

He Mahere 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-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. Whiwhinga 4	AS91684 1.1 Te whakamārama i te whakatau kōwhiringa hei oranga mō te tangata. Whiwhinga 4	AS91690 Ngā Mahi a Te Rēhia 1.1 Te tūhura i ngā pūkenga toi taketake o ngā mahi a te rēhia. Whiwhinga 4	AS91026 1.1 Te whakamahi whakaaro tau whaitake hei whakaoti rapanga. Whiwhinga 4	AS91719 1.1 Te whakatairite i ngā āhuatanga o tētahi kaupapa pūtaiao mai i te tirohanga o mātauranga Māori me mātauranga Pākehā. Whiwhinga 3	AS91657 1.1 Te whakapuaki whakaaro hei kōrero whakamōhio. Whiwhinga 3	AS91726 1.1 Te whakaatu māramatanga ki tā te Māori pāhekoheko ki te ao tūroa. Whiwhinga 4
	AS91715 1.2 Te whakamahere i te putanga o tētahi hua hangarau mai i te mātauranga Māori hei whakaea i tētahi tauāki. Whiwhinga 4	AS91685 1.2 Te whakaatu i ngā tikanga tuku iho o te kai taketake. Whiwhinga 4	AS91691 1.2 Te tūhura i ngā huānga toi o ngā mahi a te rēhia. Whiwhinga 4	AS91027 1.2 Te whakamahi tikanga taurangi hei whakaoti rapanga. Whiwhinga 4	AS91720 1.2 Te whakaatu māramatanga ki ētahi āhuatanga o te rauropi. Whiwhinga 4	AS91658 1.2 Te whakapuaki whakaaro hei kōrero auaha. Whiwhinga 3	AS91727 1.2 Te whakapuaki whakaaro mō tētahi wāhi tapu ki te Māori. Whiwhinga 4
	AS91716 1.3 Te whakaputa i tētahi ariā hoahoa mai i te mātauranga Māori hei whakaea i tētahi tauāki. Whiwhinga 4	AS91686 1.3 Te whakamārama i te pānga mai o ngā take kai ki te oranga o te tangata. Whiwhinga 3	AS91692 1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā mahi a te rēhia. Whiwhinga 4	AS91028 1.3 Te tūhura i ngā hononga o te tūtohi, te whārite me te kauwhata. Whiwhinga 4	AS91721 1.3 Te tūhura i ētahi āhuatanga o tētahi pūnaha-hauropi i Aotearoa. Whiwhinga 3	AS91659 1.3 Te whakapuaki whakaaro hei tuhinga whakamōhio. Whiwhinga 4	AS91728 1.3 Te whakaatu māramatanga mō ngā tirohanga kē ki tētahi take o te wā. Whiwhinga 3
	AS91717 1.4 Te whakaputa i tētahi hua hangarau mai i te mātauranga Māori hei whakaea i tētahi tauāki. Whiwhinga 4	AS91687 1.4 Te whakaahua i te pānga o te whakamahi hangarau ki te hauora o te tangata. Whiwhinga 4	AS91693 1.4 Te whakaoti mahi toi e whakatakoto ana i tētahi māramatanga i roto i ngā mahi a te rēhia. Whiwhinga 6	AS91029 1.4 Te whakamahi tikanga taurangi rārangi hei whakaoti rapanga. Whiwhinga 3	AS91722 1.4 Te whakaatu māramatanga ki ētahi āhuatanga e pā ana ki a Papatūānuku. Whiwhinga 4	AS91660 1.4 Te whakapuaki whakaaro hei tuhinga auaha. Whiwhinga 3	AS91729 1.4 Te whakapuaki whakaaro mō ngā hanganga pāpori Māori o mua. Whiwhinga 4
	AS91718 1.5 Te whakamahi rawa, tukanga rānei mai i te mātauranga Māori hei hanga i tētahi hua hangarau mō te ao hurihuri nei. Whiwhinga 4	AS91688 1.5 Te whakaatu māramatanga ki te ao kori mā te whai wāhi atu. Whiwhinga 3	AS91694 1.5 Te whakamahi hangarau mathiko hei whakawhanake whakaaro toi i roto i ngā mahi a te rēhia. Whiwhinga 4	AS91030 1.5 Te whakamahi tikanga ine hei whakaoti rapanga. Whiwhinga 3	AS91723 1.5 Te whakaatu māramatanga ki ētahi āhuatanga e pā ana ki a Ranginui. Whiwhinga 4	AS91661 1.5 Te whakatau kaupapa hei kōrero. Whiwhinga 3	AS91730 1.5 Te whakaatu māramatanga ki ngā take tuakiri tangata. Whiwhinga 4
		AS91689 1.6 Te whakamārama i te pānga mai o tētahi kaupapa tiaki taiao o te wā ki te hauora o te tangata. Whiwhinga 4	AS91695 1.6 Te tautohu i ngā āhuatanga matua o tētahi toi taketake i roto i ngā mahi a te rēhia. Whiwhinga 4	AS91031 1.6 Te whakamahi whakaaro āhuahanga hei whakaoti rapanga. Whiwhinga 4		AS91662 1.6 Te whakatau kaupapa hei tuhinga. Whiwhinga 3	AS91731 1.6 Te whakapuaki whakaaro mō ngā tikanga, te kawa rānei, i tētahi ritenga Māori o mua. Whiwhinga 4
			AS91696 1.7 Te whakaatu māramatanga ki te whakapapa o tētahi toi taketake i roto i ngā mahi a te rēhia. Whiwhinga 4	AS91032 1.7 Te whakamahi tikanga tapatoru hāngai hei whakaoti rapanga ine. Whiwhinga 3		AS91663 1.7 Te tātari i te reo kōrero. Whiwhinga 3	AS91732 1.7 Te whakaatu māramatanga ki tā te Māori tikanga mō te pupuri me te tuku mātauranga. Whiwhinga 5
			AS91697 1.8 Te whakamahi i te reo toi o ngā mahi a te rēhia. Whiwhinga 4	AS91033 1.8 Te whakamahi whakaahuhanga āhuahanga hei whakaoti rapanga. Whiwhinga 3		AS91664 1.8 Te tātari i te reo tuhituhi hou. Whiwhinga 3	

He Mahere 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-lwi
		<p>AS91706</p> <p>Toi Ataata</p> <p>1.1 Te tūhura i ngā pūkenga toi taketake o ngā toi ataata.</p> <p>Whiwhinga 4</p>	<p>AS91034</p> <p>1.9 Te whakamahi āhuahanga panoni hei whakaoti rapanga.</p> <p>Whiwhinga 2</p>		<p>AS91665</p> <p>1.9 Te tātari i te reo tuhituhi tawhito.</p> <p>Whiwhinga 4</p>	
		<p>AS91707</p> <p>1.2 Te tūhura i ngā huānga toi o ngā toi ataata.</p> <p>Whiwhinga 4</p>	<p>AS91035</p> <p>1.10 Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura i tētahi huinga raraunga matatini.</p> <p>Whiwhinga 4</p>		<p>AS91666</p> <p>1.10 Te whakamahi rautaki rangahau.</p> <p>Whiwhinga 3</p>	
		<p>AS91708</p> <p>1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā toi ataata.</p> <p>Whiwhinga 4</p>	<p>AS91036</p> <p>1.11 Te whakamahi i ngā tikanga tūhuratanga tauanga hei tūhura raraunga tau matarua.</p> <p>Whiwhinga 3</p>		<p>AS91667</p> <p>1.11 Te whakaatu i ngā putanga rangahau.</p> <p>Whiwhinga 4</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>Whiwhinga 6</p>	<p>AS91037</p> <p>1.12 Te whakaatu māramatanga ki te tūponotanga me te raraunga.</p> <p>Whiwhinga 4</p>		<p>AS91668</p> <p>1.12 Te urupare atu ki ngā tuhinga reo Māori.</p> <p>Whiwhinga 4</p>	
		<p>AS91710</p> <p>1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā toi ataata.</p> <p>Whiwhinga 4</p>	<p>AS91038</p> <p>1.13 Te tūhura pūahua tūponotanga.</p> <p>Whiwhinga 3</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>Whiwhinga 4</p>	<p>AS91655</p> <p>1.14 Te whakaoti rangahau pāngarau.</p> <p>Whiwhinga 3</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>Whiwhinga 4</p>	<p>AS91656</p> <p>1.15 Te whakaatu mōhiotanga ki te reo matatini o te pāngarau.</p> <p>Whiwhinga 3</p>			
		<p>AS91713</p> <p>1.8 Te whakamahi i te reo toi o ngā toi ataata.</p> <p>Whiwhinga 4</p>				
		<p>AS91698</p> <p>Toi Puoro</p> <p>1.1 Te tūhura i ngā pūkenga toi taketake o ngā toi puoro.</p> <p>Whiwhinga 4</p>				

He Mahere 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-lwi
			<p>AS91699</p> <p>1.2 Te tūhura i ngā huānga toi o ngā toi puoro.</p> <p>Whiwhinga 4</p>				
			<p>AS91700</p> <p>1.3 Te whakaatu māramatanga ki ngā tukanga toi taketake o ngā toi puoro.</p> <p>Whiwhinga 4</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>Whiwhinga 6</p>				
			<p>AS91702</p> <p>1.5 Te whakamahi hangarau matihiko hei whakawhanake whakaaro toi i roto i ngā toi puoro.</p> <p>Whiwhinga 4</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>Whiwhinga 4</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>Whiwhinga 4</p>				
			<p>AS91705</p> <p>1.8 Te whakamahi i te reo toi o ngā toi puoro.</p> <p>Whiwhinga 4</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 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</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 eating patterns in New Zealand.</p> <p>1.4 Demonstrate knowledge of practices and strategies to address food handling issues.</p> <p>1.5 Demonstrate understanding of how an individual, the family</p>	<p>Dance:</p> <p>1.1 Compose dance sequences for given briefs.</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>1.6 Demonstrate knowledge of a dance genre or style.</p> <p>Music:</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 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</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 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>	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> <p>1.5 Describe a social justice and human rights action.</p> <p>Geography:</p> <p>1.1 Demonstrate geographic understanding of environments</p>

He Mahere Paerewa Paetae – Taumata Tahī

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

Ngā Marautanga							
	<u>Hangarau</u>	<u>Hauora</u>	<u>Ngā Toi</u>	<u>Pāngarau</u>	<u>Pūtaiao</u>	<u>Te Reo Rangatira</u>	<u>Tikanga-ā-lwi</u>
	<p>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>Business Studies:</p> <p>1.4 Apply the marketing mix to a new or existing product.</p> <p>Construction and Mechanical Technologies:</p> <p>1.20 Implement basic procedures using resistant materials to make a specified product.</p> <p>1.21 Implement basic procedures using textile materials to make a specified product.</p> <p>1.22 Demonstrate understanding of basic concepts used to make products from resistant materials.</p> <p>1.23 Demonstrate understanding of basic concepts used to make products from textile materials.</p> <p>1.24 Demonstrate understanding of basic concepts related to structures.</p> <p>1.25 Demonstrate understanding of basic concepts related to machines.</p> <p>1.26 Make basic adaptations to a pattern to enable a design to fit a person or item.</p>	<p>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>1.5 Demonstrate interpersonal skills in a group and explain how these skills impact on others.</p> <p>1.6 Demonstrate strategies to improve the performance of a physical activity and describe the outcomes.</p> <p>1.7 Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities.</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>1.2 Devise and perform a drama.</p> <p>1.3 Demonstrate understanding of features of a drama/theatre form.</p> <p>1.5 Demonstrate understanding of a significant play.</p> <p>1.6 Perform and acting role in a scripted production.</p> <p>1.7 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>1.3 Use drawing conventions to develop work in more than one field of practice.</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>Art History:</p>	<p>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>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 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</p>		<p>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 government choices affect society, using market equilibrium.</p> <p>1.5 Demonstrate understanding of government choice where affected groups have different</p>

He Mahere 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-lwi	
<p>Design and Visual Communication:</p> <p>1.30 Produce freehand sketches that communicate 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>1.33 Use rendering techniques to communicate the form of design ideas.</p> <p>1.34 Use the work of an influential designer to inform design ideas.</p> <p>1.35 Undertake development of design ideas through graphics practice.</p> <p>1.36 Promote an organised body of design work to an audience using visual communication techniques.</p> <p>Digital Technologies:</p> <p>1.40 Demonstrate understanding of basic concepts of information management.</p> <p>1.41 Implement basic procedures to produce a specified digital information outcome.</p> <p>1.42 Demonstrate understanding of basic concepts of digital media.</p> <p>1.43 Implement basic procedures to produce a specified digital media outcome.</p> <p>1.44 Demonstrate understanding of basic concepts from computer science.</p> <p>1.45 Construct a plan for a basic computer program for a specified task.</p> <p>1.46 Construct a basic computer program for a specified task.</p> <p>1.47 Demonstrate understanding of basic concepts used in the design and construction of electronic environments.</p> <p>1.48 Implement basic interfacing procedures in a specified electronic environment.</p> <p>1.49 Implement basic techniques in constructing a specified</p>	<p>1.8 Take purposeful action to assist others to participate in physical activity.</p> <p>1.9 Demonstrate self management strategies and describe the effects on participation in physical activity.</p>	<p>1.1 Demonstrate understanding of formal elements of art works, using art terminology.</p> <p>1.2 Demonstrate understanding of the subject matter of art works.</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>Media Studies:</p> <p>1.1 Demonstrate understanding of how individuals interact with the media.</p>		<p style="text-align: center;">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>viewpoints.</p> <p>1.6 Demonstrate understanding of the interdependence of sectors of the New Zealand economy.</p> <p>Business Studies:</p> <p>1.2 Demonstrate an understanding of external factors influencing a small business.</p> <p>Media Studies:</p> <p>1.2 Demonstrate understanding of selected elements of media text(s).</p> <p>1.3 Demonstrate understanding of the media coverage of a current issue or event.</p> <p>1.4 Demonstrate understanding of characteristics of a media genre.</p> <p>1.5 Produce a design and plan for a media product using a specified range of conventions.</p> <p>1.6 Complete a media product from a design and plan using a specified range of conventions.</p> <p>1.7 Demonstrate understanding of rules that govern the media in New Zealand.</p> <p>1.8 Write media texts for a specific target audience.</p> <p>Religious Studies:</p> <p>1.1 Describe the purpose of a sacred text within a religious tradition.</p> <p>1.2 Describe a significant development within a religious tradition.</p> <p>1.3 Describe the application of the key ethical principle(s) of a religious tradition to an issue.</p> <p>1.4 Describe key beliefs of a religious tradition.</p>	

He Mahere Paerewa Paetae – Taumata Tahī

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

Ngā Marautanga							
	Hangarau	Hauora	Ngā Toi	Pāngarau	Pūtaiao	Te Reo Rangatira	Tikanga-ā-lwi
	<p>electronic and embedded system.</p> <p>1.50 Demonstrate understanding of the common components of basic digital infrastructures.</p> <p>1.51 Implement basic procedures for servicing a personal computer system.</p> <p>Generic Technology:</p> <p>1.4 Undertake development to make a prototype to address a brief.</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>1.8 Demonstrate understanding of how different disciplines influence a technological development.</p> <p>1.10 Demonstrate understanding of design elements.</p> <p>1.11 Demonstrate understanding of basic human factors in design.</p> <p>1.12 Demonstrate understanding of basic concepts used in manufacturing.</p> <p>1.13 Implement a multi-unit manufacturing process.</p> <p>Processing Technologies:</p> <p>1.60 Implement basic procedures to process a specified product.</p> <p>1.61 Demonstrate understanding of basic concepts used in processing.</p> <p>1.62 Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage.</p>						