

SUBJECT SELECTION

YEAR 13 GUIDE

2027



CAREER JOURNEY

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you a hope and a future."

Jeremiah 29:11

2027 Options Handbook



SCAN
HERE





WELCOME!



MAXIMISE THE POSSIBILITIES

Your career is not a single destination – it’s a lifelong journey, much like navigating a waka (canoe) across uncharted waters. In life, as in the waka, we don’t always see the shoreline ahead, but we learn to read the signs: the stars, the currents, the wind. Our skills, strengths, experiences, and aspirations are like the paddle strokes that move us forward. The stars – our faith, values and whānau – help us steer in the right direction when the way feels uncertain.

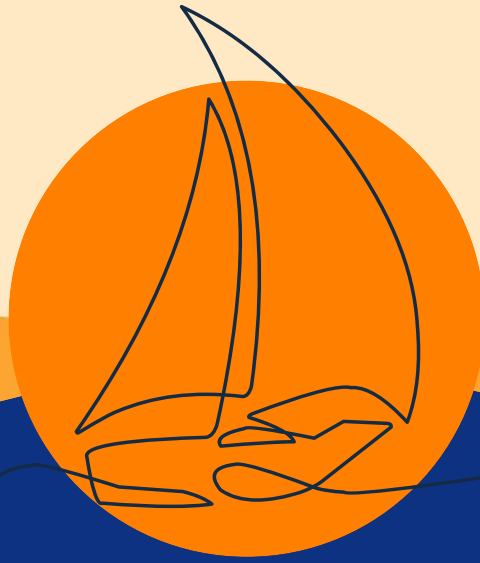
Proverbs 3:5-6 reminds us:

“Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to Him, and He will make your paths straight.”

Your career journey is part of a bigger story God is writing with you. Stay faithful, keep learning, and don’t be afraid of the unknown – the One who placed the stars in the sky is the same One who guides your course.

Many students feel the pressure to make the ‘right’ choice, and with such a large number of things to consider the process can become overwhelming. That’s why we’ve put together this guide to walk you through the process, step-by-step.

NCEA IN A NUTSHELL




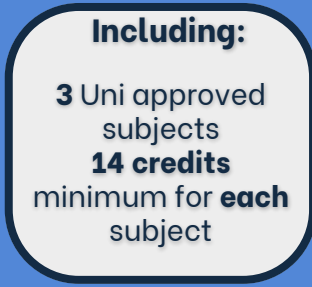


NCEA stands for the National Certificate of Educational Achievement, the main qualification secondary students in Aotearoa New Zealand work towards in Years 11–13.

It's administered by NZQA (New Zealand Qualifications Authority), ensuring consistent standards and quality across all schools .

Year 11: The KingsWay Year 11 Qualification
Year 12: Level 2
Year 13: Level 3

Each level requires 60 credits, with literacy and numeracy requirements included

YEAR 11 QUALIFICATION	NCEA LEVEL 2	NCEA LEVEL 3	UNIVERSITY ENTRANCE
			
<p>Level 2 (or higher) minimum 60 credits</p>	<p>Level 3 (or higher) minimum 60 credits</p>	<p>Level 3 minimum 60 credits</p>	<p>Including:</p> <p>3 Uni approved subjects 14 credits minimum for each subject</p>
<p>+</p> <p>CAA Numeracy 10 credits CAA Literacy 10 credits</p>	<p>+</p> <p>CAA Numeracy 10 credits CAA Literacy 10 credits</p>	<p>+</p> <p>CAA Numeracy 10 credits CAA Literacy 10 credits</p>	<p>+</p> <p>Literacy in Reading 5 Credits, Level 2 or higher Literacy in Writing 5 Credits, Level 2 or higher</p>

Year 13 Subjects



National Certificate of Educational Achievement – Level 3

60 credits of achievement or unit standards must be gained.

We encourage all students to gain University Entrance (UE) which requires NCEA Level 3, 14 credits in each of 3 approved subjects as well as the 10 Literacy + 10 Numeracy Co-Requisite credits

Subject Selection

Most students take a course of FIVE subjects (plus Biblical Studies) in Year 13

- Select at least one course from the UE Literacy Course list and then five other courses.
- Choose them in order of preference with the fifth one being a backup.
- Choose only one of the Non-UE List Subjects (Exemptions to this should be discussed with the Year level Pastoral Leads)

UE LITERACY COURSES	COURSES	NON-UE LIST Y13 *
<ul style="list-style-type: none"> • English • Drama • Second Language English • Media Studies • Biology • History • Business Studies • Economics • Geography • Earth and Space Science • Social Studies 	<ul style="list-style-type: none"> • Statistics • Calculus • Physics • Chemistry • Hard Materials Technology • Dance • Music • Accounting • Digital Technology • Physical Education Studies • Spanish • Design and Visual Communication • Visual Art- Painting • Visual Art - Design • Visual Art- Printmaking 	<ul style="list-style-type: none"> • Hospitality • Gateway • Adventure Based Leadership • Travel & Tourism

MAKING CAREER DECISIONS



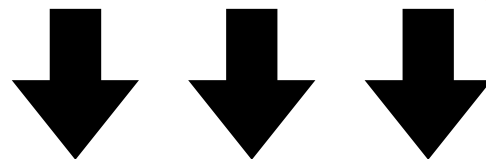
Your career is a lifelong journey. Making career decisions is not a one-time decision but a series of decisions throughout your life. Career is the paid and unpaid roles across your lifespan. These include your life roles, leisure, interests, voluntary work, learning and paid work.

S

SELF-KNOWLEDGE - WHO YOU ARE

Who do you want to become?

- Your Skills - transferable and technical
- Your Values
- Your Interests and Passions
- Your Personal Qualities
- Your Personality - Myers Briggs
- Your Holland Code
- Your Ambitions
- Your Academic Ability



SUBJECT SELECTION

think of this process like a funnel - keep options wide as possible for now and narrow down by Year 13

YEAR 10-11

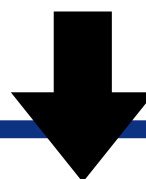
Choose a broad range of subjects aligned with interests and strengths

YEAR 12

Consider future pathways - Balance interests with future prospects

YEAR 13

Entry requirements for tertiary courses



O

OPTIONS - EXPLORE

- Cadi Clusters Quiz
- Career Central - Bullseye Assessments
- Online Research
- Company Websites, Google, ChatGPT
- Career Conversations - interview people
- Networking - Build your network and supporters, get referrals
- Work Experience - Job shadow, holiday work, volunteer, internship
- Labour Market Information
- www.tahatu.govt.nz

D

DECIDING

- What are the pathways that align with your self-knowledge (personality, strengths, interests, abilities, skills, passion)
- What are your next steps? You do not need a destination but a direction
- Your next steps are based on where you are at now and in your journey

A

ACTING AND PLANNING

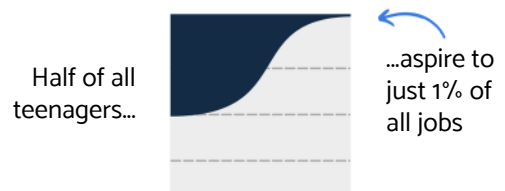
- Short term plan is helpful
- What is your goal - SMART goals
- SWOT analysis
- What training do you need for your next steps beyond school?
- Update your CV
- Apply for your training pathway
- Moneyhub website
- What is your next step?

Cadi Clusters

WHAT ARE THE CLUSTERS?

There are six Cadiclusters, and they help us think differently about how we live and work.

The research shows us that when we think about work, most of us think about the same key jobs as everyone else – jobs like ‘lawyer’, ‘teacher’, ‘firefighter’, ‘doctor’ – the visible jobs. In fact, around half of all teenagers aspire to just 1% of all jobs – that’s right, 50% of teenagers want to work in just 10 key jobs.



But the majority of adults don’t actually work in these jobs at all – they work as managers, salespeople, technicians, and operators, and this is where the Cadi Clusters come in. Instead of using industries to group jobs together, the Clusters are groups of jobs that share a set of core technical and transferable skills, key tasks, work settings, and common outcomes, and you’ll find people from each Cluster in every industry.

THE LINKERS

Linkers help us find, choose, secure, and use things. They can help us with products and physical items, or with the services and support we need.



THE GUARDIANS

Guardians protect our mental and physical wellbeing. They provide medical care, fitness training, safety awareness, and keep us looking great.



THE INFORMERS

Informers advise, teach, and guide so we can manage our legal, financial, and social responsibilities, and participate in society.



THE MAKERS

Makers ‘make things happen’ - they grow crops, build homes, repair vehicles, and keep the power on.



THE COORDINATORS

Coordinators plan, prepare, and administer our events, systems and economy. They play a vital role in making sure everything runs smoothly.



THE INNOVATORS

Innovators design, engineer, and manufacture things we use in all areas of our lives, from our clothes to our food, our homes, and our workplaces.



Which Cadi Cluster?

1

DO THE QUIZ

Link:

https://studyworkgrow.com/education/career-cluster-quiz/?school_code=KINGSWAY

2

REGISTER OR LOGIN

School Code: KINGSWAY

3

FOLLOW PROMPTS

Follow prompts to take the quiz then see your results at the end.

4

DOWNLOAD

Download your report for discussion or reference.

5

RATE

On the next page, rate how you feel about each Cluster on the scale provided.

Which Cadi Cluster?

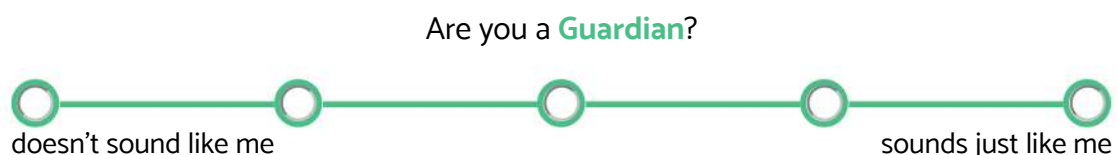
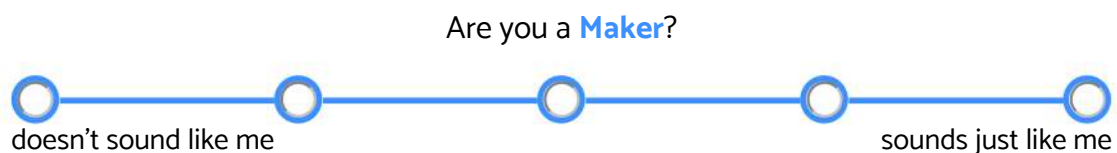
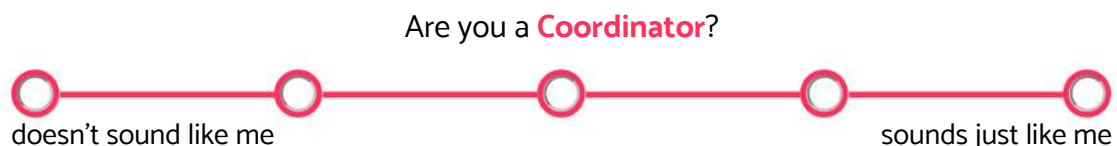
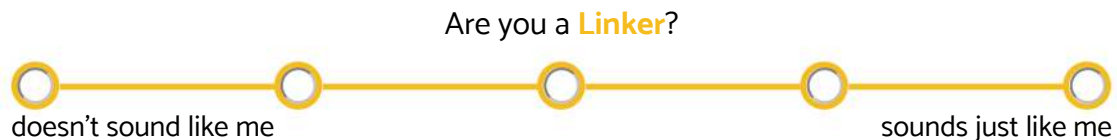


WHERE DO YOU FIT?

Most of us belong in more than one Cluster, and we can move between them throughout our lives. There are also Clusters that are clearly not right for you, in fact, if you work out which ones these are, you'll be able to avoid roles that don't suit your strengths.

ACTIVITY THREE

By this point, it's likely you've got a good idea of which Cluster suits you best. But just to check, rate how you feel about each one on the scale below:



How did you go?

If you found this activity pretty easy, then you probably feel quite comfortable with your Cluster choices - if not, maybe you could reflect a bit more.

READY TO SELECT YOUR SUBJECTS?

We'll start by thinking about some goals, then look at pathways to help you achieve them. Then we'll get into the business of picking your subjects.



Once you've finished this workbook, you'll probably know which subjects you want to choose, and feel confident with your decisions. But it's possible that you won't know exactly what you want to do at the end of this workbook, and that's OK. This is a big decision, and it's a good idea to speak with some other people about the process before you submit your selections.



WHO ARE YOU?

Name



Which **Career Clusters** are you in? **Not sure? Find out your Cluster here.**

Guardian

Guardians are focused on protecting physical and mental wellbeing

Maker

Makers create and maintain the places where we live and work

Innovator

Innovators design, engineer, and create solutions

Coordinator

Coordinators keep everything running as it should be

Informer

The Informers advise, teach, and guide us

Linker

Linkers connect us with the support and services we need

GOAL SETTING

By the end of this section, you'll have more of an idea of where you want to go, which should make it a bit easier to choose some subjects.



WHERE DO YOU WANT TO GO?

When setting off on a journey, it's helpful to have some idea of your direction. It is okay and very normal to not know your destination as the world of work continues to change. Before you can pick your subjects, we're going to work through some goal setting exercises to help you work out what you really like, and connect that with possible future careers. Here are some examples of goals you could choose:

WHAT DO YOU ENJOY?

For our first activity, we are going to think about your interests. Connecting the things you enjoy with your study and career can make it feel more enjoyable and fulfilling.

What are **some of the things you enjoy the most**? List as many as you can. Think of all the things you do in your spare time that gives you joy or you lose track of time. Career is personal and is part of your developing identity.

Do the things you enjoy have an **overarching theme**? If so, **what is it**?

WHAT MOTIVATES YOU?

It can help to know what makes you 'tick', so you can look for jobs, pathways and subjects that will help you meet those aims.

MOTIVATION FACTORS

Below are some common motivation factors. Tick the one(s) you feel **you resonate with most**:

Personal

I want to achieve my potential, and I'm driven to be the best version of myself. I love beating my personal bests and look for meaning in what I do.

Social

I love being included and want to fit in. I like being recognised for my achievements and receiving awards, and I often seek approval from others.

Community

I want to create a better world and help others. I like being useful and feel good when people thank me for my help. I look for ways to improve things.


Lifestyle

I want to make enough money to buy the things I want, and have time for the things I love. I balance study with other things, like sport or time with friends.

Practical

I want to make sure I can get a job that earns a good income, and I've thought about where I'm going to live and how I'll earn money once I've left home.

What is your **top motivational factor**? Why did you choose it?





WHAT ARE YOU INTERESTED IN?

It can help to know what makes you 'tick', so you can look for jobs, pathways and subjects that will help you meet those aims.

YOUR INTERESTS

Take a look at the groups of things below and **rate your level of interest** in each.

	None	A little	Lots
Science, nature, climate, animals, and oceans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration, social media, motivating, teamwork, and managing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exploring, outdoor activity, travel, and sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Negotiating, budgeting, business, finance, and money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers, analytics, statistics, maths, and data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-care, wellbeing, fashion, beauty, and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Construction, architecture, machines, buildings, and robots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology, computers, software, coding, and AI	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Biology, anatomy, caring, health, and fitness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography, learning, history, politics, and law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there **any other things you enjoy** that we might have missed?



GOAL REFINEMENT



Use this page to find and refine your career related goals - we'll use these to help guide your subject choices.

MY GOALS

Fill out your goals below **in order of importance** (e.g. Goal 1 is most important, then Goal 2, etc.). Your **top two goals** will be the ones you use going forward (but you can always change them later).

Goals:

1.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
2.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
3.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
4.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
5.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
6.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
7.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?
8.	<input type="checkbox"/>	Is it achievable?
	<input type="checkbox"/>	Does it match your motivations?



POSSIBLE PATHWAYS

Pick your top two career related goals, then do some research to create three possible pathways for each.

GOAL ONE

My goal is:

Do you need **training or a qualification**? If so, what is it?

Polytechnic /
Apprenticeship

University

Other post-qualification training

My **first** pathway is...

My **second** pathway is...

My **third** pathway is...

GOAL TWO

My goal is:

Do you need **training or a qualification**? If so, what is it?

Polytechnic /
Apprenticeship

University

Other post-qualification training

My **first** pathway is...

My **second** pathway is...

My **third** pathway is...



PREPARE TO SELECT YOUR SUBJECTS

By now, you should know a bit more about where you want to go, as well as have some ideas about how you're going to get there.

READY TO SELECT?

There are a few things to read, grab, and identify before you launch into selecting your subjects, so get these sorted:

1

Gather the things you need - your computer/tablet, this workbook, your working subject list (next page), a coffee/tea/water, and the list of subjects your school is offering.

2

Read through any instructions or paperwork your school has provided, and make sure you understand how many subjects you need to pick.

3

Most students take a course of FIVE subjects (plus Biblical Studies) in Year 13

- Select at least one course from the UE Literacy Course list and then five other courses.
- Choose them in order of preference with the fifth one being a backup.
- Choose only one of the Non-UE List Subjects (Exemptions to this should be discussed with the Year level Pastoral Leads)



studyworkgrow

If you need a bit more help to decide visit the Tahatu Link below:
<https://tahatu.govt.nz/school-and-ncea>

www.tahatu.govt.nz

CliftonStrengths



MY TOP 5 STRENGTHS:

1. _____ 4. _____
2. _____ 5. _____
3. _____

STRENGTHS & SUBJECT CONNECTIONS

For each strength, identify which subjects align best:

- Strength: _____
Subject aligned to strength: _____ Why this strength helps in these subjects: _____
- Strength: _____
Subject aligned to strength: _____ Why this strength helps in these subjects: _____
- Strength: _____
Subject aligned to strength: _____ Why this strength helps in these subjects: _____

SUBJECT SELECTION STRATEGY

Based on my strengths analysis:

- Subjects I should definitely choose: _____
- Subjects I'm curious about trying: _____
- Subjects that might be challenging but worth it: _____

FINAL REFLECTION

My top 3 choices are:

1. _____ Because: _____
2. _____ Because: _____
3. _____ Because: _____

How will I use my strengths to succeed in these subjects?

CHOOSE SUBJECTS YOU ENJOY

There is a direct link between doing something you enjoy and how much effort you put in. Choosing subjects you like will help you stay motivated, on track, and do your best work.

YOUR FAVOURITE SUBJECTS

It's worth considering how much you enjoy a subject as part of the selection process. Take a look at this list and **tick your favourite subjects**:

- | | | |
|--|---|---|
| <input type="checkbox"/> Accounting | <input type="checkbox"/> Hard Materials Technology | <input type="checkbox"/> Economics |
| <input type="checkbox"/> Business Studies | <input type="checkbox"/> History | <input type="checkbox"/> Statistics |
| <input type="checkbox"/> Dance | <input type="checkbox"/> Hospitality | <input type="checkbox"/> English |
| <input type="checkbox"/> Digital Technology | <input type="checkbox"/> Music | <input type="checkbox"/> Media Studies |
| <input type="checkbox"/> Design and Visual Communications Technology | <input type="checkbox"/> Physical Education Studies | <input type="checkbox"/> Gateway |
| <input type="checkbox"/> Drama | <input type="checkbox"/> Biology | <input type="checkbox"/> Travel and Tourism |
| <input type="checkbox"/> Geography | <input type="checkbox"/> Spanish | <input type="checkbox"/> Chemistry |
| <input type="checkbox"/> Calculus | <input type="checkbox"/> Earth and Space Science | <input type="checkbox"/> Visual Art - Printmaking |
| <input type="checkbox"/> Physics | <input type="checkbox"/> Adventure Based Leadership | <input type="checkbox"/> Visual Art - Painting |
| <input type="checkbox"/> Social Studies | | <input type="checkbox"/> Visual Art - Design |



SHOULD YOU ADD IT TO YOUR LIST?

If you only like it because you get on with the teacher, your friends are taking it, or you find it easy, **think twice** before adding it to your working subject list. On the other hand, if you genuinely enjoy it and can see yourself using it in your career, **consider taking it**.



CHOOSE SUBJECTS YOU'RE GOOD AT

Just like choosing subjects you enjoy can lead to better results, choosing subjects you're already good at can also make an impact.

YOUR BEST SUBJECTS

If you find you do consistently well in a subject, even if you can't see how it could relate to a career right now, it might be a good idea to add it into the mix. Not only will you be building on your previous success, you'll give yourself a good chance of improving your final results.

Look at your recent reports and **list the three subjects you received the highest grades for:**

	Best subject	Second best subject	Third best subject
Report 1:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Report 2:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Report 3:	<input type="text"/>	<input type="text"/>	<input type="text"/>
Report 4:	<input type="text"/>	<input type="text"/>	<input type="text"/>

What was your **top subject overall?**



SHOULD YOU ADD IT TO YOUR LIST?

For the subjects above, if you **enjoy them** and think you can **keep your marks up** in Year 11 and 12, add them to your working subject list. The last thing to do is match up the number of subjects (or units) on your list with the number you need to pick.



RANK YOUR REMAINING SUBJECTS

By now, there's a good chance that your working subject list may be a bit of a mess. Let's take a look at the final step before work out your final subject list.

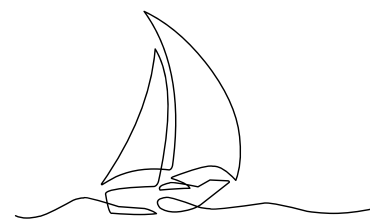
NARROWING IT DOWN

Once you've worked through all the steps in the previous pages, you should be getting pretty close to the right number and combination of subjects.

If you already have the **right number** of subjects/units to submit to your school, then stop now and move on to the next page. If you **don't have enough**, go back a few steps and see if you can add any others into the mix.

If you have **too many**, then we're going to rank them. This will give you an overall score and rank for each subject, which could make it a bit easier to compare them.

To do this, **add up the ticks** for each subject, then give them a **rank**.



Am I **good** at it?



Do I **enjoy** it?



Will it **challenge** me?



Does it give me **variety**?



Is it a uni **prerequisite**?



Does it align with my **Cadi Cluster**?



MY FINAL SUBJECT LIST

"...Choose the enabling subjects, the ones that will keep the doors of opportunity open."

Dr Alan Finkel, Chief Scientist 2016-2020



Biblical Studies Compulsory	
UE Literacy Subject	1
	2
	3
	4
	5
back up	6

SUBMIT

Log in to the KAMAR Parent Portal and select "Course Selection" from the top menu.

Choose one course per column (in order of preference) and select one alternate course as a backup.

Click "Save" when done – you can make changes anytime before Monday, 4 August.





HOPEFUL HORIZONS



His Glory, Your Story—

Discover How God Has Uniquely Wired You to
Live with Confidence, Purpose, and Hope

