Demonstrate understanding of processes in the atmosphere system</b></p> <p>3.6 Investigate an aspect of astronomy</p> <p><u>Education for Sustainability:</u></p> <p>3.1 Evaluate a personal action that contributes towards a</p>		<p>place, of significance to New Zealanders</p> <p>3.3 <b>Analyse evidence relating to an historical event of significance to New Zealanders</b></p> <p>3.4 Analyse different perspectives of a contested event of significance to New Zealanders</p> <p>3.5 <b>Analyse the causes and consequences of a significant historical event</b></p> <p>3.6 <b>Analyse a significant historical trend and the force(s) that influenced it</b></p> <p><u>Geography:</u></p> <p>3.1 <b>Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment</b></p> <p>3.2 <b>Demonstrate understanding of how a cultural process shapes geographic environment(s)</b></p> <p>3.3 Analyse a significant contemporary event from a geographic perspective</p> <p>3.4 <b>Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills</b></p> <p>3.5 Conduct geographic research with consultation</p> <p>3.6 Analyse aspects of a contemporary geographic issue</p> <p>3.7 Analyse aspects of a geographic topic at a global scale</p> <p>3.8 Apply spatial analysis, with consultation, to solve a geographic problem</p> <p><u>Media Studies:</u></p> <p>3.1 Demonstrate understanding of an aspect of a media industry</p> <p>3.2 Demonstrate understanding of the meaning of a media text through different readings</p> <p>3.3 Demonstrate understanding of the media representation of an aspect of New Zealand culture or society</p> <p>3.4 Demonstrate understanding of a relationship between a media genre and society</p>

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<p>3.43 Implement complex procedures to produce a specified digital media outcome</p> <p>3.44 <b>Demonstrate understanding of areas of computer science</b></p> <p>3.46 Develop a complex computer program for a specified task</p> <p>3.47 <b>Demonstrate understanding of complex concepts used in the design and construction of electronic environments</b></p> <p>3.48 Implement complex interfacing procedures in a specified electronic environment</p> <p>3.49 Implement complex techniques in constructing a specified complex electronic and embedded system</p> <p>3.50 Demonstrate understanding of wide area network technologies</p> <p>3.51 Implement procedures for administering a wide area network</p> <p><b>Processing Technologies:</b></p> <p>3.60 Implement complex procedures to process a specified product</p> <p>3.62 Demonstrate understanding of combined preservation mechanisms used to maintain product integrity</p> <p><b>Business Studies:</b></p> <p>3.2 <b>Demonstrate understanding of strategic response to external factors by a business that operates in a global context</b></p> <p>3.4 Develop a marketing plan for a new or existing product.</p> <p>3.6 Carry out, with consultation, an innovative and sustainable business activity</p>		<p>appropriate to sculpture</p> <p>3.3 Systematically clarify ideas using drawing informed by established design practice</p> <p>3.3 Systematically clarify ideas using drawing informed by established painting practice</p> <p>3.3 Systematically clarify ideas using drawing informed by established photography practice</p> <p>3.3 Systematically clarify ideas using drawing informed by established printmaking practice</p> <p>3.3 Systematically clarify ideas using drawing informed by established sculpture practice</p> <p>3.4 <b>Produce a systematic body of work that integrates conventions and regenerates ideas within design practice</b></p> <p>3.4 <b>Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice</b></p> <p>3.4 <b>Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice</b></p> <p>3.4 <b>Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice</b></p> <p>3.4 <b>Produce a systematic body of work that integrates conventions and regenerates ideas within sculpture practice</b></p> <p>3.5 Produce a resolved work that demonstrates purposeful control of skills appropriate to a visual arts cultural context</p> <p><b>Art History:</b></p> <p>3.1 <b>Demonstrate understanding of style in art works</b></p> <p>3.2 <b>Examine how meanings are communicated through art works</b></p> <p>3.3 <b>Examine the relationship(s) between art and context</b></p> <p>3.4 Examine the impact of media and processes on art works</p> <p>3.7 Examine the relationship(s) between a theory and art works</p>		<p>sustainable future</p> <p>3.2 Evaluate measures that may be taken to sustain and/or improve a biophysical environment</p> <p>3.3 <b>Analyse how different worldviews, and the values and practices associated with them, impact on sustainability</b></p> <p>3.4 <b>Analyse the impact that policies have on a sustainable future</b></p> <p>3.5 Develop a strategy for an organisation that will contribute to a sustainable future</p>		<p>3.5 Produce a design for a media product that meets the requirements of a brief</p> <p>3.6 Produce a media product to meet the requirements of a brief</p> <p>3.7 Demonstrate understanding of a significant development in the media</p> <p>3.8 Write a media text to meet the requirements of a brief</p> <p><b>Social Studies:</b></p> <p>3.1 <b>Demonstrate understanding of ideological responses to an issue</b></p> <p>3.2 Conduct a critical social inquiry</p> <p>3.3 <b>Demonstrate understanding of how ideologies shape society</b></p> <p>3.4 Examine personal involvement in a social action(s) that aims to influence policy change(s)</p> <p>3.5 Examine a campaign of social action(s) to influence policy change(s)</p> <p><b>Education for Sustainability:</b></p> <p>3.1 Evaluate a personal action that contributes towards a sustainable future</p> <p>3.2 Evaluate measures that may be taken to sustain and/or improve a biophysical environment</p> <p>3.3 <b>Analyse how different worldviews, and the values and practices associated with them, impact on sustainability</b></p> <p>3.4 <b>Analyse the impact that policies have on a sustainable future</b></p> <p>3.5 Develop a strategy for an organisation that will contribute to a sustainable future</p> <p><b>Religious studies:</b></p> <p>3.1 Analyse the meanings in a sacred text within a religious tradition</p> <p>3.2 Analyse a religious tradition(s) in Aotearoa New Zealand</p> <p>3.3 Analyse the response of a religious tradition to a contemporary ethical issue</p> <p>3.4 Analyse the key beliefs of a religious tradition and a secular</p>

# He Mahere Paerewa Paetae – Taumata toru

Key	
Text	Externally Assessed

	Ngā Marautanga						
	<a href="#">Hangarau</a>	<a href="#">Hauora</a>	<a href="#">Ngā Toi</a>	<a href="#">Pāngarau</a>	<a href="#">Pūtaiao</a>	<a href="#">Te Reo Rangatira</a>	<a href="#">Tikanga-ā-Iwi</a>
							world view in relation to ultimate questions

TAUMATA