

**ROTOTUNA SENIOR
HIGH SCHOOL**

56 Kimbra Drive, Hamilton, 3281 communication@rhs.school.nz

2024 YEAR 13 COURSE BOOKLET



COURSE OPTIONS

2024

YEAR 13 STUDENTS WILL PARTICIPATE IN:

FULL YEAR



OR FULL YEAR



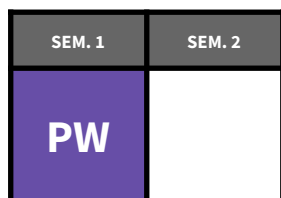
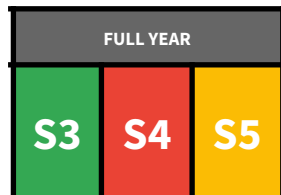
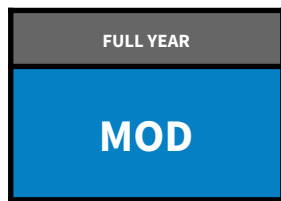
TIMETABLE OVERVIEW

2024

MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
WH Whānau		WH Whānau		(Schools Starts at 10:00 am)		WH Whānau		WH Whānau	
SPECIALIST		SPECIALIST				SPECIALIST		SPECIALIST	
S3 Specialist 3		S3 Specialist 3		PW Puna Wānanga - 60 mins		S4 Specialist 4		S4 Specialist 4	
INTERVAL									
WĀNANGA AKO		WĀNANGA AKO				SPECIALIST		WĀNANGA AKO	
L3M L3 Module	S1 Specialist 1	L3M L3 Module	S2 Specialist 2	PW Puna Wānanga		S5 Specialist 5		L3M L3 Module	S2 Specialist 2
LUNCH									
SPECIALIST		SPECIALIST				WĀNANGA AKO		SPECIALIST	
S5 Specialist 5		S4 Specialist 4		PW Puna Wānanga		L3M L3 Module	S1 Specialist 1	S3 Specialist 3	

SELECTION INSTRUCTIONS

IF YOU WANT TO PARTICIPATE IN THE MODULE



The following selection instructions are for Year 13 students that would like to participate in the Level 3 Module.

Module Selection:

- You will select to participate in the Module.

Specialist Selection:

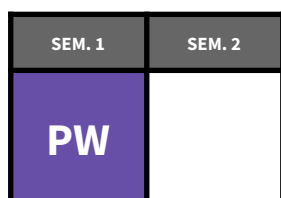
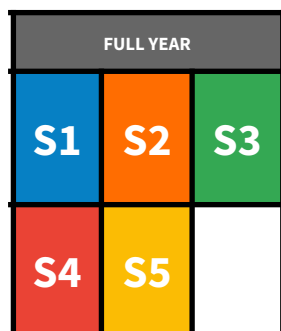
- 3 preferred options and a back up for each.**
- You will receive your first 3 of options based on availability. These options will be for the full year.

NOTE: You may be placed in your back-up options due to a number of different possibilities. Please select these carefully.

Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

IF YOU WANT TO PARTICIPATE IN SPECIALIST CLASSES ONLY



The following selection instructions are for Year 13 students that do not want to participate in the Level 3 Module.

Specialist Selection:

- 5 preferred options and a back up for each.**
- You will receive your first 5 of options based on availability. These options will be for the full year.

NOTE: You may be placed in your back-up options due to a number of different possibilities. Please select these carefully.

Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

THINGS TO CONSIDER:

ACHIEVEMENT EXPECTATIONS:

- Students are working towards completing their **Level 3 Certificate**
 - 60 credits from 2024.
- MUST HAVE** met **NCEA Literacy and Numeracy Co-requisites**.
- Plan to achieve **quality** (Merit or Excellence) to showcase critical, creative and caring thinking.
 - 50 credits for Merit and Excellence endorsements

CURRICULUM EXPECTATIONS:

- Students must prioritise obtaining the Literacy and Numeracy co-requisites. This means that if they have not yet met them, students need to complete this in Year 13.
- Any assessments used for Literacy or Numeracy do not count toward the credit count for your qualification.

UNIVERSITY ENTRANCE:

- To obtain University Entrance, students need to have at least 3 x UE approved subjects (it is recommended that students have a back up UE subject).
- Each UE subject needs at least 14 credits.

UNIVERSITY READING & WRITING:

- UE Entrance Literacy requires you to achieve at least 5 Reading and 5 Writing credits at Level 2 or higher. This requirement is only for University Entrance.
- Students must complete this requirement this year. Please note the courses that these credits are available in.

ADDITIONAL ASPECTS:



- Discuss and plan for a balance of Internal and External assessment opportunities.
- Discuss what is/is not required to achieve NCEA Level 3 and entry for future Pathways.

NEGOTIATED LEARNING EXPERIENCE:

- Kaiārahi should negotiate NCEA accessibility with the appropriate Kaiako. If a student requires more or less credits, this is managed by the Kaiārahi.

MODULES

L3M

	CODE	DESCRIPTION	LA	NCEA SUBJECT & STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT
	FUSION	Immerse yourself in a dynamic fusion of Social/Legal studies and English, where literature, film, and current events connect with real-world impact. Explore social movements for change and reflect deeply on how humanity might unify so we can collectively fight injustice.	ENGLISH	ENGLISH AS91476 (I) AS91477 (I) AS91479 (I) AS91478 (I)	29-33	20	-	✓
			SOCIAL SCIENCES	SOCIAL STUDIES AS91597 (I) AS91599 (I) AS91600 (I) US27849 (Optional)				✓
	L3HTE	Experiment with various materials, machines and techniques to help guide the design and the development of a product. Develop your own projects, inspired by your own interests, hobbies and the people around you. * Note this course runs over 2 specialist lines and is 4 blocks a week.	TECHNOLOGY	HARD MATERIALS AS91622 (I) AS91623 (I) AS91611 (I) AS91609 (I)	18	-	-	✓


TE REO MĀORI

TRM

	CODE	DESCRIPTION	LITERACY	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3TRM	Students will learn to produce crafted texts in te reo Māori from different contexts and using different text types. Students are expected to demonstrate deeper thinking through inquiry, research, evaluation, and creativity.	Y 18	TE REO MĀORI	AS91654 (I) AS91651 (I) AS91652 (E)* *optional	18	6*	6	✓	SP3



JAPANESE

JPN

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3JPN	Level 3 Japanese follows on from Level 2 and can be a University Entrance subject. Students will learn how to develop an argument in Japanese and to justify decisions and opinions. Contexts could include Environmental Studies, Social Issues and Media. Students who intend to use Japanese as a University Entrance subject will need to pass both external exams.	JAPANESE	AS91554 (I) 3 AS91557 (I) 5 AS91553 (E) 5 AS91556 (E) 5	18	-	-	✓	SP5







ENGLISH

ENG

	CODE	DESCRIPTION	LITERACY	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3ENG	Dive into a world where imagination and creation are explored. Your brains will be fizzing as we dig into a range of ideas linked to what it means to be a human. * in the 3 block class only.	Y	ENGLISH	AS91475 (I) AS91479 (I) AS91473 *(E)	10-14	4	6-10	✓	SP1
			14							SP3
										SP4
										SP5
	L3MED	Embark on a dynamic exploration of media creation and analysis. Uncover the art of crafting media texts, dissect representation, and master the craft of impactful media writing. * in the 3 block class only.		MEDIA STUDIES	AS91494 (I) AS91495 (I) AS91492 (I) AS91497*(I)	13-16	-	3*	✓	SP4
										SP5




SOCIAL SCIENCES

SSC

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3GEO	This course will delve into the key geographic issues from around our world. From the blood diamonds in Africa to the human trafficking that affects people across all the seven continents. In addition, we will get out and explore the natural wonders of the New Zealand landscape.	GEOGRAPHY	AS91428 (I) AS91430 (I) AS91431 (I) AS91432 (I)	16	9	-	✓	SP4
	L3PSY	This course will explore Psychology through three different experiences; evaluate the field you're interested in, investigate the causes and treatments of Schizophrenia and conduct your own psychological experiment	PSYCHOLOGY	AS91872 (I) AS91874 (I) AS91875 (I) AS91876 (E) (OPTIONAL)	16-19	16	3	✓	SP1 SP3 SP5
	L3HIS	This course will explore the concepts of exploration, civilisation and colonisation across various eras of history. We will explore how the takeover of a foreign power impacts the indigenous people living in that land, changes their culture and their way of life as a whole.	HISTORY	AS91434 (I) AS91435 (I) AS91437 (I) AS91438 (E)	15-21	15	6	✓	SP2 SP5
	L3CLS	This course will examine the life and ideologies of Alexander the Great. We will explore the lasting influence of the Classical Greek and Roman worlds in use today & we will explore the different artefacts they have left behind for us to study.	CLASSICAL STUDIES	AS91395 (E) AS91396 (E) AS91397 (I) AS91398 (I)	18-22	12	10	✓	SP3
	L3ECO	This course will explore consumer and market behaviour to help understand decisions that we, and the government, make every day. We will explore how the economy affects us.	ECONOMICS	AS91399 (E) AS91400 (E) AS91401 (I) AS91402 (I)	18	10	8	✓	SP3
	L3BUS	This course will enable students to create and run their own business. Through experiencing the ups and downs of running their own company, we are able to gain the necessary skills moving into the pathway of business ownership and management.	BUSINESS STUDIES	AS91382 (I) AS91384 (I)	15	6	-	✓	SP2 SP4
LEVEL 3 SOCIAL AND LEGAL STUDIES IS ONLY AVAILABLE IN THE MODULE FUSION. This is a full Social and Legal Studies course integrated with English.									

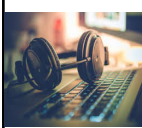


HEALTH & PHYSICAL EDUCATION

HPE

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3OED	You will find a mixture of challenges and experiences to develop your ability to handle yourselves in the outdoors. You will learn to tackle challenges in tramping, mountaineering and bush survival skills.	OUTDOOR EDUCATION	US427 (E) AS91501 (I) AS91504 (I)	15	3	-		SP1 SP4
	L3PE	Explore Diversity, Shape Learning, Embrace Movement! Our PE program offers students a rich tapestry of experiences, self-directed learning, and a spectrum of physical activities. Unleash skills, embody joy, and journey through movement's realms. Discover, learn, and thrive in motion!	PHYSICAL EDUCATION	AS91498 (I) AS91499 (I) AS 91501 (I) AS91789 (I)	16	-	-	✓	SP2 SP5
	L3HEA	Students will think critically and make connections to the world through the exploration of health-related contexts. Learning will be through practical application of how to bring about sustainable health-enhancing change.	HEALTH	AS91461 (I) AS91462 (E) * AS91463 (I) AS91464 (I) * optional	14-19	14-19*	5*	✓	SP3 SP5

PERFORMING ARTS

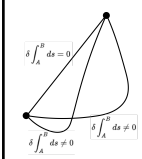

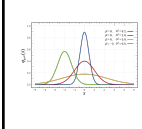
PART

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3MUS	Level 3 music builds upon Level 2, where performance assessments require you to showcase their skills before an audience. You can also focus on songwriting / composition. Exceptionally theory-savvy students may choose an external exam option.	MUSIC	AS91416 (I) AS91418 (I) AS91419 (I)	16	-	-	✓	SP5
	L3DAN	You will learn the elements of dance and how to use these to create an interesting and engaging choreography. You will also have the opportunity to learn a group dance and perform this in front of an audience. Alongside this you will engage in a theory based assessment that demonstrates their understanding of dance performance practices.	DANCE	AS91588 AS91591 AS91593	16	-	-	✓	SP5
	L3DRA	Highlighting the importance of working both individually and collaboratively as part of an ensemble, this course supports you to understand the relationship between theory and practical application through play and practical performance. As part of this learning, you will put on a full-length production.	DRAMA	AS91512 (I) AS91513 (I) AS91517 (I)	14	9	-	✓	SP4

NOTE: If a student is interested, but concerned about live performance in these courses, please come and speak to the Poutiaki of Performing Arts: Renate O'Sullivan


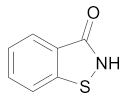

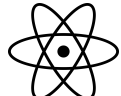
MATHEMATICS

MAT

	CODE	DESCRIPTION	NUMERACY	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3CAL	Extend your knowledge of calculus, learn about the mathematics of conic sections, complex numbers, differentiation and integration. This is often a required course for Mathematics or Science heavy degrees at Tertiary Level.	Y 20	CALCULUS	AS91573 (I) AS91577 (E) AS91578 (E) AS91579 (E)	20	-	-	✓	SP3 SP5
	L3MAT	In this general mathematics course you will complete bivariate and multivariate investigations aimed at unravelling stories in datasets. Have the opportunity to solve real world problems with multiple constraints using mathematical ideas and tools.	Y 14	MATHEMATICS	AS91574 (I) AS91587 (I) AS91581 (I) AS91582 (I)	14	-	-	✓	SP1 SP2
	L3STA	Take your Statistics and Probability skills to the next level. You will tackle big questions by analysing different data sets. You will dive deeper into Probability theories and distributions. These skills are sought after in University courses for Commerce, Engineering, and Psychology!	Y 16	STATISTICS	AS91581 (I) AS91582 (I) AS91585 (E) AS91586 (E)	16	-	-	✓	SP2 SP4

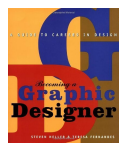




SCIENCE

SCI

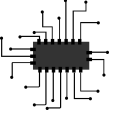





	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3BIO	Explore the origins of humanity and the journey from early hominids to modern man. Look at how plants and animals respond to their external environment and how they control their internal environment. Learning will be through a mixture of practical investigation and individual or group research.	BIOLOGY	AS91602 (I) AS91603 (E) AS91604 (I) AS91606 (E)	15	6	9	✓	SP3 SP5
	L3CHE	Take your understanding of chemistry concepts to the next level. Dive deep into reduction and oxidation processes, the elements of the periodic table and the chemistry of dynamic aqueous systems. Contexts may include batteries and the honey industry in Aotearoa New Zealand. * 2 Block Only ** 3 Block Only	CHEMISTRY	AS91390 (E) AS91392 (E) AS91393 (I) + AS91389 (I)* AS91388 (I) **	16	3* (91389 only)	3* (91389 only)	✓	SP3 SP4
	L3SCI	Explore concepts covering Biology, Chemistry, Earth and Space Science and Physics. Look at how to use your knowledge and understanding to develop informed positions on issues facing the world today.	SCIENCE	AS91411 (I) AS91601 (I) AS91389 (I) AS91522 (I)	14	4	3	✓	SP1
	L3PHX	Take your understanding of Physics to the next level. Explore the intertwining of translational, circular and oscillating motion and the weaving of electrical and magnetism systems. *optional	PHYSICS	AS91523 (E)* AS91524 (E) AS91526 (E) AS91527 (I)	16	-	-	✓	SP2 SP4

VISUAL ARTS

VART

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3DES	You will master digital tools, creating intricate branding and business promotional materials to convey innovative advertising concepts.	DESIGN ART	AS91455 (E) AS91445 (I) AS91450 (I)	14-22	-	-	✓	SP1&2* SP2
	L3PTG	You will cultivate artistic expressions by selecting themes meaningful to you. Through various paint mediums and techniques, you'll craft a series of works.	PAINTING	AS91456 (E) AS91446 (I) AS91451 (I)	14-22	-	-	✓	SP3
	L3PHT	You will apply photography skills, and techniques to express and extend specific ideas and concepts through self-chosen themes, fostering creativity and professional thinking.	PHOTOGRAPHY	AS91457 (E) AS91447 (I) AS91452 (I)	14-22	-	-	✓	SP1&2* SP1
	L3PRT	You will apply various printmaking skills by using specific techniques and methods. Traditional and modern digital printmaking processes will be applied.	PRINTMAKING	AS91458 (E) AS91448 (I) AS91453(I)	14-22	-	-	✓	SP3
	L3SCU	You will explore both traditional and modern materials, honing sculpting skills while expressing personal ideas through your chosen themes, creating a series of sculptures.	SCULPTURE	AS91459(E) AS91449(I) AS91454(I)	14-22	-	-	✓	SP4

*L3DES and L3PHT can be combined into one class line (the blue module line which is 4 blocks). If you choose to do one class over four blocks it becomes two of your options (similar to a module). You can still select one option to do in ALL four blocks OR both options (DES + PHT) and each option will be two blocks with less standards on offer.
If you have any questions about this please see Poutiaki of Visual Arts - Sudhir Duppati

	CODE	DESCRIPTION	NCEA SUBJECT	STANDARDS	TOTAL CREDITS	UE R	UE W	UE APPROVED SUBJECT	LINE
	L3DTE	Are you interested in the IT tech industry? Cybersecurity, gaming, software engineer, AI? Discover the important skills that will help you get there. You will go through foundational skills in programming and then choose your path of either electronics or digital media creation. There is an optional external assessment. Some programming experience is helpful, but not necessary.	DIGITAL TECHNOLOGY	AS91901(I) AS91906(I) & AS91904(I) or AS91903(I) & AS91908(E) or AS91909(E)	14+	-	3	✓	SP5
	L3DVC	Ever thought Industrial and Product design, Fashion or Architecture as a career path? DVC students select their own project suited to their pathway in either a PRODUCT, or SPATIAL design context. You will develop skills in drawing, critical thinking, digital and functional modelling, and problem solving in both aesthetic and functional aspects of design.	DESIGN & VISUAL COMMUNICATION	AS91627 (E) AS91628 (I) AS91329 (I) OR AS91630 (I)	16	-	-	✓	SP5
	L3TXT	Discover your own projects to focus on throughout the year. You will design and construct a textile based outcome and develop skills in visual communication and presentation of your ideas. This course will prepare you for creative pathways such as Fashion, Interior, and Industrial design.	TECHNOLOGY	AS91610 (I) AS91621 (I) AS91628 (I)	12+	-	-	✓	SP4
	L3HOS	This course has been designed to create a strong base for many career paths in the Hospitality sector. We will cover everything from barista training, preparation, cooking, plating and presentation of food for customers. Learning will be both practical and theory based.	HOSPITALITY	US17288 (I) US30916 (I) US13293 (I) US13325 (I)	16+	-	-		SP3
	L3FTE	You will develop a portfolio of design ideas through research and use these ideas to design and manufacture food products. Food testing, hygiene, safety, sensory evaluations and product design are concepts we cover in this course.	TECHNOLOGY	AS91643 (I) AS91609 (I) AS91611 (I)	16	-	-	✓	SP5
	L3HTE	Experiment with various materials, machines and techniques to help guide the design and the development of a product. Develop your own projects, inspired by your own interests, hobbies and the people around you. * Note this course runs over 2 specialist lines and is 4 blocks a week.	TECHNOLOGY	AS91622 (I) AS91623 (I) AS91611 (I) AS91609 (I)	18	-	-	✓	SP1&2*

PUNA WĀNANGA OPTIONS










These choices are for your Wednesday Puna Wānanga (Projects, Passions + Pathways).



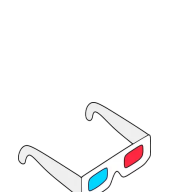
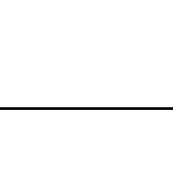

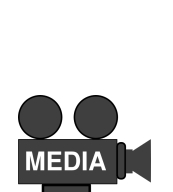


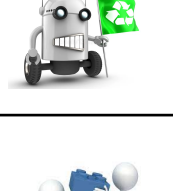
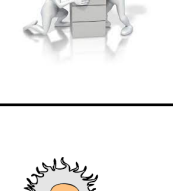

You will select three choices you are interested in and will be put in ONE for Semester One. You will then have the choice to continue your Puna Wānanga in Semester Two or select a change.












PW





PUNA WĀNANGA

	COURSE	HOW MIGHT WE....	POTENTIAL ACTIONS	POTENTIAL COMMUNITY PARTNERSHIPS	HASHTAG
	NATIVE	How might we alleviate some of the burden on our native environment in order to increase numbers of our native species?	<ul style="list-style-type: none"> - Invasive species pest control - Ocean Health - Regeneration of forests / vegetation 	<ul style="list-style-type: none"> - Waikato District Council - Hamilton City Council - University of Auckland - Sanctuary Mountain Maungatautari - University of Waikato - Forest and Bird - Department of conservation - Nature in the City 	<ul style="list-style-type: none"> #GreenRevive #NativeVibes #Environment
	GREEN	How might we create and sustain community gardens in order to provide accessible, nutritious, and affordable food options for residents?	<ul style="list-style-type: none"> - Community/school garden - Volunteering at Hamilton Garden - Building containers/boxes - Growing seedlings to sell - Learning gardening skill - Growing veggies, growing flowers 	<ul style="list-style-type: none"> - Hamilton gardens - Garden centres - Community gardens - Gardening groups - Family connections 	<ul style="list-style-type: none"> #Gardenlife #Green #Environment
	OUTDOOR	How can we make spending time outdoors more fun and fulfilling while also helping the environment and giving you cool ways to connect with nature?	<ul style="list-style-type: none"> - Volunteering at Hamilton City projects - Pukemokmoke Working "B's" - Pest control at native reserves - Take people for outdoor activities - Invasive species pest control 	<ul style="list-style-type: none"> - Hamilton City Doc - Te wānanga a Aotearoa - Critterkill - Police 	<ul style="list-style-type: none"> #Outdoors #Nature #Harmonious #Green #Sustainability
	ACTIVE	How might we promote physical activity in the outdoors in order to improve the wellbeing of members of the wider Rototuna community?	<ul style="list-style-type: none"> - Construct a playground feature such as a bouldering wall in the community - Take people for outdoor walks - Take groups camping - Outdoor team-building adventure courses 	<ul style="list-style-type: none"> - Extreme Edge - Castle Rock - RJHS - City Council 	<ul style="list-style-type: none"> #Fitness #Climb #Health #Active
	STORY	How might we create supportive writing communities to create safe havens for students and writers to create a real sense of belonging?	<ul style="list-style-type: none"> - Working with other schools to run writing competitions for local schools - Writing their own books or collection of short stories - Creating a website to teach others how to write - Create an online community 	<ul style="list-style-type: none"> - Other schools and local authors - Camp Nanowrimo 	<ul style="list-style-type: none"> #Writing #WriteTogether #ShareYourStories
	UNITE	How can we boost school pride and create a super cool culture that brings us all together and makes us feel like one big family?	<ul style="list-style-type: none"> - Warriors who want to build on our school spirit - Whanau time events - Breaktime activities - Iwi pride - Club creation - School council support - Rototuna community pride as a whole 	<ul style="list-style-type: none"> - Hukanui Marae - Local iwi - BOT - Manukura - Student Councils across schools - Kaikokori - Whaanau 	<ul style="list-style-type: none"> #Collective #Identity #Belonging
	BIKES	How might we enhance and promote cycling infrastructure and initiatives within our community to encourage greater participation, safety, and accessibility for cyclists of all ages and abilities?	<ul style="list-style-type: none"> - Student lead advocacy group - Bike handling skills - Bike maintenance group - Road safety for bikes - Bikes in schools- track design - Shirt design - Bike kitchen - Bike donation 	<ul style="list-style-type: none"> - Transport Education Team - Hamilton City Council - Kaieke (what is the rider trying to achieve) - Electrify NZ, River Riders, Torpedo 7 - Evo Cycles, Bike Waikato - Cycling Action Network - Rototuna Rotary - Go Eco - Waka Kotahi - Ministry of Education 	<ul style="list-style-type: none"> #Bike #Transport #Safety #Fitness #Teach #Donate
	HEALTH	How can we effectively advocate for mental health among young people in Aotearoa ensuring they are encouraged and empowered to seek support?	<ul style="list-style-type: none"> - Fundraisers - Running wellbeing sessions to kindergarten/primary schools - Holiday program in schools - Building resources - Building website/resources for parents to enjoy with their young children at home 	<ul style="list-style-type: none"> - Iamhope, Youthline, Brave NZ - Action for Happiness - School counsellors - Nearby kindergarten/primary schools - Community education support centres that runs during the holidays - Local libraries/community centres that runs programs for young children 	<ul style="list-style-type: none"> #MentalHealth #Advocate #Fundraise #Wellbeing #BrightFuture #Happiness #Hauora #HappyKids
	SOLART	How might we transform the core of our school into a vibrant hub of culture and excitement for us to connect and feel like we all truly belong?	<ul style="list-style-type: none"> - Ongoing legacy project: Turn the RHS wharenuui into a contemporary art space using various materials like, wood, metal, leather, perspex, wool, spray paint ... - Working with Waikato artists - Create a space within RHS, acknowledging our unique diversity - Carving (whakairo), pattern design (kōwhaiwhai), weaving (raranga) - Explore tattoo(tā moko) 	<ul style="list-style-type: none"> - RHS wharenuui/RHS board - Waikato museum - The Red Shed - Visiting local marae - The Sleepout project - Exhibiting alongside other artists - Waikato established artists - Te Papa - BOON - Creative Waikato 	<ul style="list-style-type: none"> #Creativity #Community #Art #Connections #Contemporary #Legacy

	FASHION	How might we disrupt the world of fashion/design for young people in order to raise awareness of the way we consume fashion?	<ul style="list-style-type: none"> - Ongoing legacy project: Creating fashion and jewellery for our online shop to raise funds for charities we care about - Run fashion events to showcase our creations - Teach workshops to show how to re-fashion existing clothing items - Make upcycled jewellery - Wearable Arts 	<ul style="list-style-type: none"> - NZ Fashion Week - Jewellery designers that work with upcycled materials - Clothing designers that work with upcycled materials - Toi Wearable Arts competition (Show Quest) 	<ul style="list-style-type: none"> #Fashion #Design #Creative #Environment #Recycle #ChooseSlowFashion #WearableArt
	TEXTILE	How might we make more people in our community aware of the problem of waste and get them excited about using leftover materials from factories to make cool and eco-friendly textile products?	<ul style="list-style-type: none"> - Develop sustainable practices eg. mass manufacturing products from source materials - Create products eg. jewellery & accessories from old materials - Opportunity to sell products and raise funds for charities that need support 	<ul style="list-style-type: none"> - Truck company cover/surgery kits from hospital SCG Media - Printing company for raw materials, to make bags etc. 	<ul style="list-style-type: none"> #UpcycleDesign #TextileProducts #Sustainability #Recycle
	3DIGI	How can we effectively raise awareness of community issues to improve community well-being utilising 3D modes?	<ul style="list-style-type: none"> - Team project of creating a 3D animated film using industrial software - Stop motion, claymotion, motion graphics, character animation, 3D modelling - Promoting community events such as Matariki, Sporting Events, Market Days - Create a 3D animated YouTube series on community social issues eg. poverty, racism, bullying, environment - Promoting modern issues eg. road safety, mental health, climate change, nutrition 	<ul style="list-style-type: none"> - Digital design school - Weta Workshops - Local businesses - Primary schools - Retirement villages - Sports Clubs - Local council 	<ul style="list-style-type: none"> #Film #Animation #3D #Cartoon #SocialIssues #Digital
	VARTS	How might we use creativity to construct art that can enhance our urban cityscape to make them even more amazing?	<ul style="list-style-type: none"> - Painted pathways, council bike trails, skateparks, playgrounds - Murals, sculptures - Digital moving images - Exhibitions - Interactive art spaces - Art education to other youth/tamariki/mokos - Props for shows, mini art stations/letterboxes 	<ul style="list-style-type: none"> - BOON - The Sculpture Park - District and City Councils - Creative Waikato - Waikato artists 	<ul style="list-style-type: none"> #Creative #EmptySpace #Community #Art #CityScape
	MEDIA	How might we utilise and develop our media marketing skills to promote positive messages and experiences to and in our community?	<ul style="list-style-type: none"> - Promoting and running school social media platforms - Collaboration with School Councils - Film-making/videography - Marketing/media skills and techniques - Marketing campaigns, bigger campaigns to the wider community - Collab with other Puna groups - Podcasting, magazines, videos, social media posts, film-making - Website development & creation - Vocational pathway: Marketing, Communications, PR, Journalism 	<ul style="list-style-type: none"> - Hamilton Central Business Association - The Social Circle (Social Media Marketing) - New Zealand Film Festival (Hamilton in September) - Kane (Precision Podcasting) - Shift72 (Coding/Graphic design) - F45 and Fitstop Rototuna (How do they market wellness) - University of Waikato & Wintec - BCD Group - Red Bull marketing team (Hamilton based) 	<ul style="list-style-type: none"> #FilmMaking #Videography #Marketing #SocialMedia #Collaboration
	REMAKE	How might we dismantle and remake old technology in order to support the lives of young people?	<ul style="list-style-type: none"> - Recycling old technology to create me "zombie" tech for use in education - Making toys for kids who can't afford it - Recycling and rebranding new technology 	<ul style="list-style-type: none"> - Tela - Fonterra (example of large companies who probably have heaps of old laptops that they might throw away) - Local primary schools - RSHS 	<ul style="list-style-type: none"> #ZombieTech #Technology #Creation
	WASTE	How might we combine recycling and digital technologies to repurpose or reuse waste?	<ul style="list-style-type: none"> - Machines - Gadgets - Electronics - Robots 	<ul style="list-style-type: none"> - Tech companies - Environmental groups 	<ul style="list-style-type: none"> #Technology #Environment #Future
	CREATE	How might we as a group of creatives give back to our community through making, creating and sharing our skills?	<ul style="list-style-type: none"> - Creative workshops - Woodwork, art, pottery, craft, sewing - Producing sustainable products - Creating product to sell - Koha proceeds back to a creative space in the community 	<ul style="list-style-type: none"> - Rototuna Library - Creative Waikato - Primary schools 	<ul style="list-style-type: none"> #Crafting #Creatives #GiveBack
	INVENT	How might we invent and construct things that give our community cool chances to connect with each other, so they can grow a stronger social network and share their skills?	<ul style="list-style-type: none"> - Encouraging inventive ways for the community to come together and socialise face to face - Picnic tables - Chairs, benches - Garden games - Outdoor obstacle course/park 	<ul style="list-style-type: none"> - Hamilton City Council - Local schools - Pathways 	<ul style="list-style-type: none"> #Tinker #Connect #Create #Friendship #Invent #Design
	WISH	How might we create joyful and memorable celebration cakes for children in less fortunate circumstances, ensuring that every child can experience the delight of a special cake on their important day? @birthdaywish21	<ul style="list-style-type: none"> - Ongoing Legacy project - Give back to whānau/children who don't have the means to celebrate birthdays with their very own birthday cake - Create joyful memories for those in need - Grow your baking, packaging and marketing skills - Everyone deserves a cake on their special day! 	<ul style="list-style-type: none"> - Salvation Army - The Cake Detective - New World - Gilmours - BidFood 	<ul style="list-style-type: none"> #Baking #CelebrationCakes #Joyful #Memorable #BirthdayWish
	HAAKARI (a symbol of aroha)	How might we bring people together to ensure they are nourished through partaking in the practice of giving food to support the wellbeing of others?	<ul style="list-style-type: none"> - Engage with local communities - Provide kai to those in need - Upskill in your cooking expertise - Build positive relationships with those who need support 	<ul style="list-style-type: none"> - Kura Kai - Pukete neighbourhood community house - Women's refuge - Night shelter - Kaivolution 	<ul style="list-style-type: none"> #Kai #FoodForThought #Community

	MUSIC	How might we effectively share our musical talents and performances with the community in a way that fosters connection and appreciation?	<ul style="list-style-type: none"> - Smokefree Rock Quest - Battle of the Bands - Lunchtime music performances at cafes - White Noise Wednesday 	<ul style="list-style-type: none"> - Other schools (inter-school battle of the bands) - Music stores - Venues - Wintec - Musicians mentoring 	<ul style="list-style-type: none"> #RockMusic #SongWriting #SmokeFreeRockQuest #Music
	PERFORM	How might we collaboratively create an outstanding and captivating performance that leaves a lasting impact on our audience?	<ul style="list-style-type: none"> - Technical training (Sound and lighting: backstage crew etc.) - Hair, make-up, costume and set design workshops - Support on shows/events - Community support: volunteering at costume shops, local theatres, schools 	<ul style="list-style-type: none"> - Hamilton Operatic - Wintec - Weta - Internationally known designers/creators/directors: John and Leslie Harding, Bill Bowers (Mime artist - Zazu on Broadway!), David Sidwell... and more!!! 	<ul style="list-style-type: none"> #DesignForTheStage #ThePowerOfTechs #PlanningToStage #LiveEvents #Perform
	EQUATE	How can we develop cool tools and support networks that empower New Zealand students to use maths skills in real-life situations, making maths more awesome and practical for others?	<ul style="list-style-type: none"> - Teaching resource developing (Numeracy skills in each subject) - Developing CAA Study tool - Tuakana-teina (RJHS community) - Maths Week - Pi Day 	<ul style="list-style-type: none"> - NZAMT - Waikato Uni (Teaching College) - Auckland Maths Association - Local Ministry office - Academic Councils in RSHS 	<ul style="list-style-type: none"> #Numeracy4RealLife #NumeracyEMPOWER #MathisCool
	NATIONS	How might we enhance the Model United Nations experience for high school students, fostering leadership and impactful engagement within communities?	<ul style="list-style-type: none"> - Exchange programs, experience other cultures, and perspectives - Create friendships, networks, and mutual understanding across borders - Continue to develop UN Youth ambassadors - Competitions and events that challenge you to solve real-world problems or showcase their talents with other schools 	<ul style="list-style-type: none"> - UN Youth - Waikato UNA - High schools in Waikato - High schools in China or other countries 	<ul style="list-style-type: none"> #Global #UN #CriticalThinking #Friendship #Connection #ModelUN
	FLIGHT	How might we enhance the learning in RJHS Flight times while also upskilling our leadership capabilities? (Year 12 & 13 only)	<ul style="list-style-type: none"> - Building projects with the junior high students - Strengthening particular skills - Teaching new knowledge - Expanding leadership 	<ul style="list-style-type: none"> - RJHS 	<ul style="list-style-type: none"> #FlightTime #Teach #Mentor #Leadership
	ISSUES	How can we ignite and sustain interest in science among individuals, fostering curiosity and a passion for exploring the wonders of the natural world in order to improve the lives of others and the environment?	<ul style="list-style-type: none"> - Develop programmes to share with schools - Tuakana teina/leadership opportunities - Teaching resources - Practical science activities - Run science week and challenges 	<ul style="list-style-type: none"> - Local primary schools - Local early childcare centres - contact Summerset retirement for any retired primary school teachers - Waikato university teachers college - Science subject associations 	<ul style="list-style-type: none"> #Science #Issues #Mentor
	CHANGE	How might we advocate for change in order to build community and improve the lives of people living in Kirikiriroa Hamilton?	<ul style="list-style-type: none"> - Build relationships (whanaungatanga) with local community members - Engage in radical community building - Organise events to foster a sense of community - Petition HCC or Waikato Regional Council - Develop resources, give verbal submissions on issues - Create/collaborate on a campaign - Interview local government workers and officials - Organise as a collective 	<ul style="list-style-type: none"> - Summerset Retirement Homes - Hamilton City Council - Waikato regional Council - Go Eco - Seed - Rangatahi Voices 	<ul style="list-style-type: none"> #RadicalCommunity #Change #Local #Government #Change4Kirikiriroa #CollectiveAction
	SHOPIFY	How might we launch a school recycling shop that promotes recycling awareness through creative reuse, while donating profits to people in various communities that are in need?	<ul style="list-style-type: none"> - Building a recycling shop at school - Selling products made by other Puna groups/in Wananga Ako learning - Promote recycling at our school - Marketing and promoting our shop - Website, Instagram, poster promotion - Waste management - Collaboration and problem solving - Getting involved in local markets - Fundraising events - Educational campaigns around reuse and recycling 	<ul style="list-style-type: none"> - Other Puna groups - Art, Technology departments - Rototuna Library perhaps - Claudelands market - Charity groups - Business experts 	<ul style="list-style-type: none"> #Business #Recycle #Shop #Reuse #ThriftShop
	ADULT	How might we engage in learning valuable life skills to become a work ready, confident central role in contributing to our communities?	<ul style="list-style-type: none"> - Year 12 and 13 only - Financial literacy, basic home repair, car maintenance - Public speaking, stress management - Youth employment rights - Work-Ready rotational programme including workshops to develop soft-skills and employability - 6 week work-placement in key industries: Trades, Retail, Animals / Primary 	<ul style="list-style-type: none"> - Industry Training Solutions - Young Workers Resource Centre - Partnering with speakers & experts - Health professionals, counsellor (Philip) - Financial advisors (Leanne - RHS Business Manager) - Media partners - Hamilton Council - School Staff 	<ul style="list-style-type: none"> #Adulthood #Life-Skills #Workexperince
	INTERN	How might we develop our employability skills in an industry / career pathway?	<ul style="list-style-type: none"> - Year 13 only and Y12 leavers - Source your own Internships that connects with your future intentions and passions - Build your own connections for future opportunities 	<ul style="list-style-type: none"> - Local employers - Pathways 	<ul style="list-style-type: none"> #Careers #Internships #Jobs #Future
	ECE	<p>Early Childhood Education</p> <ul style="list-style-type: none"> - Students will get experience in a Tertiary environment - Complete a work placement in an ECE centre 	<ul style="list-style-type: none"> - Year 12 and 13 students only - Max 20 students (students will be interviewed) - NZMA Campus Term One - Vision College Term Two - ECE Placements Term Three - Unit Standards in ECE level 2 and 3 	<ul style="list-style-type: none"> - NZMA - Vision College - ECE Centres (BestStart and Learning Links) - Advertising, photos, and create a school ECE centre for RSHS staff and stakeholders 	<ul style="list-style-type: none"> #EarlyChildhoodEducation #ECE #ChildCare

	<p>MOTORS</p>	<p>Fairview Motors</p> <ul style="list-style-type: none"> - Students considering entering the motor industry - Hands-on at Fairview Motors with a mixture of theory for Automotive Certificates - Counting towards automotive apprenticeships and vocational pathway qualifications 	<p>Year 12 and 13 students only</p> <ul style="list-style-type: none"> - Max 15 students - (students will be interviewed) - Weekly hands-on automotive workshop - NCEA counting towards automotive apprenticeships and Vocational Pathways qualifications. - Offsite at Fairview Motors mechanical workshop, Te Rapa 8:30am - 3:15pm for 6 weeks a Term (runs for 3 Terms) 	<p>- Fairview Motors</p>	<p>#FairviewMotors #Automotive</p>
	<p>SERVICE</p>	<p>Service Academy</p> <ul style="list-style-type: none"> - Military twist - physical training, drills - Leadership, creating opportunities to learn new skills - Self-confidence, improve personal fitness levels, goal setting, leadership skills - Creating a fun, active and challenging environment 			

COURSE OPTIONS

OPT

L3 MODULE (4 BLOCKS - SP1 & SP2)				
COURSE	LA 1	SUBJECT	LA 2	SUBJECT
FUSION	ENG	ENG	SSC	\SLS
L3HTE	TEC	HTE	TEC	HTE

L3 SPECIALIST 1 (2 BLOCKS)			L3 SPECIALIST 2 (2 BLOCKS)			L3 SPECIALIST 3 (3 BLOCKS)			L3 SPECIALIST 4 (3 BLOCKS)			L3 SPECIALIST 5 (2 BLOCKS)		
COURSE	LA	SUBJECT	COURSE	LA	SUBJECT	COURSE	LA	SUBJECT	COURSE	LA	SUBJECT	COURSE	LA	SUBJECT
L3ENG	ENG	ENG	L3PE	HPE	PE	L3ENG	ENG	ENG	L3ENG	ENG	ENG	L3ENG	ENG	ENG
L3OED	HPE	OED	L3STA	MAT	STA	L3HEA	HPE	HEA	L3MED	ENG	MED	L3MED	ENG	MED
L3MAT	MAT	MAT	L3MAT	MAT	MAT	L3CALC	MAT	CALC	L3OED	HPE	OED	L3HEA	HPE	HEA
L3SCI	SCI	SCI	L3MUS	PART	MUS	L3BIO	SCI	BIO	L3STA	MAT	STA	L3PE	HPE	PE
L3PSY	SSC	PSY	L3PHX	SCI	PHX	L3CHEM	SCI	CHEM	L3DRA	PART	DRA	JPN	LAN	JPN
L3PHT	VART	PHT	L3HIS	SSC	HIS	L3CLA	SSC	CLA	L3CHEM	SCI	CHEM	L3CAL	MAT	CAL
			L3BUS	SSC	BUS	L3PSY	SSC	PSY	L3PHX	SCI	PHX	L3DAN	PART	DAN
			L3DES	VART	DES	L3ECO	SSC	ECO	L3BUS	SSC	BUS	L3BIO	SCI	BIO
						L3HOS	TEC	HOS	L3GEO	SSC	GEO	L3HIS	SSC	HIS
						L3TRM	TAM	TRM	L3TXT	TEC	TXT	L3PSY	SSC	PSY
						L3PPT	VART	PPT PTG	L3SCU	VART	SCU	L3DTE	TEC	DTE
												L3FTE	TEC	FTE
												L3DVC	TEC	DVC

TIMETABLE BUILDER

BUILD

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
WH	WH		WH	WH
L2S1	L2S1	PW	L2S2	L2S2
INTERVAL				
MOD	MOD	PW	L2S3	MOD
LUNCH				
L2S3	L2S2	PW	MOD	L2S1

IF YOU WANT TO PARTICIPATE IN THE MODULE

The following selection instructions are for Year 13 students that would like to participate in the Level 3 Module.

MODULE	
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Specialist Selection:

- You will select **3 preferred options and 3 back-up options**.
- You will receive your first 3 of options based on availability. These options will be for the full year.
- NOTE:** You may be placed in your back-up options due to a number of different possibilities. Please select these carefully.

SPECIALIST	FIRST CHOICE	BACK UP
SPECIALIST 3		
SPECIALIST 4		
SPECIALIST 5		

Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

PUNA WĀNANGA	
FIRST CHOICE	
SECOND CHOICE	
THIRD CHOICE	

FULL YEAR	
MOD	

FULL YEAR		
S3	S4	S5

SEM. 1	SEM. 2
PW	

IF YOU WANT TO PARTICIPATE IN SPECIALIST CLASSES ONLY

Specialist Selection:

- 5 preferred options and a back up option**.
- You will receive your first 5 of options based on availability. These options will be for the full year.
- NOTE:** You may be placed in your back-up options due to a number of different possibilities. Please select these carefully.

	SPECIALIST	BACK UP OPTION
SPECIALIST 1		
SPECIALIST 2		
SPECIALIST 3		
SPECIALIST 4		
SPECIALIST 5		

Puna Wānanga:

- You will select three options in order of preference.
- You will receive 1 of these options for Semester 1.
- You will have an option to carry on or select a new Puna Wānanga in Semester 2.

PUNA WĀNANGA	
FIRST CHOICE	
SECOND CHOICE	
THIRD CHOICE	

FULL YEAR		
S1	S2	S3
S4	S5	

SEM. 1	SEM. 2
PW	