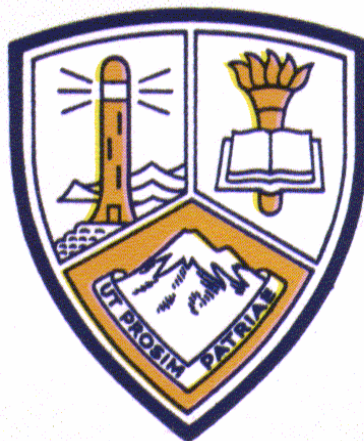


OPUNAKE HIGH SCHOOL TE KURA TUARUA O OPUNAKE



**“Growing good people for a rapidly
changing world”**

COURSE HANDBOOK 2010

SUBJECT INFORMATION OUTLINES AND EXPECTATIONS

NAME: _____

**OPUNAKE HIGH SCHOOL COURSE HANDBOOK
2010**

CONTENTS

PART A

Principal's Notes	
Opunake High School	Vision
Opunake High School	Strategic Plan 06-08
Opunake High School	National Education Guidelines
Opunake High School	Teaching Learning and Achievement Policy
Opunake High School	Academic Structure
	Subject Pathways 2009
	Indication Classes for 2009
	NCEA Information
Opunake High School	NCEA Student Guidelines
Opunake High School	Tracking Sheets
Opunake High School	Academic Awards Procedure

PART B

Opunake High School Course Guide
Year 11
Year 12
Year 13

Information in this booklet is to be used as a guide. The Board of Trustees and staff are currently re-writing the Strategic Plan and teaching programmes to align them with the New Zealand Curriculum. Some of the information in this booklet may change as we complete this major curriculum change.

CAREER PLANNING AND BUILDING LIVES

As you begin to select your course of study for 2010 there are a number of factors you must carefully consider when making your decision.

1. **Ownership of your learning**

This occurs when you take time to set goals for yourself in terms of your learning and how it relates to your future. Career planning and building your life begins with taking responsibility for your choices and developing a vision for your future.

2. **Developing a vision**

Time spent planning for your future is a challenging task but is the key to your success. Here are a number of strategies to work through:-

- Work with your whānau and tutor teacher to write a well considered I.D.P.
- Set goals for your learning and achievement for 2010 eg: N.C.E.A. Goals.
- Always pursue excellence in the tasks and activities you engage in.
- Know what skills you have and what skills you need to be the very best you can be.

3. **Practical issues to consider when choosing subjects**

- i. Keep your options as broad as possible for as long as possible.
- ii. Know how subjects develop through the senior school, for example Level 1 Science becomes Physics, Chemistry and Biology at Levels 2 and 3.
- iii. Know what the entry requirements are for particular jobs and/or courses of study at universities or polytechnics.
- iv. Get good information and advice from your Careers Advisor (Mr Watt) and/or employers about what subjects you need and at what level.
- v. Consider the subjects that you are interested in and have ability in, these classes will help you achieve your best and may help you see future career options.
- vi. Future proof your learning by gaining skills which will help you to continue learning through-out your life. Work places will demand this as change in the work force becomes constant. You will need:-
 - High level communication skills
 - The ability to work co-operatively with others
 - To use a range of information technologies
 - To cope with and adapt to constant change
 - To be a good person

Choosing your programme of study for 2010 is an important task. Seek assistance and advice from your parents, your class teachers, Heads of Faculty, Deans, Mr Watt and your tutor teacher. You will be most successful when these decisions are carefully planned and fit with your own interests and needs.

Please do not hesitate in seeking help with this task.

Good planning

M A Bowden
Principal

CHANGES IN THE WORLD OF WORK

Changing work patterns

we can expect...

- Increasing part-time employment
 - Later entry to the workforce
 - Ongoing training and/or retraining
 - Firms contracting staff for specific tasks
- Less upward promotion, more horizontal career development
 - Increasing self-employment and small business

Tomorrow's economy

we can expect....

- A move to more service sector employment
e.g. Tourism, Communications, Finance, Education, Transport
- A move away from manual work in the primary sector
(Agriculture, Fishing, Forestry) and in manufacturing
 - A move to 'information intensive' jobs.
- Information is becoming the raw material which wealth is created from

Tomorrow's skills

the most important general skills are....

- Communication / Interpersonal skills
- Information Skills: Gathering / Sorting / Arranging
 - Thinking / Creative / Problem Solving Skills
 - Number Skills
 - Language Skills
 - Technology / Computer Skills
 - Business & Management Skills
- Ability to keep learning and adapting throughout your life

OPUNAKE HIGH SCHOOL VISION

This is the ultimate in what we want for our students:-

“Growing good people for a rapidly changing world”

We will know we are achieving this vision when students as well as our school community are:

- **Taking responsibility for their choices and actions as citizens of a global community.**
- **Following their dreams and pursuing their aspirations with a degree of confidence and self-assurance due to the high level skills they have gained from our school.**
- **Displaying self-awareness as well as awareness of others and their culture.**
- **Relating to one another and caring for each other in a way that is constructive, supportive and respectful.**

“Growing good people for a rapidly changing world”

THE NEW ZEALAND EDUCATION SYSTEM

The Government has established a set of National Education Guidelines.

Following are the National Education Goals (N.E.G's):-

- a) The high standards of achievement, through programmes which enable all students to realize their full potential as individuals, and to develop the values needed to become full members of New Zealand society.
- b) Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
- c) Development of the knowledge, understanding and skills needed by New Zealanders to compete successfully, in the modern ever-changing world.
- d) A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
- e) A broad education through a balanced curriculum covering essential learning areas with high levels of competence and basic literacy and numeracy, science and technology.
- f) Excellence achieved through the establishment of clear learning objectives, monitoring students performance against those objectives, and programmes to meet individual needs.
- g) Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
- h) Access for students to a National and International qualification system to encourage a high level of participation in post school education in New Zealand. Increased participation and access by Māori through the advancement through Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.
- i) Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgement of the unique place of Māori and New Zealand's role in the Pacific and as a member of the International Community of Nations.

From these National Goals the Ministry of Education has established The National Administrative Guidelines (N.A.G.'s) which Boards of Trustees must follow to ensure the National Goals are met.

The first N.A.G. concerns learning and teaching and requires that:

- Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum (essential learning areas, essential skills and attitudes and values) as expressed in National Curriculum Statements.

The Opunake High School Board of Trustees have the following policy which governs teaching and learning programmes at our school.

Nag 1

TEACHING LEARNING AND ACHIEVEMENT POLICY

Students will have learning opportunities which will enable them to achieve their potential and to move successfully into further training, work and future citizenship. Assessment procedures will be developed which have integrity, fairness and validity.

The Board of Trustees through the Principal and Staff will adhere to the guidelines as expressed in NAG 1.

They will:-

- Develop and implement teaching and learning programmes which incorporate the New Zealand Curriculum.
- Use a range of assessment practices to enable the progress and achievement of students to be evaluated.
- Use achievement data to identify students and groups of students with special needs (NAG 1 iii abcd).
- Consult with our Māori community about the strategies for improving the achievement of Māori students.
- Provide career education and guidance for students.

ACADEMIC STRUCTURE

Principal	M Bowden
Deputy Principal	D Nicholas
Deputy Principal	N Ngarewa
Senior Manager	M Dobbin
Year 9 Dean	M Weir
Year 10 Dean	S Arlidge
Year 11 Dean	S Reid
Year 12 Dean	A Hooper
Year 13 Dean	A Hooper

- Curriculum and Assessment Committee Chairperson – M Dobbin
- Careers Advisor – G Watt
- NZQA Principals Nominee – C Dobbin

Heads of Faculty

English	J Bennett
Mathematics	V Edwards
Science	P Hooper
Technology	C Dobbin
Student Support	M Weir
Physical Education & Health	M Lash
Arts	J Davidson
Social Sciences	M Dobbin

Junior School Structure

Year 9 and 10 students are involved in a wide range of subjects through a combination of compulsory subjects as well as modules and options.

Junior students work towards gaining their Middle School Certificate at both Year 9 and Year 10 level. Middle School Certificate can be obtained at Achieved, Merit or Excellence levels.

Senior School Structure

Students in Years 11, 12, 13 and 14 work towards gaining their National Certificate of Educational Achievement at Level 1, 2, and 3. N.C.E.A. is made up of Achievement Standards and Unit Standards. Students taking alternative courses may gain work/industry related unit standards which also count towards N.C.E.A. Qualifications.

Alternative Courses

A range of programmes exist to meet the needs of students intending to move from school to the workforce or practically based tertiary studies. These programmes include SPEC. Please refer to the Year 11 Courses Information section of this handbook for details.

G.A.T.E. Gifted and Talented Education Programmes

Students may be selected for these programmes from time to time through-out the year. Programmes take place in a variety of areas including academic, sporting, cultural and leadership pursuits.

Gateway – Huarahi ki te Mahi

This programme links school and the workplace – refer to Year 12 Courses Summaries for detail.

Alternative Education Programme

We currently operate a number of alternative programmes which assist students with level 1 numeracy and literacy as well as linking to the Huarahi ki te Mahi Programme. See your Dean for advice.

Special Needs

Students with Special Needs may apply for special assessment conditions through the Student Support Centre (Mr Weir).

S.T.A.R. Courses

A number of Secondary / Tertiary Alignment Resource courses link students to Polytechnics. Again these courses provide students with work related learning. – Mr Brown (STAR Co-ordinator) will offer these courses to meet individual student need and interest - See Mr Brown.

Video Conferencing (V.C.)

We are able to offer a number of courses which are taught via Video Conferencing technology. Opunake High School works in partnership with our five other Taranaki Schools to provide a range of V.C. courses. Video Conferencing is developing so that we have the possibility of obtaining courses from schools through-out New Zealand. See your Dean.

Subject Pathways 2010 - Curriculum Overview

Year 9	Year 10	Year 11	Year 12	Year 13
Faculty of Arts				
Art	Art Music	Art	Art	Painting Design Printing History of Art
	Performing Arts	Performing Arts	Performing Arts	Performing Arts
Faculty of Health and Physical Education				
Health and Physical Education	Health and Physical Education	Health and Physical Education Food and Nutrition	Physical Education Outdoor Recreation Home Economics	Physical Education
Faculty of Mathematics				
Mathematics	Mathematics	Mathematics - Mathematics – Level 1	Mathematics Mathematics – Level 2	Maths – Calculus Maths - Statistics
Faculty of Languages				
English Te Reo Māori French	English Te Reo Māori } French } Spanish	English Te Reo Māori French Spanish	English Te Reo Māori French Spanish	English Te Reo Māori French } Correspondence Spanish } School/Video Conferencing
Faculty of Sciences				
Science	Science	Science Agriculture	Biology Chemistry Physics Agriculture	Biology Chemistry Physics
Faculty of Social Sciences				
Social Studies	Social Studies	Geography History	Geography History	Geography History
Technology				
Technology	Technology	Design Technology Graphics	Design Technology Graphics	Design Technology Graphics
Text and Information Management	Text and Information Management	Text and Information Management	Information Technology	Information Technology
Special Programmes - Gateways				

A Non-conventional programme linking school based learning and assessment with work-based learning and assessment. Students interested in this programme will need to meet with Mr Watt.

STAR Courses

STAR courses are available for Year 12/13 students. These are delivered through the Open Polytech and W.I.T.T. (Western Institute of Technology). See Mr Brown for enrolment.

OPUNAKE HIGH SCHOOL
CLASSES LIKELY TO BE AVAILABLE IN 2010
National Certificate Courses Level 1 , 2 , 3 and Scholarship

YEAR 11 STANDARDS LEVEL 1	YEAR 12 STANDARDS MAINLY LEVEL 2	ON LINE LEARNING Possible Subjects Offered through VIDEO CONFERENCING	YEAR 13 STANDARDS MAINLY LEVEL 3	YEARS 12 – 13 ALTERNATIVE PROGRAMMES
ART ALTERNATIVE ENGLISH ENGLISH AGRICULTURAL SCIENCE DESIGN TECHNOLOGY ENGINEERING FRENCH GEOGRAPHY GERMAN GRAPHICS HEALTH AND PHYSICAL EDUCATION SPORT ACTIVE HISTORY HOME ECONOMICS TEXT & INFORMATION MANAGEMENT MATHS MATHS DEVELOPEMENT PHYSICAL EDUCATION SCIENCE SPANISH TE REO MAORI	AGRICULTURAL SCIENCE ALTERNATIVE ENGLISH ART BIOLOGY CHEMISTRY DESIGN TECHNOLOGY ENGLISH ENGINEERING FRENCH GEOGRAPHY GERMAN GRAPHICS HISTORY HOME ECONOMICS INFORMATION TECHNOLOGY JAPANESE MATHS OUTDOOR RECREATION PHYSICAL EDUCATION PHYSICS PHYSICS / MECHANICS SPANISH TE REO MAORI TE REO RANGATIRA WEB DESIGN	13 AGRICULTURE 13 ART HISTORY 13 CLASSICAL STUDIES 13 ECONOMICS 12 / 13 FRENCH 11/12/13 ACCOUNTING Courses via Video Conferencing Are chosen after negotiation with Deans and are dependent on availability For 2010 we may be offering mixed Year 12/13 (Level 1/2/3 credits) classes in:- <ul style="list-style-type: none"> • Environmental Studies • Senior Science (a mix of Physics/Biology/Chemistry) • Senior Social Studies (a mix of History and Geography) 	AGRICULTURE ART – DESIGN ART – PAINTING ART HISTORY BIOLOGY CHEMISTRY DESIGN TECHNOLOGY ENGLISH FRENCH GEOGRAPHY GERMAN GRAPHICS HOME ECONOMICS HISTORY INFORMATION TECHNOLOGY JAPANESE MATHS/CALC MATHS/STATS PHYSICAL EDUCATION PHYSICS SPANISH TE REO RANGATIRA WEB DESIGN	NZ CORRESPONDENCE SCHOOL GATEWAY HUARAHI KI TE MAHI STAR COURSES / ALTERNATIVE EDUCATION LINE: <ul style="list-style-type: none"> • Childcare (x 2) • Te Reo Advanced • Land Based Training • Kapa Haka OPEN POLYTECHNIC MASSEY UNIVERSITY ALTERNATIVE EDUCATION LINE YOUNG ENTERPRISE SCHEME YES BUSINESS COURSE VIDEO CONFERENCING COURSES

NOTE: 1. NOT ALL COMBINATIONS ARE POSSIBLE AND THE ESTABLISHMENT OF COURSES DEPENDS ON THERE BEING VIABLE NUMBERS AND STAFFING
 2. WHERE SUBJECTS ARE NOT LISTED, INDEPENDENT LEARNING ARRANGEMENTS CAN BE MADE FOR STUDY.

ENTRY CRITERIA

TO A YEAR 12 COURSE:

To select a Level 2 subject, students will have to have successfully completed an appropriate Level 1 course

TO A YEAR 13 COURSE:

To select a Level 3 subject, students will have to have successfully completed an appropriate Level 2 course

PRINCIPAL DISCRETION (IN CONSULTATION WITH FACULTY LEADER)

in exceptional cases, the Principal may waive the stated entry criteria

Consultation for The Whole Day Course decision for 2010 has not yet been completed. Information will be provided in due course.

NATIONAL CERTIFICATE OF EDUCATIONAL ACHIEVEMENT - N.C.E.A.

N.C.E.A. is the New Zealand Qualifications Authority qualification for Secondary Schools.

N.C.E.A. Certificates are available at 3 levels. These certificates are generally gained in the following way:-

Level 1 (Usually gained in Year 11) is awarded when students gain 80 credits including at least 8 literacy credits and at least 8 numeracy credits. Subject offers a range of standards which are worth a number of credits. Most subjects offer about 20 credits which may be gained from internal and external assessments.

Level 2 (Usually gained in Year 12) is awarded when students gain 80 credits, 20 of which may be carried over from Level 1.

Level 3 (Usually gained in Year 13) is awarded when students gain 80 credits, 20 of which may be carried over from Level 2.

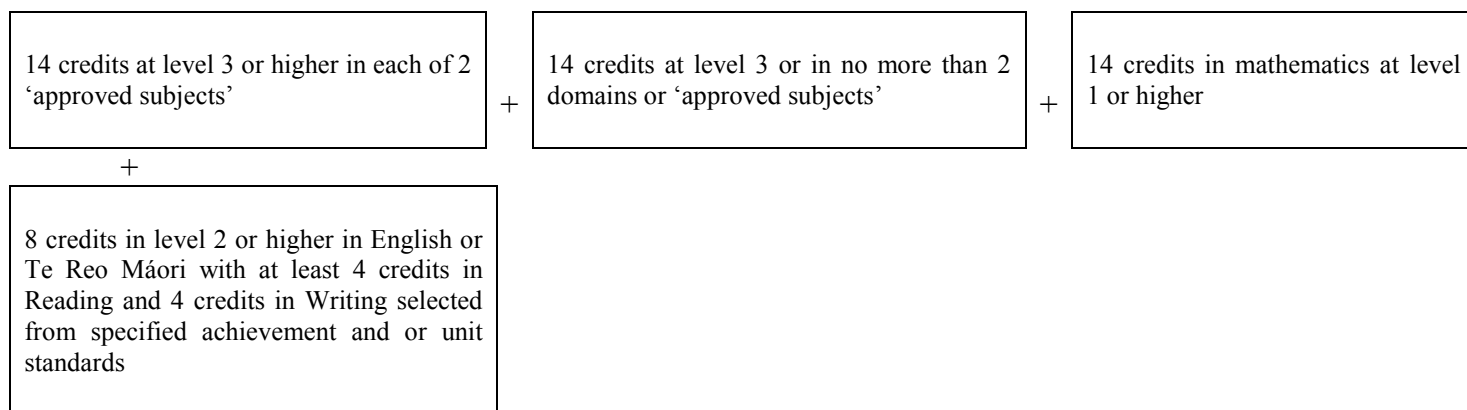
Students studying for NCEA are able to achieve these qualification with Merit or Excellence endorsements. Merit and Excellence endorsements have been established to encourage students to achieve high quality work and to recognize that achievement when it occurs. Endorsed qualifications provides an academic challenge for students.

Endorsement with Merit – For a certificate to be endorsed with Merit, 50 credits at Merit or Excellence is required at the same level or higher as the certificate being awarded.

Endorsement with Excellence – For a certificate to be endorsed with Excellence, 50 credits at excellence is required at the same level or higher as the certificate being awarded.

UNIVERSITY ENTRANCE REQUIREMENTS

For students to gain entry to university they must meet the following minimum criteria (some university courses may require further entry requirements)



Approved subjects for University Entrance requirements available at Opunake High School include:-

Agriculture Biology Chemistry Computing Drama Media Studies	English Geography Graphics History Maths with Calculus	Maths with Statistics Painting (Practical Art) Physical Education Physics Te Reo Māori Technology
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UNIVERSITY ENTRANCE

Information to Parents

As overflowing universities face shutting out thousands of would-be students, experts are urging parents to brush up on N.C.E.A. strategies to give their children every assistance to get into university. There are eight universities in New Zealand with about 175,000 students and 20,000 staff.

Auckland University researchers recently found many children were missing out on university entrance because of unwise N.C.E.A. choices. The researchers said parents needed to do their homework on N.C.E.A so they can guide their children. They have come up with a 10-step plan to help parents understand the complex qualifications system.

1. Find out about N.C.E.A. Learn about internally and externally assessed standards; achievement and unit standards; endorsements and credits.
2. Achievement standards are more likely to lead to university.
3. Start planning your child's academic future at Year 9. Leaving it until Year 11 may be too late, as many subjects have pre-requisites.
4. Find out about the university entry standards for your child's choice of career and then work backwards when choosing N.C.E.A. subjects.
5. If you child is unsure, keep their options for university open by choosing academic subjects such as English, maths and science.
6. Recognise that University Entrance does not guarantee entry into many degree-level tertiary programmes.
7. Encourage your child to do more than the minimum number of credits and do the best they can. This will improve their chances of getting into limited-entry programmes.
8. Review their career goals each year to ensure they are enrolled in the correct subjects.
9. Go to parent-teacher evenings and engage with the school. Discuss your child's aspirations and the subjects and courses they are taking.
10. Encourage high standards and celebrate your child's successes.

If in doubt or require assistance please ask your Dean or Mr Watt.

OPUNAKE HIGH SCHOOL - N.C.E.A. STUDENT GUIDELINES

Attendance

Students are required to attend all classes.

In the event of an unavoidable absence such as sickness or special circumstances a student must provide a note to their Tutor Teacher or Dean. If students are going to be away for a planned family event or representative sports fixture they must apply to the Principal for leave.

Regular attendance is a key factor in successful learning and achievement.

Classwork

Students are provided with clear course outlines which also give information on assessments. Students are expected to participate in all learning tasks and activities including homework and assignments. Deadlines are set for the completion of assignments. If students are unable to meet a deadline they are expected to provide a written explanation to their class teacher before the assignment is due. If an acceptable reason is not given for missing a deadline the student cannot achieve the standard at that attempt. Written explanations and applications are to be filed using the Missed Assessment Application Form available from class teachers or the office.

Authenticity

Teachers must be confident that student work submitted for assessment is their own work. Students will sign a statement of authenticity in which they will agree to identify resources which have been used in the work. If doubt arises about the authenticity of a student's work this will be referred to the Head of Faculty and then if necessary to the Chairperson of the Curriculum and Assessment Committee.

Reassessment

Students may, under particular circumstances defined by their teacher, have another chance at achieving a specific standard.

Appeals

Students may appeal results by lodging an appeal, this should be made (using the Appeal Application Form available from class teachers or the office) to their teacher in the first instance. If this fails to resolve the student's concern then the student must articulate their appeal in writing and give it to the Faculty Leader. This appeal must be lodged within one week of the results being returned to students. A further appeals process exists through the Chairperson of the Curriculum and Assessment Committee. The Chairperson of the Curriculum and Assessment Committee may consult with the Faculty Leader, Dean, Counsellor or family. The Chairperson of the Curriculum and Assessment Committee's decision will be final.

N.C.E.A. Tracking

Tracking achievement is an essential task which each student needs to undertake on a regular basis. Tracking achievement is simply a process of recording the results of internal achievement standards as they are completed. Tracking enables students to know exactly where they are in their progress toward their Level 1, 2 or 3 National Certificate of Educational Achievement. Tracking achievement encourages ownership and can be a powerful motivating factor.

Senior Deans use the following Tracking sheets for this purpose during Term III of each year. However students should also be completing their tracking sheet which is published in their student diary.

Special Assessment Conditions

Students who have identified needs may access special assessment conditions. See Mr Weir if you have any queries in this regard.

Financial Assistance

Fees for national qualifications will be advised through newsletters and invoice to parents and caregivers. Information will also be given about provisions for financial assistance.

Examinations

Students are to attend all tests and examinations associated with their programme of study. Failure to attend (without reasonable reason) will result in catch-up exams 3.15 – 5.15 pm during the week following exam week.

Moderation

To ensure that assessments are marked consistently in different classes and schools, students work and the teachers assessment of it is moderated. The moderation process includes:-

- checking that internal standard assessments are fair and valid. This process is completed with assistance from N.Z.Q.A.
- Where more than one class exists teachers work together to ensure that common marking standards are maintained.
- Samples of student work is sent to external moderators to check consistency of standards at the achieved merit and excellence levels.
- Faculties will keep student work for appeal purposes and as examples for inter year consistency of marking.
- Teachers will work through Taranet with teachers from the other schools to enhance consistency of standards.

OPUNAKE HIGH SCHOOL

ACADEMIC AWARDS PROCEDURE

Preamble - The procedure for awarding academic prizes is to be a fair, just and valid process. The following procedures will be implemented annually. It should be noted however that standards (Achievement and Unit) are not designed for comparing individuals or groups or for statistical norm-referencing. This is especially a difficulty for Schools with small numbers of students but teaching a full set of subjects.

Conditions

1. To be considered for an Academic Award a Student must be successfully completing a full years programme at the level of the Award. One or Two subjects may be studied at a higher level.

Procedures

1. Teachers rank students in their own class. This ranking is based on the full years assessment as published in the subject assessment statement at the beginning of the year. This will include Internal Standards results and External Standards practice results and Middle School Certificate credits for Year 9 and 10 students.
2. The numerical model to be used to produce this ranking is...
Achievement = 1 point Merit = 3 points Excellence = 4 points.
A sample results sheet will be provided.
3. The Ranked lists are analysed by the teacher comparing the positions of individual students within the class.
4. These rankings are checked in a peer review process by the Faculty Leader. Where more than one Senior class exists within a Year Level the Faculty Leader and teachers work together to rank students across the classes.
 - a) At years nine and ten students are ranked within the context of their class. Each class teacher is able to award two certificates for excellence, two for merit and two for diligence.
 - b) In senior classes awards are given in the following ways:-
 - i) In full year courses teachers may award 1 Top of Class, 2 High Achievement, 2 Diligence.
 - ii) In module courses teachers may award 1 Top of Class, 1 High Achievement, 1 Diligence.
5. All Year Level information is then collected and collated by the Dean. The Dean makes recommendations to the Senior Leadership Team and Faculty Leaders Group at an academic awards meeting. Decisions must be valid, they may be challenged, changes could occur at this point.
6. If a situation arises where the above process cannot separate students based on the academic achievement results then the following processes may be enacted.
 - a) The award is shared.
 - b) All Staff with > 3 years experience at Opunake High School will rank students based on recent and on historical academic success.
 - c) These recommendations will go the Principal.
7. Recommendations for awards from the peer review meeting are confirmed and then given to the Principal to make final decisions.
8. Summary documentation of the above process and minuted recommendations by the peer review meeting (Faculty Leaders, Deans and S.L.T.) will be filed by the Principal for 12 months.
9. Subject Awards
 - 1 Top of Class
 - 2 High Achievement
 - 2 DiligenceModule Awards
 - * 1 Top of Class
 - * 1 High Achievement
 - * 1 Diligence

Background Information for Careers

- These represent only a small selection of possible careers and the requirements listed here are only a guide and generally minimum ones. Often an extra year of school can help your chances of selection.
- Careers such as trades which have an apprenticeship or pre-trade requirement at present may not be listed.
- For further or more detailed information see Mr Watt or visit www.careers.govt.nz.

CAREER

BACKGROUND REQUIRED

Accountancy

Technician's Diploma

WITT – 48 NCEA Level 2 credits in 4 subjects

Agriculture & Horticulture

Degree

Certificate

Entry to university. Mathematics/Sciences needed. Geography useful

WITT – 48 NCEA Level 1 credits in 4 subjects

Architecture Studies

Degrees

Diploma in Architectural

Technology

Auckland – 80 NCEA Level 3 credits and a portfolio

WITT – 4 years secondary and/or 24 NCEA Level 2 credits in 2 subjects

Arts – Fine Arts

Degree

Auckland – University Entrance and portfolio presented at an interview.

Arts & Humanities

Degree (BA)

University Entrance

Automotive Trades

Certificate

WITT – 3 year secondary, and/or 24 NCEA Level 1 credits in 2 subjects.

Business

Diploma

Degree

Certificate (Admin & Computing)

WITT – 48 NCEA Level 2 credits in 4 subjects

Auckland – 80 NCEA Level 3 credits including 16 credits in each of 3 subjects

WITT – 48 NCEA Level 1 credits in 4 subjects

Carpentry Skills

Certificate

WITT – 80 NCEA Level 1 credits or 12 credits in both Level 1 English and Mathematics

Commerce

Degree

Auckland – 80 NCEA Level 3 credits including 16 credits in each of 3 subjects

Computers

Degree

Certificate

Diploma (ICT)

Certificate (Interactive

Computing)

Auckland – 80 NCEA Level 3 credits over 5 subjects

WITT – 48 NCEA Level 1 credits in 4 subjects

WITT – 48 NCEA Level 2 credits in 4 subjects

WITT – 48 NCEA Level 1 credits in 4 subjects

Cooking & Catering

Certificate in Culinary Arts

Diploma in Professional Cookery

Certificate in Espresso, Bar and

Restaurant

Swiss Diploma in Hotel

Management

WITT – 3 years secondary education and/or 48 NCEA Level 1 credits in 4 subjects

WITT – 4 years secondary education and/or 48 NCEA Level 2 credits in 4 subjects

WITT – 3 years secondary education and/or 48 NCEA Level 1 credits in 4 subjects

PIHMS – Entry to University

Dietetics – Food Technology

Degree

Entry to university. Level 3 Mathematics, Chemistry, Biology, Physics.

Education

Degree

Entry to university.

Electrical Skills

Certificate

WITT – 4 years secondary education and/or 24 NCEA Level 2 credits in 2 subjects

Engineering

Degree

Diploma (Mechanical)

Certificate (Mechanical)

Certificate (Design)

Auckland – 80 NCEA Level 3 credits, including 18 in Calculus and 18 in Physics

WITT – 4 years secondary education and/or 24 NCEA Level 2 credits in 2 subjects

WITT – 3 years secondary education and/or 24 NCEA Level 1 credits in 2 subjects

WITT – 3 years secondary education and/or 24 NCEA Level 1 credits in 2 subjects

Environmental Science

Degree

Entry to university. Good marks in Level 3 English, Mathematics, Biology and Chemistry. Physics, Economics and Geography are useful.

Hairdressing

Certificate

WITT – 4 years secondary education and/or 24 NCEA Level 2 credits in 2 subjects.

Health Sciences

Degree

Certificate (Intro to Health)

Auckland – 80 NCEA Level 3 credits, including 18 credits from each of 2 specified subject areas.

WITT – evidence of being able to succeed with tertiary study.

Information Management

Degree

Auckland – 80 NCEA Level 3 credits

Journalism

Degree

Diploma

Entrance to University. Good standard of English.

WITT – 4 years secondary, strength in English. Preferably completed Certificate in Media Studies

Law

Degree

Auckland – 80 NCEA Level 3 credits, including 16 credits in a specified subject area.

Management

Diploma (NZIM)

Certificate

WITT – 48 NCEA Level 2 credits in 4 subjects

WITT – 48 NCEA Level 1 credits in 4 subjects

Māori Studies

Diploma in Māori Language

Certificate in Kaumatua Skills

Certificate in Taranaki Oral

Language

Degree (BA)

WITT – open entry

WITT – open entry

WITT – open entry

Entry to University

Medicine

Degree

Auckland – Entry as a result of performance in 1st year of B Health Science.**Music**

Degree (BMus)

Entry to university. Year 12 and 13 Music preferred. Audition usually required.

Nursing Degree Degree	WITT – Entry of university Auckland – 80 NCEA Level 3 credits, including 16 in a language-based subject and 16 in either Biology; Chemistry or Physics.
Parks & Recreation Degree (BP & R Mgt)	Entry to university. Level 3 Biology, Chemistry and Physics. English and Geography useful.
Pharmacy Degree	Auckland – 80 NCEA Level 3 credits, including 18 credits in Chemistry and 1'8 credits in Biology.
Physical Education Degree	Entry to university – Level 3 Biology, or Chemistry, Physics and Mathematics recommended.
Physiotherapy Degree	Entry of university – Level 3 Physics or Chemistry.
Planning Degree	Auckland – 80 NCEA Level 3 credits
Police	Age 21 – 31. Must pass medical and fitness test. Tertiary qualifications helpful.
Property Degree	Auckland – 80 NCEA Level 3 credits, including 16 credits in each of 3 subjects.
Science Degree (BSc)	Entry to university. Preferred credits in Biology, Geography, Calculus, Statistics, Physics, Chemistry.
Social Sciences Degree (BA) Certificate	Entry to university. WITT – 4 years secondary.
Social Work Degree Diploma	Entry to university. WITT – Certificate in Human Services.
Sport Science Degree	Auckland – 80 NCEA Level 3 credits.
Teaching Early Childhood, Primary Secondary	Entry to university. University degree.
Technology Degree	Auckland – 80 NCEA Level 3 credits.
Tertiary Study (Introduction) Certificate	WITT – Open entry.

Tourism

Degree (BCom (Tourism))

Lincoln University – entry to university.

Veterinary

Degree (BVSc)

Entry to university. Level 3, Chemistry, Mathematics, Physics, Biology.

Visual Arts

Degree (BVA)

Fine Art/Graphic Design

Computer Graphics

WITT – Entry to university.

Certificate: Creative

Technologies/Photography/Design

Skills & Technology/Creative

Graphics

WITT – NCEA Level 2 in 4 subjects.

Welding

Certificate

WITT – open entry.