



BAY OF ISLANDS

COLLEGE

Vision - "Kokiri Ngatahi" – "Moving Forward Together"-
Achieving Successful Education Aspirations"

Kaupapa Whakanui (Project Respect): Attendance + Effort = Achievement

CURRICULUM GUIDE

YEAR 11 NCEA LEVEL 1

2017

Please note that the information in this pack is subject to change and we will endeavour to inform you of these changes if/when they occur

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CURRICULUM GUIDE FOR THE SENIOR SCHOOL

This guide provides students and their parents with information about the subjects available at the senior level at Bay of Islands College. It is hoped that this information will assist students and parents as they seek to make the right decisions about the year's course and further study at Bay of Islands College.

The staff of the school would be happy to give help and advice. If desired, appointments can be made by phoning the school office telephone (09) 4041056.

It is strongly recommended that students and their parents take into account the following considerations when deciding upon a course of study.

- Students should seek to follow a broad based, general course of study for as long as possible.
- Entry to some careers and some tertiary courses can be made easier by selecting appropriate school courses. The Careers Adviser should be consulted for current information on these requirements.
- Entry to any course should not be considered automatic. Students whose achievement is limited at the end of one year should not attempt courses at a more difficult level without serious consideration. It is important subject pathways are complimented with the necessary pre-requisite. If in doubt, you should consult the Heads of Faculty and subject teachers. All are happy to help. As a guide, the advice of the school should always be sought in cases where course grades are less than an achieved NCEA Level.
- Depending upon class sizes and timetable flexibility, students may follow a programme of Year 12 study which involves courses at different levels e.g. Year 11 NCEA Level 1 English, NCEA Level 2 Maths and Year 13 NCEA Level 3 and Unit Standards.
- Courses not offered in the school curriculum may be available through the Correspondence School and through Bridging Courses for Year 13 students.
- During the year, the school makes STAR Programmes available to students 15 years and older. These courses can be of short duration or a full year of study. The Open Polytechnic, AUT, Northland Polytechnic and other tertiary institutions may also be available to some students, which are completed by correspondence. These programmes widen the range of educational experiences available to students.
- The establishment of courses will depend finally on both number of students and guaranteed staffing figures.

CAREERS

The school's Careers Adviser is Mr Darryl Work, who can provide advice relating to careers and tertiary programmes. Pupils and/or their parents can make an appointment with the Careers Adviser, for advice about jobs, subjects needed, the training and examinations required and the trends for the future.

Computers throughout the school can access the Careers NZ sites which links too many other agencies for information. The school also operates the Gateway Programme to give exposure to work based learning. Through this, students of all abilities in Years 11, 12 & 13 can go into work-based training in industries which they are considering as possible careers. Students and/or parents are encouraged to work together and continually update and revise goals. The school's Careers department are happy to provide assistance to both students and parents.

There are also numerous trips, visits, seminars and workshops offered to all levels throughout the year to which both parents and students are encouraged to take advantage of.

The Careers Suite/Resource area located in "C" block is freely accessible to research or just drop in to browse. All students are encouraged to access the youthguarantee.net/vocational pathways on the schools internet which will initiate inquiry about students' strengths and talents. This information can be filed for later research and evaluation. Please be sure to consult Mr Work for advice and follow-up.

Academic Counselling will be undertaken with all students in Form Classes, by the Form Teacher. Career planning is a vital component of this, where parents are involved in three way conversations with students and teacher.

ADULT STUDENTS

Bay of Islands College Adult Student Centre is a vital part of the College. It is unique in New Zealand and its list of successful "graduates" grows every year. Timetable of subject pathways can be tailored for individual requirements.

You must be 19 years of age (there is no upper limit!). Ms Annette Wynyard is available to assist with your entry.

Any queries can be made at the College Office 404 1056.

As part timers, adult students are responsible for their own attendance check by signing in at the Student Centre.

Careers and Subjects – background required

Accountancy Degree	A broad range of subjects recommended. Mathematics with Statistics and English recommended. Accounting and Economics are useful. <u>Polytech Diploma</u> English, Maths
Agriculture & Horticulture Degree	Recommended Agriculture / Horticulture, Biology, Chemistry, Maths, Computer Studies and English. Polytech courses which lead to employment are also available as open entry.
Apprenticeships	Many trades require completion of pre-trade or foundation courses at Polytechnics. Applicants should have at least three level 1 passes. Each trade requires specific subject backgrounds. However, English, Maths and Science are recommended.
Architecture	<u>Degree at Auckland</u> A broad range of subjects including science skills (Maths with Statistics, Physics), Humanities (History, Geography), language skills (English, another 1 language), drawing skills (Art, Graphics and Design). Physics and Calculus are essential by all Universities which offer a degree in Architecture. <u>Degree at Victoria</u> Physics and Mathematics with Calculus are recommended to gain exemptions.
Armed Forces Officers	Level 3 required for Australian Defence Force Academy. Officer Cadet School requires Merits & Excellence in Level two subjects, including English, or likelihood of gaining University Entrance. <u>Apprenticeships and Combat Trades</u> Level 1 passes in English, Maths, Science recommended. Some trades would require Graphics & Design and Workshop Technology.
Banking	English, Maths
Broadcasting	University Entrance including English
Building	Level 1 English, Workshop Technology – Wood, Graphics and Design. Degrees related to building (e.g. Quantity Surveying), Maths and University Entrance
Business Administration	English, Maths, Accountancy, Economics <u>At Polytech level</u> Information Technology is also recommended
Chemical Engineering	University Bursary Maths with Calculus Physics, Chemistry
Child Care	NCEA Level 2 in general subjects including English. Training providers have varying entry requirements.
Clerical / Reception	Level 2 English, Maths, Word Processing recommended. Computer skills and Accounting useful.
Clothing Designing	Level 2 Maths, English, Art, Maths and Design, Clothing and Textiles, Accounting
Clothing Machinist	Form 5 course including Clothing and Textiles
Computer Engineering	Level 3 Maths with Calculus and / or Maths with Statistics, English, Physics, Chemistry and Computer Science useful.
Computer Programming	Level 2 Maths, English and Computer Studies.
Dentistry	Biology, Chemistry, Physics, Maths with Calculus or Statistics, English preferred.
Dietetics	Preferred Maths with Calculus and / or Maths with Statistics, Chemistry, Biology
Draughting	<u>Polytech</u> Level 2 Maths and Physics. Preferred Design & Technology, Computer Studies, Graphics & Design
Economics Degree	Broad range of subjects recommended including English. Maths with Calculus essential for Stage 3 Economics. Form 7 Economics useful
Engineering Degree	Maths with Calculus, Chemistry and Physics essential. Preferred English and Maths with Statistics <u>Polytech</u> Level 2 English, Maths, Physics and Chemistry <u>Trade</u> Level 1 English, Maths (Graphics & Design, Workshop Technology – Metal) Science minimum. Depends on which trade but all require at least English & Maths
Electrician	Level 1 English. Maths, Science or Physical Science minimum

Electronics Engineering Degree	English & Maths with Calculus is essential. Preferred Chemistry and Physics
Electronics Technician	Level 2 Maths and Physics <i>Fine Arts Degree</i> Broad range of subjects recommended including English. Maths with Calculus essential for Stage 3 Economics. Level 3 Economics useful
Fine Arts Degree	2x Form 7 arts subjects plus at least 2 other non practical Art subjects
Fitness Industry	Level 2 or higher. Physical Education, Biology useful
Food Industry / Chef	Level 1 English. Maths, Science, Home Economics, Accounting, Economics (French useful). Level 2 Home Economics
Food Technology Degree	University Bursary Maths with Statistics, Chemistry, Biology and English
Forestry Degree	English, Chemistry, Biology, Maths with Calculus is the best preparation. Physics and Computer Studies useful <i>Diploma / Certificate</i> English, Maths Forestry
Graphic Designer	Level 2 Art, Art History, Graphics & Design, English & Maths
Hair Dressing	Level 1 English, Science, Maths, Art
Medicine, Physiotherapy, Med lab Technician, Dentistry, Pharmacy at Otago	<i>Intermediate Year</i> Preferred results in University in Biology, Chemistry, Physics, English and Maths with Calculus or Maths with Statistics.
Hotel Management	Variety of subjects, Merits & Excellence at Level 2 English, Economics, Information Processing and Accounting useful. Degree courses required University Entrance. All above subjects useful
Interior Decorating	Level 2 English, Art, Art History, Graphics & Design, Maths. Degree courses require University Entrance and portfolio.
Joiner	Level 1 English, Maths, Workshop Technology – Wood, Graphics & Design, Sciences
Journalism Degree	University Entrance. Based on audition and interview. Post Graduate course at Canterbury.
Law	Very good general education at Year 13 including English. History at Level 3 also recommended
Library Studies	Post graduate diploma courses <i>Medicine Auckland University</i> very high Level 3 marks totalling 5 subjects plus interview. Level 3 must include one of English, Classical Studies, History, Art History
Motor Industry	See Engineering Trades
Music Degree	University Entrance which includes Year 13 Music. Performance (tape or alive) also required <i>Polytechnic Diploma in Jazz Performance</i> Audition and interview to demonstrate ability in one or more musical instruments. Performance experience recommended
Nursing Degree	Minimum requirements are Level 3 including English and Biology. Chemistry to Level 2 can also be useful
Occupational Therapy	Level 3 English plus any two of Biology, Chemistry, Physics or Maths highly recommended
Optometry	Level 3 Chemistry, Physics and both Maths with Statistics and Maths with Calculus
Painting & Decorating	Level 1 Maths, Art and Graphics & Design
Parks & Recreation Degree	Biology, English, Geography, Economics and Maths with Calculus and Statistics preferred.
Pharmacy	See Health Sciences
Pharmacy Assistant	Level 1 English, Maths, Science
Planning Degree	Relevant subjects include English and Maths with Calculus and / or Maths with Statistics. Accounting, Biology, Economics, Geography and History are useful
Physical Education Degree	Biology, Chemistry, Physics, Maths with Statistics recommended as this combination opens up all options. Merits / Excellence in Level 2 required, including English

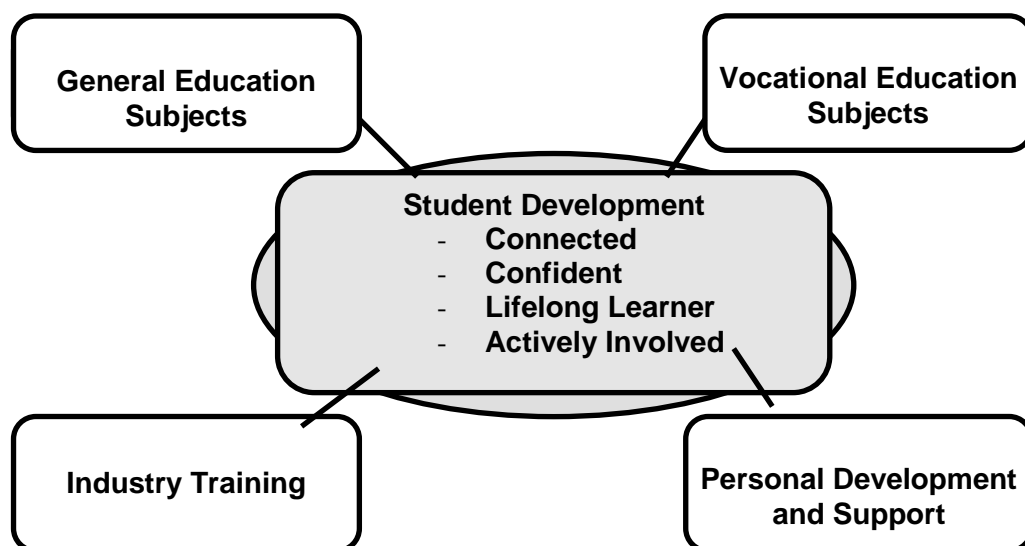
Physiotherapy	<i>Otago</i> Level 3 English, Chemistry or Physics. High number of Merits / Excellence including English. Also can study at AUT Auckland
Plumbing	3x Level 1 passes. Workshop Technology – Metal, Maths, English. Graphics & Design and Science useful
Police	Merits / Excellence at Level 2 subjects with Merit / Excellence in English. Prefer older applicants who have completed another qualification. A second language and ability to swim is useful. You must be able to type 20wpm and use a word processor. Personal fitness also important
Quantity Surveying	Merit / Excellence in Level 2 best 4 subjects. Preferred Maths and Physics. <i>Degree Course</i> requires University Entrance
Radiography	<i>Diagnostic</i> Level 3 English, Maths with Calculus or Maths with Statistics and Physics preferred. <i>Therapeutic</i> Level 3 English, Maths with Calculus or Maths with Statistics, Physics, Biology, Chemistry
Secretarial Reception	Preferred Level 2 English and Word Processing. Computer Studies useful
Social Work	<i>Degree in Social Work</i> (Massey or Christchurch) or Postgraduate. Must have a Bachelor's degree, preferably in the Social Sciences. Experience in nursing, teaching and other jobs which involve helping people recommended
Speech Therapy Degree	Level 3 English and Languages strongly recommended
Surveying Degree	Level 3 English, Maths, Physics, Geography, Graphics & Design and Computer studies
Teaching	<i>Early Childhood & Primary</i> Merits / Excellence in Level 2 including Merit in English and 42 Level 3 credits in Approved subjects. <i>Secondary</i> Generally selected after completing degree . similar qualification except Physical Education where Colleges of Education provide 4 year conjoint courses. Recommended that degree allows for more than one major teaching subject. Must gain University Entrance
Veterinarian's Degree	Chemistry, Physics, Biology, Maths with Calculus or Maths with Statistics. English recommended at Level 3
Veterinarian's Assistant	Level 1 Maths. Level 2 Biology and English with a minimum Merit

CURRICULUM OVERVIEW

Bay of Islands College compliments the New Zealand Curriculum. The range of courses offered are based on the aspirations and needs of the school community.

The vision “What we want for our young people” (NZ Curriculum) and the College’s Vision Statement underpinned the school’s value statements, “increased achievement comes from increased expectations based on respect.

Bay of Islands College provides a diverse and exciting curriculum, designed to offer you both opportunities and challenges in your education. The curriculum has four main components, each of which contributes to and supports in forming an integrated pattern of study.



General Education Subjects refers to Core subjects, most of which are commonly available for study in schools. When selecting subjects, you should especially consider those which support your vocational area or in which you are particularly interested or talented. If your subject is not available see the teacher in charge of Correspondence School to see if you can enrol in your chosen subject.

Vocational Education Subjects refers to the NZQA accredited courses. The subject which you choose from this group will be central to your learning at Bay of Islands College. This refers to the STAR Funded and Unit Standard based courses. Specific specialised courses are also available e.g. First Aid, Kiwi Host, Fencing, and Chainsaw.

Industry Training describes your learning in the workplace. While at Bay of Islands College, you will have the opportunity to participate in work placement in your vocational area. Retailing, Forestry and Industry Studies Courses are subjects in this area. The Gateway programme also offers opportunities for Industry Training in other subject areas for short periods.

Personal Development and Support describes a variety of experiences in which, as a Bay of Islands College student, you will have the opportunity to participate. These range from classroom study of personal skills such as goal setting and self-motivation to outdoor education and cultural excursions.

Other opportunities include; School Leader, House Council Member, Prefect, Peer Support Leader and Peer Mediator.

SENIOR SCHOOL REQUIREMENTS

The choice to go to school at Bay of Islands College is an important decision in a young adult's life. It needs to be a decision made with commitment and dedication to learning; with some understanding of a personal career pathway.

In order to be a successful senior student at Bay of Islands College there needs to be an awareness of the different requirements that must be met.

The Education Act requires parents / guardians to have their children attend school until 16 years of age. Beyond that age, attendance at school is based on an agreement between the student and the school.

The Senior Students Agreement is a signed agreement between the student and the staff of Bay of Islands College.

Students are expected, under the Bay of Islands College Student Agreement, to abide by the expectations and conditions set down hereunder.

As a senior student at Bay of Islands College, I agree to:

- allow every student to have the opportunity to learn
- help promote a positive school image
- work cooperatively with teachers, students and other members of the school
- attend and be prepared for all learning activities programmed for me
- abide by all school regulations/rules
- ensure that I understand all course requirements and make a genuine effort in all of my areas of study
- adhere to the Assessment Policy
- uphold school standards pertaining to school uniform
- adhere to the discipline code laid down by Bay of Islands College
- encourage those who do well and promote a positive attitude to educational achievement
- work towards achieving the school Mission Statement which is;

“Together we will develop respectful students, maximising their potential”

HOMEWORK

Homework is an integral part of preparing students for the future. Without regular homework, students will find it harder to achieve success at a national level. Bay of Islands College aims to develop sound work ethics and increased student productivity through regular homework.

The purpose of homework is to:

1. Reinforce what is taught in the classroom
2. Complete unfinished work
3. Prepare or research information for upcoming units
4. Review what is taught in the classroom
5. Encourage independent learning

A general guide to the time spent on homework each night is:

Senior Years: A minimum of two hours; research shows students who complete homework regularly achieve higher grades, on average

NCEA

- **One credit** represents **ten hours** of learning and assessment.
- This includes teaching time, homework and assessment time.

- Students need a total of 80 credits for each NCEA qualification:
- NCEA Level 1 – 80 credits at any Level, including credits in literacy and numeracy.
- NCEA Level 2 – 60 credits at Level 2 or above, plus 20 credits from Level 1 or above.
- NCEA Level 3 – 60 credits at Level 3 or above, plus 20 credits from Level 2 or above.

COURSE ENDORSEMENT: 14 or more credits at Merit or Excellence, where at least 3 of these credits from externally assessed standards and 3 credits from internally assessed standards. Note, this does not apply to Physical Education, Religious Studies and Level 3 Visual Arts.

NCEA ENDORSEMENT: If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit. Credits earned can count towards an endorsement over more than one year and more than one level. However, they must be gained at the level of the certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA

Course Selection for students in Yr 11-13 working towards NCEA Level 1, 2 or 3

Your selection of subjects for each year should have been supported through Academic Counselling.

- Students likely to achieve less than ½ the credits required for NCEA will most likely remain at that level for most subjects.
- Students closer to obtaining the required credits for NCEA may be able to advance in SOME subjects
- Students who complete NCEA will usually be able to advance, to the next level.
 - Some subjects have prerequisite work that must be completed before moving up a level ie specific units at this level must be completed before you can move up
 - Literacy and Numeracy requirements may affect choices for those with limited prior completion
- Yr 11 select 5 subjects, each will involve 20-24 credits assessed per course, most, but not all courses will include external examination assessment. Some courses do not continue onto the next levels.
- Yr 12 and 13 select 5 subjects, each will involve around 24 credits assess per course, most, but not all courses will include external examination assessment

During Academic Counselling Form Teachers, Deans, and parents and students will consider”

- Your requests
- Your results to date
- Your attitude
- Your goals
- The requirements for completion of NCEA and your future career aspirations

A course selection made in Term 3:

- Will be confirmed, and change maybe required, when the whole years performance can be considered
- Will help us create a new timetable for next year
- The availability of courses for students will be affected by numbers selecting subjects and results achieved

NCEA involves many levels of success:

- Literacy and Numeracy
- Course completion
- NCEA itself
- Each achievement standard course may be endorsed at Merit or Excellence.
 - 14 credits at higher levels need to be gained in one year for Course endorsement
 - 5 course endorsements could be possible each year
 - Other requirements will be identified later

- NCEA itself maybe endorsed for MERIT or EXCELLENCE by gaining 50 credits at those levels
 - Students may complete these NCEA awards over more than one year
- Many students will complete an award at a lower level by completion of work the following year, at a higher level.
 - You may need to apply for a new certificate
 - One free certificate may be requested each year
 - Results are posted online

All success can only follow if students attend regularly and the application and effort are at high levels.

University Entrance

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university. To be awarded UE you will need

- NCEA Level 3
- Three subjects - at **Level 3 or above**, made up of:
 - 14 credits each, in three approved subjects (not all subjects are approved for UE, some count for NCEA but not for this. Checking standards and courses that count is important)
- Literacy - [10 credits at Level 2 or above](#), made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - [10 credits at Level 1 or above](#), made up of:
 - achievement standards – specified achievement standards available through a range of subjects, or
 - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all three** required).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

Credits

Credits can be accumulated over more than one year.

If a unit and an achievement standard assess the same learning outcome, only the credits for ONE standard can be counted. In other words they are 'mutually exclusive'. A list of such [exclusions](#) is published each year.

Discretionary entrance

When an applicant does not qualify for University Entrance to a New Zealand university, they may be eligible for Discretionary Entrance.

BAY OF ISLANDS COLLEGE SUBJECT PATHS 2017 (to be confirmed)

Year 9		Year 10		Year 11		Year 12		Year 13
Form Class		Form Class		Form Class		Form Class		Form Class
English	Maori Medium	English	Maori Medium	English	Maori Medium	English	Maori Medium	English
Mathematics	Maori Medium	Mathematics	Maori Medium	Mathematics – Full Course	Maori Medium	Mathematics	Maori Medium	Mathematics
Science	Maori Medium	Science	Maori Medium	Science – Full Course		Biology Chemistry Physics		Biology Chemistry Physics
Social Science	Maori Medium	Social Science	Maori Medium	Geography History		Geography History		Geography History
Physical Education/ Health	Maori Medium	Physical Education/ Health	Maori Medium	Physical Education		Physical Education		Physical Education
Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori
Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art–more specific disciplines Dance and Drama Music
Technology Wood Food Textiles Digital (Computers)		Wood Technology Fabric /Textiles Technology Food Technology Digital Technology Design & Visual Communications Wood Technology Metal Technology		Digital Technology Metal Technology - Engineering Wood Technology - Materials Fabric / Textiles Technology Food Technology Design & Visual Communications Industry Studies Gateway		Digital Technology Food Technology Metal Technology - Engineering Wood Technology - Materials Textiles Technology (Project Day) Forestry Industry Studies Gateway		Digital Technology Textiles Technology Industry Studies Gateway
Every student rotates through all of these subjects for 10 lessons		These are option subjects. Students choose 2 in each ½ of the school year (4 in total)						

COURSE DESCRIPTIONS

ARTS

FACULTY

Level : 1	Course: Art – Visual Art & Design	Head of Faculty: Mrs D Wallam-Duke	Total Credits: 30
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Entry Prerequisite: The subject would preferably be done in year 10. If not, entry is at the **discretion** of the Teacher in Charge.

NB: Students will be given more specific assignments at the beginning of the year. AS90916 (externally assessed) will require 2 x A1 boards of work showing the development and completion of art work based on a theme to be co-constructed at the start of the year.

Costs: An “upfront” materials cost of \$20

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	AS90913	4	1	4	Demonstrate understanding of art works from a Maori and another cultural context using art terminology	internal	2	On going
2	AS90914	3	1	4	Use drawing methods and skills for recording information using wet and dry media	internal	2	November 2017
3	AS90915	2	1	6	Use drawing conventions to develop work in more than one field of practice	internal	2	Term 3-4
4	AS90916	3	1	12	Produce a body of work informed by established practice, which develops ideas, using a range of media	external	Yearly portfolio	Term 3
5	AS91917	3	1	4	Produce a finished work that demonstrates skills appropriate to cultural conventions	internal	2	Term 3-4

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned

Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. See the rules and form as posted on your classroom wall.

Level 1:	Course: Dance & Drama	Teacher in Charge: Mrs M Wilson	Total Credits: 22
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This course develops practical performance techniques and knowledge of Theatre, while working towards performances in a variety of genre. Students will learn creative ways of devising their own plays, will work with scripts, and will perform twice to a live audience with their creations. Students will perform a Movement piece and learn about production technologies such as costume and lighting. Although the emphasis is on practical work, there is a written component to each standard. Four Achievement Standards are internally assessed and one is externally assessed by an exam at the end of the year.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	90006	4	1	4	1.1 - Apply drama techniques in dramatic context	Written + Performance	2	Term 1
2	90009	4	1	5	1.6 - Perform an acting role in a scripted production	Written + Performance	1	Term 3
3	90097	1	1	5	1.2 - Devise and perform a drama	Written + Performance	1	Term 3
4	90999	2	1	4	1.4 - Use features of a drama/theatre form in a performance	Written + Performance	2	Term 2
5	91000	1	1	4	1.5 - Demonstrate understanding of a significant play	External	1	Term 2
6	90998	1	1	4	1.3 – Demonstrate understanding of features of a drama/theatre form	Exam		
7	90011	1	1	4	1.7 – Demonstrate understanding of the use of drama aspects within live performance	Exam		

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned
Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

Level 1:	Course: Music	Teacher in Charge: Mrs R Loveridge	Total Credits: 24
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This course aims to develop student's further awareness and skills in all areas of music. To provide students with knowledge and skills to research and compare historical, social and cultural contexts of music and the theory and analysis of music, and to enable students to apply their knowledge and understanding to their own performance of music.

Assessment Number	Standard Number	Version	Lit/ Num	Title	Credits	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	91090	3		Perform two pieces of music as a featured soloist.	6	Practical	2	Term 2
2	91091	3		Demonstrate ensemble skills through performing a piece of music as a member of a group.	4	Practical	2	Term 1
3	91095	3	L1 Lit	Demonstrate knowledge of two music works from contrasting contexts.	6	Assignment	2	Mid-way through Term 1 and 2
4	26687	3		Demonstrate and apply knowledge of sound technology for a performance context.	4	Test	1	End of Term 3
5	91094	3	L1 Lit	Demonstrate aural and theoretical skills through transcription	4	Exam	External	Term 4 Exam

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned
Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

ENGLISH

FACULTY

Level: 1		Course: English (ENGLL)		Head of Faculty: Shelley Morgan		Total Credits: 21 int. + 8 ext. = 29	
This English course builds on the skills that you developed in Year 9 and Year 10 English. It offers you the opportunity to explore and enjoy visual, oral and written texts. To enter this course you will need to have successfully completed your Year 10 English course and be consistently performing at Level 5 of the curriculum in English							
Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities	Approximate Date
Internally assessed achievement standards							
90052	5	1	3	1.4 Produce creative writing	Portfolio	2	Term 1
90053	5	1	3	1.5 Produce formal writing	Portfolio	1	Term 2-3
90852	5	1	4	1.8 Explain significant connection(s) across texts, using supporting evidence	Assignment	1	Term 2
90053	2	1	4	1.9 Use information literacy skills to form conclusion(s)	Assignment	1	Term 3
90854	2	1	4	1.10 Form personal responses to independently read texts, supported by evidence	Portfolio	1	Term 1
90856	2	1	3	1.11 Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Test	1	Term 3
Externally assessed achievement standards							
90849	3	1	4	1.1 Show understanding of specified aspects of studied written text(s), using supporting evidence -Poetry or Novel	Exam	External	Term 3 in class Mid-November 2016 Exams
90852	3	1	4	2.2 Show understanding of specified aspect(s) of studied visual text(s), using supporting evidence - Film	Exam	External	Term 3 in class Mid-November 2016 Exams

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned
Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: English (1ENG) Head of Faculty: Shelley Morgan Total Credits: 20 (all internally accessed)

This English course builds on the skills that you developed in Year 9 and Year 10 English. It offers you the opportunity to explore and enjoy visual, oral and written texts. To enter this course you will need to have successfully completed your Year 10 English course. Externally assessed achievement standards can be added to this course at the discretion of the classroom teacher in consultation with the Head of Faculty

Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities	Approximate Date
internal achievement standards							
90052	5	1	3	1.4 Produce creative writing	Portfolio	2	Term 1
90053	5	1	3	1.5 Produce formal writing	Portfolio	1	Term 2-3
90857	2	1	3	1.4 Construct and deliver oral text	Presentation	2	Term 3
90053	2	1	4	1.9 Use information literacy skills to form conclusion(s)	Assignment	1	Term 2
90854	2	1	4	1.10 Form personal responses to independently read texts, supported by evidence	Portfolio	1	Term 1
90856	2	1	3	1.11 Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	Test	1	Term 2

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned

Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: English (1ENGski) Head of Faculty: Shelley Morgan Total Credits: 26 (all internally accessed)

This English course builds on the skills that you developed in Year 9 and Year 10 English. It offers you the opportunity to explore and enjoy visual, oral and written texts and to obtain Level 1 Literacy through 3 Unit Standards and/or Achievement Standards. Your work is internal and portfolio based. That means you will not be sitting exams but you will be using the writing process to plan, draft, edit and publish written work throughout the year; you will also be keeping records of your reading and listening activities throughout the year. This is needed to provide evidence of your overall level of achievement in 2017.

Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities	Approximate Date
Internally assessed achievement standards							
US26622	3	1	4	Write to communicate ideas for a purpose and audience	Portfolio	Throughout year	Term 3
US26624	3	1	3	Read texts with understanding	Portfolio	Throughout year	Term 3
US26625	4	1	3	Actively participate in spoken interactions	Discussion in groups and in pairs	Throughout year	Term 3
AS90053	5	1	3	1.5 Produce formal writing	Portfolio	1	Term 2
AS90853	2	1	4	1.9 Use information literacy skills to form conclusion(s)	Assignment	1	Term 1
AS90856	2	1	3	1.11 Show understanding of visual and/or oral text(s) through close viewing and/or listening , using supporting evidence	Assessment	1	Term 3
AS90857	2	1	3	1.6 Construct and deliver an oral text	Speech	1	Term 2
AS90855	2	1	3	1.7 Create a visual text	Assignment	1	Term 3

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

MAORI FACULTY

Level: 1	Course: Maori	Teachers in Charge: Mr D Prime / Mrs E Painting-Davis	Total Credits: 30
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A prerequisite for students in this course is to have completed a foundation course in Years 9 & 10 Te Reo Maori Levels 1-5.

Course information

Students will be studying topics and language structures familiar to them regarding home, school, marae and/or teenage issues.

No	Standard Number	Version	Level	Credits	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	91085	2	1	6	Te Reo Maori 1.1 - Whakarongo kia mohio ki te reo o tona ao	Portfolio	4	Ongoing
2	91086	2	1	6	Te Reo Maori 1.2 - Korero kia whakamahi i te reo o tona ao	Portfolio	4	Ongoing
3	91089	2	1	6	Te Reo Maori 1.5 - Waihanga tuhinga i te reo o tona ao	Portfolio	4	Ongoing
4	91087	2	1	6	Te Reo Maori 1.3 - Panui kia mohio ki te reo o tona ao	Exam	External	Term 4
5	91088	2	1	6	Te Reo Maori 1.4 - Tuhi i te reo o tona ao	Exam	External	Term 4

Resubmission maybe possible if there is an omission or minor error you can see and fix. This can only happen before papers are returned

Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: Maori Performing Arts Teacher in Charge: Ms J Maunsell Total Credits: 36

Māori Performing Arts Level 1 begins our exploration into the fundamentals of Te Ao Kapahaka & Māori Dance. Here we identify and discuss some basic elements and research notable luminaries in these fields of performance. The course is equally balanced with written and practical components in both learning and assessment. **Prerequisites:** A positive attitude to learning what may be a totally new and different subject needs to be open to learning Maori traditions and some language.

No	Standard Number	Version	Level	Credits	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	19724	2	1	4	Describe the origins of New Maori Dance	Practical	2	Term 2
2	19731	2	1	4	Make and perform New Maori Dance for peers	Practical	2	Term 3
3	22752	3	1	3	Demonstrate knowledge and skills of performance components	Assignment	1	Term 1
4	22754	3	1	4	Demonstrate knowledge of the origins of Maori performing arts disciplines and events	Assignment	1	Term 4
5	22755	3	1	3	Demonstrate knowledge of a Maori performing arts costume ensemble	Assignment	1	Term 1
6	22758	2	1	4	Identify new Maori dance	Practical	2	Term 2
7	91207	2	2	4	Dance 2.3 - Perform an ethnic or social dance to communicate understanding of the style	Practical	2	Term 3
8	22756	2	3	10	Perform a Maori performing arts bracket	Practical	2	Term 1

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

MATHEMATICS

FACULTY

Level: 1	Course: Mathematics	Head of Faculty: Mrs H Voigt	Total Credits: 28
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Student in this class will attempt the Achievement Standards listed and be able to progress to Level 2 Mathematics if passed. Many in the class will, during the course of the year complete portfolios to allow the unit standards to be awarded as a backup for Numeracy. The focus is to be the Achievement Standards listed

No	Standard Number	Version	Level	Credits	Lit/Num	Full Title	Method of Assessment	Assessment Opportunities Offered
1	91026	3	1	4	Num	Mathematics and Statistics 1.1 – Apply numeric reasoning in solving problems	Test	1
2	91029	3	1	3	Num	Mathematics and Statistics 1.4 – Apply linear algebra in solving problems	Test	2
3	91030	3	1	3	Num	Mathematics and Statistics 1.5 – Apply measurement in solving problems	Test	2
4	91032	3	1	3	Num	Mathematics and Statistics 1.7 – Apply right-angled triangles in solving measurement problems	Test	1
5	91034	3	1	2	Num	Mathematics and Statistics 1.9 – Apply transformation geometry in solving problems	Test	1
6	91036	3	1	3	Num, L1 Lit	Mathematics and Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle	Test	1
7	26627	3	1	3	Num	Use measure to solve problems	Portfolio	2
8	26623	3	1	4	Num	Use number to solve problems	Portfolio	1
9	26626	3	1	3	Num	Interpret statistical information for a purpose	Portfolio	1

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Level: 1 Course: Mathematics 1MATn (not eligible for Course Endorsement) Head of Faculty: Mrs H Voigt Total Credits: 28

NUMERACY FOCUS: This course is designed for those with extremely limited progress up to Year 10. The clear focus is on achieving NUMERACY and this course does NOT allow students to progress to Level 2 Mathematics. Some students doing well may attempt the corresponding Achievement Standards

No	Standard Number	Version	Level	Credits	Lit/ Num	Full Title	Method of Assessment	Assessment Opportunities Offered
1	91026	3	1	4	Num	Mathematics and Statistics 1.1 – Apply numeric reasoning in solving problems	Test	2
2	91030	3	1	3	Num	Mathematics and Statistics 1.5 – Apply measurement in solving problems	Test	2
3	91032	3	1	3	Num	Mathematics and Statistics 1.7 – Apply right-angled triangles in solving measurement problems	Test	2
4	91036	3	1	3	Num, L1 Lit	Mathematics and Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle	Test	2
5	26623	3	1	4	Num	Use measure to solve problems	Test	2
6	26626	3	1	3	Num	Interpret statistical information for a purpose	Portfolio	1
7	26627	3	1	3	Num	Use measurement to solve problems	Portfolio	1
8	5223	5	1	1		Use formulae and equations to solve problems in the workplace	Portfolio	1

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. see the rules and form as posted on your classroom wall.

Level: 1 Course: Mathematics 1MATe (Course is endorsable) Teacher in Charge: Mr D Markin Total Credits: 16

Students in this Year 11 class will sit two external assessments and complete Numeracy via achievement standards. This entire class is expected to target Merit and Excellence in all assessments. This is to be a grouping of higher achievers.

No	Standard Number	Version	Level	Credits	Lit/ Num	Full Title	Method of Assessment	Assessment Opportunities Offered
1	91026	3	1	4	Num	Mathematics and Statistics 1.1 – Apply numeric reasoning in solving problems	Test	2
2	91030	3	1	3	Num	Mathematics and Statistics 1.5 – Apply measurement in solving problems	Test	2
3	91036	3	1	3	Num, L1 Lit	Mathematics and Statistics 1.11 – Investigate bivariate numerical data using the statistical enquiry cycle	Assignment	2
4	91032	3	1	3	Num	Mathematics and Statistics 1.7 – Apply right-angled triangles in solving measurement problems	Test	2
5	91029	3	1	3	Num	Mathematics and Statistics 1.4 – Apply linear algebra in solving problems	Test	2

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. see the rules and form as posted on your classroom wall.

PHYSICAL EDUCATION

AND

HEALTH

FACULTY

Level: 1	Course: Physical Education	Teacher in Charge: Mrs R Hills / Ms L Brophy	Total Credits: 22
ENTRY PREREQUISITES: Consistent development in Key Competencies over Year 10, especially in Contributing and participating, Managing Self and Relating to Others. Consistent completion of Health booklets and record keeping.			

No	Standard Number	Version	Level	Credits	Lit / Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	90964	3	1	3		Physical Education 1.3 - Demonstrate quality movement in the performance of a physical activity	Practical	2	March 2016
2	90967	2	1	3	L1 Lit	Physical Education 1.6 - Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	Portfolio	2	March 2016
3	90966	2	1	4	L1 Lit	Physical Education 1.5 - Demonstrate interpersonal skills in a group and explain how these skills impact on others	Portfolio	2	Term 2
4	90963	3	1	5	L1 Lit	Physical Education 1.2 - Demonstrate understanding of the function of the body as it relates to the performance of physical activity	Exam	2	Term 3
5	90962	3	1	5		Physical Education 1.1 - Participate actively in a variety of physical activities and explain factors that influence own participation	Portfolio	2	Term 1,2,3
6	90969	3	1	2		Physical Education 1.8 - Take purposeful action to assist others to participate in physical activity	Portfolio	2	Term 3-4

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
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SCIENCE FACULTY

Level: 1	Course: Science	Head of Faculty: Mr K Prakash	Total Credits: 24
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To explore and act on issues and questions that links their science learning to their daily living. Furthermore, to build language and develop their understandings of the many ways the natural world can be represented. It focuses on aspects of Biology, Chemistry and Physics. The course fee is \$35.00 which includes workbooks and photocopied notes.

No	Standard Number	Version	Level	Credits	Lit/Num	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	90925	3	1	4	Num	Biology 1.1 - Carry out a practical investigation in a biological context, with direction	Practical	1	Term 1
2	90946	3	1	4		Science 1.7 - Investigate the implications of the properties of metals for their use in society	Practical	1	Term 2
3	90953	3	1	4	L1 Lit	Science 1.14 - Demonstrate understanding of carbon cycling	Assignment	1	Term 2
4	90935	3	1	4	Num	Physics 1.1 - Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Practical	1	Term 3
5	90950	3	1	4		Science 1.11 - Investigate biological ideas relating to interactions between humans and micro-organisms	Assignment	1	Term 1
6	90944	4	1	4		Science 1.5 - Demonstrate understanding of aspects of acids and bases	Exam	External	Term 4

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

SOCIAL SCIENCE FACULTY

Level: 1 Course: Geography Teacher in Charge: Mrs E Van Dyke Total Credits : 22

Geography combines knowledge, skills, and understandings of the physical and social sciences. It provides opportunities through fieldwork for first-hand investigations of places, environments, and human activities. It helps students make sense of complex issues such as climate change, ageing populations, urban growth, land conflicts, globalisation, and sustainability. Environmental science is a subject that integrates the science and geography to the study of the environment, and the solution of environmental problems. Environmental scientists work on subjects like the understanding of earth processes, evaluating alternative energy systems, pollution control and mitigation, natural resource management, and the effects of global climate change.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Science	1	1	4	Demonstrate understanding of the effects of astronomical cycles on planet earth	Internal	1	Term 1
2	91011	1	1	4	Conduct geographic research, with direction	Internal	1	Term 1
3	91009	1	1	3	Demonstrate geographic understanding of a sustainable use of an environment	Internal	1	Term 2
4	91012	1	1	3	Describe aspects of a contemporary New Zealand geographic issue	Internal	1	Term 3
5	91010		1	4	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	External	1	Term 4
6	91007		1	4	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)	External	1	Term 4

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1		Course: History		Head of Faculty: Mr A Leitch		Total Credits : 24 (max)		
History invites students to ask, and helps them answer, today's questions by engaging with the past and imagining and speculating on possible futures. History presents students with the dilemmas, choices, and beliefs of people in the past. It connects students with the wider world as they develop their own identities and sense of place. Students engage with history at personal, local and international levels. They investigate the histories of their communities, New Zealand, and the wider world.								
No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91001	3	1	4	History 1.1 - Carry out an investigation of an historical event, or place, of significance to New Zealanders	Assignment	1	Term 2
2	91002	3	1	4	History 1.2 - Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Assignment	1	Term 2
3	91004	3	1	4	History 1.4 - Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Assignment	1	Term 3
4	91003	3	1	4	History 1.3 – Interpret sources of an historical event of significance to New Zealanders	Exam	External	
5	91005	3	1	4	History 1.5 – Describe the causes and consequences of an historical event	Exam	External	
6	91006	4	1	4	History 1.6 – Describe how a significant historical event affected New Zealand society	Exam	External	

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

TECHNOLOGY

FACULTY

Level: 1 Course: Digital Technology Teacher in Charge: Mrs K Boyde-Preece Total Credits: 26 Internal + 6 External = 32

The Level 1 Digital Technology offers a wide ranging introduction to different applications and skills within computing, as a response to Employment deficits in this field in New Zealand. As well as becoming more proficient users of word processing and spreadsheet applications, students study and apply skills in the following areas: Image creation and manipulation using photoshop; Web Site creation using HTML and CSS coding; Computer Game planning and creation using Scratch.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91071	1	1	4	Digital Technologies 1.41 – Implement procedures to produce a digital outcome	Assignment	2	Term 1
2	91073	1	1	4	Digital Technologies 1.43 – Implement procedures to produce a digital media outcome	Assignment	2	Term 3
3	91075	2	1	3	Digital Technologies 1.45 – Construct a plan for a basic computer program for a specified task	Assignment		Term 2
4	91076	2	1	3	Digital Technologies 1.46 – Construct a basic computer program for a specified task	Assignment	1	Term 2
5	91045	1	1	4	Generic Technology 1.2 – Use planning tools to guide the development of an outcome	Portfolio	1	Term 1
6	91044	1	1	4	Generic Technology 1.1 – Undertake brief development to address a need or opportunity	Portfolio	1	Term 3
1	91070	3	1	3	Digital Technologies 1.40 – Demonstrate understanding of basic concepts of information management	Exam	External	Term 4
2	91053	2	1	3	Digital Technologies 1.41 – Demonstrate understanding of design elements	Exam	External	Term 4

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

The year 11 Technology – Engineering programme comprises of unit standards from Competenz, the New Zealand Engineering Industrial Training Organization and Technology Achievement Standards. The standards offered below contribute towards the National Certificate of Educational Achievement (NCEA). **NB: The unit standards allow you to achieve only when you are deemed competent by your teacher. Achievement Standard grades are Achieve, Merit or Excellence.** From the beginning your teacher will be watching you to see that you are following the correct safety procedures and demonstrating the practical skills required to gain credits. The evidence for the Technology Achievement Standards will be gathered from your Design Folio created for the Weathervane Brief. **You must take care not to lose or misplace the workbooks and activity sheets issued to you. This is a record of your work, which the visiting assessor will require to see. NO work is to be removed until cleared by staff.**

- **Technology-Engineering is an internally assessed subject**
- **No external examinations are set**
- **Some Unit standards will require tests either practical or written**
- **Throughout the year both your written and practical work, along with your use of tools and machinery will be assessed against the unit standards and will contribute to the final assessment at the end of the year**

Students must complete two of three practical projects, an Engineer’s clamp and a Weather Vane

No.	Standard Number	Level	Credits	Full Title	Method of Assessment	Due
1	22923	1	12	Demonstrate basic engineering workshop skills under close supervision	external	Week 6 Term 1
2	22926	1	2	Demonstrate knowledge of safety procedures in a specific engineering workshop	external	Week 8 Term 1
3	AS91045	1	4	Use planning tools to guide the technological development of an outcome to address a brief	internal	Week 4 Term 2
4	AS91046	1	6	Use design ideas to produce a conceptual design for an outcome to address a brief	internal	Week 6 Term 2
5	AS91048	1	4	Demonstrate understanding of how technological modelling supports decision making	external	Week 4 Term 3
6	AS91047	1	6	Undertake development to make a prototype to address a brief	internal	Week 6 Term 4
7	22924	1	10	Develop a simple product using Engineering materials	external	Week 6 Term 4

Assessment: 44 Credits – toward NCEA Level 1

HOW TO SUCCEED IN TECHNOLOGY-ENGINEERING

1. Complete task worksheets for each unit standard
2. Demonstrate competency in the use of workshop equipment
3. Arrive promptly to class. Regular attendance is essential, as time lost in the workshop on practical work can never be caught up
4. Do not waste time talking
5. Work must be neat and complete
6. Always give your best to every task
7. **All work must be your own, both the practical and any written work**

This course introduces students to the processes and skills involved in working with resistant materials (mainly wood). It is made up of a combination of Vocational Unit Standards (from the Building and Construction ITO) and Achievement Standards (from the Technology Curriculum). The first term is spent gaining confidence with the practical skills required and with decision making - being able to explain and justify any choices made i.e. type of project, materials to be used, and processes to use. Most of the assessments are practical based and rely on students keeping a record, through their portfolio, of what they did and why. This is an ideal introduction course for any student who enjoys working with their hands and/or is thinking about future employment in the building/construction/boat building/cabinet making industry. This course is suitable for students to 'pick up' for the first time - they do not need to have done it at lower levels

No.	Standard Number	Level	Credits	Full Title	Method of Assessment	Assessment Opportunities offered	Approximate Date
1	91057 v3	1	6	Construction and Mechanical Technologies 1.20 – Implement basic procedures using resistant materials to make a specific product	Portfolio	2	Term 2 & 3
2	91047 v3	1	6	Generic Technology 1.4 – Undertake development to make a prototype to address a brief	Portfolio	2	Term 3
3	US24352 v1	1	2	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	Portfolio	2	Term 1
4	US24355 v1	1	4	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	Portfolio	2	Term 1
5	US24356 v1	1	8	Apply elementary workshop procedures and processes for BCATS projects	Portfolio	2	Term 2
6	US12927	2	6	Identify, select, maintain and use hand tools for BCATS projects	Assignment	2	Term 1,2,3

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: Fabric / Textiles Technology Teacher in Charge: Mrs N Smyth Total Credits: 22 Internal + 4 External = 26

This course will teach students the basic skills they need for making garments and/ or textile items. They will learn to read a pattern envelope and information included in a pattern. They will learn about different fabric construction as well as adapting patterns to suit their needs.

The cost for the year is \$30 for materials used in class. Each student must also have an A3 file folder (available at school for \$12) and fabrics for the various projects.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	AS91096	1	1	4	Make basic adaptations to a pattern to enable a design to fit a person or item (Bottom ½)	Portfolio + Practical	2	Term 3
2	AS91047	1	1	6	Undertake development to make a prototype to address a brief (Bag)	Portfolio + Practical	2	Term 2
3	AS91058	1	1	6	Implement basic procedures using textile materials to make a specified product (Cover Up)	Practical	2	Term 1
4	AS91049	1	1	4	Demonstrate understanding of how materials enable technological products to function	Assignment	1 External	Term 4
5	AS91046	2	1	6	Demonstrate a conceptual design for a personal storage item	Portfolio	2	Term 1

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times

Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: Food Technology	Head of Faculty: Mr C Serfontein	Total Credits: 23
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Food Technology and Home Economics consist of achievement standards which have derived from the Generic and Processing Technology matrix along with an achievement standard from the Home Economics Matrix. Students will demonstrate and implement an understanding of how food materials enable products to develop. Students also have the opportunity to demonstrate a range of basic concepts and procedures to develop specified food products from raw materials. Students will also demonstrate their understanding of food preservation techniques..

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	90956	2	1	5	Home Economics 1.1 Demonstrate knowledge of an individual's nutritional needs	Internal	2	Week 8 Term 2
2	90959	1	1	5	Home Economics 1.4 – Demonstrate knowledge of practices and strategies to address food handling issues	Assignment Internal	2	Term 1 & 2
3	91084	2	1	4	Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage	Assignment Internal	2	Term 1
4	90958	2	1	5	Demonstrate understanding of how cultural practices influence eating patterns in NZ	Internal		
5	90961	2	1	4	Demonstrate understanding of how packaging information influences and individuals food choices and well-being	External Exam	Practice	Term 3 / 4

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Reassessment is only possible for some tasks, and then only once, and only after further teaching. See the year planner for approximate times
Challenging results is possible. See the rules and form as posted on your classroom wall.

Level: 1 Course: Design & Visual Communications Teacher in Charge: Mr A Daniels Total Credits: 25

The Year 11 Graphics program comprises of Achievement Standards from the NCEA with Internal and External credits. The course covers the key design areas Architectural and Technological Design. Students will learn and develop skills within these key areas in model making, sketching, rendering, technical drawing and design development.

No.	Standard Number	Level	Credits	Full Title	Method of Assessment
1	AS 91063	1	3	1.30 – Produce freehand sketches that communicate design ideas	External
2	AS 91064	1	3	1.31 – Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas	External
3	AS 91065	1	3	1.32 – Produce instrumental paraline drawings to communicate design ideas	External
4	AS 91066	1	3	1.33 – Use rendering techniques to communicate the form of design ideas	External
5	AS 91068	1	6	1.35 – Undertake development of design ideas through graphics practice	Internal
6	AS 91069	1	4	1.36 – Promote an organised body of design work to an audience using visual communication techniques	Internal

VOCATIONAL PATHWAYS

Level: 1	Course: Industry Studies	Teacher in Charge: Mr D Work	Total Credits: 23 +
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Students will complete at least 6 units from the Service sector/work skills/communication/occupational Health & Safety domains on NZQA framework. This will prepare them for a Gateway placement where they may complete further job specific units. Students selected for this course must be committed to completing a Gateway placement during that year. All the available standards are Unit Standards and prepare students for more specialised pathways at Levels 2 and 3

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	62		2	3	Personal Presentation in Workplace	Test/Practical	2	Term 1
2	497		1	3	Health & Safety in the workplace	Test	2	Term 1
3	1293		1	2	Be interviewed 1:1 and face to face.	Test/Practical	2	Term 1
4	10780		1	2	Complete a Work placement	Test/Practical	2	Term 1-2
5	10781		2	3	Produce a plan for own future career.	Assignment	2	Term 3
6	504		1	2	Produce a C. V.	Assignment	2	Term 3
7	15408		1	4	Know your car / Safe motoring	Test	2	Term 2
8	26623		1	4	Use numbers to solve problems	Test	2	Term 1
9	4261		2	3	Owning and operating a car	Test	2	Term 2
10	21857		1	2	Occupational Area – Automotive Industry	Test	2	Term 2
11	12354		2	4	Independent Living	Test	2	Term 3
12	24709		1	3	Personal Budgeting	Assignment	2	Term3

GATEWAY

Gateway

- is **work based training and assessment in the workplace** with an **average of 20 credits** being worked towards your NCEA qualifications.
- is designed to **strengthen the pathway** for students to progress from school to workplace learning
- provides students with **structured workplace learning** across a range of industries and businesses around New Zealand, while they continue to study at school
- delivers **hands on, practical learning** that leads to **nationally recognised qualifications**
- builds students' **workplace experience**, helping them move smoothly from school to work.

A **Learning Plan** is agreed to by yourself, the employer and the School outlining the assessment and work based training requirements.

Gateway compliments what you are learning in the classroom. Therefore practical components of Unit & Achievement Standards delivered in the classroom are put into practice in the workplace. Evidence is gathered by Gateway, Teaching Staff and your employer for assessment purposes.

If your choice of placement is more Industry specific; e.g. Childcare, Aged Care, Hairdressing, Tourism, Aviation, Farming, Electrical, Building & Construction; just to name a few; assessment packages or short courses such as Customer Service Skills Course or First Aid Course are purchased from Industry Training Organisations or other Private providers for your Learning Plan for you to work through.

All costs involved with Gateway are covered by the school including, transport, learning resources, assessment costs, work gears including wet weather gear, boots, safety equipment, tools required etc.

Generally a Gateway placement is 6 days in the workplace. This can be completed over 6 week period or longer as deemed necessary by the Gateway Team and the employer. School holidays, after school or weekends are also an excellent time for you to do your work base training as this minimises your time out of the classroom.

If you have a part time job already we may be able to include this into the Gateway programme. i.e working in a Café would be an excellent opportunity for you to gain credits by completing the Customer Service Skills Course or even a Barista Course if there is enough interest.

Students undertaking workplace learning programmes can gain the following experiences:-

- Test future career and employment options aligning with the six Vocational Pathways:-
 - Construction & Infrastructure
 - Manufacturing & Technology
 - Primary Industries
 - Services Industries
 - Social & Community Services
 - Creative Industries
- Increase self-confidence & enhance communication skills through learning in an adult environment
- Learn things in the workplace that are useful for school studies
- Better understand the relevance of school based learning
- Increase motivation and interest in learning
- Improves the efficiency, effectiveness & pleasure of learning by providing opportunities for contextual and applied learning
- Allows young people and employers to get to know one another. This can help make young peoples job search and employers recruitment more efficient.

This Gateway initiative places students in work base training programmes, where they are given instructions and are assessed on their learning. We see this as an exciting prospect for students returning to school being involved in a wide variety of industries including, Horticulture, Agriculture, Hospitality, Tourism, Carpentry, Automotive Engineering just to name a few.

When considering options at Bay of Islands College, Gateway should be seen as a genuine and very positive possibility open to you. Gateway will be helping make the transition from school to work and from youth to adulthood.

GATEWAY PERSONNEL: Shirley Reti Manager/Co-Ordinator
Paul Cochrane Employment & Student Liaison

any enquiries please contact us at the College
09 4041055, fax **09 4041048**, email **sre@boic.school.nz**

DISTANCE LEARNING

CORRESPONDENCE

Reasons you may have for applying to take a subject by Correspondence:

- If you have a timetable clash
- If you are interested in a subject at Te Aho O Te Kura Pounamu that is not offered at Bay of Islands College

Your selection will be accepted if:

- You are motivated and able to work independently
- You are prepared to complete work over school holiday periods
- You are prepared to meet all set deadlines
- You have demonstrated academic proficiency
- You meet the requirements set in an interview process

Learning with Te Kura

As soon as your enrolment has been accepted at Te Kura in Wellington, your deadlines will be set. You will be informed as to who your teacher will be at Te Kura as soon as that information is made available. All teachers are based in Wellington, Auckland, Whangarei or Christchurch. Regular contact must be made with your teacher, through emails, phone conversations or Skype.

Many of the courses are offered on line, but some are still offered through booklets, which are downloaded from the Te Kura site.

Internally assessed standards will be offered as soon as you demonstrate that your knowledge is sufficient to succeed. If you have not managed to sit all internal standards prior to leaving school, you will be encouraged to continue working on these assessments from home. Results of these standards, along with comments, will appear on your School Report during the year. Te Kura External Practice Exams are held during the schools practice exams where possible.

You will be monitored closely in the Library, where you will be working either on a computer or at a desk. For those students taking languages, a room has been set up for recording purposes.

Mrs L Scott
Distance Learning Coordinator

ONLINE CLASSES OFFERED IN 2017

CURRICULUM AREA	YEAR 7	YEAR 8	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3
English						Classical Studies – FN	Classical Studies
English	Introduction to English - FN				English	English - FN	English
Maori	Introduction to Te Reo - FN	Introduction to Te Reo - FN	Introduction to Te Reo - FN	Pre-NCEA - FN	Te Reo Maori	Te Reo Maori	Te Reo Maori - FN
Sciences			Science	Science	Human Biology	Chemistry	Chemistry - FN
						Physics	Physics - FN
						Biology	Biology - FN
					Agriculture	Agriculture	Agriculture
					Horticulture	Horticulture	Horticulture
					Dairy Farming	Dairy Farming	Dairy Farming
					Floristry Plants and Foliage	Floristry Plants and Foliage	Floristry Plants and Foliage
					Floristry Stock & Merchandising	Floristry Stock & Merchandising	Floristry Stock & Merchandising
						Equine	Equine
Mathematics			Mathematics	Mathematics	Mathematics - FN	Mathematics - FN	Mathematics
							Statistics
							Calculus - FN
Social Sciences					Accounting	Accounting – FN	Accounting - FN
					Economics	Economics	Economics
					Geography	Geography	Geography
					History	History – FN	History - FN
							Social Studies - FN
						Tourism – Destination Australia, Pacifica	Tourism – Destination Australia , Pacifica
Health & Physical Education					Health	Health	Health
					Physical Education - FN	Physical Education	Physical Education
					Digital Technology – FN	Digital Technology – FN	Digital Technology

Technology							Web Design
					Design and Visual Communication (Graphics)	Design and Visual Communication (Graphics)	Design and Visual Communication (Graphics)
The Arts						Digital Photography	Photography
						Art History	Art History
						Media Studies	Media Studies
Languages	Introduction to Spanish	Introduction to Spanish	Introduction to Spanish	PRE-NCEA Spanish			
	Introduction to French	Introduction to French	Introduction to French	PRE-NCEA French	French	French	French
	Introduction to German	Introduction to German	Introduction to German	PRE-NCEA German	German	German	German
	Introduction to Japanese	Introduction to Japanese	Introduction to Japanese	PRE-NCEA Japanese	Japanese	Japanese	Japanese
	Introduction to Chinese	Introduction to Chinese	Introduction to Chinese	PRE-NCEA Chinese	Chinese	Chinese	Chinese
				Conversational Mandarin			
					Samoan	Samoan – FN	Samoan - FN
					Tongan - FN		



DISTANCE EDUCATION & ONLINE LEARNING

DISTANCE EDUCATION

Distance Education occurs when students and teachers are physically separate from one another during instruction and learning periods.

DISTANCE LEARNING

Distance Learning is the desired outcome of distance education.

Distance education, also known as "online learning and e-learning" refers to any learning that is undertaken by students requiring them to have a teacher or tutor from outside our school. There are currently two avenues for distance education for our students. One is through the [FarNet Online Learning Community](#) and the other one is the traditional Correspondence School.

HOW DOES IT WORK?

Students referred to as e-students are connected to their class through a video conference bridge where they can see both their teacher and the other students in their class from schools right throughout New Zealand. Through the weekly video-conferencing session, along with the wide range of digital resources now available, students can interact with their teacher and other students. Throughout the rest of the week students work on their own on the wide range of resources, but can contact their e-teacher for assistance or extra tutorials. Mrs Scott, as the e-dean, provides the pastoral care of the e-students at Bay of Islands College and ensures that e-students are making regular contact with e-teacher.

FarNet belongs to the New Zealand Virtual Learning Network Community (NZVLNC) which means our students have access to qualified teachers in a wide range of curriculum areas from all over New Zealand.

Courses Offered through Distance Education

There are a wide range of courses available. They can be found on the Learning Exchange on the Virtual Learning Network - <http://nol.vln.school.nz/>. The course outline and prerequisites can be found here. The next step is to speak e-dean, Mrs Scott.

WHY DO WE NEED ONLINE LEARNING?

Where we are able to, your child will have a teacher from our school, but to ensure that your child's learning needs are met, online learning is an excellent alternative.

