

He Māherehere Paerewa Paetae – Taumata Tahī

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Ngā Marautanga								
	Hangarau	Hauora	Ngā Toi	Pāngarau	Pūtaiao	Te Reo Rangatira	Tikanga-ā-lwi	
Te Marautanga o Aotearoa	AS91714 1.1 Te whakaputa tauāki mai i te mātauranga Māori kia puta ai he hua hangarau o ēnei rā.	AS91684 1.1 Te whakamārama i te whakatau kōwhiringa hei oranga mō te tangata	AS91690 <i>Ngā Mahi a Te Rēhia</i> 1.1 Te tūhura i ngā pūkenga toi taketake o ngā mahi a te rēhia	AS91026 1.1 Te whakamahi whakaaro tau whitake hei whakaoti rapanga.	AS91719 1.1 Te whakatairite i ngā āhuatanga o tētahi kaupapa pūtaiao mai i te tirohanga o mātauranga Māori me mātauranga Pākehā	AS91657 1.1 Te whakapuaki whakaaro hei kōrero whakamōhio.	AS91726 1.1 Te whakaatu māramatanga ki tā te Māori pāhekoheko ki te ao tūroa	
	AS91715 1.2 Te whakamahere i te putanga o tētahi hua hangarau mai i te mātauranga Māori hei whakaea i tētahi tauāki.	AS91685 1.2 Te whakaatu i ngā tikanga tuku iho o te kai taketake	AS91691 1.2 Te tūhura i ngā huānga toi o ngā mahi a te rēhia	AS91027 1.2 Te whakamahi tikanga taurangi hei whakaoti rapanga.	AS91720 1.2 Te whakaatu māramatanga ki ētahi āhuatanga o te rauropi	AS91658 1.2 Te whakapuaki whakaaro hei kōrero auaha.	AS91727 1.2 Te whakapuaki whakaaro mō tētahi wāhi tapu ki te Māori	
	AS91716 1.3 Te whakaputa i tētahi ariā hoahoa mai i te mātauranga Māori hei whakaea i tētahi tauāki.	AS91686 1.3 Te whakamārama i te pānga mai o ngā take kai ki te oranga o te tangata	AS91692 1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā mahi a te rēhia	AS91028 1.3 Te tūhura i ngā hononga o te tūtohi, te whārite me te kauwhata.	AS91721 1.3 Te tūhura i ētahi āhuatanga o tētahi pūnaha-hauropi i Aotearoa	AS91659 1.3 Te whakapuaki whakaaro hei tuhinga whakamōhio.	AS91728 1.3 Te whakaatu māramatanga mō ngā tirohanga kē ki tētahi take o te wā	
	AS91717 1.4 Te whakaputa i tētahi hua hangarau mai i te mātauranga Māori hei whakaea i tētahi tauāki.	AS91687 1.4 Te whakaahua i te pānga o te whakamahi hangarau ki te hauora o te tangata	AS91693 1.4 Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga i roto i ngā mahi a te rēhia	AS91029 1.4 Te whakamahi tikanga taurangi rārangi hei whakaoti rapanga.	AS91722 1.4 Te whakaatu māramatanga ki ētahi āhuatanga e pā ana ki a Papatūānuku	AS91660 1.4 Te whakapuaki whakaaro hei tuhinga auaha.	AS91729 1.4 Te whakapuaki whakaaro mō ngā hanganga pāpori Māori o mua	
	AS91718 1.5 Te whakamahi rawa, tukanga rānei mai i te mātauranga Māori hei hanga i tētahi hua hangarau mō te ao hurihuri nei.	AS91688 1.5 Te whakaatu māramatanga ki te ao kori mā te whai wāhi atu	AS91694 1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā mahi a te rēhia	AS91030 1.5 Te whakamahi tikanga ine hei whakaoti rapanga.	AS91723 1.5 Te whakaatu māramatanga ki ētahi āhuatanga e pā ana ki a Ranginui	AS91661 1.5 Te whakatau kaupapa hei kōrero.	AS91730 1.5 Te whakaatu māramatanga ki ngā take tuakiri tangata	
			AS91689 1.6 Te whakamārama i te pānga mai o tētahi kaupapa tiaki taiao o te wā ki te hauora o te tangata	AS91695 1.6 Te tautohu i ngā āhuatanga matua o tētahi toi taketake i roto i ngā mahi a te rēhia	AS91031 1.6 Te whakamahi whakaaro āhuahanga hei whakaoti rapanga.		AS91662 1.6 Te whakatau kaupapa hei tuhinga.	AS91731 1.6 Te whakapuaki whakaaro mō ngā tikanga, te kawa rānei, i tētahi ritenga Māori o mua
			AS91696 1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake i roto i ngā mahi a te rēhia	AS91032 1.7 Te whakamahi tikanga tapatoru hāngai hei whakaoti rapanga ine.	AS91663 1.7 Te tātari i te reo kōrero.		AS91732 1.7 Te whakaatu māramatanga ki tā te Māori tikanga mō te pupuri me te tuku mātauranga	
			AS91697 1.8 Te whakamahi i te reo toi o ngā mahi a te rēhia.	AS91033 1.8 Te whakamahi whakaahuhanga āhuahanga hei whakaoti rapanga.	AS91664 1.8 Te tātari i te reo tuhituhi hou.			
			AS91706 <i>Toi Ataata</i> 1.1 Te tūhura i ngā pūkenga toi taketake o ngā toi ataata	AS91034 1.9 Te whakamahi āhuahanga panoni hei whakaoti rapanga.	AS91665 1.9 Te tātari i te reo tuhituhi tawhito.			

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			<p>AS91707</p> <p>1.2 Te tūhura i ngā huānga toi o ngā toi ataata</p>	<p>AS91035</p> <p>1.10 Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura i tētahi huinga raraunga matatini.</p>		<p>AS91666</p> <p>1.10 Te whakamahi rautaki rangahau.</p>
			<p>AS91708</p> <p>1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā toi ataata</p>	<p>AS91036</p> <p>1.11 Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura raraunga tau matarua.</p>		<p>AS91667</p> <p>1.11 Te whakaatu i ngā putanga rangahau.</p>
			<p>AS91709</p> <p>1.4 Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga i roto i ngā toi ataata</p>	<p>AS91037</p> <p>1.12 Te whakaatu māramatanga ki te tūponotanga me te raraunga.</p>		<p>AS91668</p> <p>1.12 Te urupare atu ki ngā tuhinga reo Māori.</p>
			<p>AS91710</p> <p>1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā toi ataata</p>	<p>AS91038</p> <p>1.13 Te tūhura pūāhua tūponotanga.</p>		
			<p>AS91711</p> <p>1.6 Te tautohu i ngā āhuatanga matua o tētahi toi taketake i roto i ngā toi ataata</p>	<p>AS91655</p> <p>1.14 Te whakaoti rangahau pāngarau</p>		
			<p>AS91712</p> <p>1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake i roto i ngā toi ataata</p>	<p>AS91656</p> <p>1.15 Te whakaatu mōhiotanga ki te reo matatini o te pāngarau.</p>		
			<p>AS91713</p> <p>1.8 Te whakamahi i te reo toi o ngā toi ataata</p>			
			<p>AS91698</p> <p>Toi Puoro</p> <p>1.1 Te tūhura i ngā pūkenga toi taketake o ngā toi puoro</p>			

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			<p>AS91699</p> <p>1.2 Te tūhura i ngā huānga toi o ngā toi puoro</p>				
			<p>AS91700</p> <p>1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā toi puoro</p>				
			<p>AS91701</p> <p>1.4 Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga i roto i ngā toi puoro</p>				
			<p>AS91702</p> <p>1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā toi puoro</p>				
			<p>AS91703</p> <p>1.6 Te tautohu i ngā āhuatanga matua o tētahi toi taketake i roto i ngā toi puoro</p>				
			<p>AS91704</p> <p>1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake i roto i ngā toi puoro.</p>				
			<p>AS91705</p> <p>1.8 Te whakamahi i te reo toi o ngā toi puoro.</p>				
New Zealand Curriculum	<p>Technology:</p> <p>1.1 Undertake a brief development to address a need or opportunity.</p> <p>1.2 Use planning tools to guide the technological development of an outcome to address a brief.</p> <p>1.3 Use design ideas to produce a conceptual design for an</p>	<p>Home Economics:</p> <p>1.1 Demonstrate knowledge of an individual's nutritional needs.</p> <p>1.2 Demonstrate understanding of societal influences on an individual's food choices and well-being.</p> <p>1.3 Demonstrate understanding of how cultural practices influence</p>	<p>Dance:</p> <p>1.2 Perform dance sequences.</p> <p>1.3 Demonstrate ensemble skills in a dance.</p> <p>1.4 Demonstrate understanding of the elements of dance.</p> <p>1.5 Demonstrate understanding of a dance performance.</p>	<p>Mathematics and Statistics:</p> <p>1.1 Apply numeric reasoning in solving problems.</p> <p>1.2 Apply algebraic procedures in solving problems.</p> <p>1.3 Investigate relationships between tables, equations and graphs.</p> <p>1.4 Apply linear algebra in solving</p>	<p>Science:</p> <p>1.1 Demonstrate an understanding of mechanics.</p> <p>1.2 Investigate implications of electricity and magnetism for everyday life.</p> <p>1.3 Investigate implications of wave behaviour for everyday life.</p> <p>1.4 Investigate implications of heat</p>	N/A	<p>Social Studies:</p> <p>1.1 Describe how cultures change.</p> <p>1.2 Conduct a social inquiry.</p> <p>1.3 Describe the consequences of cultural change(s).</p> <p>1.4 Report on personal involvement in a social justice and human rights action.</p>

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<p>outcome to address a brief.</p> <p>1.4 Demonstrate understanding of the ways a technological outcome, people, and social and physical environments interact.</p> <p>1.5 Demonstrate understanding of how technological modelling supports decision-making</p> <p>1.6 Demonstrate understanding of how materials enable technological products to function</p> <p>1.7 Demonstrate understanding of the role of subsystems in technological systems</p> <p>1.10 Demonstrate understanding of design elements</p> <p>1.30 Produce freehand sketches to communicate own design ideas.</p> <p>1.31 Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas</p> <p>1.32 Produce instrumental paraline drawings to communicate design ideas</p> <p>1.40 Demonstrate understanding of basic concepts of information management</p> <p>1.44 Demonstrate understanding of basic concepts from computer science</p>	<p>eating patterns in New Zealand.</p> <p>1.5 Demonstrate understanding of how an individual, the family and society enhance each other's well being.</p> <p>1.6 Demonstrate understanding of how packaging information influences an individual's food choices and well-being.</p> <p>Health:</p> <p>1.1 Take action to enhance an aspect of personal well-being.</p> <p>1.2 Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations.</p> <p>1.3 Demonstrate understanding of ways in which well-being can change and strategies to support well-being.</p> <p>1.4 Demonstrate understanding of interpersonal skills used to enhance relationships.</p> <p>1.5 Demonstrate an understanding of strategies for promoting positive sexuality.</p> <p>1.6 Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.</p> <p>Physical Education: (NB)</p> <p>1.1 Participate actively in a variety of physical activities and explain factors that influence own participation.</p> <p>1.2 Demonstrate understanding of the function of the body as it relates to the performance of physical activity.</p> <p>1.3 Demonstrate quality movement in the performance of a physical activity.</p> <p>1.4 Demonstrate understanding of societal influences on physical activity and the implications for self and others.</p> <p>1.7 Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities.</p> <p>1.8 Take purposeful action to assist others to participate in physical activity.</p>	<p>1.6 Demonstrate knowledge of a dance genre or style.</p> <p>Music:</p> <p>1.1 Perform two pieces of music as a featured soloist.</p> <p>1.2 Demonstrate ensemble skills through performing a piece of music as a member of a group.</p> <p>1.3 Compose two original pieces of music.</p> <p>1.6 Demonstrate knowledge of two music works from contrasting contexts.</p> <p>1.4 Demonstrate aural and theoretical skills through transcription.</p> <p>1.5 Demonstrate knowledge of conventions used in music scores.</p> <p>Drama:</p> <p>1.1 Apply drama techniques in a dramatic context.</p> <p>1.5 Demonstrate understanding of a significant play.</p> <p>1.6 Perform and acting role in a scripted production.</p> <p>1.3 Demonstrate understanding of features of a drama/theatre form.</p> <p>1.7 Demonstrate understanding of the use of drama aspects within live performance.</p> <p>Visual Arts:</p> <p>1.1 Demonstrate understanding of art works from a Māori and other cultural context using art terminology.</p> <p>1.2 Use drawing methods and skills for recording information using wet and dry media.</p> <p>1.4 Produce a body of work informed by established practice, which develops ideas, using a range of media understanding of the elements of dance.</p> <p>1.5 Produce a finished work that demonstrates appropriate cultural conventions.</p>	<p>problems.</p> <p>1.5 Apply measurement in solving problems.</p> <p>1.6 Apply geometric reasoning in solving problems.</p> <p>1.7 Apply right-angled triangles in solving measurement problems.</p> <p>1.8 Apply knowledge of geometric representations in solving problems.</p> <p>1.9 Apply transformation geometry in solving problems.</p> <p>1.10 Investigate a multivariate data set using the statistical enquiry cycle.</p> <p>1.11 Investigate bivariate numerical data using the statistical enquiry cycle.</p> <p>1.12 Demonstrate understanding of chance and data.</p> <p>1.13 Investigate a situation involving elements of chance.</p>	<p>for everyday life.</p> <p>1.5 Demonstrate an understanding of aspects of acids and bases.</p> <p>1.6 Investigate implications of the use of carbon compounds for fuel.</p> <p>1.7 Investigate implications of the properties of metals for their use in society.</p> <p>1.8 Investigate selected chemical reactions.</p> <p>1.9 Demonstrate understanding of biological ideas relating to genetic variation.</p> <p>1.10 Investigate life processes and environmental factors that affect them.</p> <p>1.11 Investigate biological ideas relating to interactions between humans and micro-organisms.</p> <p>1.12 Investigate the biological impact of an event on a New Zealand ecosystem.</p> <p>1.13 Demonstrate understanding of the formation of surface features of New Zealand.</p> <p>1.14 Demonstrate understanding of carbon cycling.</p> <p>1.15 Demonstrate understanding of the effects of astronomical cycles on Planet Earth.</p> <p>1.16 Investigate an astronomical or Earth science event.</p> <p>Chemistry:</p> <p>1.1 Carry out a practical chemistry investigation, with direction.</p> <p>1.2 Demonstrate understanding of the chemistry in a technological application.</p> <p>1.3 Demonstrate understanding of aspects of carbon chemistry.</p> <p>1.4 Demonstrate understanding of aspects of selected elements.</p> <p>1.5 Demonstrate understanding of aspects of chemical reactions.</p> <p>Physics:</p> <p>1.1 Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.</p> <p>1.2 Demonstrate understanding of</p>	<p>1.5 Describe a social justice and human rights action.</p> <p>Geography:</p> <p>1.1 Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s).</p> <p>1.2 Demonstrate geographic understanding of population concepts.</p> <p>1.3 Demonstrate geographic understanding of the sustainable use of an environment.</p> <p>1.4 Apply concepts and basic geographic skills to demonstrate understanding of a given environment.</p> <p>1.5 Conduct geographic research, with direction.</p> <p>History:</p> <p>1.1 Carry out an investigation of an historical event, or place, of significance to New Zealanders.</p> <p>1.2 Demonstrate understanding of an historical event, or place, of significance to New Zealanders.</p> <p>1.3 Interpret sources of an historical event of significance to New Zealanders.</p> <p>1.4 Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders.</p> <p>1.5 Describe the causes and consequences of an historical event.</p> <p>1.6 Describe how a significant historical event affected New Zealand society.</p> <p>Economics:</p> <p>1.1 Demonstrate understanding of consumer choices, using scarcity and/or demand.</p> <p>1.2 Demonstrate understanding that a producer makes about production.</p> <p>1.3 Demonstrate understanding of producer choices using supply.</p> <p>1.4 Demonstrate understanding of how consumer, producer and/or</p>	

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		<p>Art History:</p> <p>1.1 Demonstrate understanding of formal elements of art works, using art terminology.</p> <p>1.3 Demonstrate understanding of links between context(s) and art works.</p> <p>1.4 Demonstrate knowledge of media and methods used to produce art works.</p>		<p>the physics of an application.</p> <p>1.3 Demonstrate understanding of aspects of electricity and magnetism.</p> <p>1.4 Demonstrate understanding of aspects of wave behaviour.</p> <p>1.5 Demonstrate understanding of aspects of heat.</p> <p>Biology:</p> <p>1.1 Carry out a practical investigation in a biological context with direction.</p> <p>1.2 Report on a biological issue.</p> <p>1.3 Demonstrate understanding of biological ideas relating to micro-organisms.</p> <p>1.4 Demonstrate understanding of biological ideas relating to the life cycle of flowering plants.</p> <p>1.5 Demonstrate understanding of biological ideas relating to a mammal(s) as a consumer(s).</p>		<p>government choices affect society, using market equilibrium.</p> <p>1.5 Demonstrate understanding of government choice where affected groups have different viewpoints.</p> <p>1.6 Demonstrate understanding of the interdependence of sectors of the New Zealand economy.</p>