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# STUDENT COURSE INFORMATION



## **NCEA Level 1** 2016 *for* 2017

English	The Arts	Health & Physical Education	Learning Languages	Mathematics & Science	Science	Social Sciences	Technology

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# WELCOME

## *Dear Parents and Students*

This document contains information on all subjects offered at Longburn Adventist College for NCEA Level 1, 2017. Information provided will assist you in helping your child to make informed choices about the pathway they need to take towards their career choice.

Subject pathways need to be very carefully considered when students approach Year 11 as they will want to choose subjects that they will pursue through to Year 13. Students are encouraged to continue a broad range of subjects at this level. Of 6 subjects, 4 of them are Core subjects at LAC for Year 11 which are Religious Studies, Mathematics, English, and Science. The other **two subjects** are chosen by the students from a range of options. Students are required to select 4 subjects in order of preference for development of the timetable.

Good subject choices will be made if students consult with parents/caregivers and teachers. Student's subject choices will initially be collected. This information will help the school work out a timetable. It is important that subject choices are made carefully.

While the information in this booklet is accurate at the time of going to print, reviews by NZQA or subject teachers may result in some changes to the Achievement or Unit Standards offered for a subject. Students are notified of the assessment programme for a subject at the beginning of term one in the new year.

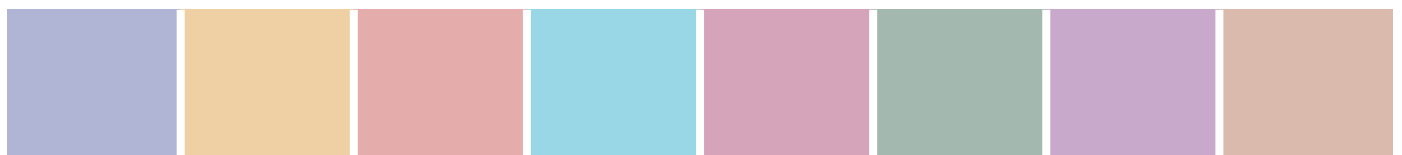
If you require further help, please contact the LAC Curriculum Team.

We hope that this information may start you thinking about the various options available to you.

LAC Curriculum Team

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# PLANNING A COURSE FOR NCEA LEVEL 1

## **1. Your Compulsory Subjects:**

- Religious Studies
- Mathematics
- English
- Science

## **2. Choose 4 Option Subjects in order of preference from:**

- Accounting
- Computing
- Economics
- Health
- Home Economics
- Physical Education
- Visual Art
- Building Construction
- Drama
- Geography
- History
- Music
- Te Reo Māori

## **3. Fill in Your Option Choice Form:**

This will be done in class over the coming weeks

## **4. Important School Policies for NCEA at LAC**

Please refer to your Student Diary for the NCEA Policies at LAC. In general, LAC subject areas do not provide an opportunity for resubmission of internal achievement standards. You need to be aware of the Policies for Authenticity, Reassessment, Appeals, Absences and Lateness, Compassionate consideration and checking records of your results.

## **5. Not all courses offered will run.**

It will depend on the number of students selecting the course and the availability of staffing.

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

## **6. If in doubt, contact the curriculum team or relevant HOD**

Please note that the entry requirements listed for subjects are to provide students guidance for subject selection. These requirements will help students to understand prior learning that will enable the best possibility for success. If you have any questions regarding this, please contact the curriculum team or the relevant HOD.



# Level 1 Accounting

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

This subject has open entry with it being preferable for students to have achieved Year 10 English

## Course Description:

Accounting enables students to develop the knowledge and skills to manage the financial affairs of individuals, communities, and businesses.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 90976	3	1	3	Lit	Demonstrate understanding of accounting concepts for small entities	External
AS 90977	3	1	5	-	Process financial transactions for a small entity.	Internal
AS 90978	3	1	5	-	Prepare financial statements for sole proprietors.	External
AS 90979	3	1	4	Lit	Prepare financial information for a community organisation's annual general meeting.	Internal
AS 90980	3	1	4	Lit	Interpret accounting information for sole proprietors.	External
AS 90981	3	1	3	Lit	Make a financial decision for an individual or group.	Internal
AS 90982	3	1	4	Lit	Demonstrate understanding of cash management for a small entity	Internal
<b>Total Credits offered</b>						<b>16-24</b>

**NOTE:** All level 1 Accounting achievement standards for NCEA accreditation relate to learning objective 6.1 and 6.2

# Level 1 Building Construction

## Qualification:

Building Construction Level 1 (Unit Standards)

## Entry Requirement:

None, but students find it easier if they have taken Woodwork in the previous year

## Course Description:

The “BConstructive” course is designed as a progressive pathway for students wanting to integrate into a wide range of trade related occupations when they leave school, but not limited to these students. It is mostly a practical based course in the workshop.

The course is a total of 40 credits, which must be gained to achieve the certificate. These credits will be offered in English, Maths and the Woodwork shop.

## The following Unit Standards will be offered:

US No.	Level	No. of Projects	Name	Credits
US 12932	2	2	Construct timber garden furniture as BCATS projects	8
US 24352 Compulsory	1	1	Apply Safe Working Practices in Construction	2
US 24355 Compulsory	1	1	Knowledge of Construction & Manufacturing Materials Used	4
US 24356 Compulsory	1	1	Apply Workshop Procedures & processes for Projects	8
US 25919	1	1	Use hardware and Fastenings for a BCATS project	2
US 12927	2	2	Hand tools	6
<b>Total Credits offered</b>				<b>30</b>

# Level 1 Computing

## Qualification:

NCEA Level 1 Computing; Contributes to the National Certificate in Computing Level 3

## Entry Requirement:

Open Entry

## Course Description:

This subject introduces student to the topic of computing and teaches them the skills to participate in an Information Technology society. It also teaches them valuable and essential skills that can be transferred to many other fields of learning.

## Unit Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
US 504	6	1	2	-	Produce a Curriculum Vitae	Internal
US 2780	7	1	3	-	Demonstrate and apply knowledge of a personal computer system	Internal
US 2792	7	1	2	-	Produce simple desktop published documents using templates	Internal
US 5946	7	1	3	-	Use computer technology to create and deliver a presentation from given content.	Internal
US 91071	3	1	4	-	Implement basic procedures to produce a specified digital information outcome	Internal
US 91072	3	1	3	-	Demonstrate understanding of digital media	Internal
<b>Total Credits offered</b>						<b>28</b>

# Level 1 Drama

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

This subject has open entry with it being preferable for students to have achieved Year 10 English

## Course Description:

*Drama enables students to:*

Investigate the forms and purposes of drama in different historical or contemporary contexts, including New Zealand drama;

Select and use techniques, conventions, and technologies in a range of dramatic forms;

Research, evaluate, and refine ideas in a range of dramatic forms to develop drama;

Perform and respond to drama and make critical judgments about how elements, techniques, conventions, and technologies are used to create form and meaning in their own and others' work.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 90006	6	1	4	Lit	Apply drama techniques in a dramatic context	Internal
AS 90997	2	1	5	Lit	Devise and perform a drama	Internal
AS 90998	2	1	4	Lit	Demonstrate understanding of features of a drama/theatre form	External
AS 90999	3	1	4	Lit	Use features of a drama/theatre form in a performance	Internal
AS 91000	3	1	4	Lit	Demonstrate understanding of a significant play	Internal
AS 90009	6	1	4	Lit	Perform an acting role in a scripted production	Internal
AS 90011	6	1	4	Lit	Demonstrate understanding of the use of drama aspects within live performance.	External
<b>Total Credits offered</b>						<b>16-24</b>



# Level 1 Economics

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement.

This subject has open entry with it being preferable for students to have achieved Year 10 English

## Course Description:

Economics enables students gain an understanding of everyday micro economic choices consumers, producers, and government need to make, because of scarcity, and the implications of these choices for society.

Students are introduced to the supply and demand model, using it to support predictions they make about the effect of choices on society.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 90983	3	1	4	Lit	Demonstrate understanding of consumer choices using scarcity and/or demand	External
AS 90984	3	1	5	Lit	Demonstrate understanding of decisions a producer makes about production	Internal
AS 90985	3	1	3	Lit	Demonstrate understanding of producer choices using supply	External
AS 90986	3	1	5	Lit	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	External
AS 90987	3	1	4	Lit	Demonstrate understanding of a government choice where affected groups have different viewpoints	Internal
AS 90988	3	1	3	Lit	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	Internal
<b>Total Credits offered</b>						<b>18-24</b>

# Level 1 English

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

None

## Course Description:

English is about connecting with others and their ideas and communicating our own.

In this course, students will learn to communicate through accurate, correctly structured language. They will use books, films and texts to make them think about the world and their own place in it.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 90052	5	1	3	Lit	Produce creative writing	Internal
AS 90053	5	1	3	Lit	Produce formal writing	Internal
AS 90851	2	1	4	Lit	Show understanding of significant aspects of unfamiliar written text(s) through close reading using supporting evidence	External
AS 90849	3	1	4	Lit	Show understanding of specified aspect(s) of studied written text(s) using supporting evidence	External
AS 90852	2	1	3	Lit	Produce Creative Writing	Internal
AS 90850	3	1	4	Lit	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	External
AS 90853	2	1	4	Lit	Use information literacy skills to form conclusion(s)	Internal
AS 90854	2	1	4	Lit	Form personal responses to independently read texts supported by evidence	Internal
AS 90855	2	1	3	Lit	Create a visual text	Internal
AS 90856	2	1	3	Lit	Show understanding of visual and/or oral text(s) through close viewing and/or listening using supporting evidence	Internal
AS 90857	2	1	3	Lit	Construct and deliver an oral text	Internal
<b>Total Credits offered</b>						<b>20-24</b>

# Level 1 Geography

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certification of Education Achievement

## Entry Requirements:

Entry to this subject is based on students passing the Year 10 Social Studies exams

## Course Description:

Geography is the study of the environment as the home of people. It seeks to interpret the world and how it changes over time - past, present, and future. It explores the relationships and connections between people and both natural and cultural environments.

Geography investigates the ways in which features are arranged on the earth's surface. It describes and explains the patterns and processes that create them. Students learn to think spatially and use maps, visual images and new technologies, including geographical information systems (GIS), to obtain, present and analyse information.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 91007	3	1	4	Lit	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s).	External
AS 91008	3	1	4	-	Demonstrate geographic understanding of population concepts.	External
AS 91009	3	1	3	-	Demonstrate geographic understanding of the sustainable use of an environment.	Internal
AS 91010	2	1	4	Num	Apply concepts and basic geographic skills to demonstrate understanding of a given environment.	External
AS 91011	3	1	4	Lit & Num	Conduct geographic research with direction	Internal
AS 91012	2	1	3	Lit	Describe aspects of a contemporary New Zealand geographic issue.	Internal
AS 91013	2	1	3	Lit	Describe aspects of a geographic topic at a global scale	Internal
AS 91014	2	1	3	-	Apply spatial analysis with direction, to solve a geographic problem.	Internal
<b>Total Credits offered</b>						<b>20-24</b>

# Level 1 Health

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

This subject has open entry with it being preferable for students to have achieved Year 10 English

## Course Description:

Health Education enables students to focus on the dimensions of hauora and the application of the concept to a range of contexts. They also consider how the dimensions of hauora interrelate.

Students develop a basic understanding of a socio-ecological perspective through considering personal, interpersonal, community, and societal influences on well-being and strategies for enhancing well-being.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 90971	3	1	3	Lit	Take action to enhance an aspect of personal well-being	Internal
AS 90972	3	1	4	Lit	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	External
AS 90973	3	1	5	Lit	Demonstrate understanding of interpersonal skills used to enhance relationships	Internal
AS 90974	4	1	4	Lit	Demonstrate understanding of strategies for promoting positive sexuality	Internal
AS 90975	3	1	4	Lit	Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations	External
AS 91097	3	1	4	-	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	Internal
<b>Total Credits offered</b>						<b>16-24</b>

# Level 1 History

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Educational Achievement

## Entry Requirement:

Entry is open for this subject. Where limited places are available in Level 1 History, student's marks from the previous year will be considered for prioritising entry

## Course Description:

Where possible, history encompasses events occurring in New Zealand and/or global events involving or influencing New Zealanders. Historical scholarship encourages students to look for points of connection and for similarities and differences, and to focus on research that transcends the boundaries of nation states. Students are encouraged to question accepted interpretations of the past and to consider contesting theories of historians and commentators.

History encourages an informed understanding of the origins of our diverse society in Aotearoa New Zealand. Central to this understanding is an awareness of the history of the Treaty of Waitangi and of the Treaty's principles, values, and ongoing relevance. An awareness of history inspires students to become confident, questioning, and empathetic individuals.

It equips them with knowledge and skills that are valuable and useful throughout life. These include research techniques, the skills needed to process and synthesise varied and complex materials, the skills needed to give clear and effective oral and written presentations, and the ability to articulate ideas and make them clear to others.

With these skills, students enhance their employ-ability and are able to participate actively and critically in their societies.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 91001	3	1	4	Lit	Carry out an investigation of an historical event, or place, of significance to New Zealanders	Internal
AS 91002	3	1	4	Lit	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	Internal
AS 91003	3	1	4	Lit	Interpret sources of an historical event of significance to New Zealanders	External
AS 91004	3	1	4	Lit	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	Internal
AS 91005	3	1	4	Lit	Describe the causes and consequences of an historical event	External
AS 91006	3	1	4	Lit	Describe how a significant historical event affected New Zealand society	External
<b>Total Credits offered</b>						<b>18-24</b>

# Longburn Adventist College

LEARNING AREAS	YEAR 7 & 8 Intermediate	YEAR 9	YEAR 10
English	English	English	English
The Arts	Music	Music	Music
	Visual Art	Visual Art	Visual Art Digital Art
Health & Physical Education	Core Physical Education & Health		
Te Reo Māori	Core Subject Programme	Te Reo Māori	Te Reo Māori
Learning Languages		Japanese	Japanese
Mathematics & Statistics		Mathematics	Mathematics
Science		Science	Science
Social Sciences		Bible - Encounter	Bible - Encounter
		Social Studies	Social Studies
Technology		Information Technology	Computers
	Design Technology	Building Construction	
	Food Technology	Home Economics	
	Material Technology		
Learning Support / SENCO		ESOL	ESOL
		Reading Recovery	Reading Recovery
Vocational & Outside Provider Courses		Correspondence School Courses (for programmes that LAC does not offer)	

*Not all courses offered will run. It will depend on the number of students the course and the availability of staffing.*

# SUBJECT STRUCTURE 2017

	<b>YEAR 11</b> NCEA Level 1	<b>YEAR 12</b> NCEA Level 2	<b>YEAR 13</b> NCEA Level 3
	<b>English</b>	<b>English</b>	English
	Music	Music	Music
	Drama	Drama	Drama
	Visual Art	Visual Art	Visual Art
		Photography	Photography
	Physical Education	Physical Education	Physical Education
	Health	<i>Health proposed for 2018</i>	<i>Health proposed for 2019</i>
	Te Reo Māori		
		Mathematics with Statistics	
		Mathematics with Calculus	
	<b>Mathematics</b>	General Maths	General Maths
		Biology	Biology
	<b>Science</b>	Chemistry	Chemistry
		Physics	Physics
	<b>Religious Studies</b>	<b>Religious Studies</b>	<b>Religious Studies</b>
	Accounting	<i>Accounting proposed for 2018</i>	<i>Accounting proposed for 2019</i>
	Economics	Economics	Economics
	History	History	History
	Geography	Geography	Geography
		Tourism	Tourism
		Media Studies	Media Studies
			Classical Studies
	Computers	Computers	Computers
	Building Construction	Building Construction	Building Construction
	Home Economics	Home Economics	Home Economics
	ESOL	ESOL	ESOL
	<i>(English for Speakers of Other Languages)</i>		
	Correspondence School Courses	<ul style="list-style-type: none"> <li>• GATEWAY Courses</li> <li>• Secondary Tertiary Provider Programmes (STAR)</li> <li>• Correspondence School Courses</li> </ul>	

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

**Bold type** indicates compulsory subjects

# Level 1 Home Economics

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

None

## Course Description:

In the context of food and nutrition, students evaluate current issues and theories of nutrition, identify and reflect on factors that influence people's choices and behaviours, and use this knowledge to make informed decisions. Practical cooking opportunities are provided on a weekly basis for students to experience and explore new techniques, new recipes, healthier food options and to also learn life skills in the kitchen. At the same time, they develop personal and interpersonal understandings and skills that contribute to well-being.

## Unit Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 90956	3	1	5	-	Demonstrate knowledge of an individual's nutritional needs	Internal
AS 90957	3	1	5	-	Demonstrate understanding of societal influences on an individual's food choices and well-being	Internal
AS 90958	3	1	5	-	Demonstrate understanding of how cultural practices influence eating patterns in New Zealand	Internal
AS 90959	2	1	5	-	Demonstrate knowledge of practices and strategies to address food handling issues	Internal
AS 90960	3	1	4	-	Demonstrate understanding of how an individual, the family and society enhance each other's well being	External
AS 90961	3	1	4	-	Demonstrate understanding of how packaging information influences an individual's food choices and well-being	External
<b>Total Credits offered</b>						<b>18 - 24</b>



# Level 1 Mathematics

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

None

## Course Description:

Students learn to solve problems and develop skills in Algebra, Graphs and tables, Number problems including percentages and money, Geometry, Trigonometry, Probability and Statistics.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 91026	3	1	4	Num	Apply numeric reasoning in solving problems	Internal
AS 91027	3	1	4	Num	Apply algebraic procedures in solving problems	External MCAT
AS 91028	3	1	4	Num	Investigate relationships between tables, equations and graphs	External
AS 91029	2	1	3	Num	Apply linear algebra in solving problems	Internal
AS 91030	3	1	3	Num	Apply measurement in solving problems	Internal
AS 91032	3	1	3	Num	Apply right-angled triangles in solving measurement problems	Internal
AS 91035	3	1	4	Num	Investigate a given Multivariate data set using the Statistical enquiry cycle	Internal
AS 91037	4	1	4	Num	Demonstrate understanding of chance and data	External
AS 91038	3	1	3	Num	Investigate a situation involving elements of chance	Internal
<b>Total Credits offered</b>						<b>22 - 25</b>

## Numeracy Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
US 26623	3	1	4	Num	Use number to solve problems	Internal
US 26626	3	1	3	Num	Interpret Statistical information for a purpose	Internal
US 26627	3	1	3	Num	Use measurements to solve problems	Internal
<b>Total Credits offered</b>						<b>10</b>

# Level 1 Music

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

Open entry, with it being preferable that students will have:

Learnt a musical instrument for at least two years previously and be having current tuition on a musical instrument.

Successfully completed Year 10 Music.

## Course Description:

*Students will:*

Be expected to undertake all 30 credits - school trial exams will guide entries to the final exams.

Prepare two pieces of music to play on their own through their music instrumental tuition.

Participate in a performing music group through the year.

Prepare one piece of music as a member of a group for assessment.

Develop composition skills so that they can compose two original pieces of music either on their own or as a collaborative effort.

Develop skills in writing melodies, rhythms, chords that they hear.

Develop skills in identifying features in musical scores of different styles of music.

Study different styles of music from different eras and describe elements and performance features of the music.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 91090	3	1	6	-	Perform two pieces of music as a featured soloist	Internal
AS 91091	2	1	4	-	Demonstrate ensemble skills through performing a piece of music as a member of a group	Internal
AS 91092	3	1	6	-	Compose two original pieces of music	Internal
AS 91093	2	1	4	-	Demonstrate aural and theoretical skills through transcription	External
AS 91094	2	1	4	Lit	Demonstrate knowledge of conventions used in music scores	External
AS 91095	3	1	6	Lit	Demonstrate knowledge of two music works from contrasting contexts	Internal
<b>Total Credits offered</b>						<b>30</b>

# Level 1 Physical Education

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

None

## Course Description:

This course provides students with opportunities to explore biophysical principles applications. Students will also promote physical activity and develop leadership skills. By learning in, through, and about movement, students come to understand that movement is integral to human expression and that it contributes to people's pleasure and enhances their lives. They learn to understand, appreciate, and move their bodies, relate positively to others, and demonstrate constructive attitudes and values.

This learning takes place as they engage in play, games, sport, exercise, recreation, adventure, and expressive movement in diverse physical and social environments. Physical education encourages students to participate in movement experiences that promote and support the development of physical and social skills.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 90962	3	1	5	-	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	Internal
AS 90963	3	1	5	Lit	Demonstrate the understanding of the function of the body as it relate to the performance of physical activity	Internal
AS 90964	3	1	3	-	Demonstrate quality movement in the performance of a physical activity	Internal
AS 90966	2	1	4	Lit	Demonstrate interpersonal skills in a group and explain how these skills impact on others.	Internal
AS 90967	2	1	3	Lit	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	Internal
AS 90968	3	1	3	Lit	Demonstrate and show understanding, of responsible behaviour for safety during outdoor education activities.	Internal
<b>Total Credits offered</b>						<b>23</b>

# Level 1 Religious Education

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Course Requirement:

None

## Course Description:

*Students will:*

Participate in a range of activities to get to know the Bible better

Describe key beliefs of a religious tradition (what beliefs do people have about God?)

Describe an important development within a religious tradition

Describe features of a sacred text

Explore an ethical issue

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 90816	2	1	6	Lit	Describe the purpose of a sacred text within a religious tradition	Internal
AS 90817	2	1	6	Lit	Describe a significant development within a religious tradition	Internal
AS 90818	2	1	6	Lit	Describe the application of the key ethical principle(s) of a religious tradition to an issue	Internal
AS 90819	2	1	6	Lit	Describe key beliefs of a religious tradition	Internal
<b>Total Credits offered</b>						<b>24</b>

# Level 1 Science

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirement:

None

## Course Description:

This class covers a general look at the three main disciplines in science those being Chemistry, Physics and Biology. The topics covered form a good basis for further study at Level 2.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/ External
AS 90925	3	1	4	-	Carry out a practical investigation in a biological context, with direction	Internal
AS 90930	3	1	4	-	Carry out a practical chemistry investigation, with direction	Internal
AS 90935	3	1	4	-	Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction	Internal
AS 90940	2	1	4	Num	Demonstrate understanding of aspects of mechanics	External
AS 90943	3	1	4	-	Investigate implications of heat for everyday life	Internal
AS 90944	2	1	4	-	Demonstrate understanding of aspects of acids and bases	External
AS 90948	2	1	4	Lit	Demonstrate understanding of biological ideas relating to genetic variation	External
AS 90949	2	1	4	-	Life processes of plants and environmental factors that affect them	Internal
AS 90950	3	1	4	-	Investigate biological ideas relating to interactions between humans and micro organisms	Internal
<b>Total Credits offered</b>						<b>20</b>

# Level 1 Te Reo Māori

## Qualification:

NCEA Level 1 Achievement Standards

## Entry Requirements:

This subject has open entry with it being preferable for students to have achieved Year 10 English

## Course Description:

*Students will:*

Te Aho Arataki Marau is intended to help every English-medium school in New Zealand to design and shape a curriculum that includes te reo Māori, alongside other learning areas. Eight levels of achievement provide a framework for progression and allow continuity of language learning from year to year. The levels outlined in Te Aho Arataki Marau target students successfully completing NCEA level 1 at year 11. To do this, students in year 11 be will be completing level 6 of Te Aho Arataki Marau

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/Num	Full Title	Internal/External
AS 91085	2	1	6	Lit	Whakarongo kia mōhio ki te reo o tōna ao	Internal
AS 91086	2	1	6	Lit	Kōrero kia whakamahi i te reo o tōna ao	Internal
AS 91087	2	1	6	Lit	Pānui kia mōhio ki te reo o tōna ao	External
AS 91088	2	1	6	Lit	Tuhi i te reo o tōna ao	External
AS 91089	2	1	6	Lit	Waihanga tuhinga i te reo o tōna ao	Internal
<b>Total Credits offered</b>						<b>30</b>

# Level 1 Visual Art

## Qualification:

NCEA Level 1 Achievement Standards - This subject provides you with the opportunity to gain credits towards the National Certificate of Education

## Entry Requirements:

Students will have successfully completed Year 9 Core Art

Students will have ideally taken either digital or visual art as a year 10 option

## Course Description:

*Students will:*

Plan a course of 22-26 credits from the available 26 credits below. Students may complete all assessments.

Prepare a two panel portfolio of their own artwork to submit for the external Achievement Standard.

Prepare one workbook of original drawings for internal assessment.

Develop composition skills so that they can compose original pieces of artwork on their own and as a collaborative effort.

Develop skills in composition, drawing and painting.

Develop skills in identifying features in the works of New Zealand artists of different periods.

Study different New Zealand art movements from different eras and describe visual elements and motifs of each.

## Achievement Standards that will be drawn from for an assessment programme:

Standard No.	Version	Level	Credits	Lit/ Num	Full Title	Internal/ External
AS 90914	3	1	4	-	Use drawing methods and skills for recording information using wet and dry media	Internal
AS 90915	2	1	6	-	Use drawing conventions to develop work in more than one field of practice	Internal
AS 90916	3	1	12	-	Produce a body of work informed by established practice which develops ideas using a range of media	External
AS 91325	2	2	4	-	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	Internal
<b>Total Credits offered</b>						<b>22 - 26</b>

# NCEA INFORMATION

## The National Certificate of Educational Achievement NCEA

This is an introduction to assessment against achievement standards and unit standards and the National Qualifications Framework (NQF) at Longburn Adventist College.

## How To Gain NCEA

In Years 11, 12 and 13, subjects will offer a range of standards which assess different areas of knowledge and skills. These are called standards. Each standard is worth credits which will contribute towards gaining NCEA at Level 1, Level 2 and Level 3. Each subject will offer up to 24 credits.

## How to achieve standards to gain credits:

Achievement Standards are assessed by internal assessment, which takes place in school throughout the year (quality assured by NZQA), and by external assessment which is assessed by NZQA at the end of the year. The results have levels of achievement: Not Achieved (N), Achieved (A), Achieved with Merit (M) and Achieved with Excellence (E).

Unit Standards are assessed internally in school or the workplace and usually assess a more vocational based skill. They lead to a more specific qualification, eg. Building and Construction Certificate.

Results are either Achieved (A) or Not Achieved (N).

## The minimum requirements for the NCEA Level 1, 2 and 3

NCEA Level	Credits required	Literacy and Numeracy credits required
Level 1	80 credits: At Level 1 or above	10 literacy, 10 numeracy
Level 2	80 credits: 60 at Level 2 or above plus 20 at any level	10 literacy, 10 numeracy
Level 3	80 credits: 60 at Level 3 or above plus 20 at Level 2 or above	10 literacy, 10 numeracy

## NCEA Level 1 Literacy and Numeracy Requirements

Students will achieve 10 Literacy and 10 Numeracy Credits through either:

- Achievement standards - available through a range of subjects with a minimum of 10 credits, or
- Unit standards - package of 3 unit standards worth a total of 10 credits.





# UNIVERSITY ENTRANCE REQUIREMENTS

Students begin preparing for University Entrance from NCEA Level 1.

There will be some requirements to meet in each NCEA level, from Level 1 to 3.

## University Entrance 2016

*To achieve University Entrance students must gain all of the following:*

### NCEA Level 3

#### Three subjects - at Level 3

Made up of:

**14** credits each, in three approved subjects

#### Literacy

**10** credits at Level 2 or above

Made up of:

**5** credits in reading

**5** credits in writing

#### Numeracy

**10** credits at Level 1 or above,

Made up of:

Achievement Standards – specified achievement standards available through a range of subjects, or unit standards

## Course/Subject Endorsement

Students may receive NCEA endorsement for individual subjects.

**Merit endorsement:** 14 credits at Merit (or a mix of Merit and Excellence) in one year. At least 3 credits must be internal and 3 credits must be external.

**Excellence endorsement:** 14 credits at Excellence in one year. At least 3 credits must be internal and 3 credits must be external.

## NCEA CERTIFICATE ENDORSEMENT

Students will require 50 credits at Excellence to gain an NCEA endorsed with Excellence, and 50 credits at Merit (or Merit and Excellence), to gain an NCEA endorsed with Merit.

Credits can be gained over more than one year and more than one level, but must be gained at the level of the certificate or above. Eg. Level 2 credits will count towards endorsement of a Level 1 NCEA, but Level 1 credits will not count towards endorsement of a Level 2 NCEA.



# CHOOSING SUBJECTS WISELY

Use these questions as prompts to help you consider what subjects you need to be taking next year:

## ***Interest***

What do you enjoy learning?

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## ***Ability***

What subjects are you good at? Have you got ability in this subject?

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## ***Career Pathway***

What subjects do you need? What qualifications do you need?

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## ***Qualifications***

What qualification/s do you need to achieve?

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## ***Pre-requisites***

Have you got the prior learning needed?

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## ***How I like to learn***

Will the way learning occurs in this subject help me achieve my best results?

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# MY PLANNING PAGE

Use this chart to plan for your future in education. Try to consult with your family, careers and your teachers. The more information you gather about your career option the more informed your final decisions will be.

**“When I leave School I hope to...”**  
(Choose ONE path)

<input type="checkbox"/> Don't know	<input type="checkbox"/> Get a job immediately	<input type="checkbox"/> Do a Certificate or Diploma at a Polytechnic or some other private training	<input type="checkbox"/> Do a degree at University or Polytechnic
↓	↓	↓	↓
If I don't know what I want to do I must keep my course as general as possible	I will get a job as a: <input type="text"/>	The training will possibly be in: <input type="text"/>	The degree will possibly be in: <input type="text"/>
↓	↓	↓	↓
Research what subjects you may need for your chosen job <a href="http://www.careers.govt.nz/jobs/">http://www.careers.govt.nz/jobs/</a>	Now check the list of available subjects as well as the entrance requirements for university / polytechnics and the recommended subjects for each course. <i>Have you checked degree / diploma / certificate requirements with the Careers Advisor?</i> <input type="checkbox"/> Yes <input type="checkbox"/> No		
↓			

**Year 11 Subjects NCEA Level 1**

Compulsory subjects:	<ul style="list-style-type: none"> <li>• Religious Studies</li> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> </ul>
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My option subjects

Pick 4 options in order of preference:

**First Choice:** \_\_\_\_\_

**Second Choice:** \_\_\_\_\_

**Third Choice:** \_\_\_\_\_

**Fourth Choice:** \_\_\_\_\_



# VOCATIONAL PATHWAYS

Vocational Pathways is a Ministry of Education tool that has been developed to help you plan your journey from secondary school to the work force. It is a new way to achieve NCEA Level 2. Vocational Pathways help you to see how your Level 2 learning and achievement matches against specific 'sector-related' standards with six industries.

- Get the info: <http://youthguarantee.net.nz/vocational-pathways/>
- Build your own vocational pathway profile: <http://youthguarantee.net.nz/vocational-pathways/profile-builder/>
- Info for Students and Whanau: <http://youthguarantee.net.nz/vocational-pathways/students-and-whanau/>
- Questions answered: <http://youthguarantee.net.nz/vocational-pathways/faqs/>
- Need to do some career planning? <http://www.careers.govt.nz/jobs-database/>

## The Vocational Pathways Award – shows on your Record of Achievement

<b>NCEA Level 2</b> <b>80</b> credits	Vocational Pathways Award <b>60</b> Level 2 credits from the recommended pathway(s)	<b>20</b> credits must be from sector related standards
Gain <b>10</b> credits – Literacy		Gain <b>10</b> credits – Numeracy

## Vocational Pathways – 5 sectors of industry

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

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

## Why is it good to know about your achievement against Vocational Pathways?

- You can show your family, whanau or aiga your strengths, interests and achievements.
- You can identify your interests and link them to a career path.
- You might identify subjects or assessments that you need to take to follow a particular vocational pathway.
- The Vocational Pathways identify many different occupations – some of which you may never have considered before.
- The pathways also show you what employers may expect to see you achieve in your learning.
- The pathways help you be sure that you are developing the right skills for a particular career.

*A Vocational Pathways qualification could lead you into either further study or give you entry into the workplace.*

Source – Ministry of Education <http://www.youthguarantee.net.nz/vocational-pathways/>

