

# SENIOR SUBJECT FLOW CHART – 2012

|  | YEAR 11   |  | YEAR 12   |  | YEAR 13   |   |
|--|---|--|---|--|---|---|
| <b>LANGUAGES</b>   | <ul style="list-style-type: none"> <li>English</li> <li>Applied English</li> <li>ESOL</li> </ul>  | <ul style="list-style-type: none"> <li>French</li> <li>Latin</li> <li>Māori</li> </ul> | <ul style="list-style-type: none"> <li>English</li> <li>Applied English</li> <li>ESOL</li> <li>Media Studies</li> </ul>   | <ul style="list-style-type: none"> <li>French</li> <li>Latin</li> <li>Māori</li> </ul> | <ul style="list-style-type: none"> <li><u>English</u></li> <li>Uni Entrance English</li> <li>ESOL</li> <li><u>Media Studies</u></li> </ul>  | <ul style="list-style-type: none"> <li><u>Māori</u></li> <li><u>French</u></li> <li><u>Latin</u></li> </ul> |
| <b>MATHEMATICS</b>   | <ul style="list-style-type: none"> <li>Mathematics</li> <li>General Maths</li> <li>Numeracy</li> <li>Accounting</li> </ul>  |  | <ul style="list-style-type: none"> <li>Mathematics</li> <li>Statistics</li> <li>General Maths</li> <li>Accounting</li> </ul>  |  | <ul style="list-style-type: none"> <li><u>Mathematics with Calculus</u></li> <li><u>Statistics and Modelling</u></li> <li><u>Accounting</u></li> </ul>  |   |
| <b>SCIENCE</b>   | <ul style="list-style-type: none"> <li>Science</li> <li>Applied Science</li> </ul>  |  | <ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul>   |  | <ul style="list-style-type: none"> <li><u>Biology</u></li> <li><u>Chemistry</u></li> <li><u>Physics</u></li> </ul>  |   |
| <b>SOCIAL SCIENCES</b>   | <ul style="list-style-type: none"> <li>Environmental Studies and Resource Management</li> <li>History</li> </ul>  |  | <ul style="list-style-type: none"> <li>Environmental Studies and Resource Management</li> <li>History</li> <li>Classical Studies</li> </ul>   |  | <ul style="list-style-type: none"> <li><u>Environmental Studies and Resource Management</u></li> <li><u>History</u></li> <li><u>Classical Studies</u></li> </ul>  |   |
| <b>THE ARTS</b>  | <ul style="list-style-type: none"> <li>Drama</li> <li>Music</li> <li>Art</li> </ul>   |  | <ul style="list-style-type: none"> <li>Drama</li> <li>Music</li> <li>Painting</li> <li>Photography</li> </ul>   |  | <ul style="list-style-type: none"> <li><u>Drama</u></li> <li><u>Music</u></li> </ul>  | <ul style="list-style-type: none"> <li><u>Painting</u></li> <li><u>Photography</u></li> </ul>               |
| <b>TECHNOLOGY</b>  | <ul style="list-style-type: none"> <li>Design and Visual Communication</li> <li>Food Technology</li> <li>Digital Technology</li> <li>Materials Technology - Metal</li> <li>Materials Technology -Wood</li> <li>Materials Technology - Fabric</li> </ul>   |  | <ul style="list-style-type: none"> <li>Design and Visual Communication</li> <li>Food Technology</li> <li>Digital Technology</li> <li>Materials Technology - Metal</li> <li>Materials Technology -Wood</li> <li>Materials Technology - Fabric</li> </ul>   |  | <ul style="list-style-type: none"> <li><u>Design and Visual Communication</u></li> <li><u>Food Technology</u></li> <li><u>Digital Technology</u></li> <li><u>Materials Technology - Metal</u></li> <li><u>Materials Technology -Wood</u></li> <li><u>Materials Technology - Fabric</u></li> </ul> |   |
| <b>HEALTH AND PHYSICAL WELLBEING</b>   | <ul style="list-style-type: none"> <li>Physical Education</li> </ul>  |  | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Career Pathways</li> <li>Gateway</li> </ul>  |  | <ul style="list-style-type: none"> <li><u>Physical Education</u></li> <li>Gateway</li> </ul>  |   |
| Explanatory Notes <ul style="list-style-type: none"> <li>Students may take subjects across different levels (Years 11-13).</li> <li><b>Careers Education</b> programmes, and career exploration courses and opportunities (STAR funded) are available based on individual career goals.</li> <li>Subjects at any level may change depending on student numbers.</li> </ul> | <ul style="list-style-type: none"> <li>An English option is taken by all students</li> <li>A Maths subject (other than Accounting) is taken by all students</li> <li>All subjects listed in this column award credits at Level 1 of the National Certificate of Educational Achievement.</li> </ul> |  | <ul style="list-style-type: none"> <li>All Year 12 Students must do English</li> <li>All subjects listed in this column award credits (mainly at Level 2) for the National Certificate of Educational Achievement.</li> <li>Special courses such as the Services Academy have their own subject requirements</li> </ul> |  | <ul style="list-style-type: none"> <li><u>Underlined subjects:</u> Approved for university entrance and Scholarship.</li> <li>All subjects listed in this column award credits (mainly at Level 3) for the National Certificate of Educational Achievement.</li> </ul>                            |   |

# LOGAN PARK SENIOR COURSES 2012

## Curriculum Principles and Goals

**The primary purpose of the curriculum, teaching and learning at Logan Park High School is to ensure our students acquire and develop the knowledge, skills and values expected of a well-educated person.**

The following principles and values are shared by the Logan Park High School community, and are the basis upon which individuals act and relate to one another. These principles and values guide all teaching and learning at Logan Park High School:

1. **Excellence.** Members of the LPHS community consistently demonstrate personal excellence, and prize high standards of effort and achievement in academic, sporting and cultural activities. Education at LPHS must be aspirational and inspirational, a vehicle for individual and community betterment.
2. **Creativity.** Creativity can only occur within a clear intellectual and ethical framework. The curriculum must provide such a framework so that members of the LPHS community can be active, confident, creative, rational, evaluative, analytical, enquiring and innovative learners, thinkers and achievers.
3. **Community.** LPHS is a community of learning where the common good is a prerequisite for individual and group achievement. Individuals within the community are connected by the school's principles and values. Within that framework diversity is celebrated.
4. **Heritage.** Education involves the transmission of culture from one generation to another. Members of the LPHS community learn, know and value their own intellectual and cultural heritage, and show respect for others' history and legacy. The curriculum is based on New Zealand's Pakeha and Māori bicultural heritage, and reflects the multicultural nature of our community and society.
5. **Equity.** The identities and cultures of all members of the LPHS community are recognised and valued. The curriculum and learning programmes will identify and address individuals' learning needs, irrespective of gender, ethnicity, ability or disability, sexuality, religious or political belief, social or cultural background.
6. **Integrity.** Members of the LPHS community always act ethically, honestly, and responsibly; showing respect for each other; and demonstrating pride in themselves and their community, honouring their own and others' achievements.
7. **Environment.** Members of the LPHS community value the quality of the environment in which we live, and treat the world around us and its eco-systems responsibly and with care.

The Logan Park High School curriculum is designed to flexibly interpret and give effect to the New Zealand Curriculum and the National Education Guidelines, based on the local needs and wishes of the Logan Park community.

The curriculum is designed to:

- Engage all students in learning and achieving.
- Cover the essential learning areas.
- Encourage the development of key competencies.
- Foster positive attitudes and values.
- Focus on individual students and their needs.
- Offer a wide choice of subjects to students.
- Enable students to achieve success in national qualifications.
- Prepare students for either tertiary education, or entry to the workforce.
- Motivate and enable lifelong learning and adaptability.

Students coming to Logan Park High School can expect to learn and achieve in a friendly, caring and safe environment. Achievement is expected academically, socially, and in cultural and sporting activities. Academic achievement is paramount.

## A Well-Educated Person.

Ensuring our students acquire and develop the attributes, knowledge, skills and values expected of a well-educated person is the central goal and purpose of Logan Park High School. A well-educated person:

- Is self-aware and confident, with a sense of past, place, and future. This includes having a body of heritage knowledge and cultural awareness.
- Is socially aware, with an ethical framework, empathy and concern for individual humans, communities, the environment and world around them.
- Is articulate, cultured, and erudite.

- Has a disciplined, orderly, and creative mind capable of deductive thinking.
- Understands there is a real physical universe which is knowable through empirical observations and induction.
- Has a range of physical, practical, and technological skills for engaging with the world.
- Is active, enquiring, analytical and creative.

Logan Park High School has set itself a clear vision for the future with the development of senior courses in **Years 11, 12 and 13**. This vision draws on the possibilities provided by three initiatives in education:

1. **The National Certificate of Educational Achievement:** a new qualifications system that has been introduced progressively at Years 11, 12 and 13. This system combines internally assessed standards with nationally assessed standards at all levels and is designed to be more flexible and responsive to student needs.
2. **Specialist courses and qualifications** developed by Industry Training Organisations and outside agencies that address special needs and interests while providing students with alternative pathways to qualifications

Both these approaches offer qualifications under the umbrella of the **National Qualifications Framework**. (For more information see: <http://www.nzqa.govt.nz/framework/>)

3. **Multi-level study:** where students use the flexibility available under the National Qualifications Framework to construct the course that best meets their needs by mixing different levels of study (always allowing for the constraints Ministry of Education staffing policies place upon schools).

Our aim is to make the most of the possibilities already offered by these developments while providing a focus for future developments that doesn't compromise our traditional educational and academic strengths.

In its earlier stages the development focuses options already being explored by Logan Park students. All senior students, but those from Year 12 and 13 in particular, are increasingly able to choose multiple subject pathways by selecting courses from both academic and vocational areas. Senior students are also able to select a whole-year course with compulsory subject requirements, such as the Career Pathways course (Year 11, 12 and 13) or the Services Academy (Year 12 or 13).

“Whole Course” options include:

- **The Services Academy**
- **The National Certificate of Employment Skills**

#### **Admissions:**

New enrolments at senior level will be accepted from students who fit Logan Park High School's entry criteria at years 11, 12 and 13, provided places are available. Adult students are eligible to apply.

### **Entry criteria for Special Courses at Logan Park High School**

Entry to Special Courses is dependent upon the approval of the appropriate Course Director provided students meet the relevant entry criteria.

#### **Entry criteria for the Services Academy: Course Director: Melissa Wenink-Smith**

The student must:

- Be at Year 12 or above at school
- Demonstrate a willingness to commit to the objectives of the course, including military-style discipline, fitness requirements and course subject spread.
- Demonstrate a commitment to the Armed Services and/or related career development
- Be medically fit
- Be interviewed by Course Director

1. Year 11, 12 or 13 students wishing to enrol at Logan Park High School must produce their school reports and any NCEA Record of Learning.
2. Adult students, including International Fee-paying students, who are over 19 years of age must be interviewed, and produce any relevant qualifications offering proof of learning and achievement at Year 11 or Year 12.

#### **Prospectus/ Senior Studies Guide:**

Each year course details will be published on the LPHS website. This will outline developments in courses due to be introduced the following year. The viability of all courses offered will depend on student demand.

#### **Course Development:**

The NCEA has been fully implemented. Logan Park High School offers the appropriate national qualification pathway at the appropriate level. This is Level 1 NCEA for those in year 11, Level 2 NCEA for year 12 students, and Level 3 NCEA and Scholarship for year 13 students.

## **The Importance of Year 11:**

Year 11 remains a preparatory year for senior studies. Our expectation is that almost all students will look to proceed to at least Level 2 of the NCEA. Students will maintain a broad course of study, with English and Maths remaining compulsory subjects and Science being recommended.

The gaining of a Level 1 NCEA Certificate (achieving at least 80 credits and meeting the specified literacy and numeracy criteria) is the expected objective of each Year 11 student's course of study. Specific credits from Achievement Standards may be needed for some courses and subjects at Year 12.

## **Time-tabling:**

The nature of courses to be offered and the need to share courses with tertiary institutions (and Community Education classes) will require the progressive introduction of flexible timetabling arrangements. This could lead to changes in the current length and structure of the school day for senior students. There is a current review in place for 2012, and any changes will be introduced after consultation with the students, caregivers and broader school community.

## **Uniform:**

School uniform is optional for students in Y13 enrolled at Logan Park High School. A dress and jewellery code applies. This code and the uniform rules are available from the school.

## **SELECTING YOUR COURSE FOR 2012**

This guide sets out information on qualifications and assessment procedures to help you plan your course of study for next year. Links are also provided to the subject course outlines for you to use in your planning. You will also find links in the form of email addresses and / or Facebook sites where you can ask specific questions and read further information.

Read carefully through the general sections and the information on the subjects that interest you.

You should keep some things in mind as you plan your course:

- **'Times have changed! Employment options are different!'**  
Four or five years of secondary school are now a **requirement** for most positions in the workforce. Continued learning and up-skilling are expectations in today's job market, and changing jobs more frequently will be a major part of that.
- **ABILITY + INTEREST + CAREER REQUIREMENT = SUBJECT CHOICE**  
It is important that students consider their career goals when choosing their subjects for next year. Virtually all courses have entry requirements and students need to know these requirements **before** they select their subjects. You can check on requirements of this sort and other general questions about career options with the Careers Adviser or a House Dean.
- **At Level 1 NCEA, English and Mathematics must be taken**, and we recommend that Science should be studied, as many careers require these subjects at this level. *For 2012 new literacy and numeracy requirements will be in place. See page 6 for details.*
- Keep a **broad range of subjects** unless you are convinced that you know the specific career area you are aiming towards.
- **There are subjects you will find it difficult to pick up again if you drop them.** You can get an indication of these by looking at the sections titled **Entry Requirements** and **Required For** in the course descriptions that are set out in this guide. Be as sure as you can be that your choices are sound and informed.
- **Some subjects require you to take other supporting subjects** to make sure you develop the necessary background and skills. To check this, consult the **Required For** section in the course description.
- **Class sizes are limited in some subjects.** Last minute choices or changes may not be able to be accommodated.
- **Whether a subject is offered or not may depend on a minimum number of students** choosing it as an option. This is another reason for making prompt, informed and definite subject choices. It will help the school go as far as it can to meet the needs and wishes of its students.

### What happens if your choices don't fit?

Traditionally this situation has been relatively rare. If we know there may be problems in sufficient time, there are alternatives available:

- It is sometimes possible to study the course in a **combined class** (where, for example, Year 11 and Year 12 students are both taught).
- It is sometimes possible to arrange for the subject to be taken by **correspondence**. See the Assistant Principal, **Mr Hills**, to investigate this further.
- Suitable **courses can be arranged** at Otago Polytechnic and Otago University for eligible students.

### Who do you see for help?

- The Careers Adviser (**Ms Brinsley**)
- Your House Dean / Your Group Teacher
- Any other teacher you feel able to discuss the options with
- Parents and older brothers and sisters
- Friends and friends' families.

**These are important decisions and choices. Give them some thought and take some advice.**

### COURSE FEES

**Please note that in some subjects, where there is a "take-home" component, or considerable expenditure on consumables, a course fee is charged. That fee must be paid at the start of the relevant course.**

### CAREERS EDUCATION - A NOTE TO PARENTS AND CAREGIVERS.

Many young people have no idea what career they wish to follow and most of us as parents can struggle in knowing how to best support our teen through this important process. "There is clear evidence that students who understand the relevance of school to their future lives and careers feel more motivated about school."(

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Learning-and-teaching-resources/Career-education/Why-it-s-important> ). Career exploration and preparation is significant and though it may not always seem like it, your child values your advice, support and guidance. Below are a number of ways how you can do this:

- Your teen has probably experienced some Careers Education throughout the year; **discuss the outcomes with them**
- Visit <http://www2.careers.govt.nz/plan-your-career/helping-young-people-make-decisions/> and read up on "**Helping young people make decisions.**" You will find information on such topics as: Helping with subject, study or training decisions, when to talk careers with your kids, what things influence a young person's career decisions, role of the parent, etc...
- On the above hyperlink you can also sign up for "**Career Tips,**" a free online resource to help your child with their learning and career decisions
- **Help your teen identify what they really enjoy doing, what matters to them, what they're good at.** This self-awareness is the foundation of all career exploration
- Visit the library and take out one of the following books: "**The Career Maze – Guiding your children towards a successful future**" by Heather Carpenter or "**What Colour is Your Parachute? For Teens**" by Carol Christen and Richard N Bolles.
- Read the following article on "**Navigating the Career Maze**" - <http://www.thecareermaze.com/uploads///Parenting-Winter-09.pdf>
- Encourage your teen to do the "**Career Quest**" diagnostic activity on [www.careers.govt.nz](http://www.careers.govt.nz) under "Interactive Tools." **Register first** so the results can be saved and referred back to. If she/he has already done this then ask them to show you their results and explore them further. Remember the results are only suggested careers to explore and they open the door to wonderful resources of information on the website

- If your teen is interested in a particular career even if you have doubts about it encourage them enthusiastically to explore it further. Go to [www.careers.govt.nz](http://www.careers.govt.nz) and click on “**Jobs Database.**” Here you will find information about different Industries and you can type into their “**Search the jobs database**” the name of the job they’re interested in. Once it comes up work through the green table of hyperlinks on the left of the page. Note especially the “**How to get into the job,**” “**Pay and Progression,**” and “**What are the chances of getting a job?**” hyperlinks. You may be delighted and surprised at how quickly they assess the information for its appropriateness for them
- **Use your own network** to create opportunities for your child to spend some time with someone who works in the area of their interest (we can also assist in these connections)
- Visit us in the **Career Resource Centre** (Rm 6) and be guided through our wide variety of resources and materials
- **Encourage your teen to arrange an appointment\*** with the Careers Adviser (**Ms Marion Brinsley**); she is happy to give guidance to any student and their parents, support in the development of a flexible and individual career plan and identify opportunities, courses and experiences that best prepare your teen for their vocational future.
- **10 key skills to encourage and coach in your teen that employers most want:**
  1. Strong interpersonal skills.
  2. Strong verbal communication skills.
  3. Strong written communication skills.
  4. Adaptable, can-do attitude.
  5. Sound academic achievement.
  6. Self-motivated/self-starter.
  7. Team player.
  8. Energy and enthusiasm.
  9. Problem-solving skills.
  10. Analytical and conceptual skills.

[Source: Victoria University, 'Employment Skills Survey', 2006](#)

Please note that often a **driver’s license** is also important. We can sometimes assist in placing students through a Pro-drive course and a Defensive Driving Course but the latter requires a driver to have held their restricted license for at least 6 months.

It is not unusual for young adults to be uncertain about what they want to “do with their lives”. Do not worry. Approach this time enthusiastically and with some knowledge of your resources. It can be an exciting time and you do not have to do it alone. Among your resources is the Career Resource Centre at LPHS. We’re here to not only support, inform and guide our students but also their whanau. You are welcome.

**\* To make an appointment with the Careers Advisor (Marion Brinsley):**

**Parents** can phone 477-3586 ext 245 and talk to the Careers Administrator, Kristine Shield, requesting a time to visit or leave your details for Marion to phone you back.

**Students** can pop into the Career Resource Centre (Rm6) anytime between 9am-2pm, Mon-Fri and ask for an appt time.

## THE SENIOR CURRICULUM AND NATIONAL QUALIFICATIONS.

The courses at Year 11, Year 12 and Year 13 all lead towards national qualifications.

All subjects on offer at Logan Park High School earn credits towards the NCEA. As NZQA state,

*“NCEA (National Certificate of Educational Achievement) is New Zealand's national qualification for senior secondary students. NCEA is part of the National Qualifications Framework. NCEA provides the pathway to tertiary education and workplace training. “*

Credits counting towards the achievement of an NCEA certificate will be earned through either achievement standards or unit standards. Some courses will offer both.

NCEA Achievement Standards are assessed either by external examination or internal (school-based) assessment while unit standards are all internally assessed. Some information on the specific mix of assessment used in each subject is given in the course descriptions that follow. Full details of how and when your work and your learning will be assessed are given in the **Course Outlines** you receive at the start of the academic year in every subject you are taking.

### **Year 11:**

Students take six subjects usually leading to qualifications in **Level 1 NCEA**. 80 Credits are required to complete Level 1, including at least 10 literacy and 10 numeracy Credits. See <http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools-supporting-information/literacy-numeracy-2011/> for details.

**English and Mathematics** are compulsory. There are real benefits in keeping a range of subject options open at this level. Students should cover four or more of the Learning Areas (see Page 1) in constructing a balanced course of study.

You will receive official notice of your results in the NCEA in January of the year following completion of your course.

### **Year 12:**

Students will choose six subjects leading to qualifications in **Level 2 NCEA**. Students require 60 further Credits at Level 2 in order to be awarded this qualification (and must hold at least 20 other Credits from Year 11).

**English** is compulsory. Many students begin increasing course specialisation in Year 12, particularly with career or tertiary study requirements needing to be considered.

### **Year 13:**

There is one level of NCEA award at Year 13: Level 3. Additional Scholarship exams are available for students wishing to extend themselves in external examinations in one or more subjects.

### **Level 3 NCEA:**

Students taking a full Level 3 course will take five or six subjects. Students need to gain 60 Level 3 Credits (and have 20 from Level 2 or higher) to gain the Level 3 Qualification.

**There are no compulsory subjects at this level** (but students should check admission requirements for intended careers or tertiary courses to see if there are academic prerequisites).

### **Scholarship:**

This level of study provides an enhanced qualification for able students. These examinations are separate from NCEA and are rigorous and demanding. Students choose whether or not to enter and the exam fees are covered by the general NCEA fee (\$76.70 in 2011 for up to three scholarship subjects). Success brings a range of financial rewards. See <http://www.nzqa.govt.nz/scholarship/index.html> for more information.

According to NZQA:

*Scholarship is a monetary award to recognise top students. It does not attract credits nor contribute towards a qualification but the fact that a student has gained a Scholarship appears on the Record of Achievement.*

*The Scholarship exams enable students to be assessed against challenging standards, and are demanding for the most able students in each subject. Scholarship students are expected to demonstrate high-level critical thinking, abstraction and generalization, and to integrate, synthesise and apply knowledge, skills, understanding and ideas to complex situations.*

For more information, see: <http://www.nzqa.govt.nz/scholarship/index.html>

#### **Other Awards, Grants and Scholarships:**

- **J. R. McKenzie Trust:** This is available to **secondary school students**. It makes hardship grants to cover fees, equipment etc. For further information contact the Principal, Ms. Johnson, or the Guidance Counsellor.
- **Māori Trust Scholarships:** Annual grants are available from tribal trusts for full-time technical trainees, College of Education and University students.

School benefactors also make a number of tertiary study scholarships available to ex-Logan Park students. Applications are called for early in the university year. Keep an eye on the newspapers, Profile or contact the school office for information.

#### **Multi-level Studies:**

It may suit your purposes to follow a course in which subjects are studied at different levels. This means that you may take some courses at Year 12 level and others at Year 13 for example. There may be advantages in this. You can:

- Make new subject choices to cater for new interests or new career paths.
- Extend yourself in areas of interest and excellence.
- Reinforce learning in areas where you have experienced difficulties.
- Develop skills to equip you for employment.
- Choose a course that suits your individual needs.
- Choose a wide combination of subjects and types of course.

All this freedom depends on the school having sufficient funding and staffing to maintain your choices. It is also subject to you making appropriate choices. With those factors in mind, the Principal reserves the right to review each student's course in the light of the suitability of their choices, the requirements of the New Zealand Qualifications Authority and the availability of resources. You will be consulted over any changes that may be necessary.

#### **UNIVERSITY ENTRANCE (For School Leavers):**

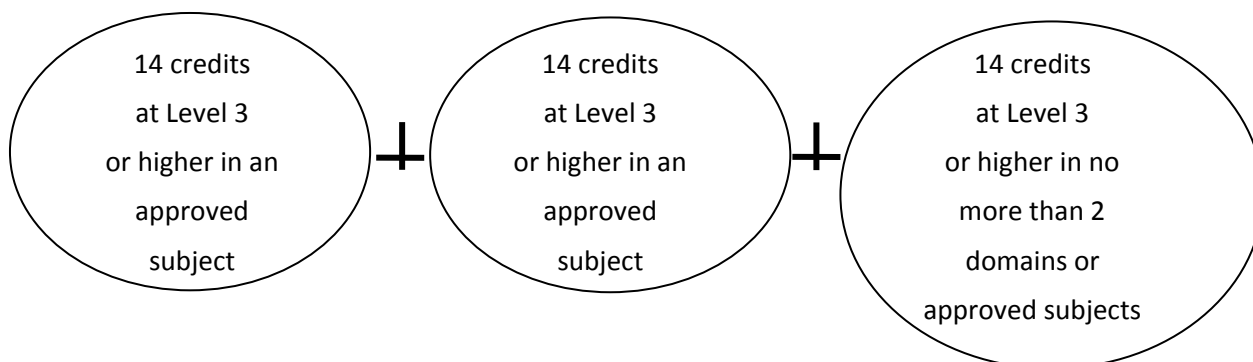
You are qualified for entrance to a university in New Zealand if you have obtained:

- a minimum of 42 credits at level 3 or higher on the National Qualifications Framework, including a minimum of 14 credits at level 3 or higher in each of two subjects from an [approved subject list](#) (See below), with a further 14 credits at level 3 or higher taken from no more than two additional domains on the National Qualifications Framework or approved subjects
- a minimum of 14 credits at level 1 or higher in Mathematics or Pangarau on the National Qualifications Framework
- A minimum of 8 credits at level 2 or higher in English or Te Reo Māori; 4 credits must be in Reading and 4 credits must be in Writing. The [literacy credits](#) will be selected from a schedule of approved achievement standards and unit standards.

**Please Note: The University Entrance requirements have been reviewed and a new standard is being introduced in 2014 for the 2015 year. Currently also many New Zealand tertiary institutions have or are about to introduce their own admission requirements. Please see the information below, and if you have any questions, see the Careers Office.**

## To qualify for entrance to any New Zealand university you must achieve University Entrance

### 1. University Entrance (UE)- Criteria for 2011 are



#### PLUS

**UE Numeracy** - 14 credits in Mathematics at Level 1 or higher

**UE Literacy** - 4 credits in Reading and 4 credits in Writing Level 2 or higher from a specific list of standards

Most universities have also begun restricting entry into courses by means of **competitive entry** using a rank score (also called Guaranteed Entry Score (GES) or Preferential Entry Score)\*  
This is based on your best 80 credits at Level 3 from University approved subjects.

**Achieved = 2 points    Merit = 3 points    Excellence = 4 points**

Otago University has an excellent online calculator to assess your current position:

<http://www.otago.ac.nz/study/enrolment/otago013543.html>

*\*Lincoln and Canterbury Universities are exceptions*

### Entrance to New Zealand universities for school leavers

| University | Guaranteed Entry Score (GES)/ Preferential Entry Score  | Courses with special entry include:   | Link to website   |
|------------|---|---|---|
| Otago      | Preferential entry<br>Achieve NCEA level 2 awarded with merit/ excellence at the end of Year 12 <i>or</i><br>Achieve an entry score of at least 140 points for both NCEA and CIE students | Physical Education<br>Theology<br>Teaching<br>Dental Technology<br>Performance Music (audition) | <a href="http://www.otago.ac.nz/study/enrolment/entrypathways.html">http://www.otago.ac.nz/study/enrolment/entrypathways.html</a> |

|                   |   |  |   |
|-------------------|---|--|---|
| <b>Victoria</b>   | Victoria has set a 'Guaranteed Entry Score' of 120 NCEA points or 140 CIE points for all undergraduate degrees in 2011  | Teaching   | <a href="http://www.victoria.ac.nz/home/admission/enrol/admission/nzue.aspx">http://www.victoria.ac.nz/home/admission/enrol/admission/nzue.aspx</a>   |
| <b>Canterbury</b> | University Entrance remains the entry standard for general degree programmes  |  | <a href="http://www.canterbury.ac.nz/liaison/university_entrance.shtml">http://www.canterbury.ac.nz/liaison/university_entrance.shtml</a>   |
| <b>Lincoln</b>    | University Entrance remains the entry standard for general degree programmes  |  | <a href="http://www.lincoln.ac.nz/Studying-at-Lincoln/Entrance-and-enrolment/Entrance-requirements/">http://www.lincoln.ac.nz/Studying-at-Lincoln/Entrance-and-enrolment/Entrance-requirements/</a>   |
| <b>Massey</b>     | Preferential entry score of 120   | Aviation<br>Design<br>Education<br>Fine Arts<br>Information Sci<br>Music<br>Nursing<br>Speech Language<br>Veterinary Science   | <a href="http://www.massey.ac.nz/massey/admission/entry-requirements/nz_citizens_permanent_residents/en/2011 Ug.cfm">http://www.massey.ac.nz/massey/admission/entry-requirements/nz_citizens_permanent_residents/en/2011 Ug.cfm</a>   |
| <b>Auckland</b>   | Students are assessed on their rank score based on their best 80 credits at level 3 or higher over a maximum of 5 subjects.<br><br>The required rank score varies according to the degree<br><br><i>(See examples in next column)</i> | Different degree courses at Auckland have different rank scores for guaranteed entry e.g.<br><br>Bach of Arts, Physical Education, and Music 140<br><br>B.SC           150<br><br>Commerce   165<br><br>Health Sci    210<br><br>Engineering   240 | <a href="http://www.auckland.ac.nz/uoa/home/about/admission-and-enrolment/ae-undergraduate-students/ae-entry-requirements/ae-domestic-students/ae-national-certificate-of-educational-achievement">http://www.auckland.ac.nz/uoa/home/about/admission-and-enrolment/ae-undergraduate-students/ae-entry-requirements/ae-domestic-students/ae-national-certificate-of-educational-achievement</a> |
| <b>Waikato</b>    | NCEA Level 3 for Guaranteed Entry   | Music  | <a href="http://www.waikato.ac.nz/study/enroll/howto.shtml">http://www.waikato.ac.nz/study/enroll/howto.shtml</a>   |

|            |  |   |   |
|------------|--|---|---|
|            |  | Social Work   |   |
| <b>AUT</b> | Limited places based on academic achievement | <b>Bachelor of Communication Studies</b><br>(minimum of 60 NCEA Level 3 credits over 4 subjects incl merit and excellence)<br><br>All <b>Health Science</b> degrees with a clinical component<br><br><b>Bachelor of Design</b><br>(portfolio) | <a href="http://www.aut.ac.nz/study-at-aut/apply-to-aut/undergraduate-students">http://www.aut.ac.nz/study-at-aut/apply-to-aut/undergraduate-students</a> |

**In summary:**

- √ UE is always required
- √ At most universities many of the courses have their own subject requirements as well as possibly portfolios, interviews and auditions
- √ Many students who have UE but don't reach a GES or Preferential Rank Score level will get into courses
- √ Approved subjects DO count
- √ Excellences and Merits DO count *and because of this .....*
- √ Many of the universities' websites are stressing the importance of achievement standards over unit standards
- √ Check the individual university prospectuses and websites for details

## ASSESSMENT PROCEDURES: A SUMMARY.

Teachers have assessed your work and progress since you started school. The purpose has primarily been to gather evidence of what you know and the skills you have developed. In your senior years at secondary school assessment has an additional, more public purpose: to measure your achievement against national standards in order to award you specific nationally accepted qualifications. The importance of this new purpose, which influences your access to further education, training and employment possibilities, means you need to be aware of your rights and obligations in assessment matters.

The table that follows is a brief summary of the detailed explanation of senior assessment at Logan Park High School handed to every senior student at the beginning of the school year.

### ASSESSMENT

| The School's Responsibilities  | Your Responsibilities  |
|--|--|
| <ul style="list-style-type: none"> <li>• To provide Course Statements for all courses at the start of the year</li> <li>• To make sure that all assessment tasks that count for reports and qualifications are given to you in writing and discussed in class</li> <li>• To make sure due dates for tasks, tests etc. are stated and well-known</li> <li>• To keep an accurate record of student marks, available for students to examine on request</li> <li>• To inform students if they are in danger of not meeting course completion requirements (see below)</li> <li>• To clearly and consistently apply previously stated penalties for late work</li> <li>• To provide opportunities for students to sit tests and exams missed for valid reasons where this is practical</li> <li>• To ensure that work submitted for assessment is the student's own</li> <li>• To assess work fairly and return it to students as quickly as is possible</li> <li>• To provide opportunities for students, parents and caregivers to discuss assessment concerns</li> <li>• To provide an appeal process to resolve any concerns over assessment results.</li> </ul> | <ul style="list-style-type: none"> <li>• To file the Course Statements where you can find and consult them</li> <li>• To look carefully at assessment tasks and seek further explanation if you are unsure of what is required</li> <li>• To meet completion dates or seek an extension where you have a valid reason</li> <li>• To ensure that work submitted for assessment is your own and that it meets all requirements as set out in the task instructions</li> <li>• To ensure that submitted work is given directly to the teacher it is intended for</li> <li>• To keep a file of your completed assessments and results</li> <li>• To maintain a high level of task completion and avoid unnecessary absences</li> <li>• To accept consequences for not meeting deadlines</li> <li>• To quickly make alternative arrangements to sit tests and exams which have been unavoidably missed</li> <li>• To read and act on the comments and suggestions made by your teachers</li> <li>• To raise concerns with your classroom teacher and/or your Group Teacher in the first instance</li> <li>• To make use of the procedures to resolve any concerns.</li> </ul> |

### COURSE COMPLETION REQUIREMENTS:

All the qualifications you can gain from Year 11 to Year 13 require you to have satisfactorily completed a course of study in the year you seek the qualification. The Ministry of Education's National Education Goals require schools to monitor this and to have in place clear policies and procedures to keep you and your parents / caregivers informed if there are concerns.

Logan Park High School uses two measures to establish that you have completed a course of study. They are:

- You have completed 60% of the course assessments
- You have been absent for fewer than 25 periods in a subject over the course of the school year. *[When public holidays and exams are taken into account, senior courses run for around 33 weeks. 24 periods of absence is the equivalent of six weeks of class time.]*

These requirements will be able to be discussed when you have your personal interview for your next year's course. At that time you, your parents / caregivers and your interviewers will sign a course completion contract. You, your parents / caregivers and your Group Teacher will be informed by letter if either your attendance or work completion gives cause for concern.

## **SUBJECT REQUIREMENTS AND RECOMMENDATIONS FOR CAREERS**

New courses and training opportunities for careers develop regularly throughout New Zealand. The best way to check on the subject requirements and prerequisites for the careers you are interested in is to visit the CareersNZ Jobs database. Below is a step by step guide on how to work this section of their website. It's simple and straightforward and if all else fails either call their freephone number. or pay a visit (or phone call) to our school's Careers Department.

### **Step by Step Guideline to CareersNZ Jobs Database**

- Go to [www.careers.govt.nz](http://www.careers.govt.nz)
- Click on the **Jobs Database** icon half-way along the top of the page
- There are two options, you can search for jobs using the industry and interest headings, or use the "search the jobs database". Typing in a job title will bring up a list of possible options
- Once you've brought up the career you are interested in look at the pale green table on the left side of the page and you will see a list of hyperlinks. "How to get into the job" will give you the "Entry requirements" and the "Secondary education" necessary or preferred for that career
- If you continue to work through the hyperlinks in the green table you will discover a wealth of material including information on work conditions, pay and progression, chances of getting a job in that field, videos and interviews on people working in the industry and much more.

Be prepared to put some time and effort into researching your options yourself. You may be surprised at what you find and what stirs your interest.

**Remember you are also welcome to pay a visit to (or phone) the LPHS Careers Office.**

### **Year 12 and Level 2 Course Outlines.**

Please note that at the time of writing this guide, NZQA has not yet finalised the matrix of Standards for 2012, especially at Level 2 of the NCEA. For that reason all assessment outlines are indicative only. Full assessment schedules will be issued at the start of each course next year.