

# He Māherehere Paerewa Paetae – Taumata Tahī

Key	
	Externally Assessed
NB	The subject area does not have externally assessed material

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

# He Māherehere Paerewa Paetae – Taumata Tahī

Key	
	Externally Assessed
NB	The subject area does not have externally assessed material

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

# He Māherehere Paerewa Paetae – Taumata Tahī

Key	
	Externally Assessed
NB	The subject area does not have externally assessed material

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-lwi</a>
			<p><b>AS91699</b></p> <p>1.2 Te tūhura i ngā huānga toi o ngā toi puoro</p>				
			<p><b>AS91700</b></p> <p>1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā toi puoro</p>				
			<p><b>AS91701</b></p> <p>1.4 Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga i roto i ngā toi puoro</p>				
			<p><b>AS91702</b></p> <p>1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā toi puoro</p>				
			<p><b>AS91703</b></p> <p>1.6 Te tautohu i ngā āhuatanga matua o tētahi toi taketake i roto i ngā toi puoro</p>				
			<p><b>AS91704</b></p> <p>1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake i roto i ngā toi puoro.</p>				
			<p><b>AS91705</b></p> <p>1.8 Te whakamahi i te reo toi o ngā toi puoro.</p>				
<a href="#">New Zealand Curriculum</a>	<p><b>Technology:</b></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><b>Home Economics:</b></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><b>Dance:</b></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><b>Mathematics and Statistics:</b></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><b>Science:</b></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><b>Social Studies:</b></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>

# He Māherehere Paerewa Paetae – Taumata Tahī

Key	
NB	Externally Assessed
	The subject area does not have externally assessed material

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

# He Māherehere Paerewa Paetae – Taumata Tahī

Key	
NB	Externally Assessed
	The subject area does not have externally assessed material

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-lwi</a>
		<p><b>Art History:</b></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><b>Biology:</b></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>