

# **OKAIHAU COLLEGE**

## **NCEA Level 1 Curriculum Handbook 2023**



## INTRODUCTION

This Senior Curriculum Handbook is intended to provide our students, parents and caregivers with a comprehensive overview of the Okaihau College Senior Curriculum.

We offer a range of subjects at Years 11, 12 and 13. These deliver the New Zealand Curriculum Framework (Te Anga Matauanga o Aotearoa) and prepare students for the National Certificate of Education Achievement (NCEA) at Level 1 (Year 11), Level 2 (Year 12) and Level 3 (Year 13). We also prepare students for qualifications in subject-based certificates.

Our aim in producing this Curriculum Handbook is to provide students, parents and caregivers with a complete and clear view of could be available to senior classes at Okaihau College.

It is important that students make good choices with regards to course selection; this book provides vital information to enable them to do this. It is possible to build a course of study at more than one level.

Choose carefully and think about the consequences of choosing subjects. Consider your interests, abilities and possible career pathways. Read the information about the National Qualifications Framework; this affects you.

Students will have the opportunity to discuss their option choices with either the Career's Advisor, Academic Counsellor or Deputy Principals.

We are proud of the quality and range of programmes offered at Okaihau College. It presents students with opportunities to fulfil their potential and acquire the knowledge, skills and ideas that will enable them to enjoy success and prepare them well for the future.

We welcome enquiries from students, parents, caregivers and prospective adult students.



Thomas Davison  
Principal

## **THE NATIONAL QUALIFICATIONS FRAMEWORK**

### **The Qualifications Framework and the New Zealand Curriculum**

#### **The New Zealand Curriculum**

The New Zealand Curriculum covers the seven essential learning areas and the skills which should be part of a broad, balanced school education. The learning areas are; Languages, Mathematics, Sciences, Social Sciences, Technology, Health and Physical Education, and the Arts. Each learning area has eight levels, from Level 1 in Junior Primary classes to Level 8 at Senior Secondary level.

#### **The Qualifications Framework**

The National Qualifications Framework also has eight levels with Level 1 at Year 11 through to Level 8 in post-graduate study at university. It has various qualifications for senior secondary level and beyond.

Level 1 is entry level for education and training, followed by Level 2 then Levels 3 and 4. The framework creates a 'seamless' education system that brings together secondary education, industry training and tertiary education beneath one umbrella.

#### **What is a Standard?**

Standards are the building blocks of the Qualifications Framework.

- Standards describe what a student needs to know, do and understand at a certain level. They do not dictate what is taught or how a school delivers its courses.
- Every standard achieved is listed on a person's Record of Learning. Wherever students go and whatever they learn, they can keep adding to their Record of Learning throughout their lives.
- Two types of standards are available; Unit Standards and Achievement Standards.

#### **Record of Learning**

Once a student meets the required level (in an Achievement Standard or Unit Standard), credits for the standard are added to his or her Record of Learning. This is stored in a national database at the New Zealand Qualifications Authority (NZQA). When the student has achieved the eighty credits needed for a National Certificate of Educational Achievement (NCEA), the title of the qualification will appear on the Record of Learning. The Record of Learning is unable to be used officially if the fee has not been paid.

Students' achievements in Achievement Standards or Unit Standards are added during the year; these are also noted on a student's academic file in Kamar (our Student Management System). This information is accessible to students and whanau via our on-line portal, accessed via the Okaihau College website.

## **Costs for Students**

As of April 2019, there is no cost for students to obtain NCEA Level 1, 2 or 3.

## **A Message to all Intending Students**

Courses listed in this booklet will operate only if there is enough student demand and available staffing. Students are advised to read course entry guidelines before making their choices.

## **Structure at Senior School**

Year 11 Science, English, and Mathematics are compulsory unless you choose POD. Students then choose three other subjects.

Year 12 Students choose six subjects. Students need to align their options choices with their interests, abilities, and possible future career choices.

Year 13 No subjects are compulsory; students choose five subjects. They need to be taking the right subjects that will lead to the career option they desire.

## **Careers Education Programme**

Career information and guidance aims to assist students to develop the skills, attitude and knowledge for sound decision making about school and post-school options.

In support of the career education programme, career guidance is offered on a one-to-one basis, usually by self-referral. Career counselling is targeted at students when required or identified. There is a strong network between the Careers Adviser, Pou, Deans and Whanau Teachers.

The Careers Advisor, Academic Counsellor or Deputy Principals are always able to help. Appointments can be made for an interview at any stage during the year.

Parents, caregivers and people from the community are always very welcome to make an appointment for advice or assistance.

## NCEA – AN EXPLANATION

The National Certificate in Educational Achievement (NCEA) began in 2002 for students studying in Year 11. It allows us to offer subjects and courses that are appropriate for our students and relevant to pathways into work and tertiary study. Under NCEA, students are assessed through a combination of exams and internal assessment.

To summarise the main points:

- Most subjects will offer Achievement Standards which are units of work assessed either at the end of the unit or in an examination at the end of the year.
- The result for each Achievement Standard can be Not Achieved, Achieved, Achieved with Merit or Achieved with Excellence.
- Each Achievement Standard has several credits. When a student is credited with an Achievement Standard, this is added to their Record of Learning held on a database at the New Zealand Qualifications Authority. This Record of Learning will hold the results obtained throughout the students' lifetime.
- When a student has gained enough credits at a level, they can apply for an NCEA certificate:
  - NCEA Level 1\* = 80 credits at Level 1
  - NCEA Level 2\* = 60 credits at Level 2 and 20 credits at Level 1
  - NCEA Level 3 = 60 credits at Level 3 and 20 credits at Level 2

For an NCEA Level 1 Certificate, at least ten credits must come from literacy (reading and writing in English / Te Reo) and ten from numeracy. For an NCEA Level 2 Certificate, students must have met the NCEA Level 1 Literacy and Numeracy requirements.

- Endorsements;
  - The National Certificate in Educational Achievement can be endorsed. 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.
  - Subject Endorsement - students will receive an Excellence endorsement if they gain 14 or more credits at Excellence level and a Merit endorsement if they gain 14 or more credits at Merit level in a school subject. At least three of the 14 credits must be from internally assessed standards and three from externally assessed standards. This demonstrates that the student is competent in both forms of assessment.
- Some subjects will also offer Unit Standards. The credits from Unit Standards will also count towards NCEA. The result for each can only be Not Achieved or Achieved.
- Credits from some subjects can be used for other certificates such as the National Certificate in Computing.
- Students studying at NCEA Level 3 also can sit scholarship exams. These exams enable students to be assessed against challenging standards and are designed for the ablest students in each subject. Most of the approved subjects are available for scholarship in 2022.

## **YEARS 12 AND 13 COURSE ENTRY GUIDELINES**

In 2022 entry to NCEA Level 2 and NCEA Level 3 will be on a subject-by-subject basis.

### **Year 12 and Year 13 entry guidelines**

Each Year 12 and Year 13 subject will set their own entry standards. You should refer to the subject information for pre-requisites.

Students in Year 12 may take the subjects offered at NCEA Level 1 as well as at Level 2. Students in Year 13 may take subjects offered at NCEA Level 1, 2 or 3. Year 13 students should also read the information about Entrance to University 2021 before selecting subjects.

### **Entrance to University 2023**

In the past, basic University Entrance Qualifications have ensured a place for any student who wanted to study at university apart from degrees with limited entry such as Medicine and Engineering. Each university and university course have different entry level requirements.

With the changes to government funding, most universities already have restrictions on enrolments. Students now need to look at not only the basic requirements (see below) but also entry for specific degrees.

New Zealand Qualifications Authority (NZQA) and the Council of the Universities have agreed that the 2022 intake of students will be considered for entrance to a university in New Zealand if they have obtained:

- Achievement of NCEA Level 3 (60 credits at Level 3 or higher and 20 credits at Level 2 or higher).
- 14 credits in each of three subjects from the list of approved subjects.
- University Entrance Numeracy – ten credits at Level 1 or above from specified Achievement Standards through a range of subjects or three specific numeracy Unit Standards.
- University Entrance Literacy – ten credits (five in reading and five in writing) from (a) specific Level 2 / 3 Standards, or specific Te Reo Maori standards or (b) two specific Level 4 English for academic purposes Unit Standards.

More specific information is available from our Career's Advisor.

|                            |                                     |                    |
|----------------------------|-------------------------------------|--------------------|
| <b>Subject:</b>            | <b>Agriculture and Horticulture</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>                          |                    |
| <b>Teacher to Contact:</b> | <b>Mr P Woodward</b>                | <b>Code: L1HOR</b> |

| <b>Standard</b> | <b>Title</b>   | <b>Credits</b> |
|-----------------|--|----------------|
|                 | Demonstrate practical skills used in agricultural or horticultural production. | 4              |
|                 | Carry out a practical agricultural or horticultural investigation.             | 4              |
|                 | Investigate bivariate numerical data using the statistical enquiry cycle.      | 3              |
|                 | Carry out a practical investigation in a biological context, with direction.   | 4              |
|                 | Demonstrate knowledge of basic plant propagation techniques.                   | 4              |
|                 | Demonstrate knowledge of pasture/crop management practices.                    | 4              |

### **What will I learn?**

Basic skills in growing plants and tree maintenance as a life skill. This will include the management and maintenance of tools required. On top of these horticultural skills, we will also look at basic farming operations related to agriculture including crops and grass for livestock.

### **How will I learn?**

The course will have a mixture of classroom learning, practical at school learning and practical off-site learning as appropriate. We will often be working online, with pen and paper and with our hands.

### **What should I have already done?**

There are no prerequisites for this course

### **Where does the subject lead?**

If the course is popular and gains a following, it is possible that this could then extend into L2 and L3 in the future. If so, the practical horticulture papers do tail off and this becomes more of a theoretical agriculture focused course tailored to students intending to pursue farming livestock or agriculture as a career.

### **How is the course assessed?**

The course is full unit standard based and can qualify for endorsement if the student chooses to sit the external paper. All standards are from the Agriculture and Horticulture domain except the bivariate data assessment which will run together with the practical ag/hort investigation.

### **End of course qualification:**

Contributes toward a student's overall Level 1 qualification



|                            |                     |                    |
|----------------------------|---------------------|--------------------|
| <b>Subject:</b>            | <b>Art</b>          |                    |
| <b>NCEA Level:</b>         | <b>One</b>          |                    |
| <b>Teacher to Contact:</b> | <b>Mrs C Perrin</b> | <b>Code: L1ART</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| AS 90913        | I | Demonstrate understanding of artworks from a Maori and another cultural context using art terminology. | 4              |
| AS 90914        | I | Use drawing methods for recording information using wet and dry media.                                 | 4              |
| AS 90916        | E | Produce a body of work informed by established practice that develops ideas using a range of media.    | 12             |

**E means the Achievement Standard is assessed externally at the end of the year.  
I means the Achievement Standard is assessed internally.**

### **What will I learn?**

This is a practical course which builds on the learning from Years 9 and 10 and introduces students to new ideas and a wider range of specialised materials, media and techniques. Drawing, painting, print-making and sculpture are all practical components.

Students will learn how to generate ideas, think creatively, develop and clarify their art work, make good decisions and learn how to fix problems should they occur.

This year's programme is built around identity and how the past shapes and influences the present and future.

### **How will I learn?**

You will learn through completing work at home and at school. Homework is a very important component of this as it helps you keep up-to-date and produce work to the best of your ability.

### **What should I have already done?**

Preferably, you will have completed a satisfactory Year 9 and Year 10 course.

### **Where does the subject lead?**

NCEA Level 2 Art provided that the student has an achievement grade in each Achievement Standard listed above.

### **How is the course assessed?**

This course is assessed both internally and externally. A two-panel portfolio is submitted for the external assessment.

### **Other details (stationery, costs, field trips etc):**

Stationery: Art pack is \$55.00.

Fees: Art materials are \$25.00.

### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

### **Possible Career Options:**

Illustrator / animator, art teacher, web and game designer, costume and set designer, professional artist, fashion, interior design, printmaker, jeweller, art consultant, art restorer, make-up artist.

|                            |                    |                    |
|----------------------------|--------------------|--------------------|
| <b>Subject:</b>            | <b>Art Design</b>  |                    |
| <b>NCEA Level:</b>         | <b>One</b>         |                    |
| <b>Teacher to Contact:</b> | <b>Mrs S Beggs</b> | <b>Code: L1ADS</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| AS 90913        | I | Demonstrate understanding of artworks from a Maori and another cultural context using art terminology. | 4 Lit          |
| AS 90914        | I | Use drawing methods and skills for recording wet and dry media.  | 4              |
| AS 90915        | I | Use drawing conventions to develop work into more than one field of practice.                          | 6              |
| AS 90916        | E | Produce a body of work informed by established practice that develops ideas using a range of media.    | 12             |

**E means the Achievement Standard is assessed externally at the end of the year.  
I means the Achievement Standard is assessed internally.**

### **How will I learn?**

A selection of both traditional and digital learning opportunities will be offered to students to allow them to explore a range of options to use in their artworks. Students will work through a process of 'Design Thinking' that provides a framework that allows students to solve problems.

### **What will I learn?**

Students will learn how to contextualise a design brief, using a wide range of visual styles that they have developed in the junior school. The students will be taught to use a range of viewpoints to provide options for development of the subject matter, exploring conventions of typography in relation to text hierarchy and contemporary established practice for poster design, and a change in scale of elements within the design work to show their control of media.

### **What should I have already done?**

Preferably, you will have completed Visual Art in Year 9 and Year 10.

### **Where does this subject lead?**

NCEA Level 2 Art Design provided that the student has an achieved grade in most of the Achievement Standards listed above.

### **How is this course assessed?**

Both internally and externally. A two-panel portfolio is submitted for the external assessment.

### **Other details (stationery, costs, field trips etc):**

Stationery: Visual Diary and an A3 Clearfile.

### **End of year course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

### **Possible Career Options:**

Graphic Designer, Illustrator/Animator, Web/game creator, Advertising, Professional Artist, Interior Designer, Printmaker, Art consultant, Art restorer.

|                            |                     |                    |
|----------------------------|---------------------|--------------------|
| <b>Subject:</b>            | <b>Construction</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>          |                    |
| <b>Teacher to Contact:</b> | <b>Mr P Woodard</b> | <b>Code: L1CST</b> |

| <b>Standard</b> | <b>Title</b>   | <b>Credits</b> |
|-----------------|--|----------------|
| US 24352        | I Demonstrate knowledge of and apply safe working practices in the workshop. | 2              |
| US 24356        | I Apply elementary workshop procedures and processes for BCATS projects.     | 8              |
| US 25921        | I Make a cupboard as a BCATS project.  | 6              |

**I means the Achievement Standard is assessed internally.**

These Unit Standards are taken from the BCITO (Building Construction Industry Training Organisation) apprenticeship programme. Other BCITO Unit Standards may be added throughout the year if necessary.

### **What will I Learn?**

Students will learn about safety issues in the workplace, further develop their practical skills, and an understanding of the woodworking skills and processes used in the building and construction industry.

### **How will I Learn?**

Standards are arranged to fit in with the projects students will work on. Units are used at specific points in the development of the project to clarify necessary skills and knowledge. It will be possible to complete up to five projects over a two-year period.

### **What should I have already done?**

Developed an interest in woodworking and possibly attending Construction Trades Academy.

### **Where does the subject lead?**

These are all pre-apprenticeship units developed for the specific needs of general building and Construction trades.

### **How is the course assessed?**

All Unit Standards are internally assessed. Most are based on observations of how students follow plans and engage with the practical work, and health and safety practice.

### **Other details (stationery, costs, field trips etc):**

Students will be charged for materials used in each project depending on whether they want to take them home or not.

### **End of course qualification:**

Credits towards the National Certificate in Educational Achievement Level 1 and towards pre-apprenticeship training. If students are specifically interested in gaining a trade qualification from within the BCITO group industries, then over a two year period students could work towards a National Certificate in Building, Construction and Allied Trade Skills Level 1 or 2, which can be incorporated into a wider programme. For further information, please speak with the Teacher-in-Charge.

### **Possible Career Options**

Carpenter, joiner, cabinet / furniture maker, concrete worker, paver, boat builder. Students will do units and projects which relate to whatever learning opportunities become available.

|                            |  |                    |
|----------------------------|--|--------------------|
| <b>Subject:</b>            | <b>Design and Visual Communication</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>                             |                    |
| <b>Teacher to Contact:</b> | <b>Mrs K Paraone</b>                   | <b>Code: L1DVC</b> |

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 91063        | E | Produce freehand sketches that communicate design ideas.                            | 3              |
| AS 91065        | E | Produce instrumental paraline drawings to communicate own design ideas.             | 3 Num          |
| AS 91066        | I | Use rendering techniques to communicate the form of own design ideas.               | 3              |
| AS 91067        | I | Use the work of an influential designer to inform own design ideas.                 | 3              |
| AS 91068        | I | Demonstrate development of own design ideas communicated through graphics practice. | 6              |
| AS 91069        | I | Promote design work to an audience using visual communicated techniques.            | 4 Lit          |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Achievement Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

**Num means the credits count towards Level 1 Numeracy.**

Please note that not all standards will be offered to all students.

#### **What will I learn?**

Students will learn about Design and Visual Communication in a range of possible areas such as Product Design, Architecture, Interior Design, Environmental Design, Fashion Illustration and Media Design.

#### **How will I learn?**

Students will cover a range of activities and find individual solutions to design briefs.

#### **What should I have already done?**

A satisfactory Year 10 course.

#### **Where does the subject lead?**

Successful students may go on to Level 2 in Design and Visual Communication.

#### **How is the course assessed?**

Three standards are externally assessed and four standards are internally assessed.

#### **Other details (stationery, costs, field trips etc):**

Stationery: DVC pack (if purchased in Year 10 students will only need to replace consumables).

#### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

#### **Possible Career Options:**

Artist, fashion designer, jeweller, photographer, screen printer, sign-writer, graphic designer, web designer, animator, illustrator, teacher, architect, interior / spatial designer, industrial / product designer, production designer, creative director, art director.

|                            |                             |                    |
|----------------------------|-----------------------------|--------------------|
| <b>Subject:</b>            | <b>Digital Technologies</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>                  |                    |
| <b>Teacher to Contact:</b> | <b>Mr M Donaldson</b>       | <b>Code: L1DGT</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| US 2780         | I | Demonstrate and apply knowledge of a personal computer system.                   | 3              |
| US 5974         | I | Use computer technology to create and deliver a presentation from given context. | 3              |
| US 18743        | I | Produce a spreadsheet from instructions using supplied data.                     | 2              |
| US 2792         | I | Produce simple desktop published documents using templates.                      | 2              |
| US 18758        | I | Find information using the internet.   | 2              |
| US25659         | I | Create a webpage using HTML.   | 2              |
| AS 91046        | I | Use design ideas to produce a conceptual design.                                 | 6              |

**I means the Unit Standard is assessed internally.**

#### **What will I learn?**

This course is aimed at students who have had little or no formal tuition using computers. Keyboarding is an essential skill in being able to use a computer efficiently. Therefore, the first part of the course focuses on this skill. Then students are introduced a range of other common software in its use and function. Depending on the students' capability and attitude students may be offered some Digital Technologies Achievement Standards as well.

#### **How will I learn?**

Practical use of computers during four hours of contact time per week covering Microsoft Office and open source software.

#### **What should I have already done?**

Not applicable.

#### **Where does this subject lead?**

Successful students may go onto Level 2 Digital Technology course.

#### **End of course qualification:**

Level 1 credits towards the National Certificate of Educational Achievement.

#### **Possible Careers Options:**

Secretary, office manager, banking officer, office worker, self-employed, receptionist, shop assistant, librarian, customer service, data entry.

|                            |                     |                    |
|----------------------------|---------------------|--------------------|
| <b>Subject:</b>            | <b>English</b>      |                    |
| <b>NCEA Level:</b>         | <b>One</b>          |                    |
| <b>Teacher to Contact:</b> | <b>Mrs L Fulton</b> | <b>Code: L1ENG</b> |

| <b>Standard</b> |   | <b>Title</b>                                      | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 90053        | I | Produce formal writing.                           | 3 Lit          |
| AS 90849*       | E | Show understanding of studied written text.       | 4 Lit          |
| AS 90852        | I | Explain connections across texts.                 | 4 Lit          |
| AS 90850*       | E | Show understanding of studied visual / oral text. | 4 Lit          |
| AS 90856        | I | Show understanding of visual text.                | 3 Lit          |
| AS 90853        | I | Use info literacy skills to form conclusions.     | 4 Lit          |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Achievement Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

**\*Please note that only one of these standards will be offered.**

### **What will I learn?**

Students will learn to evaluate and respond to literature and language, and to write for different purposes and audiences, speak confidently and to present and understand the meaning of visual images.

### **How will I learn?**

Students will learn by writing, reading, viewing and speaking, thinking independently and having practical experience in the use of language.

### **What should I have already done?**

The English work students have done in Year 9 and Year 10 provides background for this course.

### **Where does this subject lead?**

To NCEA Level 2 Language and Literature. Studying English gives students a greater confidence in the use and understanding of language and better communication skills. Many apprenticeships, training programmes and employers will require evidence of competency in NCEA level 1 English Achievement Standards.

### **How is this course assessed?**

This course is assessed by a mixture of internal and external Achievement Standards.

### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

### **Possible Career Options:**

Anything which requires the use of visual or verbal communication in English at a competent and coherent level.

|                            |                        |                    |
|----------------------------|------------------------|--------------------|
| <b>Subject:</b>            | <b>Food Technology</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>             |                    |
| <b>Teacher to Contact:</b> | <b>Ms D Henderson</b>  | <b>Code: L1FDT</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| US 15901        | I | Prepare and present fruit and vegetables in the hospitality industry.  | 2              |
| US 19970        | I | Prepare and present egg and cheese dishes in the hospitality industry. | 3              |
| US 21058        | I | Identify career pathways in the hospitality industry.                  | 2              |
| US 15919        | I | Prepare and present hot finger food in the hospitality industry.       | 2              |
| US 159001       | I | Prepare, cook and present meat in the hospitality industry.            | 4              |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Unit Standard is assessed internally.**

### **What will I learn?**

Skills which will prepare you for work in the hospitality industry. You will learn basic nutrition and safe hygiene skills in the preparation and storage of everyday foods for self and others. Catering opportunities will give you valuable experience in furthering communication skills.

### **How will I learn?**

By working on assignments and workbooks, both at school and at home. You will also undertake a large amount of practical work.

### **What should I have already done?**

Some background in working with foods is preferable but not necessary; flair and creativity are a bonus. You need to want to cook for others rather than just for yourself. You need to be a good attendee and have a real desire to learn.

### **Where does the subject lead?**

The Level 2 Food Technology Unit Standards in Year 12. It will also lead to a Hospitality course at a tertiary institution or straight into the hospitality industry.

### **How is the course assessed?**

The course is mostly assessed internally and includes both practical and written components.

### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

### **Possible Career Options:**

Chef, barista, hotel management, events management, restaurant and café work, tourism, food technologist.

|                            |                          |                    |
|----------------------------|--------------------------|--------------------|
| <b>Subject:</b>            | <b>Geography</b>         |                    |
| <b>NCEA Level:</b>         | <b>One</b>               |                    |
| <b>Teacher to Contact:</b> | <b>Mrs K Kitchingman</b> | <b>Code: L1GEO</b> |

| <b>Standard</b> | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|----------------|
| AS 91007        | E Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s). | 4 Lit          |
| AS 91009        | I Demonstrate geographic understanding of the sustainable use of the environment                          | 3 Lit          |
| AS 91010        | E Apply concepts and basic geographic skills to demonstrate understanding of a given environment.         | 4 Num          |
| AS 91011        | I Conduct geographic research, with direction.  | 4 Lit/Num      |
| AS 91013        | I Describe aspects of a geographic topic at a global scale.   | 3 Lit          |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

**Num means that credits count towards Level 1 Numeracy.**

#### **What will I learn?**

Level 1 Geography looks at natural and cultural environments and how people interact with them. Topics included are marine reserves, earthquakes, tsunamis, weather, tourism and resources.

#### **How will I learn?**

Mapping skills and geographic concepts are studied throughout the course.

Learning activities include discussions, books, newspapers, videos, computer, field trips, maps and diagrams.

#### **What should I have already done?**

Social Studies is a useful background as is Business Studies and Science. An average achievement of CL5 in Year 10 Social Studies is recommended due to the high literacy component of this subject.

#### **Where does the subject lead?**

Geography is available at Years 12 and 13 and leads directly to further university programmes. Geography is recognised as a useful qualification for a wide range of careers, including tourism, planning and environmental studies.

#### **How is the course assessed?**

The course will be tailored to meet the needs of the students in the class. Assessment will be selected from the options in the table above. Up to 18 credits may be available to students.

#### **Other details (stationery, costs, field trips etc):**

Field work is undertaken in the local area for research. There is also a trip to the Poor Knights Islands Marine Reserve.

#### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.



|                            |                     |                    |
|----------------------------|---------------------|--------------------|
| <b>Subject:</b>            | <b>History</b>      |                    |
| <b>NCEA Level:</b>         | <b>One</b>          |                    |
| <b>Teacher to Contact:</b> | <b>Mr T Davison</b> | <b>Code: L1HIS</b> |

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 91001        |   | Carry out an investigation of an historical event, or place, of significance to New Zealanders.                         | 4 Lit          |
| AS 91002        |   | Demonstrate understanding of an historical event, or place, of significance to New Zealanders.                          | 4 Lit          |
| AS 91003        | E | Interpret sources of an historical event or significance to New Zealanders.   | 4 Lit          |
| AS 91004        |   | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders. | 4 Lit          |
| AS 91005        | E | Describe the causes and consequences of an historical event.  | 4 Lit          |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Achievement Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

### **What will I learn?**

NCEA Level 1 History is about how people have interacted with each other over time. It focuses on aspects of human rights, conflict and protest. Students will have a range of topics from which to choose. They can choose to focus on the same topic all year, or study different topics for each standard.

Research and evaluation skills are taught, as well as analysing the reliability and value of information from different sources. Writing for history will also be taught.

### **How will I learn?**

Learning activities include videos, texts, newspapers, internet, discussion, individual and group research and assignments. Depending on the topics chosen, field trips could be an option.

### **What should I have already done?**

Students need to have had an interest in Social Studies at Year 10. Attitude, work habits and attendance all play a part in acceptance to this course. The willingness to read and write is also important.

### **Where does this subject lead?**

This course leads directly to History at university and is recognised as a useful qualification for a wide range of careers, including law, business and education.

### **How is the course assessed?**

The course is assessed by internal and external Achievement Standards. The number of standards attempted will be negotiated with each student. Up to twenty credits may be available.

### **End of course qualification:**

Credits towards the National certificate of Education Achievement Level 1.

|                            |                              |                    |
|----------------------------|------------------------------|--------------------|
| <b>Subject:</b>            | <b>Māori Performing Arts</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>                   |                    |
| <b>Teacher to Contact:</b> | <b>Mrs A Moon</b>            | <b>Code: L1MPA</b> |

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| US22752         | I | Demonstrate knowledge and skills of performance components.                           | 3              |
| US22753         | I | Demonstrate knowledge of people associated with kapa haka.                            | 4              |
| US22754         | I | Demonstrate knowledge of the origins of Māori performing arts disciplines and events. | 4              |
| US22755         | I | Demonstrate knowledge of Māori performing arts kākahu.                                | 4              |
| AS90002         | I | Perform dance sequences.  | 6              |
| AS90858         | I | Compose dance sequences for given briefs.   | 6              |
| AS90859         | I | Demonstrate ensemble skills in a dance.   | 4              |

**I - means the Achievement Standard is assessed internally.**

#### **What will I learn and how?**

Māori Performing Arts is an exciting, social, interactive and energetic programme. Learn how to produce and perform through Kapa Haka, dance, and tikanga Māori. You will also build your self-confidence and an understanding of your identity through working cooperatively with others. Standards will be chosen based on your interests and goals in consultation with your teacher.

#### **What should I have already done?**

Having completed year 10 Māori Performing Arts, been in Kapa Haka, or at the discretion of the Head of Arts.

#### **How is the course assessed?**

Through written and practical assessments.

#### **End of course qualification:**

Level 1 credits towards NCEA.

#### **Where does this subject lead and what possible career options?**

NCEA Level 2 Māori Performing Arts, tertiary education, tourism, performing, teacher.

|                            |                    |                    |
|----------------------------|--------------------|--------------------|
| <b>Subject:</b>            | <b>Mathematics</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>         |                    |
| <b>Teacher to Contact:</b> | <b>Mr D Fowler</b> | <b>Code: L1MAS</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| AS 91026        | I | Apply numeric reasoning in solving problems                        | 4 Num          |
| AS 91030        | I | Apply measurement in solving problems.                             | 3 Num          |
| AS 91034        | I | Apply transformation geometry in solving problems.                 | 2 Num          |
| AS 91037        | E | Demonstrate understanding of chance and data.                      | 4 Num          |
| AS 91035        | I | Investigate multivariate data using the statistical enquiry cycle. | 4 Lit/Num      |

**I means the Achievement Standard is assessed internally.**

**E means the Achievement Standard is assessed externally at the end of the year.**

**Num means the credits count towards Level 1 Numeracy.**

**Lit means the credits count towards Level 1 Literacy.**

**Depending on the students' ability, a course will be constructed of around 20 credits**

### **What will I learn?**

Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. By studying Mathematics students develop the ability to think creatively, critically, strategically, and logically. Mathematics has a broad range of practical applications in everyday life, in other learning areas, and in workplaces.

### **How will I learn?**

By working on problems at school and at home. Homework is a very important component of the year's work. It is essential students are practising important skills. Skills are rarely taught in isolation; rather, they should be dealt with as tools to solve problems in contexts that are relevant to the student whenever this is possible. Skills are important and must be practised in a variety of ways.

### **What should I have already done?**

This course is designed for students who were reasonably capable in Year 10 Mathematics.

### **Where does this subject lead?**

Level 2 Mathematics.

### **How is the course assessed?**

A mixture of both internally and externally assessed Achievement Standards.

### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

Numeracy requirement for NCEA Level 1.

### **Possible Career Options:**

Bank teller, cashier, casino worker, payroll officer, debt collection, lift technician, electronics technician, locksmith, builder, carpenter, joiner, plumber / gasfitter, moulder, electrician, line mechanic, lighting technician, trainer, survey technician, navigator, pilot, accounting, bank manager, personal banker, financial adviser, share-broker, underwriter, insurance claims officer.

|                            |                     |                    |
|----------------------------|---------------------|--------------------|
| <b>Subject:</b>            | <b>Music</b>        |                    |
| <b>NCEA Level:</b>         | <b>One</b>          |                    |
| <b>Teacher to Contact:</b> | <b>Mr P Zeedijk</b> | <b>Code: L1MUS</b> |

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 91090        | I | Perform two pieces of music as a featured soloist.                                      | 6              |
| AS 91091        | I | Demonstrate ensemble skills through performing a piece of music as a member of a group. | 4              |
| AS 91092        | I | Compose two original pieces of music.   | 6              |
| AS 91093        | E | Demonstrate aural and theoretical skills through transcription.                         | 4              |
| AS 91094        | E | Demonstrate knowledge of conventions used in music scores.                              | 4 Lit          |
| AS 91095        | I | Demonstrate knowledge of two music works from contrasting contexts.                     | 6 Lit          |
| US 32300        | I | Demonstrate and apply introductory knowledge of MIDI sequencing.                        | 2              |
| US 32301        | I | Demonstrate and apply introductory knowledge of a music notation application.           | 2              |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Achievement Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

#### **What will I learn and how?**

NCEA Music is a completely individualised program. At level 1 students will choose which standards (min 16 credits plus 1 standard) best suit their goals and/or pathways. Students will learn through practice, discussion and reflection on musical goals they have set. There will be opportunities for students to share their work with others through performance and/or presentations to help grow confidence. Regular self, peer, and teacher feedback will ensure students keep up to date with their goals.

#### **What do I need to enter this course?**

Being at Level 5 or higher in any two of the four areas of the music curriculum (context knowledge, theory, composition, performance, or at the discretion of the Head of Learning Area - Arts).

#### **End of course qualification:**

Credits towards NCEA Level 1.

#### **Where does this subject lead and what possible career options?**

NCEA Level 2 Music, musician, composer, song writer, sound/recording engineer, DJ, music producer, music teacher.

|                            |                           |                    |
|----------------------------|---------------------------|--------------------|
| <b>Subject:</b>            | <b>Physical Education</b> |                    |
| <b>NCEA Level:</b>         | <b>One</b>                |                    |
| <b>Teacher to Contact:</b> | <b>Mr B Campbell</b>      | <b>Code: L1PED</b> |

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 90962        | I | Participate actively in a variety of physical activities and explain factors that influence own participation | 5              |
| AS 90963        | I | Demonstrate understanding of the function of the body as it relates to the performance of physical activity.  | 5 Lit          |
| AS 90966        | I | Demonstrate interpersonal skills in a group and explain how these skills impact on others                     | 4 Lit          |
| AS 90964        | I | Demonstrate quality movement in the performance on a physical activity.                                       | 3              |

**I means the Achievement Standard is assessed internally.  
Lit means the credits count towards Level 1 Literacy.**

#### **What will I learn?**

You will learn about the body, effects of exercise through various sports, understand quality of movement and develop interpersonal skills.

#### **How will I learn?**

By working through the Achievement Standards both on a practical and a theory side. Homework is a very important component of the year's work.

#### **What should I have already done?**

A satisfactory Year 10 in Physical Education. Admission to this course is on recommendation of your Year 10 Physical Education teacher. Attitude, attendance, effort, fair play and participation will all come into the assessment.

#### **Where does the subject lead?**

On recommendation of your Level 1 Physical Education teacher you may be allowed to move onto Level 2 Physical Education. You must have gained 14 Physical Education credits or more at Level 1 to move on to Level 2. Attitude, attendance, effort and participation will be considered before entry into Level 2 is allowed. Tertiary education may, in time, be a possibility.

#### **How is the course assessed?**

All Achievement Standards will be assessed internally and moderated. Re-sits may be possible.

#### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

#### **Possible Career Options:**

Teacher, nurse, physiotherapist, personal trainer, sports coach, sports manager, events manager.

|                 |                |
|-----------------|----------------|
| <b>Subject:</b> | <b>Science</b> |
|-----------------|----------------|

|                            |                    |                    |
|----------------------------|--------------------|--------------------|
| <b>NCEA Level:</b>         | <b>One</b>         |                    |
| <b>Teacher to Contact:</b> | <b>Mr A Carson</b> | <b>Code: L1SCI</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| AS 90940        | E | Demonstrate an understanding of aspects of mechanics.                        | 4 Num          |
| AS 90944        | E | Demonstrate an understanding of aspects of acids and bases.                  | 4              |
| AS 90948        | E | Demonstrate understanding of biological ideas relating to genetic variation. | 4 Lit          |

**And a selection from:**

| <b>Standard</b> |   | <b>Title</b>  | <b>Credits</b> |
|-----------------|---|---|----------------|
| AS 90953        | I | Demonstrate understanding of carbon cycling.  | 4 Lit          |
| AS 90935        | I | Carry out practical physics investigation that leads to a linear mathematical relationship, with direction. | 4 Num          |
| AS 90930        | I | Carry out a practical chemistry investigation, with direction.  | 4 Num          |
| AS 90925        | I | Carry out a practical investigation in a biological context, with direction.                                | 4 Num          |
| AS 90941        | I | Investigate implications of electricity and magnetism for everyday life.                                    | 4 Num          |
| AS 90927        | I | Demonstrate understanding of biological ideas relating to micro-organisms.                                  | 4 Lit          |
| AS 90943        | I | Investigate the implication of heat in everyday life.   | 4 Num          |
| AS 90945        | I | Investigate the implications of the use of carbon compounds as fuel.  | 4              |
| AS 90950        | I | Demonstrate understanding of carbon cycling.  | 4 Lit          |

**E means the Achievement Standard is assessed externally at the end of the year.**

**I means the Achievement Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

**Num means the credits count towards Level 1 Numeracy.**

**What will I learn?**

Biology (DNA, genetics, carbon cycle), chemistry (acids, bases), physics (mechanics, speed, force, pressure, work, power) and how to plan, carry out and report on an investigation using scientific method.

**How will I learn?**

By observing, recording, analysing and interpreting data obtained during experiments, and by reading, researching and recording relevant facts and communicating ideas through assignments and tests./

**What should I have already done?**

Demonstrated a good academic record in Year 9 and 10 Science and Mathematics.

**Where does this subject lead?**

To NCEA Level 2 Chemistry, Physics, Biology or Science if you have the relevant externally assessed Achievement Standards in Level 1 Science, and the relevant Mathematics Achievement Standards. This subject is also needed for many courses at a tertiary level. The NCEA Level 2 Science course is for those students who are interested in Science but who do not wish to study a specific science.

**How is this course assessed?**

During the year by unit tests, assignments and examinations which are held at the end of each topic.

**Other details (stationery, costs, field trips etc)**

Stationery: Three 1B8 exercise books, and one small ring binder.

**End of course qualification:**

Credits towards the National Certificate of Education Achievement Level 1.

|                 |  |
|-----------------|--|
| <b>Subject:</b> | <b>Science (Internal Assessments Only)</b> |
|-----------------|--|

|                            |                    |                    |
|----------------------------|--------------------|--------------------|
| <b>NCEA Level:</b>         | <b>One</b>         |                    |
| <b>Teacher to Contact:</b> | <b>Mr A Carson</b> | <b>Code: L1SCI</b> |

| <b>Standard</b> |   | <b>Title</b>   | <b>Credits</b> |
|-----------------|---|--|----------------|
| AS 90930        | I | Carry out a practical chemistry investigation, with direction  | 4 Num          |
| AS 90943        | I | Investigate the implication of heat in everyday life   | 4 Num          |
| AS 90950        | I | Investigate biological ideas relating to interactions between humans and micro-organisms             | 4              |
| AS 90952        | I | Demonstrate understanding of the formation of surface features in New Zealand                        | 4 Lit          |
| AS 90953        | I | Demonstrate understanding of carbon cycling  | 4 Lit          |
| AS 90925        | I | Carry out a practical investigation in a biological context, with direction.                         | 4 Num          |
| AS 90935        | I | Carry out a practical investigation that leads to a linear mathematical relationship with direction. | 4 Num          |
| AS 90954        | I | Demonstrate understanding of the effects of astronomical cycles on planet Earth.                     | 4              |

**I means the Standard is assessed internally.  
Lit means the credits count towards Level 1 Literacy.  
Num means the credits count towards Level 1 Numeracy.**

Other standards can be studied by negotiation.

#### **What will I learn?**

Science in the world around us. Chemistry (carbon cycle) Physics (heat transfer), Biology (microbes) and Scientific Method.

#### **How will I learn?**

By doing a wide variety of practical work, written tasks and research assignments, and by gathering information on a fieldtrip to a farm, forest and geothermal areas.

#### **What should I have already done?**

Achieved well in Year 10 Science, English and Mathematics.

#### **Where does this subject lead?**

To the NCEA Level 1 externally assessed Science course, and to the NCEA Level 2 Science course. If Excellence grades are achieved, it may lead to NCEA Level 2 Biology.

#### **How is the course assessed?**

All standards are internally assessed. There is no end of year examination.

#### **Other details (stationery, costs, field trips etc):**

Stationery: Three 1B8 exercise books

#### **End of course qualification:**

Credits towards the National Certificate of Educational Achievement Level 1.

|                 |                     |
|-----------------|---------------------|
| <b>Subject:</b> | <b>Te Reo Maori</b> |
|-----------------|---------------------|

|                            |                      |                    |
|----------------------------|----------------------|--------------------|
| <b>NCEA Level:</b>         | <b>One</b>           |                    |
| <b>Teacher to Contact:</b> | <b>Ms K Te Whata</b> | <b>Code: L1REO</b> |

| <b>Standard</b> |   | <b>Title</b>                        | <b>Credits</b> |
|-----------------|---|-------------------------------------|----------------|
| AS 91085        | I | Whakarongo i te reo o tōna ao.      | 6 Lit          |
| AS 91086        | I | Kōrero ki te reo o tōna ao.         | 6 Lit          |
| AS 91087        | E | Panui i te reo o tona ao.           | 6 Lit          |
| AS 91088        | E | Tuhituhi i te reo o tōna ao.        | 6 Lit          |
| AS 91089        | I | Waihanga tuinga i te reo o tona ao. | 6 Lit          |

**E means the Standard is assessed externally at the end of the year.**

**I means the Standard is assessed internally.**

**Lit means the credits count towards Level 1 Literacy.**

### **What will I learn?**

Students will learn how to korero, whakarongo, panui and tuhi in Te Reo Māori. Students will also learn to converse in Te Reo Māori, understand te reo, read and write Te Reo Māori.

### **How will I learn?**

Through kapa haka roopū, waiata, marae visits, speaking te reo, Te Ātaarangi methods of learning, through kaumātua visiting our classrooms, on-going lessons, internet, on-line learning, Ngā Manu Kōrero speech competition and Te Tai Tokerau Secondary Schools Kapa Haka Festival.

### **What should I have already done?**

You should have obtained reasonable levels in oral and written work in Year 9 and Year 10. However, if you are coming to Ōkaihau College from a bilingual or total immersion school you will gain automatic entry. The Head of Learning Area - Languages will also recommend admission.

### **Where does the subject lead?**

Level 2 Te Reo Māori.

### **How is the course assessed?**

The course is assessed through oral and written tests, research projects and awarding of credits is internally assessed by the classroom teacher (subject to national quality checks). Externally assessed work is assessed by a marker from outside of the school. Written examinations will be used where valid and appropriate. Portfolio submissions will be used. Participation in Ngā Manu Kōrero speech competition is recommended. Participation in our kapa haka roopū, Ngā Wheinga a Rāhiri is encouraged.

### **Other details (stationery, costs, field trips etc):**

We will attend events of relevance to the course such as Nga Manu Korero speech competition and Te Tai Tokerau Secondary Schools Kapa Haka Festival as well as haenrenga and / or noho marae..

### **End of course qualification:**

Credits towards the National Certificate in Educational Achievement Level 1.