

The Arts

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Critically analyse, interpret, and evaluate the artistic features and the communication of ideas in a range of dance works.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Communicating and Interpreting

Select and apply rehearsal processes, performance skills, and production technologies to enhance the communication and expression of dance works.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Communicating and Interpreting

Reflect on and critically evaluate a wide range of works and performances.

Learning area: The Arts
Curriculum level: 8
Component: Drama
Strand: Communicating and Interpreting

Analyse, rehearse, and perform works in a range of dramatic forms, assuming a variety of artistic or technical responsibilities.

Learning area: The Arts
Curriculum level: 8
Component: Drama
Strand: Communicating and Interpreting

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Critically analyse and evaluate the expressive qualities of music and production processes in order to refine interpretations of music.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Plan, rehearse, present, record, evaluate, and refine performances of music, individually and collaboratively, demonstrating interpretive understandings.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Communicating and Interpreting

Critically reflect on, respond to, and evaluate art works.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Communicating and Interpreting

Research and analyse selected approaches and theories related to visual arts practice.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Communicating and Interpreting

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Record and critically reflect on the development and resolution of dance ideas.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Developing Ideas

Develop a concept and produce original dance works, using appropriate production technologies to communicate choreographic intentions.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Developing Ideas

Create, structure, refine, and represent compositions and musical arrangements, using secure technical and musical skills and technologies to express imaginative thinking and personal understandings.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Developing Ideas

Research, critically evaluate, and refine ideas to create original drama work.

Learning area: The Arts
Curriculum level: 8
Component: Drama
Strand: Developing Ideas

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Generate, analyse, clarify, and regenerate options in response to selected questions or a proposal in a chosen field.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Developing Ideas

Reflect on and evaluate composition processes and presentation conventions.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Developing Ideas

Extend and refine skills, practices, and use of technologies in a range of dance genres and styles.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Developing Practical Knowledge

Use a systematic approach, selectively informed by recent and established practice, to develop ideas in a body of work.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Developing Ideas

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Analyse, apply, and evaluate significant expressive features and stylistic conventions and technologies in a range of music, using aural perception and practical and theoretical skills.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Developing Practical Knowledge

Research, analyse, and integrate elements, techniques, conventions, and technologies in dramatic forms for specific purposes.

Learning area: The Arts
Curriculum level: 8
Component: Drama
Strand: Developing Practical Knowledge

Extend and refine skills in a selected field, using appropriate processes and procedures.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Developing Practical Knowledge

Apply understanding from broad and deep research into the characteristics and constraints of materials, techniques, technologies, and established conventions in a selected field.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Developing Practical Knowledge

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Research, analyse, and critically evaluate how drama, including New Zealand drama, interprets, records, or challenges social and cultural discourse.

Learning area: The Arts
Curriculum level: 8
Component: Drama
Strand: Understanding the Arts in Context

Investigate, analyse, and discuss the features, history, issues, and development of dance in New Zealand, including the contribution of selected individuals and groups.

Learning area: The Arts
Curriculum level: 8
Component: Dance
Strand: Understanding the Arts in Context

Apply their understandings of the expressive qualities of music from a range of contexts to analyse its impact on their own music practices.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

Research, analyse, and evaluate the production and presentation of music works from historical, social, and cultural contexts.

Learning area: The Arts
Curriculum level: 8
Component: Music – Sound Arts
Strand: Understanding the Arts in Context

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Research and analyse contexts relevant to their intentions and to the expression of meanings in their own work.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Understanding the Arts in Context

Use research and analysis to investigate contexts, meanings, intentions, and technological influences related to the making and valuing of art works.

Learning area: The Arts
Curriculum level: 8
Component: Visual Arts
Strand: Understanding the Arts in Context

Show a discriminating and insightful understanding of how language features are used for effect within and across texts.
indicators:
identifies a range of sophisticated oral, written, and visual language features and understands their effects;
uses an increasing vocabulary to make meaning;
understands, analyses, and evaluates how text conventions work together to create meaning and effect;
understands that authors have different voices and styles and appreciates these differences.

Learning area: English
Curriculum level: 8
Component: Listening, Reading, and Viewing
Strand: Language features

Show a discriminating and insightful understanding of ideas within, across, and beyond texts.
indicators:
makes meaning by perceptively understanding sophisticated ideas;
makes connections by analysing, evaluating, and synthesising ideas within and between texts from a range of contexts;
understands that there may be multiple readings available within a text;
makes and supports inferences from texts independently.

Learning area: English
Curriculum level: 8
Component: Listening, Reading, and Viewing
Strand: Ideas

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Show a discriminating understanding of how texts are shaped for different purposes and audiences.

indicators:

recognises, understands and appreciates how texts are constructed for a range of intentions and situations;
identifies particular points of view within texts and understands that texts can position a reader;
evaluates the reliability and usefulness of texts.

Learning area: English

Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Purposes and audiences

Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

indicators:

selects and reads texts for enjoyment and personal fulfilment;
recognises, understands, and appreciates the connections between oral, written, and visual language;
integrates sources of information and prior knowledge purposefully, confidently, and precisely to make sense of increasingly varied and complex texts;
selects and uses appropriate processing and comprehension strategies with confidence and discrimination;
thinks critically about texts with understanding and confidence;
monitors, self evaluates, and describes progress, articulating learning with confidence.

Learning area: English

Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Processes and strategies

Select, develop, and communicate sustained and insightful ideas on a range of topics. develops, communicates, and sustains sophisticated ideas, information, and understandings;
creates coherent, planned whole texts by adding details to ideas or making links to other ideas and details;
ideas show perception, depth of thought, and awareness of a range of dimensions or viewpoints.

Learning area: English

Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Ideas

Show a discriminating understanding of a range of structures.

indicator:

identifies and understands the characteristics and conventions of a range of text forms and appreciates how they contribute to and affect text meaning.

Learning area: English

Curriculum level: 8

Component: Listening, Reading, and Viewing

Strand: Structure

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Integrate sources of information, processes, and strategies purposefully, confidently, and precisely to identify, form, and express increasingly sophisticated ideas.

indicators:

uses an increasing understanding of the connections between oral, written, and visual language when creating texts;

creates a range of increasingly coherent, varied, and complex texts by integrating sources of information and processing strategies;

seeks feedback and makes changes to texts to improve clarity, meaning, and effect;

is reflective about the production of own texts: monitors and self evaluates progress, articulating learning with confidence.

Learning area: English

Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Processes and strategies

Select, integrate, and sustain the use of a range of language features appropriately for a variety of effects.

indicators:

uses a wide range of oral, written, and visual language features coherently, fluently, and with control to create meaning and command attention;

uses an increasing vocabulary to communicate precise meaning;

uses a wide range of text conventions, including grammatical and spelling conventions, appropriately, effectively, and with accuracy.

Learning area: English

Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Language features

Organise texts, using a range of appropriate, coherent, and effective structures.

indicator:

organises and develops ideas and information for a particular purpose or effect, using the characteristics and conventions of a range of text forms with control.

Learning area: English

Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Structure

Show a discriminating understanding of how to shape texts for different purposes and audiences.

indicators:

constructs a range of texts that demonstrate an understanding and appreciation of purpose and audience through deliberate choice of content, language, and text form;

conveys and sustains personal voice, where appropriate.

Learning area: English

Curriculum level: 8

Component: Speaking, Writing, Presenting

Strand: Purposes and audiences

Health and Physical Education

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Critically analyse the interrelationships between people, industry, technology, and legislation on aspects of environmental health.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Healthy Communities and Environments
Strand: People and the environment

Establish and justify priorities for equitable distribution of available health and recreational resources and advocate change where necessary.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Healthy Communities and Environments
Strand: Community resources

Critically analyse societal attitudes and practices and legislation influencing contemporary health and sporting issues, in relation to the need to promote mentally healthy and physically safe communities.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Healthy Communities and Environments
Strand: Societal attitudes and values

Demonstrate the use of health promotion strategies by implementing a plan of action to enhance the well-being of the school, community, or environment.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Healthy Communities and Environments
Strand: Rights, responsibilities, and laws

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Devise, apply, and evaluate strategies to improve physical activity performance for themselves and others

Learning area: Health and Physical Education
Curriculum level: 8
Component: Movement Concepts and Motor Skills
Strand: Movement skills

Devise and apply strategies to ensure that social and cultural needs are met in personal and group physical activities.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Movement Concepts and Motor Skills
Strand: Challenges and social and cultural factors

Critically analyse and experience the application of scientific and technological knowledge and resources to physical activity in a range of environments.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Movement Concepts and Motor Skills
Strand: Science and technology

Devise, apply, and appraise strategies through which they and other people can participate responsibly in challenging physical situations.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Movement Concepts and Motor Skills
Strand: Positive attitudes

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Critically analyse the impacts that conceptions of personal, cultural, and national identity have on people's well-being.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Personal Health and Physical Development
Strand: Personal identity

Critically evaluate a range of qualitative and quantitative data to devise strategies to meet their current and future needs for well-being.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Personal Health and Physical Development
Strand: Personal growth and development

Critically analyse dilemmas and contemporary ethical issues that influence their own health and safety and that of other people.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Personal Health and Physical Development
Strand: Safety management

Critically examine commercial products and programmes that promote physical activity and relate this to personal participation in programmes intended to meet their current well-being needs.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Personal Health and Physical Development
Strand: Regular physical activity

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Learning Languages

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Analyse and evaluate attitudes and interpersonal skills that enable people to participate fully and effectively as community members in various situations.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Relationships with Other People
Strand: Interpersonal skills

Critically analyse attitudes, values, and behaviours that contribute to conflict and identify and describe ways of creating more harmonious relationships.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Relationships with Other People
Strand: Identity, sensitivity, and respect

Explore the views of others, developing and sharing personal perspectives.

Learning area: Learning Languages
Curriculum level: 8
Component: Communication
Strand: Managing self and relating to others

Critically analyse the dynamics of effective relationships in a range of social contexts.

Learning area: Health and Physical Education
Curriculum level: 8
Component: Relationships with Other People
Strand: Relationships

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Communicate information, ideas, and opinions through increasingly complex and varied texts.

Learning area: Learning Languages
Curriculum level: 8
Component: Communication
Strand: Selecting and using language, symbols, and texts to communicate

Engage in sustained interaction and produce extended text.

Learning area: Learning Languages
Curriculum level: 8
Component: Communication
Strand: Participating and contributing in communities

Analyse how the use of the target language expresses cultural meanings.

Learning area: Learning Languages
Curriculum level: 8
Component: Cultural Knowledge
Strand: N/A

Analyse ways in which the target culture(s) is (are) organised for different purposes and for different audiences.

Learning area: Learning Languages
Curriculum level: 8
Component: Cultural Knowledge
Strand: N/A

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Mathematics and Statistics

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Explore how linguistic meaning is conveyed across languages.

Learning area: Learning Languages
Curriculum level: 8
Component: Language Knowledge
Strand: N/A

Analyse ways in which the target language is organised in different texts and for different purposes.

Learning area: Learning Languages
Curriculum level: 8
Component: Language Knowledge
Strand: N/A

Choose and apply a variety of differentiation, integration, and anti-differentiation techniques to functions and relations, using both analytical and numerical methods.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Calculus

Identify discontinuities and limits of functions.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Calculus

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Manipulate trigonometric expressions.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Equations and expressions

Form differential equations and interpret the solutions.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Calculus

Form and use systems of simultaneous equations, including three linear equations and three variables, and interpret the solutions in context.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Equations and expressions

Form and use trigonometric, polynomial, and other non-linear equations.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Equations and expressions

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Apply the geometry of conic sections.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Manipulate complex numbers and present them graphically.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Equations and expressions

Use permutations and combinations.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Display and interpret the graphs of functions with the graphs of their inverse and/or reciprocal functions.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

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Develop network diagrams to find optimal solutions, including critical paths.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Use curve fitting, log modelling, and linear programming techniques.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Mathematics
Strand: Patterns and relationships

Carry out investigations of phenomena, using the statistical enquiry cycle:
finding, using, and assessing appropriate models (including linear regression for bivariate data and additive models for time-series data), seeking explanations and making predictions;
using informed contextual knowledge, exploratory data analysis, and statistical inference;
communicating findings and evaluating all stages of the cycle.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Statistics
Strand: Statistical investigation

Investigate situations that involve elements of chance:
calculating probabilities of independent, combined, and conditional events;
calculating and interpreting expected values and standard deviations of discrete random variables;
applying distributions such as the Poisson, binomial, and normal.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Statistics
Strand: Probability

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Evaluate a wide range of statistically based reports, including surveys and polls, experiments and observational studies: critiquing causal-relationship claims; interpreting margins of error.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Statistics
Strand: Statistical literacy

Make inferences from surveys and experiments:
determining estimates and confidence intervals for means, proportions, and differences, recognising the relevance of the central limit theorem;
using methods such as resampling or randomisation to assess the strength of evidence.

Learning area: Mathematics and Statistics
Curriculum level: 8
Component: Statistics
Strand: Statistical investigation

Explore the evolutionary processes that have resulted in the diversity of life on Earth and appreciate the place and impact of humans within these processes.

Learning area: Science
Curriculum level: 8
Component: Living World
Strand: Life processes, ecology, and evolution

Understand the relationship between organisms and their environment.

Learning area: Science
Curriculum level: 8
Component: Living World
Strand: Life processes, ecology, and evolution

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Apply knowledge of chemistry to explain aspects of the natural world and how chemistry is used in society to meet needs, resolve issues, and develop new technologies.

Learning area: Science
Curriculum level: 8
Component: Material World
Strand: Chemistry and society

Understand how humans manipulate the transfer of genetic information from one generation to the next and make informed judgments about the social, ethical, and biological implications relating to this manipulation.

Learning area: Science
Curriculum level: 8
Component: Living World
Strand: Life processes, ecology, and evolution

Relate properties of matter to structure and bonding.

Learning area: Science
Curriculum level: 8
Component: Material World
Strand: The structure of matter

Investigate and measure the chemical and physical properties of a range of groups of substances, for example, acids and bases, oxidants and reductants, and selected organic and inorganic compounds.

Learning area: Science
Curriculum level: 8
Component: Material World
Strand: Properties and changes of matter

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Use accepted science knowledge, vocabulary, symbols, and conventions when evaluating accounts of the natural world and consider the wider implications of the methods of communication and/or representation employed.

Learning area: Science
Curriculum level: 8
Component: Nature of Science
Strand: Communicating in science

Develop an understanding of and use the fundamental concepts of chemistry (for example, equilibrium and thermochemical principles) to interpret observations.

Learning area: Science
Curriculum level: 8
Component: Material World
Strand: The structure of matter

Use relevant information to develop a coherent understanding of socio-scientific issues that concern them, to identify possible responses at both personal and societal levels.

Learning area: Science
Curriculum level: 8
Component: Nature of Science
Strand: Participating and contributing

Develop and carry out investigations that extend their science knowledge, including developing their understanding of the relationship between investigations and scientific theories and models.

Learning area: Science
Curriculum level: 8
Component: Nature of Science
Strand: Investigating in science

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Investigate physical phenomena (in the areas of mechanics, electricity, electromagnetism, light and waves, and atomic and nuclear physics) and produce qualitative and quantitative explanations for a variety of complex situations.

Learning area: Science
Curriculum level: 8
Component: Physical World
Strand: Physical inquiry and physics concepts

Understand that scientists have an obligation to connect their new ideas to current and historical scientific knowledge and to present their findings for peer review and debate.

Learning area: Science
Curriculum level: 8
Component: Nature of Science
Strand: Understanding about science

Use physics ideas to explain a technological, biological, or astronomical application of physics and discuss related issues.

Learning area: Science
Curriculum level: 8
Component: Physical World
Strand: Using physics

Analyse and evaluate data to deduce complex trends and relationships in physical phenomena.

Learning area: Science
Curriculum level: 8
Component: Physical World
Strand: Physical inquiry and physics concepts

Science

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Science

Achievement Objective
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Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Social Sciences

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Develop an in-depth understanding of the interrelationship between human activities and the geosphere, hydrosphere, atmosphere, and biosphere over time.

Learning area: Science
Curriculum level: 8
Component: Planet Earth and Beyond
Strand: Earth systems and interacting systems

Explore recent astronomical events or discoveries, showing understanding of the concepts of distance and time.

Learning area: Science
Curriculum level: 8
Component: Planet Earth and Beyond
Strand: Astronomical systems

Understand how the nature and size of the New Zealand economy is influenced by interacting internal and external factors.

Learning area: Social Sciences
Curriculum level: 8
Component: Economics
Strand: N/A

Understand that well-functioning markets are efficient but that governments may need to intervene where markets fail to deliver efficient or equitable outcomes.

Learning area: Social Sciences
Curriculum level: 8
Component: Economics
Strand: N/A

Social Sciences

Achievement Objective
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Learning Area Cards
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Social Sciences

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Social Sciences

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Social Sciences

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Learning Area Cards
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Understand how interacting processes shape natural and cultural environments, occur at different rates and on different scales, and create spatial variations.

Learning area: Social Sciences
Curriculum level: 8
Component: Geography
Strand: N/A

Understand how people's diverse values and perceptions influence the environmental, social, and economic decisions and responses that they make.

Learning area: Social Sciences
Curriculum level: 8
Component: Geography
Strand: N/A

Understand how trends over time reflect social, economic, and political forces.

Learning area: Social Sciences
Curriculum level: 8
Component: History
Strand: N/A

Understand that the causes, consequences, and explanations of historical events that are of significance to New Zealanders are complex, and how and why they are contested.

Learning area: Social Sciences
Curriculum level: 8
Component: History
Strand: N/A

Social Sciences

Achievement Objective
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Social Sciences

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Learning Area Cards
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Technology

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Technology

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Learning Area Cards
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Understand how policy changes are influenced by and impact on the rights, roles, and responsibilities of individuals and communities.

Learning area: Social Sciences
Curriculum level: 8
Component: Social Studies
Strand: N/A

Understand how ideologies shape society and that individuals and groups respond differently to these beliefs.

Learning area: Social Sciences
Curriculum level: 8
Component: Social Studies
Strand: N/A

Understand the concepts and processes employed in materials development and evaluation and the implications of these for design, development, maintenance, and disposal of technological products.

Learning area: Technology
Curriculum level: 8
Component: Technological Knowledge
Strand: Technological products

Understand the role of technological modelling as a key part of technological development, justifying its importance on moral, ethical, sustainable, cultural, political, economic, and historical grounds.

Learning area: Technology
Curriculum level: 8
Component: Technological Knowledge
Strand: Technological modelling

Technology

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Technology

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Technology

Achievement Objective
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Learning Area Cards
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Understand how technological outcomes can be interpreted and justified as fit for purpose in their historical, cultural, social, and geographical locations.

Learning area: Technology
Curriculum level: 8
Component: Nature of Technology
Strand: Characteristics of technological outcomes

Understand operational parameters and their role in the design, development, and maintenance of technological systems.

Learning area: Technology
Curriculum level: 8
Component: Technological Knowledge
Strand: Technological systems

Justify the nature of an intended outcome in relation to the context and the issue to be resolved. Justify specifications in terms of key stakeholder feedback and wider community considerations.

Learning area: Technology
Curriculum level: 8
Component: Technological Practice
Strand: Brief development

Understand the implications of technology as intervention by design and how interventions have consequences, known and unknown, intended and unintended.

Learning area: Technology
Curriculum level: 8
Component: Nature of Technology
Strand: Characteristics of technology

Technology

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Technology

Achievement Objective
Curriculum Level 8

Learning Area Cards
DTHM for kaiako

Critically analyse their own and others' past and current planning and management practices in order to develop and employ project management practices that will ensure the efficient development of an outcome to completion.

Learning area: Technology
Curriculum level: 8
Component: Technological Practice
Strand: Planning for practice

Critically analyse their own and others' outcomes and fitness-for-purpose determinations in order to inform the development of ideas for feasible outcomes. Undertake a critical evaluation that is informed by ongoing experimentation and functional modelling, stakeholder feedback, trialling in the physical and social environments, and an understanding of the issue as it relates to the wider context. Use the information gained to select, justify, and develop an outcome. Evaluate this outcome's fitness for purpose against the brief. Justify the evaluation, using feedback from stakeholders and demonstrating a critical understanding of the issue that takes account of all contextual dimensions.

Learning area: Technology
Curriculum level: 8
Component: Technological Practice
Strand: Outcome development and evaluation