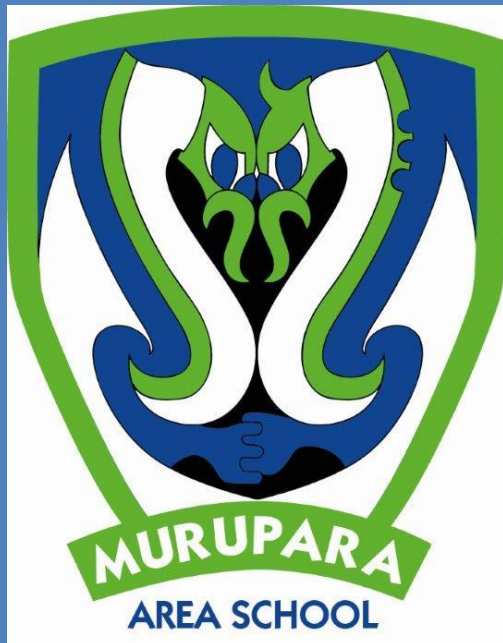


Murupara Area School



LEVEL 1 2021

Principal's Message

Tēna koutou katoa,

This Curriculum Guide has been produced to give intending students, and their families, an appreciation and understanding of the learning areas provided.

A new year of school means new opportunities and benefits. As a teaching staff we intent to become learning advisors and work with you to create personalised individual learning plans to ensure our students leave this school at and above the expected national levels. Schools with students from Year 1 to Year 13 offer a fantastic learning experience for every student. We will know our students well and be able to give them individual attention, have high expectations and nudge them into trying new experiences.

Murupara Area School is focused on delivering 21st century teaching and learning and our desire is that our students and their whanau become fully involved in everything the school and the community has to offer. The partnership of school, whanau and community will provide a strong foundation enabling us to deliver a truly holistic education and maximise each student's potential. We invite you all to join us as we work towards creating a community school that will graduate successful, happy, confident, future contributing citizens of the world.

To the students of our kura, make the most of your time here and take advantage of the many opportunities provided. Choose your courses and options wisely, talk with your teachers and parents, enjoy all there is to offer, be happy, be focused and believe in your own potential.

No reira, e ngā rangatira mo apopo. Ko to tumuaki tenei e noho whakahihi ana kia ū, kia kaha, kia maia, kia manawanui.

Tēna koutou, tēna koutou, tēna koutou katoa.

Naku noa,

Arohanui.

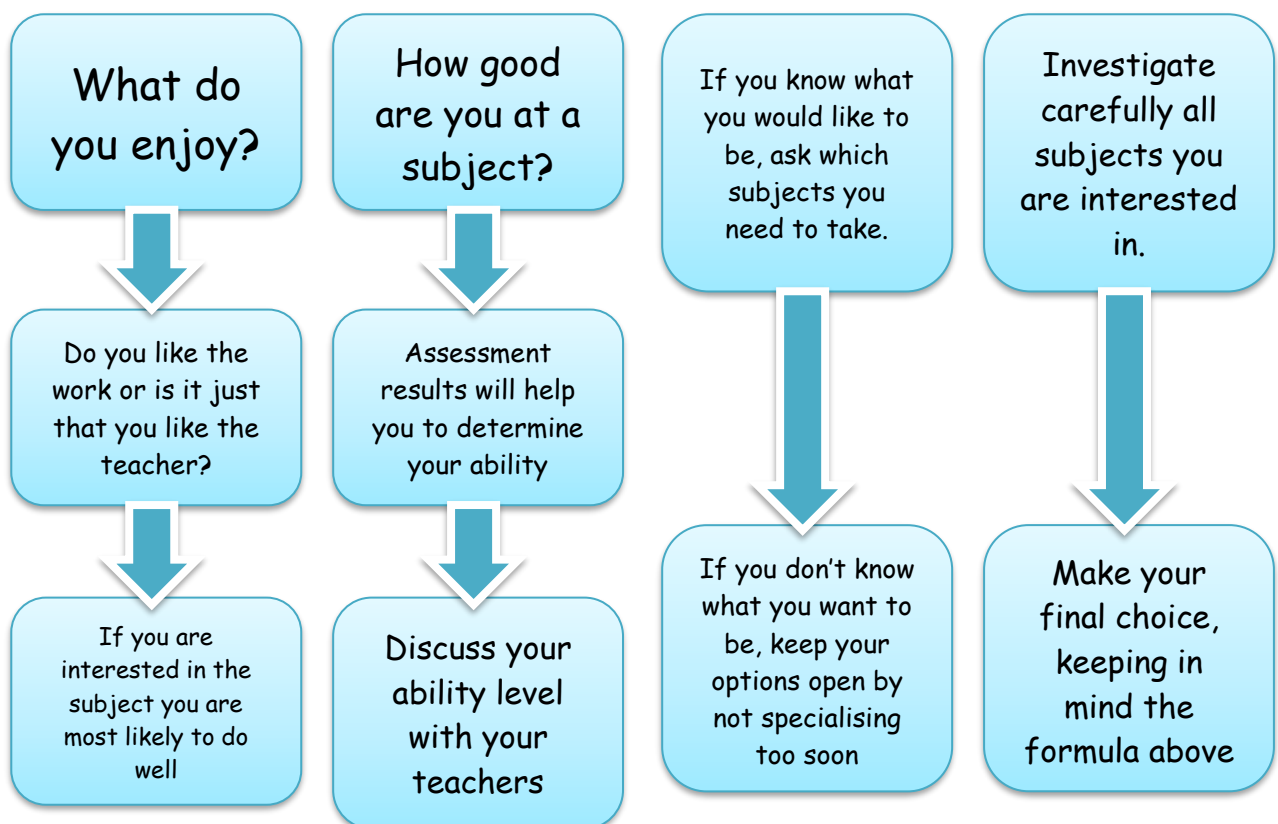
Angela Sharples
PRINCIPAL

Choosing a programme of study!

Every effort is made to ensure that as many students as possible are able to study a programme of their choice. It is a priority of the school to offer a continuity of courses that are responsive to student need. Subjects which do not attract sufficient students may not be able to run, or may have to be offered with reduced teacher contact hours.

This formula should be of use:

INTEREST + ABILITY + OCCUPATION = SUBJECT CHOICE



WARNING:

This is YOUR choice, for YOUR future.
Two common influences that are NOT valid reasons for subject choice are:
What your friends are taking....
Who the teacher is....

Helpful tips!

1. **CHOOSE SUBJECTS WHICH KEEP AS MANY CAREER OPTIONS OPEN AS POSSIBLE**

e.g. Try to avoid 'dropping' Maths or Science early. It may be better to gain some credits than not to do the subject at all.

2. **WATCH THE SCIENCE SUBJECTS. THESE ARE THE HARDEST ONES TO RETRIEVE IF YOU DROP THEM OR DON'T CHOOSE THEM AT SCHOOL**

Talk to your Learning Advisor or Science teacher about this.

3. **CHECK HOW SUBJECTS DEVELOP IN THE SENIOR SCHOOL** and where they can lead to in tertiary education and in careers.

4. **LITERACY AND NUMERACY**

By the time you choose your Year 12 subjects, you will probably know whether you intend to continue on to university or polytechnic. Make sure your subject selection will cover the entry requirement for university.

5. **PLAN FOR A FUTURE FULL OF CHANGE AND CHALLENGE**

We don't know what life will be like in 20 years' time. What we can suggest is that you will need skills to be able to:

- communicate effectively with other people
- be a good team member
- handle or process lots of information (not **know** it but **how to use** it!)
- keep learning as new methods/techniques/ careers occur
- adjust to rapid technological change and its effects on jobs, leisure etc
- use your non-work time, including unemployment
- enjoy life

Think about this as well as **NEXT YEAR'S** subjects

Deciding your course deserves careful thought and consideration. Talk to your whanau and make use of the resource people around the school including the contact people in this document e.g. your Learning Advisor, Teachers, Deputy Principals and Principal. Your options will be checked to ensure satisfactory and appropriate choices are made.

What I need to know about NCEA

All senior subjects offered at Murupara Area School will provide our students with the opportunity to obtain the **National Certificate in Educational Achievement, Levels 1, 2 or 3**. The unit standards which many of our subjects offer may contribute towards a variety of other national certificates as well as NCEA.

Some subjects will be assessed by **Achievement Standards** (e.g. Te Reo Maori), some by **Unit Standards** (e.g. Tourism) and some by a combination of both (e.g. Health). Where a subject offers more than one programme at a particular year level (e.g. Level 1 Science), check the descriptions carefully. If you are still unsure which programme is most appropriate for you, consult your class teacher, Learning Advisor or Deputy Principal.

Standards **spell out what you must know and be able to do**. When you have met all the requirements of the standard, you gain credit(s). Everyone who reaches the standard gets the recognition. With unit standards, and all internally assessed Achievement Standards, you may have the opportunity to re-sit a standard missed.

A unit standard assessment will either be **Achieved (A)** or **Not Achieved (NA)**. Achievement standards recognize three grades of achievement: **Achieved (A)**, **Achieved with Merit (M)** and **Achieved with Excellence (E)**. Although you only get the same number of credits for each of these, you should always aim for Excellence, as this will show on your Record of Learning and may also be required if you are applying for tertiary courses, many of which have limited entry. Excellences are also more likely to enable you to receive scholarships.

Credits are like "points" that count toward a variety of national certificates which can be completed at school. Different achievement or unit standards have different numbers of credits depending on the amount of work/effort/time that is expected.

National certificates can be studied at various levels. A National Certificate (Level 1) equates to a Year 11 level of study, National Certificate (Level 2) equates to Year 12; Level 3 to Year 13, and so on.

Some internally-assessed standards will also be offered to Year 10 students. Credits gained will provide them with a head start on NCEA Level 1 the following year.

NCEA Level 1

NCEA Level 1 comprises a minimum of **80 credits**. Of these, **10** must be from approved **literacy** and **10** from approved **numeracy standards**. So to achieve NCEA Level 1 in one year, you need to choose a course that will give you at least 80 credits, and meet the literacy and numeracy requirements.

The university approved numeracy credits include **ANY Mathematics or Pangarau achievement or unit standards Level 1 or higher.**

NCEA Level 2

For a student to be awarded NCEA Level 2 they must achieve **80** credits, **60** of which must be from Level 2 (or above) standards. That is to say, you can forward any 20 Level 1 credits towards NCEA Level 2. When planning your course, it is important to be aware that, although there are no literacy or numeracy requirements for NCEA Level 2, there will be if you are seeking university entrance (see next page).

The university approved literacy credits include **English approved standards (denoted with an asterisk *)** OR **Te Reo Maori achievement standards level two or higher.**

NCEA Level 3

For a student to be awarded NCEA Level 3 they must achieve **80** credits, **60** of which must be from Level 3 standards or higher. There is no literacy or numeracy requirements for this qualification but if you are intending to study for a degree at university or polytechnic then you have to meet certain numeracy and literacy requirements (see next page).

Endorsement of Certificates

You are able to get your NCEA certificate endorsed with either "with Merit" or "with Excellence". 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.

Reporting Results

Students will receive a Record of Learning recording those standards that have been passed / achieved. This will list every standard attempted by students during their time at school, and what result they achieved, and will include **not achieved** results.

Online Help

There are plans to set up an online system that will allow students to log on to plan their course and follow their progress towards qualifications. Check the NZQA website regularly for this.

New Zealand Scholarship

The best students in each examination subject nationally are encouraged to enter Scholarship. The number of awards in each subject is based on a proportion of the number of Year 13 students entered for national assessment in those subjects. Scholarship is a monetary reward. Although it does not award credits towards NCEA Level 3 or 4, the fact that a student has gained Scholarship will appear on her Record of Achievement.

Interested students should consult their subject teachers. Further information can be found in Circulars available from NZQA at www.nzqa.govt.nz/publications/circulars

NZQA & MOE Literacy & Numeracy requirements for Level 1

1. **Literacy and Numeracy** requirements for NCEA Level 1 is 10 credits through:

| | | |
|---------------|------------------------------|---|
| <i>either</i> | Unit Standards | Package of 3 Literacy/ Numeracy Unit Standards. (total of 10 credits ALL 3 required) |
| or | Achievement Standards | Specified Achievement Standards available through a range of subjects in both Literacy & Numeracy (Minimum total of 10 credits) |

2. Literacy and Numeracy Unit Standards have been designed to be used in schools, tertiary and work place programmes.
3. Both Literacy and Numeracy Unit Standards have been designed for everyday life and relevant family, financial and community work place situations.
4. NZQA Reporting will show how the Literacy and Numeracy have been achieved. either by Unit Standards or Achievement Standards.
5. **Literacy and Numeracy Achievement Standards** have been designed to meet Level 6 of the New Zealand Curriculum in a range of subject areas.

University entrance under NECA

You will qualify for entrance to a university in New Zealand if you have obtained a minimum of **42 credits at Level 3 or higher**, including a minimum of:

... **3 approved NCEA subjects at Level 3 with 16 credits in each**

The above credits must include

...**10 credits at numeracy credits at Level 1 or higher**

and

...**10 credits at Level 2 or higher in English OR Te Reo Maori.**

5 credits must be in *Reading* and 5 credits in *Writing*. These will be selected from a schedule of approved achievement standards and unit standards as outlined in page 6. Approved standards will be offered in our Level 2 & 3 English OR (not both) Te Reo Maori programmes. **These approved standards are denoted with an asterisk ***

TO SUMMARISE WHAT YOU WILL NEED FOR UNIVERSITY ENTRANCE

14 credits at
Level 3 or higher
in an approved
subject

+

14 credits at
Level 3 or higher
in an approved
subject

+

14 credits at
Level 3 or higher
in an approved
subject

with

5 credits at Level 2 or
above in Reading

+

5 credits at Level 2 or
above in Writing

with

10 credits at Level 1 or above in Mathematics

Note that some degree programmes have limited entry. In these cases, a higher level of attainment in NCEA will be required. For information, see Careers, check the university's website or contact them directly.

Approved University Literacy Standards

The Literacy requirement can be fulfilled in either English or Te Reo Maori, but NOT a combination of both.

1. Ten credits from the standards below (5 credits in reading and 5 credits in writing) are required to meet the University Entrance literacy requirements.

2. For standards that meet both reading and writing requirements it is possible to split the credits to fulfil the literacy requirement. For example, Art History 3.1 (91482, 4 credits) can contribute 2 credits to the reading requirement and 2 credits to the writing requirement.

3. List of Level 2, 3 and 4 subjects that contribute

Accounting, Agribusiness, Agriculture and Horticultural Science, Art History, Biology, Business, Studies, Chemistry, Classical Studies, Dance, Digital Technologies, Drama, Earth and Space Science, Economics, Education for Sustainability, English, Generic Technology, Geography, Hangarau, Health, History, Home Economics, Latin, Mathematics and Statistics, Media Studies, Music, Pangarau, Physical Education, Physics, Psychology, Pūtaiao, Religious Studies, Social Studies, Te Reo Māori, Te Reo Rangatira, Tikanga ā-Iwi, Visual Arts

NOTE: Refer NZQA website for specific literacy standards

3. Approved Subjects for University Entrance

| | | |
|---|-------------------------|----------------|
| Accounting | Geography | Painting |
| Agriculture and Horticulture | German | Photography |
| Biology | Hangarau | Physical |
| Business Studies | Hauora | Education |
| Chemistry | Graphics | Physics |
| Chinese | Health | Printmaking |
| Classical Studies | History | Processing |
| Construction and Materials Technology | History of Art | technologies |
| Computing | Home Economics | Psychology |
| Cook Islands Maori | Indonesian | Putao |
| Dance | Japanese | Religious |
| Design | Korean | Studies |
| Design and Visual Communication Digital | Latin | Samoan |
| Technologies and Hangarau Matihiko | Mathematics | Science |
| Drama | (calculus) | Social Studies |
| Earth and Space Science | Mathematics | Sculpture |
| Economics | (statistics & modeling) | Spanish |
| Education for Sustainability | Media Studies | Sociology* |
| English | Music | Te Reo Maori |
| French | New Zealand Sign | Te Reo |
| | Language | Rangatira |
| | Nga mahi a te | Tikanga a Iwi |
| | Reihia | Technology |
| | Nga Toi | Tongan |
| | Nga Toi Ataata | |
| | Nga Toi Puoro | |
| | Pangarau | |

Correspondence School

Studying by correspondence is **not an option choice**. Dual enrolments with the Correspondence School are only available in specific and limited circumstances. A timetable clash alone is **not** sufficient reason for an application for enrolment to be successful.

You may be eligible for enrolment if:

- only a small number of Year 12 or 13 students study the subject, or
- the subject has been offered but no subject teacher is available, or
- you have transferred schools and the subject(s) previously taken is not offered.

For information about Correspondence study see **D.P Secondary School**. An application for enrolment needs to be on the recommendation of the relevant Curriculum Leader. All applications must be completed in person with a parent and the Correspondence School co-ordinator.

TRADES ACADEMY

Trades Academy provides students with hands-on, trades training options linked to our regions 21st century, workforce needs

Trades is where students can gain tertiary training and qualifications, through taking courses provided by six tertiary providers, as part of high school.

Courses offered meet the changing workforce needs across the Bay of Plenty region, and range from "typical Trades" courses from Construction, Engineering, Hospitality, Farming & Ag that fit our 21st century trades courses that are infused with technology like Game Art, IT Support Web and Graphic Design.

Credits gained contribute to the students NCEA achievement at Levels 1, 2, 3. Courses also count towards Tertiary credit and qualifications

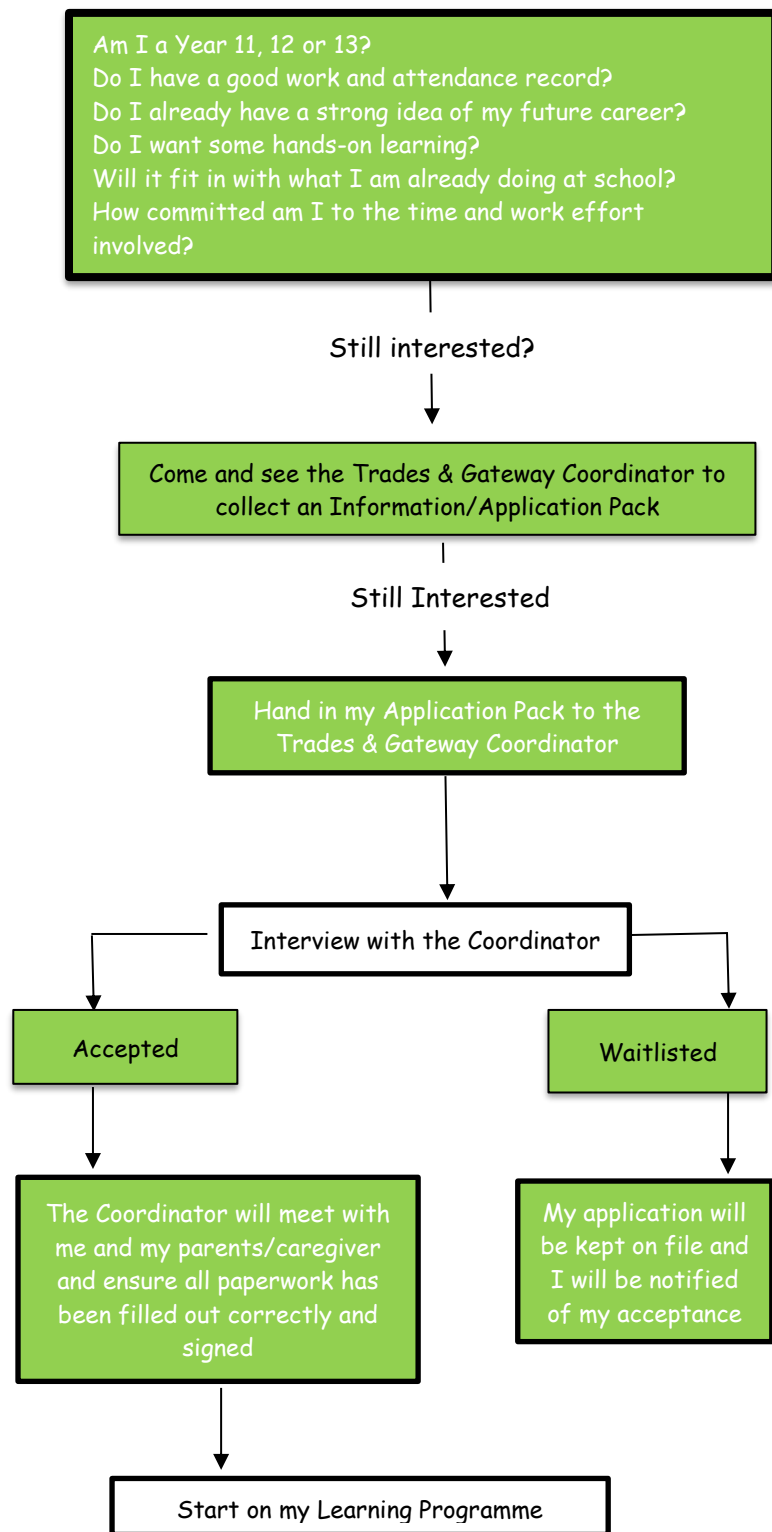
Courses are work based programmes full of learning and are hands-on, enables you to develop skills for work, life or future study, pathways to local workforce needs, includes industry visits and field trips, enables you to develop key skills and experience that employers are looking for and involves both theory and practical training.

So, in summary:

What opportunity does Trades Academy offer you?

- Trades-related experience while in school
- Valuable work skills, confidence, and experience that employer's value
- Credits that help you with both high school and tertiary achievement
- Try out tertiary education with no fees
- Use the experience as a pathway to further tertiary study and qualifications
- Develop skills for work and life

How Do I Get into Trades Academy?



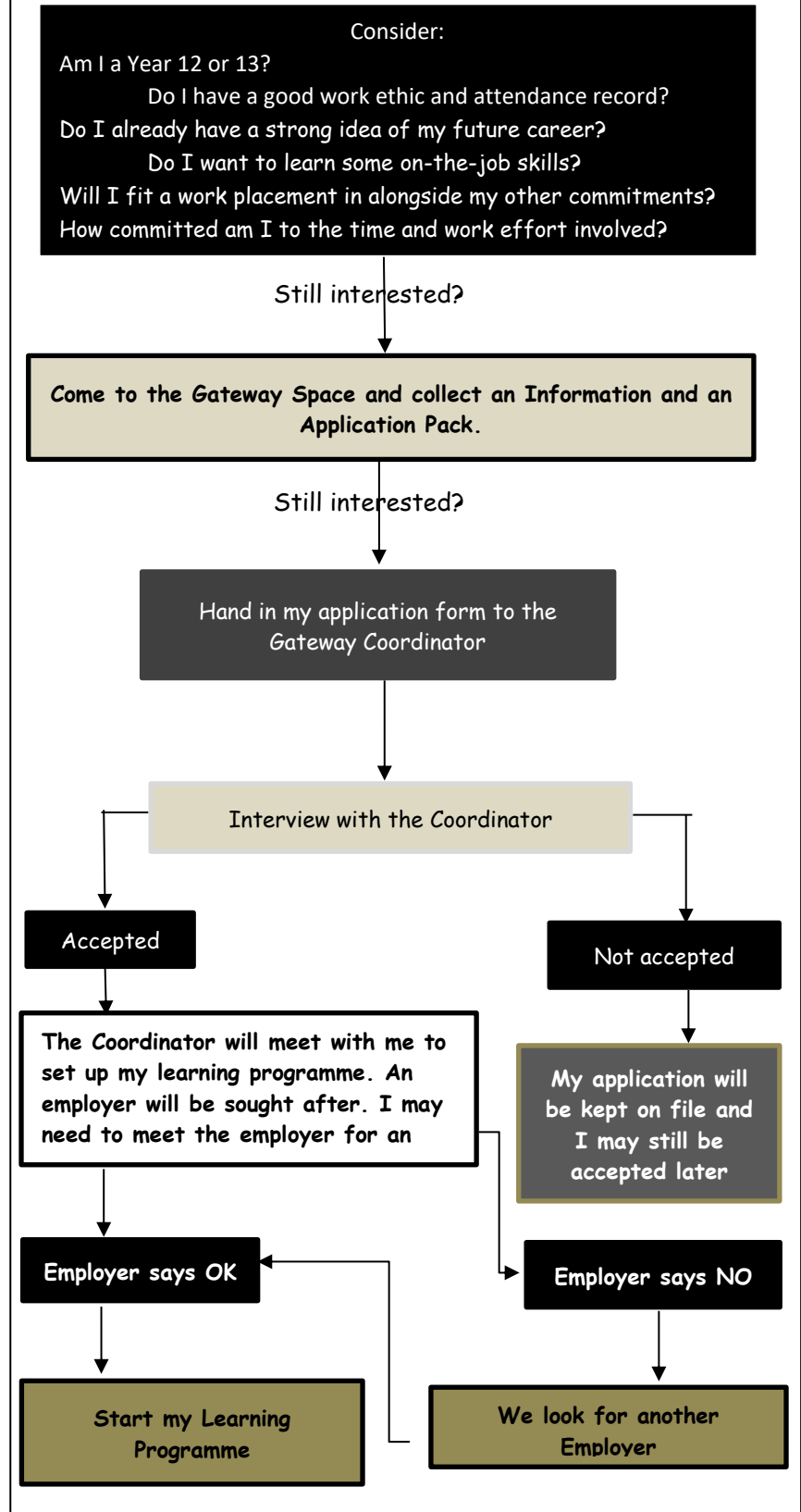
GATEWAY

Gateway has been designed to help schools meet the learning needs of senior students and enables them to participate in a structured learning workplace. With that are also Cultural Camps that give students the ultimate adventure tourism and Maori cultural experience.

Gateway supplements and complements the student's existing school programme. In addition, curriculum subjects studied at school, students will gain hands on experience in their preferred vocation. In a workplace environment the employer will take a mentoring role, something that current Gateway employers have found very satisfying. The work that students undertake will be assessed in their workplace, either by the employer or the student's subject teacher. Gateway students must have an existing career interest and obviously, a strong sense of commitment.

Gateway builds on what the school already has in place. Gateway provides a way to allow practical workplace experience. Assessments can also be more meaningful if it is occurring in a workplace rather than in a simulated situation. Students gain credits in core generic and industry specific standards of their choice. Their achievements are credited towards national qualifications, including National Certificate in Educational Achievement. (NCEA)

How Do I Get into Gateway?



For more information, please contact Ripeka Hawkins, Trades & Gateway Coordinator 0278428392

Careers Education

Murupara Area School is committed to offer an effective careers service to all students, building relationships and connections to whanau. We welcome and encourage Whanau to support their child on this journey, our door is always open, and invite you to visit anytime to see how your child is progressing, be part of their journey.

Year 7 - 13

Students will develop self-awareness, Develop career /education pathways. Explore opportunities, make decisions developing the skills to act on them, contribute and participate in activities offered, gain skills and confidence to transition to the next learning level.

Students will be offered opportunities to

- Develop a vocational pathway
- Attend Career seminars / assemblies / guest speakers / open days / Expos /
- Personal interviews to discuss career or study related problems
- Year 11-13 Trades (one or two days a week at a tertiary institution hands on learning about a trade of interest)
- Year 12-13 work exploration through Gateway, following academic learning of an occupation, then gaining work experience for that occupation.
- Resources to support Maori and Pasifika cultures

Year 9 - 13

Along with the students Learning Advisor, I will monitor student progress, students will set academic and career goals, be interviewed each term to evaluate their goals and set new ones if required.

Year 7 - 8

Students will focus on self-awareness - Look at what makes me "me" identify their interests, what they enjoy.

What can I do? Explore what jobs they have done already, learning what transferable skills they have.

Set goals to achieve and review goals each term.

Find out what a career is, look at employment in our community and surrounding area.

Discussions and programme activities

Finding careers that suit the student and completing basic career pathway planning - Vision of my future.

Planning and transitioning for secondary school.

Year 9-10

The focus for year 9-10 students is developing self-awareness, where students can recognise their strengths, interests, and values, explore opportunities, and understand the future of work.

Transferable employability skills.

CV building

Set Goals each term and review

Exploring career pathways

Developing an academic and career pathway action plan

Introduction to understanding NZQA what to expect when you are a year 11 - Presentation for Students and Whanau.

NCEA , students and whanau need to understand the qualification system and what level of achievement is required, this will help them set realistic academic goals.

Exploring different career options helps students to understand subjects that are important in their career choice or further education.

Year 11

Employability / Academic Folder - Setting up documents required

Employability skills

CV building

Trades offered

Monitoring student achievement.

Developing capabilities -What skills do they need to develop to transition beyond school.

Keeping motivated

Subject selection

Year 12-13

Reflection on NCEA results, set goals

Putting plans into action

Understanding University Entrance and other tertiary providers.

Understanding the labour market for those looking at apprenticeships and entering the work market.

CV building

Interview Tools

Employability Skills

Work experience

Gateway / Trades

Subject selection

Employability / Academic Folder - Setting up documents required, Birth certificate, IRD number, Bank account, certificates etc

Scholarships

University / tertiary Planning - Where, costings, accommodation, study link, student allowance.



Nga Uara a Rohe o Murupara

Uara are central to us as Māori. They are the foundations to our thoughts, the decisions we make and the way we behave. Uara shape the relationships we form and are the blueprint for a healthy and purposeful life.

Whanaungatanga

Deliberate acts of teaching across the school

- To belong and make connections from ourselves to others and the environment
- Whakapapa, Mauri/rights and responsibilities, Tuakana/Teina

Manaakitanga

Deliberate acts of teaching across the school

- To show kindness to ourselves, others, and the environment
- Hospitality, Empathy, Respect

Akoranga

Deliberate acts of teaching across the school

- To become lifelong learners about ourselves, the Wider Community and Te Ao
- Goal setting, Resilience, Self-directed learning

Kotahitanga

Deliberate acts of teaching across the school

- Kotahi te Whakaaro, Kotahi te hikoi - one vision same goal
- Ownership, Collaboration, Problem Solving

Tiakitanga

Deliberate acts of teaching across the school

- To be a protector of ourselves, others, and our environment
- Caring for our environment, Health communities

Whakapono

Deliberate acts of teaching across the school

- To believe and have hope in one's self, the mana of others and the mana of the environment
- Perseverance, Integrity, Respect

Tumanako

Deliberate acts of teaching across the school

- To accomplish one's dreams, support the dreams of others and the growth of our environment
- Confident (communicator), Adaptable to change, goal setting

Level 1 Course Information

When selecting your course for 2021 consider the following points:

1. Courses will be assessed by *achievement standards (AS)*, *unit standards (US)* or a combination of both. Achievement standards may involve both internal and external assessment (which will normally be an end of year examination). Unit standards are internally assessed.
2. In most cases, the subjects you choose should be at Level 1. Study at any other level must be discussed with your Learning Advisor or subject teacher.
3. All students are required to take an **English** or **Te Reo Maori**. You may choose both English and Te Reo Maori.
4. All students are required to take **Mathematics** and **Science**.
5. Although there is not a requirement for credits in Science for NCEA Level 1, students are strongly encouraged to continue with Science in Year 11. This is to ensure they keep their subject choices open for Year 12 and beyond.
6. In addition to an English/Te Reo and Mathematics subject, four other subjects are to be selected.
7. If you studied a subject at Level 1 in 2020, you may take it at Level 2 in 2021 if you have passed enough standards. Please check with the subject teacher.
8. Choose subjects that are appropriate for you. Also think ahead to Year 13 and be careful not to limit your options in years to come.
9. We do our best to give students every opportunity to study the subjects they prefer. If there is any reason why the subjects you have chosen are unsuitable or unavailable, you will be notified as soon as possible.
10. Make sure that you are clear about the subjects you are wanting. There is only a brief window of opportunity to change your subjects at the start of each term.

NB: *Courses are dependent on student numbers, teacher availability and are based on student interest. Therefore, standards offered may change.*

Level 1 Courses

1. English
2. Environmental Studies
3. Financial Capability
4. Hard Materials (Materials Technology)
5. Social Science
6. Hospitality and Catering
7. Mathematics and Statistics
8. Mathematics and Statistics Numeracy
9. Physical Education
10. Science
11. Soft Materials
12. Te Reo me ona Tikangā Māori
13. Visual Arts - Painting

Level 1 English- 11 ENG AS

Content:

This course focuses on internal assessments with one external achievement standard offered. All the achievement standards offered qualify for NCEA Level 1 Literacy and the programme is course endorsed.

What skills will I learn?

- To critically analyse literature and language genres.
- To read and understand unfamiliar text
- To understand and use oral, written and visual language effectively in a range of contexts and for a range of audiences.

How will I learn?

Students will be expected to complete reading, viewing, writing and oral tasks set by teachers. Students will also learn about language by participating in production activities. These include producing a static image and research activities.

What should I have already done? (Pre-requisites)

Year 10 English and gained Merit or Excellence in Unfamiliar Texts and/ or Formal Writing

Where does this lead?

To NCEA Level 2 English

How is the course assessed?

By achievement standards, internally (I) and externally (E) assessed.

Other details (costs, field trips, etc.):

To be confirmed.

End of course qualifications: 21 credits towards NCEA Level 1

| STANDARD NUMBER | STANDARD TITLE | Int/Ext | Credit Value |
|-----------------|---|---------|--------------|
| AS90815 | Show understanding of significant aspect(s) of unfamiliar text(s) with supporting evidence | Ext | 4 |
| AS90052 | Produce creative writing | ✓ | 3 |
| AS90852 | Explain significant connection(s) across texts, using supporting evidence | ✓ | 4 |
| AS90855 | Create a visual text | ✓ | 3 |
| AS90856 | Show understanding of significant aspects of visual and/or oral text(s) through close viewing and/ or listening | ✓ | 3 |
| AS90854 | Form personal opinions to form conclusions | ✓ | 4 |

Level 1 English- 11 ENG US

Content:

This course focuses on internal assessments with one achievement standard offered. All the achievement standards offered qualify for NCEA Level 1 Literacy and the programme is course endorsed.

What skills will I learn?

- To critically analyse literature and language genres.
- To read and understand unfamiliar text
- To understand and use oral, written and visual language effectively in a range of contexts and for a range of audiences.

How will I learn?

Students will be expected to complete reading, viewing, writing and oral tasks set by teachers. Students will also learn about language by participating in production activities. These include producing a static image and research activities.

What should I have already done? (Pre-requisites)

Year 10 English

Where does this lead?

To NCEA Level 2 English

How is the course assessed?

By achievement and unit standards, internally assessed only

Other details (costs, field trips, etc.):

To be confirmed.

End of course qualifications: 19 credits towards NCEA Level 1

| STANDARD NUMBER | STANDARD TITLE | Int | Credit Value |
|-----------------|---|-----|--------------|
| 26622 | Write to communicate ideas for a purpose and audience | ✓ | 4 |
| 3490 | Complete an incident report | ✓ | 2 |
| 26624 | Read texts with understanding | ✓ | 3 |
| 504 | Produce a CV | ✓ | 2 |
| 3483 | Fill in a form | ✓ | 2 |
| 26625 | Actively participate in spoken interactions | ✓ | 3 |
| 90855 | Create a visual text | ✓ | 3 |

Level 1 Environmental Studies

Content:

- Rangitaiki River
- Environment Māori
- Whakamahi Whenua

What skills will I learn?

Report writing

Mapping

Logical thinking

How will I learn?

Field trips, group and individual activities, classroom work.

What should I have already done? (Pre-requisites)

Achieved competency in English as this subject requires a reasonable level of skill in writing and comprehension. Being able to calculate percentages and other simple math tasks will also be an advantage. Map reading and presenting skills

Where does this lead?

NCEA Level 2 and Level 3 Environmental. Many careers value Geography's unique combination of skills, some examples are regional and environmental planning, geology, tourism, landscape architecture, personnel management and business management.

How is the course assessed?

By Internal standards

Other details (costs, field trips, etc):

TBC

End of course qualifications: 19 credits towards NCEA Level 1

| STANDARD NUMBER | STANDARD TITLE | Int | Credit Value |
|-----------------|--|-----|--------------|
| US19670 | Identify and describe the role of atua Maori in the natural world | ✓ | 2 |
| US15990 | Demonstrate knowledge of a native bird and its significance to Maori | ✓ | 2 |
| US19671 | Identify and describe a Maori view of the natural world | ✓ | 4 |
| US15991 | Demonstrate knowledge of a native insect and its significance to Maori | ✓ | 2 |
| US19535 | Demonstrate know of a native freshwater fish and a shellfish species and its significance to Maori | ✓ | 2 |
| AS90952 | Science 1.13 - Demonstrate understanding of the formation of surface features in New Zealand | ✓ | 4 |
| US6137 | Describe tapu, noa, and mana in relation to the way Maori interact with the natural world | ✓ | 3 |

Level 1 Hard Materials (Materials Technology)

Content:

Students learn to design and manufacture products that meet the needs of clients and stakeholders. Focus is given to developing each students skills in the use of machines, tools and processes to manipulate a range of materials. Development of key competencies including time management, planning, drawing and communication of design ideas.

What skills will I learn?

See standard descriptions below.

How will I learn?

By completing assignments, projects, working cooperatively or independently.

What should I have already done? (Pre-requisites)

Satisfactory completion of Year 10 Hard Materials course.

Where does this lead?

NCEA Level 2 Hard Materials (Materials Technology). A future in a design career.

How is the course assessed?

Internally (I) and externally (E) by achievement standards.

Other details (costs, field trips, etc):

\$50 Student work booklets, materials for take home projects

End of course qualifications:

A total of 29 credits towards NCEA Level 1

| STANDARD NUMBER | STANDARD TITLE | Int | Credit Value |
|-----------------|--|-----|--------------|
| AS91044 | Generic Technology 1.1 - Undertake brief development to address a need or opportunity | ✓ | 4 |
| AS91047 | Generic Technology 1.4 - Undertake development to make a prototype to address a brief | ✓ | 6 |
| AS91057 | Construction and Mechanical Technologies 1.20 - Implement basic procedures using resistant materials to make a specified product | ✓ | 6 |
| US24356 | Apply elementary procedures and processes for a BCATS project | ✓ | 8 |
| US25920 | Use joints for a BCATs project | ✓ | 3 |
| US24352 | Demonstrate and apply knowledge of safe working practices and use PPE during the construction of a BCATS project | ✓ | 2 |

Level 1 Financial Capability

Welcome to Level 1. This handout is for your guidance and should cover most of the administrative matters of this course.

Course description:

In Level 1 Financial Capability you will be working towards Level 1 credits for the National Certificate of Achievement in Education (NCEA). The focus of this course is on managing income, spending, credit, and debt, setting goals, budgeting, saving, investing, protecting assets and wealth.

The work you do throughout the year will be assessed internally (I)

End of course qualifications: 16 credits towards NCEA Level 1

| Standard Number | Assessment Title | Int | Credit Value |
|-----------------|------------------------------|-----|--------------|
| US 28087 | Managing Income | ✓ | 3 |
| US 28088 | Credit and Debt | ✓ | 3 |
| US 28098 | Setting goals and budgeting | ✓ | 3 |
| US 28090 | Saving and Investing | ✓ | 4 |
| US 28091 | Protecting Assets and Wealth | ✓ | 3 |

Level 1 Social Science

Content:

- Black Civil Rights in the U.S.A.
- Origins of World War Two
- New Zealand
- Local History and Stories

What skills will I learn?

- Gather information from a variety of resources
- Process and present information using a variety of techniques

How will I learn?

A variety of techniques including research projects, seminars, guest speakers, data and cartoon analysis.

What should I have already done? (Pre-requisites)

It is an advantage to have read widely and have developed an inquiring mind. It is also important to have achieved competency in English as this subject involves lots of essay writing and focused reading.

Where does this lead?

NCEA Level 2 History. It is useful for a career in law, business, economics, teaching, travel, journalism and archaeology. You will gain a greater appreciation of most types of literature both fact and fiction and a better understanding of the world we live in.

How is the course assessed?

By Internal and External Achievement Standards.

End of course qualifications:

26 credits towards NCEA Level 1. 4 credits for each Achievement Standard, 2 credits for the unit standard.

| STANDARD NUMBER | STANDARD TITLE | Int/Ext | Credit Value |
|-----------------|--|---------|--------------|
| AS91001 v3 | Carry out an investigation of an historical event, or place, of significance to New Zealanders | ✓ | 4 |
| AS91002 v3 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders | ✓ | 4 |
| AS91004 v3 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders | ✓ | 4 |
| US7120 v6 | I demonstrate knowledge of note taking | ✓ | 2 |
| US309081 v1 | Demonstrate knowledge of consequences of breaking laws | ✓ | 2 |
| US30910 v1 | Develop strategies to respond to cyber bullying | ✓ | 2 |
| AS91005 | Describe the causes and consequences of an historical event | Ext | 4 |
| AS91003 | Interpret sources of an historical event of significance to New Zealanders | Ext | 4 |

Level 1 Hospitality and Catering

Course Description:

This course is designed for students who have an interest in the hospitality industry. This course offers food safety, core practical cooking skills, presentation of food and identifies career opportunities within the industry. It creates a pathway for students into the trades in Years 12 and 13 for Hospitality

ACHIEVEMENT /UNIT STANDARDS THE COURSE WILL COVER

| Standard Number | STANDARD TITLE | CONTEXT | Credit Value | Assessment Type |
|-----------------|--|--|--------------|-----------------|
| US15892 | Introduction to Hospitality/ Terminology of food | Understanding important language used by chefs and caterers | 5 | Internal |
| US19770 | Prepare and present egg and cheese dishes in the hospitality industry | Serving simple egg and cheese dishes | 2 | Internal |
| US15918 | Demonstrate knowledge of the roles and jobs in the Hospitality Industry | An introduction to careers and roles for students looking at a career pathway in hospitality | 3 | Internal |
| US15921 | Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry | Cook and serve a cake, sponge and scones | 3 | Internal |
| US15900 | Prepare and present meat in the hospitality industry | Serve a meat dish | 4 | Internal |
| US21059 | Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry | An introduction to care and use of knives | 2 | Internal |

End of course qualifications: 19 credit

POSSIBLE FUTURE VOCATIONAL OR STUDY PATHWAYS - Graduates can pursue career opportunities in a wide range of organisations and roles in the hospitality and tourism industry, and related sectors. Graduates may become self-employed or progress to employment in advisory, team leader, supervisory or management roles in a variety of areas, including:

- Hotel/accommodation management, including sales and marketing, concierge and front desk operations
- Food and Beverage, restaurants and catering * Tourism, hotel and event venue facilities management
- Tourism ventures and operations * Event and conference planning and management
- Travel agencies and tourism information centres *Reservations and ticketing
- Destination management, and business and trade development
- Brand and value proposition management * Owner/operator ventures

Level 1 Mathematics and Statistics

Welcome to Level 1 Mathematics and Statistics. This handout is for your guidance and should cover most of the administrative matters of this course.

Description of course:

In Level1 Mathematics and Statistics you will be working towards Level 1 credits for the National Certificate of Achievement in Education (NCEA). The focus of this course is on number strategies and knowledge, measurement and statistical investigation.

The work you do throughout the year will be assessed internally (I) and externally (E). Lit indicates that this standard is a specified achievement standard that will meet Literacy (Lit) requirements for NCEA.

| Standard Number | Assessment Title | Credit Value | Assessment Type |
|--|---|--------------|-----------------|
| AS91026 1.1 | Apply numeric reasoning in solving problems | 4 | Internal |
| AS91029 1.4 | Apply linear algebra in solving problems | 3 | Internal |
| AS91035 1.10 | Investigate a given multivariate data set using the statistical enquiry cycle | 4 | Internal |
| AS91027 1.2 | Apply algebraic procedures in solving problems | 4 | External |
| AS91256 2.1 | Apply co-ordinate geometry methods in solving problems | 2 | Internal |
| AS91260 2.5 | Apply network methods in solving problems | 2 | Internal |
| <i>NOTE: AS91256 and AS91260 are not offered if taking externals</i> | | | |
| AS91037 1.12 | Demonstrate understanding of chance and data | 4 | External |

End of course qualifications: 23credits

Level 1 Mathematics and Statistics Numeracy

Welcome to Level 1 Mathematics and Statistics. This handout is for your guidance and should cover most of the administrative matters of this course.

Description of course:

In Level 1 Mathematics and Statistics you will be working towards Level 1 credits for the National Certificate of Achievement in Education (NCEA). The focus of this course is on number strategies and knowledge, measurement and statistical investigation.

The work you do throughout the year will be assessed internally (I) and externally (E). Lit indicates that this standard is a specified achievement standard that will meet Literacy (Lit) requirements for NCEA.

Prerequisite: None

| Standard Number | Assessment Title | Credit Value | Assessment Type |
|-----------------|---|--------------|-----------------|
| US26623 | Use number to solve problems | 4 | Internal |
| US26626 | Interpret statistical information for a purpose | 3 | Internal |
| US26627 | Use measurement to solve problems | 3 | Internal |
| AS91026 1.1 | Apply numeric reasoning in solving problems | 4 | Internal |
| AS91029 1.4 | Apply linear algebra in solving problems | 3 | Internal |
| AS91035 1.10 | Investigate a given multivariate data set using the statistical enquiry cycle | 4 | Internal (LIT) |

End of course qualifications: 21 credits

Level 1 Physical Education

Content:

The emphasis of this course is on practical application. Students will participate in a range of physical activities - including fitness, outdoor pursuits, team and individual sports and leisure activities. They will also study aspects of Health by looking at Hauora and stress management. Students will have a large say in the types of activities that they engage in throughout the year.

Skills:

Interpersonal, range of physical skills, self-management, responsibility,

How will I learn?

Learning will occur through practical activities, involvement with coaches from Sport BOP and of theory and research. Group work is an integral part of this course.

What should I have already done? (Pre-requisites):

Year 10 Physical Education

Where does this lead? Level 2 equivalent course - Physical Education

How is the course assessed? All unit standards and achievement standards are internally assessed. Participation in practical activities contributes to the overall assessment of unit standards also.

Other details (costs, field trips, etc):

TBC

| Standard Number | Assessment Title | Credit Value | Assessment Type |
|-----------------|---|--------------|-----------------|
| AS90962 | Participate actively in a variety of physical activities and explain factors that influence own participation | 5 | Internal |
| AS 90964 | Athletics-Demonstrate quality movement in the performance of physical activity | 5 | Internal |
| AS90965 | Event- Demonstrate understanding of societal influences on physical activity and the implications for self and others | 4 | Internal |
| AS90966 | Interpersonal Skills - Demonstrate interpersonal skills in a group and explain how these skills impact on others | 4 | Internal |

End of course qualifications: Possibility of 18 credits towards Level 1 NCEA

Level 1 Science

SCIENCE This course overview is subject to change as there are such a wide range of standards available to study

Science Level 1

This course covers a range of achievement standards on Biology and Physics. All students in this class will be expected to also sit an external examination at the end of the year in Chemistry and Physics.

Prerequisite: it is preferable to be at NZ Curriculum Level 5 or higher to undertake this course.

How will I learn?

By carrying out scientific investigations, taking notes, problem solving, researching and processing information.

What should I have already done? (Pre-requisites)

Year 10 Science

Students must also be enrolled in or have completed a Maths course

Where does this lead?

Level 2 courses in Biology, Chemistry and Physics

Other details (costs, field trips etc.)

TBC

End of course qualifications: 24 credits

| Standard Number | Assessment Title | Credit Value | Assessment Type | |
|-----------------|--|--------------------|-----------------|---|
| AS 90940 | Demonstrate understanding of aspects of Mechanics | 4 | External | |
| AS 90935 | Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction | 4 (4 numeracy) | Internal | |
| AS 90946 | Investigate the implications of the properties of metals for their use in society | 4 | Internal | |
| AS 90949 | Investigate life process and environmental factors that affect them | 4 | Internal | Integrated three standards into one teaching (optional) |
| AS 90950 | Investigate biological ideas relating to interactions between humans and microorganisms | 4 | Internal | |
| AS 90927 | Demonstrate understanding of biological ideas relating to microorganisms | 4 | External | |

Level 1 Soft Materials

This course covers a selection of achievement standards found in the Technology Matrix for Level 1 NCEA.

How will I learn?

Students will be expected to participate in group discussions, problem solving and developing independent learning skills. It is expected that regular homework will be completed and handed in on the due date.

What should I have already done? (Pre-requisites)

Students should be working at a minimum of a high level 4 of the NZ curriculum.

Where does this lead?

Level 2 Soft Materials.

How is the course assessed?

By internally assessed achievement standards only.

Other details (costs, field trips, etc)

A portfolio is essential for the collection of evidence needed as part of the internal assessments needed to pass this course.

Course qualifications:

| Achievement Standard number | Level | Title | Number of credits | Type of assessment |
|-----------------------------|-------|---|-------------------|--------------------|
| AS 91044 | 1 | Undertake brief development to address a need or opportunity | 4 | Internal |
| AS 91046 | 1 | Use design ideas to produce a conceptual design for an outcome to address a brief | 6 | Internal |
| AS 91058 | 1 | Implement basic procedures using textile material to make a specified product | 6 | Internal |
| AS 91082 | 1 | Implement basic procedures to process a specified product | 4 | Internal |

End of course qualifications:

20 Achievement Standards towards NCEA Level 1.

Level 1 Te Reo me ōna Tikangā Māori

Introduction

In Level 1 Te Reo Māori you will be working towards Level 1 credits for the National Certificate of Achievement in Education (NCEA). The focus of this course is on understanding, applying and reflecting on Te Reo Māori in a practical context. It will include concepts relating to Kōrero, whakarongo, tuhituhi and pānui,

The work you do throughout the year will be assessed internally (I) or externally (e).

Course Description

Students will complete portfolios of work covering everyday activities in their life and school

Stationery Requirements

1. 1x WA4 exercise book
2. 1 Blue Pen, 1 Red Pen,
3. 1 Whiteout
4. 1 Ruler
5. 1 USB (16 GB)

Assessment Information

| Standard Number | Assessment Title | Int/Ext | Credit Vaule |
|-----------------|---|----------|--------------|
| A.S 91086 | Kōrero kia whakamahi i te reo o tōna ao | Internal | 6 |
| A.S 91089 | Waihanga Tuhinga i te reo o tōna ao | Internal | 6 |

Additional Assessment Information

| | | | |
|-----------|--|----------|---|
| U.S 16165 | Describe a hui and the roles associated with hui in accordance with tikanga and/or kawa | Internal | 2 |
| U.S 27106 | Describe the terms associated with whakapapa and use them within a family structure | Internal | 2 |
| U.S 27108 | Describe the protocols and roles associated with powhiri in accordance with tikanga and /or kawa | Internal | 2 |

End of course qualifications: 18 credits total

Pathways Information Students must pass all of Level Te Reo Maori to move onto Level 2 Te Reo, ALL Achievement Standard credits can be crossed over to the Literacy credits which will help students to achieve both Te Reo Māori as well as Literacy. Career pathways could be a teacher, translator, kapa haka performer & a researcher for iwi.

Level 1 Visual Arts - Painting

Content:

Students will learn practical skills to make Artworks. A variety of themes will be used to explore a range of media and practical processes. Students will keep a workbook and produce a series of practical and theoretical units of work including 4 literacy credits and a two-paneled folio board. A good level of English is required to obtain entry to the literacy standard.

What skills will I learn?

Students will extend their skills in drawing, painting, printmaking, **researching and responding to Art**. **Students will learn to use the artist as a model**. Students will keep a visual Arts diary to record their learning. Students will learn creative skills with media.

How will I learn?

The practical making of artwork and the development of applied Art skills. How to talk about artworks using terminology.

What should I have already done? (Pre-requisites)

No Art prerequisites are necessary, however, students will be expected to have a keen interest in making Art and a willingness to regularly practice Art skills to lift their understanding and ability. It is beneficial if the student has taken art in Year 10

Where does this lead?

To all NCEA Level 2 Visual Arts

How is the course assessed?

By achievement standards, internally (I) and externally (E) assessed.

Other details (costs, field trips, etc):

A range of good quality paint brushes are required.

End of course qualifications: 24 credits towards NCEA Level 1

| STANDARD NUMBER | STANDARD TITLE | Version | Int | Credit Value |
|-----------------|--|---------|-----|--------------|
| AS90914 | Visual Arts 1.2 - Use drawing methods and skills for recording information using wet and dry media | 3 | ✓ | 4 |
| AS90917 | Visual Arts 1.5 - Produce a finished work that demonstrates skills appropriate to cultural conventions | 3 | ✓ | 4 |
| AS90913 | Visual Arts 1.1 - Demonstrate understanding of art works from a Maori and another cultural context using art terminology | 4 | ✓ | 4 |
| AS90916 | Visual Arts 1.4 - Produce a body of work informed by established practice, which develops ideas, using a range of media | 3 | Ext | 12 |

MURUPARA AREA
SCHOOL
PINE DRIVE
MURUPARA

073665 602

office@mas.school.nz