



Raglan Area School
TE KURA A ROHE O WHAINGAROA

Year 11-13 COURSE SELECTION 2011



From a Year 11 Student Art Folio, 2010

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WHO TO SEE FOR INFORMATION

LEARNING AREA	SUBJECTS		TEACHER
Language	English	L1- 3	Mr D O’Loughlin
		L 1 & 2	Mr J Rao
	Maori	L1 – L3	Mr Q Browne
Mathematics		L1-3	Mr L Nathan
		L1-2	Mr G Kite
Science		L 1 - 3	Mr L Copson
		L1	Miss A Prain
	Horticulture/ Environmental Studies	L 2	Miss A Prain
Technology	BCITO	L 1-2	Mr G Rangitonga
	Information Management	L 1-2	Mr G Kite
	Web Design	L 2-3	Mr J Fyalka/ Mr G Kite
Arts	Art	L 1-3	Ms J McDonnell-Rata
	Music		Mr P. Skandera
Health / Physical Ed	Physical Education	L 1-2	Mr H. Geursen
	ISP	L 3	
Correspondence			
Tourism			
Transition	Gateway		Mrs P. Sweetman
	Careers		
Option Placements			Mr M. Cox/ Mrs P. Sweetman
Guidance Counsellors			Mr A Richardson Ms S Edwards

INTRODUCTION

Informed subject choice is of great importance to students. This booklet is to help you in reaching decisions about courses in 2011.

In Year 11 (Level 1 NCEA) every student takes English or Te Reo Maori, Mathematics and Science. Year 12 (Level 2 NCEA) take English or Te Reo Maori, Mathematics and Science, with greater specialisation being available at this level in many subjects. Further specialisation takes place at Year 13 (Level 3 NCEA) enabling students to move confidently into tertiary education and the world outside.

We offer a range of subjects within the constraints imposed by the timetable. We cannot guarantee that a particular combination of choices is possible but we do endeavour to accommodate the wishes of the majority. Classes will only run if there are a sufficient number of students who have selected the subject.

QUALIFICATIONS

National Certificates of Educational Achievement (NCEA)

Level 1 (Yr 11 Courses)

To gain their Level 1 NCEA Certificate students need to accumulate 80 credits. These may be at any level. Credits are gained when students achieve assessments either throughout the year at school through internal standards or when they sit external standards in the end of year examinations. Credits may also be achieved by students attending courses run by outside providers eg: Red Cross, Wintec, etc. In addition there is a minimum literacy and numeracy requirement. Each student's total **must** include 10 credits in English or Te Reo and 10 credits in Mathematics.

Level 2

NCEA Level 2 requires a minimum of 60 credits at level 2 or above **and** 20 credits at any other level. Credits can be used for more than one qualification so some of NCEA Level 1 credits can count towards NCEA level 2. At level 2 there are no specific literacy or numeracy requirements.

Level 3

For NCEA Level 3 a student will need to achieve 80 credits, of which 60 must be at level 3 or above and 20 at Level 2 or above.

There are a number of other National Certificates available when a student achieves the required number of credits in that particular subject eg. National Certificate of Computing.

Degree entry to universities 2011 and beyond by Level 3 study:

If you are gaining your entry qualification through study in New Zealand you must achieve all of the following as a **minimum** requirement:

- 42 credits at level 3 or higher, including a minimum of 14 credits at level 3 (or higher) in each of two subjects from the approved subject list
- A further 14 credits at level 3 (or higher) taken from no more than two additional approved subjects
- A minimum of 14 credits at level 1 (or higher) in Mathematics or Pangarau on the qualifications framework
- A minimum of 8 credits at level 3 (or higher) in English or Te Reo (4 in reading and 4 in writing)

Many degrees at Institutes of Technology and Private Training Enterprises also require this entry standard.

University Entrance

Due to caps on the numbers of students in a range of undergraduate programmes many universities are adopting the following selection criteria primarily on the basis of academic merit for 2011.

There are two pathways for admission to these programmes for new undergraduate students.

Preferential Entry

This pathway guarantees places for high calibre students who meet at least one of the preferential entry criteria.

- Have achieved NCEA L2 awarded with merit of excellence and/or
- Have achieved an entry score of at least 140 points for NCEA Level 3 (see below for calculation) and/or
- Have achieved an entry score of a least 140 points of the Cambridge International Examinations, and/or
- Have achieved the International Baccalaureate Diploma with at least 26 points.

Competitive Entry

Students on this pathway are ranked and offered places accordingly to availability and academic and other relevant criteria.

How to calculate an NCEA entry score

Entry score calculated on the basis of your 80 best credits in up to 5 University subjects taken at Level 3 or above (including both achievement and unit standards).

The entry score will be calculated by awarding points as follows:

Excellence 4 points; Merit 3 points; Achieved 2 points.

example

Approved subject	Excellence Credits	Merit Credits	Achieved Credits
<i>Best 24 credits per subject</i>			
English	3	4	9
Physics	3	-	12
Biology	-	3	18
History	2	-	14
Stats & Mod	2	3	10
	10	10	63

Best 80 credits	10	10	60
Calculate points	40 (10x4)	30 (10x3)	120 (60x2)
<i>Note: Excellent and Merit credits are counted first, then achieved credits as required to a maximum of 80 credits</i>			

Discretionary Entrance

Discretionary Entrance is not granted automatically. The normal criteria for Discretionary Entrance are:

- Minimum of 80 credits at Level 2 or higher with at least 16 credits in each of your top 4 subjects. Each of these subjects should also include some Merit and /or Excellence credits. Three subjects must be from the approved list, and
- Literacy and numeracy requirement as described above under NCEA
- Application must be made to the university of choice and a fee may be payable.
- A reference from the school Principal or other suitable person is required and there may be an interview.

NCEA Certificate Endorsement

- a. Each year the standards achieved by a learner to date will be used to calculate the highest certificate endorsement for which they are eligible.
- b. For a **merit endorsement** an endorsed certificate can be issued to learners who have achieved 50 credits at Merit or Excellence at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.
- c. For an **excellence endorsement** an endorsed certificate can be issued to learners who have achieved 50 credits at Excellence at the same level, or higher, on the National Qualifications Framework (NQF) as the certificate being awarded.
- d. Credits can be accumulated over more than one year for the purposes of certificate endorsement.
- e. In any one year a learner will be awarded an endorsed certificate only at the highest level of endorsement recognised that year except when a learner has achieved two or three NCEA qualifications in a single year.

Course Endorsement to add further motivation for students

Students will be able to gain further recognition of their achievements from 2011 with the introduction of Merit and Excellence endorsement in course areas.

With Course Endorsement, previously referred to as 'Subject Endorsement', students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level, while students gaining 14 or more credits at Merit (or Merit and Excellence) will gain a Merit endorsement.

For Course Endorsement, at least 3 of the 14 credits must be from internally assessed standards, and 3 from external assessment (national examinations), to demonstrate students are competent in both forms of assessment.

Course Endorsement will be introduced across all three NCEA levels in 2011. Credits from different levels can contribute to Course Endorsement but can only be used for one endorsement per standard per year. Students will be able to study at different levels in any one year and receive recognition for high achievement.

Scholarship

Scholarship is an external examination for top secondary students. Candidates usually enter in year 13, which is their last year of schooling. Scholarship examines course material related to level 3 standards derived from up to level 8 of the New Zealand Curriculum that students study in year 13. However, the skills and understanding required to meet Scholarship criteria are considerably more advanced. Scholarship requires students to demonstrate high-level critical thinking.

- Scholarship requires high-level abstract thinking and the application of knowledge and ideas to complex situations. It is for the most able students in each of the 27 Scholarship subjects.
- The intention is that 3 per cent of the total number of Year 13 level 3 students in each subject studying for 14 credits or more will get Scholarship, as long as Scholarship standards are met.
- Scholarship results will be released in February.

Monetary awards

New Zealand students who do well in Scholarship gain substantial monetary awards. A Scholarship in just one subject receives \$500, as a single payment. All the other awards result in payments spanning three years of successful tertiary study. Specifically

- top in a subject is worth \$2000 a year for three years
- three Scholarships together are worth \$2000 a year for three years
- outstanding scholars receive \$5000 a year for three years
- five to ten students receive premier awards of \$10,000 a year for three years.

Financial assistance for national secondary school qualifications

If you are a secondary school candidate and are entering standards on the National Qualifications Framework, and Scholarship you may be eligible for financial assistance. The purpose of this assistance is to ensure that fees are not a barrier to entering for qualifications for candidates in low to middle income families.

Note that financial assistance is **not** available to foreign fee paying candidates.

Eligibility for financial assistance

To be eligible for financial assistance the person applying (normally the parent or guardian of the candidate but may be the candidate themselves if they are a beneficiary) must be the fee payer and meet at least ONE of the following criteria:

- For a **benefit-based application** you must be receiving a Work and Income (WINZ) or Study Link benefit, or have a Community Services Card.
- For an **income-based application** you must be eligible for a Community Services Card (but do not currently have one).
- For a **multiple candidate application** you must have two or more children (2) taking these qualifications in the same year, regardless of your income.

How much will I need to pay?

	Beneficiary-based assistance	Income-based assistance	Not eligible for beneficiary or income-based assistance
One child who is a candidate	\$20.00	\$20.00	\$75.00 for NQF standards and up to 3 Scholarship subjects (full fees)
Two or more children who are candidates	A maximum of \$30.00 per family (1)	A maximum of \$30.00 per family (1)	A maximum of \$100.00 per child and \$200.00 per fee payer (where fees are payable for more than one candidate)

Most fee payers with two candidates entering for NQF standards this year **are not** eligible for multiple candidate financial assistance. The fee for most candidates will be \$75.00 unless they:

- enter for more than three Scholarship subjects
- are international candidates

How do I apply for financial assistance?

You will need to complete and submit an **application** using this form before September:

The completed application must be **sent to the first school** you list on the form.

COURSE COMPLETION AND POLICY PROCEDURES

Course completion: The student must be able to demonstrate evidence in a recorded assessment event of having achieved a particular standard. If they cannot demonstrate this evidence, then no credit can be awarded. An estimated grade is unable to be given for a missed assessment.

BALANCED COURSES

The schools courses of study have been chosen in response to student choices in an attempt to keep the students options as flexible as possible at this level and where viable to prepare best for further education and other training needs and, equally importantly, prepare them for life.

To meet the needs of a diverse range of student choices, Raglan Area School is using a two semester structure in 2011.

The only requirement is that students choose and complete courses to achieve their basic 10 Literacy and 10 Numeracy credits needed for NCEA Level 1.

If a student was unable to achieve these requirements in the first semester they would have to repeat the course in the second semester.

Every opportunity will be provided through the two semesters (within the constraints of the timetable and course availability) to satisfy student choice.

SCHOOL POLICY FOR OPERATING COURSES

- At Year 11 level at least 6 pupils must opt for the subject before a class is established.
- The school has the right to delete any subjects which are chosen by an insufficient number of pupils. These pupils will then need to select another subject or;
- In some cases smaller classes may still proceed with two levels learning together

CHOOSING OPTIONS AT YEAR 11

WHAT TO CHOOSE

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

Students' progress from one year to the next automatically. However, entry requirements need to be met to study at a new assessment level. These are included in the subject information. A very small number have open entry.

If you are undecided on a career path then choose subjects that challenge you, which you enjoy and in which you can succeed.

HELP WITH CHOICES

Your subject teacher can tell you how well you are doing in a subject. The careers advisor can help you identify which subject leads to certain careers.

The careers database:

- www.careers.govt.nz is a very helpful site
- www.myfuture.edu.au
- Pathfinder – this can be accessed through the 'careers' website.

CORRESPONDENCE

- Students studying by correspondence need to be independent, self-motivated learners. Many students have been successful.
- Students are well supervised and supported.
- Students must have good time management skills to meet deadlines.
- All students and parents must sign a work contract before courses are applied for.
- To complete the courses it is advised that students spend;
 - Year 11 – 5 hours per week on correspondence subjects
 - Year 12 – 6.5 hours on correspondence subjects
 - Year 13 – 7 hours per week on correspondence subjects
- This means students are required to work hard at school and regular homework is an important part of the schedule
- Students have the assistance of Video Conference for the subject chosen and are encouraged to avail themselves of this facility.

PRE-REQUISITES

- Excellent work habits
- Ability and willingness to learn from reading the set materials
- Students must discuss their subject choice with Mrs Sweetman

MISSED AND LATE ASSESSMENTS

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available, credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved

Wilful absence

A wilful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who wilfully misses an assessment. If other valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

1. When an assignment has been set on a subject it must be handed to the teacher during the class period of the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made on the *Extension Form* at least three school days before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed three days beyond the original deadline and the student will be given full credit for this completed work.
 - This means work due on a Friday, with an extension, becomes due the next school day.
 - Care should be given to accommodate the three day period prior to a holiday e.g. Tuesday would be a suitable due date before a Friday end of term.
7. If the extension is approved, the assignment should not be returned to the remaining students until the extension time it has reached.

DERIVED GRADE PROCESS

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade. Refer to SecQual 2009/038 <http://www.nzqa.govt.nz/ncea/acrp/secondary/docs/derived-grade-app.doc> for further information.

1. Advice to candidates:

- Impairments must be of a serious nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
- Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
- The impairment must have affected the student during the examination period or have occurred within the month preceding exams.
- Impairment candidates should sit the external exam wherever reasonable and practical.

2. A derived grade is possible where:

- the school has recorded a grade in its Student Management System from a valid end-of-topic- test or practice exam
- the schools quality assurance process for internal assessment has been applied to the assessment materials (including completion of an *Internal Moderation Cover Sheet*)
- the school retains a copy of the assessment used to generate the evidence.

3. A derived grade cannot be awarded if there is no grade from practice assessments for an external standard because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.

4. Other

- Students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessment.
- NZQA will conduct audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes.

FURTHER ASSESSMENT OPPORTUNITIES

A key feature of school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and they may not always be practical or feasible to provide.

Resubmission involves the student improving their already submitted work

1. A resubmission will be limited to specific aspects of the assessment and no more than one resubmission is to be provided.
2. Students should be capable of discovering and correcting immediately.
3. Any resubmission must not compromise the authenticity or the validity of the work
4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

Further assessment involves the student completing a new task or the same task in a different context

1. One further opportunity for assessment of a standard can be provided each year. This does not mean one must be offered, but if it is offered, it will be offered to all students, and all assessment grades will be available.
2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.
3. The highest grade gained by a student will be reported to NZQA.

Refer to S2009/022 - 3 July 2009 New Rules & Procedures for Further Assessment Opportunities or <http://www.nzqa.govt.nz/publications/circulars/secqual/2009/s2009-022.html> for further information

APPEALS

A student has the right to appeal any assessment decision. These include, but are not limited to their awarded grade, an allegation that they have Breach of the Rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this within **five** days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by sighting their grade.

Procedure

- Submit a completed [NQF School Appeals Form](#) to the Principal's Nominee. (available from the subject teacher)
- The Principal's Nominee will investigate the issue.
- The decision of the Principal's Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Principal's Nominee, the Principal will nominate another staff member to investigate the issue. The decision of this person is final.

AUTHENTICITY OF STUDENT WORK

Appropriate conditions for assessment can include:

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- student's working as a group.

In all situations, however, students must be able to attest to the authenticity of their work and teachers must employ appropriate strategies to ensure that work presented for assessment is authentic. Work presented for assessment that is not authentic will not be considered as part of the body of evidence on which an assessment decision is based.

Internal assessment

Students are more likely to submit authentic work if:

- they understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements without acknowledging the other persons work or ideas in either footnote or bibliography.
- they are required to acknowledge resources they used
- include the names of people they consulted about their assessment and briefly described how the person assisted them
- they are required to sign a declaration of authenticity when they hand their work in

If a teacher knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, submit it to the Principals Nominee. The situation will be investigated as a Breach of the Rules.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by parents/caregivers to attest that the work is their child's own in the following situation:-

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment
- internal achievement/unit standard where the work is submitted for assessment that has not been completed in front of the teacher

BREACHES OF THE RULES

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- Collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Principal's Nominee
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Principal's Nominee will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required.
- The Principal's Nominee will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- The school will report Not Achieved if the breach is proven.

PRIVACY ACT 1993

Schools are required to comply with the Privacy Act 1993.

Teachers can comply by

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Teachers should take care when handing back assessments or when getting students to check final results.

Seeking permission from student before using their work as an exemplar.

SPECIAL ASSESSMENT CONDITIONS

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11 by the SENCO Teacher. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self-refer.
3. On receipt of a referral, the Special Needs Learning Department will contact the parents assist them to arrange for the student to be assessed by a Level C assessor or other suitably qualified assessor. The assessment should be undertaken towards the end of Year 10.
4. Once the assessors report is received, the school will decide and approve the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment. The subject teacher is responsible for notifying the Special Needs Learning Department of upcoming assessments.
7. The Principal's Nominee will apply to NZQA for special assistance for external assessment before 31st July each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment.
8. Application must be made each year and supporting documentation must be renewed every three years.

Special assessment conditions must not be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision

NZQA Learner Log In

How to register and Log on to the NZQA site to access your NZQA results.

#To register

Follow the steps below: (be sure to have your National Student Number)

Go to www.secure.nzqa.govt.nz/for-learners/records/login.do

#Click register

#Complete your details online

- Register online to check that your information and results are correct

SUBJECT:	Practical Arts. PAINTING
LEVEL:	One
DESCRIPTION:	This course covers three sections within the painting discipline, which allows students to enter into level 2 Painting, design, photography and or sculpture. Prerequisite Year 10 Art and a total of 20 credits.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90018	Investigate Maori and European art works from established practice.	1	3	In	3	1
90019	Use drawing processes and procedures	1	3	In	5	1
90020	Generate and develop ideas in making artworks	1	3	Ex	12	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
		90018	90020
		90019	

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
			90018
			90019
			90020

SUBJECT:	Practical Arts. PAINTING
LEVEL:	Two
DESCRIPTION:	This course covers three sections within the painting discipline, which allows students to enter into level 3 Painting, design, photography and or sculpture. Prerequisite NCEA Level 1 Art and a total of 24 credits.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90233	Research and document methods and ideas in the context of a drawing study in painting.	2	2	IN	6	1
90476	Generate and develop ideas using drawing processes and procedures in painting practice	2	2	IN	6	1
90479	Produce a body of work within painting to show understanding of art-making methods and ideas	2	2	EX	12	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
		90233	90479
		90476	

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
			90233
			90476
			90479

SUBJECT:	Practical Arts. PAINTING
LEVEL:	Three
DESCRIPTION:	This course covers three sections within the painting discipline, which allows students to enter into Tertiary Study Painting, design, photography and or sculpture. Prerequisites include NCEA Level 1 and 2 Art and a total of 24 credits.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90659	Research and analyse approaches within established painting practice	3	2	In	4	1
90663	Investigate and use ideas and methods in the context of a drawing study in painting	3	2	In	6	1
90667	Produce original work within painting to show extensive knowledge of art-making methods and ideas	3	2	Ex	14	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
		90659	90667
		90663	

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
			90659
			90663
			90667

SUBJECT: ENGLISH

LEVEL: ONE

COURSE CONTENT: This course is aimed at those who intend to pursue English to Year 13 and beyond. The course has internal assessments as well as external exams. A commitment to the external exams is pre-requisite.

Std No	Std Title	Level	Credit	I/E	Resit 0/1
US 8808	Read an inclusive range of written texts and record the reading experience	1	4	Int	1
US 8812	Produce transactional written text in simple forms	1	4	Int	1
AS 90052	Produce creative writing	1	3	Int	1
AS 90058	Deliver an oral presentation in a formal situation	1	3	Int	1
AS 90059	Produce a media or dramatic presentation	1	3	Int	1
AS 90055	Read, study and show understanding of short written texts	1	3	Ext	1
AS 90057	Read and show understanding of unfamiliar texts	1	3	Ext	3
	Optional research investigation				

ASSESSMENT TIMELINE

TERM 1	TERM 2	TERM 3	TERM 4
Reading Responses	Short texts	Creative 2	Revision
Formal Writing	Static Image		Static
	Speeches/formal write up		
Creative 1		ILP	

FURTHER ASSESSMENT TIMELINE

TERM 1	TERM 2	TERM 3	TERM 4

SUBJECT: Communication English

LEVEL: 1

COURSE CONTENT: A programme designed to equip learners with the literacy skills needed to excel both at school and in employment.

Std No	Std Title	Level	Credit	Vers	Resit 0/1
US 504	Curriculum Vitae	1	2	3	1
US 8808	Read an inclusive range of written texts and record the reading experience	1	3	4	1
US 8812	Produce transactional written text in simple forms	1	4	4	1
US 10792	Write Formal Correspondence	1	3	4	1
AS 90058	Deliver an oral presentation in a formal situation	1	3	4	1
AS 90059	Produce a media or dramatic presentation	1	3	4	1

ASSESSMENT TIMELINE

TERM 1	TERM 2	TERM 3	TERM 4

FURTHER ASSESSMENT TIMELINE

TERM 1	TERM 2	TERM 3	TERM 4

SUBJECT:	English
LEVEL:	2 Year 12
DESCRIPTION:	This course is aimed at those who intend to pursue English to Year 13 and beyond. The course has internal assessments as well as external exams. A commitment to the external exams is pre-requisite. Literacy requirements for University Entrance are in bold below.

Std No.	Standard Title	Level	Version	Int/Ext	Cred	Resit 0/1
AS 2.1	Produce Crafted and Developed Creative Writing (90375)	2		IN	3	
AS 2.2	Produce Crafted and Detailed Formal Transactional Writing (90376)	2		IN	3	
US12905	Read an Inclusive Variety of Written Texts and Record the Reading Experience	2		IN	4	
US12426	Present Static Images Combining Verbal and Visual Features	2		IN	3	
AS 2.7	Deliver a Presentation Using Oral and Visual Language Techniques (90374)	2		IN	3	
90378	Analyse short written texts	2		EX	3	
90380	Read unfamiliar texts and analyse the ideas and language features	2		EX	3	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Reading Assessment		Creative Writing 2	Short Texts study for exam.
Creative Writing 1	Speech Presentation		Static Image 2&3
		Individual Learning Plan	
Transactional Writing 1	Transactional Writing 2 Review of the Ball. Reading Assessment Complete		

SUBJECT:	English
LEVEL:	Three
DESCRIPTION:	As the final year of English at school, Students build on their prior knowledge to complete the following units.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90726	Complete independent research on a language or literature topic and present conclusions in writing	3	2	INT	4	0
AS 90720	Produce an extended piece of writing in a selected style.	3	3	INT	4	1
AS 90725	Construct and deliver an oral presentation	3	3	INT	4	1
US 12458	Present static images based on analysis of a chosen genre	3		INT	3	1
AS 90721	Respond critically to written text(s) studied	3		EXT	3	
AS90723	Respond to unfamiliar texts	3		EXT	3	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Themed reading unit starts	NZ Author study	Oral Presentation	Written texts study for exam
	Static Image study (Auckland Trip)	Writing 2	
Writing 1			
	Theme Reading Unit complete	Individual Learning Plan	

SUBJECT:	HORTICULTURE/ENVIRONMENTAL SCIENCE
LEVEL:	2 (YEAR 11)
DESCRIPTION:	This course is designed for students who wish to try their hand at horticulture, specifically vegetable gardening and growing native trees. It is an introductory course that has links to horticulture in the following year. If students wish to pursue a career in the horticulture field, this is the best place to start. It is a high interest course due to the increased popularity of growing produce at the home, people being more sustainable and self sufficient. All units of work are internal with a high amount of hands on, outdoor work. This course is suitable for students who don't mind getting their hands dirty, want to learn how to grow their own food, native plants and also be outdoors during class time.

Std No.	Standard Title	Level	Version	Int/Ext	C r	Resit 0/1
21027	Plant and care for bedding plants, bulbs or herbaceous perennials	2	3	Internal	10	1
20571	Care for nursery crops	2	2	Internal	10	1
90156	Carry out a practical agriculture or horticulture investigation with direction	1	3	Internal	4	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Plant and care for bedding plants, bulbs or herbaceous perennials	Plant and care for bedding plants, bulbs or herbaceous perennials	Plant and care for bedding plants, bulbs or herbaceous perennials	Plant and care for bedding plants, bulbs or herbaceous perennials
Care for nursery crops	Care for nursery crops	Care for nursery crops	Care for nursery crops
		Carry out a practical agriculture or horticulture investigation with direction	Carry out a practical agriculture or horticulture investigation with direction

SUBJECT:	HORTICULTURE/ENVIRONMENTAL SCIENCE
LEVEL:	2 (year 12)
DESCRIPTION:	This course is offered to all students at year 12 or 13 who have an interest in horticulture or would like to continue from year 11 horticulture. There are no prerequisites for this course. This course is designed for students who have an interest in gardening or nursery work at present and in the future. There are links to courses at WINTEC and also for students who wish to grow their own plants at the home. This course is

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90450	Carry out a practical horticulture investigation with supervision	2	2	Internal	4	1
21028	Plant and care for trees, shrubs, and climbing plants	2	3	Internal	10	1
20570	Demonstrate knowledge of nursery growing media	2	2	Internal	5	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Plant and care for trees, shrubs, and climbing plants	Plant and care for trees, shrubs, and climbing plants	Plant and care for trees, shrubs, and climbing plants	Plant and care for trees, shrubs, and climbing plants
Demonstrate knowledge of nursery growing media	Demonstrate knowledge of nursery growing media	Demonstrate knowledge of nursery growing media	
	Carry out a practical horticulture investigation with supervision	Carry out a practical horticulture investigation with supervision	

SUBJECT:	HORTICULTURE/ENVIRONMENTAL SCIENCE
LEVEL:	3
DESCRIPTION:	This course is designed for students who have taken horticulture and environmental science in level 1 and 2. Under special circumstances students may be able to join in at this level. There are links to careers at WINTEC and also the knowledge learnt has relevance to daily life. This course has a total of 20 credits offered.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
20556	Demonstrate knowledge of plant propagation	2	2	Internal	10	1
90828	Evaluate a planned personal action that contributes towards a sustainable future	3	1	Internal	6	1
90727	Carry out a practical scientific investigation with guidance	3	2	Internal	4	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Demonstrate knowledge of plant propagation	Demonstrate knowledge of plant propagation	Demonstrate knowledge of plant propagation	Demonstrate knowledge of plant propagation
Evaluate a planned personal action that contributes towards a sustainable future	Evaluate a planned personal action that contributes towards a sustainable future	Evaluate a planned personal action that contributes towards a sustainable future	
	Carry out a practical scientific investigation with guidance	Carry out a practical scientific investigation with guidance	Carry out a practical scientific investigation with guidance

SUBJECT:	Information Management
LEVEL:	1
DESCRIPTION:	This course is about the use of computer technology for the collecting, processing and communicating of information. Pre requisite: Determination to master various Microsoft Office applications. Pathway: NATCOLL Print/ Web Design, Computer studies.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90030	Enter text from provided material and by direct entry composition	1	2	I	2	1
90031	Use standard operating and file management procedures	1	2	I	2	1
90032	Access and process information from different sources	1	3	I	4	1
101	Develop and use keyboarding skills to enter text	1	5	I	3	1
2784	Create and use a simple spreadsheet to solve a problem	2	5	I	3	1
111	Use a word processor to produce documents	1	5	I	5	1
90034	Communicate information from given materials and direct composition	1	3	E	4	0
90035	Manage information using spreadsheet and text applications	1	3	E	4	0
90036	Apply design principles to produce documents	1	3	E	4	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90030	101	2784	90034
90031	90032	111	90035
90034(practice)	90035(practice)	90036(practice)	90036
Further Assessment Timeline			
Week 9	Week 9	Week 9	Any assessments missed

SUBJECT:	Te Reo Maori
LEVEL:	1
DESCRIPTION:	Students need to have studied Te Reo Maori at year 9/10 to successfully complete level 1. Level 1 Te Reo Maori offers 24 credits. Attaining these credits will gain level 1 literacy. For careers pathways see attached.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90131	'Ko te Kai' Whakarongo	1	3	Int	6	1
90132	'No Rangiatea' Korero	1	2	Int	6	1
90133	Panui I te reo o tona ao	1	n/a	Ext	6	0
90134	Tuhi I te reo o tona ao	1	n/a	Ext	6	0
					24	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90131	90132		90133 / 90134

All internal assessments will be completed in second to last week of term

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
	90131	90132	

SUBJECT:	Te Reo Maori
LEVEL:	2
DESCRIPTION:	Te Reo Maori L2 builds on L1 and further develops capacity to converse, read, write and understand more complex language patterns. The course offers 28 L2 credits all of which can be used to gain literacy at L2. For career pathways please see attached.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90449	'Ko Katuku ahau' Whakarongo	2	3	Int	4	1
90440	'He mihi ki te tangata rongonui' Korero	2	2	Int	6	1
90757	'He Amuamu' Tuhituhi	2	1	Int	4	1
90441	Panui I te reo o tona ao mohio	2	n/a	Ext	6	0
90770	Tuhi I te reo o tona ao mohio	2	n/a	Ext	6	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90449	90440	90757	90441 / 90770

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
	90449	90440	90757 / 90441 / 90770

SUBJECT:	Te Reo Maori
LEVEL:	3
DESCRIPTION:	Te Reo Maori L3 builds on L2 and further develops capacity to converse, read, write and understand more complex language patterns. The course offers 30 L3 credits 20 of which can be used to gain university entrance. For career pathways please see attached.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90542	'He Whakatauki' Whakarongo i te reo o te ao whānui	3	2	Int	4	1
90543	'Te Tau Whakamutunga' Korero i te reo o te ao whānui	3	2	Int	6	1
90781	Pānui kia whai māramatanga i te reo o te ao whānui	3	N/A	Ext	3	0
90784	Pānui kia wetewete i te reo o te ao whānui	3	N/A	Ext	3	0
90783	'He Pakimaero' Hanga tuhinga auaha i te reo o te ao whānui	3	1	Int	4	1
U.S 2571	Mana whakairo	3	5	Int	10	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90542	90543	2571 / 90783	90781 / 90784

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
	90542	90543 / 90783 end of term	2571 / 90781 / 90784

SUBJECT:	Mathematics
LEVEL:	NCEA Level1
DESCRIPTION:	This is a Level 1 mathematics course offering 29 credits, both Achievement and Unit standard credits. To qualify for entrance to a New Zealand university and some other tertiary course providers using NCEA you will need at least: Level 1 or higher - 14 credits in Mathematics or Pāngarau.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90147	Use straightforward algebraic methods and solve equations	1	V3	Ext	4	0
90148	Sketch and interpret graphs	1	V3	Ext	3	0
90149	Solve problems involving measurement of everyday objects	1	V2	Int	3	1
90150	Use geometric techniques to produce a pattern or object	1	V2	Int	2	1
90193	Use statistical methods and information	1	V2	Int	3	1
90194	Determine probabilities	1	V2	Ext	2	0
90151	Solve straightforward number problems in context	1	V2	Ext	3	0
90152	Solve right angled triangle problems	1	V2	Ext	2	0
90153	Use geometric reasoning to solve problems	1	V2	Ext	2	0
US5232	Determine probabilities in practical situations	1	V3	Int	2	1
US5234	Use calculations in money situations	1	V4	Int	3	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90149	5232	5234	
90193	90150		

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
90149	5232	5234	
90193	90150		

SUBJECT:	12MAT1 Mathematics
LEVEL:	NCEA Level 2
DESCRIPTION:	This is a Level 2 Mathematics course offering 32 credits, both Achievement and Unit standard credits. To qualify for entrance to a New Zealand university and some other tertiary course providers using NCEA you will need at least: Level 1 or higher - 14 credits in Mathematics or Pāngarau.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90284	<i>Manipulate algebraic expressions and solve equations</i>	2	2	Ext	4	0
90285	<i>Draw straightforward non-linear graphs</i>	2	2	Ext	3	0
*90286	<i>Find and use straightforward derivatives and integrals</i>	2	3	Ext	4	0
90287	<i>Use co-ordinate geometry methods</i>	2	2	Ext	2	0
90288	<i>Select a sample and use this to make an inference about the population</i>	2	2	Int	3	1
90289	<i>Simulate probability situations, and apply the normal distribution</i>	2	2	Int	2	1
90290	<i>Solve straightforward problems involving arithmetic and geometric sequences</i>	2	2	Ext	2	0
90291	<i>Solve trigonometry problems requiring modelling of practical situations</i>	2	2	Int	2	1
*90292	<i>Solve straightforward trigonometric equations</i>	2	2	Ext	2	0
US5246	<i>Algebra</i>	2	4	Int	4	1
US5245	<i>Solve Coordinate geometry problems</i>	2	4	Int	2	1
US5248	<i>Use sequences and series to solve problems</i>	2	3	Int	2	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
90288	5246	5245	
90289		5248	

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
90288	5246	5245	
90289		5248	

- Level 2 standards, 90286 and 90292 are optional.

SUBJECT:	NATCOLL Print and Web Design
LEVEL:	2 and 3
DESCRIPTION:	This course uses the applications of Photoshop, In-Design and Illustrator to capture and create images which students manipulate for inclusion along side text on printed documents and web pages. A number of the assessments take the entire year to complete. Pre requisite: Level 1 Information Management, motivation and determination. Pathway: Print/ Web design, Computer Studies at University or Polytech

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
2788	Produce a simple desktop published document to meet a set brief	2	5	I	3	1
5958	Produce a simple design illustration using a computer application	2	5	I	3	1
2789	Produce desktop published documents for organisation use	3	5	I	5	1
5956	Create images using a computer	3	5	I	3	1
18737	Create a website for organisation use	3	5	I	5	1
5947	Use computer technology to solve a specified problem	3	5	I	3	1
5956	Create images using a computer	3	5	I	3	1
18735	Create a simple website to meet the specifications of a given brief	2	5	I	3	1
18736	Create a simple website using a text editor to the specifications of a given brief	2	5	I	4	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
2788	5958	5947	2789(complete)
	2789	5956	
	18737	18735	
		18736	
Further Assessment Timeline			
Week 8	Week 9	Week 9	Week 4

SUBJECT:	Physical Education
LEVEL:	Year 11
DESCRIPTION:	<p>This course is a combination of practical and theory work leading to NCEA level1</p> <p>The course promotes healthy lifestyle choices, gives an understanding of how the body functions during exercise and leads to possible university courses and careers in the sport, leisure and the recreation industry.</p> <p>Pre requisite A love for Sport, Physical activity, learning and wanting to achieve in an academic subject.</p> <p>It is not a play around Subject.</p>

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90067	Participates in physical activity and describes how this influences houora/ well-being	1	2	Int	5	
90068	Demonstrate knowledge of body structure & function related to performance of physical activity	1	2	Int	5	
90071	Demonstrate interpersonal skill & describe their effect on the functioning of a group	1	2	Int	4	
90524	Demonstrate quality movement in the performance of a physical activity	1	2	Int	3	
90525	Examine the quality of movement in performance of a physical activity.	1	2	Int	3	
90439	Demonstrate knowledge of safety issues & apply safety management procedures in a physical activity.	2	2	Int	2	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
	AS 90068 WK2	AS 90071 WK6	AS90439
	AS 90524 & 90525 WK9	AS 90067 WK10	

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4

SUBJECT:	Physical Education
LEVEL:	Year 12
DESCRIPTION:	<p>This course is a combination of practical and theory work leading to NCEA level 2. It is an extension of the level 1 course promoting healthy lifestyle choices, gives an understanding of how the body functions during exercise and leads to possible university courses and careers in the sport, leisure and the recreation industry.</p> <p>Pre requisite Level 1 is not required but is helpful you must have A love for Sport, Physical activity, learning and wanting to achieve in an academic subject.</p> <p>It is not a play around Subject.</p>

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90433	Describe how functional anatomy & biomechanics relate to performing physical activity	2	2	Int	4	
90434	Examine the principles & methods of training in relation to participation in physical activity	2	2	Int	3	
90435	Examine skill learning principles and psychological Skills in relation to physical activity	2	2	Int	3	
90436	Demonstrate performance in a physical activity to National Standards	2	2	Int	4	
90439	Demonstrate knowledge of safety issues & apply safety management procedures in a physical activity	2	2	Int	2	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
AS90436 wk9	AS90433 wk5	AS 90435 wk8	AS90439 WK 4
	AS 90434 wk10		

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
	AS90436 WK 9		AS90436 WK 43

SUBJECT:	Physical Education
LEVEL:	Year 13
DESCRIPTION:	<p>This course is a combination of practical and theory work leading to NCEA level 3. It is an extension of the level 1 & 2 course and students learn to develop their own personal exercise programmes and how to implement the programmes taking into account their own lifestyles. The course leads to possible university courses and careers in the sport, leisure and the recreation industry.</p> <p>Pre requisite Must have Level 1 or 2 PE as well as a love for Sport, Physical activity, learning and wanting to achieve in an academic subject.</p> <p>It is not a play around Subject and students need to be able to work by themselves individually.</p>

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
90739	Apply Knowledge to plan a activity programme	3	2	Int	3	
90740	Explain, with evidence the effectiveness of a Physical activity programme and it's influence on hauora/well-being	3	2	Int	3	
90742	Demonstrate performance in a physical activity to National Standard	3	2	Int	4	
90439	Demonstrate knowledge of safety issues & apply safety management procedures in a physical activity	2	2	Int	2	

Assessment Plan

Term 1	Term 2	Term 3	Term 4
AS90742 WK10	ASAS90739 KW1	AS90740 WK9	AS90439 WK4

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
	AS90742 WK10		AS90742 WK5

SUBJECT:	SCIENCE
LEVEL:	1
DESCRIPTION:	This course is designed to cover the three main areas of science; biology (the study of living things), chemistry (the study of matter and its interactions) and physics (the study of forces). It is an internal assessment course (no external exams) and is a mixture of achievement and unit standards. This course links well from the year nine and ten science courses. The total amount of credits offered is 19.

Std No.	Standard Title	Level	Version	Int/Ext	Cred	Resit 0/1
90161	Carry out a practical biology investigation with direction	1	3	Internal	4	1
90180	Carry out a practical physics investigation with direction	1	3	Internal	4	1
90169	Carry out a practical chemistry investigation with direction	1	3	Internal	4	1
90164	Describe ecological characteristics found in two biological communities	1	3	Internal	3	1
20622	Demonstrate knowledge of our solar system	1	1	Internal	4	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Carry out a practical biology investigation with direction	Carry out a practical physics investigation with direction	Carry out a practical chemistry investigation with direction	Demonstrate knowledge of our solar system
	Describe ecological characteristics found in two biological communities		

SUBJECT:	Hard Materials Technology
LEVEL:	One
DESCRIPTION:	Course consists of both design and practical components. No prerequisite for admission however students will be expected to produce evidence at level six of the technology curriculum. Credits obtained from this course will count toward NCEA Level 1. Practical component may lead to a career/pathway into the construction trades

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
English and Mathematics						
8812	Produce transactional written text in simple forms	1	4	Int.	4	0
8492	Use standard units of measurement	1	4	Int.	3	0
Technology and Construction						
24352	Demonstrate knowledge of and apply safe working practices in the construction of a BCATS project	1	1	Int.	2	0
24355	Demonstrate knowledge of construction and manufacturing materials used in BCATS projects	1	1	Int.	4	0
24356	Apply elementary workshop procedures and processes for BCATS projects	1	1	Int.	8	0
Graphics and design						
7499	Use freehand sketching for graphic communication	1	4	Int.	4	0
7502	Produce an instrumental orthographic drawing	1	4	Int.	4	0
7506	Use a model to communicate design ideas	1	4	Int.	3	0
AS 90042	Apply a design process and design principles to identified needs and opportunities	1	2	Int.	5	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Introduction Formative	Graphics and design Progress folder	Summative activities.	Re-sits and catch-up

activities	check. Signal NCEA Std's	Verify assessments. Submit results	
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SUBJECT:	Hard Materials Technology
LEVEL:	Two
DESCRIPTION:	<p>Course consists of both theory and practical components. No prerequisite for admission however students will be expected to produce evidence at level seven of the technology curriculum. Credits obtained from this course will count toward NCEA Level 2. Practical component may lead to a career/pathway into the construction trades and/or a National Certificate in Building, Construction and Allied Trades Skills Level 2. Technology Level 2 Standards are available if a student wishes to pursue a pathway through to University</p>

Std No.	Standard Title	Level	Vers	Int/Ex t	Cred	Resit 0/1
24354	Demonstrate knowledge of and apply safe working practices in a BCATS work place	2	1	Int.	4	0
24358	Plan and monitor the construction of a BCATS project, and quality check the project	2	1	Int.	2	0
12927	Identify, select, maintain and use hand tools used for BCATS projects	2	3	Int.	6	0
24350	Identify, select, maintain and use portable power tools for BCATS projects	2	1	Int.	6	0
24361	Apply mathematical processes to BCATS projects	2	1	Int.	3	0
24353	Demonstrate knowledge of and create sketches and drawings for BCATS	2	1	Int.	6	0
12932	Construct timber garden furniture and items of basic construction equipment as a BCATS project	2	3	Int.	8	0

For further options students can choose projects that they are able to be assessed on. These range from building a fence and gate, Pagola, deck, retaining walls, shed etc.

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Introduction Project Build Challenge	Signal NCEA Std's	Summative activities. Verify assessments. Submit results	Re-sits and catch-up

SUBJECT:	Hard Materials Technology
LEVEL:	Three
DESCRIPTION:	<p>Course consists of both theory and practical components.</p> <p>For BCITO students must have had some site experience and used the tools within the range specified in the associated standard. Level 3 Technology standards students will be expected to produce evidence at level eight of the technology curriculum.</p> <p>Credits obtained from this course will count toward NCEA Level 3.</p> <p>Practical component may lead to a career/pathway into the construction trades.</p> <p>Level 3 credits in technology are recognised for entry into University.</p>

Std No.	Standard Title	Level	Vers	Int/Ext	Credit	Resit 0/1
12997	Demonstrate knowledge of Safe working practices on construction sites	3	3	Int.	3	0
12998	Demonstrate knowledge of carpentry hand tools	3	3	Int.	4	0
12999	Demonstrate knowledge of timber machining equipment used on building sites.	3	3	Int.	3	0
13000	Demonstrate knowledge of portable power tools used on construction sites.	3	3	Int.	4	0
13002	Demonstrate knowledge of timber used in construction	3	3	Int.	2	0
24378	Perform building calculations	3	1	Int.	4	0
21006	Use and maintain a framing nail gun	3		Int.	3	0

Assessment Plan

Term 1	Term 2	Term 3	Term 4
Introduction Course objectives	Signal NCEA Std's	Summative activities. Verify assessments. Submit results	Re-sits and catch-up

SUBJECT:	Tourism
LEVEL:	2
DESCRIPTION:	This course lends itself to introducing students to the various careers available in the Travel & Tourism industry and to the introductory skills required. These unit standards are the compulsory component for the National Certificate in Tourism & Travel – Introductory skills Level 2. This is not a University Entrance approved subject.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
18231	Identify roles in Tourism & Travel & their related requirements	2	1	Int	3	1
18232	Read & write in English for the Travel industry	2	1	Int	3	1
18233	Communicate in English with one person for the Travel industry	2	1	Int	2	1
18230	DKO of computer applications ...for travel & Tourism	2	1	Int	3	1
18237	Perform calculations for the travel & tourism industry	2	1	Int	2	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
US 18231 & 18233	US 18232, 18230 & 18237		

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
US 18231 & 18233	US 18232, 18230 & 18237	For students who have missed further assessments when offered in Term 1 & 2	

SUBJECT:	Tourism
LEVEL:	3
DESCRIPTION:	The unit standards offered in this course follows on from Level 2 and can be credited towards either a National Certificate in Travel or National Certificate in Aviation. These units have a greater focus on the aviation industry, with information of interest to those students interested in a career as a Flight Attendant. This is not a University Entrance approved subject.

Std No.	Standard Title	Level	Version	Int/Ext	Credit	Resit 0/1
18212	Demonstrate knowledge of NZ as a tourist destination	3	1	Int	8	1
18236	Demonstrate knowledge of tourist destinations within NZ	2	1	Int	2	1
18211	Demonstrate knowledge of Australia as a tourist destination	3	1	Int	10	1
18228	Provide information about specified regions in NZ as a tourist destination.	3	1	Int	6	1

Assessment Plan

Term 1	Term 2	Term 3	Term 4
US 18231 & 18233	US 18232, 18230 & 18237		

Further Assessment Timeline

Term 1	Term 2	Term 3	Term 4
US 18231 & 18233	US 18232, 18230 & 18237	For students who have missed further assessments when offered in Term 1 & 2	