

**BAY OF ISLANDS**

**COLLEGE**

**“Kokiri Ngatahi – Moving Forward, Quickly, in Partnership”**

Kaupapa Whakanui (Project Respect), Attendance + Commitment = Achievement

**CURRICULUM GUIDE**

**YEAR 11 NCEA LEVEL 1**

**2012**

**BAY OF ISLANDS COLLEGE**

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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>	<u><i>Degree at Auckland</i></u> A broad range of subjects including science skills (Maths with Statistics, Physics), Humanities (History, Geography), language skills (English, another 1 language), drawing skills (Art, Graphics and Design). Physics and Calculus are essential by all Universities which offer a degree in Architecture. <u><i>Degree at Victoria</i></u> 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. <u><i>Apprenticeships and Combat Trades</i></u> 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 <u><i>At Polytech level</i></u> 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>	<u><i>Polytech</i></u> 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

	<u>Polytech</u> Level 2 English, Maths, Physics and Chemistry <u>Trade</u> Level 1 English, Maths (Graphics & Design, Workshop Technology – Metal) Science minimum. Depends on which trade but all require at least English & Maths
<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 <u>Fine Arts Degree</u> 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 <u>Diploma / Certificate</u> 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>	<u>Intermediate Year</u> 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 <u>Medicine Auckland University</u> 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 <u>Polytechnic Diploma in Jazz Performance</u> 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.

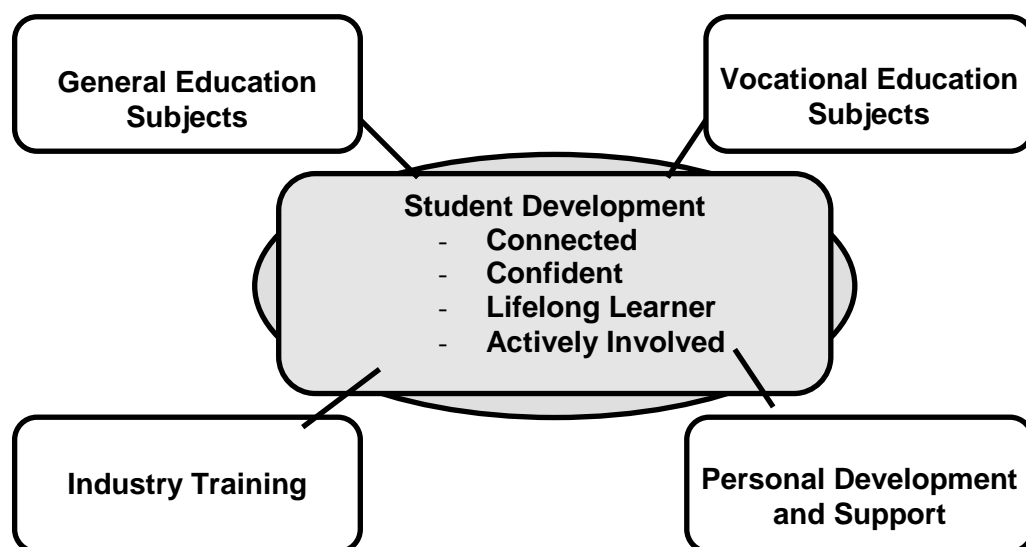
Plus a minimum of 8 credits at Level 2 in English or Te Reo Maori. 4 credits must be in reading and 4 in writing.

## 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**

**ARTS**

**FACULTY**

**Level : 1      Course: Art - Visual Arts      Teacher in Charge: Mr Slack      Total Credits : 26**

Entry Prerequisite: The subject would preferably be done in year 10. If not, entry is at the discretion of the Teacher in Charge.

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

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

	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	AS90913	1	1	4	Demonstrate understanding of art works from Maori and other cultural contexts using art terminology	internal	2	Term 1		
2	AS90914	1	1	4	Use drawing methods and skills for recording information using wet and dry media	internal	1	Terms 1-2		
3	AS90915	1	1	6	Use drawing conventions to develop work in more than one field of practice	internal	1	Term 4		
4	AS90916	1	1	12	Produce a body of work informed by established practice, which develops ideas, using a range of media.	external	1	Terms 2-3		
5	AS90917	1	1	4	Produce a finished work that demonstrates skills appropriate to cultural conventions	internal	1	Term 1 (please note this might replace AS90913)		

**Level : 1                      Course: Drama                      Teacher in Charge: MWN                      Total Credits : 23**

Moehewatanga! Auahatanga! Maiatanga! Imagination! Creativity! Confidence!

You will also learn how to adapt one style or format of work to a diverse audience, or another piece of information. You will learn how to work individually with support from and input from peers. You will make choices in identifying target audience, choosing visual and auditory input to influence an audience, and how to select information to share with an audience, using word choice and persuasive speech. You will learn how to manage and organize a large scale project for an audience other than your peers (including publicity, seating, safety, finding a theme for a diverse selection of presentation materials). You will also learn how drama aspects are used in a live performance.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	AS91000	1	1	4	Demonstrate understanding of a significant play	Performance + Written work to support performance piece	1	Term 1
2	AS90006	4	1	4	Apply drama techniques in a dramatic context	Performance + Written work to support performance piece	2	Term 1
3	AS90997	1	1	5	Devise and perform a drama	Performance + Written work to support performance piece	2	Term 2
4	AS90009	4	1	5	Perform an acting role in a scripted production	Performance + Written work to support performance piece	1	Term 3
5	AS90011	4	1	5	Demonstrate understanding of the use of drama aspects within live performance	Written External	1	Term 4

<b>Level : 1</b>	<b>Course: Music</b>	<b>Teacher in Charge: AWR</b>	<b>Total Credits : 30</b>
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*"Music is expressive gifts from the soul."* [DLT]

At level 1 students will communicate and interpret music through two performances as a featured soloist and a performance as part of a group, with the opportunity to integrate co-curricular activities into assessment. A portfolio of compositions will demonstrate a student's development of original ideas. We study the classical music of Mozart, the Aotearoa roots and dub of Fat Freddy's Drop and the cool jazz of Dave Brubeck, here students explore the social and historical context of music and develop practical knowledge. Finally the external aural and materials of music exams are approached in a holistic fashion with students building practical knowledge and skills throughout the year.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	91090	1	1	6	Perform two pieces of music as a featured soloist	Performances	2	End of term 2
2	91091	1	1	4	Demonstrate ensemble skills through performing a piece of music as a member of a group	Performance	2	End of term 3
3	91092	1	1	6	Compose two original pieces of music	Portfolio	2	End of term 3
4	91095	1	1	6	Demonstrate knowledge of two music works from contrasting contexts	4 assessments over 2 topics, tests and assignments	2	End of term 2
5	91093	1	1	4	Demonstrate aural and theoretical skills through transcription	Exam	External	End of term 4
6	91094	1	1	4	Demonstrate knowledge of conventions used in music scores	Exam	External	End of term 4

**ENGLISH**

**FACULTY**

**Level : 1 Course: ENGLISH (11ENGe – includes up to 3 externals) Head of Faculty: Mrs MacEachern Total Credits : 24 [28]**

Ko te reo tuakiri. Ko t reo toku ahurei. Ko te reo te aro. *Language is my identity. Language is my uniqueness. Language is my life.*

Written, oral and visual language enables us to make sense of our world. This Level 1 English course offers you the opportunity to explore and enjoy a range of language and literature from New Zealand and from other cultures. We study poetry and prose texts and moving images, and the connections between them. The course also requires you to craft formal and creative writing and to create and deliver an oral and a visual presentation to the class.

Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities	Approximate Date
<u>internal achievement standards</u>							
90052	4	1	3	1.4 Produce creative writing	Portfolio	2	<u>Term 1 &amp; 3</u>
90053	4	1	3	1.5 Produce formal writing	Portfolio	2	Term 2 & 3
90857	1	1	3	1.6 Construct and deliver an oral text	Assignment	1	Term 2
90855	1	1	3	1.7 Create a visual text	Assignment	1	Term 3
<u>external achievement standards</u>							
90849	1	1	4	1.1 Show understanding of specified aspects of studied written text(s), using supporting evidence (NOVEL)	Exam	External	mid-November 2012
90850	1	1	4	1.2 Show understanding of specified aspect(s) of studied visual text(s), using supporting evidence (FILM)	Exam	External	mid-November 2012
90851	1	1	4	1.3 Show understanding of significant aspects of unfamiliar written texts through close reading, using supporting evidence	Exam	External	mid-November 2012
<u>extension achievement standards</u>							
90852	1	1	4	1.8 Explain significant connections across texts, using supporting evidence	Assignment	1	Term 3

\*All credits count towards the Level 1 literacy requirement: you need 10 credits to achieve the literacy requirement in order to achieve your NCEA Level 1 qualification. **PREREQUISITE (What do you need to have achieved in order to do this course?)**For this course you should have been consistently achieving at least Level 5 in English with Merits/Excellences in Year 10. A final decision about which course is right for you will be taken, in consultation with you, based on your achievement in English in Year 10 and your teacher’s recommendation.

<b>Level : 1 Course: ENGLISH (11ENGi – includes up to 2 externals)</b>				<b>Head of Faculty: Mrs MacEachern</b>		<b>Total Credits : 23</b>	
<p><b>Ko te reo tuakiri. Ko t reo toku ahurei. Ko te reo te aro.</b> <i>Language is my identity. Language is my uniqueness. Language is my life.</i></p> <p>Written, oral and visual language enables us to make sense of our world. This Level 1 English course offers you the opportunity to explore and enjoy a range of language and literature from New Zealand and from other cultures. We study poetry and prose texts and moving images, and the connections between them. The course also requires you to craft formal and creative writing and to create and deliver an oral and a visual presentation to the class.</p>							
<b>Standard Number</b>	<b>Versio n</b>	<b>Level</b>	<b>Credit s</b>	<b>Title</b>	<b>Method of assessment</b>	<b>Assessment Opportunities</b>	<b>Approximate Date</b>
<b>internal achievement standards</b>							
90052	4	1	3	1.4 Produce <b>creative writing</b>	Portfolio	2	<u>Term 1 &amp; 3</u>
90053	4	1	3	1.5 Produce <b>formal writing</b>	Portfolio	2	Term 2 & 3
90857	1	1	3	1.6 Construct and deliver an <b>oral text</b>	Assignment	1	Term 2
90855	1	1	3	1.7 Create a <b>visual text</b>	Assignment	1	Term 3
90856	1	1	3	1.11 Show understanding of <b>visual texts through close viewing</b> , using supporting evidence	Test	1	Term 3
<b>external achievement standards</b>							
90849	1	1	4	1.1 Show understanding of specified aspects of <b>studied written text(s)</b> , using supporting evidence (NOVEL)	Exam	External	mid-November 2012
90850	1	1	4	1.2 Show understanding of specified aspect(s) of <b>studied visual text(s)</b> , using supporting evidence (FILM)	Exam	External	mid-November 2012
<b>extension achievement standards</b>							
90852	1	1	4	1.8 Explain significant <b>connections across texts</b> , using supporting evidence	Assignment	1	Term 3 & 4

\*All credits count towards the Level 1 literacy requirement: you need 10 credits to achieve the literacy requirement in order to achieve your NCEA Level 1 qualification.

**PREREQUISITE (What do you need to have achieved in order to do this course?)**For this course you should have been consistently achieving at Level 5 in English in Year 10. A final decision about which course is right for you will be taken, in consultation with you, based on your achievement in English in Year 10 and your teacher’s recommendation.

Level : 1		Course: ENGLISH/LITERACY (11ENGLit)		Head of Faculty: Mrs MacEachern		Total Credits : 22	
<p><b>Ko te reo tuakiri. Ko t reo toku ahurei. Ko te reo te aro.</b> <i>Language is my identity. Language is my uniqueness. Language is my life.</i></p> <p>Written, oral and visual language enables us to make sense of our world. This Level 1 English and Literacy course offers you the opportunity to explore and enjoy a range of language and literature from New Zealand and from other cultures. The course requires you to craft formal and creative writing and to create and deliver an oral and a visual presentation to the class, while allowing you to be assessed by a portfolio approach to achieve your 10 Level 1 literacy credits needed to achieve NCEA Level 1.</p>							
Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities	Approximate Date
<b><u>internal unit standards</u></b>							
26622	1	1	4	<b>Write to communicate ideas</b> for a purpose and audience	Portfolio	Multiple	<u>Term 1 and 2</u>
26624	1	1	3	<b>Read texts</b> with understanding	Portfolio	Multiple	<u>Term 1 and 2</u>
26625	1	1	3	Actively participate in <b>spoken interactions</b>	Portfolio	Multiple	<u>Term 1 and 2</u>
<b><u>internal achievement standards</u></b>							
90857	1	1	3	1.6 Construct and deliver an <b>oral text</b>	Assignment	1	Term 2
90855	1	1	3	1.7 Create a <b>visual text</b>	Assignment	1	Term 2
90052	4	1	3	1.4 Produce <b>creative writing</b>	Portfolio	1	<u>Term 3 and 4</u>
90053	4	1	3	1.5 Produce <b>formal writing</b>	Portfolio	1	Term 3 and 4

\*All credits count towards the Level 1 literacy requirement: you need 10 credits to achieve the literacy requirement in order to achieve your NCEA Level 1 qualification.

**PREREQUISITE (What do you need to have achieved in order to do this course?)**

This course is for you if you have been working below Level 5 in English in Year 10, and/or need extra support.

A final decision about which course is right for you will be taken, in consultation with you, based on your achievement in English in Year 10 and your teacher's recommendation.

**MAORI**

**FACULTY**

<b>Level: 1</b>		<b>Course: Te Reo Māori</b>		<b>Teacher in Charge: EPD</b>		<b>Total credits: 30</b>	
<p><b>Tōku reo, tōku oho-oho, tōku reo, tōku māpihi maurea.</b> My language is my strength, an ornament of grace.            By the end of Level 1 students are expected to be able to communicate about past activities and events, present and past states, feelings and opinions, past habits and routines, and be able to describe, compare and contrast, people, places, and things through listening, speaking, writing and reading.</p>							
<b>No</b>	<b>Standard number</b>	<b>Version</b>	<b>Credits</b>	<b>Title</b>	<b>Method of assessment</b>	<b>Assessment opportunities</b>	<b>Approximate date</b>
Internal achievement standards							
<b>1</b>	<b>91085</b>	1	6	1.1 Whakarongo kia mōhio ki te reo o tōna ao	Test	2	Term 2
<b>2</b>	<b>91086</b>	1	6	1.2 Kōrero kia whakamahi i te reo o tōna ao	Speech	2	Term 1
External achievement standards							
<b>3</b>	<b>91087</b>	1	6	1.3 Pānui kia mōhio ki te reo o tōna ao	Exam	External	Nov
<b>4</b>	<b>91088</b>	1	6	1.4 Tuhi i te reo o tōna ao	Exam	External	Nov
Extension achievement standards							
<b>5</b>	<b>91089</b>	1	6	1.5 Waihanga tuhinga i te reo o tōna ao	Assignment	1	Term 3

**Level : 1      Course: Maori Performing Arts      Teachers in Charge: DPE and EPD      Total Credits : 23**

*“Ka eke i te wiwi, ka eke i te wawa, ka eke i te papara hua i rangi tumu huia” – “Advance past the first threshold, the second and third in order to achieve excellence”.*

Maori Performing Arts at Level 1 begins our exploration into the fundamentals of Te Ao Kapahaka. Here we identify and discuss some basic elements and research notable luminaries in this field of performance. The course is equally balanced with written and practical components in both learning and assessment.

**Prerequisites: A positive attitude to learning what may be a totally new and different subject, needs to be open to learning Maori traditions and some language. Another pre-requisite to this programme is the completion of a Yr10 Maori Performance course.**

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	22752	2	1	3	Identify and demonstrate performance components	assignment	2	Term 2		
2	22753	2	1	3	Demonstrate knowledge of people associated with performing arts	assignment	2	Term 2		
3	22754	2	1	4	Demonstrate knowledge of the origins of Maori Performing Arts	Assignment	2	Term 3		
4	22755	2	1	3	Demonstrate knowledge of a Maori Performing Arts costume ensemble	Assignment	2	Term 3/4		
5	AS 90002 (Dance 1.2)	TBC	1	6	Perform dance sequences	TBC	TBC	TBC		
6	AS 90003 (Dance 1.3)	TBC	1	4	Perform a dance as a member of a group	TBC	TBC	TBC		

**MATHEMATICS**

**FACULTY**

**Level : 1                      Course:    11Mathematics                      Teacher in Charge:    KSM                      Total Credits : 22**

Minimum of 15 credits up to 24, CAT external is held in Sept. 2 other externals, in Nov. Actual AS's selected for the course will vary depending on progress and standards achieved earlier. The weakest students will target Numeracy plus selected internals for at 15 - 18 credits. The most able will target Endorsement in Mathematics and up to 24 credits. Standards will each use write on reference material that maybe purchased \$5:50 per topic or used and returned in good order at no cost. Each student must have a scientific calculator.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	AS91026	1	1	4	1.1 Apply numeric reasoning	Internal	2	<u>Term 2</u>		
2	AS91027	1	1	4	1.2 Apply algebraic procedure	External (CAT)	1	Term 3		
3	AS91032	1	1	3	1.7 Apply right-angled triangles	Internal	2	Term 1		
4	AS91030	1	1	3	1.5 Apply measurement	Internal	2	Term 1		
5	AS91036	1	1	3	1.11 Bivariate numerical data	Internal	2	Term 2		
6	AS91038	1	1	3	1.13 Elements of chance	Internal	2	Term 3		
7	AS91034	1	1	2	1.9 Apply transformation geometry	Internal	2	Term 3		

**There are 13 Achievement standards and 3 Numeracy standards that may be included in each program; above we list the core. There are 2 other externals that may be included for some students.**

**PHYSICAL  
EDUCATION  
FACULTY**

<b>Level : 1                      Course: Year 11 Physical Education                      Teacher in Charge: R. Hills                      Total Credits : 20</b>								
<b>ENTRY PREREQUISITES:</b> Consistent development in Key Competencies over Year 10, especially in Contributing and Participating, Managing Self and Relating to Others. Consistent completion of Health booklets and record keeping.								
No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	90964	1	1	3	Demonstrate quality movement in the performance of a physical activity.	Testing against national standards.	2	Term 1
2	90967	1	1	3	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	Planning, training records kept. Written evaluation.	Over course of unit.	Term 1
3	90963	1	1.	5	Demonstrate understanding of the function of the body as it relates to the performance of physical activity.	Written test.	2	Term 2
4	90962	1	1	5	Participate actively in a variety of physical activities and explain factors that influence own participation	Completion of participation diary. Written evaluation.	Over course of unit.	Over whole year. Assessed: Term 3/4
5	90966	1	1	4	Demonstrate interpersonal skills in a group and explain how these skills impact on others	Completion of Interpersonal Skills Diary. Teacher assessed over 6 practicals.	Over course of unit.	Term 3

**SCIENCE**

**FACULTY**

<b>Level : 1</b>	<b>Course: SCIENCE</b>	<b>Teacher in Charge: EDB /KPH</b>	<b>Total Credits : 27</b>
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To explore and act on issues and questions that links their science learning to their daily living. Furthermore, to build language and develop their understandings of the many ways the natural world can be represented. It focuses on aspects of Biology, Chemistry and Physics. **Prerequisite for this course is to achieve in most of the year 10 topics. A course book will be used at a cost of \$25.00**

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	90930	1	1	4	Chemistry 1.1 - Carry out a practical chemistry investigation, with direction.	Practical	1	Term 1		
2	90926	1	1	3	Biology 1.2 - Report on a biological issue.	Assignment	1	Term 2		
3	90935	1	1	4	Physics 1.1 - Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.	Practical	1	Term 3		
4	90925	1	1	4	Biology 1.1 - Carry out a practical investigation in a biological context, with direction.	Practical	1	Term 2		
5	90927	1	1	4	Biology 1.3 - Demonstrate understanding of biological ideas relating to micro-organisms	Exam	1(External)	Term 4		
6	90944	1	1	4	Science 1.5 - Demonstrate understanding of aspects of acids and bases.	Exam	1(External)	Term 4		
7	90940	1	1	4	Science 1.1 - Demonstrate understanding of aspects of mechanics	Exam	1(External)	Term 4		

**SOCIAL SCIENCE**

**FACULTY**

**Level : 1**                      **Course: Accounting**                      **Teacher in Charge: CMH**                      **Total Credits : 25**

Accounting helps a student to manage their finances better by teaching them budgeting skills. In real life people often encounter financial terms such as assets, liabilities and financial statements and commercial documents. Accounting gives students a basic knowledge of financial management.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	90976		1	3	Demonstrate understanding of Accounting Concepts for small entities	Exam	1	End of year		
2	90977		1	5	Process financial transactions for a small entity	Assignment	1	Term 2		
3	90978		1	5	Prepare financial statements for sole proprietors	Exam	1	End of year		
4	90979		1	4	Prepare financial information for a community organisation's annual general meeting	Assignment	1	Term 3		
5	90980		1	4	Interpret accounting information for sole proprietors	Exam	1	End of year		
6	90981		1	3	Make a financial decision for an individual or group	Assignment	1	Term 3		
7	90982		1	4	Demonstrate understanding of cash management for a small entity	Assignment	1	Term 3		

<b>Level : 1</b>	<b>Course: Economics</b>	<b>Teacher in Charge: CMH</b>	<b>Total Credits : 24</b>
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A study of Economics is important for students if they are to function and contribute to society. Everyday people make economic decisions how to spend or save their income. Media coverage of economic issues means students are informed of what is happening in their community and internationally but this subject enables them to interpret and make informed choices.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	90983		1	4	Demonstrate understanding of consumer choices using scarcity and/or demand	Exam	1	End of year		
2	90984		1	5	Demonstrate understanding of decisions a producer makes about production	Assignment	1	Term 2		
3	90985		1	3	Demonstrate understanding of producer choices using supply	Exam	1	End of year		
4	90986		1	5	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	Exam	1	End of year		
5	90987		1	4	Demonstrate understanding of government choice where affected groups have different viewpoints	Assignment	1	Term 3		
6	90988		1	3	Demonstrate understanding of the interdependence of sectors of the NZ economy	Assignment	1	Term 3		

<b>Level : 1</b>	<b>Course: Geography</b>	<b>Teacher in Charge: PMN</b>	<b>Total Credits : 19</b>
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Geography combines knowledge, skills, and understandings of the physical and social sciences. It provides opportunities through fieldwork for first-hand investigations of places, environments, and human activities. It helps students make sense of complex issues such as climate change, ageing populations, urban growth, land conflicts, globalisation, and sustainability. Environmental science is a subject that integrates the science and geography to the study of the environment, and the solution of environmental problems. Environmental scientists work on subjects like the understanding of earth processes, evaluating alternative energy systems, pollution control and mitigation, natural resource management, and the effects of global climate change.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	91009	1	1	3	Geography 1.3 - Demonstrate geographic understanding of the sustainable use of an environment	Internal	1	<u>Term 1</u>		
2	90952	1	1	4	Science 1.13 - Demonstrate understanding of the formation of surface features in New Zealand	Internal	1	Term 2		
3	90953	1	1	4	Science 1.14 - Demonstrate understanding of carbon cycling	Internal	1	Term1/2		
4	91007	1	1	4	Geography 1.1 - Demonstrate geographic understanding of environments that have been shaped by extreme natural events	External	1			
5	91010	1	1	4	Geography 1.4 - Apply concepts and basic geographic skills to demonstrate understanding of a given environment	External	1			

Level : 1		Course: History			Teacher in Charge: ALH			Total Credits : 24		
<p>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.</p> <p>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. The Year 11 History course studies 2 main themes:</p> <p><b>International Relations:</b> This unit focuses on relations between countries using case studies concentrating on different perspectives of people, and how these events are of significance to New Zealanders</p> <p><b>Conflict:</b> This unit focuses on conflicts between countries using case studies concentrating on events or places of significance to New Zealanders.</p>										
No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	A.S.91001	1	1	4	Carry out an investigation of an historical event, or place, of significance to New Zealanders	Assignment	1	Term 3		
2	A.S.91002	1	1	4	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Assignment	1	Term 3		
3	A.S.91003	1	1	4	Interpret sources of an historical event of significance to New Zealanders	Exam	1	Term 4		
4	A.S.91004	1	1	4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Assignment	1	Term 1		
5	A.S.91005	1	1	4	Describe the causes and consequences of an historical event	Exam	1	Term 4		
6	A.S.91006	1	1	4	Describe how a significant historical event affected New Zealand society	Exam	1	Term 4		

**TECHNOLOGY**

**FACULTY**

<b>Level : 1</b>	<b>Course: Digital Technology</b>	<b>Teacher in Charge: BJN</b>	<b>Total Credits : 23</b>
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This course is divided into three main sections – an application section for using administration programs such as Microsoft Word and Excel; A media and HTML section that looks at combining graphics with simple web pages and finally a program design and creation section where students can design the logic and then the scripting for their own computer game.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	102	5	1	3	Consolidate Key Board Skills and produce	Assessment	2	Term 1		
2	18743	3	1	2	Produce a spread sheet from instructions	Assessment	2	Term 1		
3	91070	1	1	4	Demonstrate understanding of Basic Concepts of Information Management	Portfolio	External	Term 1,2,3		
4	91071	1	1	4	Implement basic Procedures to Produce a Specified Digital Information Outcome	Assessment	2	Term 1		
5	91073	1	1	4	Implement basic procedures to produce a specified digital media outcome	Assessment	2	Term 2		
6	91075	1	1	3	Construct an Algorithmic Structure for a basic task	Assessment	2	Term 3		
7	91076	1	1	3	Construct a basic computer program for a specified task	Assessment	2	Term 3		

**Level : 1      Course: Food Tec/Home Economics      Teacher in Charge: MRA      Total Credits : 21**

Food Technology and Home Economics consist of achievement standards which have derived from the Generic and Processing Technology matrix along with an achievement standard from the Home Economics Matrix. Students will demonstrate and implement an understanding of how food materials enable products to develop. Students also have the opportunity to demonstrate a range of basic concepts and procedures to develop specified food products from raw materials. Students will also demonstrate their understanding of food preservation techniques.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	AS91049	1	1	4	Demonstrate understanding of how materials enable technological products to function	External Exam	1	Term 3,4 November		
2	AS91082	1	1	4	Implement basic procedures to process a specified product	Assignment	1	Term 2		
3	AS91083	1	1	4	Demonstrate understanding of basic concepts used in processing	Assignment	1	Term 1,2		
4	AS91084	1	1	4	Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage	Assignment	1	Term 1		
5	AS90956	1	1	5	Demonstrate knowledge of an individual's nutritional needs	Assignment	1	Term 3		

<b>Level : 1</b>	<b>Course: Materials Technology</b>	<b>Teacher in Charge: FPL</b>	<b>Total Credits : 20</b>
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This course introduces students to the skills and processes involved in making products/projects from a range of resistant materials. Students gain confidence in actually making projects and develop decision making skills through choosing which materials to use, what methods are suitable, and being able to explain the reasons for their choices. Most of the work is practical, however, each project must be supported with written evidence and photos. For most projects, students can choose which materials they would like to use i.e. wood, plastic, metal, paper mache, concrete, etc. Students also have the opportunity to choose or develop their own designs for each unit/theme.

This course is suitable for any student who enjoys building things with their hands regardless of the amount of previous experience they have had.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Teacher signature
1	91057 Internal	1	1	6	Construction and Mechanical Technologies 1.20 – Implement basic procedures using resistant materials.	Project & Portfolio	2	<u>Term 1</u>	
2	91045 Internal	1	1	4	Generic Technology 1,2 – Use planning tools to guide the development of an outcome to address a brief.	Project & Portfolio	2	Term 2	
3	91047 Internal	1	1	6	Generic Technology 1.4 – Undertake development to make a prototype to address a brief.	Project & Portfolio	2	Term 3	
4	91049 External	1	1	4	Generic Technology 1.6 – Demonstrate understanding of how products enable technological products to function.	Assignment	1	Term 4	

The external Achievement Standard is not an exam – it is in the form of a research assignment which is completed in class and then sent to the moderators for marking.

<b>Level : 1</b>	<b>Course: 11 Textiles</b>	<b>Teacher in Charge: NSM</b>	<b>Total Credits : 20</b>
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This course will teach students the basic skills they need for making garments and/ or textile items. They will learn to read a pattern envelope and information included in a pattern. They will learn about different fabric construction as well as adapting patterns to suit their needs.

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

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	AS91045	1	1	4	Use planning tools to guide the technological development of an outcome to address a brief	Portfolio	2	<u>Term 1</u>		
2	AS91047	1	1	6	Undertake development to make a prototype to address a brief	Portfolio	2	Term 2		
3	AS91058	1	1	6	Implement basic procedures using textile materials to make a specified product	Portfolio	2	Term 3		
4	AS91049	1	1	4	Demonstrate understanding of how materials enable technological products to function	Assignment	1 External	Term 4		

**Level : 1      Course: Tools 4 Work (General Engineering)      Teacher in Charge: IES      Total Credits : 24**

Students will be given a basic understanding of pre trade training. Students will have a good understanding of how to work safely within the trades' environment, have a basic understanding of tools and equipment producing practical projects under supervision.

No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	22926	1	1	2	Demonstrate knowledge of safety procedures in a specific engineering workshop.	Theory assessment Working safely	2	Term 1		
2	122923	1	1	12	Demonstrate basic engineering workshop skills under close supervision.	Practical Theory assessment	2	Term 1 and 2		
3	22924	1	1	10	Develop a simple product using engineering materials	Practical Theory assessment	1	Term 3 and 4		

# **VOCATIONAL TRAINING**

Level : 1		Course: Industry Studies		Teacher in Charge: DWK		Total Credits : 15+				
Students will complete at least 6 units from the Service sector/work skills/communication/occupational Health & Safety domains on NZQA framework. This will prepare them for a Gateway placement where they may complete further job specific units. Students selected for this course will be committed to completing a Gateway placement during that year. All the available standards are Unit Standards.										
No	Standard Number	Version	Level	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade	Teacher signature
1	62		2	3	Personal Presentation in Workplace	Test / Prac.	2	<u>Term 1</u>		
2	64		1	2	Perform Calculations in the workplace	Test	2	Term 2		
3	497		1	3	Health & Safety in the workplace	Test	2	Term 1		
4	1293		1	2	Be interviewed 1:1 and face to face.	Test / Prac.	2	Term 1		
5	10780		1	2	Complete a Work placement	Practical	2	Term 1-2		
6	10781		2	3	Produce a plan for own future career.	Assignment	2	Term 3		
7	504		1	2	Produce a C. V.	Assignment	2	Term 3		
8	15408		1	4	Know your car / Safe motoring	Workbook / test	2	Term 2		

## GATEWAY 2012

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)**

**CORRESPONDENCE**

**AND**

**FARNET**

# **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 Kura 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 either Wellington or Auckland. Regular contact must be made with your teacher, through emails and phone conversations.

Many of the courses are offered on line, but some are still offered through booklets, which arrive through the mail at regular intervals. There is always work to be done. Your work will be checked before being submitted to Te Kura and you will have self-marked your booklet work where applicable.

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 always held at the beginning of September.

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, there will be a room set up for recording purposes.

**Mrs L Scott**  
**Distance Learning Coordinator**

- Accounting
- Agriculture
- Art
- Art History
- Biology
- Business Studies
- Chemistry
- Chinese
- Classical Studies
- Commerce Studies
- Computing
- Economics
- English
- French
- Gateway
- Geography
- German
- Graphics
- Health and Physical Education
- Health Science
- History
- Home Economics
- Horticulture
- Te Ara Hou Years 7 to 10 Integrated Programme
- Japanese
- Latin
- Legal Studies
- Te Reo Māori
- Marine Biology and Environmental Science
- Mathematics
- Media Studies
- Music
- Pathways Education
- Physics
- Primary (Years 1-6)
- Science
- Social Studies
- Spanish
- Special Education Programme
- Technology
- Computing
- Fashion/Textiles

# Subjects at a glance

## Summary of subjects and levels of study

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

Subject	Up to Curriculum Level 5	NCEA Level 1	NCEA Level 2	NCEA Level 3
<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
				Printmaking
			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	Chemistry
<b>Chinese (Mandarin)</b>	Chinese beginners*	Chinese	Chinese	Chinese
<b>Classical studies</b>			Classical studies	Classical studies
<b>Commerce studies</b>		Commerce studies		
<b>Digital technology</b>		Digital technology	Digital technology	Digital technology
		Information management		
<b>English</b>	English	English	English	English
		Practical English	Practical English	
<b>Fashion</b>			Fashion design	
<b>French</b>	French beginners*	French	French	French
<b>Gateway</b>		Gateway	Gateway	Gateway
<b>Geography</b>		Geography	Geography	Geography
<b>German</b>	German beginners*	German	German	German
<b>Graphics and design</b>	Graphics and design	Graphics	Graphics	Graphics
<b>Health and physical education</b>	Health and physical education	Health and physical education		
		Pregnancy and childcare	Pregnancy and childcare	
<b>Health science</b>		Health science		
<b>Restricted enrolment</b> 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
History		History	History	History
Home economics	Home economics	Food and nutrition	Home and life sciences	
Horticulture	Horticulture	Horticulture	Horticulture	Agriculture and horticulture
Japanese	Japanese beginners*	Japanese	Japanese	Japanese
Latin	Latin beginners*	Latin		
Legal studies		Legal studies	Legal studies	Legal studies
Māori	Beginners Te reo Māori	Te reo Māori	Te reo Māori	Te reo Māori
Mathematics	Mathematics	Mathematics	Mathematics	Mathematics with calculus
		General mathematics	Applied mathematics	Statistics and modelling
Marine biology and environmental science		Marine biology and environmental science		
Media Studies			Media studies	
Music	General music	Music	Music	Music
Pathways education		Pathways education	Pathways education	
Physics		Physics	Physics	Physics
Science	Science	Science		
		Everyday science		
Social studies	Social studies			
Special Education Life skills	Life skills			
Spanish	Spanish	Spanish	Spanish	Spanish
Technology	Technology**	Technology	Technology	Technology
<b>Restricted enrolment</b> 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.				

## E-LEARNING OPPORTUNITIES IN 2012

Bay of Islands College is a member of FarNet Schools who, as part of the New Zealand Virtual Learning Network Community, can offer online courses through distance learning to senior students studying NCEA Level 1, 2 and 3 and Scholarship Mentoring. Most of the courses offered are taught through the use of video conferencing and some classes are taught using Adobe Connect.

Students will have a weekly teacher (e-teacher), where they will be able to see their teacher and the other students in the class. The e-teacher will provide an online classroom where resources are made available, forums set up place, homework can be downloaded and uploaded. You no longer need to wait for your resources to arrive in the mail. Students will have this online class on their timetable, so they will have an option where they will be required to work independently.

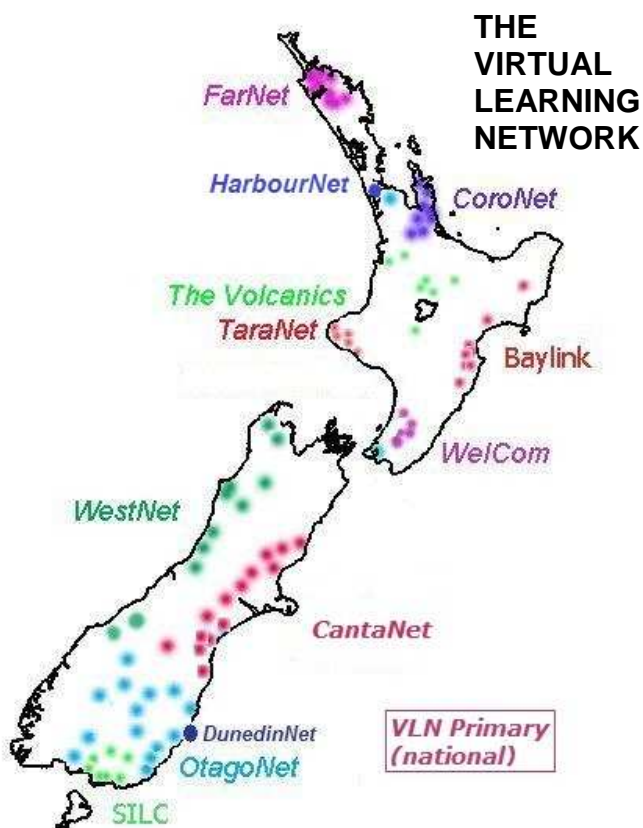
Distance learning through adobe connect is not suitable for all students, these options with your school. Mrs Scott is the contact person at Bay of Islands College.

The traditional classes will also be available and many of these courses are now offering an online component.

To find out more information about this learning opportunity, an information brochure is available from the e-Dean, Mrs Scott.

### Courses offered in 2012 are listed below:

Accounting, Agriculture, Art History, Biblical Studies, Biology, Business Studies, Calculus, Chemistry, Classical Studies, Digital Design, Economics, Equine, French, German, Geography, Graphics, History, Horticulture, Hospitality & Catering, Introduction to Management, Japanese, Mandarin, Mathematics, Media Studies, Music, Physics, Physical Education, Spanish, Tertiary Study Skills, Te Reo Māori.



class with their other students in will provide an "moodle" where available, forums set up place, homework can assessments can be need to wait for your mail. Students will their timetable, so they where they will be independently.

video conferencing and suitable for all students, these options with your contact person at Bay

correspondence school available and many of offering an online