

**BAY OF ISLANDS**

**COLLEGE**

**CURRICULUM GUIDE**

**YEAR 13**

**2011**

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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 of 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 Departments 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 exams required and the trends for the future.

Computers throughout the school have the Kiwi Careers & Career Quest 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 Guidance Counsellor and Vocational Training Network Department are happy to provide assistance.

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 is located in "C" block is freely accessible to research or just drop in to browse. All students are encouraged to access the Career Quest programme on the schools intranet 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.

## 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 Reihana-Kopa is available to assist with your entry.

Any queries can be made at the College Office 4041 056.

As part timers, 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 1 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 1 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 1 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 1 English, Maths (Graphics & Design, Workshop Technology – Metal) Science minimum. Depends on which trade but all require at least English & Maths
<b>Electrician</b>	Level 1 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 1 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 1 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 1 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 1 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 1 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>	<u>Otago</u> Level 3 English, Chemistry or Physics. High number of Merits / Excellence including English. Also can study at AUT Auckland
<b>Plumbing</b>	3x Level 1 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. <u>Degree Course</u> requires University Entrance
<b>Radiography</b>	<u>Diagnostic</u> Level 3 English, Maths with Calculus or Maths with Statistics and Physics preferred. <u>Therapeutic</u> 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>	<u>Degree in Social Work</u> (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>	<u>Early Childhood &amp; Primary</u> Merits / Excellence in Level 2 including Merit in English and 42 Level 3 credits in Approved subjects. <u>Secondary</u> 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 1 Maths. Level 2 Biology and English with a minimum Merit

#### The Common Entrance Standard to NZ Universities

- A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at Level 3 in each of 2 subjects from the approved list, with a further 14 credits at Level 3 taken from no more than 2 additional domains on the framework.  
Plus a minimum of 14 credits at Level 1 or higher in Mathematics or Pangaru.

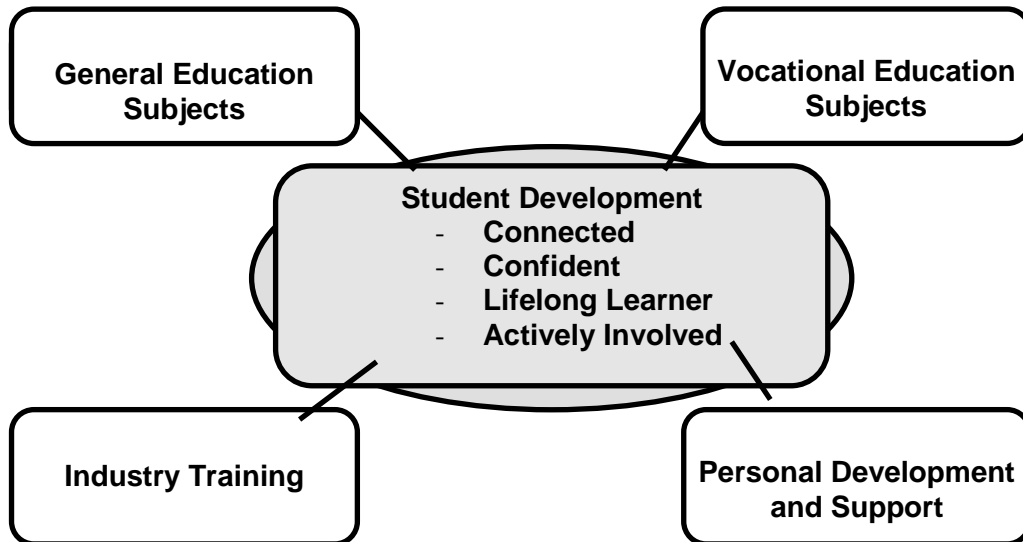
Plus a minimum of 8 credits at Level 2 in English or Te Reo Maori. 4 credits must be in reading and 4 in writing.

## CURRICULUM OVERVIEW

Bay of Islands College Curriculum is being reviewed to compliment 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 Colleges Visions Statements underpinned the schools 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 enrol for it.

**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, Peer Mediator and Peer Sexuality Counsellors.

## SENIOR SCHOOL REQUIREMENTS

The choice to school at Bay of Islands College is an important decision in a young adult's life and needs to be made with commitment and dedication in attitude combined with clarity of mind.

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
- 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”.**

**COURSE**

**DESCRIPTIONS**

## VISUAL ARTS NCEA Level 3 Year 13

At this level it is possible to take subjects in Painting, Design, Sculpture and Photography  
A full NCEA course is made up of 24 credits and each area above is formed by the following:

Unit	Achievement Standard	Credit	Assessment
AS 3.1	Research an Art making tradition and discuss its links to relevant recent (Painting, Design, Sculpture or Photography – one of) practice	4	Internal
AS 3.2	Investigate and use ideas and methods in the context of a drawing study in (Painting, Design, Sculpture or Photography – one of)	6	Internal
AS 3.3	Produce original work within (Painting, Design, Sculpture or Photography – one of) to show extensive knowledge of art making methods and ideas.	14	External
		<b>24</b>	<b>10I/14E</b>

It is possible to mix and match these standards ie a student may elect to do:

Case 1	Painting (or.....)* all year ie 3.1, 3.2, 3.3	24 credits
or Case 2	3.2 (Painting)* 3.2 (Design)* 3.2 (Photography)*	18 credits
or Case 3	3.1, 3.2 (Painting)* and 3.1, 3.2 (Design)*	20 credits
etc		

**NOTE:** However students should be aware to check that their choice meets entry requirements, not only for tertiary entry, but also specific entry requirements to some specialist courses at tertiary level

All Year 13 students will purchase a flash drive at cost price from the school. Students will only use these at school to store their work only.

For further information contact Mr Slack H.O.D Art.

## ACCOUNTING NCEA LEVEL 3 – YEAR 13

Entry Prerequisite: Preferably NCEA Level 2 credit. If students have not gained full Year 13 entry and have not taken the subject before they will need to see the Head of Department at the end of your Year 12 year.

Subject Outline: Conceptual basis of Accounting, Accounting Systems, Accounting Reports, Accounting for Partnerships, Companies, and Information for Management, Analysis of Accounting Systems & Methods of Processing Information, cash flows, budgeting, accounting for manufacturers.

UNIT	ACHIEVEMENT STANDARD	CREDITS	ASSESS
90500	Describe and apply the conceptual basis of accounting in context	4	External
90501	Process Financial information for partnerships and companies	3	External
90502	Process financial information for a manufacturing job-cost subsystem	3	External
90503	Prepare financial statements for partnerships and companies	6	External
90505	Explain and prepare information for management decision making	3	External
90504	Prepare and report that analyses and interprets a companies' financial report for external users	5	Internal
		<b>24</b>	<b>5I/19E</b>

## LEVEL 3 UNIT STANDARDS – ACCOUNTING COURSE OUTLINE – OPTIONAL EXTRA CREDITS

7374	Recognise, examine and apply the conceptual basis of accounting	2
7375	Prepare accounting records and financial statements for partnerships	2
7376	Prepare accounting records for limited liability companies	3
7377	Describe and prepare the financial statements for a limited liability	4

	company	
<b>7378</b>	Interpret the results of a company through the analysis of statements	<b>3</b>
<b>7379</b>	Process financial information for a manufacturing enterprise	<b>3</b>
<b>7380</b>	Recognise and examine management control concepts	<b>3</b>

### ECONOMICS - UB /NCEA LEVEL 3 Year 13

**Entry Prerequisite:** Preferably NCEA Level 2 credit. Students can take this subject if full Year 13 entry is not gained or the subject has not been taken before. You will need to see teachers involved at end of Year 12.

**Subject Outline:** There are three sections. The market, the economy and the impact of government on the economy.

**Course Requirements:** 20% internally assessed (one research assignment and an essay), 80% examination mark. Students must be willing to read background notes and attempt all assignments and tests set.

The subject can lead to Business, Commerce courses at Polytech or University.

Unit	Achievement Standard	Credit	Assessment
<b>3.1</b>	Understand the concepts of supply and demand	4	External
<b>3.2</b>	Describe and illustrate the market and a locative efficiency	5	External
<b>3.3</b>	Describe and illustrate resource allocation via the public sector	4	External
<b>3.4</b>	Describe and illustrate aggregate economic activity	6	External
<b>3.5</b>	Carry out a study of different viewpoints of government involvement in an economic issue	2	Internal
<b>3.6</b>	Carry out an economic investigation to test a hypothesis	3	Internal
		<b>24</b>	<b>5I / 19E</b>

**If a teacher is unavailable, this course is available through correspondence**

### DRAMA LEVEL 3 YEAR 13

Unit	Achievement Standard	Credits	Key words /Assessments
<b>16433</b>	Create and present a performance piece for a specific audience with guidance	6	Research, create a piece for a specific audience. Carry out and review a presentation.
<b>14183</b>	Compare the works of two Aotearoa NZ playwrights through performance	8	Compare influence that have affected the works, rehearse, and perform and reflect.
<b>14181</b>	Develop skills in script writing for theatre.	8	Explain, Explore, scriptwriting. Explore society and human behaviour for script writing ideas and write a script for a workshop presentation.
<b>AS90304</b>	APPLY KNOWLEDGE OF AND MAKE JUDGEMENTS ABOUT DRAMA PROCESSES AND PERFORMANCE	5 External	Identify, Reflect and Critically reflect on a variety of drama processes and performance
		<b>27</b>	<b>22I / 5E</b>

Dance is the art of gesture and movement. It transforms images, ideas, and feelings into movement sequences that are personally and socially significant. Dance organizes physical energy within time and space, and may draw upon the power of music, literature, drama, and the visual arts. Dance is a natural means of communication and expression, integrating movement, feeling, and intellect. As a fine art, dance is a balance of knowledge, skills, and attitudes. It embraces movement, creation, and performance. Dance demands our personal best. It stretches the limits of our physical ability, of our expressiveness, and of the human spirit. Dance can be powerful, vital, and joyful. People dance for many reasons and in all stages of life. Appreciation of dance provides a context for understanding the world and contributes to a vibrant culture.

Dance education provides all students with opportunities to experience, understand, and value the language and art of dance. Dance uses movement uniquely, providing an exciting impetus for learning in all areas of the curriculum. Here the student will compose three performances and sit two external exams to receive credits. To do this course the student will need to have an enthusiasm for this art form and be open to learning and exploring new movements. The student will also need to be self motivated as exploration on movements will be done in group work and individual work.

## **DANCE MATRIX**

	<b>Level 1 (Year 11)</b>	<b>Level 2 (Year 12)</b>	<b>Level 3 (Year 13)</b>
<b>Dance Choreography</b>	<b>AS9001</b> 1.1 Compose movement sequences	<b>AS90293</b> 2.1 Choreograph a section of dance for a group  5 credits Internal	<b>AS90594</b> 3.1 Produce a dance for performance
	<b>6 credits</b> Internal	<b>AS90294</b> 2.2 <b>Choreograph a solo dance</b>  <b>5 credits</b> Internal	<b>9 credits</b> Internal
<b>Dance Performance</b>	<b>AS90002</b> 1.2 Perform dance sequences	<b>AS90295</b> 2.3 Perform an ethnic or social dance	<b>AS90595</b> 3.2 Perform a solo or duet dance work to an audience
	<b>6 credits</b> Internal	<b>3 credits</b> Internal	<b>3 credits</b> Internal
<b>Dance Perspectives</b>	<b>AS90003</b> 1.3 Perform a dance as a member of a group	<b>AS90296</b> 2.4 Perform in a theatre dance work	<b>AS90596</b> 3.3 Perform in a choreographed group dance work to an audience
	<b>4 credits</b> Internal	<b>3 credits</b> Internal	<b>4 credits</b> Internal
<b>Dance Perspectives</b>	<b>AS90004</b> 1.4 View, interpret and respond to a dance performance	<b>AS90297</b> 2.5 Analyse and discuss a dance performance	<b>AS90597</b> 3.4 Critically analyse dance performance
	<b>4 credits</b> External	<b>4 credits</b> External	<b>4 credits</b> External
<b>Dance Perspectives</b>	<b>AS9005</b> 1.5 Demonstrate knowledge of a dance genre or style	<b>AS90298</b> 2.6 <b>Demonstrate knowledge of influences on a selected dance genre or style</b>	<b>AS90598</b> 3.5 <b>Demonstrate knowledge of dance in Aotearoa /New Zealand</b>
	<b>4 credits</b> External	<b>4 credits</b> External	<b>4 credits</b> External

**English is optional at YEAR 13**

**LEVEL 3 ACHIEVEMENT STANDARDS COURSE including external assessments (13ENG)**

For you, if you love (or at least, like!) English, and are an academic student who has worked consistently well during Year 12 and gained 12 credits including at least one external. You must also have your Year 12 teacher’s recommendation for entry to this course. It is a challenging course and demands good skills in English and an excellent attendance record.

All students will be taught the skills needed to achieve the following internal and external Achievement Standards:

Ko te reo te tuakiri      Ko te reo toku ahurei      Ko te reo te ora  
 Language is my identity      Language is my uniqueness      Language is life

Unit	Achievement Standard	Credit	Assessment Mode
*90720	Produce an extended piece of writing in a selected style	4	Internal
*90721 or *90722	Respond critically to written text(s) studied or Respond critically to Shakespearean drama studied	3	External
*90723	Respond critically to oral or visual text studied	3	External
*90724	Read and respond critically to unfamiliar prose and poetry texts	3	External
90725	Construct and deliver an oral presentation	4	Internal
		<b>17</b>	<b>8/9E</b>

In addition, you will be assessed in the following internally assessed Unit Standards which support your learning towards the external Achievement Standards.

Unit	Unit Standard	Credit	Assessment Mode
12424	Read closely and evaluate the effectiveness of moving images	3	Internal
*12427	Read closely and evaluate the effectiveness of poetic written texts	4	Internal
		<b>7</b>	

**Maximum credits available if all internal and external assessments are passed: 24**

\*credits count towards University Entrance literacy: you need 8 credits (4 reading and 4 writing) from Level 2/3 to achieve the literacy requirement in order to gain University Entrance.

**GRAPHICS**

Graphics is the communication of ideas and information through the medium of drawings. It helps to clarify your ideas and to show them to others in a form you both will understand.

Graphics is very important in our modern technological world as can be seen by the number of images we encounter every day and in every situation.

Graphics can lead to, and be helpful in a huge range of professions, trades and jobs and in the short term is a great partner to “Technology” and “Design Technology”.

The four sections covered in the NZ syllabus are:

- a) Graphical communication and design (the methods of drawing design etc)
- b) Environmental design (Architecture/landscaping)
- c) Technological design (Engineering, product design etc)
- d) Media design (Advertising, packaging, gourmet design etc)

Graphics is a subject, which progresses through the year levels from year 9 through to year 13 and is both a School Certificate and Bursary examination subject. Senior levels are taught through correspondence.

### **VISUAL ARTS NCEA LEVEL 3 - YEAR 13**

At this level it is possible to take subjects in Painting, Design, Sculpture and Photography. At full NCEA course is made up of 24 credits and each above is formed by the following.

Unit	Achievement Standard	Credit	Assessment Mode
AS 3.1	Research and Art making tradition and discuss its links to relevant recent (Painting, Design, Sculpture or Photography – one of) practice	4	Internal
AS 3.2	Investigate and use ideas and methods in the context of a drawing study in (Painting, Design, Sculpture or Photography – one of)	6	Internal
AS 3.3	Produce original work within (Painting, Design, Sculpture or Photography – one of) to show extensive knowledge of art making methods and ideas	14	External
		<b>24</b>	<b>10I / 14E</b>

It is possible to mix and match these standards i.e. a student may elect to do:

Case 1	Painting (or.....)* all year i.e. 3.1, 3.2, 3.3	24 credits
Or Case 2	3.2 (Painting)* 3.2 *(Design)* 3.2 (Photography)*	18 credits
Or Case 3	3.1, 3.2 (Painting)* and 3.1, 3.2 (Design)*	20 credits

**NOTE: However students should be aware to check that their choice meets entry requirements, not only for tertiary entry, but also specific entry requirements to some specialist courses at tertiary level**

All Year 13 students will purchase a flash drive at cost price from the school. Students will only use these **at school** to store their work **only**. For further information contact Mr Slack H.O.F. Art.

### **GEOGRAPHY NCEA LEVEL 3 - YEAR 13**

Year 13 Geography focuses on the six main themes:

1. Interacting natural processes at Matauri Bay (what they are , how they are affected by people , the landforms that are produced)
2. The role of Geography in Planning and Decision-Making.
3. Using skills in specific situations and applying Important Geographic Ideas.
4. Doing Geographic Research: collecting, presenting, analysing data
5. Explaining conflict over Geographic Issues (Issues to do with the people and the land).
6. Analysing global patterns, why they occur and how they affect the people.
7. Regional variation in the Tourist Industry in NZ

Themes 1 and 3 are assessed as external Achievement Standards. Themes 2, 4, 5, and 6 are assessed as internal Achievement Standards; and Theme 7 is an optional internal Unit Standard (Level 3, 6 credits).

A.S. Nos.	Achievement Standards	Credits	Assessments
90701	1. Interacting Natural Processes	4	External
90703	2. The role of Geography in Planning and Decision-Making.	3	Internal
90704	3. Applying Skills and Idea	4	External
90705	4. Conducting Geographic Research	3	Internal
90706	5. Analysing a Geographic Issue	3	Internal
90707	6. Analysing a Global Pattern	3	Internal
US18228	7. Regional variation in the Tourist Industry in NZ	6	Internal
		<b>26</b>	<b>18I/8E</b>

**Prerequisites:** There are no subject or mark prerequisites.

**Important Skills:** Geography courses are designed to train people in using tools to understand how the natural and human worlds operate and interact. These tools include map reading and drawing, graph reading and drawing, collecting and presenting data, photo interpretation, using models, making generalisations statements and conclusions, and writing paragraphs. Compulsory essay writing means language skills are important.

### HISTORY NCEA LEVEL 3 - Year 13

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.

**Entry Prerequisite:** Full Year 13 Academic Course.

**Subject Outline:** Tudor/Stuart England 1558-1667, New Zealand – 19<sup>th</sup> Century

**What the subject can lead to:** Law, Journalism, Teaching, Media Occupations, Government/Civil Service – Police, Banking, Tourism, Insurance, and Management

History at this level is fairly academic.

You have the opportunity to study other topics of your choice in the remaining third of the time with emphasis on your own research. You are required to write quite long essays and analyse documents and texts from the middle ages.

The theme for this year is Social Change

Level 3 History offers 19 credits – 9 internally, 10 externally in the exam

Unit	Achievement Standard	Credits	Assessment
90654	Plan and carry out an independent historical inquiry	5	Internal
90655	Communicate historical ideas and understandings	4	Internal
90656	Analyse and evaluate evidence in historical sources	5	External
90658	Examine a significant issue in the context of change, in an essay.	5	External
		<b>19</b>	<b>9 / 10E</b>

### MAORI NCEA LEVEL 3 – YEAR 13

Entry prerequisite for Level 3 Maori is 24 Level 1 credits plus 24 level 2 credits, or at the discretion of the Head of Department. Motivated students who have a commitment towards Te Reo Maori me ona Tikanga is the course requirement.

Te Reo Maori at Level 3 covers six (6) strands: Whakarongo, Korero, Panui 2 versions, Tuhihi 2 versions

Unit	Achievement Standards	Credits	Assessment
90542	Whakarongo i te reo o teao whanui	4	Internal
90543	Korero i te reo o te ao whanui	6	Internal
90781	Panui kia whai maramatanga i te reo o te ao whanui	3	External
90782	Whakaoti tuhinga okawa i te reo o te ao whanui	4	External
90783	Hanga tuhinga auaha i te reo o te ao whanui	4	Internal
90784	Panui kia wetewete i te reo o te ao whanui	3	External
		<b>24</b>	<b>14I / 10E</b>

### TE REO RANGATIRA NCEA LEVEL 1 - YEAR 13+

A higher level of learning available only to Kura Kaupapa Maori or Wharekura Students

Unit	Achievement Standard	Credits	Assessment
90135	Whakarongo i nga korero o tona ao	4	External
90136	Koreo i nga horopaki huhua noa	4	Internal
90137	Panui i nga tuninga huhua noa	4	Internal
90138	Tuhituhi i nga horopaki huhua noa	4	External
90139	Matakitaki i nga horopaki huhua noa	4	Internal
90140	Whakaatu i nga horopaki huhua noa	4	Internal
		<b>24</b>	<b>16I / 8E</b>

### NCEA TE REO RANGATIRA LEVEL 2 – Year 13+

Availability only offered to students who have passed Te Reo Rangatira Level 1

Unit	Achievement Standard	Credits	Assessment
90442	Whakarongo ki te reo whaikupu	3	External
90750	Rangahau me te whakaputa Whaikorero	3	Internal
90751	Whakaputa korero tene	2	Internal
90752	Panui i te reo tawhito	3	External
90753	Panui i te reo hou	3	External
90754	Whakaputa i te tuhinga	4	Internal
90755	Tito i te korero whakangahau	3	Internal
90756	Matakitaki me te hanga i tetahi whakaaturanga	3	Internal
		<b>24</b>	<b>16I / 8E</b>

### MAORI PERFORMANCE UNIT STANDARD LEVEL 3 – YEAR 13

Pre-requisite Level 2 Maori Performance

Unit	Achievement Standard	Credits
22756	Perform a Maori performing arts bracket	10
22757	Demonstrate knowledge of the historical development of Maori performing arts	6

<b>22760</b>	Perform new Maori Dance	6
<b>15020</b>	Perform whakarakā	6
<b>15025</b>	Demonstrate knowledge & skills of taonga puoro	2
		<b>30</b>

## MATHEMATICS 2011

- Enrolment in maths programs is conditional on students having appropriate attendance and effort. - and be equipped with an appropriate calculator and workbook.
- Yr 11 students may use a scientific calculator casio fx 82 or a graphics calculator Casio fx9750 is recommended ( see below )
- Yr 12 and 13 require a graphics calculator Casio fx 9750

## NCEA LEVEL 3 – YEAR 13

We will allow students to attempt some Unit Standards while working towards the Achievement standards. In general the credits cannot be double counted.

There are two separate course Level 3 Statistics and Level 3 Calculus. Students may enrol for both subjects.

## LEVEL 3 STATISTICS

Students in the course must have

- A Casio Fx 9750+ or Casio fx 9750GII Graphics calculator
- A write on workbook

3 computer based internally assessed achievement standards. You will learn to use excel for the 3 internal AS

Prerequisite: some quality algebra in Level 2 maths.

	Statistics & Modelling	Unit	Credits		Assessment
Term 2					
	Determine the trend for time series data	<b>AS 90641</b>	3	S3.1	Internal
	Straightforward problems involving probability	<b>AS 90643</b>	4	S3.3	External
	<i>alt</i> Expected value / mean / <i>var</i>	<b>US5258</b>	<b>2</b>	//s3.3	
	Mathematical model involving curve fitting	<b>AS 90647</b>	3	S3.7	Internal
Term 3					
	Probability distribution models	<b>AS907646</b>	4	S3.6	External
	<i>alt</i> prob distrib <i>norm/binom/poison</i>	<b>US5259</b>	<b>3</b>	//s3.6	
	Involving bi-variate data	<b>AS90645</b>	3	S3.5	Internal
	Confidence intervals for population parameters	<b>AS 90642</b>	3	S3.2	External
Term 4					
	Solve equations	<b>AS90644</b>	4	S3.4	External
	<i>alt</i> <i>3eqns</i> <i>Linear programming /</i>	<b>US5262</b>	<b>2</b>	//s3.4	
	<i>alt</i> <i>eqn</i> <i>Numerical methods solve</i>	<b>US5264</b>	<b>3</b>	//s3.4	

Enrolment in all the Achievement standards is expected. Students will need 14 credits via AS to be eligible for Course endorsement.

## LEVEL 3 CALCULUS

Students in the course must have

- A Casio Fx 9750+ or Casio fx 9750GII Graphics calculator
- A write on workbook

Note the first topic is bigger than most and will take  $\frac{1}{2}$  term 1 to complete. A few topics but many variations in each. Good algebra and number skills are needed.

Calculus				
Differentiate and use derivatives	AS90635	6 credits	C3.1	External
<i>alt</i> Differentiate	US5265	6 credits		
Integrate functions, etc	AS90636	5 credits	C 3.2	External
<i>Alt</i> Integrate	US20905	5 credits		
<i>Alt</i> Differential eqn	US20660	2 credits		
trigonometric functions	AS90637	4 credits	C3.3	
real and complex numbers, and solve equations	AS90638	5 credits	C3.4	External
<i>Alt</i> complex numbers	US5267	3 credits		

## MUSIC NCEA LEVEL 3 - YEAR 13

**Entry Prerequisite:** Must have completed and passes NCEA Level 2.

This course has many options available for students, both in practical music and music studies strand. It is possible to choose standards from both strands and if sufficient interest is shown, there is a number of music industry Unit Standards also available. Due to the nature of this course, individual programs will be based on students needs.

### Practical Music

Unit	Achievement Standards	Credits	Assessment
3.1	Present a performance of a programme of music as a member of a group.	4	Internal
3.2	Arrange Music	4	Internal
3.3	Present music in composition or performance	12	Internal
3.4	Demonstrate developed aural skills through competent transcription and notation of music.	2	External
3.5	Demonstrate an understanding of harmonic and tonal procedures in a range of music.	2	External
		<b>24</b>	<b>20I/4E</b>

### Music Studies

Unit	Achievement Standards	Credits	Assessment
3.1	Describe elements of music through listening	4	External

<b>3.2</b>	Examine the contexts that influence the expressive qualities of music	4	Internal
<b>3.3</b>	Compare and contrast music works	8	External
<b>3.4</b>	Research and present a music topic	8	Internal
		<b>24</b>	<b>12I/12E</b>

### PHYSICAL EDUCATION NCEA LEVEL 3 – YEAR 13:

This course is fully internally assessed, suited to students looking to further studies in Physical Education at Tertiary Institutions.

**Entry Prerequisite:** Level 2 Literacy, effective Time Management Skills, responsible for own learning, arrive prepared for every lesson.

Unit	Achievement Standards	Credits	Assessment
<b>90739</b>	PE 3.1: Plan Physical Activity Program	3	Internal
<b>90740</b>	PE 3.2: Review Physical Activity Program	2	Internal
<b>90741</b>	PE 3.3: Appraise & Review Program Performance for Self / Others	6	Internal
<b>12536</b>	Plan, implement and review school Cross Country	5	Internal
<b>US 4384</b>	SCUBA	7	Internal
		<b>23</b>	

An additional Achievement Standard can be assessed dependant upon the self management capabilities of the student. Each student wishing to pursue this assessment must negotiate with the teacher. This assessment is:

<b>90742</b>	PE 3.4: Demonstrate Performance in a Physical Activity to Nationally Developed Standards	5	Internal
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### BIOLOGY NCEA LEVEL 3 – YEAR 13

Prerequisites: Achievement in most Level Two Biology NCEA standards, 15 credits, at least 1 exam pass. Highly motivated students, with little prior knowledge of this subject, might study at this level after consultation with the Head of Faculty.

This course takes the study of Biology further in the areas of Genetics, Biotechnology and Speciation. The theories of Human Evolution are introduced as well as detailed study of Animal Behaviour and Plant Responses. In this course is an opportunity for in depth practical investigation and research of contemporary biological issues.

Unit	Achievement Standards	Credits	Assessment
<b>90713</b>	Biology 3.1 – Carry out a practical investigation into an aspect of an organisms ecological niche with guidance. Two assessment opportunities – Term 1	4	Practical
<b>90718</b>	Biology 3.6 – Describe applications of biotechnological techniques. Two Assessment opportunities – Term 2	3	Assignment
<b>90714</b>	Biology 3.2 – Research a contemporary biological issue. Two assessment opportunities – Term 3	3	Assignment
		<b>10</b>	

**BIOLOGY – Unit Standards Level 3 may be offered depending on time and student work rate. All unit standards are superseded by success in Achievement Standards.**

Unit	Unit Standard	Credits	Assessment
<b>6319</b>	Make an informed judgement on a contemporary biological issue.	3	Assignment
<b>6317</b>	Explain the process of speciation	4	Test

<b>90715</b>	Biology 3.3 – Describe the role of DNA in relation to gene expression	4	External
<b>90716</b>	Biology 3.4 – Describe animal behaviour and plant responses in relation to environmental factors	4	External
<b>90717</b>	Biology 3.5 – Describe processes and patterns of evolution	3	External
<b>90719</b>	Biology 3.7 – Describe trends in human evolution	3	External
		<b>21</b>	

**Course Requirements:** Students must be willing to individually complete practical and research assignments.

**A task timetable is issued and posted on your classroom wall.**

**School Assessment Procedures** are posted on the classroom wall, with linked information

**Record your internal grades** on this sheet and ask your teacher to sign it off as correct. You can then use this as evidence of your achievement.

**Resubmission** may be 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.

**Internal moderation of results** is required before results can be issued, and before papers can be examined. They must remain with the teacher.

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

**Sign a record of marks.** This is required. You can confirm the result entered is as awarded, or that you did not attempt the task.

**NZQA** activates credits towards NCEA after a fee has been paid; school record files are sent in from May, each month.

### CHEMISTRY NCEA LEVEL 3 – YEAR 13

**Entry Pre-requisites:** Achievement in NCEA Level two and in particular achievement standards in Chemistry.

**Course Credits:** This course offers 24 Achievement Standard Credits through a combination of internal and external assessment. Some unit standards may be offered.

Unit	Achievement Standard	Credits	Assessment
<b>90694</b>	3.1: Carry out an extended practical investigation involving quantitative analysis	4	Internal
<b>90695</b>	3.2: Determine the concentration of an oxidant or reductant by titration	2	Internal
<b>90696</b>	3.3: Describe oxidation – reduction process	3	External
<b>90780</b>	3.4: Describe properties of particles and thermo chemical principals	5	External
<b>90698</b>	3.5: Describe aspects of organic chemistry	5	External
<b>90700</b>	3.7: Describe properties of aqueous systems	5	External
		<b>24</b>	<b>6I / 18E</b>

### CHEMISTRY UNIT STANDARDS LEVEL 3 – YEAR 13

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

Unit	Unit Standard	Credits	Assessment
<b>8948</b>	Calculate the enthalpy change associated with chemical	2	Internal

	reactions		
<b>6343</b>	Explain periodic trends in the properties of elements and compounds	4	Internal
<b>8950</b>	Predict the formation of precipitates of sparingly soluble substances	2	Internal
<b>6345</b>	Analyse spontaneous oxidation – reduction reactions	4	Internal
		<b>12</b>	

**Course Requirements:** Attend class, attempt all work, catch up any work missed. Practical work is continual and essential. Attend all assessments and trial exams. Ask for help at the early stage of any difficulty and attend any tutorial classes arranged.

### PHYSICS NCEA LEVEL 3 - YEAR 13

**Prerequisites:** Achievement in most Level 2 Physics NCEA standards. Achievement in Level 2 NCEA Mathematics is also very important.

#### Subject Outline:

Unit	Achievement Standard	Credit	Assessment
<b>90774 V1</b>	3.1: Carry out a practical investigation that leads to a mathematical relationship.	5	Internal
<b>90520 V3</b>	3.3: Demonstrate understanding of wave systems.	4	External
<b>90521 V3</b>	3.4: Demonstrate understanding of translational, rotational and simple harmonic motions.	6	External
<b>90522 V3</b>	3.5: Demonstrate understanding of atoms, photons and nuclei.	3	External
<b>90523 V2</b>	Demonstrate understanding of DC circuits, capacitance, electromagnetic induction and AC circuits.	6	External
		<b>24</b>	<b>5I / 19E</b>

### PHYSICS UNIT STANDARDS LEVEL 3 - YEAR 13

Unit	Unit Standard	Credit	Assessment
<b>6391 V4</b>	Demonstrate knowledge of, and determine unknowns for wave system	4	Internal
<b>6397 V4</b>	Demonstrate knowledge of circular, rotational, and simple harmonic motion	6	Internal
		<b>10</b>	<b>10I</b>

**Course Requirements:** Students must be willing to individually complete practical and research assignments. Students must have a graphics calculator.

**What the course can lead to:** Sports medicine, forensics science, biophysics, astrophysics, engineering, electrician, technician, radiology, teacher etc.

### TECHNOLOGY SUBJECTS AT BAY OF ISLANDS COLLEGE

All Technology options are practical based subjects using a variety of different materials (generally divided into either: wood, metal, food, or fabric, based classes). In every course there is a required element of written work but the emphasis is on developing practical skills in the area/materials chosen. The following information provides information and guidelines for the **Hard Materials Technology (wood and metal)** classes only – Food Technology and Soft Materials Technology are discussed separately.

## GENERAL ENGINEERING (MEG)

The 'metal based' course at Levels 1 and 2 is called **General Engineering** and follows a prescribed course provided by Tools4Worx. Units/credits achieved in this course are **industry based** and lead toward apprenticeships in the engineering field. Assessment is carried out by the class teacher and then moderated by the Tools4Worx tutors, rather than NZQA (although the credits do count towards the relevant NCEA level certificate.) Generally projects are set, although there is an opportunity for students to choose their own projects at the higher levels. This course is suitable for any student who would like a career in any of the engineering fields.

## GENERAL ENGINEERING LEVEL 2

**Entrance Criteria – Level 1 must be completed successfully first and Level 1 Maths, Science and English Unit Standard achievements will be considered.**

The National Certificate of Engineering Technology is a qualification designed for students interested in general engineering or those wishing to pursue careers in maintenance and general engineering, marine and fabrication, machining, tool making and automotive (light and heavy). The course is mainly practical based with only a small proportion of necessary and complementary theory. The entire course provides over 30 credits but it is expected that most students will take 18 months to fully complete the course.

Unit	Achievement Standard	Credits
2430	Draw and interpret sketches	4
2432	Construct engineering plane geometric shapes	3
20917	Demonstrate basic knowledge of engineering materials	2
21905	Demonstrate knowledge of engineering trade calculations	4
21908	Demonstrate knowledge of basic mechanics for mechanical engineering trades	2
2395	Select, use, and care for engineering hand tools	4
4433	Select, use, and care for, simple measuring devices used in engineering	2
4435	Select, use and care for, engineering dimensional measuring equipment	3
4436	Select, use, and care for, engineering marking-out equipment	4
497	Protect health and safety in the workplace	1
21911	Demonstrate knowledge of safety on engineering sites	1
		<b>30</b>

## BCITO (Carpentry) LEVEL 2 & 3

**Entrance Criteria** – Level 2 must be completed successfully first before starting on Level 3 programme.

This is a progressive course specialising in the development of practical skills required for furniture making, carpentry, boat building, etc. Practical projects are expected to show a developing level of difficulty and improved quality of workmanship. Students will learn to safely use hand tools, fixed power tools i.e. the drop saw, portable power tools, worksite safety, etc. The course is a combination of theory and practical. All students, regardless of year level, begin by completing the Level 2 Unit Standards shown below. The following year students may take their studies further by taking the Level 3 programme (closely linked to future employment in this field) which sees students enrolling in the Gateway Carpentry Programme. This involves students being on 'work placement' one day per week with a qualified carpenter/builder as well as completing Level 3 Carpentry Unit Standards.

Unit No.	Level	Standard	Credits
US 24354	2	Safe working practices in a BCATS workplace	4
US 12927	2	Identify, select, maintain and use hand tools for BCATS projects	6
US 24357	2	Receive instructions and communicate information in relation to a BCATS project	4
US 24358	2	Plan & monitor construction of a project & quality check the finished product	2
US 24350	2	Identify, select, maintain and use portable power tools for BCATS project	6
		<b>Total Credits</b>	<b>30</b>

Unit No.	Level	Standard	Credits
US 12997	3	Demonstrate knowledge of safe working practices on construction sites	3
US 12998	3	Demonstrate knowledge of carpentry hand tools	4
US 13000	3	Demonstrate knowledge of portable power tools used on construction sites	4
US 2999	3	Demonstrate knowledge of timer machining equipment used on construction sites	3
US 24378	3	Perform building calculations	4
US 13002	3	Demonstrate knowledge of timber used construction	2
<b>Total Credits</b>			<b>30</b>

### MATERIALS TECHNOLOGY (MTY)

The 'wood based' course gives students at each level (1, 2, & 3) a choice of pathways to follow. Students may choose from either:

- A. **Carpentry** - An **industry based** course provided by UNITEC. This is a purely 'wood based' course which teaches Carpentry and Furniture Making skills. This course is again assessed by the outside provider (UNITEC) rather than NZQA (although the credits do count towards the relevant NCEA level certificate). Students who think they may be interested in a future career in the building industry, furniture making, boat building, etc. should take this option because any credits earned are taken off an apprenticeship course.

or

- B. **Materials Technology** - A **school based programme** which includes **Achievement and Unit Standards**. These are administered by NZQA and provide credits just like any other subject. This option suits students who enjoy making projects of their own choice/design rather than being told what to make. This is a really good course for any student who enjoys working with their hands because they are free to use materials of their choice – not just wood.

### MATERIALS TECHNOLOGY LEVEL 3 – YEAR 13

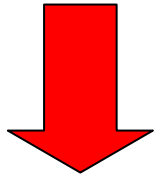
**Entrance Criteria:** Good Level 2 grades (across curriculum) or at the discretion of the Head of Department. Previous technology experience is not essential but it is helpful. An ability to work independently is desirable because greater emphasis is given to individual planning and research.

Materials technology at Level 3 is one of the University approved subjects which counts towards UE. The course continues to build on the skills developed at Levels 1 & 2, following the same format of developing an outcome to a given brief but a much higher level of thought, analysis, evaluation, etc is required. Two externals are included in this year's programme – both are research assignments.

Unit	Achievement Standard	Credits
US7529	Test and select materials for a design task	5
AS90687	Demonstrate techniques in materials technology.	4
US7351	Select, test, and apply joining processes in Materials Technology.	5
AS90676	Describe technologists responsibilities to the wider community. <b>(external)</b>	4
AS90686	Explain knowledge that underpins a Materials Technology outcome. <b>(external)</b>	4
		<b>22</b>

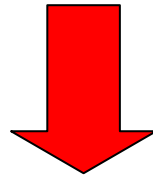
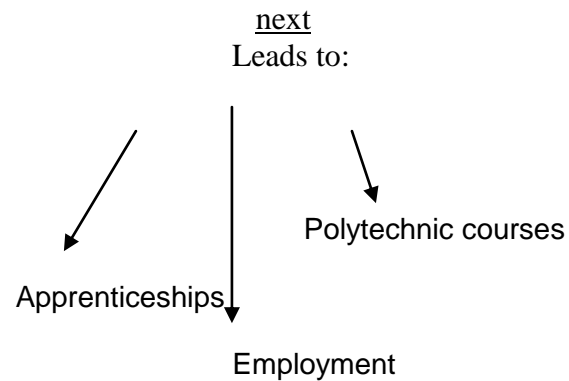
The diagram on the next page illustrates the pathways and opportunities each of the Materials Technology courses can offer to students.

# Technology Subjects – where do they lead?



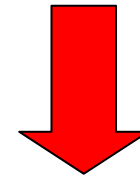
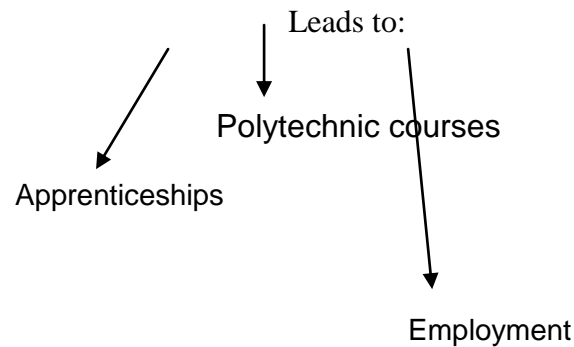
## CARPENTRY (Wood)

Industry based **Unit Standards** (FITEC and UNITEC – private provider)  
Levels 1 & 2 – progressing to Level 3 as Students achieve previous levels.  
Must pass each level before progressing to the



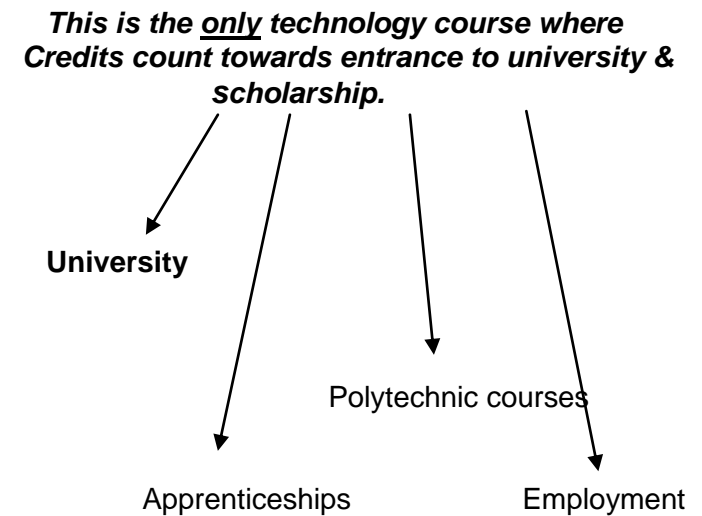
## ENGINEERING (Metal)

Industry based **Unit Standards** (Tools 4 Work - private provider)  
Level 1 must be passed before progressing to Level 2



## MATERIALS TECHNOLOGY (Multi-Materials)

Levels 1 & 2 – **Achievement Standards & Unit Standards** (New Zealand Education Qualification)  
**Enterprise Technology – YES Programme**  
Level 3 – **Achievement Standards** (New Zealand Education Qualification)



## CATERING & HOSPITALITY

Our vision is for young people undertaking Catering & Hospitality Level 1, 2 and 3:

- Who will be creative, energetic, and enterprising in preparing and presenting a range of food products and food services;
- Who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future
- Who will work to create an Aotearoa New Zealand in which Maori and Pakeha recognise each other as full treaty partners, and in which all cultures are valued for the contributions they bring;
- Who in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- Who will be confident, connected, actively involved, and lifelong learners
- Who will demonstrate responsible safe working practices

### Year 13

This course provides a range of Level 3 Unit standards from the Home and Life Sciences sector of NZCEA under Food Technology and Nutrition. This course is designed for students who have an ambition or a career in the food technology and nutrition industry. Students who share a genuine interest for preparing and presenting a range of food products and serving others and those interested in researching food choices for improving health and well being. This course will enrich the lives of those who are keen to develop life skills.

This course will be delivered over four 50 minute classes per week for theory and a double period for a practical lesson each week.

Assessments shall be conducted throughout each term for unit standards of varying course content. For each unit of work there shall be assessment marks for theory (workbook notes), practicals (digital images kept as evidence) and homework assignments. These will be internally assessed. Workbooks will be held until moderation is complete at the end of the same school year for internal assessment checks with NZQA. Class sets of work must be available for external moderation periodically throughout the year. After this date all workbooks maybe collected or sent to a forwarding address.

Closed leather shoes are required for your safety during practical lessons.

US	Unit Standard Title	Level	Credits	Assessment
<b>Term 1</b>				
6630	Demonstrate knowledge of food safety	3	5	Internal
6648	Prepare, plan and serve food for a special occasion	3	4	Internal
<b>Term 2</b>				
15627	Demonstrate creativity in meal preparation and presentation	3	6	Internal
<b>Term 3</b>				
6639	Explore nutritious food choices	3	4	Internal
15624	Provide food for 2 people with significantly different food needs	3	5	Internal
<b>Term 4</b>				
	Completion of any unit outstanding unit standards			Internal
<b>TOTAL</b>			24	

## SOFT FABRIC TECHNOLOGY (TEXTILES) NCEA LEVEL 3 - YEAR 13

Fabric Technology Level 1, 2 and 3 aims to teach students to:

- gain an understanding for garment and product assembly / production through practical application
- apply a variety of fabric decoration techniques
- incorporate design features in garment construction and pattern drafting
- recognise and understand the properties of fibres and how these effect fabric performance

- conduct appropriate fibre and fabric tests to establish suitability of purpose
- utilise a range of specialised equipment for the purpose of making clothing and textile products
- display high levels of skill in the production of garments and textile products

### Year 12 & 13

Unit Standards only : Six classes / week

Unit	Achievement Standard	Credits	Assessment
6688	Incorporate design in fabric	6	Internal
6692	Prepare for and construct a leisure garment	5	Internal
6693	Prepare for and construct a non wearable textile item	6	Internal
6686	Create fabric	7	Internal
		<b>24</b>	

### COMPUTERS / INFORMATION COMMUNICATION TECHNOLOGY, ICT LEVEL 3 – YEAR 13

Being computer literate is as important as being able to read and write these days. The Digital Technology curriculum spans a range of skills that not only engage students intellectually, support their other study programs but also gives them the skills to enter the work force with confidence and familiarity for all things computer based.

Any student can take Digital Technology in this year, but it is highly recommended that you took this subject in year 12 if you want to be successful in gaining level 3 credits. For those who have not taken it before an individually tailored program can be adapted to meet the students requirements, if the student is willing to commit to the program.

This course is appropriate for both the gifted and academic students with challenging graphical and programming modules and is also flexible to provide skills for those who want to learn the basics and be able to use most day to day applications with confidence.

The new curriculum has once again changed the name and so from next year ICT will be referred to as Digital Technology.

Unit	Achievement Standard	Credits	Assessment
112 v5	Produce Information using a Word processor	5	Internal
109 v5	Produce documents for Business Use	10	Internal
2785 v6	Produce Spreadsheets for Business Use	5	Internal
AS 90684 v2	Explain the knowledge that underpins an ICT Outcome	4	External
As 90685 v2	Demonstrate techniques in ICT	4	Internal
AS 90620 v2	Develop a One off Solution to Address a Client Issue	6	Internal

## INDUSTRY STUDIES

The curriculum for Industry Studies are offered by Auckland University of Technology, Open Polytechnic, Manukau Polytechnic, Northland Polytechnic and other training providers and are available to year 12 and 13 students. In some cases of relevant need, they may be available to selected year 11 students (consult your Dean).

Some of the courses could include:- (but not limited to)

- Childcare
- Electrical Engineering
- Food and Nutrition
- Turf Culture
- Tourism
- Animal Physiology (Vet nurse)
- Building & Construction
- Automotive
- Business and Office Systems
- Retailing
- Agriculture / Horticulture
- Gateway supportive units are also available in Hairdressing, Forestry, Distribution, Butchery, Bakery and Roding
- Broadcasting/Radio

Students must be prepared to work for short periods within the industries through the Gateway Programme. These courses offer excellent employment and experience for further Tertiary Training. They are long distance learning packages and are assessed by the providers. Students need to be independent workers and self motivated, to complete these qualifications. Many students can begin National Certificates through these courses.

A bond for the cost of the course may be required which will be refunded on satisfactory application to the course.

The range of credits available varies according to the topic but in general every effort is made to make at least 15 credits available.

NOTE: All these courses provide only Unit Standards – not achievement standards, but never the less count towards NCEA qualifications.

## FORESTRY

### Level 3

This advanced course in Forestry is designed as an extension for Students completing the Level two course. Once again, this course will be supplemented by relevant site visits to Forestry operations. All units offered are Unit Standards as follows:

Unit	Unit Standard	Level	Credit
<b>17772</b>	Environmental considerations	3	6
<b>6941</b>	Mechanised harvesting	3	5
<b>1256</b>	Ground based extraction	3	4
<b>6950</b>	Cable harvesting	3	8
<b>1252</b>	Log marking	3	5
<b>1221</b>	Job prescriptions	3	4

## GATEWAY 2011

Gateway is structured work base learning and assessment in the workplace and is available to all senior students (Year 11 to 13). Students gain a valuable insight into working life as well as gaining skills in specific industries.

Students pursue individual learning programmes, which allow them to gain new skills and knowledge in a workplace in the community. Their learning is hands-on and practical.

The programme complements what the students are learning in the classroom. Students will be assessed in the workplace on unit and achievement standards which contribute to the National Certificate of Educational Achievement (NCEA), as well as industry specific qualifications.

Workplace Learning Placements:

- Test future career and employment options
- Increase self-confidence and 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 and 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.

Positive outcomes have been numerous with many students gaining apprenticeships, continuing on to tertiary education to gain higher qualifications and even returning back to Bay of Islands College to continue their learning as a result of their Gateway experiences.

Many students already have a specific career path in mind while others take this opportunity to find out whether working a particular industry will be right for them. Employers see Gateway as a means of introducing, promoting and attracting new and young people into their industries.

Most students attend their placements for six days, either one day per week over a six week period or in six consecutive days over the school holidays. This will vary depending on the learning Plan. There is also range of courses undertaken to prepare students for their placements. These include Workplace First Aid, Customer Service Skills, CV writing & more industry specific courses such as Electrical, Childcare, Building & Construction.

Gateway is an integral component of our total career package which impacts on our senior students providing the opportunities for them to focus their thinking, experience first-hand and evaluate "where to next".

**For further information contact The Gateway Team - Shirley Reti, Paul Cochrane or Wendy Scott, Phone (09) 4041056 or email [sri@boic.school.nz](mailto:sri@boic.school.nz)**

# TE KURA – THE CORRESPONDENCE SCHOOL

## Introduction

### Te kupu whakataki

This guide is designed to help students in Years 9 to 13 put together a programme of learning at The Correspondence School. If you are interested in our early childhood service or programmes for students in Years 1 to 8 please refer to our website.

### Learning with TCS

We have found that students learn best when they work at their own pace, building on their existing knowledge and skills and receiving regular feedback. Most subjects offer choices in the way you learn and some subjects are taught entirely online.

All the courses listed here are designed to be taken as part of a one-year course, but students may work faster or slower than this. Many courses offer a range of options and subject teachers guide students in their choices.

A one-year NCEA course is designed to offer 24 credits, representing about 240 hours of student study time. However, students may choose to study for standards which offer more or less than this. It is important you take advice from your teacher, learning advisor and other support staff so that you choose a balanced programme of learning which matches your aspirations and abilities.

### Selecting and Planning your programme of learning

#### Student education plans

If you're a full-time student, you will work with your learning advisor to develop a personalised student education plan. Your plan will set out which subjects you'll study and when. The plan will align your subjects, personal and career goals to ensure you keep your options open for future study.

#### Full-time Year 9 and 10 students

What you study and the level you study at will depend on your learning needs, interests and your student education plan. Students in Years 9 and 10 will be enrolled in Te Ara Hou, an integrated programme of learning where you'll cover a number of core subjects as well as choose optional subjects.

#### Full-time Year 11 students

A full-time Year 11 programme is usually made up of English, mathematics, science and two or three other subjects. Your education plan will determine the number of subjects you study and will maintain your options for future study and/or career changes.

#### Full-time Year 12 students

If you are a Year 12 student studying full-time with us your programme should include English. Your education plan will determine your other subjects and will maintain your options for future study and/or career changes.

#### Full-time Year 13 students

If you are a Year 13 student you will choose a suitable programme that will meet your current and future learning goals. Your education plan will determine your other subjects and will maintain your options for future study and/or career changes.

## **Fees**

If you meet the Ministry of Education's criteria ([www.minedu.govt.nz/educationSectors/Schools/CurriculumAndNCEA/NationalCurriculum/CorrespondenceSchoolEnrolmentPolicy.aspx](http://www.minedu.govt.nz/educationSectors/Schools/CurriculumAndNCEA/NationalCurriculum/CorrespondenceSchoolEnrolmentPolicy.aspx)) for enrolling with us, there are no fees. However, full-time students are asked to make a voluntary donation of \$75 per school year for each student or \$100 for a family where more than one student is enrolled. The donation is tax deductible.

## **Dual students**

Some students enrolled in New Zealand schools can study with us at the same time.

Dual Enrolments must be made by the host school through our online enrolment system. Paper enrolments are not accepted for dual enrolments. Enrolment is accepted throughout the year and opens in November for the following school year.

Schools are expected to ensure their students are enrolled in the most appropriate course for them. Some courses require prior study in the subject. To find out more, visit our website at [www.correspondence.school.nz](http://www.correspondence.school.nz) or contact us on 0800 65 99 88.

## **Adult students**

We have a range of subjects available for enrolment by adult students. The 'Subjects at a glance' chart in this Guide shows enrolment availability by subject.

Students aged 20 or over, in the study year for which they are enrolling, pay a fee of \$100 per course.

Students aged between 15 and 19, in the study year for which they are enrolling, and who are eligible to enrol with TCS, are not charged course fees. Check our website for more details on eligibility.

## **Fee-paying students**

Although many of our students are eligible to enrol at no cost, we do accept enrolments for fee-paying students who do not meet Ministry of Education eligibility criteria. Fees are on a per-course basis. To find out more, visit our website at [www.correspondence.school.nz](http://www.correspondence.school.nz) or contact us on 0800 65 99 88.

## **NCEA**

Students taking 100, 200 and 300 level courses are able to be assessed for Standards that will contribute to National Certificate in Educational Achievement (NCEA) qualifications and other National Certificates.

Detailed information about these qualifications can be found in our Student Guide to National Certificates, on our website at [www.correspondence.school.nz](http://www.correspondence.school.nz) or the New Zealand Qualifications Authority (NZQA) website at [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

## **NZQA fees**

In addition to Correspondence School fees or donations, students undertaking courses that offer Standards' assessments towards National Certificate qualifications will have to pay a fee. The basic fee is \$75 although students may be eligible for financial assistance that will reduce the fee to \$20. Payments made after August each year are not eligible for financial assistance and will incur an additional late fee of \$50.

## **Help with planning a programme of learning**

This book is organised by subject and level of study offered in each subject. These may be curriculum levels or qualification levels.

## **Contact us**

**SUBJECTS AT A GLANCE**

## Summary of subjects and levels of study

Detailed information follows in this guide. Refer to [www.correspondence.school.nz/subjects-and-courses/what-you-can-study](http://www.correspondence.school.nz/subjects-and-courses/what-you-can-study) for most up-to-date information.

Subject	Up to Curriculum Level 5	NCEA Level 1	NCEA Level 2	NCEA Level 3	Other
<b>Accounting</b>		Accounting	Accounting	Accounting	
<b>Agriculture</b>	Agriculture	Agriculture	Agriculture	Agriculture and horticulture	
<b>Art (visual)</b>	Visual Arts	Visual Arts	Painting	Painting	
				Design	
				Sculpture	
			Art History	Art History	
<b>Biology</b>		Biology	Biology	Biology	
<b>Business Studies</b>	Business studies	Business studies	Business studies		
<b>Chemistry</b>			Chemistry	Chemistry	
<b>Chinese (Mandarin)</b>	Chinese beginners*	Chinese	Chinese	Chinese	
<b>Classical studies</b>			Classical Studies	Classical Studies	
<b>Computing</b>			Computing	Computing	
<b>Economics</b>		Economics	Economics	Economics	
<b>Employment skills/transition</b>		Employment skills	Employment skills		
<b>English</b>	English	English	English	English	Core literacy
	Developing literacy	Practical English	Practical English		
<b>Fashion</b>			Fashion design		
		Technology	Technology	Technology	
<b>French</b>	French beginners *	French	French	French	
	French advanced beginners *				
<b>Gateway</b>		Gateway	Gateway	Gateway	
<b>Geography</b>		Geography	Geography	Geography	
<b>German</b>	German beginners*	German	German	German	
	German advanced beginners *				
<b>Graphic and design</b>	Graphics and design	Graphics	Graphics	Graphics	
<b>Health and physical education</b>	Health and physical education	Health and physical education			
<b>History</b>		History	History	History	
<b>Home Economics</b>	Home economics	Food and nutrition	Home and life sciences		
<b>Horticulture</b>	Horticulture	Horticulture	Horticulture	Agriculture and horticulture	
<b>Human Biology</b>		Human biology			
<b>Japanese</b>	Japanese beginners *	Japanese	Japanese	Japanese	

**Restricted enrolment**

Subjects marked with \* are available for full-time, fee-paying, secondary dual and young adult students

Subjects marked with \*\* are available for school age students only

Subject	Up to Curriculum Level 5	NCEA Level 1	NCEA Level 2	NCEA Level 3	Other
<b>Latin</b>	Latin beginners *	Latin			
	Latin advanced beginners *				
<b>Legal Studies</b>			Legal studies	Legal studies	
<b>Life skills</b>	Life skills	Life skills			Supported learning standards
<b>Māori</b>	Beginners Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	
	Introductory Te Reo Māori				
	Intermediate Te Reo Māori				
<b>Mathematics</b>	Mathematics	Mathematics	Mathematics	Mathematics with calculus	
	General mathematics	General mathematics	Applied Mathematics	Statistics and modelling	
<b>Media Studies</b>			Media Studies		
<b>Music</b>	Music	Music	Music	Making Music	
	General Music			Music Studies	
<b>Physics</b>		Physics	Physics	Physics	
<b>Science</b>	Science	Science	Science		
		Everyday science			
<b>Social Studies</b>	Social Studies				
<b>Spanish</b>	Spanish	Spanish	Spanish	Spanish	
<b>Technology</b>	Technology **	Technology	Technology	Technology	
<b>Tertiary link Courses</b>			Tertiary link courses	Tertiary link courses	
<b>Text and information management</b>	Text entry and text management				
	Text management	Information management	Text processing		
		Business information processing, keyboarding text and information management (TIM) and computing generic			

**Restricted enrolment**

Subjects marked with \* are available for full-time, fee-paying, secondary dual and young adult students  
Subjects marked with \*\* are available for school age students only

# New Zealand University Entrance Provisions **UNDER REVIEW BY NZQA**

Students will be qualified for entrance to a university in New Zealand if they have obtained:

- i a minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from the "[approved subject](#)" list, with a further 14 credits at level 3 or higher taken from one or two additional domains on the National Qualifications Framework or approved subjects
- ii a minimum of 14 numeracy credits at level 1 or higher in Mathematics or Pangarau on the National Qualifications Framework
- iii a minimum of 8 literacy credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading and 4 credits must be in Writing. The literacy credits will be selected from a [schedule of approved achievement standards and unit standards](#).

### Summary; These are the absolute minimums

– check with Mr Work or the Uni handbooks for what actual limits apply for your desired course at each University for next year.

**You need 3 or 4 “academic” subjects to collect 3 sets of 14 credits = 42credits in areas that count.**

14 credits at level 3 or higher in an approved subject	14 credits at level 3 or higher in another approved subject	14 credits at level 3 or higher in no more than 2 other domains or approved subjects
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- 14 credits in Mathematics at level one or higher
- 4 credits at level two or above in Reading
- 4 credits at level two or above in Writing

Credits can be accumulated over more than one year.

Where a unit standard and an achievement standard assess the same learning outcome they are mutually exclusive for the NCEA and university entrance purposes.

### **UE LITERACY REQUIREMENT & NUMERACY REQUIREMENT**

Entry to year 13 requires UE literacy and Numeracy completed or able to be completed this year by;

- if enrolled in an English or Te Reo class or
- if enrolled in the special term 1 lunchtime programs.

### **Approved Subjects –**

See the list published on the NZQA notice board and in classrooms, or find the list on the NZQA website.

Not everything assessed in level 3 classes can be used to collect the credits for UE.

### **Standards fulfilling the literacy requirement**

See the list published on the NZQA notice board and in classrooms, or find the list on the NZQA website.

# Te Reo Māori and Te Reo Rangatira standards fulfilling the literacy requirement for university entrance from 2004

## UNDER REVIEW BY NZQA

Standards	Credits	Reading	Writing
Scholarship if achieved in 2004		Y	Y
90441 Panui i te reo o tona ao mohio	6	Y	
90752 Panui i te reo tawhito	3	Y	
90753 Panui i te reo hou	3	Y	
7266 Panui rarangi tuhinga mo nga take o te wa	5	Y	
90786 Panui i te tuhinga roa	3	Y	
90789 Panui i nga tuhinga popoto	3	Y	
7267 Tatari haere i nga kupu tauhou o tetahi tuhinga	7	Y	
7268 Panui i nga tuhituhi ahakoa te kaupapa	9	Y	
90754 Whakaputa i te tuhinga	4		Y
90755 Titotito i te korero whakangahau	3		Y
90770 Tuhituhi i te reo o tona ao mohio	4		Y
90757 Hanga Tuhinga i te reo o tona ao mohio	4		Y
7258 Tito korero poto mo nga take mai i nga korero	5		Y
90787 Whakaputa i te tuhinga roa	3		Y
90790 Tuhituhi whakaaro e hangai ana ki te kaupapa	3		Y
90539 Tuhituhi whakaaro e hangai ana ki te kaupapa	3		Y
7259 Tuhi korero kia hangai ki tetahi kaupapa	7		Y
7260 Tuhi i nga momo korero whai kiko	9		Y

Note: the following standards, now expired, will continue to be recognised as meeting the literacy requirements for learners who have them in their Record of Learning:

Level 2      90444 90445 90448      Level 3      90544    90538    90545    90539

## NUMERACY REQUIREMENT

14 credits at level 1 or higher – most students will complete this target in yr 10.

**No student will advance into years 12 or 13 without the 14 mathematics ( or statistics ) credits.**

**Students without the 14 credits in mathematics may proceed if :**

1. Enrolled in a Mathematics course in the coming year

Those students not taking any maths at yr 12 may sign up for lunchtime special courses in term 1 of the current year.

The student is required to attend until the 14 mathematics/statistics credits have been achieved.

Special Numeracy classes: 2 lunchtimes plus homework each week, this will not be an elective – sign up and you are required to attend.