



# LEVEL 1 OPTION BOOK 2024

BOTANY DOWNS Secondary College

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## LEVEL 1 COMPULSORY SUBJECTS

Every Year 11 student at Botany Downs Secondary College has English, Mathematics, Science and Health & Physical Education as compulsory subjects. English and Mathematics courses are chosen for the student by the Head of the Learning Area according to the student's grades from Year 10.

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## LEVEL 1 OPTIONAL SUBJECTS PER LEARNING AREA

Every Year 11 student at Botany Downs Secondary College can choose 3 options.

*Note: there are some options that can not be done together. Please check the list on page 4 for details.*

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# SCHOOL CONTACTS



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Phone (09) 273-2310

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

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

## SENIOR LEADERSHIP TEAM

Principal	<i>K. Brinsden</i>
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 (acting)</i>

## WHĀNAU 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 (HOD Counselling), J. Lai (Counsellor) &amp; R. Nikiel (Counsellor)</i>
Careers Advisor	<i>L. Lawgate</i>
Trade Academies/Vocational Pathways	<i>D. Achary</i>
Gateway	<i>L. El-Yassir</i>

# OPTION INFORMATION

*The following booklet contains information regarding the Level 1 programme at BDSC.*

- All following subjects will run depending on the number of applicants and availability of staff and facilities (in practical subjects).
- Entry to some courses will be limited.
- Entry to all courses will be through meeting of the listed prerequisites or at the discretion of the appropriate Head of Learning Area.
- Please follow the link below to see the full list of **current** NCEA Level 1 standards that contribute towards literacy and numeracy – [Full list of additional assessment standards for NCEA co-requisite in 2024 and 2025.pdf](#)
- Course contributions listed for each subject include resources, activities and trips that are **highly recommended** as being conducive to optimal student learning. Please refer to each individual course descriptor for the compulsory items required for that course.
- **NOTE: Due to course restrictions:**
  - Cannot choose both 1ART and 1DRT
  - Cannot choose both 1FAH and 1TEF
  - Can only do 1 maximum of 1TEM, 1FDN or 1TEF
  - Cannot choose both 1TSS and 1TEM
  - Cannot choose 1SCI and 1SCB or 1SCP (any student wishing to do 2 Sciences must select 1SCB and 1SCP)
  - Recommended maximum of 2 from 1HED, 1PED, 1OED (any more will be at the discretion of HOLA)
- Year 10 (compulsory) and Year 11 students (who haven't yet gained literacy and/or numeracy) will sit the Literacy and Numeracy co-requisite package. All learners must achieve the Literacy and Numeracy package to be awarded their NCEA qualification at any level. This consists of reading and writing unit standards worth 5 literacy credits each, and 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.
- From 2024 NCEA will change substantially following sector feedback, and advice from the Ministry of Education, NZQA and the NCEA Professional Advisory Group (PAG), Refer: <https://ncea.education.govt.nz/what-ncea-change-programme>

# 2024 YEAR 11 COURSE INFORMATION

- At BDSC we have made changes to our L1 NCEA programme to coincide with national changes. In 2023 we moved away from offering a full NCEA Level 1 programme of 18-22 credits per subject.
- NCEA Level 1 is not an exit qualification for most of our students. In our new Year 11 programme, we will be designing courses that will better prepare our students for an ever-changing world. These changes will promote deep, rich learning that focuses on development of knowledge, skills, and capabilities. By reducing the number of assessments, students will have to 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 towards NCEA Level 1.
- Accelerated Year 11 students will continue to complete the NCEA Level 2 designated Science courses (2BIO, 2CHE, 2PHY) and / or the NCEA Level 2 Mathematics course (2MAX). Students who have already gained NCEA Level 1 credits over the past two years can continue to use these towards their target qualifications.
- A typical Year 11 student 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. A typical Year 11 student 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 points above.
- Year 11 students will 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 all 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%)

# BDSC COURSE STRUCTURE 2024

Learning Areas	Year 9	Year 10	Level 1	Level 2	Level 3
<b>English</b>	English (9ENG) English Literacy Support (9ENA)  <i>English Academic Course (9EAC)</i> <i>English Language Course (9ELC)</i>	English (10ENG) English Literacy Support (10ENA)  Media Studies (10MED)  <i>English Academic Course (10EAC)</i> <i>English Language Course (10ELC)</i>	English (1ENG) English - Alternative (1ENA) English - Extension (1ENE) English - Literacy (1ENL)  <i>English Academic Course (1EAC)</i> <i>English Language Course (1ELC)</i> Media Studies (1MED)	English (2ENG) English - Alternative (2ENA) English - Extension (2ENE)  <i>English Academic Course (2EAC)</i> <i>English Language Course (2ELC)</i> Media Studies (2MED)	English (3ENG) English Booster Course (3ENB - L3 US) English - Extension (3ENE)  <i>English Academic Course (3EAC)</i> <i>English Language Course (3ELC)</i> Media Studies (3MED)
<b>Health &amp; Physical Education</b>	Health & PE (9HED/9PEC)	Health & PE (10HED/10PEC)  Outdoor Education (10OED) Physical Education (10PED)	Active Wellbeing (1AWB)  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)
<b>Languages</b>	French (9FRE) Japanese (9JAP) Te Reo Māori (9MAO)	French (10FRE) Japanese (10JAP) Te Reo Māori (10MAO)	French (1FRE) Japanese (1JAP) Te Reo Māori (1MAO)	Chinese (2CHI) French (2FRE) Japanese (2JAP) Te Reo Māori (2MAO)	Chinese (3CHI) French (3FRE) Japanese (3JAP) Te Reo Māori (3MAO)
<b>Mathematics</b>	Mathematics and Statistics (9MAT) Mathematics Extension (9MAE)	Mathematics and Stats (10MAT) Mathematics and Stats - Alt (10MNU) Mathematics and Stats - Acc (1MAX) 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)
<b>Science</b>	Science (9SCI)	Science (10SCI) Science - Acc (1SCX) 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)
<b>Social Sciences</b>	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)
<b>Technology</b>	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)	Building Skills (2BSS) Design & Visual Communication (2DVC) Digital Technology - Programming (2DIP) Digital Technology (2DIT) Engineering Skills (2ESS) Fashion and Design Technology (2FDN) Food and Hospitality (2FAH) Food Technology (2TEF) Multi Materials Technology (2TEM)	Design and Visual Com. (3DVC) Digital Technology - Programming (3DIP) Digital Technology (3DIT) Fashion and Design Technology (3FDN) Food and Hospitality (3FAH) Food Technology (3TEF) Multi Materials Technology (3TEM)
<b>The Arts</b>	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)
<b>Vocational &amp; General Courses</b>			Work and Community Studies (1WCS)	Careers Pathways (2CAP) Work and Community Studies (2WCS)	Careers Pathways (3CAP)

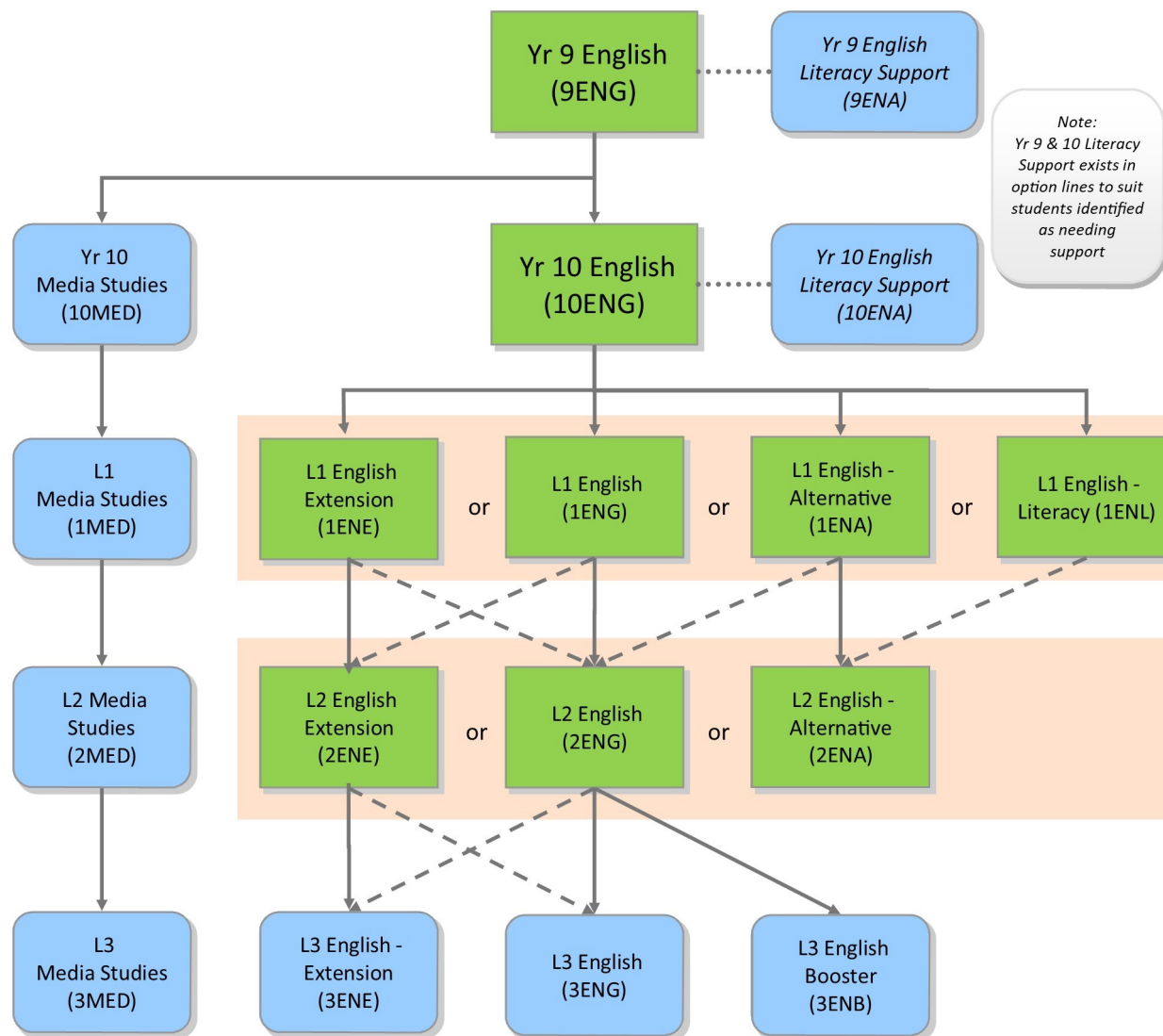
# ENGLISH FLOWCHART 2024

Key:

Compulsory Subject

Optional Subject

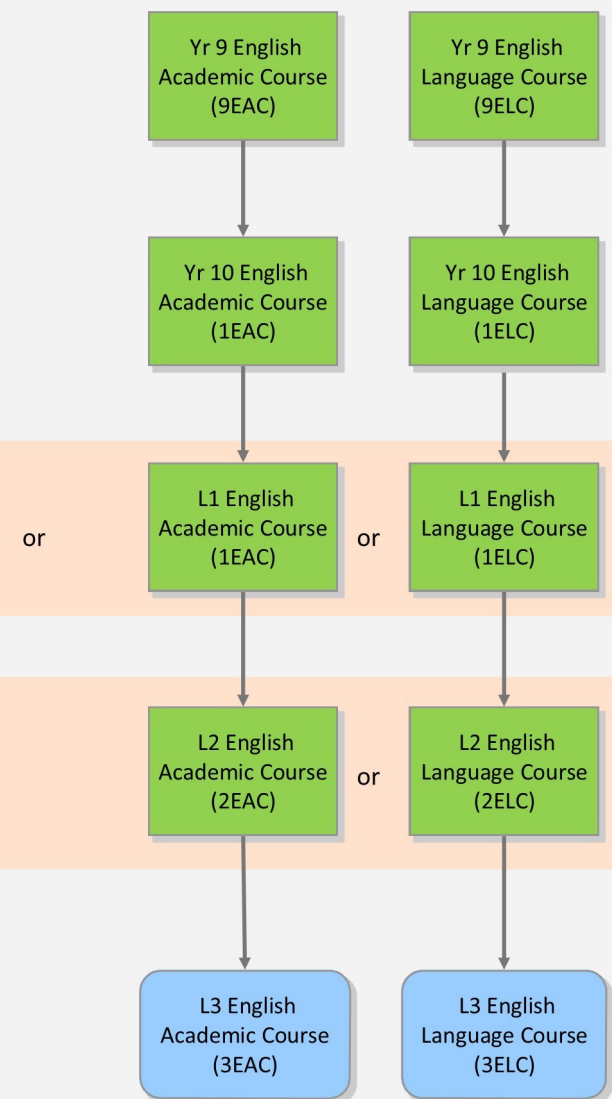
Compulsory English at Level 1 and 2. Students will be placed into appropriate course.



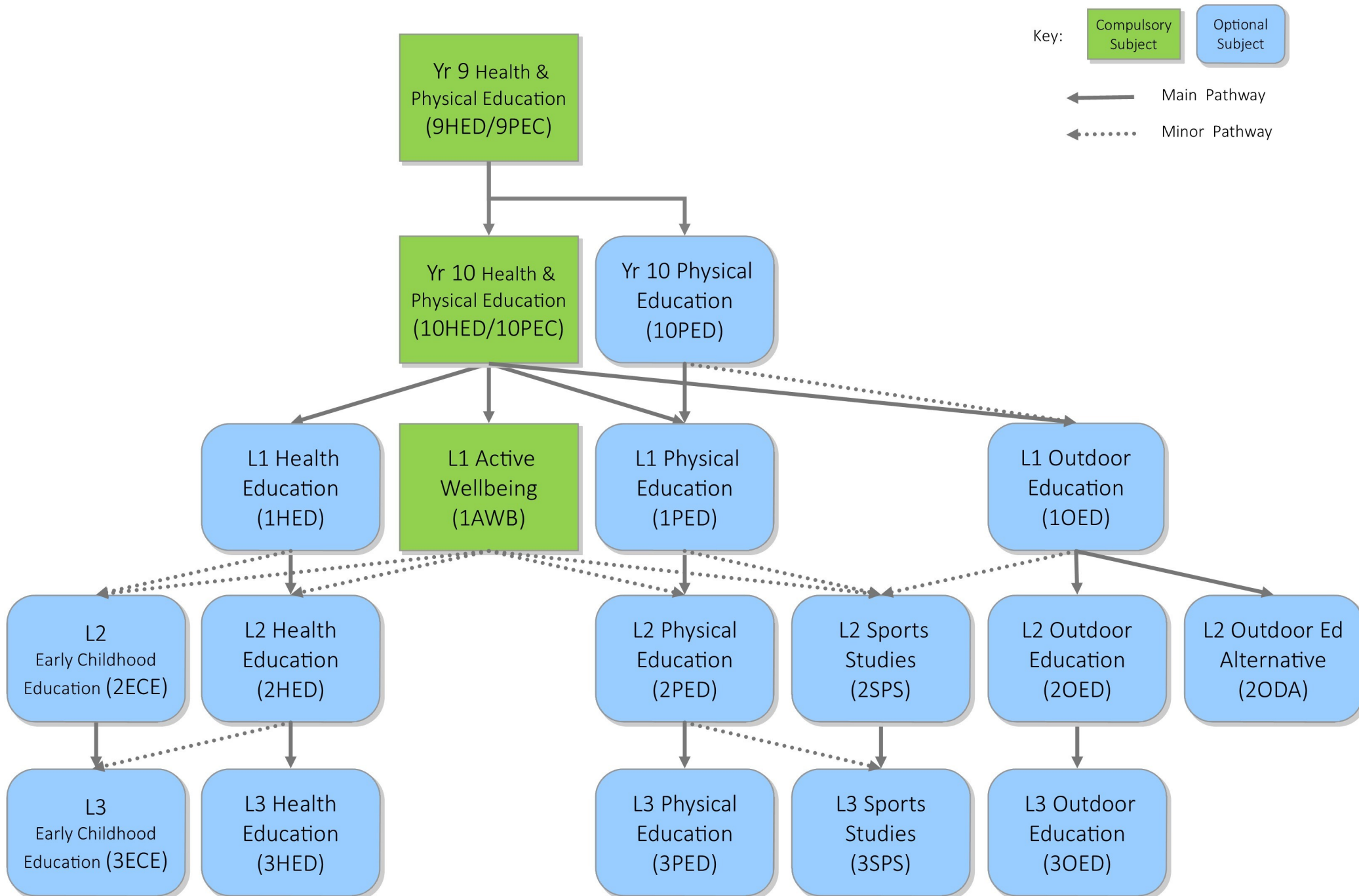
## ENGLISH AS ADDITIONAL LANGUAGE (EAL) FLOWCHART 2024

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.

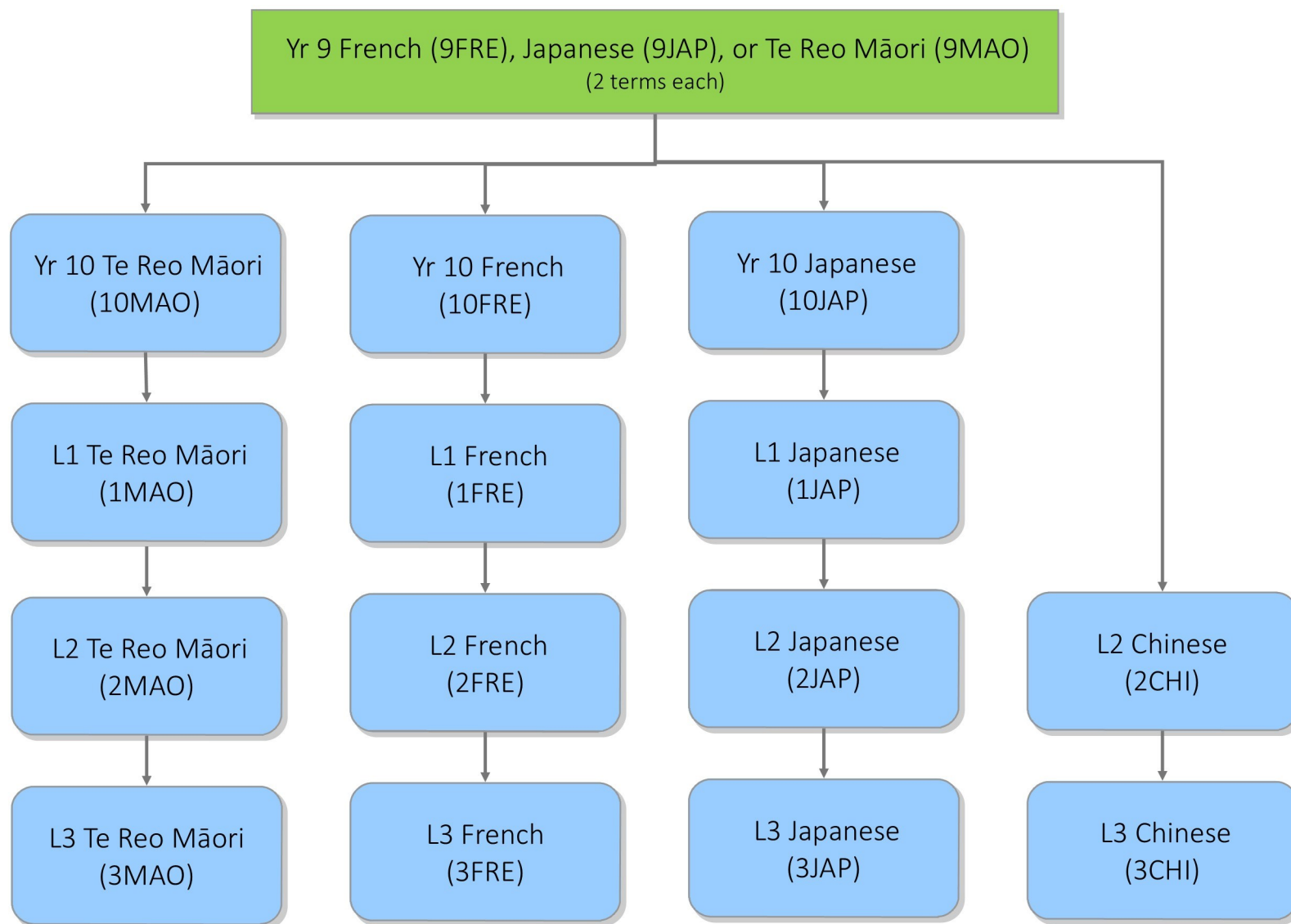
At Year 11/12/13 identified students may be placed in EAC or ELC instead of English, as recommended by Head of EAL. Students are placed in EAC and ELC depending on their English Language Progression Stages.



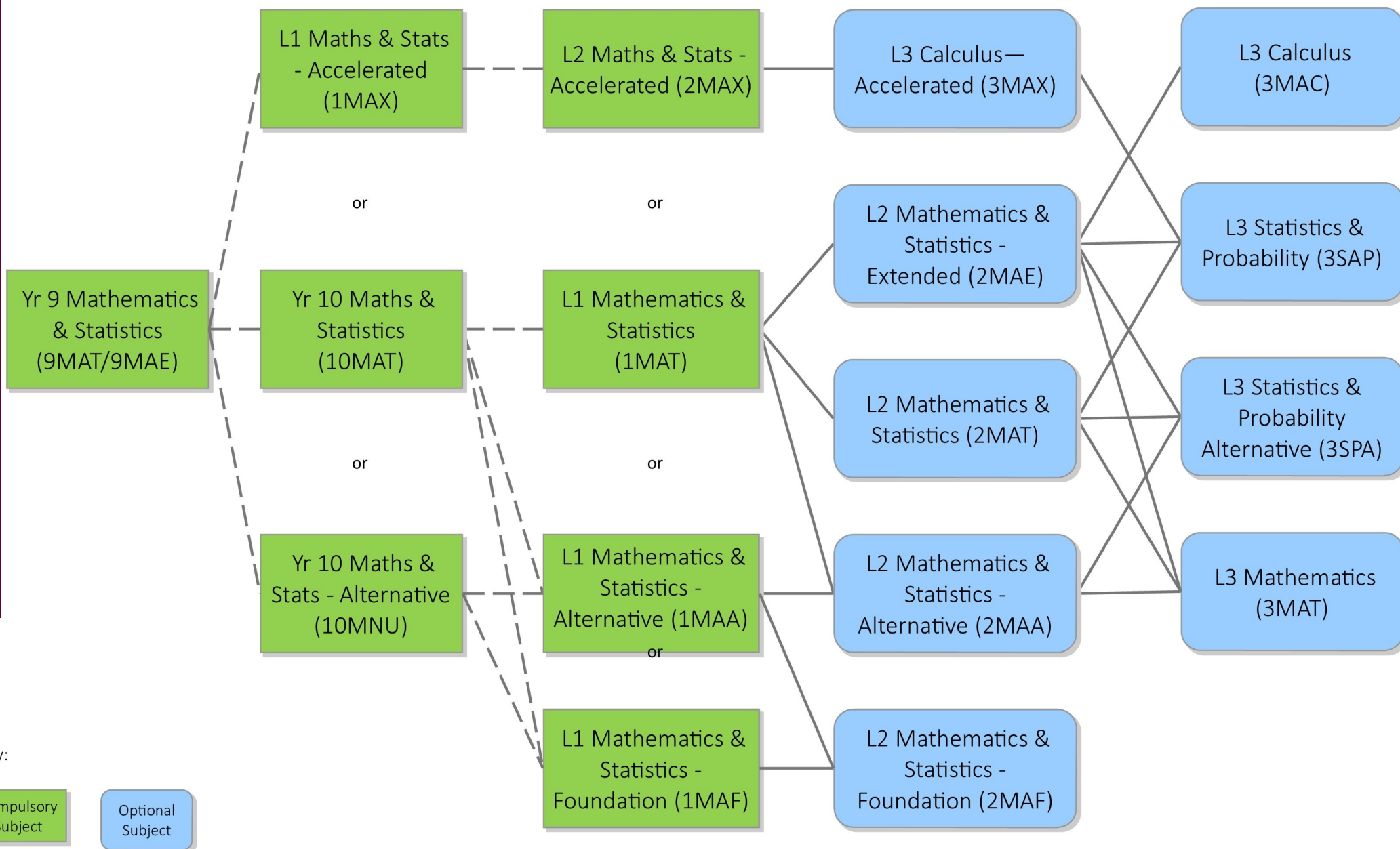
# HEALTH & PHYSICAL EDUCATION FLOWCHART 2024



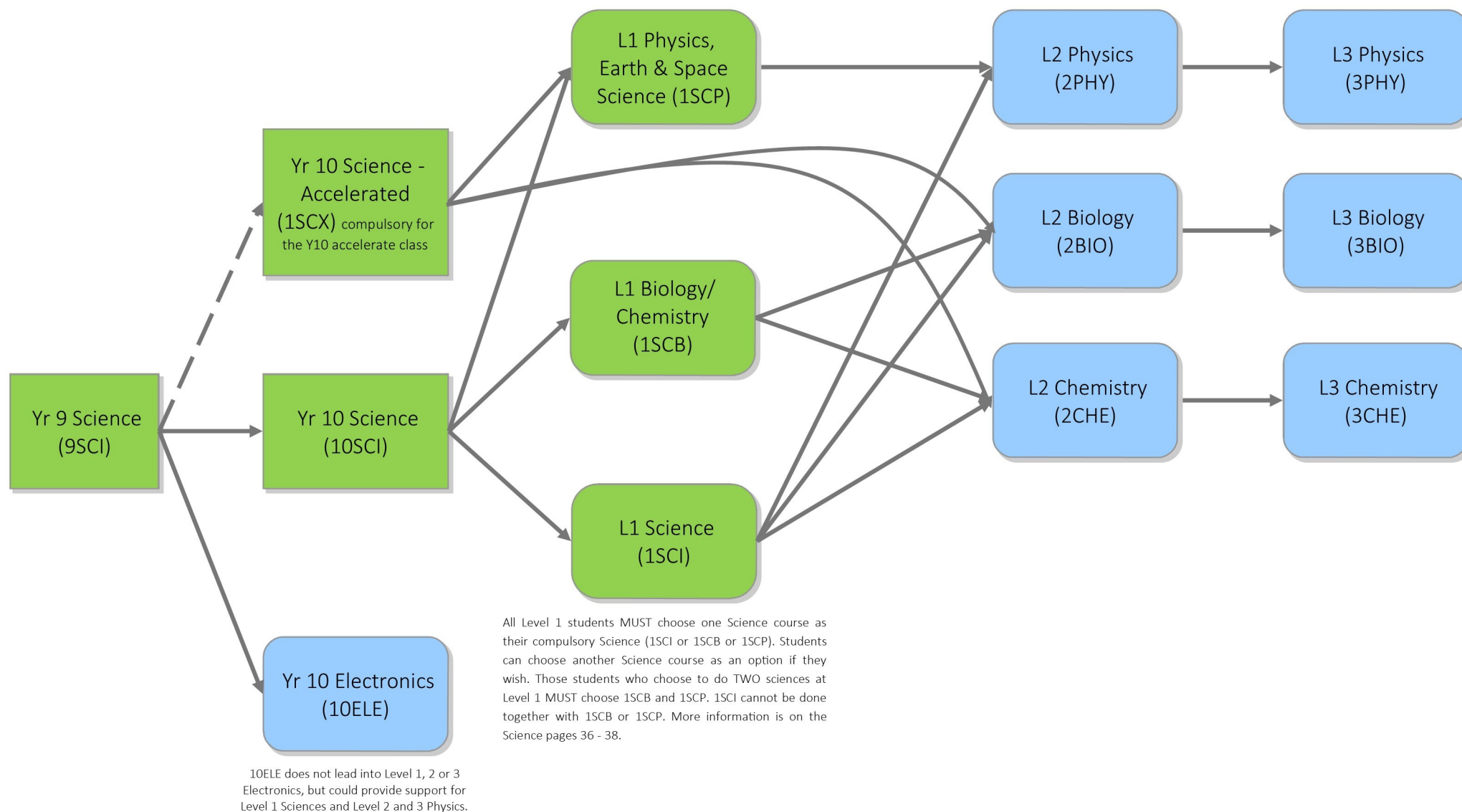
# LANGUAGES FLOWCHART 2024



# MATHEMATICS & STATISTICS FLOWCHART 2024



# SCIENCE FLOWCHART 2024



Key:

Compulsory Subject

Level 1 Compulsory/Optional

Optional Subject

———— Main Pathway

----- Other Pathway

- - - - - refer to a course which is selected for the students by Science staff

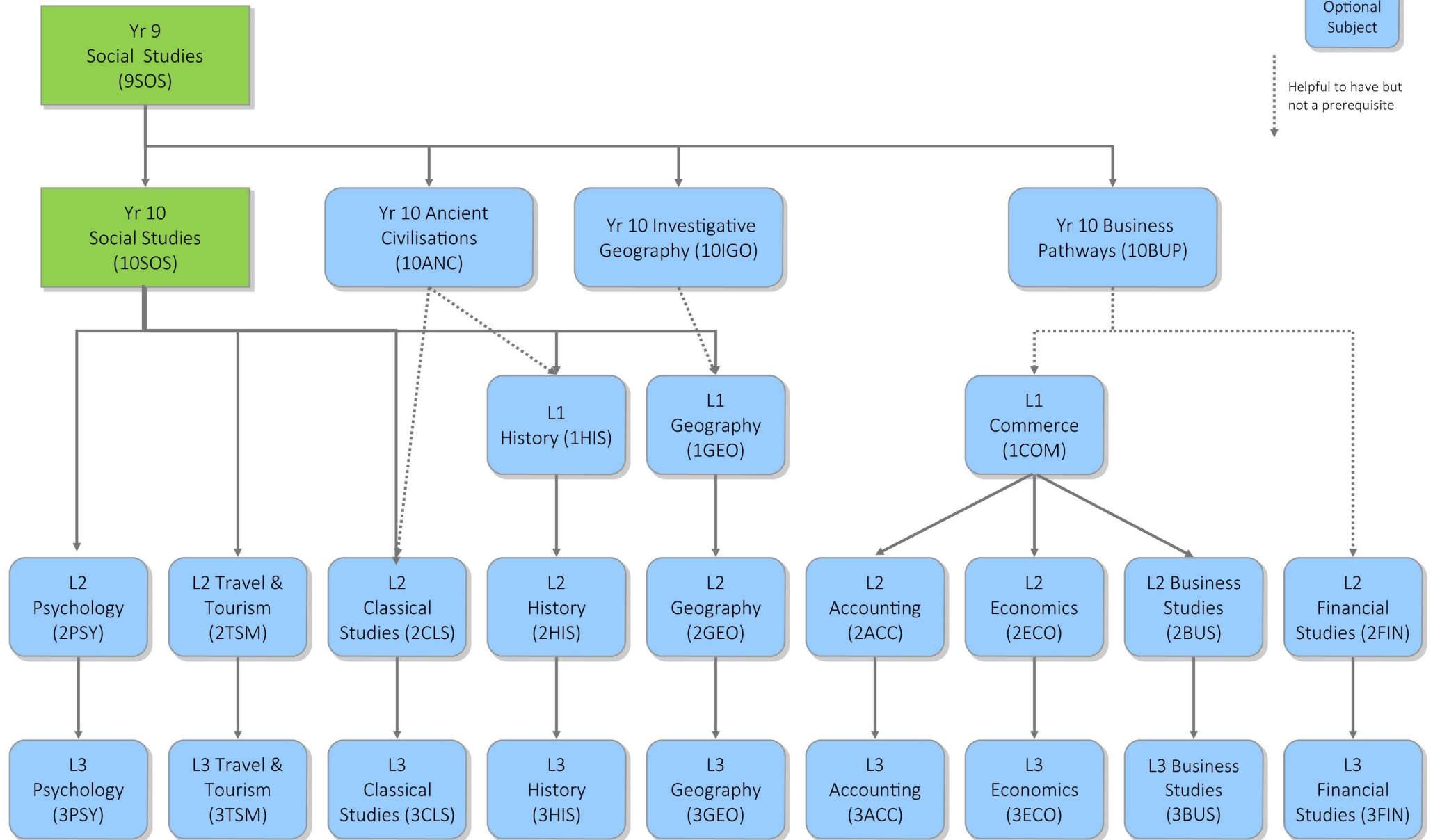
# SOCIAL SCIENCES FLOWCHART 2024

Key:

Compulsory Subject

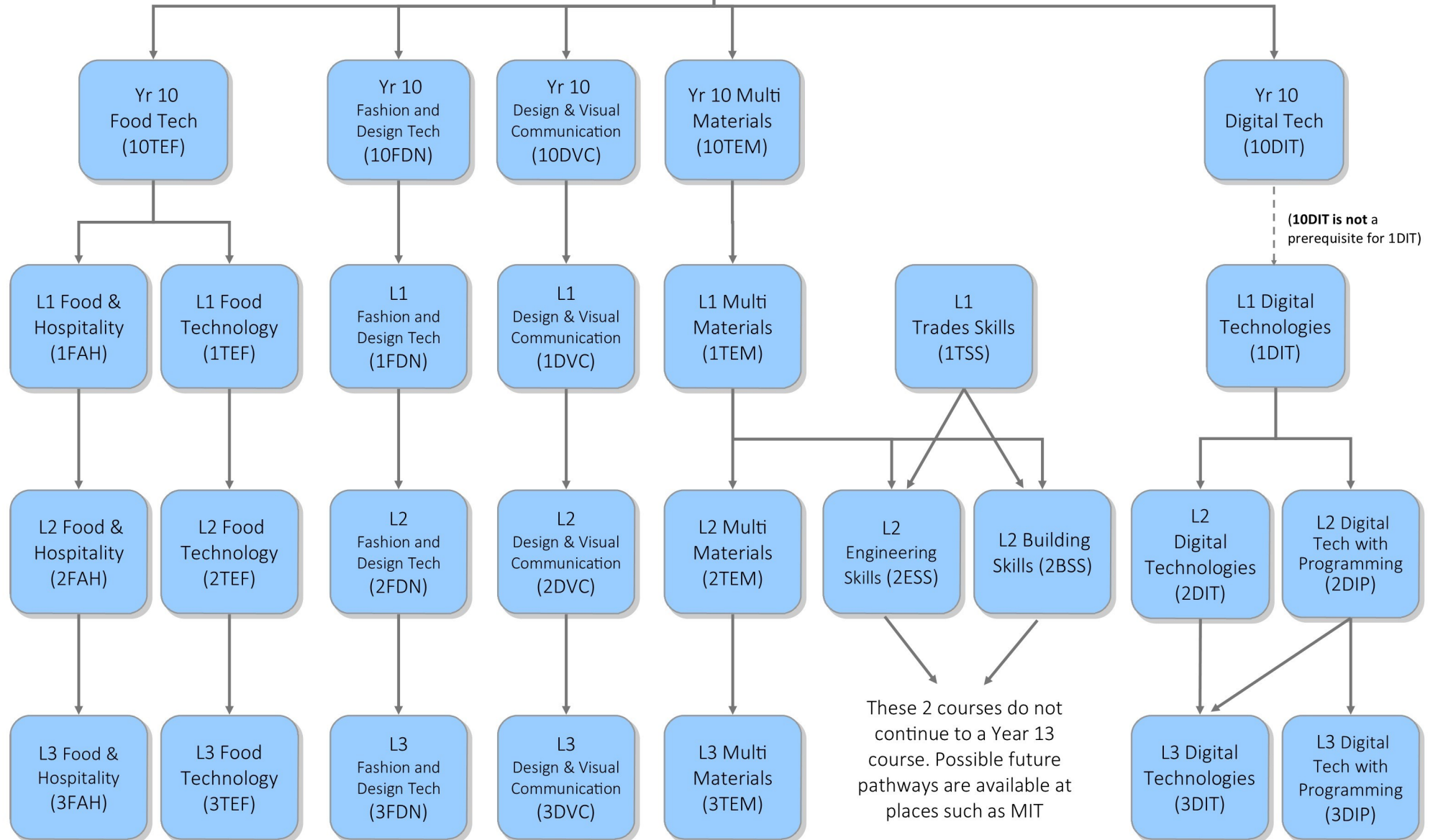
Optional Subject

Helpful to have but not a prerequisite



# TECHNOLOGY FLOWCHART 2024

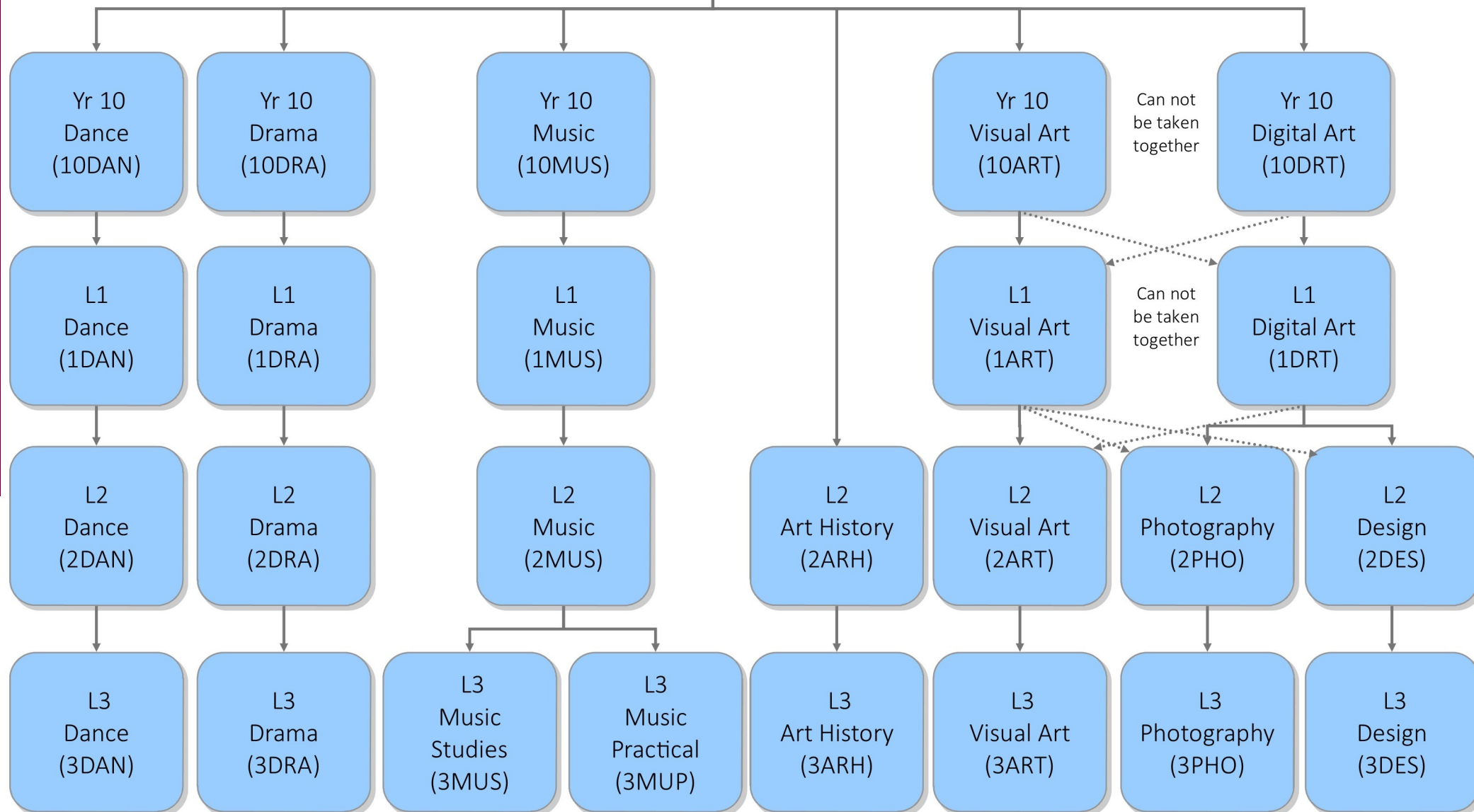
Yr 9 Food Technology (9TEF), Digital Technology (9DIT),  
Design & Visual Communication (9DVC), Materials Technology (9MTY) (1 term each)



# VISUAL & PERFORMING ARTS FLOWCHART 2024

Yr 9 Dance (9DAN), Drama (9DRA), Music (9MUS), Visual Art (9ART)  
(1 term each)

.....→  
With portfolio application  
and HOLA approval



# ENGLISH (1ENG)

## COURSE INFORMATION

Level:	Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 2 English
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Shaw
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

**English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. Students will be placed into the appropriate course by the Head of English according to students' performance in Year 10 and teacher recommendation. Students do not choose this placement.**

Most students will be placed into the English (1ENG) 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 and literature. Students will be taught the skills needed to think critically and to communicate their ideas through their study of written and visual texts.

## COURSE CONTENT

During the year students will study short, extended written and visual texts. They will develop their creative, formal and transactional writing skills. Each term will focus on a specific theme, with at least one term focusing on Aotearoa New Zealand.

Students will complete three school-based assessments.

1. **Writing Portfolio:** Students will experiment with a range of writing styles, and will be required to demonstrate purposeful and accurate crafting. The portfolio will be built throughout the year and students will receive a holistic grade that reflects the skills and creativity shown across their work.
2. **Speaking & Listening Skills:** Students will be given multiple opportunities to develop and demonstrate speaking & listening skills in small group discussions.
3. **Using Visual Language:** Students will select a text studied during the year and present an key idea from that text using visual language.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1ENG01	Writing Portfolio
1ENG02	Speaking & Listening Skills
1ENG03	Using Visual Language

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91927	English 1.4	Demonstrate understanding of significant aspects of unfamiliar texts.	Ext.	5
Possible NCEA Credits Available				5 Credits

# ENGLISH - ALTERNATIVE (1ENA)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 2 English
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Shaw
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

*English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. 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.*

English Alternative (1ENA) is a specialised course designed to provide students with further support and encouragement to complete the literacy requirements of Level 1 and to prepare them for study at Level 2.

Placement in 1ENA is based on discussion between the HOLA, HOD Learner Support, individual students and their whānau.

## COURSE CONTENT

Students will study a visual text, a selection of short texts, and will be given the chance to develop their research, creative and inference skills.

Students will develop real-world literacy skills in authentic ways.

If students didn't gain their Level 1 Literacy through the Literacy co-requisite assessments sat in Year 10, the 1ENA course will allow students to gain this through the two NCEA standards offered.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1ENG01	Writing Portfolio
1ENG02	Speaking & Listening Skills

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91924	English 1.1	Demonstrate understanding of how context shapes verbal language use.	Int.	5
AS91925	English 1.2	Demonstrate understanding of specific aspects of studied texts.	Int.	5
Possible NCEA Credits Available				10 Credits

# ENGLISH - EXTENDED (1ENE)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 2 English
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Shaw
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

*English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. 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.*

The Extension English (1ENE) course is designed to extend and challenge students who demonstrate talent and flair in English. Classes are discussion based and students are expected to read widely and undertake independent study.

Students will be invited for placement in this course based on Year 10 performance and teacher recommendation.

## COURSE CONTENT

During the year students will study short, extended written and visual texts. They will develop their creative, formal and transactional writing skills. Text selections will be made to challenge students in 1ENE, and to assist the development of critical thinking skills.

Students will complete three school-based assessments.

1. Writing Portfolio: Students will experiment with a range of writing styles, and will be required to demonstrate purposeful and accurate crafting. The portfolio will be built throughout the year and students will receive a holistic grade that reflects the skills and creativity shown across their work.
2. Speaking & Listening Skills: Students will be given multiple opportunities to develop and demonstrate speaking & listening skills in small group discussions.
3. Using Visual Language: Students will select a text studied during the year and present an key idea from that text using visual language.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1ENG01	Writing Portfolio
1ENG02	Speaking & Listening Skills
1ENG03	Using Visual Language

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91927	English 1.4	Demonstrate understanding of significant aspects of unfamiliar texts.	Ext.	5
Possible NCEA Credits Available				5 Credits

# ENGLISH - LITERACY (1ENL)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Entry to this course is through consultation with the HOLA and SENCO.
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Gaining Level 1 Literacy; some students <u>may</u> progress to the Level 2 English Alternative (2ENA) course in Year 12.
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Shaw
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

**English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. 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.**

This course is designed to support students who find English particularly difficult and/or who have specific learning challenges. The course will focus on enabling students to achieve the credits they need to gain Level 1 Literacy.

In this class students will follow thematic units of study; each unit will develop reading, writing, speaking, and listening skills, using real world contexts where possible.

Students do not select this course; places are determined through consultation with the HOLA, the HOD Learner Support, individual students, and their whanau.

## COURSE CONTENT

Students will study a visual text, a selection of short texts, and will be given the chance to develop their research, creative and inference skills.

Students will develop real-world literacy skills in authentic ways.

If students didn't gain their Level 1 Literacy through the Literacy co-requisite assessments sat in Year 10, the 1ENL course will allow students to gain this through the two NCEA standards offered.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1ENG01	Writing Portfolio
1ENG02	Speaking & Listening Skills

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91924	English 1.1	Demonstrate understanding of how context shapes verbal language use.	Int.	5
AS91925	English 1.2	Demonstrate understanding of specific aspects of studied texts.	Int.	5
Possible NCEA Credits Available				10 Credits

# ENGLISH as an ADDITIONAL LANGUAGE (1EAC)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Satisfactory English in Listening/ Speaking/Reading/Writing 10EAC (ELLP Stage 2)
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Level 2 EAC
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Dr Narain
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

**English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. Students will be placed into the appropriate course by the Head of EAL according to the students' performance in Year 10 and teacher recommendation. Students do not choose this placement.**

The main aim of the Level 1 EAC course is to develop the student's English language skills so that they can:

- participate in all other subjects of the curriculum to their full academic potential firstly in Year 11 and subsequently prepare them for academic study (English for Academic Purpose Unit Standards-Level 3) in Year 12.
- achieve success in the New Zealand national qualification, the National Certificate of Educational Achievement (NCEA) at Level 1. The 15 credits count towards Level 1 NCEA certificate.

All these standards are internally assessed so there are no exams.

Level of English Language: For students at ELLP stage 2 of English Language Learning Progressions.  
Target students are international and migrant students.

## COURSE CONTENT

The key assessments to be covered are on reading, writing, and speaking. These are English Language unit standards. Students credited with EL 30997-unit standard are able to read and understand a text on a familiar topic. Students credited with EL 28068-unit standard are able to write a connected text on a familiar topic. Students credited with EL 31026 are able to present information on a familiar topic.

## COURSE ASSESSMENTS

### UNIT STANDARDS

These are summative assessments that are completed internally (INT) at BDSC. These assessments will provide credits toward NCEA Level 1. The table below shows how many credits the assessment is worth.

Number	Title	Int/Ext	Credits
EL 30997	Read and understand a text on a familiar topic	Int	5
EL 28068	Write a connected text on a familiar topic	Int	5
EL 31026	Present information on a familiar topic	Int	5
Possible NCEA Credits Available			15

# ENGLISH as an ADDITIONAL LANGUAGE (1ELC)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Some satisfactory English in Listening/ Speaking/Reading/Writing
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 ELC
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Dr Narain
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

*English is compulsory at Year 11. There are 6 different Level 1 English courses, including those for EAL learners. Students will be placed into the appropriate course by the Head of EAL according to the students' performance in Year 10 and teacher recommendation. Students do not choose this placement.*

The main aim of the Level 1 ELC course is to develop the student's English language skills in listening, speaking, reading, and writing so that they can:

- participate in all other subjects of the curriculum to their full academic potential.
- achieve success in the New Zealand national qualification, the National Certificate of Educational Achievement (NCEA) at Level 1. The 15 credits count towards NCEA Level 1.

All these standards are internally assessed so there are no exams.

Level of English Language: For students at ELLP stage 1 of English Language Learning Progressions.  
Target students are international and migrant students.

## COURSE CONTENT

The key assessments to be covered are on reading, writing and speaking. These are English Language unit standards. Students credited with this EL 31005 unit standard are able to read and understand a range of simple written texts independently. Students credited with EL 27996 unit standard are able to write simple texts on everyday topics. Students credited with EL 31025 unit standard are able to present simple information on an everyday familiar topic (EL).

## COURSE ASSESSMENTS

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC. These assessments will provide credits toward NCEA Level 1. The table below shows how many credits the assessment is worth.

Number	Title	Int/Ext	Credits
EL 31005	Read and understand a range of simple written texts independently	Int	5
EL 27996	Write a simple text on everyday topics	Int	5
EL 31025	Present simple information on an everyday familiar topic	Int	5
Possible NCEA Credits Available			15

# MATHEMATICS & STATISTICS (1MAT)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Mathematics
Fieldwork:	N/A
Course Contributions:	Workbooks and other subscriptions \$35. Casio FX9860Giii Graphic calculator is compulsory -approximately \$185
Course Leads to:	NCEA Level 2 Mathematics Extension Level 2 Mathematics or Mathematics Alternative
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Gamiao
HOLA in charge of subject:	Ms Bennet

## COURSE OUTLINE

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

Mathematics & Statistics (1MAT) is an academic course that develops students' mathematical and statistical knowledge in preparation for further study in the Mathematics & Statistics curriculum. A sound level of competence, work ethic and commitment to regular practice is required for success. Topics include: number, algebra, geometry, measurement, statistics and probability

## COURSE CONTENT

The number of NCEA standards offered may change pending on the Ministry's decision on numeracy approved standards and the results of the 2023 pilot. Students may be formally assessed on 2 or 3 of the standards listed below, and complete 1 –2 school-based assessments for other selected topics. School-based assessments will be designed by the Learning Area staff.

## COURSE ASSESSMENTS

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth. Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard. Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91944	Mathematics & Statistics 1.1	Explore data using a statistical enquiry process	INT	5
AS91945	Mathematics & Statistics 1.2	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific region	INT	5
AS91946	Mathematics & Statistics 1.3	Interpret and apply mathematical and statistical information in context	EXT	5
AS91947	Mathematics & Statistics 1.4	Demonstrate mathematical reasoning	EXT	5
			Possible NCEA Credits Available	20 Credits

# MATHEMATICS & STATISTICS - ALTERNATIVE (1MAA)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Mathematics
Fieldwork:	N/A
Course Contributions:	Workbooks and other subscriptions \$35. Casio FX9860Giii Graphic calculator is compulsory -approximately \$185
Course Leads to:	NCEA Level 2 Mathematics Alternative
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Gamiao
HOLA in charge of subject:	Ms Bennet

## COURSE OUTLINE

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

The Mathematics & Statistics Alternative (1MAA) course has less emphasis on Algebra than the 1MAT course and will formally assess fewer Achievement Standards. Topics include: number, algebra, geometry, measurement, statistics and probability.

## COURSE CONTENT

The number of NCEA standards offered may change pending on the Ministry's decision on numeracy approved standards and the results of the 2023 pilot. Students may be formally assessed on 2 of the standards listed below, and complete 1–2 school-based assessments for other selected topics. School-based assessments will be designed by the Learning Area staff.

## COURSE ASSESSMENTS

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth. Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard. Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91944	Mathematics & Statistics 1.1	Explore data using a statistical enquiry process	INT	5
AS91945	Mathematics & Statistics 1.2	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific region	INT	5
AS91946	Mathematics & Statistics 1.3	Interpret and apply mathematical and statistical information in context	EXT	5
AS91947	Mathematics & Statistics 1.4	Demonstrate mathematical reasoning	EXT	5
			Possible NCEA Credits Available	20 Credits

# MATHEMATICS & STATISTICS - FOUNDATION (1MAF)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Mathematics
Fieldwork:	N/A
Course Contributions:	Workbooks and other subscriptions- \$35 Casio FX9860Giii Graphic calculator is
Course Leads to:	
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Gamiao
HOLA in charge of subject:	Ms Bennet

## COURSE OUTLINE

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

The Mathematics & Statistics Foundation (1MAF) course is designed for students who found Year 10 Mathematics challenging. This course consists of topics that will support alongside the numeracy co-requisites and one or two level 1 Mathematics and Statistics achievement standard. Topics include Number, Linear Algebra and Statistics

## COURSE CONTENT

This course will cover

1. Number knowledge and number skills at curriculum L4 to L5
2. Use and interpret results of the measurement including timetables and time charts
3. Solve measurement problems in practical contexts.
4. Linear graphs
5. Location and navigation
6. Transformation geometry
7. Understand and reason with statistics and data
8. Use probability to interpret situation that involve elements of chance

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1MAF01	Number skills and knowledge for everyday life
1MAF02	Interpretation and use of different type of statistical graphs
1MAF03	Transformation Geometry
1MAF04	Probability

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91944	Mathematics & Statistics 1.1	Explore data using a statistical enquiry process	Int	5
AS91945	Mathematics & Statistics 1.2	Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific region	Int	5
Possible NCEA Credits Available				10 Credits

# MATHEMATICS & STATISTICS - ACCELERATED (2MAX)

## COURSE INFORMATION

Level:	NCEA Level 2
Course Prerequisites:	Merit or higher in AS91027-Apply algebraic procedures in solving problems, AS91028-Investigate relationships between tables, equations and graphs and Achieved or higher in AS91031-Apply geometric reasoning in solving problems and AS91035-Investigate a given multivariate data set using the statistical enquiry cycle.
Fieldwork:	N/A
Course Contributions:	EAS workbook & Education Perfect approximately \$45, FX9750GII Casio Graphic calculator is compulsory - approximately \$120
Course Leads to:	NCEA Level 3 Mathematics with Calculus and NCEA Level 3 Statistics and Probability courses.
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Lowe
HOLA in charge of subject:	Ms Bennet

## COURSE OUTLINE

***This course is designed for Year 11 students who have been accelerated up to a Level 2 Mathematics and Statistics course. These students will be chosen by the Head of Mathematics according to the students performance in Year 10 and teacher recommendation. Students do not choose this placement.***

This is an academic course that requires fluency in algebraic skills. This course builds on previous years work and establishes the basis for tertiary study in Mathematics and Statistics. This course of advanced Mathematics and Statistics extends and develops the algebraic, trigonometric and statistical work begun in the Year 11 accelerated course. An introduction to differential and integral calculus is also part of the course.

This course also helps to provide the mathematical and statistical skills needed in other subjects at Level 3. Many careers state that they need this course in their job specification.

## COURSE ASSESSMENTS

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

STANDARDS					
Number	Subject Ref	Title	Int/Ext	Credits	CODES
<i>NCEA Internal Achievement Standards/Unit Standards</i>					
AS91257	Mathematics 2.2	Apply graphical methods in solving problems	Internal	4	N
AS91264	Mathematics 2.9	Use statistical methods to make an inference	Internal	4	N
AS91259	Mathematics 2.4	Apply trigonometric relationships in solving problems	Internal	3	N
<i>NCEA External Achievement Standards</i>					
AS91261	Mathematics 2.6	Apply algebraic methods in solving problems	External	4	N
AS91262	Mathematics 2.7	Apply calculus methods in solving problems	External	5	N
AS91267	Mathematics 2.12	Apply probability methods in solving problems	External	4	N
<i>Possible Credits Available</i>				24 Credits	

# SCIENCE (1SCI / 1SCL, 1SCB or 1SCP) Rationale

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Nil Recommendation - Students should endeavour to maintain a high GPA in the year 10 Science course in preparation for the Level 1 Sciences
Fieldwork:	N/A
Course Contributions:	N/A
Courses Lead to:	NCEA Level 2 Biology, Chemistry, Physics
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Kumar
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

*Science is compulsory at Year 11. Students are required to choose AT LEAST ONE of the following courses*

*1SCI - (General) Science or 1SCL (Alternative Science)*

*1SCB - Biology and Chemistry*

*1SCP - Physics, Earth and Space Science*

***Students can ALSO CHOOSE a second Science option which will count as one of their 3 options. Those students who choose to do TWO sciences at Level 1 MUST choose 1SCB and 1SCP. 1SCI or 1SCL cannot be done together with 1SCB or 1SCP***

## COURSE CONTENT

Full course information can be found on the listed pages. Please refer there when making your choice.

### 1SCI (page 26)

This course is designed to provide students with a general understanding of science and provides a very basic foundation for all Level 2 Sciences.

Students taking 1SCI will be able to access all three Level 2 Science courses (2BIO, 2CHE, 2PHY) provided they meet the prerequisites. However, it is recommended that those students who have decided to do 2CHE and/or 2BIO do 1SCB and those who have already decided to do 2PHY do 1SCP.

### 1SCL

Students who select SCI may be placed in an alternative Science course. Science Alternative (1SCL) is a specialised course designed to provide students with further support and encouragement to work towards the requirements of Level 1 and to prepare them for study at Level 2.

Placement in 1SCL is based on discussion between the HOLA, HOD Learner Support, individual students and their whānau.

### 1SCB (page 27)

This course is designed to provide a solid foundation to Level 2 Biology and Chemistry.

### 1SCP (Page 28)

This course is designed to provide a solid foundation to Level 2 Physics.

# SCIENCE (1SCI)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	NIL
Course Contributions:	NIL
Course Leads to:	This course is suitable for those students who wish to complete a general Science course. Students completing 1SCI will have access to 2BIO, 2CHE and 2PHY. However, this course provides a very basic foundation to level 2 science courses.
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Kumar
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

Science (1SCI) aims to develop general understanding of the living, chemical and physical aspects of the world around us. It is a vital component of general education for the modern world. This course is a general science course that provides some background towards preparing students to understand, explain and be aware of scientific issues that our modern society faces. It is expected that the students will appreciate the relevance of scientific concepts to develop an understanding of technology and world around us.

Topics studied in this course: Biology - genetics; Chemistry - acids and bases; Physics - mechanics. The emphasis in the course is learning through practical experience, a sound investigative basis and applying scientific concepts to relevant contexts.

Those students who want to do 2BIO, 2CHE or 2PHY at level 2 should choose 1SCB and/or 1SCP. Please refer to pages 37 and 38 for further details.

## COURSE CONTENT

This course will have four standards. The first standard is a NCEA 4 credit standard that will be assessed internally. The other three standards are BDSC science units that will be taught and assessed internally as well.

AS90935 - This NCEA standard requires students to carry out a practical investigation with direction, that leads to a linear mathematical relationship. This is a 4 credit standard that will be assessed internally.

1SCI01—This is a BDSC science unit where students will be required to demonstrate understanding of aspects of mechanics. This standard will be assessed internally.

1SCI02—This is a BDSC science unit where students will be required to demonstrate understanding of chemical ideas relating to Acids and Bases. This standard will be assessed internally.

1SCI03—This is a BDSC science unit where students will be required to demonstrate understanding of human biology and biological issues faced by human society. This standard will be assessed internally.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1SCI01	Demonstrate understanding of aspects of mechanics
1SCI02	Demonstrate understanding of chemical ideas relating to Acids and Bases
1SCI03	Demonstrate understanding of human biology and issues relating to human biology

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS90935	P1.1	This NCEA standard requires students to carry out a practical investigation with direction, that leads to a linear mathematical relationship	Int	4
<i>Possible NCEA Credits Available</i>				4 Credits

# BIOLOGY and CHEMISTRY (1SCB)

## COURSE INFORMATION

Level:	ONE
Course Prerequisites:	A GPA of 60% is recommended.
Fieldwork:	None
Course Contributions:	NIL
Course Leads to:	2BIO and/or 2CHE
Course Provider/Assessor:	BDSC
Teacher in charge of subject:	Mrs Devi-Govind & Mrs Singh
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

**This course or 1SCI will provide a platform for Level 2 Biology and/or Chemistry.**

This course is made up of four standards. The standard AS90948 is NCEA externally assessed standard worth 4 cr. The other three standards are BDSC standards that will be assessed internally but will not generate any NCEA credits. However, the results of these three standards together with the NCEA assessed standard will be used as prerequisite to determine entry into 2BIO and/or 2CHE courses.

## COURSE CONTENT

AS90948 NCEA Externally Assessed Standard (4 cr)

This standard requires students to Demonstrate comprehensive understanding of biological ideas about genetic variation. It may involve explaining, elaborating, applying, justifying, relating, evaluating, comparing and contrasting, or analysing.

1SCB01: This standard requires students to demonstrate comprehensive understanding of biological ideas relating to micro-organisms. It may involve explaining, elaborating, applying, justifying, relating, evaluating, comparing and contrasting, or analysing.

1SCB02: This standard requires students to demonstrate comprehensive understanding of aspects of chemical reactions including explaining, elaborating, justifying, relating, evaluating, comparing and contrasting, or analysing the classification of reactions. This typically requires the use of chemistry vocabulary, symbols and conventions (including names and formulae), and writing balanced symbol equations.

1SCB03: This standard requires students to demonstrate comprehensive understanding of properties of materials and their uses.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1SCB01	Demonstrate understanding of Micro Organism
1SCB02	Demonstrate understanding of Chemical Reactions
1SCB03	Demonstrate understanding of the Physical properties of materials.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS90948	S1.9	Demonstrate understanding of Biological ideas relating to Genetic variation	Ext	4
<i>Possible NCEA Credits Available</i>				4 Credits

# PHYSICS, EARTH and SPACE SCIENCE (1SCP)

## COURSE INFORMATION

Level:	ONE
Course Prerequisites:	A GPA of 60% is recommended.
Fieldwork:	N/A
Course Contributions:	NIL
Course Leads to:	2PHY
Course Provider/Assessor:	BDSC
Teacher in charge of subject:	Mr Raj
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

**This course or 1SCI will provide a platform for Level 2 Physics.**

This course is made up of four standards. The standard AS90940 is NCEA externally assessed standard worth 4 cr. The other three standards are BDSC standards that will be assessed internally but will not generate any NCEA credits. However, the results of these three standards together with the NCEA assessed standard will be used as prerequisite to determine entry into 2PHY course.

## COURSE CONTENT

AS90940 NCEA Externally Assessed Standard (4cr)

This standard requires students to demonstrate comprehensive understanding of aspects of mechanics typically involves providing evidence that shows how or why phenomena, concepts and principles are connected in the context of given situations. Statements must demonstrate understanding of connections between concepts.

1SCP01—Demonstrate comprehensive understanding of aspects of electricity and magnetism which typically involves providing evidence that shows how or why phenomena, concepts, or principles are connected in the context of given situations. Statements must demonstrate understanding of connections between concepts.

1SCP02—A practical investigation requires student to collect, process and interpret data. The investigation must lead to a linear and non linear mathematical relationship.

1SCP03—The main concepts covered in this standard will be Environmental science focusing on Earth's Structure and environmental issues. This standard will also include a study of relationship between planets earth and space.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1SCP01	Demonstrate understanding of aspects of electricity and magnetism.
1SCP02	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.
1SCP03	This standard requires student to demonstrate comprehensive understanding of Earth and Space Science

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

These are summative assessments that are completed internally (INT) at BDSC or in the end of year NZQA external examinations (EXT). These assessments **will** provide credits toward NCEA Level 1. The table below shows whether an assessment is internally or externally assessed and how many credits the assessment is worth.

Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS90940	S1.1	Demonstrate understanding of aspects of mechanics	Ext	4
Possible NCEA Credits Available				4 Credits

# SCIENCE - ACCELERATED (2BIO or 2CHE)

## COURSE INFORMATION

Level:	NCEA Level 2
Course Prerequisites:	<p><b>2BIO</b> At least an <b>Achieved grade</b> in NCEA S1.9-Genetics Standard <b>AND Developing Grades</b> in at least <b>TWO</b> other BDSC assessed level 1 Science units one of which <b>must</b> be "Understanding of Microorganisms"</p> <p><b>2CHE</b> At least an <b>Achieved grade</b> in NCEA S1.9-Genetics Standard <b>AND Developing Grades</b> in BDSC assessed level 1 Science "Understanding of a Chemical Reaction" and "Physical Properties of Materials" units.</p>
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 3 Biology, Chemistry
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Kumar
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

*This course is designed for Year 11 students who have been accelerated up to a Level 2 Science course in either Biology or Chemistry. These students will be chosen by the Head of Science according to the students performance in Year 10 and teacher recommendation. Students do not choose this placement but once chosen, students will get to choose between 2BIO and 2CHE.*

Note: Students wishing to take Level 2 Physics (2PHY) the following year, will need to take 1SCP as a second Science option. Information regarding this course can be found on page 38.

## COURSE CONTENT

Full information on 2BIO and 2CHE can be found in the Level 2 Options Book. Please refer to pages 38 and 39.

### Biology - 2BIO

Biology is the study of the variety, structure, functions, continuity and interrelationships of living things in nature. This course covers the key basics of cell biology, researching adaptations in animals that enable them to carry out living processes and deepening students understanding of genetics. It provides a wide range of learning experiences which will be of value to all students throughout their lives, and provides a sound foundation to the study of biological and health sciences in the future. The internal assessment component of the course allows students to develop skills to analyse biological validity and also allows them to become familiar with science current affairs with a New Zealand focus. Research skills will also be developed to demonstrate an understanding of adaptations in plants and animals.

### Chemistry - 2CHE

Chemistry is the study of the nature and behaviour of substances. The study of chemistry helps everyone understand the modern world (e.g. paints, plastics, food additives, fuels, agriculture, etc.); it is also an important science for the future study of life/health sciences, or engineering.

This is a practically-based course intended to develop the skills and knowledge appropriate to the study of chemistry. Contexts that are relevant to students will be used throughout.

Level 2 Chemistry is essential to underpin Level 3 Chemistry. Students must obtain achievement in two of the three external papers and two of the three internal assessments to get into Level 3.

Both Level 2 and Level 3 Chemistry require strength in calculations (use of numbers and rearrangement of memorised formulae). Students require a good ability in written English as explanations and discussions of chemical concepts are essential.

# ACTIVE WELLBEING (1AWB)

## COURSE INFORMATION

Level:	Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	2PED, 2SPS, 2OED, 2HED
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Miss Peterson
HOLA in charge of subject:	Mr Saville

## COURSE OUTLINE

***Active Wellbeing is compulsory at Year 11.***

This compulsory programme consists of one period a week. The practical part of the course will involve students participating actively in a variety of physical activities for their personal well-being, including sports, team-based games, fitness, recreational pursuits and gaining a further understanding of what is essential for lifelong well-being. The course will also involve a Health Education component, providing an opportunity for students to further develop their ability to make informed decisions about well-being related issues that adolescents are faced with. This may include learning related to the topics of mental health, sexuality education and/or alcohol and drug education.

For the assessment part of this course students will be required to produce a portfolio of evidence that demonstrates an understanding of the influence of a personal physical activity experience on hauora, based around a specific wellbeing model.

## COURSE CONTENT

## COURSE ASSESSMENTS

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92018	PE 1.3	Demonstrate understanding of the influence of a personal movement experience on hauora	Ext	5
Possible NCEA Credits Available				5 Credits

# MEDIA STUDIES (1MED)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Nil
Fieldwork:	Opportunities for trips to cinemas for film viewing and/or visits to Media institutions (TBA)
Course Contributions:	Nil
Course Leads to:	Level 2 Media Studies
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Greenstreet
HOLA in charge of subject:	Ms Pinnell

## COURSE OUTLINE

**If you use media every day, you should be doing Media Studies!** Media Studies provides opportunities for students to develop and explore the important impact media has on our lives.

This course builds on the skills developed in Year 10 Media Studies, and is highly recommended for students who want to pursue Media Studies in the future, especially for university-level study. You do not need to have taken the course in Year 10: it is highly relevant and doable for all students.

Students will find this course fun and challenging as they develop their understanding of changing media and how it impacts us. Students will examine the role of advertising and how it works, including the opportunity to produce their own advertisements. They will also look at the role and impact that social media has on their lives, and conclude with an examination of the very popular superhero film genre.

Media Studies skills have a wide range of transferability to other subject areas. Media Studies continues into Years 12 and 13 at BDSC and into a number of tertiary and employment pathways.

## COURSE CONTENT

**Analysis of television/video based advertising** (on TV, digital, YouTube, Video on Demand/Streaming video).

**Screen production** through making a short TV ad (60-90 seconds long). Students will work individually or in a pair to plan and produce a TV ad.

**Social Media as an example of a global flow of information**, and the positives and negatives of the way information is disseminated, and its impact on people and organisations (leading to AS92048, Social Studies 1.1)

**Inquiry project on the superhero film and TV genre**, primarily focused on film but branching into the 'iceberg' of the genre (TV, comics, merchandise, cosplay, fandom, etc). Students will explore a 'wondering', or why/how question to show understanding.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1MED01	Show understanding of TV advertising
1MED02	Plan and produce a media text
1MED03	Explore the superhero genre through the inquiry process

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92048	Social Studies 1.1	Demonstrate understanding of findings of a Social Studies inquiry	Int	5
<i>Possible NCEA Credits Available</i>				5 Credits

# HEALTH EDUCATION (1HED)

## COURSE INFORMATION

Level:	Level 1
Course Prerequisites:	It is recommended that students will have achieved at least a Merit in their Year 10 Application in HED grades in Semester 2.
Fieldwork:	-
Course Contributions:	-
Course Leads to:	NCEA Level 2 Health Education
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Miss Peterson
HOLA in charge of subject:	Mr Saville
Important information:	<b><i>Please note students can choose a max of 2 of the following options: Health Education (1HED) Physical Education (1PED) and Outdoor Education (1OED) (any more will be at the discretion of the HOLA)</i></b>

## COURSE OUTLINE

In Level 1 Health Education, students build on the knowledge gained in Year 9 and Year 10 Health Education. Thinking critically about issues that impact well-being, students will further develop their understanding of the concept of Hauora and begin to examine health-related situations from a personal, interpersonal and societal perspective.

The topics covered in Level 1 Health Education will be related to mental health, sexuality education, alcohol and drug use, adolescent eating patterns, and health promotion. Students will consider the influences and effects of health-related issues on well-being, apply decision-making processes and develop strategies to support well-being. Learning will take place through interactive group work, class and group-based brainstorm and discussions, collaborative and independent research, and written tasks.

The knowledge and skills developed through the Level 1 Health Education course will enable students to extend their understanding of the underlying health concepts and develop their Health Education literacy skills, providing a pathway for further study in Health Education at NCEA Level 2 and Level 3.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1HED01	Factors that influence Hauora
1HED02	Skills for healthy relationships
1HED03	Effects on Te Whare tapa Wha

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS91097	Health 1.3	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Int	4
Possible NCEA Credits Available				4 Credits

# OUTDOOR EDUCATION (1OED)

## COURSE INFORMATION

Level:	Level 1
Course Prerequisites:	It is expected that students will have shown a high level of commitment and effort with consistently high KC and assessment grades in 10OED and/or both year 9&10 PEC. All entry into OED courses are subject to TIC/HOLA Approval.
Fieldwork:	TBC - Paddle skills day on Lake Pupuke, day rafting trip in Rotorua, 3 day caving trip to Nikau Caves, Raglan and Waitomo. Day trip mountain biking at Woodhill, rock climbing at Extreme Edge.
Course Contributions:	Approx. \$700 based on 2023
Course Leads to:	2OED, 2PED, 2SPS, 2ODA
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr McMillan
HOLA in charge of subject:	Mr Saville
Important information:	<b>Please note students can choose a max of 2 of the following options: Health Education (1HED), Physical Education (1PED) and Outdoor Education (1OED) (any more will be at the discretion of the HOLA)</b>

## COURSE OUTLINE

Level 1 Outdoor Education students will learn a wide variety of outdoor skills. The year starts off with a trip to Lake Pupuke with the year 13's on a paddle skills, where the students learn about water safety and paddling technique. This helps set the student up for the white water rafting trip in Rotorua.

In semester 2 students focus on the responsible behaviours unit where they take part in school activities and outdoor pursuits. The students demonstrate their learning on a multi day tramp to the Waitakere Ranges followed by a multi day caving trip in Raglan. The last two trips the year 11's are involved in are mountain biking in Woodhill forest and rock climbing at Extreme edge in Ellerslie.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1OED01	Interpersonal Skills
1OED02	Self management strategies
1OED03	Responsible behaviours in Outdoor Activities

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
US425		Participate in a day tramp	INT	2
US426		Participate in an overnight camp	INT	2
US20157		Demonstrate novice rock climbing and belaying skills	INT	2
US448		Participate in introductory caving	INT	2
US32834		Demonstrate introductory knowledge of weather and maps in the outdoors	INT	3
US32837		Demonstrate knowledge of introductory preparation for an outdoor activity	INT	2
US20137		Demonstrate mountain biking on grade 1 terrain	INT	2
Possible NCEA Credits Available				15 Credits

# PHYSICAL EDUCATION (1PED)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	It is recommended that students will have achieved at least a Merit in Year 10 Application in PEC grades.
Fieldwork:	The course work is predominantly taught through a wide range of practical experiences. It is essential students have the correct PE uniform for all senior PE classes.
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 Physical Education, Level 2 Sports Studies
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Hough
HOLA in charge of subject:	Mr Saville
Important information:	<b><i>Please note students can choose a max of 2 of the following options: Health Education (1HED) Physical Education (1PED) and Outdoor Education (1OED) (any more will be at the discretion of the HOLA)</i></b>

## COURSE OUTLINE

Level 1 Physical Education encompasses the promotion of learning in, through and about movement. During the course of the year students will experience and study sports, health and fitness, movement, Haora, te ao Māori, kotahitanga and outdoor pursuits to gain a better understanding of how the body works, responds to exercise, adapts over a lifetime and how we care for it. Skills learnt in this engaging course equip students to understand physiology, biomechanics, societal influence on sport, interpersonal skills and responsible behaviour. This course involves a high level of theory as well as practical components. Knowledge is applied in a number of varying practical activities based around student choice.

Please note that ALL students in Year 11 also complete the Physical Education 1.3 achievement Standard worth 5 credits in their Core Active Wellbeing class.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1PED01	Apply movement strategies in an applied setting
1PED02	Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
1PED03	Critical Culture of sport or Apply Skill Learning Theories in Sport TBC

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92019	1.4	Demonstrate understanding of influences on movement in Aotearoa NZ or the Pacific.		
Possible NCEA Credits Available				4 Credits

# FRENCH (1FRE)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Completed Y10 French course
Fieldwork:	Optional outing to French Market in
Course Contributions:	Highly recommended workbook : \$15
Course Leads to:	NCEA Level 2 French
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Killip
HOLA in charge of subject:	Ms Lodge

## COURSE OUTLINE

*"If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart."— Nelson Mandela*

The Level 1 French course explores the language further, enabling students to communicate about themselves and their place in today's world in more detail. They will engage with new ways of thinking, questioning and interpreting their world. They will also gain not only a deeper understanding of how languages work, helping them to communicate more effectively in both the language that they are learning and also their own language(s). The topics will range from talking about their leisure times, their tastes in music and cinema, to describing their identity and where they live, with a study of the city of Paris. Students will acquire the confidence and skills to communicate in a given set of real life situations, as well as further their understanding of French culture and way of life.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1FRE01	Interact in spoken French to share and respond to information, ideas, and opinions
1FRE02	Demonstrate understanding of written French related to everyday contexts
1FRE03	Demonstrate understanding of spoken French related to everyday contexts

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
91965	FRE	Communicate in French for a chosen purpose	Int	5
Possible NCEA Credits Available				5 Credits

# JAPANESE (1JAP)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Completed Y10 Japanese course
Fieldwork:	Trip to Japanese restaurant \$35
Course Contributions:	Highly recommended:: Workbook
Course Leads to:	NCEA Level 2 Japanese
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Lodge
HOLA in charge of subject:	Ms Lodge

## COURSE OUTLINE

Language learning is a dynamic, developmental process, which engages students' minds and emotions. The Level 1 Japanese course explores the language further, focussing on "Survival Japanese", enabling students to communicate their needs and wants in more detail. Communication with people with and across communities, cultures and nations enables students to engage with new ways of thinking, questioning and interpreting their world. Students learn to develop multi-literacy skills that enable them to develop a deeper understanding of how languages work, helping them to communicate more effectively in both the language that they are learning and also their own language(s). Students will acquire the confidence and skills to communicate in a given set of real life situations, as well as further their understanding of Japanese culture and way of life.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1JAP01	Interact in spoken Japanese to share and respond to information, ideas, and opinions
1JAP02	Demonstrate understanding of written Japanese related to everyday contexts
1JAP03	Demonstrate understanding of spoken Japanese related to everyday contexts

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
91957	1.2	Communicate in Japanese for a chosen purpose	Int	5
<i>Possible NCEA Credits Available</i>				5 Credits

# TE REO MĀORI (1MAO)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Students are preferred to have taken 10MAO or have a basic foundation in te reo Māori. An interview may be required at the discretion of the TIC.
Fieldwork:	Polyfest, full immersion trip to Botany Town Centre, noho marae (TBC)
Course Contributions:	\$17.00 for shared hāngi, Polyfest and noho marae costs are TBC
Course Leads to:	NCEA Level 2 Te Reo Māori
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Kōkā Ash (Ashley Rutter)
HOLA in charge of subject:	Ms Lodge

## COURSE OUTLINE

**He reo e kōrerotia ana, he reo ka ora.**

***A language that is spoken is a language that will thrive.***

Te reo Māori is one of New Zealand's two official languages and has special status under Te Tiriti o Waitangi. By understanding and using te reo Māori, New Zealanders become more aware of the role played by the indigenous language and culture in defining and asserting our point of difference in the world. Through learning te reo Māori, you will help secure its future as a living, dynamic, and rich language – a taonga to be treasured.

In the Level 1 te reo Māori course (1MAO), students will work towards achieving social competence in te reo Māori. They will gain skills and strategies to communicate confidently and spontaneously in te reo. Emphasis will be placed on strengthening skills through six language modes – whakarongo (listening), kōrero (speaking), mātakitaki (observing), whakaatu (presenting), pānui (reading), and tuhituhi (writing). In each of these language modes, students should be able to meet the following achievement objectives: communicate in formal situations, give and follow instructions, communicate about problems and solutions, and communicate about immediate plans, hopes, wishes and intentions.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1MAO01	Kōrero Speaking Assessment
1MAO02	Pānui Reading Assessment
1MAO03	Whakarongo Listening Assessment

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
92093	MAO	Te whakapuaki whakaaro i runga i te āta rere o te reo.	Int	4
<i>Possible NCEA Credits Available</i>				4 Credits

# BIOLOGY and CHEMISTRY (1SCB)

## COURSE INFORMATION

Level:	ONE
Course Prerequisites:	A GPA of 60% or higher is recommended.
Fieldwork:	None
Course Contributions:	NIL
Course Leads to:	2BIO and/or 2CHE
Course Provider/Assessor:	BDSC
Teacher in charge of subject:	Mrs Sharma & Mrs Devi-Govind
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

**Students who want to do 2BIO and/or 2CHE at level 2 must choose this course.**

This course is made up of four standards. The standard AS90948 is NCEA externally assessed standard worth 4 cr. The other three standards are BDSC standards that will be assessed internally but will not generate any NCEA credits. However, the results of these three standards together with the NCEA assessed standard will be used as prerequisite to determine entry into 2BIO and/or 2CHE courses.

Note: This is the same course as listed in the compulsory section. Only chose this optional course if you wish to do a second Science course as an option. You can not take both 1SCI and 1SCB.

## COURSE CONTENT

AS90948 NCEA Externally Assessed Standard (4 cr)

This standard requires students to Demonstrate comprehensive understanding of biological ideas about genetic variation. It may involve explaining, elaborating, applying, justifying, relating, evaluating, comparing and contrasting, or analysing.

1SCB04: This standard requires students to demonstrate comprehensive understanding of biological ideas relating to micro-organisms. It may involve explaining, elaborating, applying, justifying, relating, evaluating, comparing and contrasting, or analysing.

1SCB07 This standard requires students to demonstrate comprehensive understanding of aspects of chemical reactions including explaining, elaborating, justifying, relating, evaluating, comparing and contrasting, or analysing the classification of reactions. This typically requires the use of chemistry vocabulary, symbols and conventions (including names and formulae), and writing balanced symbol equations.

1SCB14: This standard requires students to demonstrate comprehensive understanding of properties of materials and their uses.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1SCB01	Demonstrate understanding of Micro Organism
1SCB02	Demonstrate understanding of Chemical Reactions
1SCB03	Demonstrate understanding of the Physical properties of materials.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS90948	S1.9	Demonstrate understanding of Biological ideas relating to Genetic variation	Ext	4
Possible NCEA Credits Available				4 Credits

# PHYSICS, EARTH and SPACE SCIENCE (1SCP)

## COURSE INFORMATION

Level:	ONE
Course Prerequisites:	A GPA of 60% or higher is recommended.
Fieldwork:	N/A
Course Contributions:	NIL
Course Leads to:	2PHY
Course Provider/Assessor:	BDSC
Teacher in charge of subject:	Mr Raj
HOLA in charge of subject:	Mr Kumar

## COURSE OUTLINE

### Students who want to do 2PHY at level 2 must choose this course.

This course is made up of four standards. The standard AS90940 is NCEA externally assessed standard worth 4 cr. The other three standards are BDSC standards that will be assessed internally but will not generate any NCEA credits. However, the results of these three standards together with the NCEA assessed standard will be used as prerequisite to determine entry into 2PHY course.

Note: This is the same course as listed in the compulsory section. Only chose this optional course if you wish to do a second Science course as an option. You can not take both 1SCI and 1SCP.

## COURSE CONTENT

AS90940 NCEA Externally Assessed Standard (4cr)

This standard requires students to demonstrate comprehensive understanding of aspects of mechanics typically involves providing evidence that shows how or why phenomena, concepts and principles are connected in the context of given situations. Statements must demonstrate understanding of connections between concepts.

1SCP01—Demonstrate comprehensive understanding of aspects of electricity and magnetism which typically involves providing evidence that shows how or why phenomena, concepts, or principles are connected in the context of given situations. Statements must demonstrate understanding of connections between concepts.

1SCP02—A practical investigation requires student to collect, process and interpret data. The investigation must lead to a linear and non linear mathematical relationship.

1SCP03—The main concepts covered in this standard will be Environmental science focusing on Earth's Structure and environmental issues. This standard will also include a study of relationship between planets earth and space.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1SCP01	Demonstrate understanding of aspects of electricity and magnetism.
1SCP02	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction.
1SCP03	This standard requires student to demonstrate comprehensive understanding of Earth and Space Science

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS90940	S1.1	Demonstrate understanding of aspects of mechanics	Ext	4
Possible NCEA Credits Available				4 Credits

# COMMERCE (1COM)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Nil
Fieldwork:	TBC—Tip Top Factory or Fonterra
Course Contributions:	NA
Course Leads to:	NCEA Level 2 Accounting, Business,
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Sharma
HOLA in charge of subject:	Miss Douglas

## COURSE OUTLINE

Level 1 Commerce is the use and exploration of accounting, economic, finance and business concepts and models to make sense of society and solve problems. In this subject, ākonga will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. This course prepares students to continue in this field of study at NCEA Level 2 and 3. You may contact Mr Sharma for further information regarding the course. Level 1 Commerce is a new, innovative subject that combines the best of Accounting, Business Studies, Finance and Economics. You have an opportunity to learn foundational skills that will help launch you into the Level 2 subjects of Accounting, Business, Finance and Economics. With the range of topics being covered, the course shows how Accounting, Business Studies, Finance and Economics connect and complement each other. There are lots of stories, activities, and fun examples to work through to reinforce learning.

## COURSE CONTENT

Ākonga will learn how participants in the economic world make decisions, and they will analyse how these decisions impact on sustainability. They will learn that decision making is necessitated by scarcity, and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and other approaches to commerce, and business models from whānau and organisation contexts.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1COM01	Prepare Financial Statements for Sole proprietors
1COM02	Make an informed decision relating to personal income, explain its impacts and explain taxation and other deductions relating to personal income
1COM03	Demonstrate understanding of the interdependence of sectors of the New Zealand (NZ) economy.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.

Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
92029	1.2	Demonstrate understanding of price determination for an organisation	Int	5
Possible NCEA Credits Available				5 Credits

# GEOGRAPHY (1GEO)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	Fieldwork will be a component of this
Course Contributions:	Fieldwork expenses \$35 (estimated )
Course Leads to:	NCEA Level 2 Geography
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Miss Brodie
HOLA in charge of subject:	Miss Douglas

## COURSE OUTLINE

Geography is about us: the people of the World. It is also about how we interact with our natural environment. Level 1 Geography introduces students to a range of skills and resources used to examine contemporary topics, using global, New Zealand and local examples; interweaving studies about people with consideration of climate change and sustainability as we do so.

Topics include: Global and New Zealand population: How many of us are there? Where do we live and why? What factors have enabled the globalisation of the music industry? Think BTS, Taylor Swift, ABBA. Significant natural hazards across the World and New Zealand and the processes that cause them. How do different communities respond to these hazards? Which country is the best in the World to live in and how could this be measured? Students will also be presented with a problem-solving situation related to a global challenge.

A range of field work and practical work activities will be taught. The internally assessed NCEA achievement standard will use data collected through fieldwork and from secondary sources, to provide answers to a research question. In 2023 the topic investigated through field work was about “soundscapes”.

## COURSE CONTENT

Who are we? Where are we? Global and New Zealand population distribution and change.

Which country is the best country in the World to live in? Why?

A global look at natural hazards: causes, vulnerabilities, responses?

Global music

Meet the challenge: problem-solving related to a global challenge.

Geography: the basics A series of short mini units to teach some key ideas/skills

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1GEO01	Which country is the best country to live in? Why? A practical assignment.
1GEO02	Who are we? Where are we? Global population distribution.
1GEO03	Natural hazards: responding to a natural hazard.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
AS91933	Geography 1.2	Explore te taiao using data. <i>Te taiao</i> refers to all conditions of the environment including the physical surroundings, the climate and living things. Te taiao is a defined space that can be local, regional, national, or global.	Int	5
Possible NCEA Credits Available				5 Credits

# HISTORY (1HIS)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 History
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Sequeira
HOLA in charge of subject:	Miss Douglas

## COURSE OUTLINE

Level 1 History aims to help students gain an understanding of the world today through a study of some of the major trends and developments of the twentieth century. The topics studied help students to understand current issues, such as the protest movements around the globe and the experiences of living through a pandemic. Through these events students will understand the past to gain access to the laboratory of human experiences that have shaped us. Students will also think about how events such as World War Two can be prevented in the future. History teaches students the skills of essay writing, interpreting cartoons, graphs, debating issues and learning research skills. These skills are helpful for tertiary education and for future careers in many fields e.g., law, medicine, journalism and marketing. Theme: Conflict and Resolution (which will cover Origins of World War Two, Black Civil Rights in America and New Zealand Search for Security). When we study History well, we emerge with an enhanced capacity for informed citizenship, critical thinking, and simple awareness of the world around us, in order for us to move forward.

## COURSE CONTENT

- 1) Origins of World War II: This was a global war from 1939 to 1945 that was the deadliest conflict in human history, that claimed over 70 million lives, including over 12 000 New Zealand military personnel. The study will mainly focus on the interwar years between the ending of World War One (or 'The Great War') in 1918, to the opening of World War Two hostilities in 1939, including the USA entering the war in 1941. As part of the interwar period, students will gain an understanding of how influential Adolf Hitler was in starting this conflict and how democratic nations dealt with his aggressive and confrontational policies. However, students will learn that this was not just 'Hitler's War' but one that had its roots and origins in the decline of the old empires of Britain and France and the rise of ambitious new powers in Germany, Italy and Japan who wanted large empires of their own.
- 2) American Civil Rights: The civil rights movements in the mid-20th century in the U.S.A was to legally secure for African American's equal access to the basic privileges and rights in that country. African American men and women, along with whites, organised and led this movement. While there were legal and some social gains, the early 21st century sees the continuation of the struggle for equality with the global 'Black Lives Matter' movement. Students will learn how these people and groups in 20th century pursued their goals through legal means, petitions, and nonviolent protest demonstrations. Individuals such as Dr. Martin Luther King Jr. and Malcolm X who fought for equality as well as individuals and groups of Americans such as the K.K.K. who opposed African American's in having it, will be studied.
- 3) New Zealand Search for Security: The Search for Security in the 20th Century is a meaningful and comprehensive look into the history of our country between 1945-1985. Topics include but are not limited to the development of New Zealand's Foreign Policy, Cold War, Commonwealth and United Nations - 1953-54 Royal Tour - Korean War and other peace-keeping operations South East Asia - ANZAM, SEATO and ANZUS Sporting Links with South Africa The Pacific - Decolonisation, immigration, aid and the Pacific Forum Nuclear Issues - Nuclear testing, nuclear ship visits, the end of ANZUS, and a Nuclear-Free South Pacific.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1HIS01	Identifying different historical perspectives.
1HIS02	Identifying causes and consequences of an event.
1HIS03	Identifying significance of historical events.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
92024	HISTORY 1.1	Engage with a variety of primary sources in a historical context	INT	5
Possible NCEA Credits Available				5 Credits

# DESIGN & VISUAL COMMUNICATION (1DVC)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	Students need to buy their own instruments.
Course Leads to:	NCEA Level 2 Design and Visual Communication
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Achary
HOLA in charge of subject:	Mr Achary
Important information:	<b><i>It is important to note that this course is a prerequisite if students are intending to take DVC in Year 12 the following year.</i></b>

## COURSE OUTLINE

Design and Visual Communication is about communicating design ideas through graphical means. The subject starts at Year 9 and carries through to Year 13 and provides an excellent basis for tertiary study in the design, engineering and architectural fields. Many Year 13 students continue to pursue studies in architecture, product design, graphic design, engineering or other related areas of study. In Year 11, students will be undertaking the Level 1 programme which includes 1 achievement standard and 3 school based assessments. This builds on the Year 10 work but requires a greater depth of analysis and justification of design ideas through visual communication due to the increased complexity of the design briefs. Presentation is also expected to be of a higher standard to reflect their more technical nature. There is no examination, which means that students will complete all their work internally. During the year, students will undertake a range of design projects covering the different areas of design and visual communication study.

## COURSE CONTENT

Students will be using design and visual communication skills including researching, freehand sketching, rendering, CAD drawing, modelling, formal drawing and presentation to solve a given product design brief. Using skills and design thinking, students will be expected to produce outcomes which are authentic in nature, reflecting good ergonomics, justified choice of materials and functionality. Students will actively apply the social, human and environmental knowledge in their individual design development.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1DVC01	FORMAL DRAWING: Use Instrumental drawing techniques to communicate a product outcome.
1DVC02	Produce Freehand sketches that communicate design ideas
1DVC03	PRESENTATION: Use representation techniques to visually communicate a product outcome

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92000	1.1	Generate product or spatial design ideas using visual communication techniques in response to design influences.	I	5
Possible NCEA Credits Available				5 Credits

# DIGITAL TECHNOLOGIES (1DIT)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	N/A
Fieldwork:	N/A
Course Contributions:	Online course (highly recommended)
Course Leads to:	NCEA Level 2 Digital Technologies or
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Nelapati
HOLA in charge of subject:	Mr Achary

## COURSE OUTLINE

The Level 1 Digital Technologies is a course for students who are creative, logical thinkers and problem-solvers. They move beyond being users and consumers of digital technologies to become creators of new technologies for authentic users. The students will learn computer science and programming concepts that are behind the creation of digital technologies. They will apply computational thinking to solve problems by writing algorithms for digital devices to execute, and design and deliver digital outcomes according to the new digital technologies curriculum.

Students will develop a design for digital media outcomes like websites, videos, display boards using HTML/CSS, Adobe Photoshop and InDesign. They use basic iterative processes to develop a digital programming outcome using planning tools like MS Project and text-based programming languages like Python/JavaScript. They will demonstrate an understanding of human-computer interaction by learning usability heuristics, and understanding of many of the ethical issues that are emerging in our digital society.

This course offers students exposure to software and concepts that are commonly found within industry. These skills are required by further education providers and employers. Students can decide at the end of the year if they want to pursue Digital Technologies with multimedia and information systems focus (2DIT) and/or computer science and programming focus (2DIP) courses.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
AS 91878	Develop a Design Using Design Principles and Design Elements.
AS 91880	Develop a Digital Media Outcome (E.g. Website Development using Html, CSS and Java Script.)
AS 91884	Using Iterative processes to develop a digital outcome

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS 92004	Programming	Create a Computer Program (Python)	Int	5
Possible NCEA Credits Available				5 Credits

# FASHION AND DESIGN TECHNOLOGY (1FDN)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Students are preferred to have taken year 10 Fashion and Design Technology.
Fieldwork:	N/A
Course Contributions:	\$40 to cover class materials. Students to supply their own fabric and pattern for garment production
Course Leads to:	NCEA Level 2 Fashion and Design Technology
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs McCrystal
HOLA in charge of subject:	Mr Achary
Important information:	<i>Please note students can choose only one of the Technology options from: Multi Materials Tech (1TEM), Fashion &amp; Design Tech (1FDN) or Food technology (1TEF)</i>

## COURSE OUTLINE

Fashion and Design is about developing ideas and designs using a textile medium. In Year 11, students will complete two major projects. The first focuses on skill development required to develop a weekend or carry-on bag. The second uses a technological approach to expand a design idea and produce a garment or article, as well as developing practical skills covering a range of techniques and processes associated with garment construction. The course is based on NCEA Level 1 Technology and provides students with the skills and content knowledge necessary to continue with Level 2 Fashion and Design Technology. Assessment will be based on 1 external standard and 3 school-based assessments.

## COURSE CONTENT

This course is based on the new Technology curriculum. The course will be made up of internal achievement standards and one external written exam. Students will begin by developing a reference file of foundations skills that will be transferrable to projects made during the year. They will use a technological approach and design thinking to develop and produce two textile based outcomes using a wide range of materials and techniques and processes. Textile projects may include:

- A personalised bag based around the concept of a “Country Road” bag
- Upcycling an item
- A garment for themselves or a nominated person

*It is important to note that this course is a prerequisite if students are intending to take Fashion & Design in Year 12.*

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1FDN01	Focused Practical Task—Skill development. Produce a portfolio of foundation skills
1FDN02	Focused Practical Task— Knock-off Country Road Bag
1FDN03	Focused Project of Choice— Garment for self or another person / Upcycling

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92015	Technology 1.4	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome	Ext	4
Possible NCEA Credits Available				4 Credits

# FOOD & HOSPITALITY (1FAH)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Nil. Year 10 Food Technology an advantage.
Fieldwork:	Competition - contribution \$25 (optional)
Course Contributions:	\$130 Students to supply ingredients they choose to use outside the school basic pantry food list.
Course Leads to:	Level 2 Food and Hospitality
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Thomson
HOLA in charge of subject:	Mr Achary
Important information:	<b><i>Please note students can not take both Food &amp; Hospitality (1FAH) and Food Technology (1TEF) unless given approval from the TIC (this will be granted on a case by case basis)</i></b>

## COURSE OUTLINE

The course provides comprehensive learning food safety and hygiene requirements for work in a commercial kitchen. It will allow students to develop foundational knowledge of food and cookery skills. This is very much a hands-on-course, so a commitment to safe food practices and very good management of resources is essential. Other standards may be substituted, added or deleted as required.

## COURSE CONTENT

Students will develop skills and extend knowledge of different food groups . They will develop health and safety awareness and planning working on the following areas of cuisine:  
Hot and cold finger foods  
Soups and sauces  
Baking  
Knife skills

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1FAH01	BDSC food safety and hygiene

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some subjects will be trialling the new NCEA Level 1 standards (pilot programmes) and will be formally assessing a number of these standards. For all other Level 1 courses, students will have the opportunity to gain credits for one achievement or unit standard.  
Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
US15919	Cookery	Prepare and present hot finger food in the hospitality industry	Int	2
US15921	Cookery	Prepare and present sauce and soup in the hospitality industry		2
US15920	Cookery	Prepare and cook a cake, a sponge and a batch of scones in the food industry		3
US21059	Foundation Skills Hospitality	Demonstrate knowledge of knife, care, use, storage and carrying for the hospitality industry		2
Possible NCEA Credits Available				9 Credits

# FOOD TECHNOLOGY (1TEF)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Food Technology an
Fieldwork:	N/A
Course Contributions:	\$130 Students to supply ingredients they choose to use outside the school basic pantry food list.
Course Leads to:	2TEF
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Thomson
HOLA in charge of subject:	Mr Achary
Important information:	<b><i>Please note students can not take both Food &amp; Hospitality (1FAH) and Food Technology (1TEF) unless given approval from the TIC (this will be granted on a case by case basis).</i></b>

***Please note students can choose only one of the Technology options from: Multi Materials Tech (1TEM), Fashion & Design Tech (1FDN) or Food technology (1TEF)***

## COURSE OUTLINE

This course is based on the Technology Curriculum. It provides opportunity for students to gain 6 credits at Level 1. There is no examination for this course

Units of work will require students to:

- Develop health and safety awareness and planning and put this into practice under assessment conditions.
- Undertake brief development to address a need or opportunity
- Develop a food related technological outcome for an authentic context .
- Seek feedback from stakeholders and show reflection to refine the development of the outcome.
- Evaluate the outcomes fitness for purpose.

## COURSE CONTENT

Students will be using technological thinking to address a brief and produce food outcomes. They will use appropriate equipment and resources to create outcomes for an authentic context and stakeholder. During development and making of food outcomes, students will develop a wide range of cookery skills and build health and safety awareness. They will evaluate these outcomes to determine fitness for purpose.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

These are summative assessments that have been set by our teachers to assess your level of understanding at the completion of a unit of work. These assessments will contribute data towards school awards as well as being used to determine prerequisites for access to courses in the following year but they will **NOT** generate any credits towards NCEA Level 1.

Reference Code	Title
1TEF01	BDSC food safety and hygiene
1TEF02	Undertake brief development to address a need or opportunity
1TEF03	Edible celebration gift

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92021	TEF	Develop a Materials and Processing Technology outcome for an authentic context	int	6
Possible NCEA Credits Available				4 Credits

# MULTI MATERIALS TECHNOLOGY (1TEM)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Multi-Materials Technology or DVC would be an advantage.
Fieldwork:	N/A
Course Contributions:	\$80 Take home component
Course Leads to:	NCEA Level 2 Technology
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mr Jowers-Wilding
HOLA in charge of subject:	Mr Achary
Important information:	<p><b><i>It is important to note that this course is a prerequisite if students are intending to take Multi-materials Technology in Year 12.</i></b></p> <p><b><i>Please note students can choose only one of the Technology options from: Multi Materials Tech (1TEM), Fashion &amp; Design Tech (1FDN) or Food technology (1TEF)</i></b></p> <p><b><i>Please note students can choose only one of: Trade Skills (1TSS) or Multi Materials Tech (1TEM)</i></b></p>

## COURSE OUTLINE

This course is based on the new Technology curriculum. There is no examination; however the course will be made up of internal and external achievement standards. Students will use a technological approach to develop innovative and creative problem solving skills. Practical skills in a wide range of materials are encouraged along with the learning of techniques and processes.

Units of work will require students to:

- Use design ideas to produce a conceptual design for an outcome to address a brief
- Implement basic procedures using resistant materials to construct a specified product
- Demonstrate understanding of how technological modelling supports decision making
- Undertake development to make a prototype to address a brief

## COURSE CONTENT

This course is based on the new Technology curriculum. There is no examination; however the course will be made up of internal achievement standards. Students will use a technological approach to develop innovative and creative problem solving skills. Practical skills in a wide range of materials are encouraged along with the learning of techniques and processes.

Units of work will require students to:

- Learn practical skill and use the knowledge to complete the projects.
- Implement basic procedures to construct a specified product.

***It is important to note that this course is a prerequisite if students are intending to take Multi-materials Technology in Year 12.***

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1TEM01	Testing and Trailing: Wood joints ( Rebate joints, Housing joints, Mortise and tenon, biscuit joint), components and materials.
1TEM02	Focused practical task: Engineers square (tap and die)
1TEM03	Focused projects: Skateboards, Longboard, Chopping board with storage, vase, lamp shade.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
AS92015	Technology 1.4	Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome	Ext	4
Possible NCEA Credits Available				4 Credits

# TRADE SKILLS (1TSS)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Students who would like to pursue a career in trades. HOLA selected.
Fieldwork:	N/A
Course Contributions:	\$60
Course Leads to:	2BSS and 2ESS
Course Provider/Assessor:	Botany Downs Secondary College and BCITO
Teacher in charge of subject:	Mr Platt
HOLA in charge of subject:	Mr Achary
Important information:	<b><i>Please note students can choose only one of: Trade Skills (1TSS) or Multi Materials Tech (1TEM)</i></b>

## COURSE OUTLINE

1TSS (Trade Skills) will be a unit standard course designed for students who will be interested in either doing NCEA level 2 Building Construction or Engineering. The course will mostly include practical skill-building. It is hoped that students who will be enrolled in this course will have an opportunity to follow a pathway into furniture making, building and engineering. Students chosen for this course will be through HOLA discretion only.

## COURSE CONTENT

Course will consist of a wood based and metal based project. The school based assessment will be for the metal project, (tool clamp) while the wood based project (foot stool) will be used as for NCEA credits (Unit Standards)

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1TSS01	Demonstrate basic engineering skills

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
US25920	Building	Use Joints for a BOCATS project	Int	3
US24356	Building	Apply elementary workshop procedures and processes for a BOCATS project	Int	11
Possible NCEA Credits Available				11 Credits

# DANCE (1DAN)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Dance OR audition required
Fieldwork:	At least one compulsory trip may take place during the year. Optional trips may be offered with costs TBC.
Course Contributions:	N/A
Course Leads to:	NCEA Level 2 Dance
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Jacks
HOLA in charge of subject:	Mrs Jacks

## COURSE OUTLINE

This course explores and develops the elements, structures and devices of Dance. Students will be required to be physically active during all classes unless specified by the teacher. This course requires a portfolio of work which will run for the duration of three terms, students will alternate between practical and theory lessons.

Students will work independently and collaboratively on: duet/trio dance work, group choreography, and technique in a variety of dance genres.

The main styles of dance at Level 1 are jazz, contemporary, musical theatre, hip-hop & ethnic or social dance.

Students will perform their dance performances in Term 3 for our annual showcase alongside Level 2 & Level 3 students.

Home work will be based on the class content and it is up to the student to rehearse class dances in and outside of school for performance purposes.

## COURSE CONTENT

Students will explore ways of moving, select movements, and order them into sequences to communicate intent and ideas, for given briefs.

Students will also learn how meaning is created through choreography, exploring, and developing movement vocabulary, and applying the elements of dance to their practice.

Students will explore a variety of dance genres and styles, and understanding the importance of context, culture, and identity in dance.

his course provides students with an opportunity to learn from industry professionals and choreographers who specialise in a dance genre or style of dance., further developing their skills and abilities.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1DAN01	Choreography portfolio
1DAN02	Elements of dance
1DAN03	Journal

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
91937	Dance 1.2	Perform dance sequences	Int	5
<i>Possible NCEA Credits Available</i>				5 credits

# DRAMA (1DRA)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Successful completion of Year 10 Drama
Fieldwork:	Students are required to see at least one professional theatre performance during the year
Course Contributions:	\$25 (Productions, workshop and resources for assessments eg masks, properties)
Course Leads to:	NCEA Level 2 Drama
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Hood
HOLA in charge of subject:	Ms Hood

## COURSE OUTLINE

Drama: Exciting, engaging, practical and varied.

Within Drama you will make, create, devise and perform. You will also learn valuable transferrable skills for example collaboration, recall, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Drama is a subject which encourages curiosity and helps you develop your confidence, communication skills and innovation all advantageous for college, university and future employment.

In Level 1 the course explores drama techniques, elements, conventions, styles of theatre, making performance and staging texts from a range of playwrights. In this course you will develop your leadership skills and your ability to work collaboratively. You will develop skills of negotiation and expression, thinking skills, creativity and empathy. You will gain confidence through rehearsal and performance. This is a practical course.

You will need to wear "Blacks" - long sleeve, round neck top, loose-fitted black pants and black canvas lace-ups, or costumes as appropriate for school-based and NCEA assessment. Audiences are welcome at all public performance assessments held after school.

## COURSE CONTENT

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1DRA01	Text from page to stage
1DRA02	Theatre skills /communication: performance and technologies
1DRA03	Theatre practitioners

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
AS91941 (draft)	AS1.2	Participate in creative strategies to create a drama	INT	5
Possible NCEA Credits Available				5 Credits

# MUSIC (1MUS)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Year 10 Music. The ability to play an instrument is essential for those who
Fieldwork:	Performance trip \$17 (optional)
Course Contributions:	Accompanist for solo performances
Course Leads to:	NCEA Level 2 Music
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Treneman
HOLA in charge of subject:	Ms Treneman

## COURSE OUTLINE

The Level 1 Music course allows students to develop their music skills as they explore and use the elements, conventions, processes, techniques, and technologies of music.

The course provides students with the opportunity to perform as both a featured soloist and as a member of a group; develop their composition skills compose a variety of pieces of music; develop their aural skills, and study a range of pieces of music, identifying and describing the musical features and social context of the works. Students must play an instrument and should be learning either through the Itinerant music scheme or privately to support their preparation for the solo performance standard.

## COURSE CONTENT

The course will be based upon a theme which will run throughout the year and provide a context for the learning and the school based assessments.

Students will be developing a foundational knowledge and skills of music through the study of their instrument or voice, creating their own musical works and exploring music and its connection to society including understanding how music works are transmitted.

Students will have the opportunity to develop their skills in collaborative learning, critical thinking, problem solving, independent learning and creativity.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1MUS01	Demonstrate understanding of a musical style.
1MUS02	Demonstrate knowledge of musical elements features and characteristics.
1MUS03	Compose an original piece of music.

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
AS91090	1.1	Perform two pieces of music as a featured soloist.	Int	6
<i>Possible NCEA Credits Available</i>				6 Credits

# VISUAL ART - PRACTICAL (1ART)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Successful completion of Year 10 Art/ Digital Art course or approval from HOLA
Fieldwork:	
Course Contributions:	\$30
Course Leads to:	NCEA Level 2 Visual Art-Painting (or Level 2 Photography or Design with a portfolio application and HOD approval)
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms de Roos
HOLA in charge of subject:	Ms Clapperton
Important information:	<i><b>It is important to note that this course is a prerequisite if students are intending to take Visual Art in Year 12.</b></i>  <i><b>Please note students can choose only one of the Art options from: Visual Art-Practical (1ART) or Digital Art (1DRT)</b></i>

## COURSE OUTLINE

Visual Art - Practical is a full year optional course of study leading on to NCEA Level 2 and 3 Visual Art subjects (Painting, Photography and Art Design).

Different art making processes such as painting, drawing, printmaking and sculpture may be experienced and experimented with, throughout the year. Drawing is taught as the basis of most investigations.

Students are to purchase the Art Painting Kit made up by the school or alternatively purchase their own kit. Note, this is not through the OfficeMax Stationery purchase system. Information regarding this will come out in the course.

## COURSE CONTENT

A range of creative drawing skills and techniques will be taught as the basis of art making. Students will experiment with various sketching tools, media and surfaces. Students will learn the basics of painting, colour theory, creating compositions and sequencing artworks to create a body of work based around a theme. At the end of the year students will have the opportunity to incorporate all the skills and concepts they have learnt to create a final outcome. During this course students will further develop their ability to generate, develop and refine visual ideas within a thematically based Programme. We encourage students to embrace their culture, identity and interests to inform their practise.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1ART01	Creative drawing skills
1ART02	Developing ideas across a series of artworks
1ART02	Mix media artwork

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Some alternative unit standard courses may be given approval to offer additional credits.

Number	Subject Ref	Title	Int/Ext	Credits
1.2	Visual Art	Produce resolved artwork appropriate to established art making conventions	Int	5
Possible NCEA Credits Available				5 Credits

# VISUAL ART - DIGITAL (1DRT)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	Successful completion of Year 10 Art/ Digital Art course or approval from HOLA
Fieldwork:	
Course Contributions:	\$30
Course Leads to:	NCEA Level 2 Photography or Design (or Painting with a portfolio application and HOD approval)
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Ms Robinson
HOLA in charge of subject:	Ms Clapperton
Important information:	<b><i>It is important to note that this course is a prerequisite if students are intending to take Visual Art in Year 12.</i></b>  <b><i>Please note students can choose only one of the Art options from: Visual Art-Practical (1ART) or Digital Art (1DRT)</i></b>

## COURSE OUTLINE

Level 1 Digital art is a full year optional course of study leading on to NCEA Level 2 Digital Art subjects: Photography and/or Design.

Students are to have their own storage device to transfer files to and from home. Students can use a laptop for this course but will need it to be high functioning. Students also are required to have purchased a copy of Adobe Photoshop CC for their laptop and/or home computer so that they can complete homework and catch up on classwork. An annual Adobe licence can be purchased through the school for approximately \$10. Information regarding this will be given to students at the beginning of the course.

## COURSE CONTENT

A foundation of digital techniques and skills will be learnt using Adobe programmes such as Photoshop and Illustrator through the context of their projects. Students will also be using practical skills such as drawing to generate ideas.

Students will explore photography, learning basic camera and compositional skills to capture their subject matter. They will learn about photomanipulation, editing and sequencing images to create a body of work based around a theme.

Students will learn about design, developing their skills in typography, imagery, and composition. They will use the design process to develop their ideas through to a final outcome.

At the end of the year students will have the opportunity to incorporate all the skills and concepts they have learnt to create a final product. They will have some choice in the theme and whether this will be photography and/or design based.

## COURSE ASSESSMENTS

### SCHOOL BASED ASSESSMENTS (SB)

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Reference Code	Title
1DRT01	Photography
1DRT02	Design
1DRT03	Production

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
AS90913	Visual Arts 1.2	Produce resolved artwork appropriate to established art making conventions	INT	5
Possible NCEA Credits Available				5 Credits

# WORK & COMMUNITY SKILLS (1WCS)

## COURSE INFORMATION

Level:	NCEA Level 1
Course Prerequisites:	By recommendation of Whanau
Fieldwork:	N/A
Course Contributions:	N/A
Course Leads to:	Vocational pathway in services and/or
Course Provider/Assessor:	Botany Downs Secondary College
Teacher in charge of subject:	Mrs Smith
HOLA in charge of subject:	Mrs Smith

## COURSE OUTLINE

The course is designed to recognise a range of skills identified as being important in the workplace and in the community. It is ideal for students with additional learning needs, who often require smaller classes and a more tailored approach to their learning. The unit standards offered are relevant to a wide range of learning needs and the skills required to support the students to transition successfully into the work place and community.

Please note that units covered will be dependent on the individual student's needs.

## COURSE CONTENT

## COURSE ASSESSMENTS

### NCEA ACHIEVEMENT STANDARD/UNIT STANDARD

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Number	Subject Ref	Title	Int/Ext	Credits
US 29300	Supported Learning	Maintain hauora—personal health & wellbeing	Internal	6
US 29304	Supported Learning	Describe elements of own culture, basic rights and responsibilities of being a citizen of Aotearoa	Internal	4
US 29305	Supported Learning	Carry out a plan to achieve personal goals	Internal	4
US 29299	Supported Learning	Around our Community	Internal	4
US 29301	Supported Learning	Demonstrate strategies to ensure personal safety	Internal	4
US 28087	Supported Learning	Ages & stages - personal income	Internal	3
US 27106	Supported Learning	Describe the terms associated with whakapapa and use them within a family structure	Internal	2
US 27108	Supported Learning	Describe the protocols and roles associated with powhiri in accordance with tikanga	Internal	2
AS 504	Supported Learning	Produce a CV	Internal	2
Possible NCEA Credits Available				31 Credits