

2019►2020 Option Selections and Pathways

Family and Friends
Wednesday 14 August



Timeline

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(Y10-Y12 going to NCEA L1-3)

- **Term 2, Weeks 3-9** - Year 10 to 12 students work through a careers module in Tutor sessions in designated slots.
- **Term 3, Weeks 4 and 5 Tutor sessions (August 12-23)** Information about options (PowerPoint; Q and A)
- **Mon 26 August** – Year 10-13 Option selections for 2020 are completed in the BDSC web portal.

Help 4 students

➡ Tutor Sessions

➡ Careers module ➡

- Developing self-awareness (Year 9)
- Developing self-awareness and Exploring opportunities (Year 10)
- Reviewing options and making choices (Year 11)
- Planning and managing change and transitions (Year 12)
- Transitions (Year 13)

➡ Academic mentoring

➡ Option information – **August 12-23** time to go over the **option information** (PPTX)

➡ Careers advisor

➡ WHL, HOLA, SLT

➡ Careers Expo

Rationale



- Parents, Tutors and mentors help guide students to make **appropriate** option choices.
- Parents, Whanau tutors and leaders and HOLA are positive strong influences on students. Without guidance students make poor decisions
- Students need to access all information in order to be well informed and make good option and career choices.

Information



- PowerPoint summary of key ideas (for TM)
- Option booklets – on Office 365 and website
 - **One booklet** = advice and summaries of NCEA requirements
 - **Other booklets** = BDSC courses for each year level
- Tutor teacher(s) and Whanau Leaders
- Careers advisor and websites...
- Subject teachers
- HOLA / TICs
- Parents
- Senior students
- Visiting Tertiary institutions

Preparation

(Level 1-3 Option Information booklet)

➤ **BDSC requirements:**

- number of subjects, compulsory subjects (individual year level booklets p. 2)
- How to read option booklets (p. 4-5)
- Course structure / codes (p. 18-20)
- Guidance: choosing (pp. 5 and 21)

➤ **Understanding NCEA** – credits, literacy and numeracy, course endorsement, scholarship (pp.6-12)

➤ **Achievement standards** and/or **unit standards** courses (p. 7-9)

➤ **BDSC Pathways** – flow diagrams, planning (pp. 25-28);

➤ **Vocational Pathways** – pp. 22-23

➤ **Course exclusions**

i.e. 11TET/11TEM/11TEF, 11FAH/11TEF; 11ART/11DRT

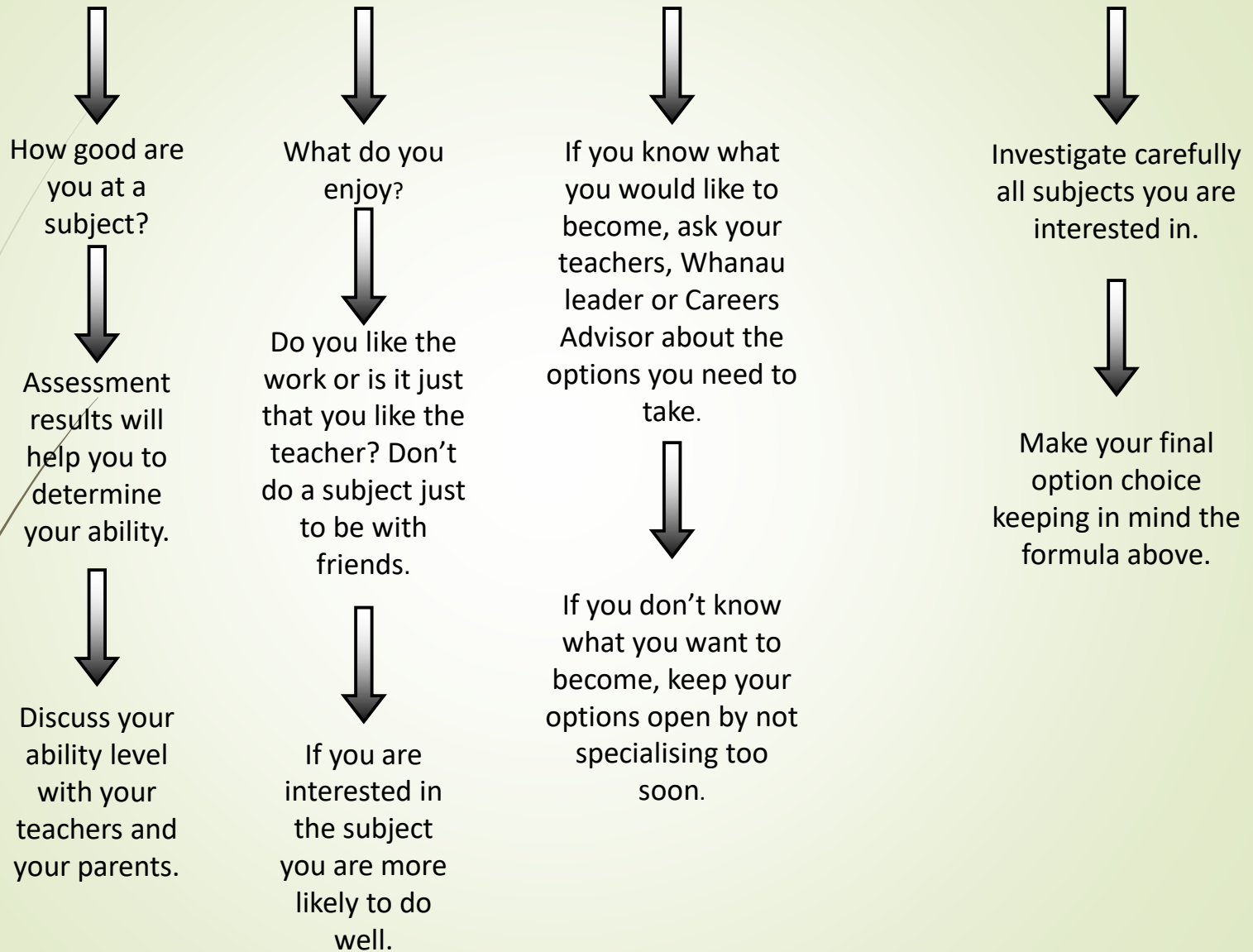
Recommended max of 2 from 1ECE/1HED/1PED/1OED
(p. 4 Level 1 Booklet)

➤ Compulsory subjects at BDSC...

| | Year 11 | Year 12 | Year 13 |
|-------------------|-----------------------------|-----------|-----------|
| Compulsory | ENGLISH MATHS SCIENCE | ENGLISH | Nil |
| Options | 3 OPTIONS | 5 OPTIONS | 5 OPTIONS |

Ability + Interest + Occupation = Option Choice

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Checking

- Have **course prerequisites** been met – both in terms of **current and previous grades** and previous subject knowledge required --- **PROVISIONAL**
- Are subject combinations allowed? (e.g. no exclusions like FAH/TEF, ART/DRT)
- **Ensure** that you have a course that enables you to get NCEA 1-3, UE, as appropriate.
- What is your likelihood of achieving the required number of credits given results in internals etc.

Key Changes for 2018

BDSC Subject Structure - 2018

| Learning Areas | Year 9 | Year 10 | Level 1 | Level 2 | Level 3 |
|---|--|--|--|--|---|
| English | English (9ENG) English Literacy Support (9ENA) | English (10ENG) English Literacy Support (10ENA) Media Studies (10MED) | English (1ENG) English - Alternative (1ENA) English - Extension (1ENE) Media Studies (1MED) | English (2ENG) English - Alternative (2ENA) English - Extension (2ENE) Media Studies (2MED) | English (3ENG) English Booster Course (3ENB-L2/3 AS) English—Extension (3ENE) Media Studies (3MED) |
| Health & Physical Education | Health & PE (9HPE) | Health & PE (10HPE) Outdoor Leadership (10ODL) Physical Education (10PED) | Health & PE (1HPE) Early Childhood Education (1ECE) Health Education (1HED) Outdoor Education (1OED) Physical Education (1PED) | Early Childhood Education (2ECE) Health Education (2HED) Outdoor Education (2OED) Outdoor Education Alternative (2ODA) Physical Education (2PED) Sports Leadership (2SPL) | Early Childhood Education (3ECE) Health Education (3HED) Outdoor Education (3OED) Physical Education (3PED) Sports Leadership (3SPL) |
| Languages | French (9FRE) Japanese (9JAP) | French (10FRE) Japanese (10JAP) Maori (10MAO) Spanish (10SPH) | French (1FRE) Japanese (1JAP) Maori (1MAO)* Spanish (1SPH) | Chinese (2CHI) French (2FRE) Japanese (2JAP) Maori (2MAO)* Spanish (2SPH) | Chinese (3CHI) French (3FRE) Japanese (3JAP) Maori (3MAO)* Spanish (3SPH) |
| Mathematics | Mathematics and Statistics (9MAT) Mathematics and Statistics - Alt (9MAA) | Mathematics and Stats (10MAT) Mathematics and Stats - Alt (10MAA) Mathematics and Stats - Ext (10MAX1) L1 standards for Y10 accelerated students | Mathematics and Statistics - Alt (1MAA) Mathematics and Statistics (1MAT) Maths. and Stats. - Numeracy (1MNU) Mathematics and Statistics - Ext (2MAX) for L1 accelerated students | Mathematics and Statistics - Alt (2MAA) Mathematics and Statistics (2MAT) Mathematics and Statistics - Ext (2MAE) Mathematics and Calculus - Ext (3MAX) for L2 accelerated students | Calculus (3MAC) Calculus - Alt (3MCA) Statistics and Probability (3SAP) Statistics and Probability - Alt (3SPA) Mathematics (3MAT) |
| Science | Science (9SCI) | Science (10SCI) Science—Ext (SCX1) L1 standards for Y10 accelerated students Electronics (10ELE) | Science - Core (1SCI) Science - Alternative (1SCA) Science - Supplementary Science (1SCS) Electronics (1ELE) | Biology (2BIA, 2BIO) Chemistry (2CHA, 2CHE) Electronics (2ELE) Physics (2PHY) | Biology (3BIA, 3BIO) Chemistry (3CHE) Electronics (3ELE) Physics (3PHY) |
| Social Sciences | Social Studies (9SOS) | Social Studies (10SOS) Ancient Civilisations (10ANC) Business Pathways (10BUP) Investigative Geography (10IGO) | Accounting (1ACC) Business Studies (1BUS) Economics (1ECO) Geography (1GEO) History (1HIS) | Accounting (2ACC) Business Studies (2BUS) Classical Studies (2CLS) Economics (2ECO) Financial Studies (2FIN) Geography (2GEO) History (2HIS) Travel and Tourism (2TSM) | Accounting (3ACC) Business Studies (3BUS) Classical Studies (3CLS) Economics (3ECO) Financial Studies (3FIN) Geography (3GEO) History (3HIS) Travel and Tourism (3TSM) |
| Technology | Design and Visual Com. (9DVC) Food Technology (9TEF) Multi Materials Technology (9TEM) Textiles Technology (9TET) | Design and Visual Com. (10DVC) Digital Technology (10DIT) Food Technology (10TEF) Multi Materials Technology (10TEM) Textiles Technology (10TET) | Digital Technology (1DIT) Design and Visual Com. (1DVC) Food and Hospitality (1FAH) Food Technology (1TEF) Multi Materials Technology (1TEM) Textiles Technology (1TET) | Automotive Engineering (2ATM) Building Construction (2BCN) Digital Technology - Programming (2DIP) Digital Technology (2DIT) Design and Visual Com. (2DVC) Food and Hospitality (2FAH) Food Technology (2TEF) Microsoft Office Specialist (2MOS) Multi Materials Technology (2TEM) Textiles Technology (2TET) | Digital Technology - Programming (3DIP) Digital Technology (3DIT) Design and Visual Com. (3DVC) Food and Hospitality (3FAH) Food Technology (3TEF) Microsoft Office Specialist (3MOS) Multi Materials Technology (3TEM) Textiles Technology (3TET) |
| The Arts | Dance (9DAN) Drama (9DRA) Music (9MUS) Visual Art (9ART) | Dance (10DAN) Digital Art (10DRT) Drama (10DRA) Music (10MUS) Visual Art (10ART) | Dance (1DAN) Digital Art (1DRT) Drama (1DRA) Music (1MUS) Visual Art (1ART) | Dance (2DAN) Drama (2DRA) Music (2MUS) Visual Art (2ART) Art History (2ARH) Design (2DES) Photography (2PHO) | Dance (3DAN) Drama (3DRA) Making Music (Practical) (3MUP) Music Studies (3MUS) Visual Art (3ART) Art History (3ARH) Design (3DES) Photography (3PHO) |
| Vocational & General Courses | | | Work and Community Studies (1WCS) | Careers Pathways (2CAP) | Careers Pathways (3CAP) |

Key Changes for 2019

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

Key Changes for 2020

| Learning Areas | Year 9 | Year 10 | Level 1 | Level 2 | Level 3 |
|---|---|--|---|---|---|
| English | English (9ENG) English Literacy Support (9ENA) English Language Support (9ELS) | English (10ENG) English Literacy Support (10ENA) Media Studies (10MED) English Language Support (10ELS) | English (1ENG) English - Alternative (1ENA) English - Literacy (1ENL) English - Extension (1ENE) Media Studies (1MED) English as an Additional Language (1ENS) English as an Additional Language (1ENP) | English (2ENG) English - Alternative (2ENA) English - Extension (2ENE) Media Studies (2MED) English as an Additional Language (2ENS) English as an Additional Language (2ENP) | English (3ENG) English Booster Course (3ENB- L2/3 AS) English - Extension (3ENE) Media Studies (3MED) English as an Additional Language (23ENP - L2 AS) |
| Health & Physical Education | Health & PE (9HPE) | Health & PE (10HPE) Outdoor Leadership (10ODL) Physical Education (10PED) | Active Wellbeing (1AWB) Early Childhood Education (1ECE) Health Education (1HED) Outdoor Education (1OED) Physical Education (1PED) | Early Childhood Education (2ECE) Health Education (2HED) Outdoor Education (2OED) Outdoor Education Alternative (2ODA) Physical Education (2PED) Sports Studies (2SPS) | Early Childhood Education (3ECE) Health Education (3HED) Outdoor Education (3OED) Physical Education (3PED) Sports Studies (3SPS) |
| Languages | French (9FRE) Japanese (9JAP) Maori (9MAO) | French (10FRE) Japanese (10JAP) Maori (10MAO) Spanish (10SPH) | French (1FRE) Japanese (1JAP) Maori (1MAO) Spanish (1SPH) | Chinese (2CHI) French (2FRE) Japanese (2JAP) Maori (2MAO) Spanish (2SPH) | Chinese (3CHI) French (3FRE) Japanese (3JAP) Maori (3MAO) Spanish (3SPH) |
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| Science | Science (9SCI) | Science (10SC) Science - Acc (1SCX) L1 standards for Y10 accelerated students Electronics (10ELE) | Science - Core (1SC) Science - Alternative (1SCA) Science - Supplementary Science (1SCS) | Biology (2BIO) Chemistry (2CHE) Physics (2PHY) | Biology (3BIO) Chemistry (3CHE) Physics (3PHY) |
| Social Sciences | Social Studies (9SOS) | Social Studies (10SOS) Ancient Civilisations (10ANC) Business Pathways (10BJP) Investigative Geography (10IGO) | Accounting (1ACC) Business Studies (1BUS) Economics (1ECO) Geography (1GEO) History (1HIS) | Accounting (2ACC) Business Studies (2BUS) Classical Studies (2CLS) Economics (2ECO) Financial Studies (2FIN) Geography (2GEO) History (2HIS) Psychology (2PSY) Travel and Tourism (2TSM) | Accounting (3ACC) Business Studies (3BUS) Classical Studies (3CLS) Economics (3ECO) Financial Studies (3FIN) Geography (3GEO) History (3HIS) Psychology (3PSY) Travel and Tourism (3TSM) |
| Technology | Design and Visual Com. (9DVC) Food Technology (9TEF) Materials Technology (9MTY) Digital Technology (9DIT) | Design and Visual Com. (10DVC) Digital Technology (10DIT) Food Technology (10TEF) Multi Materials Technology (10TEM) Textiles Technology (10TET) | Digital Technology (1DIT) Design and Visual Com. (1DVC) Food and Hospitality (1FAH) Food Technology (1TEF) Multi Materials Technology (1TEM) Textiles Technology (1TET) Trades Skills (1TSS) | Engineering Skills (2ESS) Building Skills (2BS) Digital Technology - Programming (2DIP) Digital Technology (2DIT) Design and Visual Com. (2DVC) Food and Hospitality (2FAH) Food Technology (2TEF) Multi Materials Technology (2TEM) Textiles Technology (2TET) | Digital Technology - Programming (3DIP) Digital Technology (3DIT) Design and Visual Com. (3DVC) Food and Hospitality (3FAH) Food Technology (3TEF) Multi Materials Technology (3TEM) Textiles Technology (3TET) |
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| Vocational & General Courses | | | Work and Community Studies (1WCS) | Careers Pathways (3CAP) Work and Community Studies (2WCS) | Careers Pathways (3CAP) |

How to achieve NCEA?

➡ Level 1

- ➡ 80 credits at level 1 including at least 10 literacy and 10 numeracy credits (details on next slide)

➡ Level 2

- ➡ 80 credits. At least 60 credits from level 2 and 20 from any other level (and L1 literacy and numeracy and L2 literacy requirements must be met)

➡ Level 3

- ➡ 80 credits. At least 60 credits from level 3 and 20 from level 2 or higher

Course Endorsements

- Merit/Excellence course endorsement = 14 or more credits at Merit/Excellence level.
- Minimum of 3 of the 14 credits must be from internally assessed standards **AND** 3 from externally assessed standards

Literacy and Numeracy – L1

- New literacy and numeracy requirements in full effect
- Students can meet new requirements by achieving any of a number of specified achievement standards in a wide range of subjects or by achieving a package of 3 literacy and 3 numeracy unit standards
- The eligible achievement standards are identified in the option booklet with an L or an N alongside each standard

Level 1 Literacy and Numeracy

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ENGLISH (ENG1)

COURSE INFORMATION

| | |
|-------------------------------|--------------------------------|
| Qualification and level: | NCEA Level 1 |
| Course Prerequisites: | Nil |
| Fieldwork: | Nil |
| Approximate Course Costs: | Nil |
| Course Leads to: | Level 2 English |
| Course Provider/Assessor: | Botany Downs Secondary College |
| Teacher in charge of subject: | Mrs Scott-Knight |
| HOLA in charge of subject: | Ms Logan |

COURSE OUTLINE

English is compulsory at Year 11. There are 4 different Level 1 English courses. Students will be placed into the appropriate course by the Head of English according to the students performance in Year 10 and teacher recommendation. Students do not choose this placement.

Most students will be placed into the English (ENG1) course. This is a course designed to develop the skills and understanding that students have gained from junior English. In English we hope to foster an appreciation and enjoyment of language. Students will be taught the skills needed to think critically and to communicate their ideas through their study of written and visual texts.

During the year students will study short, extended written and a visual text. They will develop their creative, formal and transactional writing skills as well as having the option to complete the speech assessment. The study that students complete will lead to internal assessments as they undertake their studies and three external assessments at the end of the year.

STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA
 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

VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway?" Please refer to page 5 in this book or pages 22 and 23 in the Level 1-3 Information Book for more information regarding Vocational Pathways.

| STANDARDS | | | | | VOCATIONAL PATHWAYS | | | | | | |
|---|--------------|---|----------|----------------------------|---------------------|-------------------------------|----------------------------|--------------------|--------------------|-----------------------------|---------------------|
| Number | Subject Ref | Title | Int/Ext | Credits | CODES | Construction & Infrastructure | Manufacturing & Technology | Primary Industries | Service Industries | Social & Community Services | Creative Industries |
| <i>NCEA Internal Achievement Standards/Unit Standards</i> | | | | | | | | | | | |
| AS90052 or AS90053 | English 1.4 | Produce creative writing | Internal | 3 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | English 1.5 | Produce formal writing | Internal | | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AS90852 | English 1.8 | Explain significant connections across texts | Internal | 4 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AS90856 | English 1.11 | Show understanding of visual/oral texts through close viewing/listening. | Internal | 3 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| <i>NCEA External Achievement Standards</i> | | | | | | | | | | | |
| AS90849 | English 1.1 | Show understanding of specified aspects of studied written text(s) using supporting evidence | External | 4 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AS90850 | English 1.2 | Show understanding of specified aspect(s) of studied visual or oral text(s) using supporting evidence | External | 4 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| AS90851 | English 1.3 | Show understanding of significant aspects of unfamiliar written texts through close reading, using supporting evidence. | External | 4 | L | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | | | | Possible Credits Available | 22 Credits | | | | | | |

Level 2 U.E. Literacy

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ENGLISH (ENG2)

COURSE INFORMATION

| | |
|-------------------------------|--|
| Qualification and level: | NCEA Level 2 |
| Course Prerequisites: | At least 12 credits from Level One English |
| Fieldwork: | NIL |
| Approximate Course Costs: | NIL |
| Course Leads to: | NCEA Level 3 English |
| Course Provider/Assessor: | Botany Downs Secondary College |
| Teacher in charge of subject: | Ms Logan |
| HOLA in charge of subject: | Ms Logan |

COURSE OUTLINE

English is compulsory at Year 12. There are 4 different Level 2 English courses. Students will be placed into the appropriate course by the Head of English according to the students performance in Year 11 and teacher recommendation. Students do not choose this placement.

Level 2 English builds on the skills developed in Level 1 English so that students will learn to analyse more complex texts. Students will also develop greater sophistication in using language (verbal and written) for purpose and effect.

For the external assessments students will study written and visual texts. They will develop their essay writing and close reading skills for the three standards assessed in the end of year exam.

For their internal assessments students will read and respond to a range of texts, construct and deliver a speech, and develop a writing portfolio.

Five of the six Achievement Standards offered in this course contribute to University Entrance Literacy requirements.

STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA
 Level 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

VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway?" Please refer to page 5 in this book or pages 22 and 23 in the Level 1-3 Information Book for more information regarding Vocational Pathways.

| | | | | | | | VOCATIONAL PATHWAYS | | | | | | |
|--|-------------|--|----------|---------|-------|--|-------------------------------|----------------------------|--------------------|--------------------|-----------------------------|---------------------|--|
| STANDARDS | | | | | | | Construction & Infrastructure | Manufacturing & Technology | Primary Industries | Service Industries | Social & Community Services | Creative Industries | |
| Number | Subject Ref | Title | Int/Ext | Credits | CODES | | | | | | | | |
| NCEA Internal Achievement Standards/Unit Standards | | | | | | | | | | | | | |
| AS91101 | English 2.4 | Produce a selection of crafted and controlled writing | Internal | 6 | W | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| AS91104 | English 2.9 | Form developed personal responses to independently read texts, supported by evidence | Internal | 4 | R | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| AS91102 | English 2.5 | Construct and deliver a crafted and controlled oral text | Internal | 3 | | | ✓ | | ✓ | ✓ | ✓ | ✓ | |
| NCEA External Achievement Standards | | | | | | | | | | | | | |
| AS91098 | English 2.1 | Analyse specified aspect(s) of studied written texts | External | 4 | R/W | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| AS91099 | English 2.2 | Analyse specified aspect(s) of studied visual/oral texts | External | 4 | W | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| AS91100 | English 2.3 | Analyse significant aspects of unfamiliar written texts through close reading | External | 4 | R/W | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Possible Credits Available | | | | | | | 25 Credits | | | | | | |
| Total recommended ✓ credits | | | | | | | 25 | 18 | 25 | 25 | 25 | 25 | |
| Total sector related ✓✓ credits | | | | | | | | | | | | | |



Level 2 Assessment Standards for U.E. Literacy

Level 2 Assessment Standards that Contribute to University Entrance Literacy Requirements (Updated 2019).

KEY: IN=Internally assessed standard, EX- Externally assessed standard, Y=Yes, meets UE Literacy requirement for Level 2

Reading or Writing, N=No, does not meet the UE Literacy requirement for Level 2 Reading or Writing.

| BDSC Course | ID | Subject reference | Cr | Int/ | Reading | Writing |
|-------------------|-------|-----------------------|----|------|---------|---------|
| Art History | 91180 | Art History 2.1 | 4 | EX | N | Y |
| | 91181 | Art History 2.2 | 4 | EX | N | Y |
| | 91182 | Art History 2.3 | 4 | EX | N | Y |
| | 91184 | Art History 2.5 | 4 | IN | Y | N |
| Classical Studies | 91200 | Classical Studies 2.1 | 4 | EX | Y | Y |
| | 91202 | Classical Studies 2.3 | 4 | IN | Y | N |
| | 91203 | Classical Studies 2.4 | 6 | EX | Y | Y |
| | 91204 | Classical Studies 2.5 | 6 | IN | Y | N |
| Drama | 91213 | Drama 2.1 | 4 | IN | Y | N |
| | 91215 | Drama 2.3 | 4 | EX | Y | Y |
| | 91216 | Drama 2.4 | 4 | IN | Y | N |
| | 91217 | Drama 2.5 | 4 | IN | Y | N |
| | 91218 | Drama 2.6 | 5 | IN | Y | N |
| | 91219 | Drama 2.7 | 4 | EX | N | Y |
| | 91220 | Drama 2.8 | 4 | IN | N | Y |
| | 91221 | Drama 2.9 | 4 | IN | Y | N |
| Economics | 91222 | Economics 2.1 | 4 | EX | N | Y |
| | 91223 | Economics 2.2 | 4 | EX | N | Y |
| | 91227 | Economics 2.6 | 6 | IN | Y | N |
| | 91228 | Economics 2.7 | 4 | IN | Y | N |

| BDSC Course | ID | Subject reference | Cr | Int/Ext | Reading | Writing |
|---------------|-------|-------------------|----|---------|---------|---------|
| English | 91098 | English 2.1 | 4 | EX | Y | Y |
| | 91099 | English 2.2 | 4 | EX | N | Y |
| | 91100 | English 2.3 | 4 | EX | Y | Y |
| | 91101 | English 2.4 | 6 | IN | N | Y |
| | 91105 | English 2.8 | 4 | IN | Y | N |
| | 91106 | English 2.9 | 4 | IN | Y | N |
| Geography | 91240 | Geography 2.1 | 4 | EX | Y | Y |
| | 91242 | Geography 2.3 | 4 | EX | Y | Y |
| History | 91229 | History 2.1 | 4 | IN | Y | N |
| | 91230 | History 2.2 | 5 | IN | Y | N |
| | 91231 | History 2.3 | 4 | EX | Y | Y |
| | 91233 | History 2.5 | 5 | EX | Y | Y |
| Media Studies | 91251 | Media Studies 2.4 | 4 | EX | Y | Y |
| Psychology | 91844 | Psychology 2.1 | 6 | IN | Y | N |
| | 91845 | Psychology 2.2 | 3 | IN | Y | N |
| | 91846 | Psychology 2.3 | 5 | IN | Y | N |
| | 91847 | Psychology 2.4 | 6 | IN | Y | N |
| | 91848 | Psychology 2.5 | 3 | IN | Y | N |
| Reo Māori | 91286 | Te Reo Māori 2.3 | 6 | EX | Y | N |
| | 91287 | Te Reo Māori 2.4 | 6 | IN | N | Y |
| | 91288 | Te Reo Māori 2.5 | 6 | IN | N | Y |



Level 3 Assessment Standards for U.E. Literacy

| BDSC Course | ID | Subject reference | Cr | Int/ Ext | Reading | Writing |
|--------------------------------|-------|---------------------------|----|-------------|---------|---------|
| L3 Accounting | 91407 | Accounting 3.4 | 5 | IN | Y | Y |
| L3 Art History | 91482 | Art History 3.1 | 4 | EX | Y | Y |
| | 91483 | Art History 3.2 | 4 | EX | Y | Y |
| | 91484 | Art History 3.3 | 4 | EX | Y | Y |
| | 91485 | Art History 3.4 | 4 | IN | Y | N |
| | 91486 | Art History 3.5 | 4 | IN | Y | N |
| | 91487 | Art History 3.6 | 4 | IN | Y | N |
| | 91602 | Biology 3.2 | 3 | IN | Y | Y |
| L3 Biology | 91603 | Biology 3.3 | 5 | EX | Y | Y |
| | 91604 | Biology 3.4 | 3 | IN | Y | N |
| | 91605 | Biology 3.5 | 4 | EX | Y | Y |
| | 91606 | Biology 3.6 | 4 | EX | Y | Y |
| L3 Business Studies | 91379 | Business Studies 3.1 | 4 | EX | Y | Y |
| | 91380 | Business Studies 3.2 | 4 | EX | Y | Y |
| | 91382 | Business Studies 3.4 | 6 | IN | Y | N |
| | 91383 | Business Studies 3.5 | 3 | IN | Y | N |
| | 91385 | Business Studies 3.7 | 3 | IN | Y | N |
| L3 Classical Studies | 91394 | Classical Studies 3.1 | 4 | EX | Y | Y |
| | 91396 | Classical Studies 3.3 | 6 | EX | Y | Y |
| | 91397 | Classical Studies 3.4 | 6 | IN | Y | N |
| | 91398 | Classical Studies 3.5 | 6 | IN | Y | N |
| L3 Dance | 91594 | Dance 3.7 | 4 | EX | N | Y |
| L3 Digital Technologies | 91632 | Digital Technologies 3.40 | 4 | EX | Y | Y |
| | 91636 | Digital Technologies 3.44 | 4 | EX | Y | Y |
| L3 Drama | 91512 | Drama 3.1 | 4 | IN | Y | N |
| | 91514 | Drama 3.3 | 4 | EX | Y | Y |
| | 91515 | Drama 3.4 | 4 | IN | Y | N |
| | 91516 | Drama 3.5 | 4 | IN | Y | N |
| | 91517 | Drama 3.6 | 5 | IN | Y | N |
| | 91518 | Drama 3.7 | 4 | EX | N | Y |
| | 91519 | Drama 3.8 | 5 | IN | N | Y |
| | 91520 | Drama 3.9 | 5 | IN | Y | N |
| | 91400 | Economics 3.2 | 4 | EX | Y | Y |
| L3 Economics | 91401 | Economics 3.3 | 5 | IN | Y | N |
| | 91402 | Economics 3.4 | 5 | IN | Y | N |
| | 91403 | Economics 3.5 | 6 | EX | Y | Y |

| BDSC Course | ID | Subject reference | Cr | Int/ Ext | Reading | Writing |
|------------------------------|-------|---------------------------------|----|-------------|---------|---------|
| L3 English | 91472 | English 3.1 | 4 | EX | Y | Y |
| | 91473 | English 3.2 | 4 | EX | N | Y |
| | 91474 | English 3.3 | 4 | EX | Y | Y |
| | 91475 | English 3.4 | 6 | IN | N | Y |
| | 91479 | English 3.8 | 4 | IN | Y | N |
| | 91426 | Geography 3.1 | 4 | EX | Y | Y |
| L3 Geography | 91427 | Geography 3.2 | 4 | EX | Y | Y |
| | 91429 | Geography 3.4 | 4 | EX | Y | Y |
| | 91431 | Geography 3.6 | 3 | IN | Y | N |
| | 91461 | Health 3.1 | 5 | IN | Y | N |
| L3 Health Education | 91462 | Health 3.2 | 5 | EX | Y | Y |
| | 91463 | Health 3.3 | 5 | IN | Y | N |
| | 91464 | Health 3.4 | 4 | IN | Y | N |
| L3 History | 91434 | History 3.1 | 5 | IN | Y | N |
| | 91435 | History 3.2 | 5 | IN | Y | N |
| | 91436 | History 3.3 | 4 | EX | Y | Y |
| | 91438 | History 3.5 | 6 | EX | Y | Y |
| L3 Statistics | 91584 | Mathematics and Statistics 3.12 | 4 | EX | N | Y |
| L3 Media Studies | 91493 | Media Studies 3.4 | 3 | EX | Y | Y |
| L3 Physical Education | 91502 | Physical Education 3.5 | 4 | IN | Y | N |
| L3 Psychology | 91872 | Psychology 3.1 | 6 | IN | Y | N |
| | 91873 | Psychology 3.2 | 3 | IN | Y | N |
| | 91874 | Psychology 3.3 | 6 | IN | Y | N |
| | 91875 | Psychology 3.4 | 4 | IN | Y | N |
| | 91876 | Psychology 3.5 | 3 | EX | Y | Y |
| L3 Reo Māori | 91652 | Te Reo Māori 3.3 | 6 | EX | Y | N |
| | 91653 | Te Reo Māori 3.4 | 6 | EX | N | Y |
| | 91654 | Te Reo Māori 3.5 | 6 | IN | N | Y |

Level 3 Assessment Standards that Contribute to University Entrance Literacy Requirements (Updated 2019).

KEY: IN=Internally assessed standard, EX- Externally assessed standard, Y=Yes, meets UE Literacy requirement for Level 2

Reading or Writing, N=No, does not meet the UE Literacy requirement for Level 2 Reading or Writing.

Level 2 Vocational Pathways

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BUILDING SKILLS (2BSS)

COURSE INFORMATION

| | |
|-------------------------------|---|
| Qualification and level: | NCEA Level 2 |
| Course Prerequisites: | This course is designed for only those students who are certain that they will be pursuing a building career. All students are interviewed for course placement by the HOLA and TIC. |
| Fieldwork: | Students will attend MIT Trades Academy every FRIDAY |
| Course Contributions: | Take home component \$40 |
| Course Leads to: | Building Course at MIT or alternative provider |
| Course Provider/Assessor: | BCITO, MIT |
| Teacher in charge of subject: | Mr Achary Ms Stewart - Vocational Pathways Manager |
| HOLA in charge of subject: | Mr Achary |

COURSE OUTLINE

This course is aimed at students who would like to pursue a career in the building industry. It creates a pathway for students to courses available at MIT. The project provides opportunity for a rich, authentic learning experience for students. Students have the opportunity to plan, sketch, draw, determine quantities, construct and monitor construction. Students will engage in practical building skills as well as researching products and regulations online, planning the building process and studying the building industry. Part of this course will be conducted at Manukau Institute of Technology and students will become part of the TRADES ACADEMY, and will attend MIT EVERY FRIDAY. They will be expected to catch up with lessons missed. All costs associated with attending the Trades Academy will be met by the school.

Maximum numbers in each of these classes will be 20 due to the practical nature of this course and constraints imposed by MIT.

Please note students can NOT take both Engineering Skills (2ESS) and Building Skills (2BSS).

If students are successful in all of the below Standards, and attain one Standard in English, they will be offered one additional standard to complete the 'National Certificate In Building, Construction and Allied Trades Skills Level 2'.

Note: the MIT programme which BDSC elects for the following year is dependent on course availability. It is liable to change, if required.

STANDARDS

Standards for this course will be selected from those listed below and are at the discretion of the HOLA
Level 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

VOCATIONAL PATHWAYS

Vocational Pathway information helps with future career planning. Each Standard has been aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway?" Please refer to page 5 in this book or pages 24 and 25 in the Level 1-3 Information Book for more information regarding Vocational Pathways.

| STANDARDS | | | | | | VOCATIONAL PATHWAYS | | | | | | |
|--|-------------|--|---------|----------------------------|-------|-------------------------------|----------------------------|--------------------------|--------------------------|--------------------|-----------------------------|---------------------|
| Number | Subject Ref | Title | Int/Ext | Credits | CODES | Construction & Infrastructure | Manufacturing & Technology | Health & Social Services | Engineering & Industries | Service Industries | Social & Community Services | Creative Industries |
| NCEA Internal Unit Standards Taught and Assessed at BDSC | | | | | | | | | | | | |
| US12932 | Building | Construct timber garden furniture and items of basic construction equipment as a basic BCATS project | Int | 8 | | ✓✓ | | | | | | |
| US24358 | Building | Plan and monitor the construction of a BCATS project and quality check the product | Int | 2 | | ✓✓ | | | | | | |
| US24350 | Building | Identify, select, use and maintain portable power tools for BCATS projects | Int | 6 | | ✓✓ | | | | | | |
| NCEA Internal Unit Standards Taught and Assessed at MIT | | | | | | | | | | | | |
| US12927 | Building | Identify, select, maintain and use hand tools for BCATS projects | Int | 6 | | ✓✓ | | | | | | |
| US24354 | Building | Demonstrate knowledge of and apply safe working practices in a BCATS workplace | Int | 4 | | ✓✓ | | | | | | |
| US24360 | Building | Demonstrate knowledge of timber and other construction materials used in a BCATS projects | Int | 5 | | ✓✓ | | | ✓ | | | |
| US12935 | Building | Construct a spaced residential timber deck up to one metre high as a BCATS project | Int | 8 | | ✓✓ | | | | | | |
| US12939 | Building | Construct basic edge retaining walls as a BCATS project | Int | 4 | | ✓✓ | | | | | | |
| | | | | Possible Credits Available | | 43Credits | | | | | | |
| | | | | | | Total recommended credits | | 5 | | | | |
| | | | | | | Total sector related credits | | 43 | | | | |

UE Literacy – Quick list

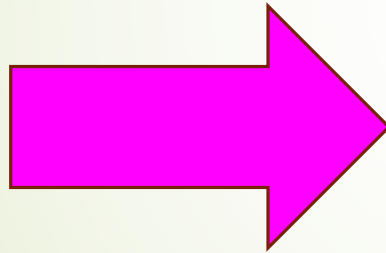
Check Achievement Standards for details (R/W)

| Level 2 | Level 3 |
|--|--|
| <p>English</p> <p>Art History Classical studies Drama Economics Geography History Home Economics Media Studies Maths & Statistics (2.11) Psychology Te Reo Maori or Rangatira</p> <p><u>Auckland University requirements</u></p> | <p>English</p> <p>Accounting Ag/Hort Art History Biology Business Chemistry Classical studies Dance Digital Tech Drama Earth & Space Science</p> <p>English for Academic Purposes (22750, 22751)</p> <p>Economics Technology (generic) Geography Health History Home Economics Latin (3.4, 3.5) Maths & Statistics 3.10 Physical Ed (3.5, 3.8) Physics (3.7) Psychology Social Studies Te Reo Maori or Rangatira</p> |

Scenario 1 – Year 10 student going to Year 11



| 2019 Year 10 |
|-----------------|
| 10ENG |
| 10MAT |
| 10SCI |
| 10SOS |
| 10HPE |
| 10ART |
| 10IGO |
| 10DVC |



| 2020 Year 11 |
|-----------------|
| 1ENG |
| 1MAT |
| 1SCI |
| 1TEF |
| 1FAH |
| 1FRE |

What advice
should the
Whanau tutor
give to this
student about
his option
choices?

Scenario 2 – Year 11 student going to Year 12



**2019
Year 11**

1ENG

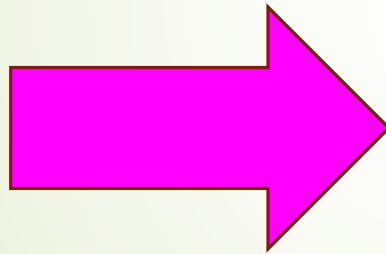
1MAA

1SCA

1GEO

1TET

1PED



**2020
Year 12**

2ENG

2MAT

2CHE

2PHY

2GEO

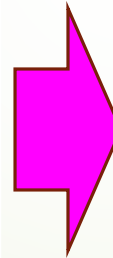
2DIT

What advice should the Whanau tutor give to this student about his option choices?

Scenario 1 – Year 12 student going to Year 13



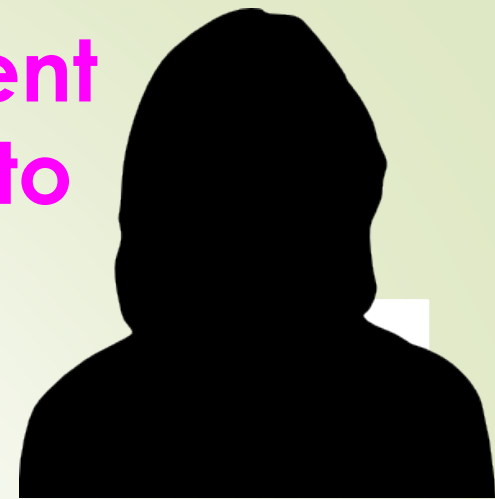
| 2019 Level 2 | Credits A/S U/S |
|-----------------|--------------------|
| 2ENG | 3 – A/S |
| 2ESS | 22 – U/S |
| 2GEO | 10 – A/S |
| 2TEM | 4 – A/S |
| 2MAT | 6 – A/S |
| 2TSM | 19 – U/S |
| + 20 | 20 |
| TOTAL | 84 credits |



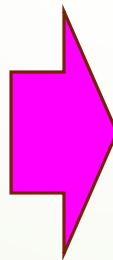
| 2020 Level 3 |
|-----------------|
| 3ENG |
| 3GEO |
| 3TEM |
| 3SAP |
| 3TSM |

What advice
should the
Whanau
tutor give to
this student
about her
option
choices?

Scenario 2 – Year 12 student going to Year 13 – wants to be an Engineer



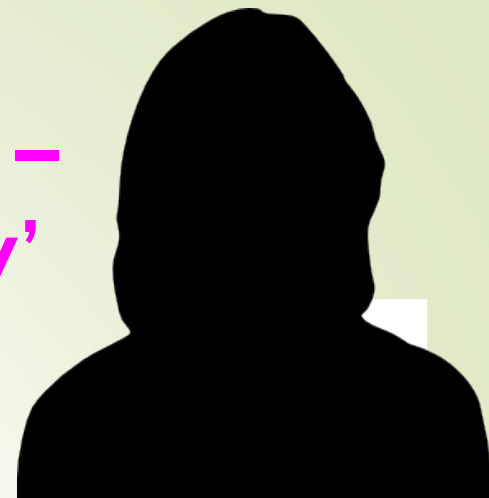
| 2019 Level 2 | Credits A/S U/S |
|-----------------|--------------------|
| 2ENG | 16 – A/S |
| 2MAT | 22 – A/S |
| 2GEO | 14 – A/S |
| 2CHE | 18 – A/S |
| 2BIO | 20 – A/S |
| 2DIT | 19 – A/S |
| + 20 | 20 |
| TOTAL | 84 credits |



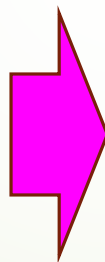
| 2020 Level 3 |
|-----------------|
| 3CHE |
| 3GEO |
| 3BIO |
| 3SAP |
| 3DIT |

What advice should the Whanau tutor give to this student about her option choices?

Scenario 3 – Year 12 student going to Year 13 – wants to ‘go to university’



| 2019 Level 2 | Credits A/S U/S |
|-----------------|--------------------|
| 2ENG | 4 – A/S |
| 2MAT | 22 – A/S |
| 2GEO | 14 – A/S |
| 2CHE | 18 – A/S |
| 2BIO | 20 – A/S |
| 2SPL | 19 – U/S |
| + 20 | 20 |
| TOTAL | 84 credits |



| 2020 Level 3 |
|-----------------|
| 3CHE |
| 3GEO |
| 3BIO |
| 3SST |
| 3TSM |

What advice should the Whanau tutor give to this student about her option choices?





It's a balancing act

- Subject pre-requisites and pathways
- Requirement to have a full course
- Poor decisions now can lead to changes and disruption and poor outcomes later
- Your well-being and future direction – holistic view
- Need to rectify previous poor decisions without overly disadvantaging you
- Providing opportunities rather than barriers
- Being realistic versus optimistic



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Course Overview - Levels 1 - 3

| CODE | COURSE | Unit Standards | Achievement Standards | Year 11 - L1 | Year 12 – L2 | Year 13 – L3 | Tertiary |
|------------|--------------------|---|---|-----------------------|----------------------|----------------------|----------|
| CLS | Classical Studies | |  | | Int. - 10 Ext.-14 | Int. - 12 Ext.-14 | U |
| GEO | Geography | |  | Int. - 13 Ext. - 8 | Int. - 15 Ext.- 8 | Int. - 14 Ext.-12 | U |
| HIS | History | |  | Int. - 8 Ext.-12 | Int. - 9 Ext.-14 | Int. - 10 Ext.-10 | U |
| TSM | Travel and Tourism |  | | | Int. - 24 | Int. - 24 | P/U |

L1 – NCEA Level 1, L2 – NCEA Level 2, L3 – NCEA Level 3, U – University, P – Polytechnic
 Int. – Internally assessed credits available, Ext. – externally assessed credits available

Entry requirements

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| Subject | Level 1 | Level 2 | Level 3 |
|--------------------|------------|---|--|
| Classical Studies | | 12 credits in Level 1 History or English AS including at least 1 of (AS91005, AS90851, AS90052 or AS90053) | 12 credits in Level 2 Classical Studies, L2 History or L2 English (spec stds req) |
| Geography | Open entry | 14 credits in Level 1 Geography, L1 English (A/S only), or L1 History | 12 credits in Level 2 Geography, L2 English (A/S only), or L2 History or L2 Classical Studies |
| History | Open entry | 12 credits in Level 1 History, Geography or L1 English A/S (at least <u>one</u> of AS 91005, 90851, 90052, 90053) | 12 credits in Level 2 History or L2 CLS or L2 GEO or L2 English A/S (at least <u>one</u> of AS91233, AS91234, AS91098, AS91100, AS91101) |
| Travel and Tourism | | 75 credits at Level 1 including 12 credits in English and 10 credits in Numeracy | 60 credits at Level 2 including 10 credits in L2 English (5 reading and 5 writing credits) |



University Entrance Requirements

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For entry into university in 2018 students will need:

- NCEA Level 3 (60 credits)
- 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**, 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).

UE requirements

At least **60+**
credits at
Level 3

+ 20 Credits at
Level 2 or
more

Plus: a minimum
of **10** credits at
Level 2 or above
in **English or Te
Reo Maori** (5 in
reading and 5
in writing)

At least 14 credits
at Level 3 from
THREE Approved
Subjects (=42 cr)

The remaining L3
credits can from
outside the
approved subject
list

(60 – 42 = 28 cr)

L1 Numeracy

At least of **10**
credits at **Level
1** or above in
Mathematics

Auckland University requirements

- From 2016 introduction of a new entrance requirement for domestic students called the Academic English Language Requirement
- All students studying at Auckland University will need to achieve a minimum of 17 credits in NCEA English at Level 2 or 3 or complete a course in Academic English at stage 1

Approved Subjects

| | | |
|------------------------------|--------------------------|----------------------|
| Accounting | German | Science |
| Agriculture & Horticulture | Health Education | Statistics |
| Biology | History | Sculpture (Prac Art) |
| Business Studies | History of Art | Spanish |
| Calculus | Home Economics | Social Studies |
| Chemistry | Indonesian | Technology |
| Chinese | Japanese | Te Reo Rangatira |
| Classical Studies | Korean | Te Reo Māori |
| Construction Technologies | Latin | Tongan |
| Cook Islands Māori | Mathematics | |
| Dance | Media Studies | |
| Design (Practical Art) | Music Studies | |
| Design & Visual Comm. | Painting (Practical Art) | |
| Digital Technologies | Photography (Prac Art) | |
| Drama | Physical Education | |
| Earth and Space Science | Physics | |
| Economics | Printmaking (Prac Art) | |
| Education for Sustainability | Processing Technology | |
| English | Psychology | |
| French | Religious Studies | |
| Geography | Samoan | |

Table A and Table B subjects

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| 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 ** 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 | |

School leaver admission requirements

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1. To be admitted for a Degree Course at a University or a University of Technology, school leavers must have a *University Entrance* qualification based on NCEA.

Note: This does not guarantee entrance.

2. You must also meet the admission requirements for the programme(s) you wish to apply for, such as required subjects, a portfolio or audition.

AUCKLAND UNIVERSITY

- Applicants for all undergraduate Degree programmes will be **ranked**.

Do your best in your school subjects.
Competition is high.

- The following table for NCEA show how rank scores are calculated for The University of Auckland's undergraduate programmes.

How Ranking works

- best 80 credits at Level 3 or higher over a maximum of five approved subjects,
- Students expecting to attend university are advised to take **achievement standards**.
- **four points for Excellence, three for Merit and two for Achieved** for up to 24 credits in each approved subject taken at Level 3 in the **last two years**. The maximum available score is 320.

Example of Rank Score calculation

| Subject | Standard type | Results | Calculate | Rank score |
|---------------------------|----------------------|--|---|------------|
| Economics | Achievement | 6 Achieved | Not counted | Nil* |
| English | Achievement | 6 Excellence 6 Merit 16 Achieved** | 6x4 points 6x3 points 12x2 points | 66** |
| History | Achievement | 8 Excellence 10 Achieved | 8x4 points 10x2 points | 52 |
| Mathematics with Calculus | Achievement | 4 Excellence 3 Merit 8 Achieved*** | 4x4 points 3x3 points | 25 |
| Physics | Achievement | 24 Merit | 24x3 points | 72 |
| Statistics and Modelling | Achievement and Unit | 7 Merit 10 Achieved*** | 7x3 points | 21 |
| Rank score | | | | 236 |

* Only five subjects are included in the calculation.

** Maximum 24 credits per subject. Any points above this limit are excluded.

*** Not included as only best 80 credits used in calculation of rank score.

Auckland University–2020 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.

Auckland University–2020 Programme Rank score, subject and credit requirements

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 a written statement.

Bachelor of Health Sciences (BHSc) Rank Score - 250

With a minimum of 18 credits in one subject from Table A and a minimum 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.

Auckland University–2020 Programme Rank score, subject and credit requirements

Bachelor of Music (BMus) Rank Score – 150

Classical Performance

Jazz Performance and Popular Music

Composition major

Musicology majors

Subject to the qualitative evaluation of a CV, music certificates, referees' report and in the case of Classical Performance, Jazz Performance and Popular Music majors, an audition. Composition major will be required to submit for qualitative evaluation a portfolio of 2 or 3 compositions.

Bachelor of Nursing (BNurs) Rank Score - 230

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

Bachelor of Physical Education (BSportHPE) Rank Score - 150

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.

Auckland University–2020 Programme Rank score, subject and credit requirements

Bachelor of Science (BSc)

Biomedical Science (Rank Score – 280)

Food Science and Nutrition (Rank Score – 200)

Exercise Sciences (Rank Score – 180)

Bachelor of Social Work (BSW) Rank Score - 150

Subject to a satisfactory interview, police check, and referees' reports.

Bachelor of Urban Planning (Honours)

(BUrbPlan(Hons)) Rank Score - 230

Subject to the qualitative evaluation of a written report.

English Rich Subjects (ERS)

| Level 1 | Level 2 | Level 3 |
|---------|----------------------|----------------------|
| | Art History | Art History |
| English | English | English |
| | Geography | Geography |
| | History | History |
| | Classical Studies | Classical Studies |

Some important needs

- Education – English/ Maths
- Law – English Rich Subjects, non specific
- Engineering – Physics/ Maths with Calculus
- Health Sciences – Stats/2 out of 3 sciences/ 1 English Rich Subject
- Biological Sciences – Stats/Biology/Chemistry
- Nursing – Min 1 of
Biology/Chem/Physics/Science/Maths Plus 1 ERS
- Physical Sciences – Calculus/Physics/Chemistry
- Architecture – Design or Painting or Graphics plus 1 English Rich Subject
- Business – English/ Maths – non specific

BUT I DON'T WANT TO GO TO UNIVERSITY!

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What else is there?

OPTIONS

- The World of Work – Prepare your CV – Application – Interview – Referees
- Institute of Technology (Certificate or Diploma) – Apply – Enrol . There will be pre requisites, e.g. Level 2
- Apprenticeships – Gain a position with a Tradesman – Apply for an Apprenticeship
- The Armed Services – Age – Application – Pre –Requisites – CV – Referees
- Sit on the couch

Tertiary Education

Polytechnics or Institutes of technology

- Practical – less theory
- National certificates, national diplomas, degrees and postgraduate diplomas.
- Aim to connect you as a student with the industry and teach you relevant skills and knowledge.
- Encourage students to choose best for them e.g. if you learn best by 'doing', then an Institute of Technology may be best.
- If theoretical/ lecture style - University

Vocational Pathways

46

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 at this website: <http://youthguarantee.net.nz/vocational-pathways/>

The Vocational Pathways provide a framework to achieve NCEA Level 2 or equivalent, recognised as the passport to success to further study and employment.

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

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



BUILDING SKILLS (2BSS)

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



aligned to a potential Pathway, reflected by a tick in the relevant column of the table. "What is your pathway?" Please refer to page 5 in this book or pages 24 and 25 in the Level 1-3 Information Book for more information regarding Vocational Pathways.

VOCATIONAL PATHWAYS

| STANDARDS | | | | | | | | | | | | |
|---|-------------|--|---------|---------|-------|--|--|----------------------------|--------------------|---------------------|-----------------------------|---------------------|
| Number | Subject Ref | Title | Int/Ext | Credits | CODES | | Construction & Infrastructure | Manufacturing & Technology | Primary Industries | Services Industries | Social & Community Services | Creative Industries |
| <i>NCEA Internal Unit Standards Taught and Assessed at BDSC</i> | | | | | | | | | | | | |
| US12932 | Building | Construct timber garden furniture and items of basic construction equipment as a basic BCATS project | Int | 8 | | | ✓✓ | | | | | |
| US24358 | Building | Plan and monitor the construction of a BCATS project and quality check the product | Int | 2 | | | ✓✓ | | | | | |
| US24350 | Building | Identify, select, use and maintain portable power tools for BCATS projects | Int | 6 | | | ✓✓ | | | | | |
| <i>NCEA Internal Unit Standards Taught and Assessed at MIT</i> | | | | | | | | | | | | |
| US12927 | Building | Identify, select, maintain and use hand tools for BCATS projects | Int | 6 | | | ✓✓ | | | | | |
| US24354 | Building | Demonstrate knowledge of and apply safe working practices in a BCATS workplace | Int | 4 | | | ✓✓ | | | | | |
| US24360 | Building | Demonstrate knowledge of timber and other construction materials used in a BCATS projects | Int | 5 | | | ✓✓ | | ✓ | | | |
| US12935 | Building | Construct a spaced residential timber deck up to one metre high as a BCATS project | Int | 8 | | | ✓✓ | | | | | |
| US12939 | Building | Construct basic edge retaining walls as a BCATS project | Int | 4 | | | ✓✓ | | | | | |
| <i>Possible Credits Available</i> | | | | | | | 43 Credits | | | | | |
| | | | | | | | | | 5 | | | |
| | | | | | | | <i>Total recommended ✓ credits</i> | | | | | |
| | | | | | | | <i>Total sector related ✓✓ credits</i> | | | | | |
| | | | | | | | 43 | | | | | |

Vocational Pathways

NCEA Level 2
80 credits

Vocational
Pathways Award
60 Level 2 credits from
the recommended
pathway(s)

Of which
20 credits
must be sector
related
standards

- www.careers.govt.nz can help you start thinking or planning what you want to do now and in the future.
- www.youthguarantee.net.nz
 - Build a vocational profile to plan what you want to achieve and how to get there.
 - “learning-to-earning journey”
 - How vocational profile, interests, aspirations and achievements match up to a wide range of work and study possibilities
 - identify the jobs under each pathway.
- <http://youthguarantee.net.nz/vocational-pathways/>

LEVEL CODES

- Subject codes indicate the NCEA level the course is targeted at

2ART

2BUS

STANDARD CODES - ALTERNATIVE

1SCA is Science -
Alternative

2ODA is Outdoor Ed -
Alternative

STANDARD CODES - EXTENDED

2MA**E** is Maths - **E**xtended

3EN**E** is English - **E**xtended

(Same level doing same course but
extended)

STANDARD CODES - ACCELERATED

2MAX is Maths -
Accelerated

(course is Level 2 Maths because it says "2", but at Year 11 who have been Accelerated up to Level 2 because of the "X")

WEB PORTAL ENTRY

- ➔ **Mon 26 August** – Year 10-13 Option selections for 2020 are completed in the BDSC web portal.

2019 Year 12 Options

Please ensure that you select an option in each of the five columns.
 Your core Level 2 subject course (English) will be selected for you by the Head of Learning Area.
 Subjects highlighted blue have a restriction in place. Please click on the blue subject title to read what that restriction is.
 It is critical to select the right level of subject.
 subject codes that start with 1 are Level 1 courses,
 subject codes that start with 2 are Level 2 courses,
 subject codes that start with 3 are Level 3 courses.
 Multi-level students are able to select courses at the appropriate level provided they meet the entrance criteria for that level. It is important that you check course prerequisites in each option booklet and only select the courses that you are eligible for.
 The final decision for all course entries lies with the Head of Learning.

| Course | 1 | 2 | 3 | 4 | 5 |
|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Social Sciences | | | | | |
| Accounting (2ACC) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business Studies (2BUS) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classical Studies (2CLS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics (2ECO) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Finance (2FIN) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1: Accounting - 2ACC, 2: Business Studies - 2BUS, 4: Economics - 2ECO

[Preview Selection](#) [Save](#)

Information regarding the options can be found on the school website as well as Office365.

Restrictions

- What subjects can't be taken with other subjects?
- Why have these restrictions?
- For list of exclusions see slides 62-66

2020 BDSC ONLINE Options

TIMELINE

Course selection on the web portal will open up on **Monday 19th August (week 5)** and remain open for option choices till **Monday 26th August (week 6)**.



CORE vs OPTIONS

| 2019 | 2020 | Core Subjects | Options |
|-----------|---------|---|-----------|
| Year 9 ⇒ | Year 10 | 5 Core subjects (ENG, MAT, SOS, SCI, HPE) | 3 Options |
| Year 10 ⇒ | Year 11 | 4 Core subjects (ENG, MAT, SCI, AWB) | 3 Options |
| Year 11 ⇒ | Year 12 | 1 Core subject (ENG) | 5 Options |
| Year 12 ⇒ | Year 13 | No Core Subjects | 5 Options |



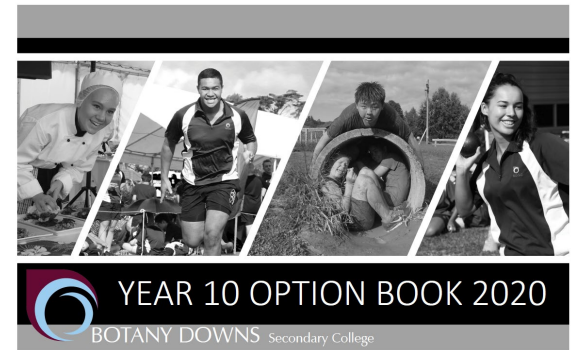
CORE SUBJECTS

Places in Core Subjects are determined by the Head of the Learning Area concerned and are based on your ability.

These are not determined till the end of the year.

OPTION SUBJECTS

Information regarding options can be found in the individual year level Option Books on the school website as well as Office365.

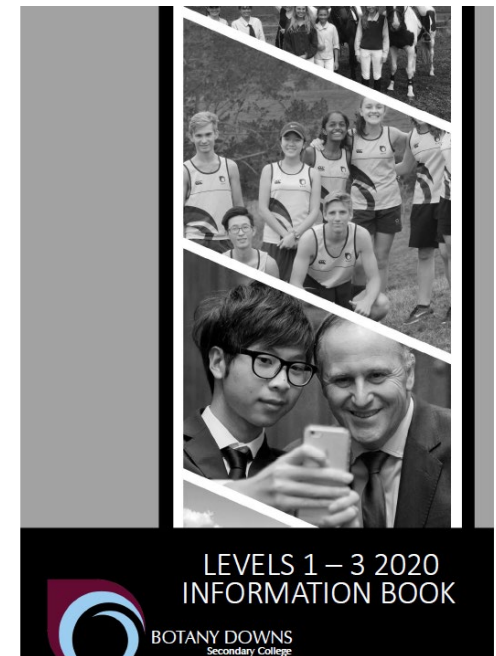


It is strongly suggested that both students and parents read the Option Books carefully and thoroughly.

LEVEL 1-3 INFO BOOK

This information book contains all relevant information about NZQA and can be found on the school website as well as Office365.

It is strongly suggested that both students and parents read this book carefully.





CHOOSING OPTIONS

It is most important to choose carefully, although there is a possibility to change options later in the year and at the beginning of next year during the course confirmation process.

Final decision of entrance into all courses lies with the Head of Learning.

RESTRICTIONS

There are restrictions on some options. These are indicated in the Option Books for each year level.

These are listed on the next few pages per year level.



RESTRICTIONS - YEAR 10

- Cannot take both 10DRT (Digital Art) and 10ART (Visual Art)
- Not recommended to take a combination of 10TEM, 10TET and/or 10TEF

RESTRICTIONS - YEAR 11

- Cannot choose both 1FAH and 1TEF
- Cannot choose both 1ART and 1DRT
- Can only do 1 max of 1TEM, 1TET or 1TEF
- Recommended max of 2 from 1ECE, 1HED, 1PED, 1OED (any more will be at the discretion of HOLA)

RESTRICTIONS - YEAR 12

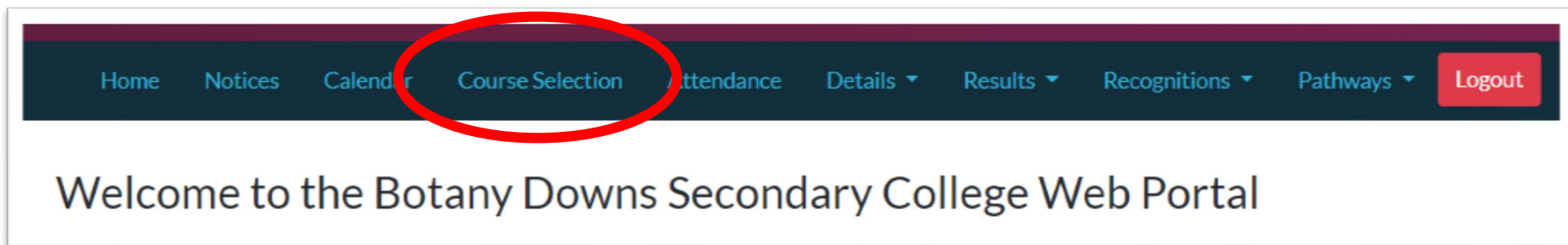
- Cannot choose both 2ESS and 2BSS
- Cannot choose both 2FAH and 2TEF
- Can only do 1 max of 2TEM, 2TET and 2TEF
- Can only do 2 max of 2DIT, 2DIP and 2TEM/2TET/2TEF
- Can only do 2 max of 2PHO, 2DES and 2ART (and be wary of a 3rd high internal subject)
- Cannot choose both 2OED and 2ODA
- Cannot choose 2SPS with either 2OED or 2PED

RESTRICTIONS - YEAR 13

- Cannot choose both 3FAH and 3TEF
- Can only do 1 max of 3TEM, 3TET and 3TEF
- Can only do 2 max of 3DIT, 3DIP and 3TEM/3TET/3TEF
- Can only do 2 max of 3PHO, 3DES and 3ART (and be wary of a 3rd high internal subject)
- Can only do 2 max of 3PED, 3SPS, 3OED
- Cannot choose 3MAT with either 3MAC, 3SAP or 3SPA
- Cannot choose 3MCS with any of 3MAT, 3MAC or 3MAX

WEBPORTAL - CHOOSING OPTIONS

Both logins (student and parents) will have access to the Course Selection area in the web portal.



WEBPORTAL - LINES

Please ensure you choose an option in each of the available columns. It does not matter in which order they are in. This will change.

* Please ensure that you select an option in each of the five columns.
* Your core Level 2 subject course (English) will be selected for you by the Head of Learning Area.
* Subjects highlighted blue have a restriction in place. Please click on the blue subject title to read what that restriction is.
* It is critical to select the right level of subject.
- subject codes that start with 1 are Level 1 courses,
- subject codes that start with 2 are Level 2 courses,
- subject codes that start with 3 are Level 3 courses.
* Multi-level students are able to select courses at the appropriate level provided they meet the entrance criteria for that level. It is important that you check course prerequisites in each option booklet and only select the courses that you are eligible for.
* The final decision for all course entries lies with the Head of Learning.

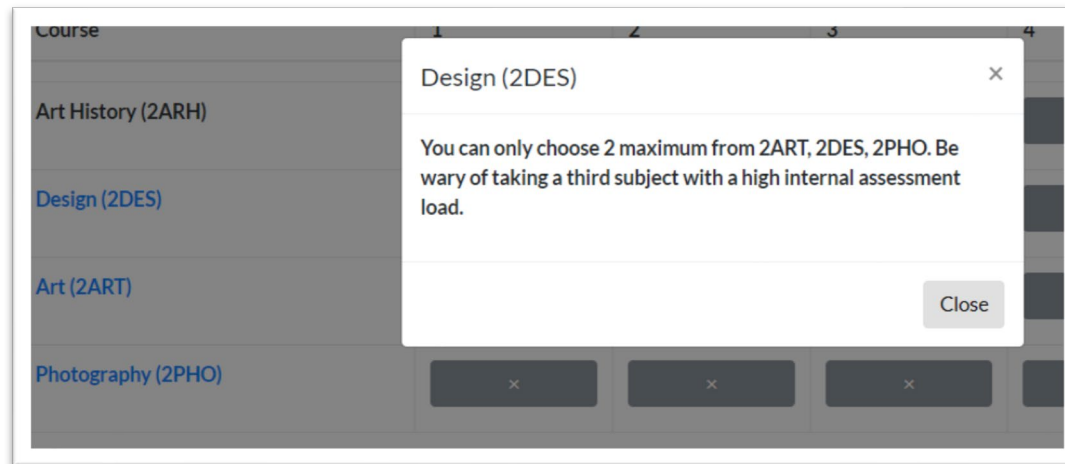
| Course | 1 | 2 | 3 | 4 | 5 |
|--------------------------|-------------------------------------|-------------------------------------|--------------------------|-------------------------------------|--------------------------|
| Social Sciences | | | | | |
| Accounting (2ACC) | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Business Studies (2BUS) | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Classical Studies (2CLS) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Economics (2ECO) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Finance (2FIN) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

1: Accounting - 2ACC, 2: Business Studies - 2BUS, 4: Economics - 2ECO

Preview Selection Save

WEBPORTAL - RESTRICTIONS

If any options have a special note on restrictions, they will appear as blue. Click to read the restriction.



WEBPORTAL - SUBMIT OPTIONS

Preview Selection

Save

Subject Confirmation

Please confirm your course selection:

- 1: Accounting - 2ACC
- 2: Business Studies - 2BUS
- 3: Building Construction - 2BCN
- 5: Design and Visual Communication - 2DVC
- 4: Chemistry - 2CHE

Confirm Selection Close

When finished you MUST click Save.

MULTI LEVEL COURSES (Year 12 and 13)

Students are allowed to choose courses at the appropriate level provided they meet the entrance criteria for that level.

- Year 12 students will see courses for Level 1, 2 and 3
- Year 13 students will see courses for Level 2 and 3

ACCELERATED YEAR 11 SCIENCE COURSE

- Year 10 students who are currently in 1SCI will choose one Year 12 Science option (2BIO, 2CHE or 2PHY) on top of their 3 option choices.
- This selection will occur during a Science lesson NOT through the online web portal option selection process.

GENERAL INFO - CLASS SIZES

Although every effort will be made to provide the subjects chosen, no guarantee can be given that all will be possible.

Because of the need to have classes of a certain size, some students may be asked to change options.

Similarly if not enough students choose a particular option it may be cancelled.

GENERAL INFO – THINK AHEAD

- Consider carefully these two questions:
 - (a) What is the highest level you hope to reach at school?
 - (b) What subjects are you likely to take at that level?

Then work backwards to the lower levels to choose your options.

- Remember that ability, interest and future usefulness are important reasons for your choices. All students should read the senior option booklets and scan the prerequisites for the senior subjects they may wish to study in the future.

HAVE QUESTIONS?

More information can be obtained from your current teachers, the required Head of the Learning Area, the Careers Advisor, as well as the Admin tutor, mentor and Whanau Leader.

The information contained in this PowerPoint has been emailed to parents.

ISSUES

If your option selection requirements can't be actioned through the web portal, see Mr Van Kralingen in the SLT corridor.

LEARNING AREA FLOWCHARTS

On the following screens are the subject flowcharts for each of the 8 Learning Areas at BDSC.

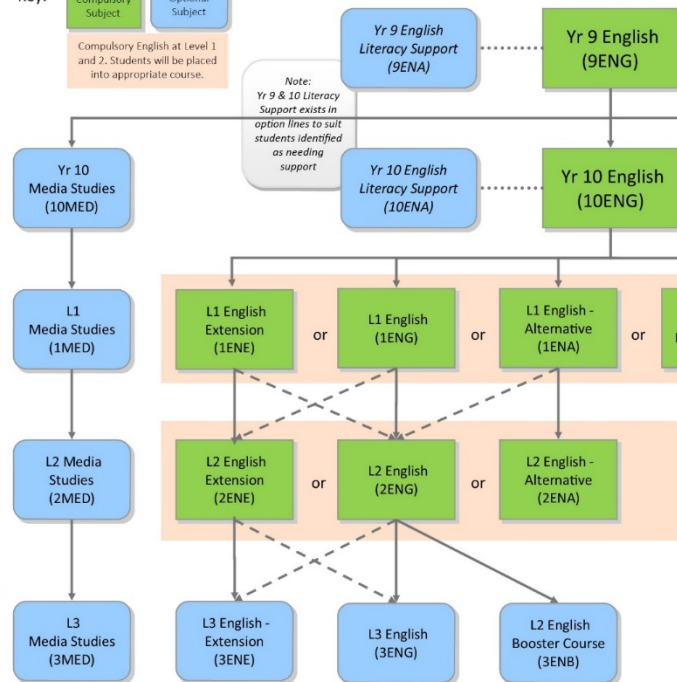
ENGLISH FLOWCHART 2020

Key:

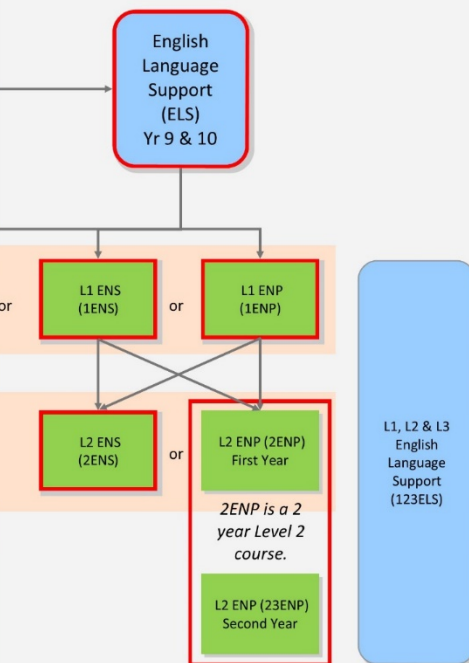


Compulsory English at Level 1 and 2. Students will be placed into appropriate course.

Note:
Yr 9 & 10 Literacy Support exists in option lines to suit students identified as needing support



ENGLISH AS ADDITIONAL LANGUAGE (EAL) FLOWCHART 2020

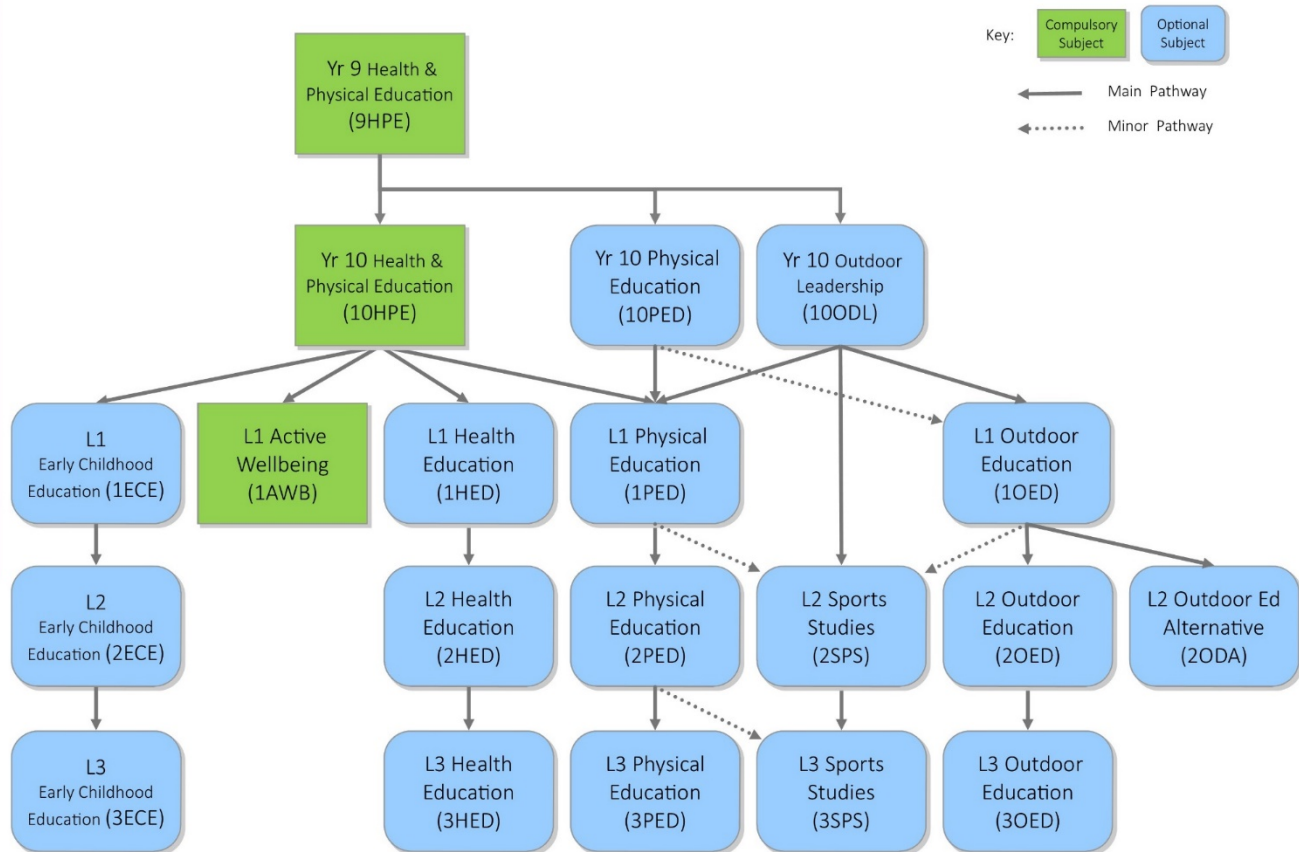


ENGLISH AS AN ADDITIONAL LANGUAGE

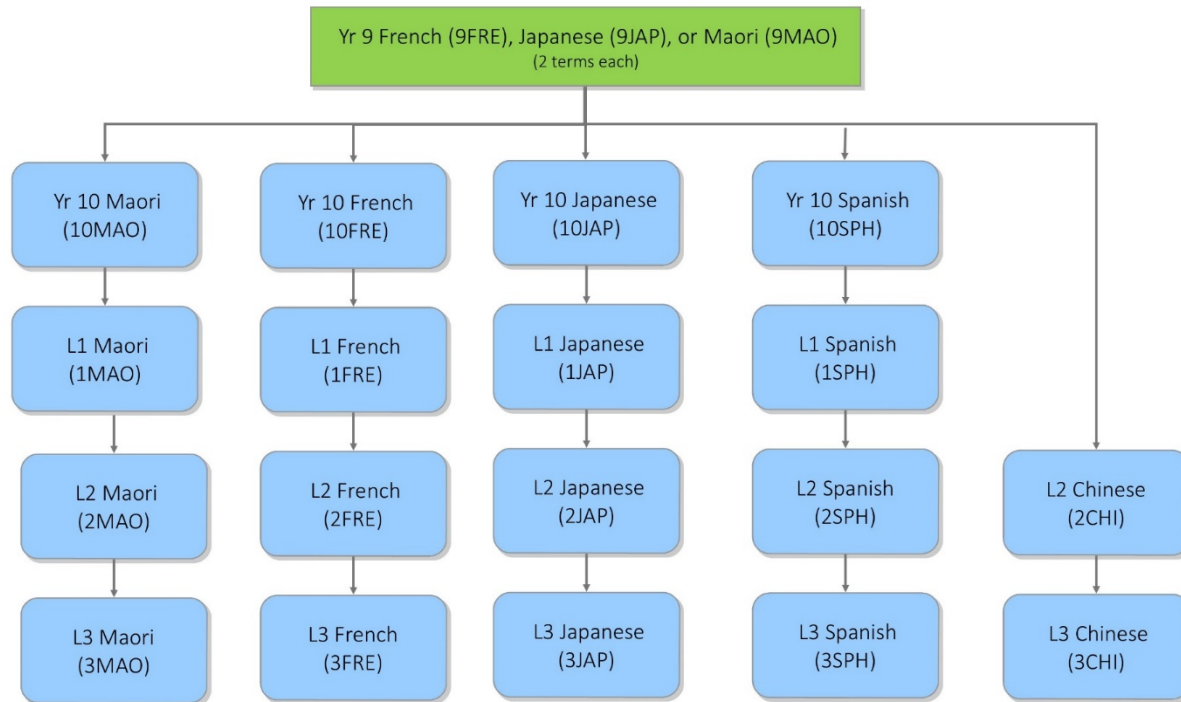
At Year 9 and 10 identified students may be removed from a Year 9 class (ENG, SOS) or a Year 10 option line to attend ELS classes to support their language development.

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.

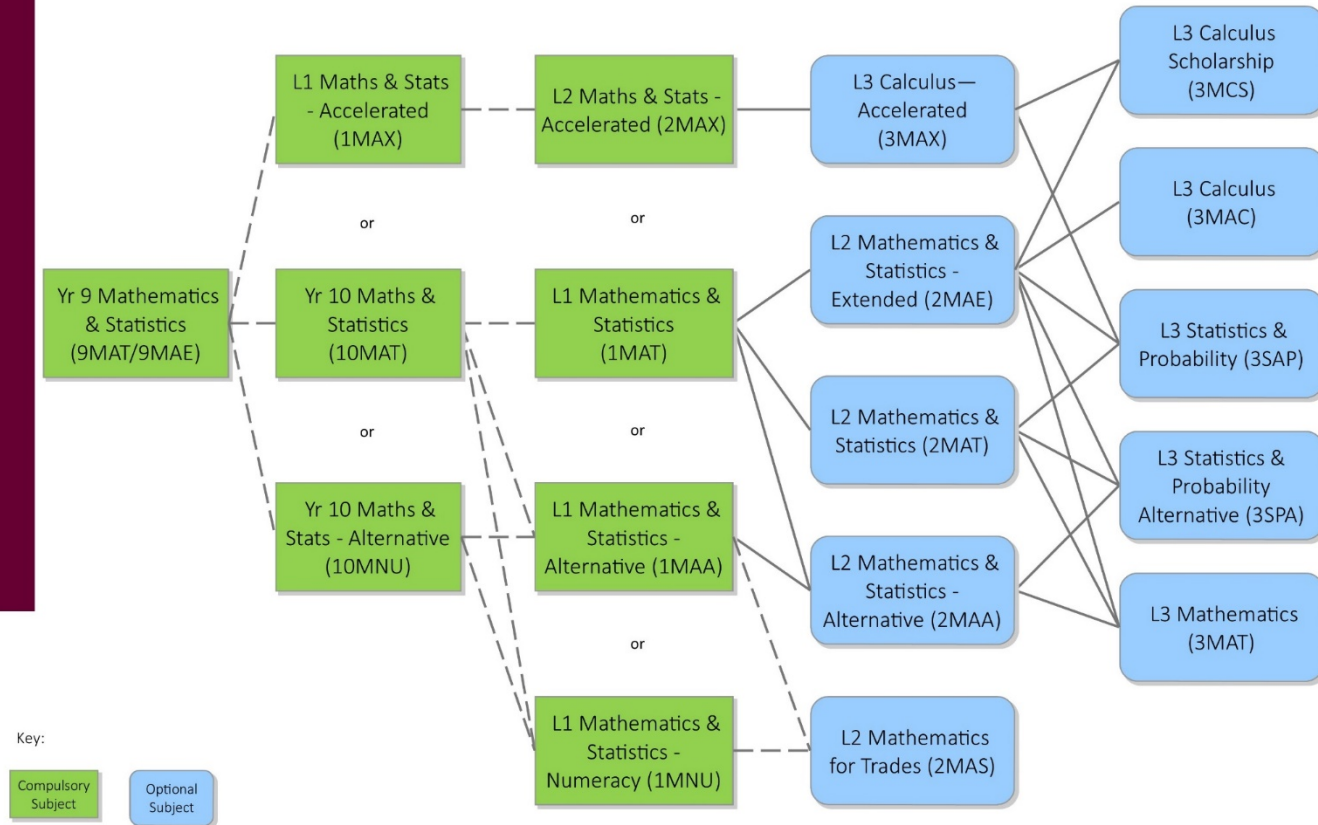
HEALTH & PHYSICAL EDUCATION FLOWCHART 2020



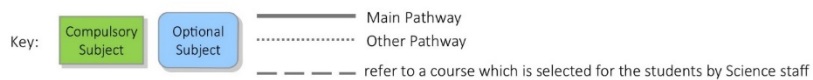
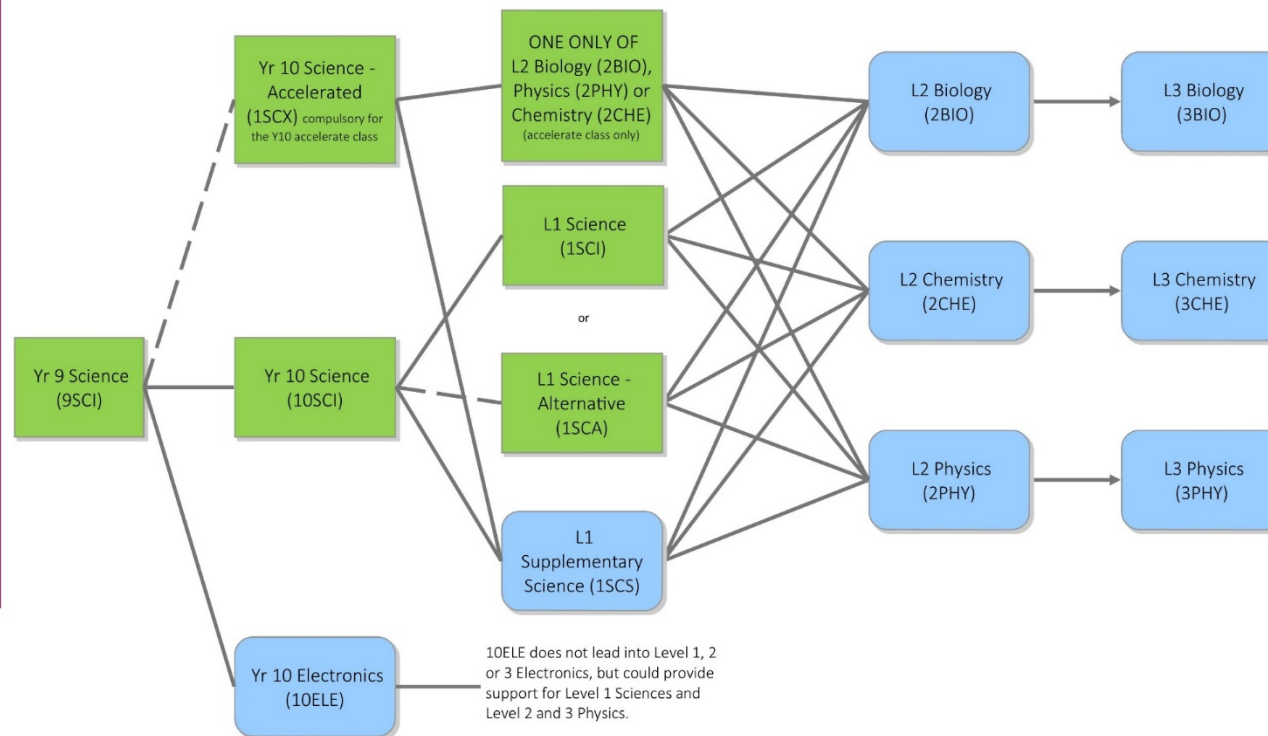
LANGUAGES FLOWCHART 2020



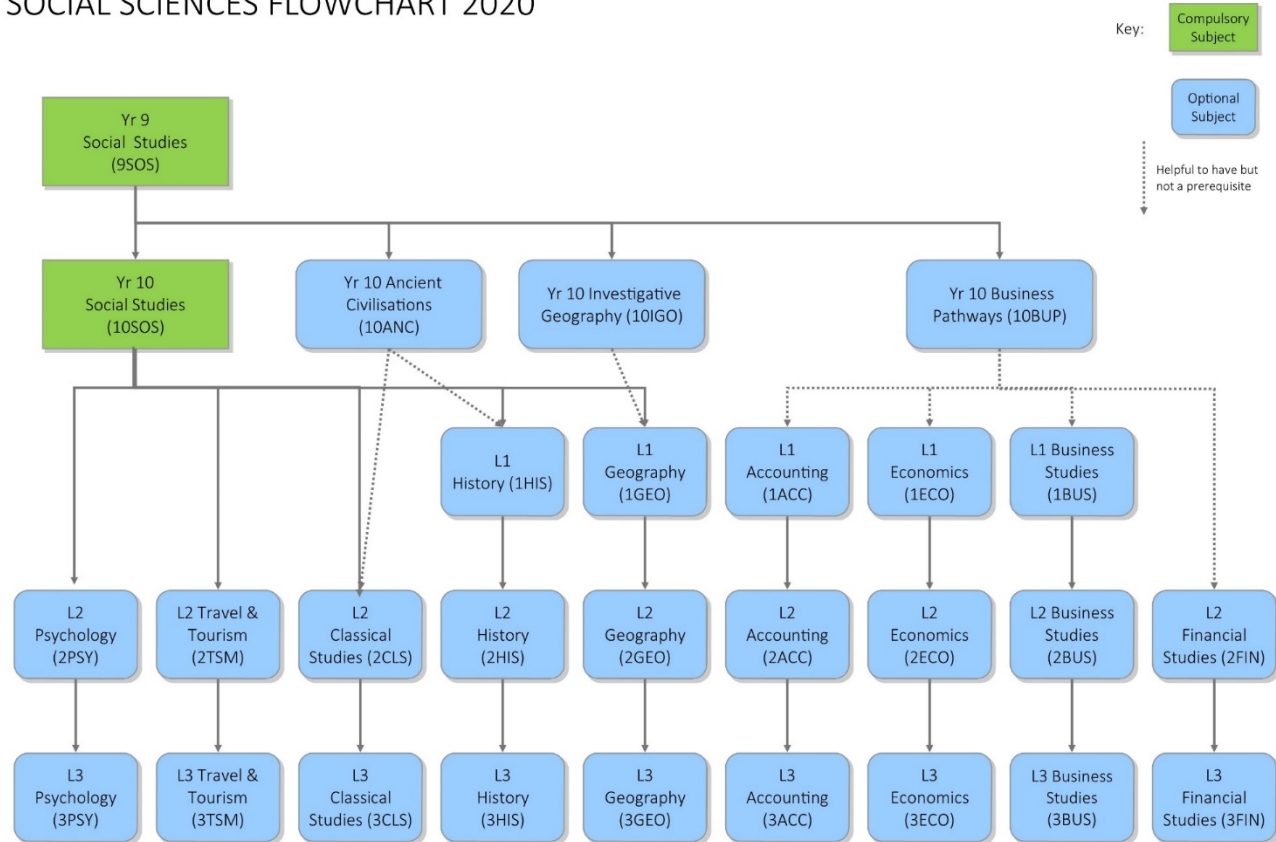
MATHEMATICS AND STATISTICS FLOWCHART 2020



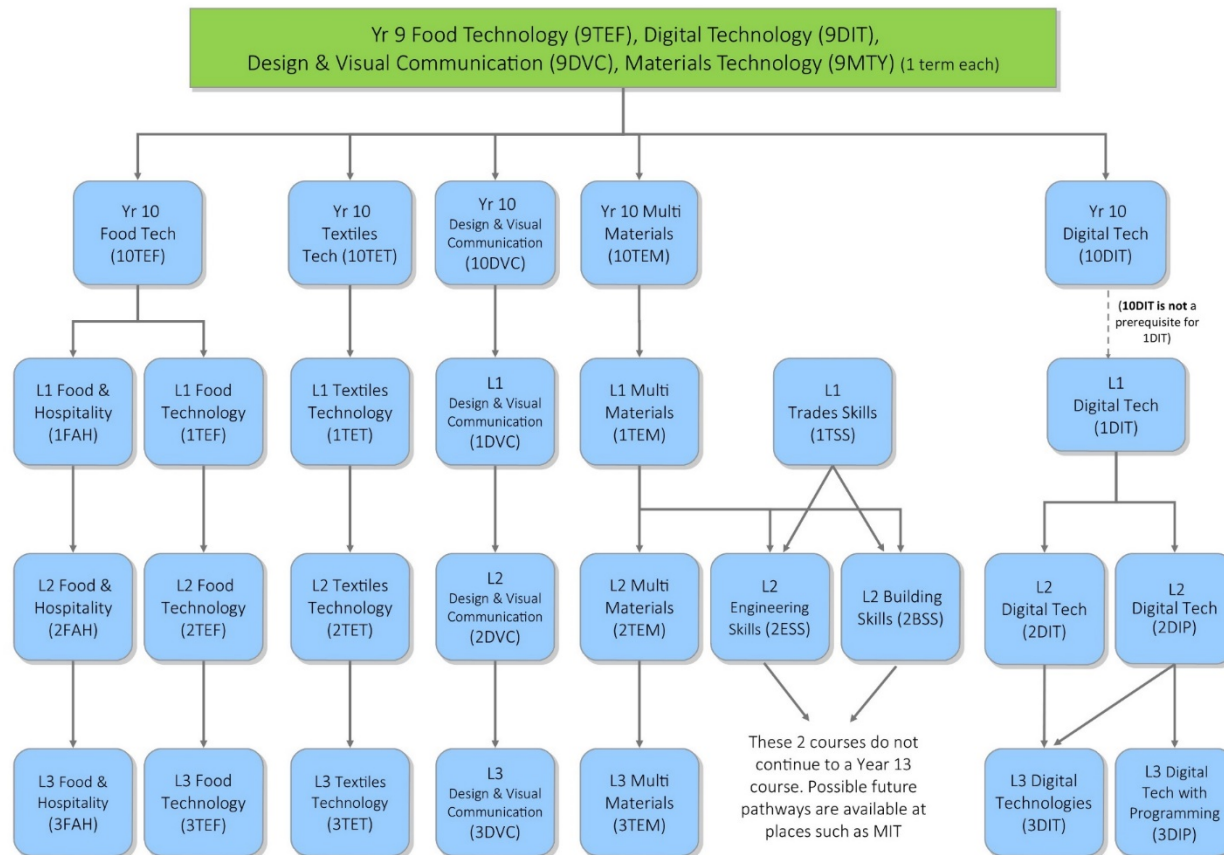
SCIENCE FLOWCHART 2020



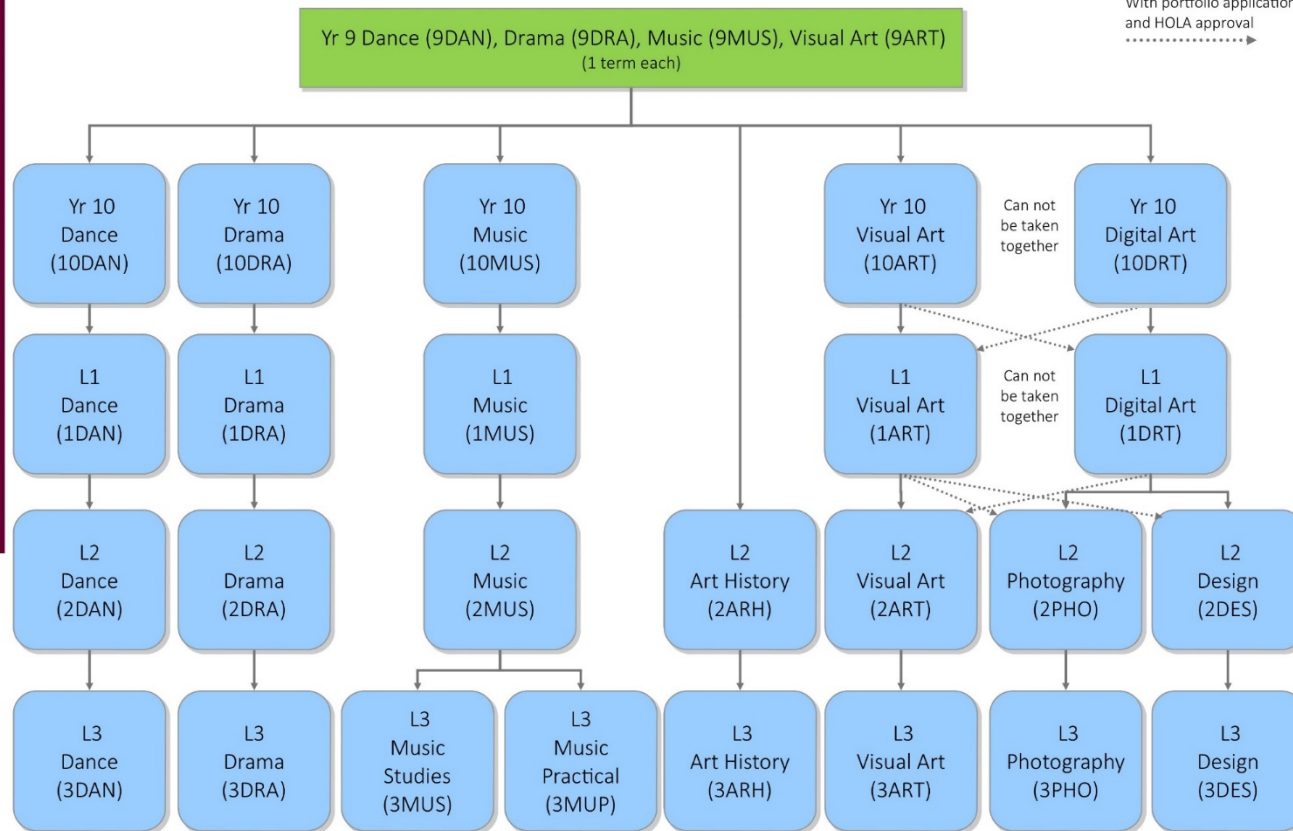
SOCIAL SCIENCES FLOWCHART 2020



TECHNOLOGY FLOWCHART 2020



VISUAL AND PERFORMING ARTS FLOWCHART 2020



University of Auckland Undergraduate Prospectus 2020



Undergraduate Prospectus 2020



University of Auckland Subject Guide for School Students 2020

2020 Subject Guide for School Students (Years 9–12)

This guide shows Year 13 school subjects that are recommended or required for University of Auckland degree programmes. **Recommended subjects** are those that are useful for degree preparation, but not required to gain entry. **Required subjects** are those that are needed to gain entry to a degree.

For programmes that refer to **Table A** and/or **B** subjects, use the tables below:

For NCEA

| Table A | Table B |
|--|---|
| Classical Studies, English, Geography, History, History of Art, Te Reo Māori (or Te Reo Rangitira) | Accounting, Biology, Calculus, Chemistry, Digital Technologies, Economics, Mathematics, Physics, Statistics |

† Mathematics cannot be used in combination with Calculus and/or Statistics.

For CIE

| Table A | Table B |
|--|---|
| Classical Studies, English, Geography, History, History of Art | Accounting, Biology, Business Studies, Chemistry, Economics, Mathematics, Physics |

Gaining Admission

To be admitted to the University, you must:

- have a University Entrance qualification based on NCEA, CIE (taken in NZ), IB or another recognised, equivalent qualification
- meet the rank score and any other requirements for your chosen programme

See the 2020 Undergraduate Prospectus or the University of Auckland website (www.auckland.ac.nz/admission) for full information on the requirements for University Entrance and selection into a programme.

Academic English Language Requirement (AELR)

If you are applying for admission to an undergraduate programme and you are a domestic student, or an international student applying on the basis of a New Zealand secondary school qualification or on the basis of results at another New Zealand tertiary institution, in addition to any University Entrance Literacy standard, you must meet the Academic English Language Requirement either through your entry qualification or during your first 12 months of study.

- For those applying on the basis of **CIE (taken in NZ)**: You must have gained the University Entrance Literacy Standard AND a minimum of a **D grade** in an **English course at AS or A Level**.
- For those applying on the basis of **International Baccalaureate (IB)**: You must have gained the University Entrance Literacy Standard AND be in receipt of 26 points.

* Does not apply to applicants who meet the University Entrance Literacy Standard in Te Reo.

† English for Academic Purposes standards US 20750 and US 20751 will contribute to meeting the AELR.

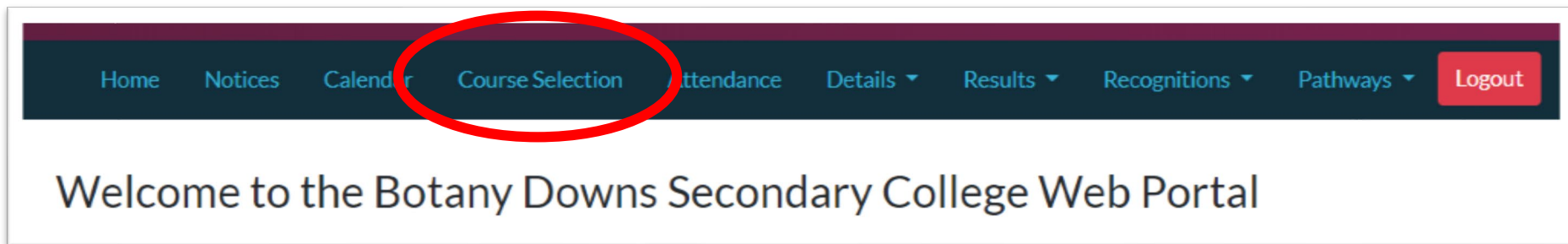
Meeting the requirement in your first 12 months of study

If you do not meet the requirement through your entrance qualification as outlined above, but otherwise qualify for admission, you can satisfy the AELR during your first year of study by passing an academic English language course as part of your General Education programme, or as otherwise specified by your Faculty. For more information please see www.auckland.ac.nz/aelr



WEBPORTAL - CHOOSING OPTIONS

Both logins (student and parents) will have access to the Course Selection area in the web portal.



Review - key advice for students

- ⦿ Understand pre-requisites and pathways and ensure that you have mapped out your course for next year and beyond
- ⦿ All students must have a full course
- ⦿ Poor decisions now can lead to changes and disruption and poor outcomes later
- ⦿ Students need to make informed decisions
- ⦿ Be realistic
- ⦿ Ensure that you have a backup plan should you not be able to go with your first choice