



# LEVELS 1 – 3 2018 INFORMATION BOOK



**BOTANY DOWNS**  
Secondary College



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# MESSAGE FROM MRS BRINDEN

*This course selection booklet contains the information on all courses that **may be** offered at Botany Downs Secondary College in 2018 for our Level 1, 2 and 3 students. Your choice of courses will determine our senior school timetable structure and enable us to plan for resources and staffing. At Level 1 English, Mathematics and Science will be compulsory and students can choose three other options from a wide range of subjects. At Level 2 only English will be compulsory and students can choose five other options. At Level 3 there are no compulsory subjects and students will choose 5 subjects.*

*Your choice of courses may impact on opportunities in later years of study so it is important that you keep your subject choices as varied as possible. Your College years are a time for exploring ideas and possibilities and finding out more about yourself. In making these decisions it is essential to look forward and consider carefully all the options. Your choices of courses will be influenced by your interests, abilities and proposed career path. It is important that you are interested in and enjoy the courses you choose. Some courses which are not related strongly to a career may provide a base for a lifelong interest or hobby. Courses have value in the development of both specific and generic skills, not just knowledge content. Many students have not yet decided on a specific career path so it is important that you research the careers and vocational pathways that may interest you and discuss with or get advice from the Careers Advisor, your teachers, your mentor and parents.*

*Students entering Level 1 at Botany Downs Secondary College must realise that this year is the start of a three year senior programme with the potential to lead to further tertiary studies. All students should view the senior programme as a three-year commitment and are encouraged to continue their schooling through to the end of Year 13. As a student of BDSC, you must be prepared to work hard and tackle the requirements of the rigorous, advanced courses on offer. In return the school guarantees that we will give the best teaching, guidance and support to help all students achieve the highest level of success possible.*

*National Certificate of Educational Achievement (NCEA) has a mixture of internal assessments and rigorous external examinations. NCEA is a highly regarded qualification both nationally and internationally and allows students the opportunities to excel in their own areas of strength. The reporting of individualised results, instead of giving a mark, provides a breakdown of student attainment in every aspect of the course. Students and parents are provided with more accurate information upon which to make decisions about future course choices and career pathways. This document contains information for you to familiarise yourself with NCEA. If students or parents want more information about NCEA please contact me at school.*

*Your Whanau Leaders and course teachers will expect you to be familiar with everything contained in this book so you can make informed decisions about your future courses.*

*The option selection process will commence on Monday 14 August. We ask that students have completed their course selection by **Monday 28 August**. There will be the opportunity for students to make changes to their selected course later in the year if required. If not enough students, select a particular course it may not be offered next year.*

*We hope that this process will start you thinking about the avenues open to you. If you need more information, please contact the school to talk to one of our staff members who can assist.*

Karen Brinsden  
Principal

# SCHOOL CONTACTS

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Auckland 2016

Phone (09) 273-2310

Fax (09) 273-8551

Email - [admin@bdsc.school.nz](mailto:admin@bdsc.school.nz)

Web Site - [www.bdsc.school.nz](http://www.bdsc.school.nz)

## SENIOR LEADERSHIP TEAM

|                              |                         |
|------------------------------|-------------------------|
| Principal                    | <i>K. Brinsden</i>      |
| Deputy Principal             | <i>M. Andrew</i>        |
| Deputy Principal             | <i>M. Hart</i>          |
| Deputy Principal             | <i>K. Holmes</i>        |
| Deputy Principal             | <i>C. Williams</i>      |
| Director of Academic Studies | <i>C. Van Kralingen</i> |

## HEADS OF LEARNING AREAS

|                               |  |
|-------------------------------|--|
| English                       | <i>K. Pinnell</i>                                      |
| Health and Physical Education | <i>J. Saville</i>                                      |
| Languages                     | <i>M. Lodge</i>  |
| Mathematics and Statistics    | <i>I. Bennet</i>                                       |
| Science                       | <i>L. Kumar</i>  |
| Social Sciences               | <i>M. Andrew (acting)</i>                              |
| Technology                    | <i>D. Achary</i>                                       |
| Visual and Performing Arts    | <i>J. Hood, L. Treneman, T. Clapperton, A. Rakanui</i> |

## WHÄNAU HOUSE LEADERS

|                  |                    |
|------------------|--------------------|
| Blake Whānau     | <i>A. Taylor</i>   |
| Britten Whānau   | <i>D. McGregor</i> |
| Discovery Whānau | <i>N. Folks</i>    |
| Endeavour Whānau | <i>K. Adams</i>    |
| Koru Whānau      | <i>J. Clark</i>    |
| Spirit Whānau    | <i>S. Jackson</i>  |

## STUDENT SERVICES

|   |  |
|---|--|
| Guidance Counsellors                        | <i>I. Thomson (Head of Guidance), L. Rowe</i>  |
| Careers Advisor                             | <i>M. Drum</i>                                 |
| Trade Academies/Vocational Pathways Gateway | <i>K. Stewart</i><br><i>N. Shand-Marcusson</i> |

# INTRODUCTION

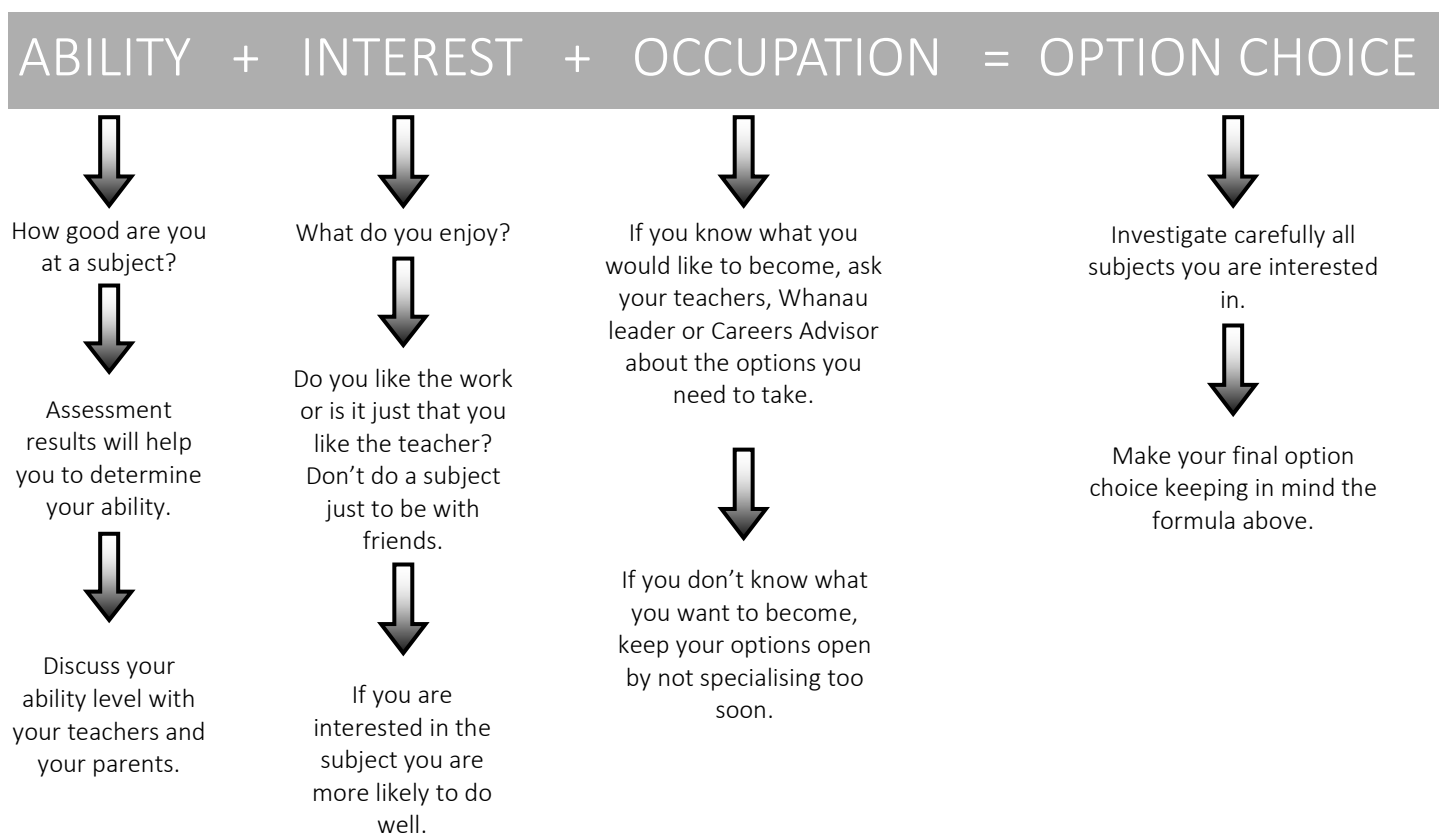
This option booklet provides senior students and parents/guardians with information about the subjects available in Levels 1, 2 and 3 at Botany Downs Secondary College. Students have a wide range of options to choose from and it is critical that decisions about option choices are made carefully. It becomes increasingly difficult for students to change academic direction as they progress further into senior secondary school and tertiary institutions. Students should endeavour to follow a broad-based general course of study for as long as possible. Early specialisation is not recommended.

As you plan your course and choose your options check:

- The level at which each subject stops
- The **prerequisites and co-requisites** for entry to each subject
- The number of credits generated by each subject
- The proportion of internal and external assessment in each subject
- Whether the subject offers **Achievement Standards** or **Unit Standards** or a combination
- Whether or not the subject is on the University approved list of subjects (see page 15)
- What subjects, credits, grades are required for entry to the University or Technical institute course you are interested in
- The total subject course costs including the cost of fieldwork
- That this subject equips you with skills, content and understandings you need to enter a certain career path
- The pathway model to see what this subject will enable you to do in future years
- That you have sufficient flexibility to change your course design if your career goals change

To make good decisions you need the right information. Discuss your subject choices with your family, teachers, Whanau House leader and Careers Advisor. **Think carefully, consult widely and choose wisely.**

All course cost amounts are estimated.



# THE NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT NCEA

NCEA is the national qualification for senior secondary school students in New Zealand. Individual subjects are subdivided into Achievement Standards some of which are assessed internally and some externally through NZQA national examinations. Each standard clearly identifies what a student must do in order to achieve the standard.

Students will complete courses at each level of the National Qualifications Framework and will be assessed on the learning attained in each course. Each assessment generates credits that contribute to a certificate at Level 1, 2 or 3 of the National Qualification Framework. These credits are achieved through: -

## INTERNALLY ASSESSED ACHIEVEMENT STANDARDS

These Achievement Standards are assessed as part of the learning programme e.g. research assignments, portfolios, practical work, tests.

## EXTERNALLY ASSESSED ACHIEVEMENT STANDARDS

These Achievement Standards assess knowledge and skills through a national external examination

## UNIT STANDARDS

These are internally assessed standards that are assessed at the school during the year as learning takes place and can also contribute credits to the NCEA.

## SUPPLEMENTARY COURSES DEVELOPED BY EXTERNAL PROVIDERS

These are courses that students can complete alongside their selected subjects e.g. Gateway. These courses can also contribute credits to the NCEA.

There are two different levels of Achievement for **Unit Standards**: -

### NOT ACHIEVED N OR NA

Students have not met the required standard.

### ACHIEVED A

Students have met the required standard.

**Curriculum Alignment Process:** The Ministry of Education, in association with the New Zealand Qualifications Authority, contracted national subject associations to review all curriculum-related standards so that they are aligned to The New Zealand Curriculum. This review has addressed issues of duplication between standards and ensured credit parity. The review of standards and associated units of work for Level 3 NCEA was completed in 2013.

There are four different levels of Achievement for **Achievement Standards**:-

### NOT ACHIEVED N OR NA

Students have not met the required standard

### ACHIEVED A

Students have met the required standard.

### MERIT M

Students have achieved the standard with Merit.

### EXCELLENCE E

Students have achieved the standard with Excellence.

## ENDORSEMENT OF CERTIFICATES

All successful students are awarded NCEA at the end of each year's study (level 1, level 2, and level 3). These results show that a student has achieved the required number of credits at a particular level (including specified literacy and numeracy requirements at level 1). Each standard carries a specific number of credits which count towards the qualification.

To encourage students to do their best, those who gain sufficient credits at Merit (50 credits at Merit or above) or Excellence (50 credits at Excellence level) will have this recognised on their qualification, for example a student can receive an NCEA Level 1 certificate with Merit or an NCEA Level 1 certificate with Excellence. In 2016:

- of 46,162 candidates gaining NCEA Level 1, 34.5% gained endorsement with Merit, and 19.8% gained endorsement with Excellence.
- of 44,437 candidates gaining NCEA Level 2, 26.5% gained endorsement with Merit, and 16.1% gained endorsement with Excellence.
- of 30,786 candidates gaining NCEA Level 3, 28.0% gained endorsement with Merit and 14.7% gained endorsement with Excellence.

## COURSE ENDORSEMENT

Students are also able to gain further recognition for their achievements by gaining Merit or Excellence endorsement in individual courses. 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. This endorsement will be recorded on the student's Result Notice.

### Reporting *Not Achieved*

***Not Achieved*** results are reported on the results notice for both internally and externally assessed standards.

# NCEA LEVEL 1 CREDIT OVERVIEW

All Level 1 students at Botany Downs Secondary College will take **six** subjects. Three of these are **compulsory** (Maths, English and Science) and three are optional. Each subject generates between 15-21 possible credits. Students will therefore have the opportunity to achieve up to 126 possible credits. Some subjects have Unit Standards. These generate credits towards the qualification but they do not gain Merit or Excellence grades.

## ACHIEVING LEVEL 1 NCEA

In order to be awarded NCEA Level 1 students must achieve at least **80 credits at Level one or higher**. There are additional literacy and numeracy requirements that must be met to achieve NCEA Level 1. Students must achieve at least **10 literacy credits** and at least **10 numeracy credits** in either specified achievement standards or unit standards (refer to additional information on page 10). The quality of the National Certificate for each student will depend on the total number of credits gained and the grades achieved.

## OVERVIEW OF LEVEL 1 COURSES BY QUALIFICATION TYPE

| ACHIEVEMENT STANDARDS                  | COMBINATION | UNIT STANDARDS                  |
|--|-------------|---------------------------------|
| Accounting                             |             | Early Childhood Education       |
| Art - Visual                           |             | Food & Hospitality              |
| Art - Digital                          |             | Maths and Statistics - Numeracy |
| Business Studies                       |             | Microsoft Office Specialist     |
| Dance                                  |             | Outdoor Education               |
| Design and Visual Communication        |             | Work and Community Skills       |
| Digital Technology                     |             |                                 |
| Drama                                  |             |                                 |
| Economics                              |             |                                 |
| Electronics                            |             |                                 |
| English                                |             |                                 |
| English – Alternative                  |             |                                 |
| English as an Additional Language      |             |                                 |
| English - Extension                    |             |                                 |
| Food Technology                        |             |                                 |
| French                                 |             |                                 |
| Geography                              |             |                                 |
| Health Education                       |             |                                 |
| History                                |             |                                 |
| Japanese                               |             |                                 |
| Maori                                  |             |                                 |
| Mathematics and Statistics             |             |                                 |
| Mathematics and Statistics Extended    |             |                                 |
| Mathematics and Statistics Alternative |             |                                 |
| Media Studies                          |             |                                 |
| Music                                  |             |                                 |
| Physical Education                     |             |                                 |
| Science                                |             |                                 |
| Science - Alternative                  |             |                                 |
| Supplementary Science                  |             |                                 |
| Spanish                                |             |                                 |
| Technology - Multi-materials           |             |                                 |
| Textiles Technology                    |             |                                 |

There is a great deal of additional information available from the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

# NCEA LEVEL 2 CREDIT OVERVIEW

All Level 2 students at Botany Downs Secondary College will take **six** subjects. English is **compulsory** but the remaining five subjects are optional. Each subject generates between 15-21 possible credits. Students will therefore have the opportunity to achieve up to 126 possible credits. Some subjects have Unit Standards. These generate credits towards the qualification but they generally do not gain Merit or Excellence grades.

## ACHIEVING LEVEL 2 NCEA

In order to be awarded NCEA Level 2 students must achieve at least **80 credits**. At least 60 of these credits must come from Level 2 or higher and up to 20 credits can come from Level 1. The quality of the National Certificate for each student will depend on the total number of credits gained and the grades achieved.

### OVERVIEW OF LEVEL 2 COURSES BY QUALIFICATION TYPE

| ACHIEVEMENT STANDARDS  | COMBINATION   | UNIT STANDARDS   |
|--|---|--|
| Accounting<br>Art History<br>Biology and Biology - Alternative<br>Business Studies<br>Chemistry and Chemistry - Alternative<br>Chinese<br>Classical Studies<br>Dance<br>Design and Visual Communication<br>Digital Technology<br>Digital Technology with Programming<br>Drama<br>Economics<br>English<br>English Alternative<br>English as an Additional Language<br>English - Extension<br>Food Technology<br>French<br>Geography<br>Health Education<br>History<br>Japanese<br>Maori<br>Mathematics and Statistics<br>Mathematics and Statistics Alternative<br>Mathematics and Statistics Extended<br>Mathematics – Calculus (accelerated)<br>Media Studies<br>Music<br>Physical Education<br>Physics<br>Spanish<br>Technology - Multi-materials<br>Textiles Technology<br>Visual Art - Design<br>Visual Art - Painting<br>Visual Art - Photography | Outdoor Education<br>Outdoor Education - Alternative<br>Sports Leadership | Automotive Engineering<br>Building Construction<br>Career Pathways<br>Early Childhood Education<br>Electronics<br>Financial Studies<br>Food and Hospitality<br>Microsoft Office Specialist<br>Travel and Tourism |

There is a great deal of additional information available from the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)



# NCEA LEVEL 3 CREDIT OVERVIEW

All Level 3 students at Botany Downs Secondary College will take **five** subjects. There are **no compulsory subjects** at Level 3. Each subject generates between 15-24 possible credits. Students will therefore have the opportunity to achieve up to 120 possible credits. Some subjects have Unit Standards. These generate credits towards the qualification but they do not gain Merit or Excellence grades.

## ACHIEVING LEVEL 3 NCEA

In order to be awarded NCEA Level 3 students must achieve at least **80 credits**. At least 60 of these credits must come from Level 3 or higher and up to 20 credits can come from Level 2. The quality of the National Certificate for each student will depend on the total number of credits gained and the grades achieved.

### OVERVIEW OF LEVEL 3 COURSES BY QUALIFICATION TYPE

| ACHIEVEMENT STANDARDS   | COMBINATION                            | UNIT STANDARDS  |
|---|--|---|
| Accounting<br>Art History<br>Biology<br>Business Studies<br>Calculus and Calculus - Alternative<br>Chemistry<br>Chinese<br>Classical Studies<br>Dance<br>Design and Visual Communication<br>Digital Technology<br>Digital Technology with Programming<br>Drama<br>Economics<br>English<br>English - Extended<br>English – Booster Course (L2&L3)<br>English as an additional language<br>Food Technology<br>French<br>Geography<br>Health Education<br>History<br>Japanese<br>Maori<br>Mathematics<br>Media Studies<br>Music Studies<br>Making Music (Practical)<br>Physical Education<br>Physics<br>Spanish<br>Statistics and Probability<br>Statistics and Probability - Alternative<br>Technology - Multi-materials<br>Textiles Technology<br>Visual Art - Painting<br>Visual Art - Design<br>Visual Art - Photography | Outdoor Education<br>Sports Leadership | Career Pathways<br>Early Childhood Education<br>Electronics<br>Financial Studies<br>Food and Hospitality<br>Microsoft Office Specialist<br>Travel and Tourism |

There is a great deal of additional information available from the NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

# LITERACY AND NUMERACY

In order to gain NCEA Level 1 a student must reach a certain level of proficiency in literacy and numeracy. The literacy requirement for NCEA Level 1 is 10 credits and the numeracy requirement for NCEA Level 1 is also 10 credits.

Students can meet these requirements by achieving a package of unit standards in literacy and numeracy or by achieving specified achievement standards from a wide range of subjects. These are identified in the Level 1 option booklet.

*Literacy requirement* - Minimum of 10 credits through

|               |                       |   |
|---------------|-----------------------|---|
| <i>Either</i> | Unit standards        | Package of three literacy unit standards (total of 10 credits - <b>all</b> three required)          |
| <i>Or</i>     | Achievement standards | Specified achievement standards available through a range of subjects (minimum total of 10 credits) |

*Numeracy requirement* - Minimum of 10 credits through

|               |                       |   |
|---------------|-----------------------|---|
| <i>Either</i> | Unit standards        | Package of three numeracy unit standards (total of 10 credits – <b>all</b> three required)            |
| <i>Or</i>     | Achievement standards | Specified achievement standards available through a range of subjects - (minimum total of 10 credits) |

## LITERACY AND NUMERACY UNIT STANDARDS

These standards have been designed to be used in schools, tertiary and workplace programmes and support the principle of embedded literacy and numeracy.

The standards have been designed using the following definitions:

- ◆ Literacy is the written and oral language people use in their everyday life and work. It includes reading, writing, speaking, and listening. Skills in this area are essential for good communication, active participation, critical thinking and problem solving.
- ◆ Numeracy is the bridge between mathematics and daily life. It includes the knowledge and skills needed to apply mathematics to everyday family and financial matters, work and community tasks.

## LITERACY AND NUMERACY ACHIEVEMENT STANDARDS

A wide range of achievement standards have been identified as eligible to meet the requirements. Subjects that generate credits towards literacy and numeracy are identified in the individual year level option books.

The standards have been selected using the following definitions:

- ◆ Literacy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate reading, writing, speaking and listening skills.
- ◆ Numeracy to meet the demands of the New Zealand Curriculum at Level 6. These standards provide the scope for students to demonstrate number, measurement and statistical skills.

Additional information on numeracy and literacy can be accessed on the [NZQA web site](#).

## TE REO - MAORI

\* Maori is a language option available for students wishing to study the language at each year level.

The mode of provision for Te Reo will be dependent upon the staffing available and the number of students choosing to take this option. It is usually through a combination of correspondence courses provided by Te Kura and some local support from a subject specialist.

# SCHOLARSHIP

Scholarship is an external assessment for top secondary students. 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. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on the Record of Achievement. Scholarship assessments are demanding and require students to demonstrate high-level critical thinking and analytical skills, a comprehensive understanding of key content, skills and ideas as well as advanced written language skills. About 3 per cent of Year 13 students studying each subject at level 3 will get Scholarship, if they reach the standard that has been set. Each Scholarship assessment carries two passing grades – Scholarship (S) and Outstanding Scholarship (O).

Successful Scholarship students 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. These awards are outlined in the following table.

|                                  |  |
|----------------------------------|--|
| <b>PREMIER AWARD</b>             | <ul style="list-style-type: none"> <li>For the very top 5 to 10 candidates. The minimum eligibility requirement to be considered for this award is at least three Scholarships at "Outstanding" level. The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award.</li> <li>\$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study</li> </ul>   |
| <b>OUTSTANDING SCHOLAR AWARD</b> | <ul style="list-style-type: none"> <li>For the next 40-60 top candidates. The minimum eligibility requirement to be considered for this award is three Scholarships with at least two at "Outstanding" level or more than three Scholarships with at least one at "Outstanding". The number of recipients for this award is restricted and achieving the minimum requirement will not guarantee an award.</li> <li>\$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study</li> </ul> |
| <b>SCHOLARSHIP AWARD</b>         | <ul style="list-style-type: none"> <li>For candidates who get Scholarship in three or more subjects.</li> <li>\$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study</li> </ul>  |
| <b>TOP SUBJECT SCHOLAR AWARD</b> | <ul style="list-style-type: none"> <li>For the top candidate in each one of the Scholarship subjects.</li> <li>\$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study</li> </ul>   |
| <b>SINGLE SUBJECT AWARDS</b>     | <ul style="list-style-type: none"> <li>For candidates who get Scholarship in one or two subjects.</li> <li>A 'one-off' award of \$500 per subject (maximum payment \$1000)</li> </ul>  |

To be eligible for the top awards a student must attain Scholarship in three subjects in the same year.

A New Zealand Scholarship fee of \$30 (GST incl.) per subject will be charged by NZQA. The \$76.70 NCEA assessment fee no longer covers entry to any New Zealand Scholarship subjects. International students will continue to pay the full fee of \$102.20 (GST incl.) per Scholarship subject. ([www.nzqa.govt.nz](http://www.nzqa.govt.nz))

The New Zealand Qualifications Authority has collated useful resources to support Scholarship candidates including past examination papers. These can be accessed at the following web site:

<http://www.nzqa.govt.nz/scholarship/resources.html>

Teachers in each subject area will endeavour to offer support to Scholarship students. This could take the form of providing supplementary resources, such as additional reading and study materials, as well as tutorials outside class time. The onus however remains on the student to complete the necessary work to prepare them effectively for this level of assessment. A final commitment to the Scholarship assessment is not required till the entry deadline in Term 3.

Scholarship subjects supported at Botany Downs Secondary College include English, French, Japanese, Biology, Chemistry, Physics, Science, Statistics and Modelling, Mathematics with Calculus, Accounting, Art History, Drama, Media Studies, Music Studies, Visual Arts, Economics, Geography, History, Classical Studies, Physical Education and Health Education, Technology and Design and Visual Communication. Prospective Scholarship students will either be invited to join Scholarship subject tutorials or students will be invited to give an expression of their interest during Term 2 of the school year.

# NCEA STANDARDS OVERVIEW

All Level 1, 2 and 3 students will be assessed against National Qualification Framework Achievement Standards or Unit Standards.

For each subject studied there are 5 – 9 Achievement Standards or Unit Standards. Each Achievement Standard and Unit Standard is worth a set number of credits, generally between 2 and 6 credits. Most subjects will offer courses of 15 – 21 possible credits. This booklet contains a list of the **possible** Achievement Standards and Unit Standards and their credit values, which could make up each subject next year. **The final choice of Standards for each course is at the discretion of each individual HOLA.** The standards selected will be published in the senior subject course outlines and issued to all students at the start of the new academic year.

For each subject studied there will be a list of Standards provided to the students in the course outline:

*For example: This is the Level 1 NZ STUDIES list of Standards*

Each subject is subdivided into approx 5-9 modules of work. These can be either Unit Standards or Achievement Standards

Some assessment is based on work completed and assessed at school (**Internal**) and some assessed by a national examination (**External**)

If the standard is achieved, a student earns credits. The total number of credits available in each subject varies. For NZ STUDIES it is 24 credits.

An Achievement Standard will start with AS  
A Unit Standard will start with US

| NCEA Internal Achievement Standards/Unit Standards |                    |  |                    |            |       |
|--|--------------------|--|--------------------|------------|-------|
| Number   | Subject Reference  | Title  | Internal/ External | Credits    | CODES |
| AS90210  | History 1.2        | Communicate historical ideas                             | Internal           | 4          | L     |
| AS90217  | Social Studies 1.3 | Conduct a Social Studies inquiry                         | Internal           | 6          | W     |
| AS90218  | Social Studies 1.4 | Examine differing values positions                       | Internal           | 4          |       |
| US5085   |                    | Describe and explain resource use                        | Internal           | 4          |       |
| US90208  |                    | Consider a work of fiction from a geographic perspective | Internal           | 2          |       |
| NCEA External Achievement Standards                |                    |  |                    |            |       |
| AS90211  | History 1.3        | Interpret historical resources                           | External           | 4          |       |
| Possible credits available                         |                    |  |                    | 24 credits |       |

Students will be assessed on what they achieve in their work during the year in these modules. The level of achievement needed to gain credit in each module is called its **Achievement Standard**

Level 1 & 2 Standards that contribute to Literacy and Numeracy are indicated by (L) = Literacy; (N) = Numeracy

Level 2 & 3 Standards that contribute to UE literacy requirements are indicated by (R) = Reading; (W) = Writing

# ENTRY TO TERTIARY EDUCATION

Tertiary Education providers in New Zealand require certain entry criteria to be met before students are enrolled for a course. This option booklet provides a general guideline but students must check the specific course entry criteria for the tertiary institution they wish to attend. The Careers Advisor has a detailed list of prerequisites for entry to courses run by tertiary providers in New Zealand.

Information about Auckland University for secondary school students can be accessed at:  
<http://www.auckland.ac.nz/uoa/home/for/future-undergraduates>

## COMMON ENTRANCE STANDARD REQUIREMENTS FOR UNIVERSITY:

University Entrance (UE) is the minimum requirement to go to a New Zealand university. To enter university you will need:

- NCEA Level 3 = 80 credits (60 credits at Level 3 or above plus 20 credits from Level 2)
- **Three** subjects - at **Level 3 or above**, made up of:
  - 14 credits each, in three approved subjects
- Literacy - **10 credits at Level 2 or above** (XLS, 91KB), made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - **10 credits at Level 1 or above**, made up of:
  - achievement standards – specified achievement standards available through a range of subjects, or
  - unit standards - package of three numeracy unit standards (26623, 26626, 26627- **all** three required).

## FOR ENTRY TO THE UNIVERSITY OF AUCKLAND.....

All applicants must gain the Common Entrance Standard outline above and, in addition:

All applicants will be ranked according to their best 80 credits at Level 3 or higher over a maximum of five approved subjects from the approved subjects list (see next page for list of approved subjects) weighted by the level of achievement attained in each set of credits. Some courses have special entry requirements based on the subjects listed in Table A and Table B below. **Students wishing to attend University are strongly encouraged to take courses that offer achievement standards as Merit and Excellence grades will be used to rank and differentiate applicants for entry to Tertiary courses.** Please refer to the University of Auckland admissions and enrolment site for further information on entry requirements and GPA requirements and calculations.

| TABLE A           | TABLE B                | Explanatory Notes   |
|-------------------|------------------------|---|
| Classical Studies | Accounting             | * There are only 11 Level 3 Achievement Standards that will count, taken from this domain; numbered 91632 - 91642<br>** Mathematics cannot be used in combination with Calculus and/or Statistics |
| English           | Biology                |   |
| Geography         | Calculus               |   |
| History           | Chemistry              |   |
| History of Art    | Digital Technologies * |   |
| Te Reo Maori      | Economics              |   |
| OR                | Mathematics **         |   |
| Te Reo Rangatira  | Physics                |   |
|                   | Statistics             |   |

**Academic English Language Requirement:** In 2016 the University of Auckland introduced an Academic English Language Requirement into all its Bachelor Degree programmes. This requirement is to ensure that all students have a sufficient level of competence in academic English to support their study at the University of Auckland. Students going to the University of Auckland must have gained the University Entrance Literacy Standard and a minimum of 17 credits in NCEA English at Level 2 and/or 3. This is not intended to exclude students from the University and further opportunities will be given to complete a course in academic English during the first year of university study.

*Source: The University of Auckland 2018 Undergraduate Prospectus, page 91*

# NCEA LEVEL 3 APPROVED SUBJECT LIST

| APPROVED SUBJECT                         | ACHIEVEMENT STANDARDS   |
|--|---|
| Accounting                               | 91404, 91405, 91406, 91407, 91408, 91409  |
| Agriculture & Horticulture               | 91528, 91529, 91530, 91531, 91532   |
| Biology                                  | 91601, 91602, 91603, 91604, 91605, 91606,   |
| Business Studies                         | 91379, 91380, 91381, 91382, 91383, 91384,   |
| Calculus                                 | 91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587  |
| Chemistry                                | 91387, 91388, 91389, 91390, 91391, 91392,   |
| Chinese                                  | 91533, 91534, 91535, 91536, 91537   |
| Classical Studies                        | 91394, 91395, 91396, 91397, 91398   |
| Construction and Mechanical Technologies | 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91627, 91628, 91629, 91630, 91631 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619 |
| Cook Islands Maori                       | 91538, 91539, 91540, 91541, 91542   |
| Dance                                    | 91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595  |
| Design (Practical Art)                   | 91440, 91445, 91450, 91455, 91460   |
| Design and Visual Communication          | 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619 |
| Digital Technologies                     | 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619 |
| Drama                                    | 91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 01520   |
| Earth and Space Science                  | 91410, 91411, 91412, 91413, 91414, 91415  |
| Economics                                | 91399, 91400, 91401, 91402, 91403   |
| Education for Sustainability             | 90828, 90829, 90830, 90831, 90832, 91735, 91736   |
| English                                  | 91472, 91473, 91474, 91475, 91476, 91477, 91478, 91479, 91480   |
| French                                   | 91543, 91544, 91545, 91546, 91547   |
| Geography                                | 91426, 91427, 91428, 91429, 91430, 91431, 91432, 91433  |
| German                                   | 91548, 91549, 91550, 91551, 91552   |
| Health Education                         | 91461, 91462, 91463, 91464, 91465   |
| History                                  | 91434, 91435, 91436, 91437, 91438, 91439  |
| History of Art                           | 91482, 91483, 91484, 91485, 91486, 91487, 91488, 91489, 91488, 91489, 91488   |
| Home Economics                           | 91466, 91467, 91468, 91469, 91470, 91471  |
| Indonesian                               | 91645, 91646, 91647, 91648, 91649   |
| Japanese                                 | 91553, 91554, 91555, 91556, 91557   |
| Korean                                   | 91558, 91559, 91560, 91561, 91562   |
| Latin                                    | 91506, 91507, 91508, 91509, 91510, 91511  |
| Mathematics                              | 91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587 and 91580, 91581, 91582, 91583, 91584, 91585, 91586  |
| Media Studies                            | 91490, 91491, 91492, 91493, 91494, 91495, 91496, 91497  |
| Music Studies                            | 91416, 91417, 91418, 91419, 91420, 91421, 91422, 91423, 91424, 91425  |
| Painting (Practical Art)                 | 91441, 91446, 91451, 91456 and 91460  |
| Photography (Practical Art)              | 91442, 91447, 91452, 91457 and 91460  |
| Physical Education                       | 91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789   |
| Physics                                  | 91521, 91522, 91523, 91524, 91525, 91526, 91527   |
| Printmaking (Practical Art)              | 91443, 91448, 91453, 91458 and 91460  |
| Processing Technologies                  | 91643, 91644 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91617, 91619 |
| Religious Studies                        | 90824, 90825, 90826, 90827, 91725   |
| Samoan                                   | 91563, 91564, 91565, 91566, 91567   |
| Science                                  | 91601, 91602, 91603, 91604, 91605, 91606, 91607 and 91387, 91388, 91389, 91390, 91391, 91392, 91393 and 91410, 91411, 91412, 91413, 91414, 91415 and 91521, 91522, 91523, 91524, 91525, 91526, 91527  |
| Sculpture (Practical Art)                | 91444, 91449, 91454, 91459  |
| Spanish                                  | 91568, 91569, 91570, 91571, 91572   |
| Social Studies                           | 91596, 91597, 91598, 91599, 91600   |
| Statistics                               | 91580, 91581, 91582, 91583, 91584, 91585, 91586   |
| Technology                               | 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91819 and 91643, 91644 and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 and 91627, 91628, 91629, 91630, 91631 and 91620, 91621, 91622, 91623, 91624, 91625, 91626 |
| Te Reo Māori                             | 91650, 91651, 91652, 91653, 91654   |
| Te Reo Rangatira                         | 90536, 90785, 90786, 90787, 90788, 90789, 90790, 90791  |
| Tongan                                   | 91679, 91680, 91681, 91682, 91683   |

Applicants for some limited entry qualifications may be required to have taken certain subjects and gained a specific number of credits in those subjects (refer to table below as a general guide). **All students must be very clear on what the entry requirements are for the specific course they wish to pursue at University or an Institute of Technology. Entry to these courses depends on the prerequisites being met.** The rank score for entry to University will be based on a student's best 80 credits at Level 3 or higher over a maximum of 5 approved subjects, by awarding four points for Excellence, three points for Merit and two points for Achieved for up to 24 credits in each approved subject. The maximum available score is 320. This system is used by all New Zealand universities but for the University of Auckland it is the basis of the Guaranteed Entry Score (GES). The information below outlines specific entry prerequisites for a range of courses at **The University of Auckland**.

## AUCKLAND UNIVERSITY – 2018 PROGRAMME, RANK SCORE, SUBJECT AND CREDIT REQUIREMENTS

### Bachelor of Architectural Studies (BAS) Rank Score - 230

- A minimum of 16 credits in one subject from Table A and a minimum of 16 credits in one subject from Table B.
- Subject to the qualitative evaluation of a portfolio of creative work and written statement.

### Bachelor of Arts (BA) Rank Score - 150

### Bachelor of Commerce (BCom) Rank Score - 180

- with a minimum of 16 credits in each of three subjects from Table A and/or Table B.

### Bachelor of Dance Studies (BDanceSt) Rank Score - 150

- Subject to the qualitative evaluation of a CV, written statement and an audition/interview.

### Bachelor of Education (Teaching) (BEd(Tchg)) Rank Score - 150

- Subject to a satisfactory interview, police check, and referees' reports. May be required to sit literacy, numeracy and IELTS assessments if you have been out of the NZ education system for more than 1 year.

### Bachelor of Engineering (Honours) (BE(Hons)) Rank Score - 260

- With 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics

### Bachelor of Fine Arts (BFA) Rank Score - 150

- Subject to the qualitative evaluation of a portfolio of creative works and written statement.

### Bachelor of Health Sciences (BHSc) Rank Score - 250

- With a min. of 18 credits in one subject from Table A and a min. of 18 credits in one subject from Table B.

### Bachelor of Laws (LLB (Part I))

- Students must be offered a place in another bachelor degree. Entry will be based on the guaranteed scores for the other bachelor degree.

### Bachelor of Music (BMus) Rank Score – 150

- Classical Performance – an audition portfolio
- Jazz Performance and Popular Music – an audition portfolio
- Composition major – a composition portfolio
- Musicology – a statement of musical background

### Bachelor of Nursing (BNurs) Rank Score - 230

- With a min. of 18 credits in one subject from Table A and a min. of 18 credits from one of Biology, Chemistry, Physics.

### Bachelor of Property (BProp) Rank Score - 180

- With a minimum of 16 credits in each of three subjects from Table A and/or Table B.

### Bachelor of Science (BSc)

- Biomedical Science (Rank Score – 280)
- Food Science and Nutrition (Rank Score – 200)
- Exercise Sciences (Rank Score – 200)
- All other majors/specialisations 165

### Bachelor of Social Work (BSW) Rank Score - 150

- Subject to a satisfactory police check, safety check and referees' reports. An interview may be required.

### Bachelor of Sport, Health and Physical Education (BSportHPE) Rank Score - 150

### Bachelor of Urban Planning (Honours) (BUrbPlan(Hons)) Rank Score - 230

- Subject to the qualitative evaluation of a written report.

# UNIVERSITY ENTRANCE INFORMATION

Here is a guide to what Universities may be looking for. This will require you to look into the future to make sure you choose Level 1, 2 and 3 options that will lead you onto the correct options in future years.

## **ENGINEERING**

Auckland University—Level 3 NCEA course must include Mathematics with Calculus and Physics. A much higher level than the minimum University entry is required and the Engineering School also expects to specify higher literacy standard requirements than the minimum.  
Canterbury University—Level 3 NCEA must include Mathematics with Calculus, Physics (and for some specialisations) Chemistry.

## **LAW**

Most Universities have not stipulated any prerequisites, but a good mastery of written and spoken English is required so some Level 3 NCEA subjects such as English and language rich subjects are recommended. Law is open entry to Year 1 students at most universities. Direct entry at Waikato.

## **MEDICINE**

Auckland University—students will be required to enrol in either a Bachelor of Science (Biomedical) or a Bachelor of Health Sciences for their first year of study. Students will then be selected for Medical School at the end of their first year of study depending on their academic results, the UMAT test and an interview procedure. A much higher minimum level of literacy and numeracy will be required than for open entry to University and students must choose Year 13 subjects from a list provided by the University.

Otago University—Students must enrol in Health Science in their first year. Selection into Medical School takes place at the end of the first year and those who reach the required academic level will be required to take a UMAT test and an oral assessment test.

## **NURSING**

University Entrance is required including credits in Science to Level 2. Auckland University requires a higher level than the minimum University entry, including a minimum of 18 credits in a Table A subject and 18 credits in either Biology or Physics or Chemistry.

## **OPTOMETRY**

Auckland University—There is no direct entry from Secondary School. Applicants must first complete Year 1 of a Bachelor of Science – Biomedical Science

## **PHARMACY**

Otago University—The same requirements as Medicine, a B average is required in the first years papers. To access this course at Auckland University applicants must complete an appropriate first year programme including the prescribed BPharm Part I courses (or equivalent), or have completed another degree approved by the Faculty of Medical and Health Sciences. Biology, Chemistry and least 1 English rich subject are strongly recommended. Physics and Mathematics (MAC and/or SAP) are also useful.

## **PHYSIOTHERAPY**

Otago University—The same requirements as Medicine, a minimum B average required in the first years papers.

AUT—no specific subject prerequisites but preference will be given to applicants with the highest rank scores and/or accomplishments in the relevant fields

## **PHYSICAL EDUCATION**

University of Auckland—Students will be selected on the basis of their rank score, interview and referees' report. A good standard of both oral and written English is also required.

Otago University – Biology and Physical Education are recommended. A higher level than the minimum University entry is likely to be required.

## **SCIENCES**

Physics and Chemistry are very difficult to pick up at Tertiary level without a minimum of Year 12 and preferably some credits at Level 3 NCEA. For most Science courses minimum rank score of 165 is required.

## **TEACHING**

University of Auckland—Rank score of 150. By selection only. Interview, Police check and referees' reports required. Applicants must be capable of meeting the Requirements of the New Zealand Teachers Council, including language proficiency.

## **VETERINARY**

Massey University—A very good understanding of Science is required so a recommended Level 3 NCEA course including Chemistry, Biology, Physics and at least one of the Mathematics. Strong written and oral English skills are also important. There is open entry (i.e. the minimum University entrance qualification is required) to enrol in Semester 1, but selection into Semester 2 is based on grades in the compulsory Semester 1 papers and an aptitude test.

*Students for whom English is not their first language may also be required to demonstrate their proficiency in English by achieving minimum scores in special tests.*



# RECOMMENDED SUBJECTS

This is a **guide only** for some study areas where a background in certain school subjects maybe useful.

There are many other study areas that do not make any recommendations.

Note: ERS\* = English Rich Subject (i.e. English, Geography, History, Classical Studies and Art History).

| <i>Level 1</i>   | <i>Level 2</i>   | <i>Level 3</i>  |
|--|--|---|
| <b>Architecture</b>  |  |   |
| Art or DVC<br>Mathematics<br>Science   | Design and/or Painting or DVC<br>or DIT/or DIP/ or Mathematics<br>Physics may be useful                            | Design and/or Painting or DVC<br>One Table A subject<br>MAT and PHY may be useful   |
| <b>Business</b>  |  |   |
| Mathematics<br>Economics<br>Accounting<br>Business   | Mathematics<br>Economics<br>Accounting<br>Business   | Statistics or Calculus (highly rec.)<br>Economics (rec. but not essential)<br>Accounting (rec. but not essential)<br>Business (Select no more than 2 of the following - ACC,<br>ECO, BUS) |
| <b>Law</b>   |  |   |
| No specific subjects   | No specific subjects but English rich<br>subjects are recommended  | Minimum 1 ERS* subject  |
| <b>Engineering</b>   |  |   |
| Mathematics<br>Science   | Mathematics<br>Physics<br>Chemistry  | Calculus (essential)<br>Physics (essential)<br>Chemistry (for Chemical Engineering)   |
| <b>Biological Sciences – REL recommended</b>   |  |   |
| Mathematics<br>Science   | Mathematics<br>Biology<br>Chemistry  | Statistics<br>Biology<br>Chemistry  |
| <b>Health Sciences<br/>(Dentistry, Medicine, Medical Science, Physiotherapy, Pharmacy, Veterinary)</b> |  |   |
| Mathematics<br>Science   | Mathematics<br>Preferably 3 sciences; Biology,<br>Chemistry, Physics (should at least do<br>Biology and Chemistry) | Statistics<br>Preferably 2 out of 3 sciences; Biology, Chemistry,<br>Physics<br>1 ERS subject<br>Veterinary requires all 3 Sciences   |
| <b>Health Science (Nursing, Occupational Therapy)</b>  |  |   |
| Mathematics<br>Science   | Mathematics (optional)<br>Minimum 1 out of 3 sciences; Biology,<br>Chemistry, Physics                              | Minimum 1 of the following; Biology, Chemistry,<br>Physics, Science, Mathematics<br>Plus 1 ERS subject  |
| <b>Technology / Physical Sciences</b>  |  |   |
| Mathematics<br>Science   | Mathematics<br>Physics<br>Chemistry  | Calculus, Physics, Chemistry<br>ERS is useful   |

# BDSC SUBJECT STRUCTURE

## BDSC Subject Structure - 2018

| Learning Areas                          | Year 9   | Year 10  | Level 1  | Level 2  | Level 3   |
|---|--|--|--|--|---|
| <b>English</b>                          | English (9ENG)<br>English Literacy Support (9ENA)<br>English as an Additional Language (9ENS)                              | English (10ENG)<br>English Literacy Support (10ENA)<br>Media Studies (10MED)<br>English as an Additional Language (10ENS)<br>English as an Additional Language (10ENP) | English (1ENG)<br>English - Alternative (1ENA)<br>English - Extension (1ENE)<br>Media Studies (1MED)<br>English as an Additional Language (1ENS)<br>English as an Additional Language (1ENP) | English (2ENG)<br>English - Alternative (2ENA)<br>English - Extension (2ENE)<br>Media Studies (2MED)<br>English as an Additional Language (2ENS)<br>English as an Additional Language (2ENP)   | English (3ENG)<br>English Booster Course (3ENB-L2/3 AS)<br>English—Extension (3ENE)<br>Media Studies (3MED)<br>English as an Additional Language (3ENS)   |
| <b>Health &amp; Physical Education</b>  | Health & PE (9HPE)   | Health & PE (10HPE)<br>Outdoor Leadership (10ODL)<br>Physical Education (10PED)  | Health & PE (1HPE)<br>Early Childhood Education (1ECE)<br>Health Education (1HED)<br>Outdoor Education (1OED)<br>Physical Education (1PED)   | Early Childhood Education (2ECE)<br>Health Education (2HED)<br>Outdoor Education (2OED)<br>Physical Education Alternative (2ODA)<br>Physical Education (2PED)<br>Sports Leadership (2SPL)  | Early Childhood Education (3ECE)<br>Health Education (3HED)<br>Outdoor Education (3OED)<br>Physical Education (3PED)<br>Sports Leadership (3SPL)  |
| <b>Languages</b>                        | French (9FRE)<br>Japanese (9JAP)<br>Maori (9MAO)   | French (10FRE)<br>Japanese (10JAP)<br>Maori (10MAO)<br>Spanish (10SPH)   | French (1FRE)<br>Japanese (1JAP)<br>Maori (1MAO)*<br>Spanish (1SPH)  | Chinese (2CHI)<br>French (2FRE)<br>Japanese (2JAP)<br>Maori (2MAO)*<br>Spanish (2SPH)  | Chinese (3CHI)<br>French (3FRE)<br>Japanese (3JAP)<br>Maori (3MAO)*<br>Spanish (3SPH)   |
| <b>Mathematics</b>                      | Mathematics and Statistics (9MAT)  | Mathematics and Stats (10MAT)<br>Mathematics and Stats - Alt (10MAA)<br>Maths. and Stats - Ext (10MAX) L1<br>standards for Y10 accelerated students                    | Mathematics and Statistics - Alt (1MAA)<br>Mathematics and Statistics (1MAT)<br>Maths. and Stats. - Numeracy (1MNU)<br>Mathematics and Statistics - Ext (2MAX) for L2 accelerated students   | Mathematics and Statistics – Alt (2MAA)<br>Mathematics and Statistics (2MAT)<br>Mathematics and Statistics – Ext (2MAE)<br>Mathematics and Calculus – Ext (3MAX) for L2 accelerated students   | Mathematics and Statistics - Alt (3MAA)<br>Calculus (3MAC)<br>Statistics and Probability (3SAP)<br>Statistics and Probability - Alt (3SPA)<br>Mathematics (3MAT)  |
| <b>Science</b>                          | Science (9SCI)   | Science (10SCI)<br>Science—EXT (SCX) L1 standards for Y10 accelerated students<br>Electronics (10ELE)  | Science - Core (1SCI)<br>Science - Alternative (1SCA)<br>Science - Supplementary Science (1SCS)<br>Electronics (1ELE)  | Biology (2BIA, 2BIO)<br>Chemistry (2CHA, 2CHE)<br>Electronics (2ELE)<br>Physics (2PHY)   | Biology (3BIA, 3BIO)<br>Chemistry (3CHE)<br>Electronics (3ELE)<br>Physics (3PHY)  |
| <b>Social Sciences</b>                  | Social Studies (9SOS)  | Social Studies (10SOS)<br>Ancient Civilisations (10ANC)<br>Business Pathways (10BUS)<br>Investigative Geography (10IGO)  | Accounting (1ACC)<br>Business Studies (1BUS)<br>Economics (1ECO)<br>Geography (1GEO)<br>History (1HIS)   | Accounting (2ACC)<br>Business Studies (2BUS)<br>Classical Studies (2CLS)<br>Economics (2ECO)<br>Financial Studies (2FIN)<br>Geography (2GEO)<br>History (2HIS)<br>Travel and Tourism (2TSM)  | Accounting (3ACC)<br>Business Studies (3BUS)<br>Classical Studies (3CLS)<br>Economics (3ECO)<br>Financial Studies (3FIN)<br>Geography (3GEO)<br>History (3HIS)<br>Travel and Tourism (3TSM)   |
| <b>Technology</b>                       | Design and Visual Com. (9DVC)<br>Food Technology (9TEF)<br>Multi Materials Technology (9TEM)<br>Textiles Technology (9TET) | Design and Visual Com. (10DVC)<br>Digital Technology (10DIT)<br>Food Technology (10TEF)<br>Multi Materials Technology (10TEM)<br>Textiles Technology (10TET)           | Digital Technology (1DIT)<br>Design and Visual Com. (1DVC)<br>Food and Hospitality (1FAH)<br>Food Technology (1TEF)<br>Multi Materials Technology (1TEM)<br>Textiles Technology (1TET)       | Automotive Engineering (2ATM)<br>Building Construction (2BCN)<br>Digital Technology - Programming (2DIP)<br>Digital Technology (2DIT)<br>Design and Visual Com. (2DVC)<br>Food and Hospitality (2FAH)<br>Food Technology (2TEF)<br>Multi Materials Technology (2TEM)<br>Textiles Technology (2TET) | Digital Technology – Programming (3DIP)<br>Digital Technology (3DIT)<br>Design and Visual Com. (3DVC)<br>Food and Hospitality (3FAH)<br>Food Technology (3TEF)<br>Microsoft Office Specialist (3MOS)<br>Multi Materials Technology (3TEM)<br>Textiles Technology (3TET) |
| <b>The Arts</b>                         | Dance (9DAN)<br>Drama (9DRA)<br>Music (9MUS)<br>Visual Art (9ART)  | Dance (10DAN)<br>Digital Art (10DRT)<br>Drama (10DRA)<br>Music (10MUS)<br>Visual Art (10ART)   | Dance (1DAN)<br>Digital Art (1DRT)<br>Drama (1DRA)<br>Music (1MUS)<br>Visual Art (1ART)  | Dance (2DAN)<br>Drama (2DRA)<br>Music (2MUS)<br>Visual Art (2ART)<br>Design (2DES)<br>Photography (2PHO)   | Dance (3DAN)<br>Drama (3DRA)<br>Making Music (Practical) (3MUP)<br>Music Studies (3MUS)<br>Visual Art (3ART)<br>Art History (3ARH)<br>Design (3DES)<br>Photography (3PHO)   |
| <b>Vocational &amp; General Courses</b> |  |  | Work and Community Studies (1WCS)  | Careers Pathways (2CAP)  | Careers Pathways (3CAP)   |

# BDSC COURSE CODES

| CODE | COURSE                                   | 9 | 10 | Level 1 | Level 2 | Level 3 | Learning Area |
|------|--|---|----|---------|---------|---------|---------------|
| ACC  | Accounting                               |   |    | L1      | L2      | L3      | SOS           |
| ANC  | Ancient Civilizations                    |   | 10 |         |         |         | SOS           |
| ARH  | Art History                              |   |    |         | L2      | L3      | VPA           |
| ART  | Art - Practical                          | 9 | 10 | L1      | L2      | L3      | VPA           |
| ATM  | Automotive Engineering                   |   |    |         | L2      |         | TEC           |
| BCN  | Building Construction                    |   |    |         | L2      |         | TEC           |
| BIO  | Biology                                  |   |    |         | L2      | L3      | SCI           |
| BIA  | Biology - Alternative                    |   |    |         | L2      | L3      | SCI           |
| BUP  | Business Pathways                        |   | 10 |         |         |         | SOS           |
| BUS  | Business Studies                         |   |    | L1      | L2      | L3      | SOS           |
| CAP  | Career Pathways                          |   |    |         | L2      | L3      | VGC           |
| CHA  | Chemistry - Alternative                  |   |    |         | L2      |         | SCI           |
| CHE  | Chemistry                                |   |    |         | L2      | L3      | SCI           |
| CHI  | Chinese                                  |   |    |         | L2      | L3      | LAN           |
| CLS  | Classical studies                        |   |    |         | L2      | L3      | SOS           |
| DAN  | Dance                                    | 9 | 10 | L1      | L2      | L3      | VPA           |
| DES  | Design                                   |   |    |         | L2      | L3      | VPA           |
| DVC  | Design and Visual Communication          | 9 | 10 | L1      | L2      | L3      | TEC           |
| DIP  | Digital Technologies with Programming    |   |    |         | L2      | L3      | TEC           |
| DIT  | Digital Technologies                     |   | 10 | L1      | L2      | L3      | TEC           |
| DRA  | Drama                                    | 9 | 10 | L1      | L2      | L3      | VPA           |
| DRT  | Digital Art                              |   | 10 | L1      |         |         | VPA           |
| ECE  | Early Childhood Education                |   |    | L1      | L2      | L3      | HPE           |
| ECO  | Economics                                |   |    | L1      | L2      | L3      | SOS           |
| ELE  | Electronics                              |   | 10 | L1      | L2      | L3      | SCI           |
| ENG  | English                                  | 9 | 10 | L1      | L2      | L3      | ENG           |
| ENA  | English - Alternative/Literacy Support   | 9 | 10 | L1      | L2      |         | ENG           |
| ENB  | English – L2 Booster course for L3       |   |    |         |         | L3      | ENG           |
| ENE  | English - Extension                      |   |    | L1      | L2      | L3      | ENG           |
| ENS  | English as an Additional Language        | 9 | 10 | L1      | L2      |         | ENG           |
| ENP  | English as an Additional Language        |   | 10 | L1      | L2      |         | ENG           |
| FAH  | Food and Hospitality                     |   |    | L1      | L2      | L3      | TEC           |
| FIN  | Financial Studies                        |   |    |         | L2      | L3      | SOS           |
| FRE  | French                                   | 9 | 10 | L1      | L2      | L3      | LAN           |
| GEO  | Geography                                |   |    | L1      | L2      | L3      | SOS           |
| HED  | Health Education                         |   |    | L1      | L2      | L3      | HPE           |
| HIS  | History                                  |   |    | L1      | L2      | L3      | SOS           |
| HPE  | Health and Physical Education            | 9 | 10 | L1      |         |         | HPE           |
| IGO  | Investigative Geography                  |   | 10 |         |         |         | SOS           |
| JAP  | Japanese                                 | 9 | 10 | L1      | L2      | L3      | LAN           |
| MAA  | Mathematics and Statistics - Alternative |   | 10 | L1      | L2      |         | MAT           |
| MAC  | Mathematics with Calculus                |   |    |         |         | L3      | MAT           |
| MAE  | Mathematics and Statistics - Extended    |   |    | L1      | L2      |         | MAT           |
| MAO  | Maori                                    | 9 | 10 | L1      | L2      | L3      | LAN           |
| MAX  | Mathematics and Statistics - Accelerated |   | 10 | L1      | L2      |         | MAT           |
| MAT  | Mathematics                              | 9 | 10 | L1      | L2      | L3      | MAT           |
| MCA  | Calculus - Alternative                   |   |    |         |         | L3      | MAT           |
| MED  | Media Studies                            |   | 10 | L1      | L2      | L3      | ENG           |
| MNU  | Maths Numeracy                           |   |    | L1      |         |         | MAT           |
| MOS  | Microsoft Office Specialist              |   |    |         | L2      | L3      | TEC           |
| MUP  | Music Practical                          |   |    |         |         | L3      | VPA           |
| MUS  | Music Studies                            | 9 | 10 | L1      | L2      | L3      | VPA           |
| ODA  | Outdoor Education - Alternative          |   |    |         | L2      |         | HPE           |
| ODL  | Outdoor Leadership                       |   | 10 |         |         |         | HPE           |
| OED  | Outdoor Education                        |   |    | L1      | L2      | L3      | HPE           |

| CODE | COURSE                                   | 9 | 10 | Level 1 | Level 2 | Level 3 | Learning Area |
|------|--|---|----|---------|---------|---------|---------------|
| PED  | Physical Education                       |   | 10 | L1      | L2      | L3      | HPE           |
| PHO  | Photography                              |   |    |         | L2      | L3      | VPA           |
| PHY  | Physics                                  |   |    |         | L2      | L3      | SCI           |
| SAP  | Statistics and Probability               |   |    |         |         | L3      | MAT           |
| SPA  | Statistics and Probability - Alternative |   |    |         |         | L3      | MAT           |
| SCA  | Science - Alternative                    |   |    | L1      |         |         | SCI           |
| SCX  | Science - Accelerated                    |   | 10 |         |         |         | SCI           |
| SCI  | Science                                  | 9 | 10 | L1      |         |         | SCI           |
| SCS  | Supplementary Science                    |   |    | L1      |         |         | SCI           |
| SOS  | Social Studies                           | 9 | 10 |         |         |         | SOS           |
| SPH  | Spanish                                  |   | 10 | L1      | L2      | L3      | LAN           |
| SPL  | Sports Leadership                        |   |    |         | L2      | L3      | HPE           |
| TEF  | Food Technology                          | 9 | 10 | L1      | L2      | L3      | TEC           |
| TEM  | Multi materials Technology               | 9 | 10 | L1      | L2      | L3      | TEC           |
| TET  | Textiles Technology                      | 9 | 10 | L1      | L2      | L3      | TEC           |
| TSM  | Travel and Tourism                       |   |    |         | L2      | L3      | SOS           |
| WCS  | Work and Community Studies               |   |    | L1      |         |         | VGC           |

Not all courses offered will run. It will depend on the number of students selecting the course, the availability of staffing and the availability of specialist rooming.

Select courses carefully as it may be difficult to change courses at a later time.

**There is an opportunity for students to take a course in Te Reo Maori at each level. The nature of the course and manner of delivery will be determined when numbers are available.**

If you have any queries about the option selection process that can't be dealt with by your administration tutor or Whanau Leader, you should see Mr Van Kralingen.

Remember...make a **planned choice** of your subjects

Consider all the information carefully. Study the university and other tertiary training institutions' admission requirements. Look at the different subject pathways in the option book and plan how you will get to your desired Level 2 or Level 3 destination. Read the subject descriptors and prerequisites and know exactly what requirements you will have to meet to gain entry into any course.

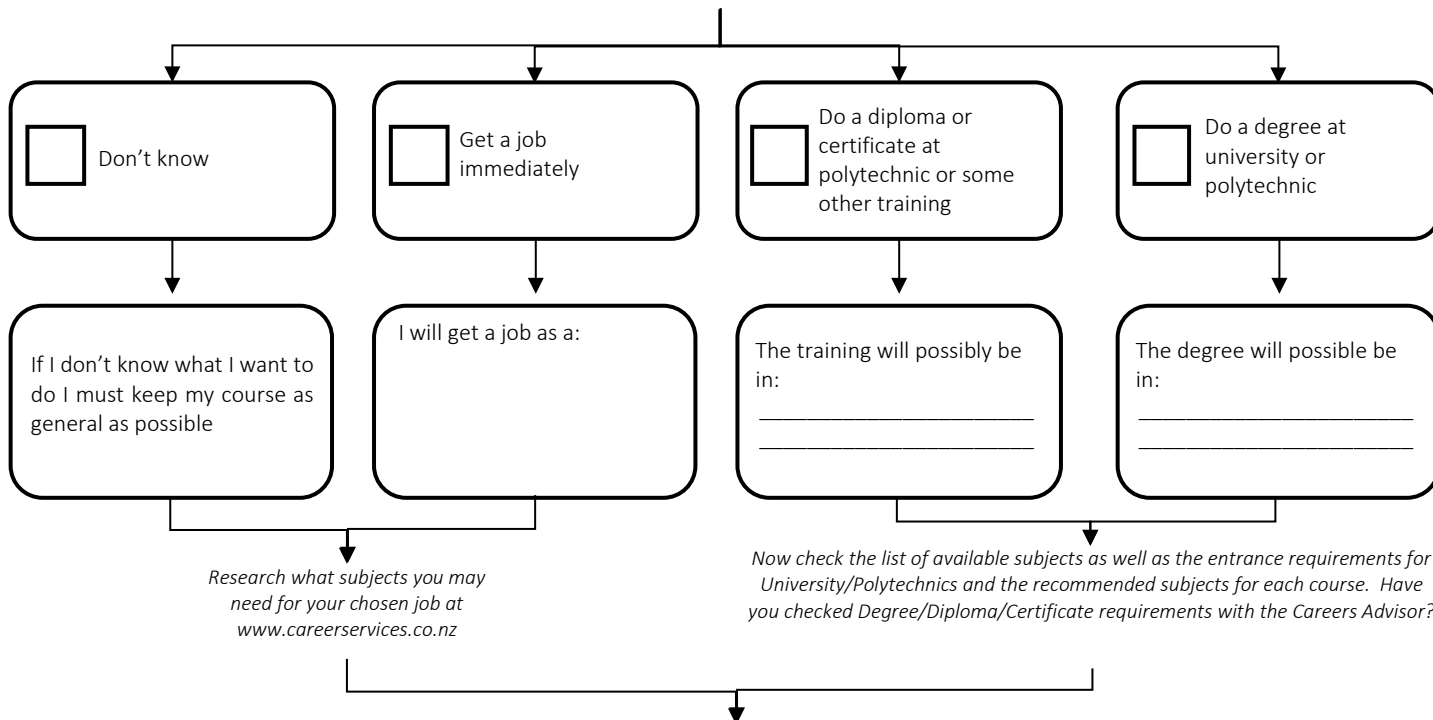
*Consider carefully the following factors before deciding on your final option selection.*

- Ability – what can you realistically achieve? What subjects are you good at?
- Interest – what do you enjoy learning?
- Qualification – what grades do you need? What endorsement would you like to achieve?
- Career pathway – what qualifications do you need? What subjects do you need?
- Prerequisites – what are the prerequisites for your chosen subjects? Do you meet the requirements?
- Preferred learning style – does this subject cater to your learning needs?
- Preferred assessment mode – will this help you to achieve your best results?
- Flexibility – do you have the ability to go in a different direction if your initial plan doesn't work out?

# PLANNING PAGE

Over the next few weeks you must fill in this chart, in consultation with your parents, teachers, Heads of Learning and the Careers Advisor. The more information you gather about your career options the more informed your final decisions will be:

*When I leave school I hope to..... (choose one path)*



## WORKING BACKWARDS

For this plan to work I will need to take the following subjects in **NCEA Level 3:**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

So I will need to take the following subjects in **NCEA Level 2:**

- 1 ENGLISH
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

And I will need to take the following subjects in **NCEA Level 1:**

- 1 ENGLISH
- 2 MATHEMATICS
- 3 SCIENCE
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

# VOCATIONAL PATHWAYS AND TRADES ACADEMY

Vocational Pathways is a Ministry of Education tool that has been developed to help students to plan their journey from secondary learning to the work force. Additional information is available in the Levels 1, 2 and 3 option booklets as well as at this website: <http://youthguarantee.net.nz/vocational-pathways/>

Vocational Pathways enable young people to:

- Find out the standards, skills and competencies that are valued by employers in particular sectors
- Find out the job or career options that are available in each sector
- Identify current and future programmes of study that support their career pathway
- Undertake a relevant and coherent study programme that will enable them to achieve NCEA Levels 1, 2 and 3
- Demonstrate a vocational profile to tertiary providers and employers

Source: [www.youthguarantee.net.nz/vocational-pathways](http://www.youthguarantee.net.nz/vocational-pathways)

## What is Your Pathway?

The vocational pathways help students see how learning is relevant to a wide range of jobs and study options, in six broad sectors of industry:

- Manufacturing and Technology;
- Construction and Infrastructure;
- Creative Industries;
- Primary Industries;
- Social and Community Services; and
- Services Industries.

Vocational Pathways show you how important your learning is by matching up what you learn, with a range of work and study options.

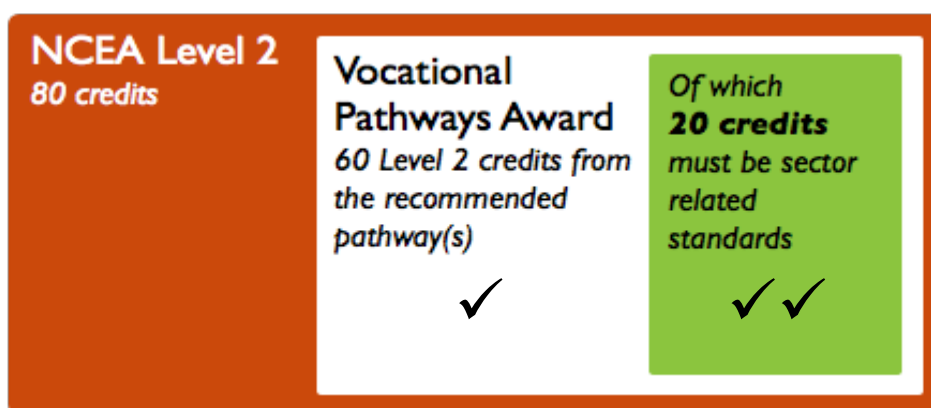


## Level 2 Vocational Pathways Award

A Vocational Pathways Award is attainable at NCEA Level 2. This award enables employers to assess whether potential employees' skills align with their industry requirements more easily.

To receive a Vocational Pathways Award, students must first gain NCEA Level 2, which is 60 credits from Level 2 and 20 credits from any other level; 80 credits in total. 10 of these 80 credits must satisfy the literacy requirements, and 10 of these 80 credits must satisfy the numeracy requirements. To get a Vocational Pathways Award, 60 of the Level 2 credits must be from the recommended standards in one or more pathways, including 20 Level 2 credits from sector related standards.

The following diagram shows this relationship:



The Vocational Pathways Award(s) will be awarded to students on their NZQA Record of Achievement. This will be a real advantage when they look for work and training opportunities in the sector.

All standards from Level 1 to Level 3 have been mapped for Vocational Pathways in each option booklet. On each option page there is a coloured ticked section indicating which standards relate to which industry sector.

- ✓✓ refers to credits which count towards *SECTOR RELATED STANDARDS* and
- ✓ refers to credits which count towards *RECOMMENDED STANDARDS*.

For example, to be awarded a VOCATIONAL PATHWAYS AWARD IN CREATIVE INDUSTRIES, a student needs 60 credits from standards which are linked to Creative Industries. At least 20 of these must come from standards which are SECTOR RELATED (double ticked ✓✓ in the yellow Creative Industries column), and the remaining 40 credits must come from standards which are RECOMMENDED (single ticked ✓ in the yellow Creative Industries column). It doesn't matter which subjects these credits came from, as long as they are from the same Sector of Industry.

For example, Level 2 Food Technology:

“AS91352 Implement advanced procedures to process a specified product (4 credits)”, has links to 3 sectors; Manufacturing & Technology, Primary Industries and Service Industries. The Manufacturing & Technology has a double tick so its 4 credits will count towards the SECTOR RELATED count for the Manufacturing & Technology Award, but the Primary Industries and Service Industries have a single tick so 4 credits will count towards the RECOMMENDED count for the Primary Industries Award and the Service Industries Award. This gives students an idea of the real-world application of the knowledge learnt during this standard as well as contributing to the various Sector Awards credit counts.

| STANDARDS   |                |   |          |                                   |       | VOCATIONAL PATHWAYS                    |                    |                    |                             |                     |  |
|---|----------------|---|----------|-----------------------------------|-------|--|--------------------|--------------------|-----------------------------|---------------------|--|
| Number  | Subject Ref    | Title   | Int/Ext  | Credits                           | CODES | Manufacturing & Technology             | Primary Industries | Service Industries | Social & Community Services | Creative Industries |  |
| <i>NCEA Internal Achievement Standards/Unit Standards</i> |                |   |          |                                   |       |  |                    |                    |                             |                     |  |
| AS91354   | Technology 2.1 | Undertake brief development to address an issue                                   | Internal | 4                                 |       | ✓                                      | ✓                  | ✓                  |                             |                     |  |
| AS91357   | Technology 2.4 | Develop effective development to make and trial a prototype                       | Internal | 6                                 |       | ✓✓                                     | ✓                  | ✓                  |                             | ✓                   |  |
| AS91352   | Technology 2.6 | Implement advanced procedures to process a specified product                      | Internal | 4                                 | L     | ✓                                      | ✓                  | ✓                  |                             | ✓                   |  |
| <i>NCEA External Achievement Standards</i>                |                |   |          |                                   |       |  |                    |                    |                             |                     |  |
| AS91358   | Technology 2.5 | Demonstrate understanding of how technological modelling supports risk management | External | 4                                 |       | ✓                                      | ✓                  | ✓                  |                             |                     |  |
|   |                |   |          | <i>Possible Credits Available</i> |       | 18 Credits                             |                    |                    |                             |                     |  |
|   |                |   |          |                                   |       | <i>Total recommended ✓ credits</i>     |                    |                    |                             |                     |  |
|   |                |   |          |                                   |       | 14 9 14 4                              |                    |                    |                             |                     |  |
|   |                |   |          |                                   |       | <i>Total sector related ✓✓ credits</i> |                    |                    |                             |                     |  |
|   |                |   |          |                                   |       | 10                                     |                    |                    |                             |                     |  |

At Botany Downs Secondary College, the following subjects offer 20 credits in sector related standards at NCEA Level 2: Art (2ART), Art History (2ARH), Automotive Engineering (2ATM), Building Construction (2BCN), Dance (2DAN), Design (2DES), Design and Visual Communications (2DVC), Drama (2DRA), Early Childhood Education (2ECE), Electronics (2ELE), Food and Hospitality (2FAH), Media Studies (2MED), Materials Technology (2TEM), Music (2MUS) Photography (2PHO) and Travel and Tourism (2TSM).

# TRADES ACADEMIES

Trades Academies equip tomorrow's workforce with relevant skills by linking with the wider industry training system.

Trades academies focus on delivering trades and technology programmes to secondary students based on partnerships between schools, tertiary institutions, industry training organisations and employers. Students in years 11 to 13, who are interested in a career in trades or technology are able to combine study at a Trades Academy with college-based studies towards their National Certificate of Educational Achievement (NCEA). It is expected that students will additionally have the opportunity to achieve an award in at least one of the [Vocational Pathways](#) at NCEA Level 2.

The purpose of a Trades Academy is to:

- motivate more students to stay engaged in learning and training by providing them with a greater number of options for study
- provide students with clear pathways post-school by giving them a head start on training for vocational qualifications and smooth access to employment
- improve the responsiveness of schools to business and economic needs.

<http://www.education.govt.nz/ministry-of-education/specific-initiatives/trades-academies/>

At Botany Downs Secondary College, we have partnered with Manukau Institute of Technology Trades Academy.

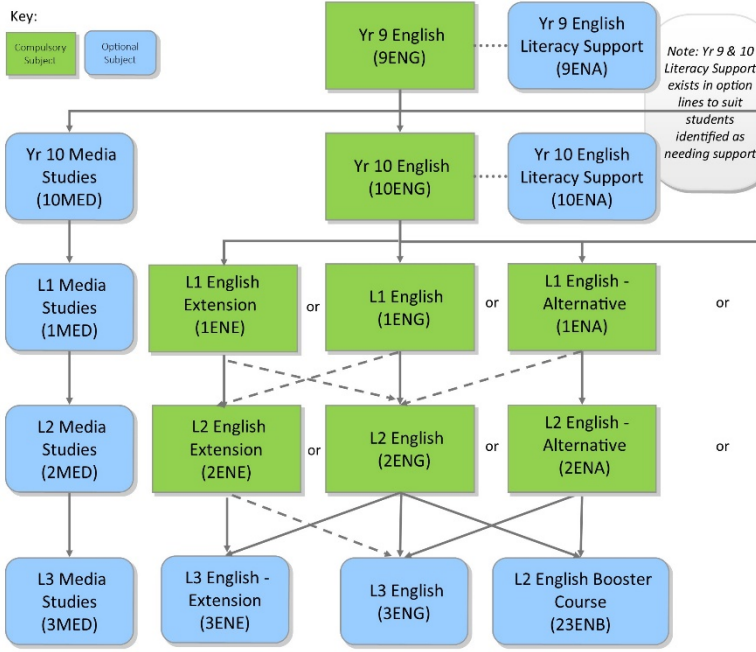
Students who choose Building and Construction (BCN2) or Automotive (ATM2) will attend MIT one day a week as part of their NCEA Level 2 programme of learning. Utilising expert tutors and industry level equipment, students will complete a large number of Unit Standards in their chosen field, to compliment those offered at school. Many Trades Academy students will be considering apprenticeships, or further training in their chosen vocation on leaving school. Others will use this valuable hands-on experience to complement academic studies in engineering and technology.

Other Trades Academy places may be available in Logistics and Primary Industries (supported) for identified students undertaking NCEA Level 2 courses.

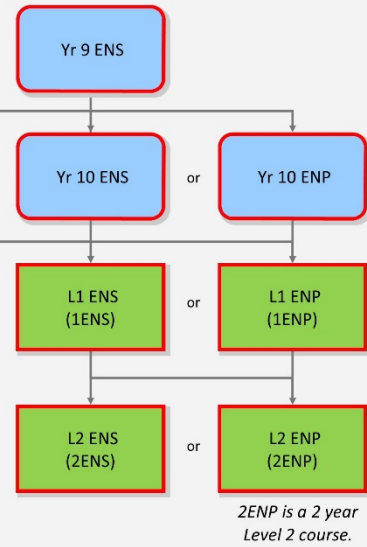


# ENGLISH FLOWCHART 2018

Key:



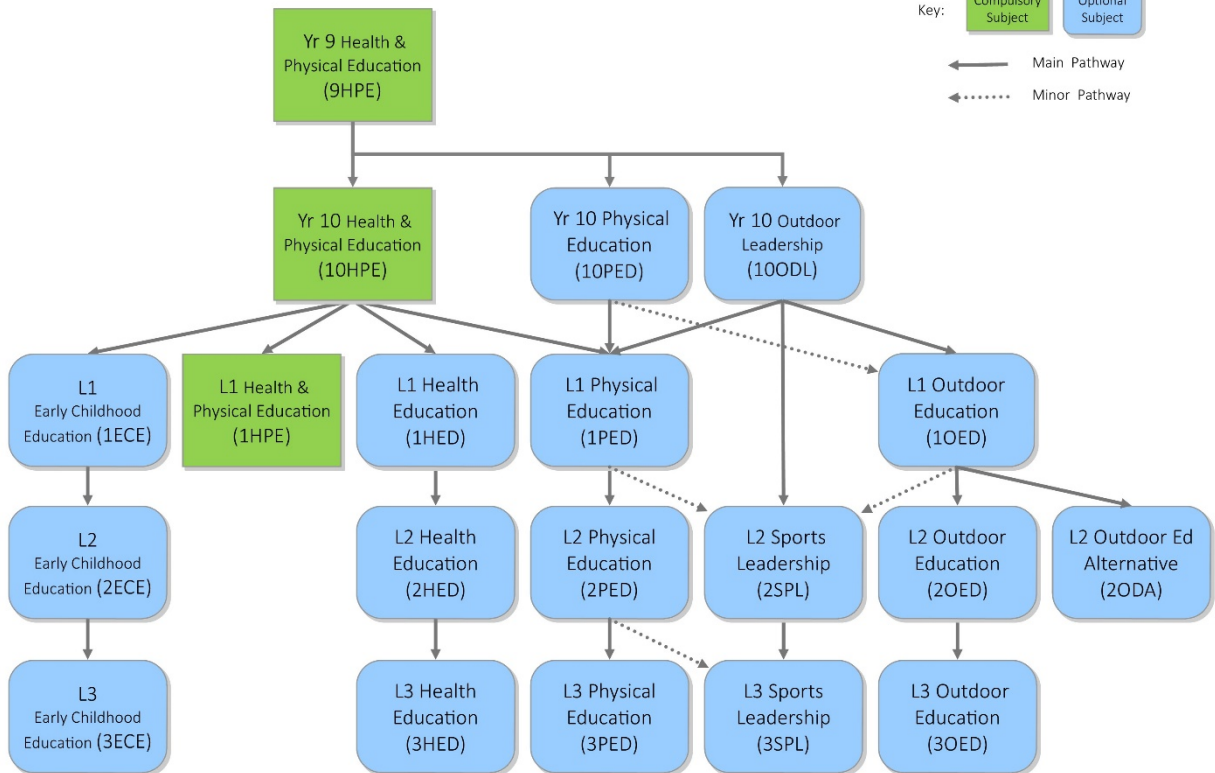
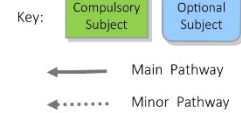
# ENGLISH AS ADDITIONAL LANGUAGE (EAL) FLOWCHART 2018



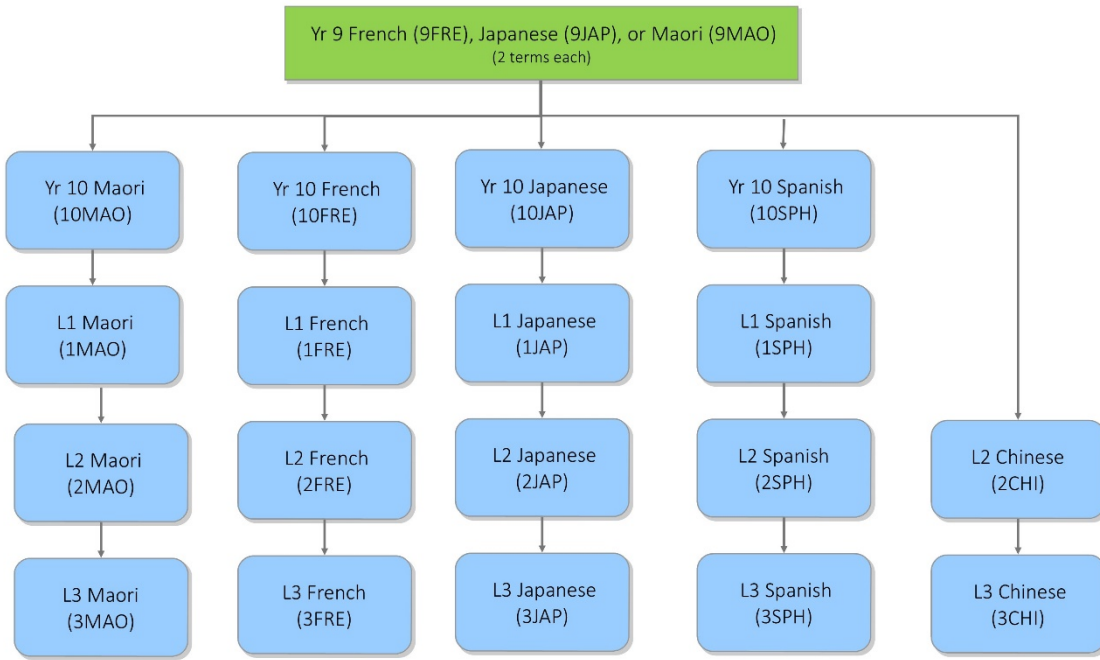
## ENGLISH AS AN ADDITIONAL LANGUAGE

At Year 9 and 10 identified students may be removed from a Year 9 class or a Year 10 option line to attend 9ENS or 10ENS/10ENP class to support their language development.  
 At Year 11/12/13 identified students may be placed in ENS or ENP instead of ENG, dependant on the Head of EAL recommendation. Students may be swapped between ENS and ENP depending on the level of English.

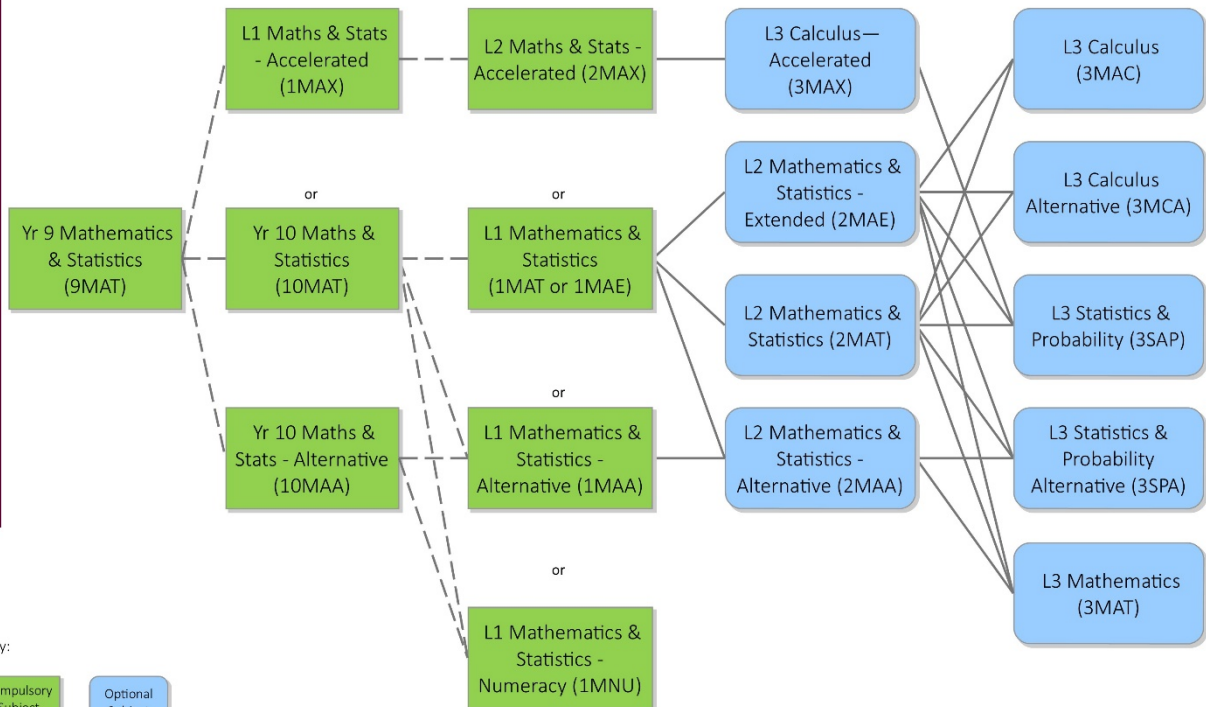
# HEALTH & PHYSICAL EDUCATION FLOWCHART 2018



## LANGUAGES FLOWCHART 2018



## MATHEMATICS AND STATISTICS FLOWCHART 2018



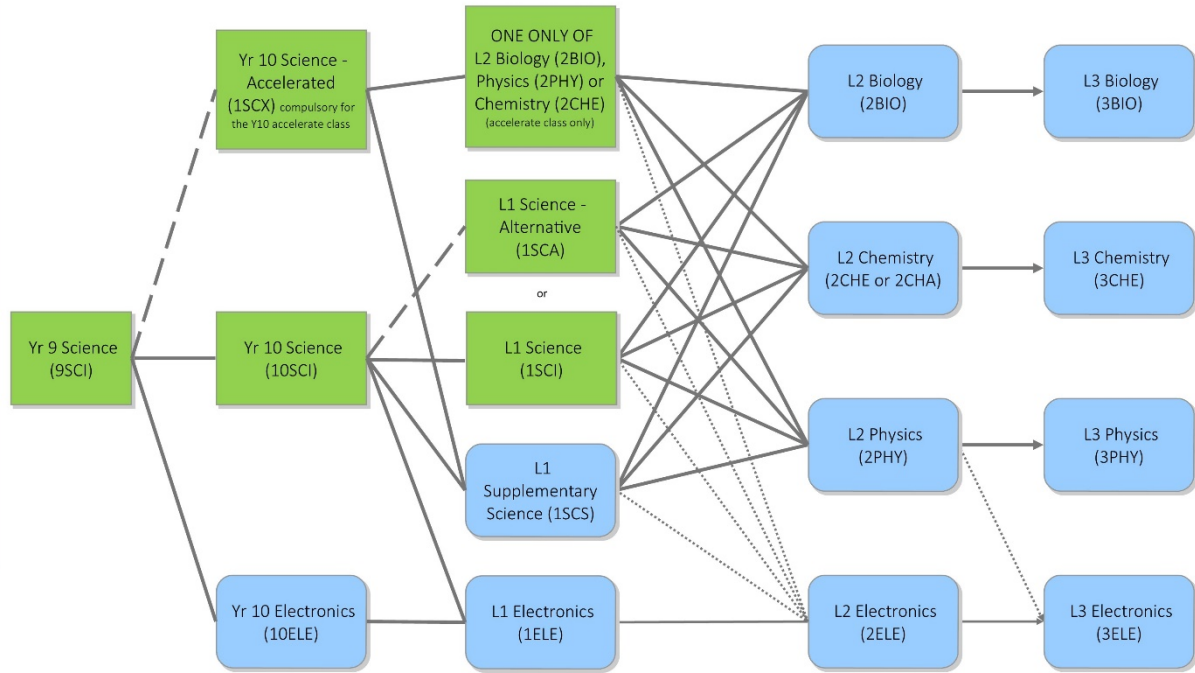
Key:

Compulsory Subject

Optional Subject

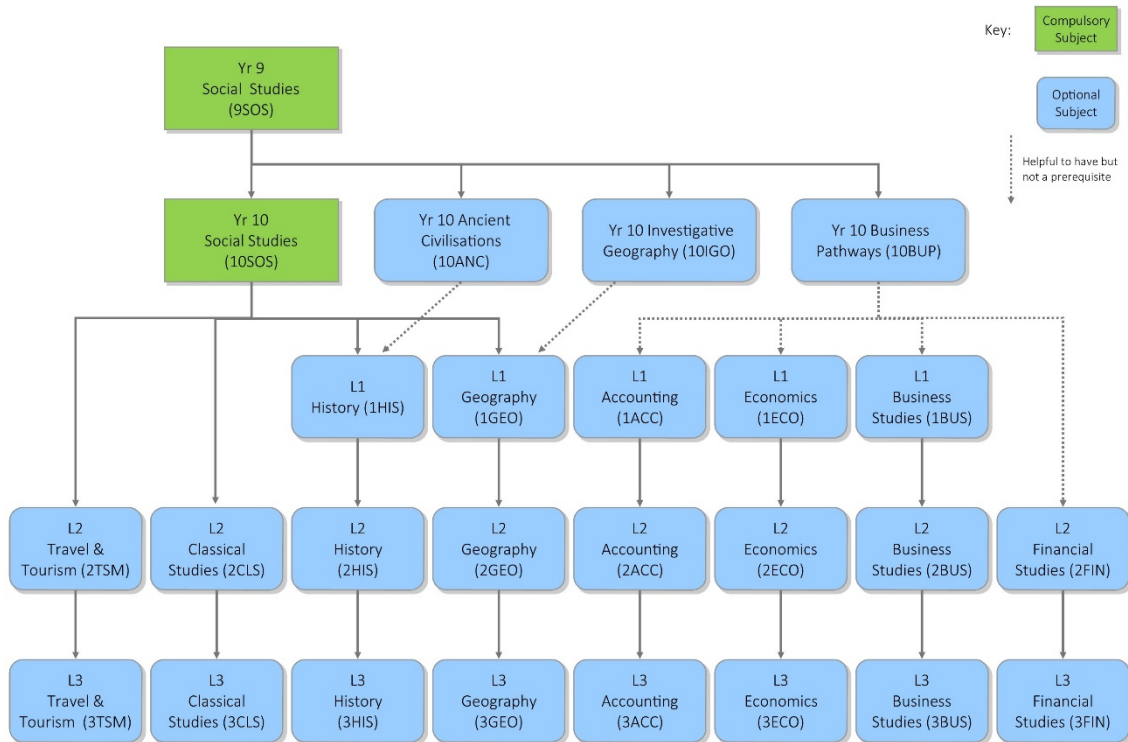
Key: Dashed lines refer to courses which are selected for the students by Mathematics staff

## SCIENCE FLOWCHART 2018



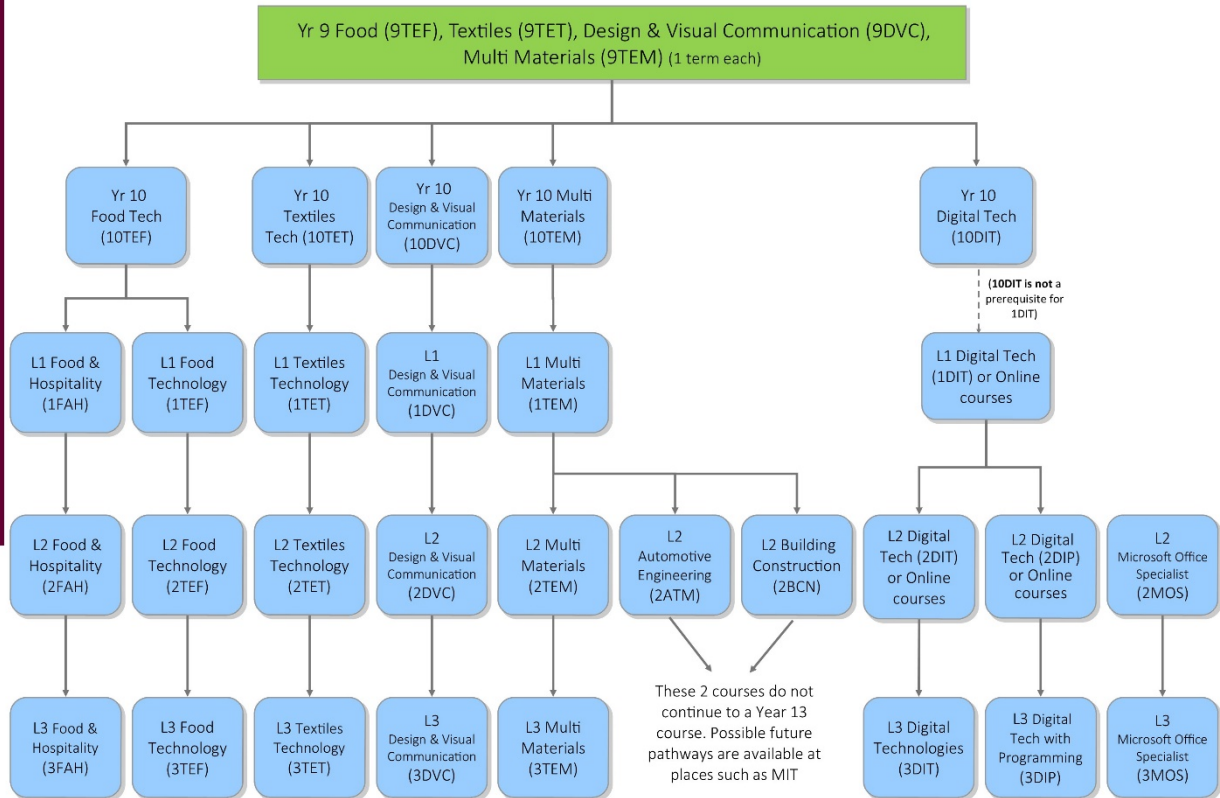
Key: Compulsory Subject Optional Subject  Main Pathway  Other Pathway  refer to a course which is selected for the students by Science staff

## SOCIAL SCIENCES FLOWCHART 2018



Key: Compulsory Subject Optional Subject  Helpful to have but not a prerequisite

## TECHNOLOGY FLOWCHART 2018



## VISUAL AND PERFORMING ARTS FLOWCHART 2018

