

**BAY OF ISLANDS**

**COLLEGE**

**CURRICULUM GUIDE**

**YEAR 13 NCEA Level 3**

**2017**

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

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

**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**

## CONTENTS

Curriculum Guide for the Senior School.....	Page 3
Careers.....	Page 4
Adult Students.....	Page 4
Careers and Subjects.....	Page 5
Curriculum Overview.....	Page 8
Senior School Requirements.....	Page 9
NCEA.....	Page 10
Course Selection.....	Page 11
University Entrance.....	Page 12
Subject Paths 2017.....	Page 13
<b>COURSE DESCRIPTIONS.....</b>	<b>Page 14</b>
<b>ARTS FACULTY</b>	
Art – Visual Art.....	Page 16
Dance & Drama.....	Page 17
Music.....	Page 18
<b>ENGLISH FACULTY</b>	
English.....	Page 20
<b>MAORI FACULTY</b>	
Maori Performing Arts.....	Page 22
Te Reo Maori.....	Page 23
<b>MATHS FACULTY</b>	
Level 3 Mathematics.....	Page 25
<b>PHYSICAL EDUCATION AND HEALTH FACULTY</b>	
Physical Education.....	Page 27
<b>SCIENCE FACULTY</b>	
Biology.....	Page 29
Chemistry.....	Page 30
Physics.....	Page 31
<b>SOCIAL SCIENCES FACULTY</b>	
Geography.....	Page 33
History.....	Page 34
<b>TECHNOLOGY FACULTY</b>	
Digital Technology.....	Page 36
Textiles Technology.....	Page 37
<b>VOCATIONAL PATHWAYS</b>	
Industry Studies.....	Page 39
Gateway.....	Page 40
<b>DISTANCE LEARNING.....</b>	<b>Page 41</b>

## 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](http://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

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

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

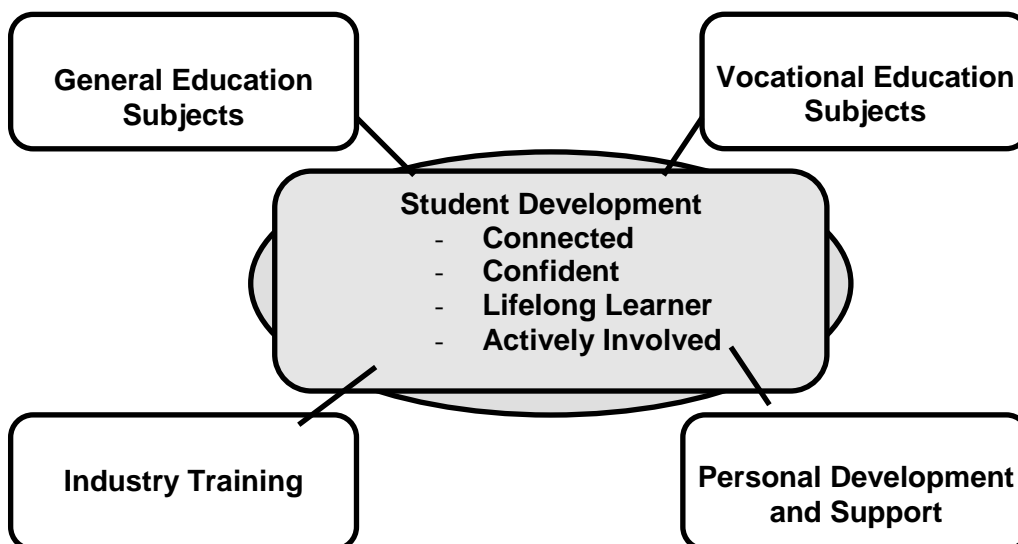
<b>Plumbing</b>	3x Level 2 passes. Workshop Technology – Metal, Maths, English. Graphics & Design and Science useful
<b>Police</b>	Merits / Excellence at Level 2 subjects with Merit / Excellence in English. Prefer older applicants who have completed another qualification. A second language and ability to swim is useful. You must be able to type 20wpm and use a word processor. Personal fitness also important
<b>Quantity Surveying</b>	Merit / Excellence in Level 2 best 4 subjects. Preferred Maths and Physics. <i>Degree Course</i> requires University Entrance
<b>Radiography</b>	<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
<b>Secretarial Reception</b>	Preferred Level 2 English and Word Processing. Computer Studies useful
<b>Social Work</b>	<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
<b>Speech Therapy Degree</b>	Level 3 English and Languages strongly recommended
<b>Surveying Degree</b>	Level 3 English, Maths, Physics, Geography, Graphics & Design and Computer studies
<b>Teaching</b>	<i>Early Childhood &amp; 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
<b>Veterinarian's Degree</b>	Chemistry, Physics, Biology, Maths with Calculus or Maths with Statistics. English recommended at Level 3
<b>Veterinarian's Assistant</b>	Level 2 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;

**“Bay of Islands College 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 3: Course: Art – Visual Art Head of Faculty: Ms D Wallam-Duke Total Credits: 26 max**

Students can take a full course in one field eg. Painting, Photography and Sculpture. A full NCEA course is made up of 24 credits in one field. NB. Students need to be aware to check that their choice meets the entry requirements for tertiary entry and the specific entry requirements for some specialist courses. Costs: Will vary depending on the options selected, but as a guide Painting and Sculpture would be approx. \$20-\$30 whereas Design and Photography could be up to \$50-\$60. Every student will be expected to have a 4GB USB pin drive to store their work and solely used for this subject. **UE Approved: Yes**

No	Standard No.	Version No.	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approx. Date
1	AS91440AS9 1441AS91442 AS91443AS9 1444	1	3	4 4 4 4 4		Analyse methods and ideas from established design, painting, photography, printmaking, sculpture practice.	Internal	2	Mid term 2
2	AS91445AS9 1446AS91447 AS91448AS9 1449	1	3	4 4 4 4 4		Use drawing to demonstrate understanding of conventions appropriate to design, painting, photography, printmaking, sculpture	Internal	2	Mid term 2
3	AS91450AS9 1451AS91452 AS91453AS9 1454	1	3	4 4 4 4 4		Systematically clarify ideas using drawing informed by established design, painting, photography, printmaking, sculpture practice	Internal	1	EOT 2
4	AS91455AS9 1456AS91457 AS91458AS9 1459	1	3	14		Produce a systematic body of work that integrates conventions and regenerates ideas within design, painting, photography, printmaking, sculpture practice	External	1	EOT 3

**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.



<b>Level 3:</b>	<b>Course: Dance &amp; Drama</b>	<b>Teacher in Charge: Mrs M Wilson</b>	<b>Total Credits: 20</b>
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This interesting and challenging course focuses on the twentieth century New Zealand Drama. Students will study one New Zealand play and perform one public evening performance. Students will look at how the plays reflect the history and social conditions of the period plays were written in. Acting, Directing and Drama Creation skills will continue to be developed at an advanced level, and the students will devise their own performance. Ratio of practical to written work 2/3: 1/3. Three Achievement Standards worth 16 Credits will be assessed internally, and one Achievement Standard worth 4 Credits will be assessed externally in an exam at the end of the year. Where does it lead? Level Three Drama is an approved University Entrance subject. It leads to Tertiary Drama, English and Film studies, and is useful for any career focusing on communication skills and working co-operatively with people.

No	Standard Number	Vers. No.	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approx. Date
1	91512	1	3	4		3.1 - Interpret scripted text to integrate drama techniques in performance	Performance	1	Term 1
2	91513	1	3	5		3.2 - Devise and perform a drama to realise a concept	Performance	1	Term 1
3	91515	1	3	4		3.4 - Select and use complex performance skills associated with a drama form or period	Performance	1	Term 2
4	91516	1	3	4		3.5 – Demonstrate understanding of the work of a drama or theatre theorist or practitioner	Assignment	1	Term 2
5	91517	1	3	5		3.6 – Perform a substantial acting role in a significant production	Performance	1	Term 3
6	91519	1	3	5		3.8 – Script a drama suitable for live performance	Performance	1	TBA
7	91520	1	3	5		3.9 – Direct a drama performance	Performance	1	TBA
8	91514	1	3	4		3.3 – Interpret a prescribed text to demonstrate knowledge of a theatre form or period	Exam		
9	91518	1	3	4		3.7 – Demonstrate understanding of live drama 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.

<b>Level 3:</b>	<b>Course: Music</b>	<b>Teacher in Charge: Mrs R Loveridge</b>	<b>Total Credits: 28</b>
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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.

Assess. No	Standard Number	Title	Credits	Does this Contribute to UE	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	AS91416	Perform two programmes of music as a featured soloist.	8		Performance	3	End of Term 1, 2 and 3
2	AS91418	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.	4		Performance	3	End of Term 1, 2 and 3
3	AS91419	Communicate musical intention by composing three original pieces of music.	8		Audio Recording and graphic notation	3	1 <sup>st</sup> Composition Due End of Term 1 2 <sup>nd</sup> Composition Due End of Term 2 3 <sup>rd</sup> Composition Due End of Term 3
4	AS91423	Examine the influence of context on a substantial music work.	4	L1 Lt, R Lit	Research Assessment	1	End of Term 2
5	AS91422	Analyse a substantial music work.	4		Exam	1	End of 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.

**ENGLISH**

**FACULTY**

**Level 3: Course: English Language & Literature      Head of Faculty: Shelley Morgan      Total Credits: 22 (14 int. + 4-8 ext.)**

This English course is designed to appeal to those who enjoy language and literature. It builds on the skills that you developed in Level 1 and Level 2 English and offers you the opportunity to explore and enjoy visual, oral and written texts. To enter this course you will need to have earned at least 14 credits in English Level 2, excluding credits from AS 2.5 AS 2.6 and AS 2.10 and including one externally assessed achievement standard.

Standard Number	Version No.	Level	Credits	Title	Does this Contribute to U.E.	Method of assessment	Assessment Opportunities offered	Approx. Date
<b>Internally assessed achievement standards</b>								
91475	1	3	6	3.4 Produce a selection of fluent and coherent writing which develops, sustains and structures ideas	Y	Portfolio	2	Term 1-3
91477	1	3	3	3.6 Create a fluent and coherent visual text which develops, sustains and structures ideas using visual and verbal features	Y	Assignment	1	Term 2
91478	1	3	4	3.7 Respond critically to significant connections across texts, supported by evidence	Y	Assignment	1	Term 1-2
91479	1	3	4	3.8 Develop an informed understanding of literature and/or language using critical texts	Y	Assignment	1	Term 3
<b>Externally assessed achievement standards</b>								
91472	1	3	4	3.1 Respond critically to specified aspect(s) of studied written text(s), supported by evidence	Y	Exam	External	In class Term 3 Mid-November 2016 Examinations
91473	1	3	4	3.2 Respond critically to specified aspect(s) visual or oral text(s), supported by evidence	Y	Exam	External	In class Term 3 Mid-November 2016 Examinations

**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.

**MAORI**  
**FACULTY**

**Level 3: Course: Maori Performing Arts Teacher in Charge: Ms J Maunsell Total Credits: 40**

Maori Performing Arts at Level 3 uses the fundamental skills and knowledge gained from Levels 1 & 2. We explore the choreography and composition in kapahaka and dance.

**Prerequisites:** To have achieved in at least 50% of the Standards in Level 2 Maori Performing Arts.

No	Standard Number	Version No.	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approx. Date
1	22756	2	3	10	Perform a Maori performing arts bracket	Practical	2	Term 1
2	22757	3	3	6	Demonstrate knowledge of influencing factors in the historical development of Maori performing arts	Assignment	1	Term 2
3	22760	2	3	8	Perform a new Maori dance	Practical	2	Term 2
4	15020	5	3	6	Demonstrate knowledge of the tikanga of whakaraka and perform whakaraka	Practical	1	Term 3

**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 3: Course: Te Reo Maori Teachers in Charge: Mrs E Painting-Davis / Mr D Prime Total Credits: 28**

Pre-requisite: Minimum 18 credits NCEA Level 2 Te Reo Maori

This course will further develop students' competence in;

- listening, speaking, reading and writing of Te Reo Maori
- understanding important and relevant issues in Aotearoa and abroad
- utilizing everyday phrases and idioms
- researching and presenting information gathered on Te Ao Maori
- expressing personal opinions and thoughts on a given topic

No	Standard Number	Version No.	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approx. Date
1	91650	1	3	4	L1 Lit	Te Reo Maori 3.1 - Whakarongo kia mohio ki te reo Maori o te ao whanui	Portfolio	4	Term 1-3
2	91651	1	3	66	L1 Lit	Te Reo Maori 3.2 - Korero kia whakamahi i te reo Maori o te ao whanui	Portfolio	4	Term 1-3
3	91654	1	3	106	L1 Lit, W Lit	Te Reo Maori 3.5 - Waihanga tuhinga whai take i te reo Maori o te whanui	Portfolio	4	Term 1-3
4	91652	1	3	66	L1 Lit, R Lit	Te Reo Maori 3.3 - Panui kia mohio ki te reo Maori o te ao whanui	Exam	External	Term 4 Exam
5	91653	1	3	86	L1 Lit, W Lit	Te Reo Maori 3.4 - Tuhi i te reo Maori o te ao whanui	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.

**MATHEMATICS**

**FACULTY**



**Students without sufficient progress from Level 1 and Level 2 cannot attempt this course.** This will generally be evident from progress at the Year 12, L2. To move up to Year 13 Mathematics, students will need to communicate understanding at this level, developing knowledge, skills and strategies appropriate to situations presented. **A graphics calculator** will be needed by students in both courses. There is a list of those calculators that can be used in external examinations. A graphics calculator Casio fx 9750 is the best. **3 Mathematics Course 2017. A course involving between 18 and 24 credits is to be undertaken. This may include Internals and Externals chosen from the entire matrix of level standards.**

**It is likely the class will operate in two groups later in the year, some working on an, all internal program and some including either Calculus or Statistics Externals.**

Listed below are 19 credits Internal and 11 credits External as programmed in 2016. Course endorsement requires a Merit or Excellence pass in an External, 14 credits at Merit or Excellence. There will be a new senior Mathematics teacher in 2017 and some changes may be required. **All these level 3 standards are approved for U.E.**

Standard No.	Version	Title	Credits	Method of Assessment
<b>Level 3 Internal 19 Credits</b>				
AS91573	3.1	Apply the geometry of conic sections in solving problems	3	Internal
AS91574	3.2	Apply linear programming methods in solving problems	3	Internal
AS91575	3.3	Apply trigonometric methods in solving problems	4	Internal
AS91576	3.4	Use critical path analysis in solving problems	2	Internal
AS91581	3.9	Investigate bivariate measurement data	4	Internal
AS91587	3.15	Apply systems of simultaneous equations in solving problems	3	Internal
<b>Level 3 External 11 Credits</b>				
AS91577	3.5	Apply the algebra of complex numbers in solving problems	5	External
AS91578	3.6	Apply differentiation methods in solving problems	6	External

**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.

**PHYSICAL EDUCATION**

**AND**

**HEALTH**

**FACULTY**

**Level : 3**                      **Course: Physical Education**                      **Head of Faculty: Mrs R Hills**                      **Total Credits : 22/26**

Students will be required to demonstrate strong organisation and management skills with the ability to meet strict deadlines while also being expected to produce work of a high standard. Students will be required to critically evaluate practical aspects of this course especially in Badminton and Personal Exercise Programmes while also demonstrating competent skills in SCUBA. A pre-requisite to Tertiary study.

No	Standard Number	Version	Level	Credits	Does this Contribute to U.E.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	AS90739	2	3	3		Apply knowledge to plan a physical activity programme or experience	Internal	2	Term 1
2	AS90740	3	3	3		Explain, with evidence, the effectiveness of a physical activity programme and its influence on hauora/well-being.	Internal	2	Term 2
3	US 12536	3	3	4		Plan, implement and review a physical activity event	Internal	2	Term 2
4	AS90741	2	3	5		Appraise performance and review a programme for performance improvement for self and others.	Internal	2	Term 3
5	US 4384	3	3	7		SCUBA dive and perform rescues in open water to maximum depth of 18 metres	Internal	1	Start Term 3 Conclude Term 4
6	AS 90742	2	3	4		Perform a physical activity to nationally developed performance standards.	Optional internal	1	Opps. Available over year.

**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.

**SCIENCE**

**FACULTY**

**Level : 3**      **Course: Biology**      **Head of Faculty: Mr K Prakash**      **Total Credits : 22**

To explore and act on issues and questions that links their Chemistry learning to their daily living. Furthermore, to find out about the uses of common materials and relate these to their observed properties.

No	Standard Number	Version	Level	Credits	Does this Contribute to U.E.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91601	1	3	4		Biology 3.1 - Carry out a practical investigation in a biological context with guidance	Practical	1	Term 1
2	91602	1	3	3		Biology 3.2 – Integrate biological knowledge to develop an informed response to a socio-scientific issue	Assignment	2	Term 2
3	91603	1	3	5		Biology 3.3 – Demonstrate understanding of the responses of plants and animals to their external environment	Exam	1	Term 4
4	91604	1	3	3		Biology 3.4 – Demonstrate understanding of how an animal maintains a stable internal environment.	Assignment	2	Term 2
5	91605	1	3	4		Biology 3.5 – Demonstrate understanding of evolutionary processes leading to speciation	Exam	1	Term 4
6	91606	1	3	4		Biology 3.6 - Demonstrate understanding of trends in human evolution	Exam	1	Term 4
7	91607	1	3	3		Biology 3.7 – Demonstrate understanding of human manipulations of genetic transfer and its biological implications	Assignment	1	Term 3

**The course fee is \$40. This includes workbooks and photocopied notes.**

**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.

<b>Level : 3</b>	<b>Course: Chemistry</b>	<b>Head of Faculty: Mr K Prakash</b>	<b>Total Credits : 28</b>
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To explore and act on issues and questions that links their Chemistry learning to their daily living. Furthermore, to find out about the uses of common materials and relate these to their observed properties.

No	Standard Number	Version	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91387	1	3	4		Chemistry 3.1 - Carry out an extended practical investigation involving quantitative analysis.	Practical	2	Term 1
2	91388	1	3	3		Chemistry 3.2 – Demonstrate understanding of spectroscopic data in chemistry	Practical	2	Term 2
3	91389	1	3	3		Chemistry 3.3 – Demonstrate understanding of chemical processes in the world around us	Exam/Practical	1(External)	Term 2
4	91390	1	3	5		Chemistry 3.4 – Demonstrate understanding of thermochemical principles and the properties of particles and substances.	Exam	1(External)	Term 4
5	91391	1	3	5		Chemistry 3.5 – Demonstrate understanding of the properties of organic compounds	Exam	1(External)	Term 4
6	91392	1	3	5		Chemistry 3.6 – Demonstrate understanding of equilibrium principles in aqueous systems	Exam	1(External)	Term 4
7	91393	1	3	3		Chemistry 3.7 – Demonstrate understanding of oxid-red process	Practical	2	Term 3

**The course fee is \$40. This includes workbooks and photocopied notes.**

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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 : 3**                      **Course: Physics**                      **Teacher in Charge: Mr M Bignell**                      **Total Credits : 30**

Physics explores the relationship between matter and energy, and investigates its theoretical, practical, and commercial applications. It is the basis of modern technology. Without physics we would have no radios, cell phones, audio-visual, modern architectural structures, exploration of outer space or visual reality. This is a level 3 physics course aiming for credits through internal and external Achievement standards

No	Standard Number	Version	Level	Credits	Does this Contribute to U.E.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91524	1	3	6		Demonstrate understanding of mechanical systems	External	1	Term 4
2	US6397	5	3	6		Demonstrate knowledge of circular, rotational and simple harmonic motion	Internal Exam	2	Term 1
3	91527	1	3	4		Demonstrate understanding of wave systems	External	1	Term 4
4	91525	1	3	3		Demonstrate understanding of modern physics	Internal Exam	2	Term 2
5	90774	2	3	5		Carry out a practical physics investigation with guidance that leads to a mathematical relationship	Practical	2	Term 3
6	91526	1	3	6		Demonstrate understanding of electrical systems.	External	1	Term 4

**The course fee is \$40. This includes workbooks and photocopied notes.**

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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 : 3                      Course:    Geography                      Teacher in Charge: Mrs E Van Dyke                      Total Credits : 20 (max)**

Geography focuses on the natural environment and cultural environment and the interaction between them. At Year 13 there are two externals: Natural Processes in a Geographic Environment and a Skills paper. The four internals look at global and geographic issues, research and at how Geography contributes to the planning process.  
 A good general knowledge and keeping up to date with planning issues within NZ and at a larger-scale will help with achieving success – especially with the internal assessments.

No	Standard Number	Version	Level	Credits	Does this Contribute U.E.	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91432	1	3	3		Analyse aspects of a geographic topic at a global scale	Assignment	2	Term 1
2	91431	1	3	3		Analyse aspects of a contemporary geographic issue	Assignment	2	Term 2
3	91428	1	3	3		Analyse a significant contemporary event from a geographic perspective	Assignment	2	Term 3
4	91430	1	3	5		Conduct geographic research with consultation	Assignment	1	Term 2
5	91427		3	4		Demonstrate understanding of how a cultural process shapes geographic environment(s)	External Exam	1	Term 3
6	91429		3	4		Demonstrate understanding of a given environment(s) through selection and application of geographic concepts and skills	External Exam	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.

**Level : 3                      Course: History                      Head of Faculty: Mr A Leitch                      Total Credits : 31 (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	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91434	1	3	5		Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Assignment	1	Term 2
2	91435	1	3	5		Analyse an historical event, or place, of significance to New Zealanders	Assignment	1	Term 2
3	91437	1	3	5		Analyse different perspectives of a contested event of significance to New Zealanders	Assignment	1	Term 3
4	91436	1	3	4		Analyse evidence relating to an historical event of significance to New Zealanders	Exam		
5	91438	1	3	6		Analyse the causes and consequences of a significant historical event	Exam		
6	91439	1	3	6		Analyse a significant historical trend and the force(s) that influenced it	Exam		

Refer to IPP 2325 “NCEA Assessment Guide [Requirements and Procedures]” for more detail

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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 : 3**      **Course: Digital Technology**      **Teacher in Charge: Mrs K Boyde-Preece**      **Total Credits : 16 [24]**

The Level 3 Digital Technology course builds on the problem solving, coding and media skills learned at Level 2. A full course has been provided so that although not all Achievements may be assessed, the students have the opportunity of maximising their credits and their learning if they choose to submit all of them. For example, a Generic brief development Achievement Standard has been included along with a new Database standard, and a Generic project management assessment has been included as well as demonstrating understanding of complex media. This ensures that as well as becoming skilled in Digital Technology the students also have a rich generic technological learning environment including researching brief development and planning tools.

No	Standard Number	Version	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approx. Date
<b>Set A</b>									
1	91608	2	3	4		Generic Technology 3.1 -Undertake brief development to address an issue within a determined context	Assignment	1	Week 11 Term 1
2	91609	2	3	4		Generic Technology 3.2 - Undertake project management to support technological practice	Assignment	1	Term 1
3	91635	2	3	4		Digital Technologies 3.43 - Implement complex procedures to produce a specified digital media outcome	Assignment	1	Term 2
4	91633	2	3	6		Digital Technologies 3.41 - Implement complex procedures to develop a relational database embedded in a specified digital outcome	Assignment	1	Term 2
5	91637	2	3	6		Digital Technologies 3.46 - Develop a complex computer program for a specified task	Assignment	1	Term 3
<b>Set E</b>									
1	91617	2	3	4		Generic Technology 3.10 – Undertake a critique of a technological outcome’s design			
2	91371	3	2	4		Digital Technologies 2.44 – Demonstrate understanding of advanced concepts from computer science			
3	91367	3	2	3		Digital Technologies 2.40 – Demonstrate understanding of advanced concepts relating to managing shared information within information systems			

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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 : 3      Course: Textiles Technology      Teacher in Charge: Mrs N Smyth      Total Credits : 24**

In this course, the students will learn to draft their own patterns, using a block, pattern, make a garment for a formal occasion and one using special fabrics. They will also make a garment for a formal occasion. We will be doing one Achievement Standard worth 6 credits and three Unit Standards, worth 6 credits each. 24 credits in total. There is very little writing. Most of the work is practical. Students do not have to have done Textiles in previous years to be accepted.

No	Standard Number	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91626	6	Draft a pattern to interpret a design for a garment	Practical/Assignment	2	Term 1
2	6699	6	Prepare for and construct a garment for a formal occasion	Practical/Assignment	2	Term 2
3	6700	6	Prepare for and construct a textile item for specified purpose	Practical/Assignment	2	Term 3

**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.

# **VOCATIONAL PATHWAYS**

**Level : 3****Course: Industry Studies 3****Mr D Work****Total Credits : 15+**

Students will complete a range of units from their chosen field of study. They will comply with the assessment expectations of the provider and complete the commitment they have made to this course. It is envisaged that these subjects will have a strong link to a Gateway placement and reflect their career and personal goals. Modes of assessment will vary from Assignment, Open book, Test, On-line, Verbal, and Practical demonstration. Note: Not all pathway options are listed here. Other areas can be explored to cater for individual needs. Not all of the courses below will be at Level 3 due to lack of prior knowledge.

Range of Courses listed below.

No	Standard Number	Version	Level	Credits	Does this Contribute to UE	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Various	Various	Various	Various		Tourism	See above statement	Various	Various
2	“	“	“	“		Automotive	“	“	“
3	“	“	“	“		Customer Service	“	“	“
4	“	“	“	“		Agriculture/ Horticulture	“	“	“
5	“	“	“	“		Fashion/ Textiles	“	“	“
6	“	“	“	“		Child Care	“	“	“
7	“	“	“	“		Building and Construction		“	“
8	“	“	“	“		Health Science Extension	Open Book	2	“
9	“	“	“	“		Financial Literacy	Open Book	2	“
10	“	“	“	“		Aviation	Open Book	2	“
11	“	“	2	“		Business/Office Administration	Open Book/Practical	2	“
12	“	“	2	6		Glazing	Open Book	2	“

# 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 people's job search and employer's 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



# **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**

<b>ONLINE CLASSES OFFERED IN 2016</b>							
<b>CURRICULUM AREA</b>	<b>YEAR 7</b>	<b>YEAR 8</b>	<b>YEAR 9</b>	<b>YEAR 10</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<b>English</b>						Classical Studies – FN	Classical Studies
<b>English</b>	Introduction to English - FN				English	English - FN	English
<b>Maori</b>	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
<b>Sciences</b>			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
<b>Mathematics</b>			Mathematics	Mathematics	Mathematics - FN	Mathematics - FN	Mathematics
							Statistics
							Calculus - FN
<b>Social Sciences</b>					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
<b>Health &amp; Physical Education</b>					Health	Health	Health
					Physical Education - FN	Physical Education	Physical Education
					Digital Technology	Digital Technology –	Digital Technology

					- FN	FN	
<b>Technology</b>							Web Design
					Design and Visual Communication (Graphics)	Design and Visual Communication (Graphics)	Design and Visual Communication (Graphics)
<b>The Arts</b>						Digital Photography	Photography
						Art History	Art History
						<a href="#">Media Studies</a>	Media Studies
<b>Languages</b>	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.



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