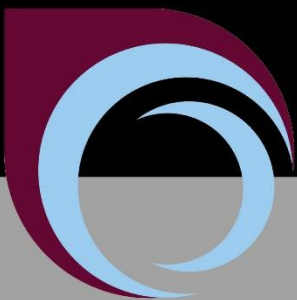


LEVELS 1 – 3 2024 INFORMATION BOOK



BOTANY DOWNS
Secondary College



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MESSAGE FROM MRS BRINDSEN

*This course selection booklet contains the information on all courses that **may be** offered at Botany Downs Secondary College in 2024 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 choice 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.

Changes to NCEA are scheduled for implementation from 2024, starting with Level 1 and moving through to the other levels in subsequent years. In 2024 students entering Level 1 at Botany Downs Secondary College must realise that this year is the start of either a two or a three-year senior programme with the potential to lead to further tertiary studies. 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 (week 5). We ask that students have completed their course selection in the BDSC web portal by Monday 28 August (week 7). There will be an 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, or may be combined with another level.

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

Botany Downs Secondary College
575 Chapel Road, Howick
Auckland 2016

Phone (09) 273-2310

Email - admin@bdsc.school.nz

Web Site - www.bdsc.school.nz

SENIOR LEADERSHIP TEAM

| | |
|---------------------|-------------------------|
| Principal | <i>K. Brinsden</i> |
| Associate Principal | <i>K. Holmes</i> |
| Deputy Principal | <i>C. Williams</i> |
| Deputy Principal | <i>C. Van Kralingen</i> |
| Deputy Principal | <i>D. McGregor</i> |
| Deputy Principal | <i>K. Whipp</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>K. Douglas</i> |
| Technology | <i>D. Achary</i> |
| Visual and Performing Arts | <i>J. Hood, L. Treneman, T. Clapperton, L. McKenna</i> |

WHĀNAU HOUSE LEADERS

| | |
|------------------|-------------------|
| Blake Whānau | <i>A. Taylor</i> |
| Britten Whānau | <i>K. Beazley</i> |
| Discovery Whānau | <i>N. Folks</i> |
| Endeavour Whānau | <i>V. Darby</i> |
| Koru Whānau | <i>A. Meldrum</i> |
| Spirit Whānau | <i>M. Killip</i> |

STUDENT SERVICES

| | |
|-------------------------------------|---|
| Guidance Counsellors | <i>S. Domigan, J. Lai & R. Nikiel</i> |
| Careers Advisor | <i>L. Lawgate</i> |
| Trade Academies/Vocational Pathways | <i>D. Achary</i> |
| Gateway | <i>L. El-Yassir</i> |

INTRODUCTION

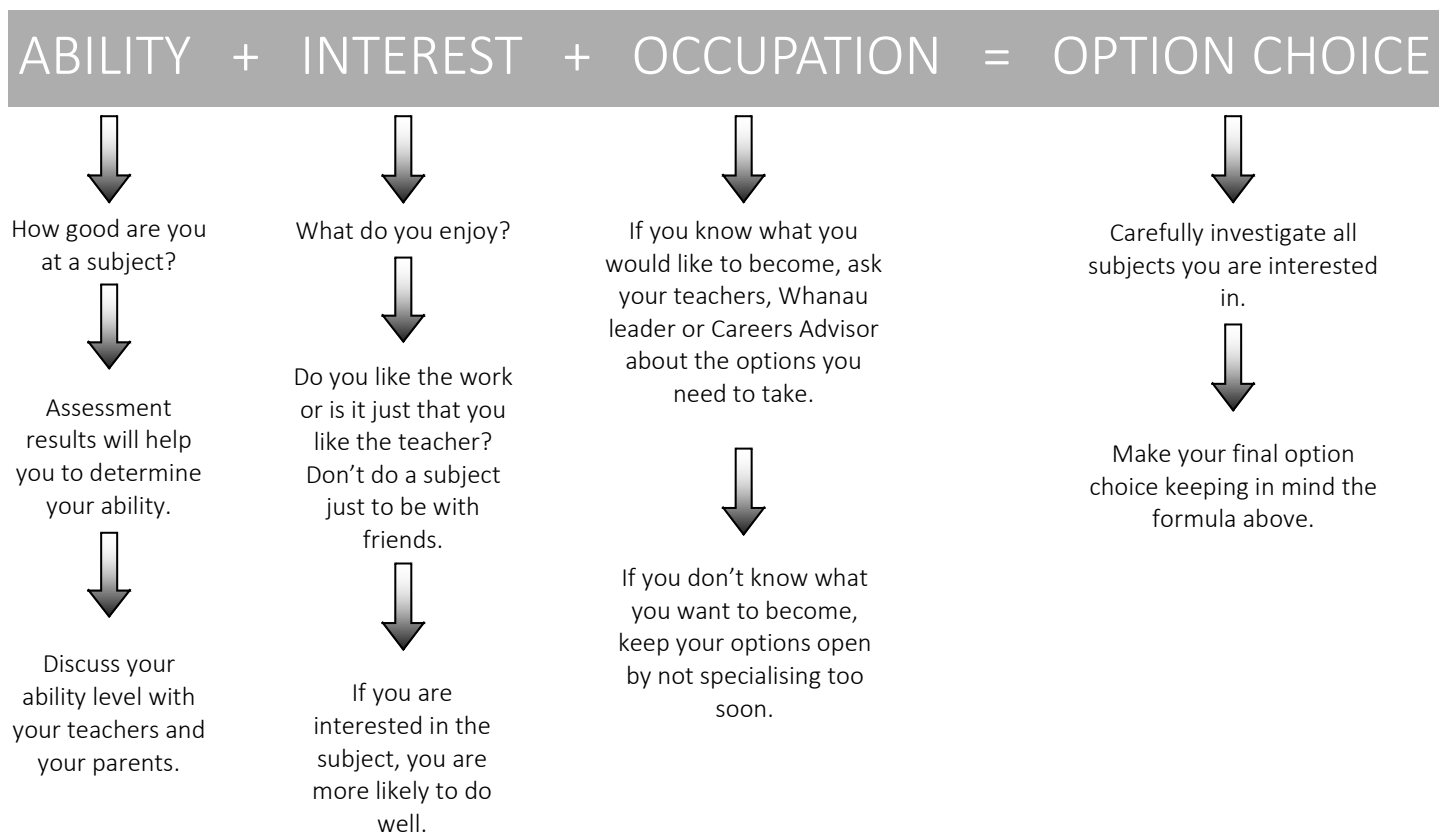
This option booklet provides senior students and parents/guardians with information about the subjects available in Levels 1, 2 and 3 at Botany Downs Secondary College. Students have a wide range of options to choose from and **it is critical that decisions about option choices are made carefully**. 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 stop
- 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 16)
- 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 Leader and Careers Advisor. **Think carefully, consult widely, and choose wisely.**

All course contribution 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 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.

For most subjects 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.

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.

Reporting *Not Achieved*

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

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 2022:

- of 41,663 candidates gaining NCEA Level 1, 31.4% gained endorsement with Merit, and 19.5% gained endorsement with Excellence.
- of 41,357 candidates gaining NCEA Level 2, 24.6% gained endorsement with Merit, and 16.7% gained endorsement with Excellence.
- of 30,763 candidates gaining NCEA Level 3, 26.1% gained endorsement with Merit and 15.3% gained endorsement with Excellence.

* Credit values for different types of endorsement have historically been adjusted by NZQA to compensate students for disruption caused to learning by COVID school closures, rostering home, home isolation etc.

COURSE ENDORSEMENT

Students can 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.

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. To be awarded NCEA students must achieve the required literacy and numeracy co-requisites. These are discussed more fully on page 10.

- NCEA has changed substantially following sector feedback, and advice from the Ministry of Education, NZQA and the NCEA Professional Advisory Group (PAG), For further information please refer to: <https://ncea.education.govt.nz/what-ncea-change-programme>
- At BDSC we have made changes to our L1 NCEA programme to coincide with national changes to NCEA. Level 1 NCEA is not an exit qualification for most students at BDSC. In 2023 we moved away from offering a full NCEA Level 1 programme of 18-22 credits per subject. Our Level 1 courses provide rich learning that focuses on development of knowledge, skills, and capabilities. By reducing the number of assessments, students sit through the year, our focus will be on teaching and learning rather than credit collection.
- In 2024 there will effectively be two main types of courses at Level 1 - (1) the majority of courses will offer one NCEA internal or external assessment (worth credits) and three school-based assessments that **do not award** NCEA credits., (2) Vocational Pathway subjects doing a range of unit standard-based assessments (worth credits) e.g., Trade Skills, Food and Hospitality. These courses will offer a number of standards that will generate credits.
- A typical Year 11 programme will typically comprise 7 courses. English, Mathematics, Science and Active Well Being are compulsory for all students. Students will choose an additional 3 courses from those on offer. Each course will typically generate 3-5 credits. Most Year 11 students would therefore expect to gain 35-41 credits in their Year 11 programme. The exceptions to this are the differentiated courses noted in the bullet point above.
- Year 11 students will in 2024 be eligible for the BDSC Year 11 Diploma. The BDSC Diploma will acknowledge a student's academic achievements throughout the year. It will reflect the level of achievement attained in NCEA and school-based assessments across subjects. To gain a Botany Downs Secondary College Year 11 Diploma, a student needs to meet each of the following criteria:
 - # Literacy and Numeracy co-requisite package,
 - # Attendance Rate (90%),
 - # Academic Pass Rate (70%)

| ACHIEVEMENT STANDARDS | | |
|---|---|--|
| Active Wellbeing Art - Digital Art - Practical Commerce Dance Design and Visual Communication Digital Technologies Drama English English – Alternative | English - Extension Fashion and Design Technology Food Technology French Geography Health Education History Japanese Mathematics and Statistics Mathematics & Statistics Alternative | Mathematics and Statistics Extended Media Studies Music Physical Education Science Science – Biology/Chemistry Science – Physics / Earth & Space Science Te Reo Māori Technology - Multi-materials |
| UNIT STANDARDS | | |
| English – Academic Course English – Language Course Food & Hospitality | Maths and Statistics - Foundation Outdoor Education | Trades Skills Work and Community Skills |

There is a great deal of additional information available from the NZQA website: 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

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 Art History Biology Business Studies Chemistry Chinese Classical Studies Dance Design and Visual Communication Digital Technologies Digital Technologies - Programming Drama Economics English English Alternative English as an Additional Language English - Extension Fashion and Design Technology Food Technology French Geography Health Education History Japanese Mathematics and Statistics Mathematics and Statistics Alternative Mathematics and Statistics Extended Mathematics - Calculus (accelerated) Media Studies Music Physical Education Physics Psychology Te Reo Māori Technology - Multi-materials Visual Art - Design Visual Art - Painting Visual Art - Photography | Mathematics and Statistics - Foundation Outdoor Education Outdoor Education - Alternative Sports Studies | Building Skills Career Pathways Early Childhood Education Engineering Skills Financial Studies Food and Hospitality Travel and Tourism Work and Community Skills |

There is a great deal of additional information available from the NZQA website: 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

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 Art History Biology Business Studies Calculus Chemistry Chinese Classical Studies Dance Design and Visual Communication Digital Technologies Digital Technology with Programming Drama Economics English English - Extended English - Booster Course English as an additional language Fashion and Design Technology Food Technology French Geography Health Education History Japanese Mathematics Media Studies Music Studies Making Music (Practical) Physical Education Physics Psychology Statistics and Probability Statistics and Probability - Alternative Technology - Multi-materials Te Reo Māori Visual Art - Painting Visual Art - Design Visual Art - Photography | Outdoor Education | Career Pathways Early Childhood Education Financial Studies Food and Hospitality Travel and Tourism Sports Studies |

There is a great deal of additional information available from the NZQA website: www.nzqa.govt.nz

LITERACY AND NUMERACY

To gain NCEA Levels 1-3 a student must reach a certain level of proficiency in literacy and numeracy.

The new Literacy and Numeracy co-requisite package was due to become mandatory in 2024. All learners must achieve Literacy and Numeracy to be awarded their NCEA qualification at any level. As part of a transition period government has just announced that for 2024-2025, it is permitting students to gain literacy and numeracy through the corequisite standards or through a small group of mainly English and Mathematics Level 1-3 standards (see link below).

In 2024 all Year 10 students at BDSC will be expected to sit both the literacy and numeracy corequisite standards. Year 11 students will have the option to sit the corequisite literacy and numeracy standards if they have not yet achieved them at the end of Year 10.

Please follow the link below to see the full list of NCEA Level 1 standards that contribute towards literacy and numeracy - [2024-25AlternativeLitNumStandards.xlsx](#). Please note that if these standards are used to gain literacy or numeracy, they cannot also be used to contribute credits to an NCEA qualification.

The new literacy corequisite package consists of reading and writing unit standards, worth 5 literacy credits each. The new numeracy package consists of 10 Numeracy credits (total of 20 credits). Many learners may achieve the 20 credits in Year 10, but for others, it may be in Year 11 or beyond. These 20 credits are a corequisite and sit alongside the NCEA. The table below provides a summary of literacy and numeracy provision.

| What is the Literacy and Numeracy Co-requisite Package? | |
|---|--|
| Nationally Literacy (10 credits) <ul style="list-style-type: none">• Writing standard 5 credits• Reading standard 5 credits Numeracy (10 credits) <ul style="list-style-type: none">• Students can sit the co-requisite standards when they are ready, Year 9-13• Students can continue to work towards their NCEA qualification despite not yet meeting the co-requisite• Must have your co-requisite package before any NCEA qualification can be awarded. | BDSC 2022 <ul style="list-style-type: none">• BDSC Year 10 Students Piloting Numeracy (exception 10MNU and 1MAX) 2023 <ul style="list-style-type: none">• BDSC Year 10 Students completing Numeracy and Literacy co-requisite package• BDSC Year 11 students will have an option to complete the Literacy co-requisite package 2024 – Mandatory <ul style="list-style-type: none">• BDSC Year 10 Students will complete the Literacy and Numeracy co-requisite package• SAC (Special Assessment Conditions) provided for students |

The New Zealand Qualifications Authority have provided a lot of information on their website about the new NCEA qualification and associated literacy and numeracy requirements. Please follow the following link to access this material – [Understanding how NCEA Requirements are Changing.](#)

Te Reo Māori

* Māori 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.

NEW ZEALAND 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.

| | |
|----------------------------------|--|
| PREMIER AWARD | <ul style="list-style-type: none">For the very top 7 to 12 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.\$10,000 each year for up to three years as long as candidates maintain at least a 'B' grade average in tertiary study. |
| OUTSTANDING SCHOLAR AWARD | <ul style="list-style-type: none">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.\$5,000 each year for three years as long as candidates maintain a 'B' grade average in tertiary study. |
| SCHOLARSHIP AWARD | <ul style="list-style-type: none">For candidates who get Scholarship in three or more subjects.\$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study. |
| TOP SUBJECT SCHOLAR AWARD | <ul style="list-style-type: none">For the top candidate in each one of the Scholarship subjects.\$2,000 each year for up to three years as long as candidates maintain a 'B' grade average in tertiary study. |
| SINGLE SUBJECT AWARDS | <ul style="list-style-type: none">For candidates who get Scholarship in one or two subjects.A 'one-off' award of \$500 per subject (maximum payment \$1000). |

To be eligible for the top awards a student must attain Scholarship in three subjects in the same year. In 2019 the New Zealand Government removed all NCEA examination fees for domestic students. International students will continue to pay the full fee \$383.30 (GST incl.) per year to access NCEA and \$102.20 (GST incl.) per Scholarship subject. (www.nzqa.govt.nz)

The New Zealand Qualifications Authority has collated useful resources to support Scholarship candidates including past examination papers and exemplars. These can be accessed through the individual subject pages on the NZQA web site.

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 (Painting, Photography and Design), 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.

In 2020 two BDSC students were awarded a Premier Scholarship from the twelve awarded nationwide. In the past two years we have had one BDSC student gain an Outstanding Scholar Award.

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 Head of Learning Area.** 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 University of Auckland for secondary school students can be accessed at:

<https://www.auckland.ac.nz/en/study/applications-and-admissions/entry-requirements/undergraduate-entry-requirements.html>

COMMON ENTRANCE STANDARD REQUIREMENTS FOR UNIVERSITY*:

University Entrance (UE) is the minimum requirement to go to a New Zealand university. **To enter university**, you 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, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of:
 - Co-requisite standards or 10 credits from a small range of specified new achievement standards

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

It is important that you check the University web site for up-to-date information and the latest changes.

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 and while Table A and B subjects no longer exist some courses e.g., BE(Hons), BHSc and BNurs require specific subjects at Level 3 NCEA.

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.

Academic English Language Requirement: In 2016 the University of Auckland introduced an Academic English Language Requirement into all its bachelor's 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 2022 Undergraduate Prospectus, page 107](#)

UNIVERSITY ENTRANCE LITERACY – LEVEL 2

Below are the Level 2 Assessment Standards that contribute to University Entrance Literacy Requirements. To access the latest full list of applicable Level 2 and Level 3 standards follow the link – [University Entrance Literacy List, 22 June 2023](#)

KEY: INT=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 | Credits | Int/Ext | Reading | Writing |
|----------------------|-------|-----------------------|---------|---------|---------|---------|
| L2 Art History | 91180 | Art History 2.1 | 4 | EX | N | Y |
| | 91182 | Art History 2.3 | 4 | EX | N | Y |
| | 91184 | Art History 2.5 | 4 | IN | Y | N |
| L2 Biology | 91156 | Biology 2.4 | 4 | EX | N | Y |
| | 91157 | Biology 2.5 | 4 | EX | N | Y |
| L2 Classical Studies | 91200 | Classical Studies 2.1 | 4 | EX | Y | Y |
| | 91201 | Classical Studies 2.2 | 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 |
| L2 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 |
| | 91220 | Drama 2.8 | 4 | IN | N | Y |
| | 91221 | Drama 2.9 | 4 | IN | Y | N |
| L2 Economics | 91225 | Economics 2.4 | 4 | IN | Y | N |
| | 91227 | Economics 2.6 | 6 | IN | Y | N |
| | 91228 | Economics 2.7 | 4 | IN | Y | N |
| L2 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 |
| L2 Geography | 91240 | Geography 2.1 | 4 | EX | Y | N |
| | 91242 | Geography 2.3 | 4 | EX | Y | N |
| L2 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 |
| | 91232 | History 2.4 | 5 | IN | Y | N |
| | 91233 | History 2.5 | 5 | EX | Y | Y |
| | 91234 | History 2.6 | 5 | EX | Y | Y |
| L2 Media Studies | 91251 | Media Studies 2.4 | 4 | EX | Y | Y |
| L2 Music | 91277 | Music Studies 2.7 | 6 | EX | N | Y |
| L2 Psychology | 91844 | Psychology 2.1 | 6 | IN | Y | N |
| | 91845 | Psychology 2.2 | 3 | IN | Y | N |
| | 91846 | Psychology 2.3 | 4 | IN | Y | N |
| | 91847 | Psychology 2.4 | 5 | IN | Y | N |
| | 91848 | Psychology 2.5 | 3 | IN | Y | N |
| L2 Te 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 |

UNIVERSITY ENTRANCE LITERACY – LEVEL 3

Level 3 Assessment Standards that contribute to University Entrance Literacy Requirements (Updated 2020).

KEY: Y=Yes meets UE Literacy requirement, N=No does not meet UE Literacy requirement.

| BDSC Course | ID | Subject reference | Credits | 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 |
| L3 Biology | 91602 | Biology 3.2 | 3 | IN | Y | Y |
| | 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 |
| | 91383 | Business Studies 3.5 | 3 | IN | Y | N |
| L3 Classical Studies | 91394 | Classical Studies 3.1 | 4 | EX | Y | Y |
| | 91395 | Classical Studies 3.2 | 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 | 91908 | Digital Technologies 3.9 | 3 | EX | N | 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 |
| L3 Economics | 91400 | Economics 3.2 | 4 | EX | Y | Y |
| | 91401 | Economics 3.3 | 5 | IN | Y | N |
| | 91402 | Economics 3.4 | 5 | IN | Y | N |
| | 91403 | Economics 3.5 | 6 | EX | Y | Y |
| L3 English | 91472 | English 3.1 | 4 | EX | Y | Y |
| | 91473 | English 3.2 | 4 | EX | Y | 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 |
| L3 English for Academic Purposes | 22749 | English for Academic Purposes | 5 | IN | N | Y |
| | 22750 | English for Academic Purposes | 6 | IN | Y | Y |
| L3 Geography | 91426 | Geography 3.1 | 4 | EX | Y | Y |
| | 91427 | Geography 3.2 | 4 | EX | Y | Y |
| | 91428 | Geography 3.3 | 3 | IN | Y | N |
| | 91429 | Geography 3.4 | 4 | EX | Y | Y |
| | 91431 | Geography 3.6 | 3 | IN | Y | N |
| | 91432 | Geography 3.7 | 3 | IN | Y | N |
| L3 Health Education | 91461 | Health 3.1 | 5 | IN | Y | N |
| | 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 |
| | 91437 | History 3.4 | 5 | IN | Y | N |
| | 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 Music Studies | 91423 | Music Studies 3.8 | 4 | IN | Y | Y |
| | 91425 | Music Studies 3.10 | 6 | EX | Y | N |
| 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 |

NCEA LEVEL 3 APPROVED SUBJECT LIST [\(Level 3 UE Approved Subject List\)](#)

| 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, 91607, 91818, 91819 |
| Business Studies | 91379, 91380, 91381, 91382, 91384, 91385, 91869, 91870, 91871 |
| Calculus | 91573, 91574, 91575, 91576, 91577, 91578, 91579, 91587 |
| Chemistry | 91387, 91388, 91389, 91390, 91391, 91392, 91393 |
| 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, 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642, 91643, 91644 and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91386, 91387, 91838 |
| Cook Islands Maori | 91538, 91539, 91540, 91541, 91542 |
| Dance | 91588, 91589, 91590, 91591, 91592, 91593, 91594, 91595, 91850, 91851, 91852, 91853, 91854 |
| Design (Practical Art) | 91440, 91445, 91450, 91455, 91460, 91855, 91856, 91857, 91858, 91859 |
| Design and Visual Communication | 91627, 91628, 91629, 91630, 91631 (DVC), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech) and 91643, 91644 (Processing Tech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 |
| Digital Technologies | 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91627, 91628, 91629, 91630, 91631 (DVC) and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT) and 91643, 91644, and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 |
| Drama | 91512, 91513, 91514, 91515, 91516, 91517, 91518, 91519, 91520, 91850, 91851, 91852, 91853, 91854 |
| Earth and Space Science | 91410, 91411, 91412, 91413, 91414, 91415 |
| Economics | 91399, 91400, 91401, 91402, 91403, 91829 |
| Education for Sustainability | 90828, 90831, 90832, 91735, 91736, 91813, 91814, 91820, 91827, 91831 |
| 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, 91811, 91815, 91816 |
| History | 91434, 91435, 91436, 91437, 91438, 91439, 91830, 91834, 91835 |
| History of Art | 91482, 91483, 91484, 91485, 91488, 91486, 91487, 91489, 91855, 91856, 91857, 91858, 91859 |
| 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 | 91417, 91418, 91419, 91421, 91424, 91416, 91420, 91422, 91423, 91425, 91849, 91860, 91861, 91862, 91863, 91864 |
| Painting (Practical Art) | 91441, 91446, 91451, 91456, and 91460, 91855, 91856, 91857, 91858, 91859 |
| Photography (Practical Art) | 91442, 91447, 91452, 91457 and 91460, 91855, 91856, 91857, 91858, 91859 |
| Physical Education | 91498, 91499, 91500, 91501, 91502, 91503, 91504, 91505, 91789, 91812 |
| Physics | 91521, 91522, 91523, 91524, 91525, 91526, 91527 |
| Printmaking (Practical Art) | 91443, 91448, 91453, 91458, and 91460, 91855, 91856, 91857, 91858, 91859, 91460 |
| Processing Technologies | 91643, 91644 (Processing Tech), and 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau) |
| Psychology | 91872, 91873, 91874, 91875, 91876 |
| Religious Studies | 90824, 90825, 90826, 90827, 91725 |
| Samoan / Tongan | 91563, 91564, 91565, 91566, 91567 / 91679, 91680, 91681, 91682, 91683 |
| Science | 91601, 91602, 91603, 91604, 91605, 91606, 91607 (Biology), and 91387, 91388, 91389, 91390, 91391, 91392, 91393 (Chemistry), and 91410, 91411, 91412, 91413, 91414, 91415 (Earth and Space Science), and 90828, 90831, 90832, 91735, 91736, 91521, 91522, 91523, 91524, 91525, 91526, 91527 (Physics), and 91818, 91819, 91820, 91821 (Pūtaiao) |
| Sculpture (Practical Art) | 91444, 91449, 91454, 91459, and 91460, 91855, 91856, 91857, 91858, 91859, 91460 |
| Spanish | 91568, 91569, 91570, 91571, 91572 |
| Social Studies | 91596, 91597, 91598, 91599, 91600, 91826, 91828, 91832, 91833, 91834, 91835 |
| Statistics | 91580, 91581, 91582, 91583, 91584, 91585, 91586 |
| Technology | 91620, 91621, 91622, 91623, 91624, 91625, 91626 (CMT), and 91627, 91628, 91629, 91630, 91631 (DVC), and 91632, 91633, 91634, 91635, 91636, 91637, 91638, 91639, 91640, 91641, 91642 (DigiTech), and 91643, 91644 (Processing Tech), 91608, 91609, 91610, 91611, 91612, 91613, 91614, 91615, 91616, 91617, 91618, 91619, 91836, 91837, 91838 (Hangarau) |
| Te Reo Māori/Rangatira | 91650, 91651, 91652, 91653, 91654, / 91803, 91804, 91805, 91806, 91807, 91808, 91809, 91810, 91817 |

Applicants for some limited entry qualifications may be required to have taken certain subjects and achieved 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 **University of Auckland**.

AUCKLAND UNIVERSITY – 2024 PROGRAMME, RANK SCORE, SUBJECT AND CREDIT REQUIREMENTS

Bachelor of Advanced Science Honours (BAdvSciHons) Rank Score - 260

Bachelor of Architectural Studies (BAS) Rank Score - 230

- 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 - 165

Bachelor of Dance Studies (BDanceSt) Rank Score - 150

- Subject to the qualitative evaluation of an audition.

Bachelor of Design – Rank Score - 180

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

Bachelor of Global Studies (BGlobalSt) Rank Score – 210

- With a minimum of 16 credits each from three approved subjects. Study of an additional language is encouraged.

Bachelor of Health Sciences (BHSc) Rank Score - 250

- With a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art or Te Reo Māori and a minimum of 18 credits in one of Biology, Chemistry or Physics.

Bachelor of Laws (LLB (Part I))

- Students must be offered a place in another Bachelor degree and satisfy the conjoint score for the other 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 minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art or Te Reo Māori and a minimum of 18 credits in one of Biology, Chemistry, Physics.

Bachelor of Property (BProp) Rank Score - 165

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 –180

NB: The entry prerequisites listed above are taken from the [University of Auckland 2024 Undergraduate Prospectus](#)

It is important that you regularly check updated entry requirements for all university courses in New Zealand.

UNIVERSITY ENTRANCE INFORMATION

Here is a guide to what Universities may be looking for. This will require you to think about 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

University of Auckland—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. University of Canterbury—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

University of Auckland—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 UCAT 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.

University of Otago—Students must enrol in Health Science in their first year. Applicants will also be required to pass the Health Sciences First Year English diagnostic test or have passed English 126. 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 UCAT test.

NURSING

University Entrance is required including credits in Science to Level 2. University of Auckland requires a higher level than the minimum university entry, including a minimum of 18 credits in one of English, Geography, History, Classical Studies, History of Art or Te Reo Māori and 18 credits in either Biology or Physics or Chemistry.

OPTOMETRY

University of Auckland—There is no direct entry from Secondary School. Applicants must first complete Year 1 of a Bachelor of Science – Biomedical Science or Health Sciences First Year at the University of Otago.

PHARMACY

University of Otago—The same requirements as Medicine, a B average is required in the first year's papers. To access this course at University of Auckland 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

University of Otago—The same requirements as Medicine, a minimum B average required in the first year's papers.

AUT—There is no longer direct entry into Physiotherapy. Students must complete an intermediate semester, plus meet additional requirements to pathway into Physiotherapy for semester 2. University Entrance is required to enter the BHSc intermediate semester. Students must be strong in the Sciences to be competitive.

PHYSICAL EDUCATION

University of Auckland — Students will be selected based on their rank score. In the third year of the degree there will also be a police check, interview, and referees' report. A good standard of both oral and written English is also required.

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

BDSC SUBJECT STRUCTURE for 2024

| 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) English - Literacy (1ENL) | English (2ENG) English - Alternative (2ENA) English - Extension (2ENE) | English (3ENG) English Booster Course (3ENB - L3 US) English - Extension (3ENE) English Academic Course (3EAC) English Language Course (3ELC) Media Studies (3MED) |
| | English Academic Course (9EAC) English Language Course (9ELC) | English Academic Course (10EAC) English Language Course (10ELC) | English Academic Course (1EAC) English Language Course (1ELC) Media Studies (1MED) | English Academic Course (2EAC) English Language Course (2ELC) Media Studies (2MED) | |
| | Health & PE (9HED/9PEC) | Health & PE (10HED/10PEC) | Active Wellbeing (1AWB) | Early Childhood Education (2ECE) Health Education (2HED) Outdoor Education (2OED) Physical Education (2PED) Sports Studies (2SPS) | Early Childhood Education (3ECE) Health Education (3HED) Outdoor Education (3OED) Physical Education (3PED) Sports Studies (3SPS) |
| Health & Physical Education | | | | | |
| Languages | French (9FRE) Japanese (9JAP) Te Reo Maori (9MAO) | French (10FRE) Japanese (10JAP) Te Reo Maori (10MAO) | French (1FRE) Japanese (1JAP) Te Reo Maori (1MAO) | Chinese (2CHI) French (2FRE) Japanese (2JAP) Te Reo Maori (2MAO) | Chinese (3CHI) French (3FRE) Japanese (3JAP) Te Reo Maori (3MAO) |
| | Mathematics and Statistics (9MAT) Mathematics Extension (9MAE) | Mathematics and Stats (10MAT) Mathematics and Stats - Alt (10MNU) Mathematics and Stats - Acc (10MAX) L1 standards for Y10 accelerated students | Mathematics and Statistics - Alt (1MAA) Maths. and Stats. - Foundation (1MAF) Mathematics and Statistics (1MAT) Mathematics and Statistics - Ext (2MAX) for L1 accelerated students | Mathematics and Statistics - Alt (2MAA) Maths. and Stats. - Foundation (2MAF) Mathematics and Statistics (2MAT) Mathematics and Statistics - Ext (2MAE) Calculus - Accelerated (3MAX) for L2 accelerated students | Calculus (3MAC) Mathematics (3MAT) Statistics and Probability (3SAP) Statistics and Probability - Alt (3SPA) |
| Mathematics | | | | | |
| Science | Science (9SCI) | Science (10SCI) Science - Acc (10SCX) L1 Science course for Y10 accelerated students Electronics (10ELE) | Science - Compulsory (1SCI or 1SCB and/or 1SCP) Science (1SCI) Biology/Chemistry (1SCB) Physics/Earth and Space Science (1SCP) | 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 (10BUP) Investigative Geography (10IGO) | Commerce (1COM) 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) Fashion and Design Technology (10FDN) Food Technology (10TEF) Multi Materials Technology (10TEM) | Design & Visual Communication (1DVC) Digital Technology (1DIT) Food and Hospitality (1FAH) Materials and Processing Technology - Fashion and Design Technology (1FDN) - Food Technology (1TEF) - Multi Materials Technology (1TEM) Trades Skills (1TSS) | Design & Visual Communication (2DVC) Digital Technology - Programming (2DIP) Fashion and Design Technology (2DIT) Engineering Skills (2ESS) Fashion and Design Technology (2FDN) Food and Hospitality (2FAH) Food Technology (2TEF) Multi Materials Technology (2TEM) | Digital Technology - Programming (3DIP) Digital Technology (3DIT) Fashion and Design Technology (3FDN) Food and Hospitality (3FAH) Food Technology (3TEF) Multi Materials Technology (3TEM) |
| | | | | | |
| The Arts | Dance (9DAN) Drama (9DRA) Music (9MUS) Visual Art (9ART) | Dance (10DAN) Drama (10DRA) Music (10MUS) Visual Art - Visual Art (10ART) - Digital Art (10DRT) | Dance (1DAN) Drama (1DRA) Music (1MUS) Visual Art - Visual Art (1ART) - Digital Art (1DRT) | Art History (2ARH) Dance (2DAN) Design (2DES) Drama (2DRA) Music (2MUS) Visual Art - Painting (2ART) Photography (2PHO) | Art History (3ARH) Dance (3DAN) Design (3DES) Drama (3DRA) Making Music (Practical) (3MUP) Music Studies (3MUS) Visual Art - Painting (3ART) Photography (3PHO) |
| | | | | | |
| Vocational & General Courses | | | Work and Community Studies (1WCS) | Careers Pathways (2CAP) Work and Community Studies (2WCS) | Careers Pathways (3CAP) |

BDSC COURSE CODES

| CODE | COURSE | 9 | 10 | Level 1 | Level 2 | Level 3 | Learning Area |
|------|--|---|----|---------|---------|---------|---------------|
| ACC | Accounting | | | | L2 | L3 | SOS |
| ANC | Ancient Civilizations | | 10 | | | | SOS |
| ARH | Art History | | | | L2 | L3 | VPA |
| ART | Art - Practical | 9 | 10 | L1 | L2 | L3 | VPA |
| AWB | Active Well Being | | | L1 | | | HPE |
| BSS | Building Skills | | | | L2 | | TEC |
| BIO | Biology | | | | L2 | L3 | SCI |
| BUP | Business Pathways | | 10 | | | | SOS |
| BUS | Business Studies | | | | L2 | L3 | SOS |
| CAP | Career Pathways | | | | L2 | L3 | VGC |
| CHE | Chemistry | | | | L2 | L3 | SCI |
| CHI | Chinese | | | | L2 | L3 | LAN |
| CLS | Classical studies | | | | L2 | L3 | SOS |
| COM | Commerce | | | L1 | | | SOS |
| DAN | Dance | 9 | 10 | L1 | L2 | L3 | VPA |
| DES | Design | | | | L2 | L3 | VPA |
| DIP | Digital Technologies with Programming | | | | L2 | L3 | TEC |
| DIT | Digital Technologies | 9 | 10 | L1 | L2 | L3 | TEC |
| DRA | Drama | 9 | 10 | L1 | L2 | L3 | VPA |
| DRT | Digital Art | | 10 | L1 | | | VPA |
| DVC | Design and Visual Communication | 9 | 10 | L1 | L2 | L3 | TEC |
| EAC | English Academic Course | 9 | 10 | L1 | L2 | L3 | ENG |
| ECE | Early Childhood Education | | | | L2 | L3 | HPE |
| ECO | Economics | | | | L2 | L3 | SOS |
| ELC | English Language Course | 9 | 10 | L1 | L2 | L3 | ENG |
| ELE | Electronics | | 10 | | | | SCI |
| ENA | English - Literacy Support | 9 | 10 | L1 | L2 | | ENG |
| ENB | English - Booster course for L3 | | | | | L3 | ENG |
| ENE | English - Extension | | | L1 | L2 | L3 | ENG |
| ENG | English | 9 | 10 | L1 | L2 | L3 | ENG |
| ENL | English - Literacy | | | L1 | | | ENG |
| ESS | Engineering Skills | | | | L2 | | TEC |
| FAH | Food and Hospitality | | | L1 | L2 | L3 | TEC |
| FDN | Fashion and Design Technology | | 10 | 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 | 9 | 10 | L1 | L2 | L3 | HPE |
| HIS | History | | | L1 | L2 | L3 | SOS |
| IGO | Investigative Geography | | 10 | | | | SOS |
| JAP | Japanese | 9 | 10 | L1 | L2 | L3 | LAN |
| MAA | Mathematics and Statistics - Alternative | | | L1 | L2 | | MAT |
| MAC | Mathematics with Calculus | | | | | L3 | MAT |
| MAE | Mathematics and Statistics - Extended | 9 | | | L2 | | MAT |
| MAF | Mathematics and Statistics - Foundation | | | L1 | L2 | | MAT |
| MAO | Te Reo Māori | 9 | 10 | L1 | L2 | L3 | LAN |
| MAT | Mathematics | 9 | 10 | L1 | L2 | L3 | MAT |
| MAX | Mathematics and Statistics - Accelerated | | 10 | L1 | L2 | | MAT |
| MCS | Calculus - Scholarship | | | | | L3 | MAT |
| MED | Media Studies | | 10 | L1 | L2 | L3 | ENG |
| MNU | Maths Numeracy | | 10 | L1 | | | MAT |
| MTY | Material Technology | 9 | | | | | TEC |
| MUP | Music Practical | | | | | L3 | VPA |
| MUS | Music Studies | 9 | 10 | L1 | L2 | L3 | VPA |
| ODA | Outdoor Education - Alternative | | | | L2 | | HPE |

| CODE | COURSE | 9 | 10 | Level 1 | Level 2 | Level 3 | Learning Area |
|------|---|---|----|---------|---------|---------|---------------|
| OED | Outdoor Education | | 10 | L1 | L2 | L3 | HPE |
| PEC | Core Physical Education | 9 | 10 | | | | HPE |
| PED | Physical Education | | 10 | L1 | L2 | L3 | HPE |
| PHO | Photography | | | | L2 | L3 | VPA |
| PHY | Physics | | | | L2 | L3 | SCI |
| PSY | Psychology | | | | L2 | L3 | SOS |
| SAP | Statistics and Probability | | | | | L3 | MAT |
| SCI | Science | 9 | 10 | L1 | | | SCI |
| SCB | Science – Biology / Chemistry | | | L1 | | | SCI |
| SCP | Science – Physics / Earth & Space Science | | | L1 | | | SCI |
| SCX | Science - Accelerated | 9 | 10 | | | | SCI |
| SOS | Social Studies | 9 | 10 | | | | SOS |
| SPA | Statistics and Probability - Alternative | | | | | L3 | MAT |
| SPS | Sports Studies | | | | L2 | L3 | HPE |
| TEF | Food Technology | 9 | 10 | L1 | L2 | L3 | TEC |
| TEM | Multi materials Technology | | 10 | L1 | L2 | L3 | TEC |
| TSM | Travel and Tourism | | | | L2 | L3 | SOS |
| TSS | Trades Skills | | | L1 | | | TEC |
| WCS | Work and Community Studies | | | L1 | L2 | | VGC |

Not all courses offered will run. Course availability 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 later.

There is an opportunity for students to take a course in Te Reo Māori 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, mentor, 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 enter any course.

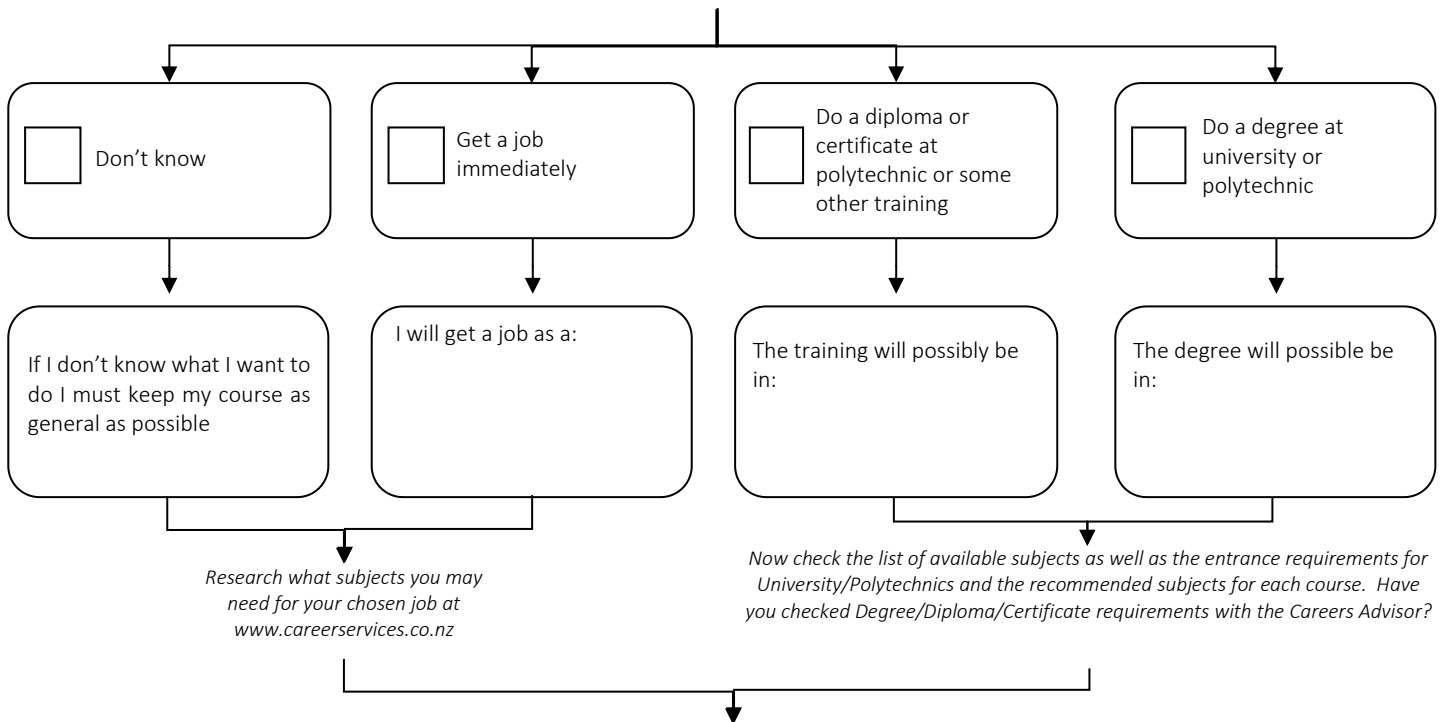
Carefully consider the following factors before deciding on your final option selection.

- ☒ 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 – can you 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 (SCI or SCB or SCP)**
- 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

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.

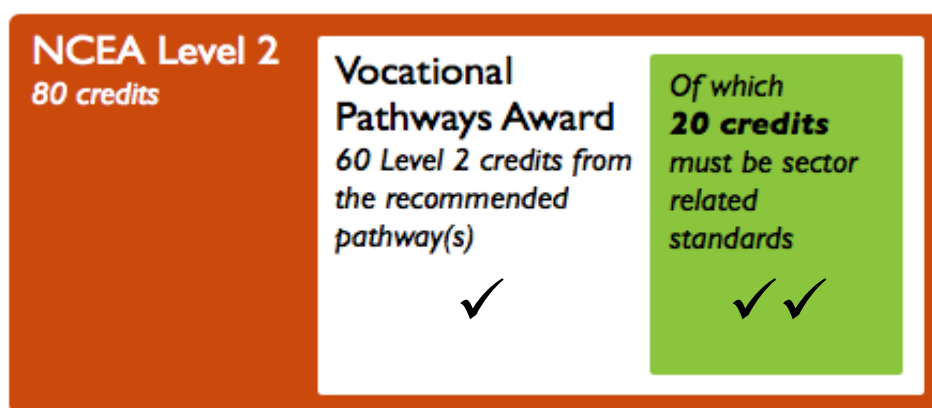


Level 2 Vocational Pathways Award

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 2 sectors; Manufacturing & Technology and Primary 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 have a single tick so 4 credits will count towards the RECOMMENDED count for the Primary 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.

| | | | | | | | VOCATIONAL PATHWAYS | | | | | | |
|--|-----------------|---|----------|---------------------------------|------------|--|-------------------------------|----------------------------|--------------------|---------------------|-----------------------------|---------------------|--|
| STANDARDS | | | | | | | Construction & Infrastructure | Manufacturing & Technology | Primary Industries | Services Industries | Social & Community Services | Creative Industries | |
| Number | Subject Ref | Title | Int/Ext | Credits | CODES | | | | | | | | |
| NCEA Internal Achievement Standards/Unit Standards | | | | | | | | | | | | | |
| 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 2.61 | Implement advanced procedures to process a specified product | Internal | 4 | L | | ✓ | ✓ | ✓ | | | | |
| NCEA External Achievement Standards | | | | | | | | | | | | | |
| AS91358 | Technology 2.5 | Demonstrate understanding of how technological modelling supports risk management | External | 4 | | | ✓ | ✓ | | | | | |
| | | | | Possible Credits Available | 18 Credits | | | | | | | | |
| | | | | Total recommended ✓ credits | 14 | | 8 | 14 | | | 6 | | |
| | | | | Total sector related ✓✓ credits | | | 10 | | | | | | |

At Botany Downs Secondary College, the following subjects offer 20 credits in sector related standards at NCEA Level 2: Engineering Skills (2ESS), Building Skills (2BSS), Design and Visual Communications (2DVC), Digital Technologies – Programming (2DIP), Early Childhood Education (2ECE) 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 can 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.

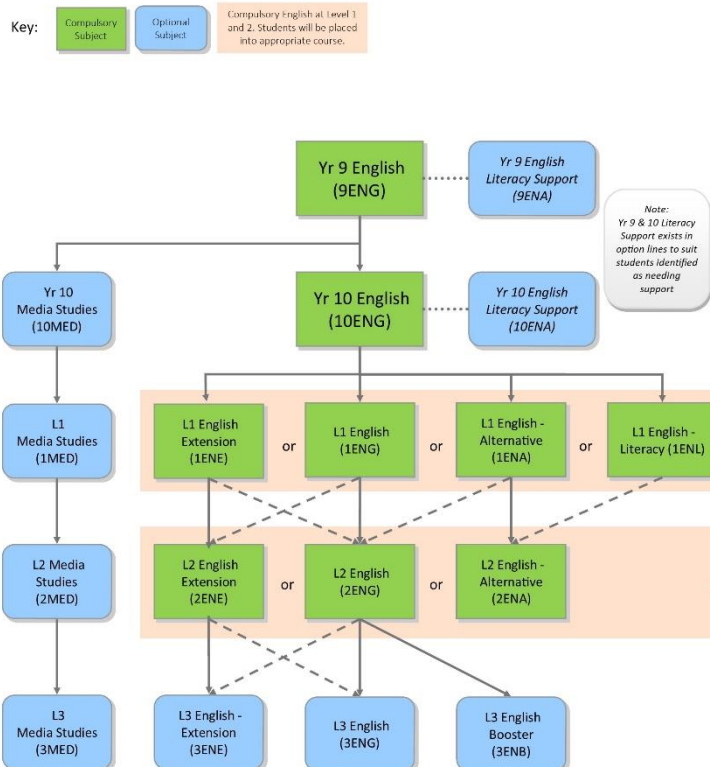
<http://www.education.govt.nz/ministry-of-education/specific-initiatives/trades-academies/>

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

Students who choose Building Skills (BSS) or Engineering Skills (ESS) 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. Most Trades Academy students will be considering apprenticeships, or further training in their chosen vocation on leaving school at the end of Level 2. 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.

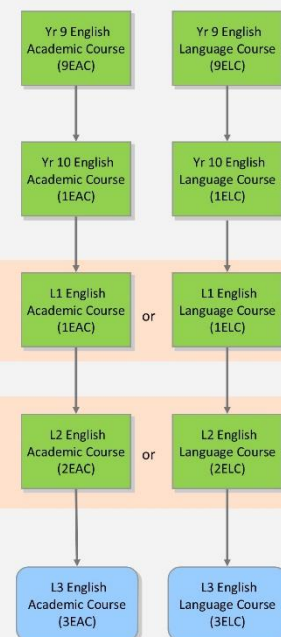
ENGLISH FLOWCHART 2024



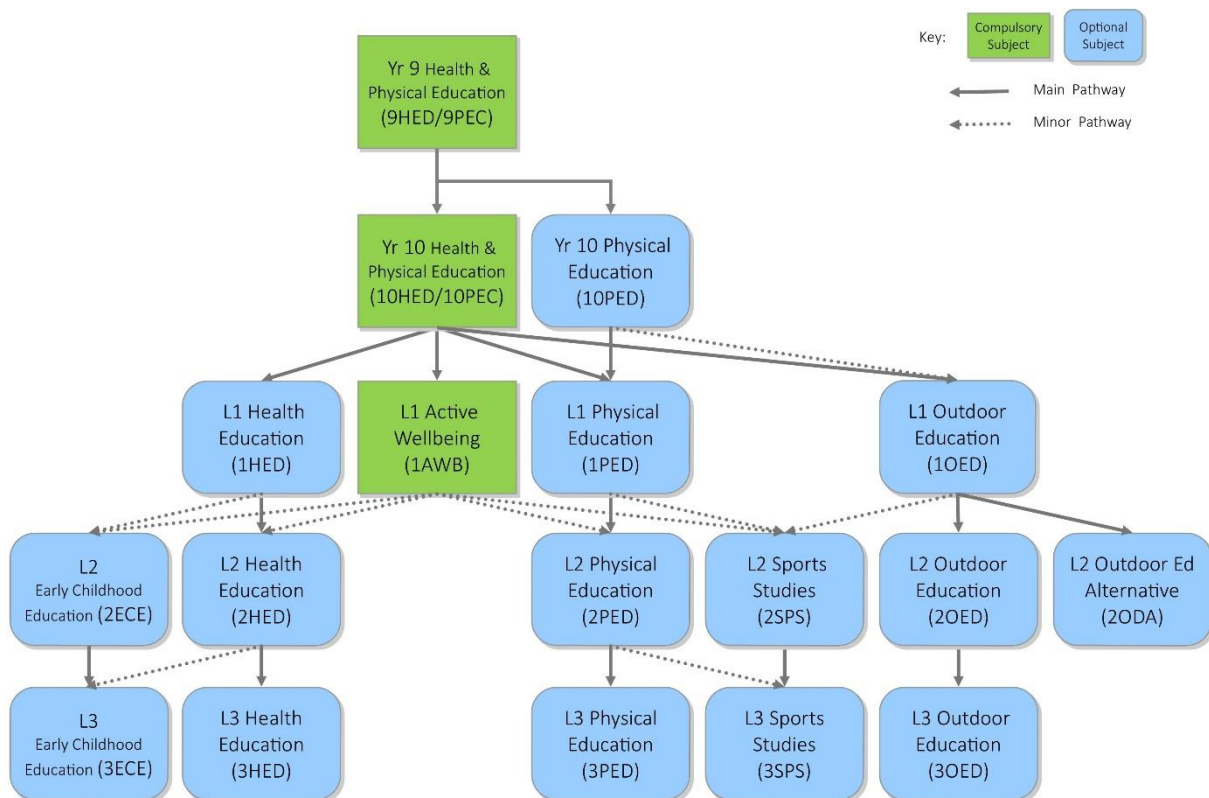
ENGLISH AS ADDITIONAL LANGUAGE (EAL) FLOWCHART 2024

At Year 9/10, identified students may be removed from a Year 9 class or a Year 10 option line to attend an English Academic Course (EAC) or an English Language Course (ELC). Students in Yr 9/10 EAC will also attend the 9/10 English course as well.

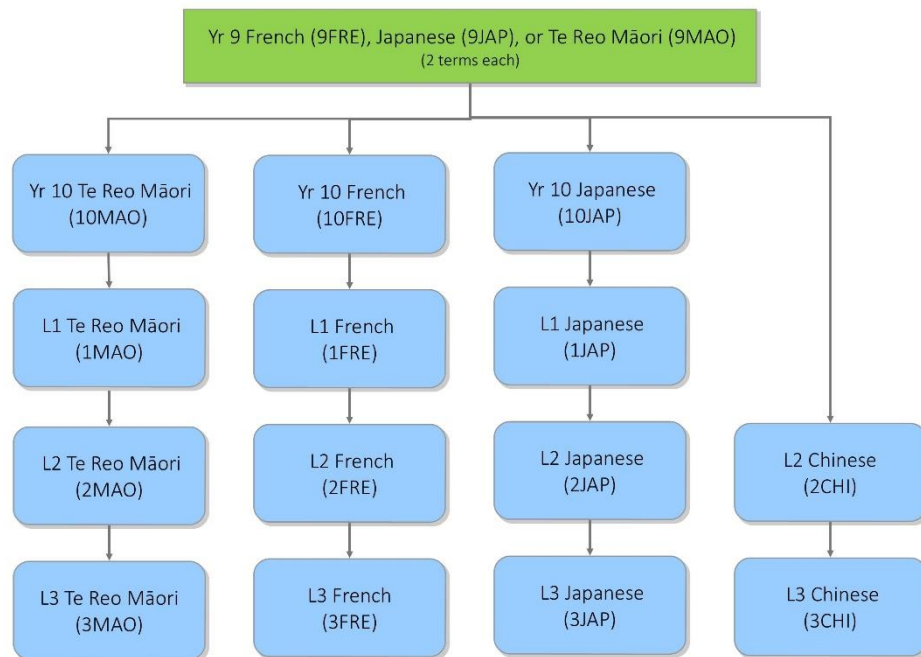
At Year 11/12/13 identified students may be placed in EAC or ELC instead of English, as recommended by Head of EAL. Students are placed in EAC and ELC depending on their English Language Progression Stages.



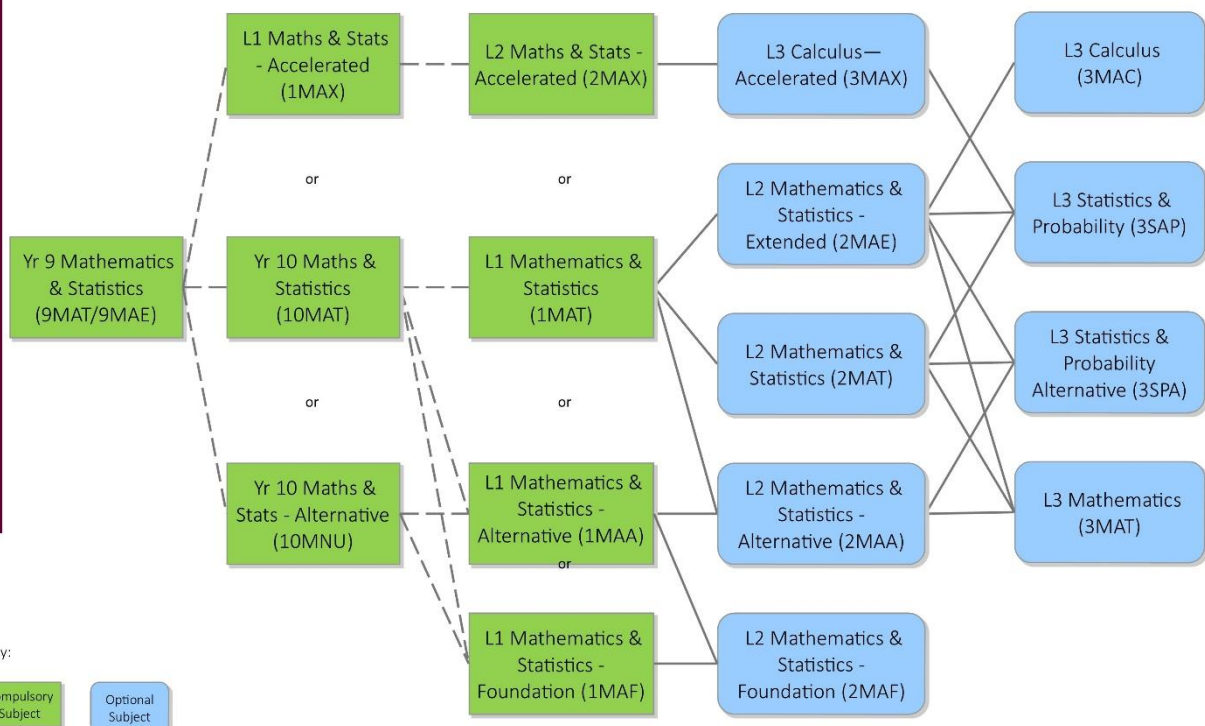
HEALTH & PHYSICAL EDUCATION FLOWCHART 2024



LANGUAGES FLOWCHART 2024



MATHEMATICS AND STATISTICS FLOWCHART 2024



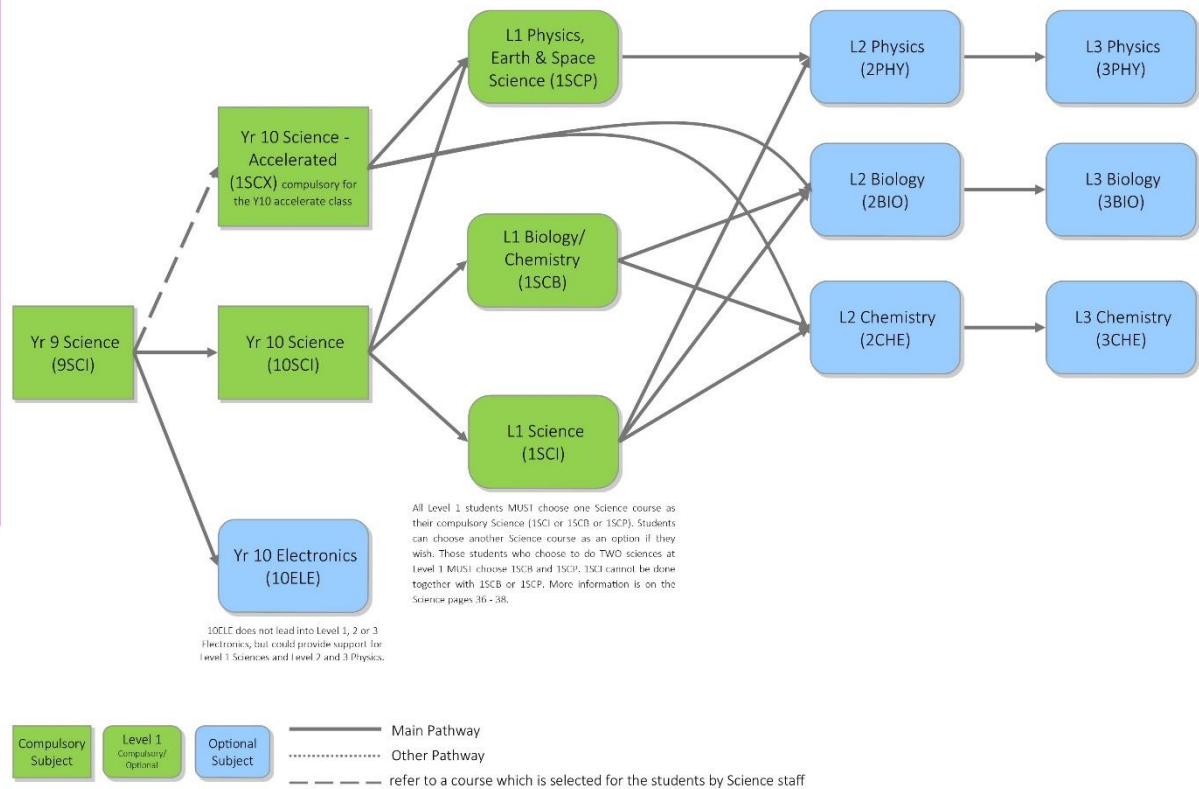
Key:

Compulsory Subject

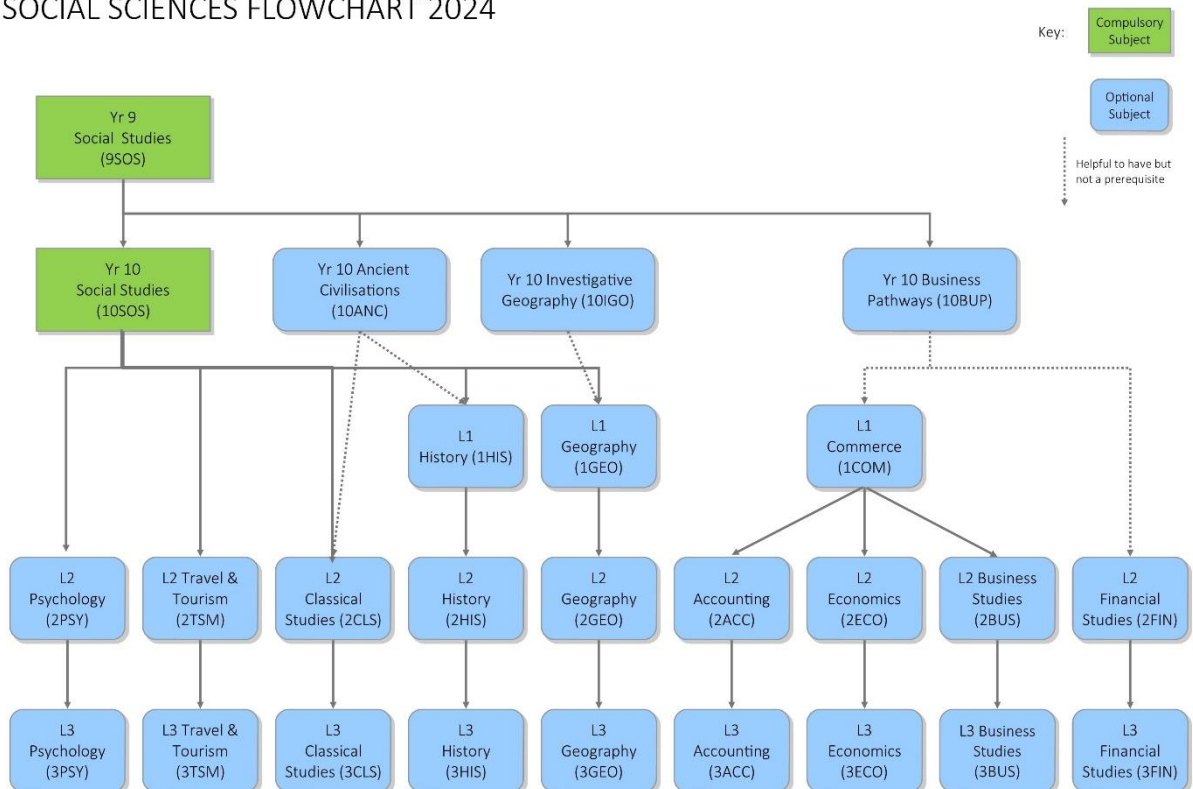
Optional Subject

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

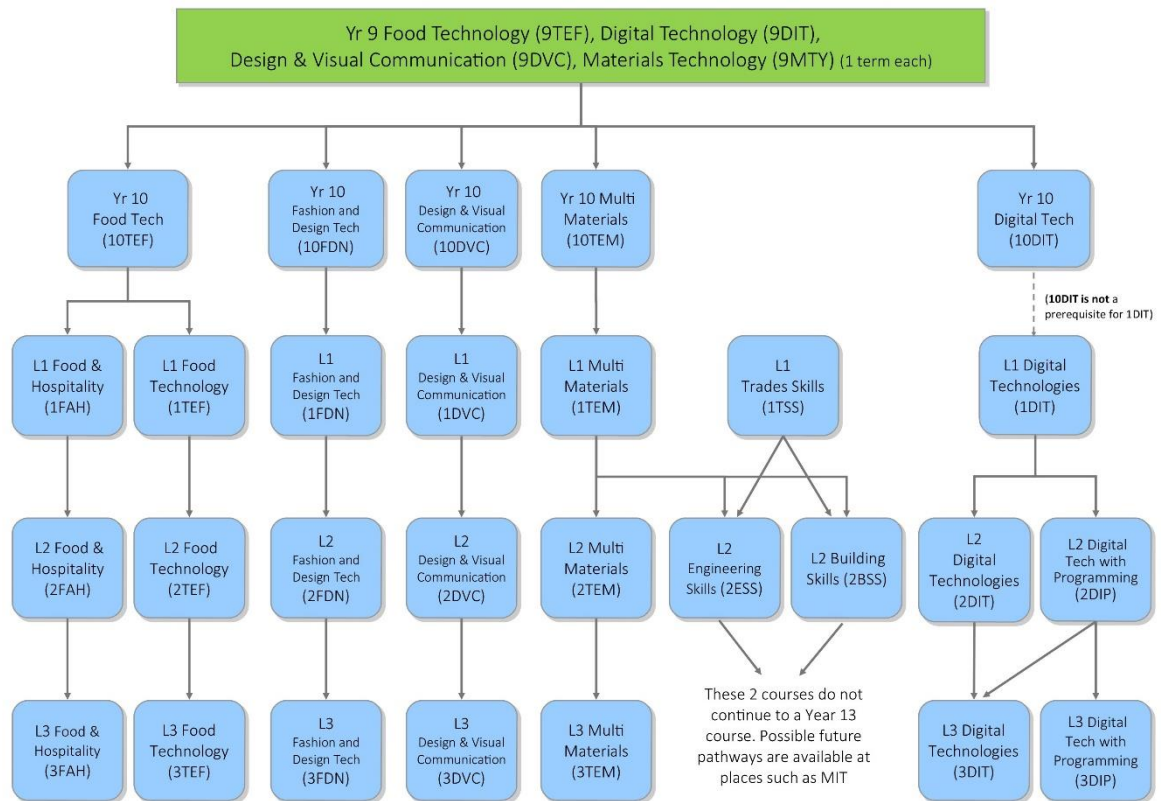
SCIENCE FLOWCHART 2024



SOCIAL SCIENCES FLOWCHART 2024



TECHNOLOGY FLOWCHART 2024



VISUAL AND PERFORMING ARTS FLOWCHART 2024

