

COURSE PLANNING BOOKLET

2018

INTRODUCTION

The aim of Solway College, for the curriculum offered at senior level, is to:

- Provide the subjects that will enable each student to achieve their career goal.
- Develop an independent attitude to study that will enable each student to be successful.
- Develop a sense of responsibility to them-selves and to the community they live in.
- Extend their leisure and sport activities and work and study skills, through the Future Options, Horizons and sports programme.

CHOOSING CAREER OPTIONS at SOLWAY COLLEGE

Each student is encouraged to seek career information from the following sources:

- Careers Quest C D
- Career information display in the library
- Using the www.kiwicareers.govt.nz site, www.worksite.govt.nz site, www.careers.govt.nz or www.kiwiguards.govt.nz or www.itf.org.nz site
- Mrs R Chand, Careers teacher

Each student will be interviewed by Mrs Beech together with a careers teacher. The aim of this interview is to ensure that each student has the subject choices necessary to achieve any career goals and meet their curriculum needs. Parents are encouraged to attend these interviews which will commence later in term three.

Generally when choosing subjects students should keep in mind the following:

- Keep options as open as possible. This will ensure that if you change your mind about the career you want you will still have the subjects you need.
- Think about your strengths and the things that you enjoy. Following your subject strengths and likes will mean you will enjoy it more and get better grades.
- Look long term at where you want to go. For instance, if you want to go to university then you will need to keep in mind the criteria for university entrance. Many tertiary education providers now have popular courses with limited entry only. This means that they have too many students for the study places available. They will then select only the highly ranked students with the best qualifications and even though students may have the basic entry requirements this will not suffice.
- When considering a career path or a job when you leave school you need to know the specific qualifications that will be required. Some jobs or courses specify only the minimum number of credits in subjects, but you may need to be more selective in a competitive job market. Others require you to pass with a Merit or an Excellence. You may need to show that you have a reasonable number of credits in English, Maths and Science. Attaining 80 credits is sufficient to be awarded an NCEA Certificate Level 1 or 2 Certificate – for some jobs and careers this may not be enough. You will therefore need to know in Year 11 or before, which qualifications are required, and from there make good, informed subject choices.

Look at the trends in employment.

- Will there be a job available at the conclusion of the course you have chosen?
- In the future it is expected that adults will make six to fourteen major occupational changes in their life.
- The growing job markets at the present are in all aspects of information management, the medical and allied professions (nurses, psychologists, physiotherapists, doctors etc) biotechnology and science including food technologists. Other employment opportunities that continue to grow include the travel and tourism industry and the service industry in general. Mathematics, statistics and modelling is another growth area.
- In tomorrow's world it may be better to develop skills that can be applied across a broad area rather than job specific skills. A must see is the film "Shift happens" to be found at <http://www.youtube.com/watch?v=pMcfrLYDm2U>

In the current economic climate the job market and tertiary training places are extremely competitive. Minimum requirements for jobs, training applications, hostel places are now insufficient. Candidates need to have superior grades and need to be able to demonstrate a large range of skills.

The 10 skills most-valued by employers

The results of surveys outlined the 10 skills most valued by employers in New Zealand. Though the study concentrated on university graduates, most of these skills apply to all types of worker.

Top 10 skills that were:

1. Strong interpersonal skills and ability for conflict resolution
2. Strong verbal communication skills
3. Strong written communication skills
4. Adaptable, can-do attitude and a strong work ethic
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.

For further explanation of what these mean:

<http://www.cosmiccoachingcentre.com/wp-content/uploads/2012/10/Top10SoftSkillsEmployersWant.pdf>

An extract from:

Talk-ED: Education creates jobs

“If there is a challenge in terms of economic growth in New Zealand and Australia it is the challenge of so many young people who at the point of completing their basic schooling do not have the skills to continue with an education that would make them employable. Once upon a time there were opportunities for such youngsters – low skilled and unskilled employment offered a chance to them to get a foot in the door and on the ladder. But that has dried up. Once upon a time a benign employer would give a raw kid a chance and that often turned out well. But that has dried up.

The young person who has the skills of employability – team work, communication, leadership, time management, creative thinking, striving for excellence – and can back these up with good literacy, numeracy and digital skills will be likely to be able to successfully seek employment. More so, if they have completed an educational programme in disciplines relevant to the field in which they are looking and can clearly demonstrate a few personal skills of energy, commitment, enthusiasm and good verbal skills. It probably helps not to have bits of wire stuck through odd places and tats on the forehead. None of that seems too hard and those who successfully complete their schooling and a postsecondary qualification will generally measure up.”

Stuart Middleton
EdTalkNZ
29 August 2011

An extract from a report :

Labour market outcomes of skills and qualifications in NZ

“The major benefit comes from improved literacy in combination with gaining a qualification, which can result in greater opportunities to move into higher paid jobs.”

“.....it is clear that both skills and qualifications are important to being in employment.”

”A person with a level 4 to 7 certificate or diploma earns 21 percent more than a person with no qualifications, once literacy and other factors are controlled for. The further premium for a degree is 18 percent and the premium for a postgraduate qualification, compared with a degree, is 17 percent.”

Author(s): David Earle, Tertiary Sector Performance Analysis and Reporting, Ministry of Education.

YEAR 11 STUDENTS

At Solway College Year 11 students are fully timetabled for the whole week.

There are no free study periods allocated.

For Year 11 students the following courses are compulsory:

- English or literacy pathway
- Mathematics or numeracy pathway
- Science / NZCSE
- Three other subjects to be selected

These areas of study are made compulsory to ensure that the options taken at these level enable students to change their career choices and yet still have the necessary subjects.

YEAR 12 STUDENTS

At Solway College Year 12 students are fully timetabled for the whole week.

There are no free study periods allocated.

Six subjects are to be taken by each Year 12 student

- At Year 12, English or literacy remains compulsory. It is advisable that *at least* University Entrance literacy requirements are earned this year to ensure education pathways at tertiary level are available.
- Year 12 students who have yet to reach Level 1 NCEA numeracy and University Entrance numeracy will need to complete programmes to ensure that these requirements are met.
- A science subject is strongly recommended for all students.

Most employers will want someone with proven skills in English and maths. Communication skills rate high on this list. You will have a better chance of winning a job of your choosing if you pass these subjects with Merit or Excellence.

When applying for a position you will take your Record of Learning qualifications sheets with you so your prospective employer can see clearly your strengths and weaknesses in each subject.

Students should be reminded that when applying for halls of residence, hostels and for tertiary courses, it is the Year 12 achievement information that accompanies their applications. It is on this information that future tertiary institutions base hostel and course selections.

The choices you make now will have a huge impact on the job or career choice you may have when you leave school.

Plan carefully for the future. Use the templates enclosed to aid subject choice.

YEAR 13 STUDENTS

At Solway College Year 13 students are fully timetabled for the whole week with five subjects to be selected and four supervised study periods allocated.

OTHER SUBJECTS

Classes will be organised and timetabled to operate only if there are sufficient numbers.

Some subjects that are not entered in this booklet may still be available. Please enquire with Mrs Beech if there is an additional subject you wish to take and she will discuss this with you at your interview.

QUALIFICATIONS

Solway College tries to ensure that the qualifications / courses that a student wants are available for them. We try to do this within our programme. If this is not possible then we have a range of options available.

- Using STAR resources to provide courses such as Travel and Tourism, Retail Management and Early Childhood Education within the school.
- Correspondence School with assistance from our teachers.
- Tertiary institutions including polytechnics.
- Other schools. We do work in co-operation with other schools to offer some subjects.
- Multi-level study.
- SPEC (Alternative Courses)
- On-line learning using our computer suites (see e-learning programme).

Access to all of the above is at the school's discretion, but students must have an exemplary academic record and the preference is for students to be taught by teachers on site wherever possible. Please discuss this at your interview.

By using these different methods of delivery we are able to offer a range of qualifications. These can include:

- National Certificate in Retailing.
- National Certificate in Fitness and Coaching.
- National Certificate in Employment Skills.
- National Certificate in Travel and Tourism.
- Business Administration and Computing.
- N C E A L1, L2, and L3.
- Scholarship Examinations.
- Certificate in Learning Support (Level 1) and Certificate in Mainstream Studies (Level 2)

SUBJECT SELECTION

- 1) On line by going to this code

https://docs.google.com/forms/d/e/1FAIpQLScufCXWXU7FzYyHLr1Htq1ZVsm-18H9rdSf67r0boPV81kMog/viewform?usp=sf_link

or this link on Solway College's Facebook page, Twitter account or web page

- 2) Listing the options on the hardcopy paper form that can be requested from the office
- 3) By emailing the office@solwaycollege.school.nz

SUBJECT CHOICE TIPS

Making informed decisions about your subject selections:

After checking out the career implications always keep your options open and be sure that your course selections mean a balanced programme- not too specialised too soon.

Consider:

- Current Career ideas-all of them
- Subject requirements-have you checked?
- Have you weighed up the essential subjects and other useful subjects?
- What are your abilities? Can you do well in these subjects?
- Think about your interest levels-will you be motivated to do well?

Weigh up the differences between your interests, abilities and career ideas.

Your checklist

Ability & attitude -

For each subject are you able and will you be interested in.....?

Balance-

Will you have a range of options open for future career ideas?

Choice-

Have you made the decisions or have others swayed you?

In summary a student should:

- Choose wisely and broadly from the many courses offered
- Have a sense of direction for their academic studies
- Seek counselling from relevant staff as and when required
- Have a meaningful and personalised academic pathway for themselves
- Seek to develop analytical thinking skills and become independent learners

PARENTS CAN HELP

As a parent you may wonder what you can do help your teenager make sound career decisions. Faced with a wide range of training options, it is easy to feel uncertain.

HERE ARE SOME IDEAS TO HELP YOU GIVE USEFUL ADVICE AND GUIDANCE

- Ask your teenager questions that will help them look at themselves. Focus on their interests, things they are good at, and their personal values about work.
- If your teenager doesn't know what career they want, ask them to define broad areas of interest, such as helping people or scientific work. Then encourage them to investigate lots of options within each field. Pursuing work or study in an area of interest is vital for sustaining satisfaction and getting through the tough times.
- Discuss what your teenager needs or wants most from their career. Attitudes to the need for money, security or self-development vary from person to person.
- Try not to impose your ideas, but help using questions that will clarify the issues, e.g.: "This job doesn't have much physical activity in it and you've said that's important to you. How much will that matter?"
- Point your teenager towards sources of information about careers and let them follow it up. Encourage them to see their careers advisor, use Kiwi-Careers and Pathfinder at school or visit the Careers Centre.
- Ask about the career education programme at school and urge your teenager to take part in trial career days, work explorations or work experience or any tertiary visits that are available. These give an opportunity to find out what a job or training course is really like.
- Encourage your teenager in any activity that develops skills. Many of the important transferable skills that employers look for are developed at school through the general curriculum. Skills are also gathered from part-time or holiday jobs and from leisure or sporting activities. In the workforce, what a person can do is often more important than the knowledge they hold.
- Discuss subject choice with your teenager each year. Which subjects will best suit their plans for the future?
- Do you agree with their reasoning?
- If you have concerns, sit down with the teacher, careers advisor or other staff. Find out what they think.
- Does the school know something you don't? Do you know something the school doesn't?

Help get your child into tertiary education

Many university courses are currently open-entry, meaning that if a student's NCEA grades are above the national entrance benchmark they will be accepted. However, economic conditions of the past 18 months have seen a huge increase in people returning to study. Many courses such as medicine, veterinary science, second year law have long had restricted entry whereby university entrance alone is insufficient and only applicants with the very best grades are accepted. With the pressure of numbers returning to further education, many institutions now are following suit and restricting the entry into many of their other courses, and school leavers with University Entrance have to compete for places. This is an *example* of how most universities are processing enrolments in the event of applicant numbers being in excess of course places:

The following shows how local universities manage enrolments to heavily subscribed courses. Students are **ranked** according to their achievement in Level 3 or higher.

“To be automatically accepted at these university students will need to:

- Achieve University Entrance
- Achieve the **Guaranteed Entry Score (GES)** for their degree (120 points minimum see below)
- Fulfill any degree-specific requirements
- Apply by the due date

The **rank score** for NCEA is calculated as follows:

- Based on 80 best credits, in all approved subjects at Level 3 or higher
- If fewer than 80 credits, the rank score is based on what you have
- A maximum 24 credits in each subject may be counted
- Achievement or unit standards may be counted

Rank scores and GES for NCEA are worked out by giving points values to credits achieved as follows:

For every Excellence credit-4 points

For every Merit credit -3 points

For every Achieved credit -2 points

So a student with the following results:

Approved subject	Excellence credits	Merit credits	Achieved credits	Total	
English	8	6	6	20	
History		6	10	16	
Statistics	4	4	16	24	
Geography		10	10	20	
Samoan			24	24	
Subtotals	12	26	66	104*	
All credits	(12x4)	(26x3)	(66x2)		Guaranteed Entry Score = 258
Best 80 credits	12	26	42	80	RANK SCORE
Calculate score	(x4) 48	(x3) 78	(x2) 84		210**

*Not all achieved credits will count as only 80 best credits will be used to calculate rank score

**Taking achievement standards in University Entrance approved subjects will help build a higher rank score

**A higher rank score will mean that students are better prepared for university study and will be preferred applicants. Students who do not achieve the rank score will be waitlisted and admitted where places are available.”

The Year 12 results and reports will be requested to indicate what level the student is likely to attain and how they manage themselves. It is crucial that Year 12 results and reports are of top quality to enhance applications.

Parent's action plan

1. Find out about NCEA. Learn about internally and externally assessed standards, achievement and unit standards, endorsements and credits. Booklets have been issued to students Year 10-Year 12. They are called "Understanding NCEA" and "Making Use of NCEA; a Guide for Senior Students". They are also available to download as a pdf from: <http://www.nzqa.govt.nz/publications/index.html>
2. Achievement standards are more likely to lead to university. Understand there are often versions of the same subjects made up of unit standards, achievement standards or both.
3. Start planning with your student their academic future at Year 9 and continue to be involved.
4. Find out about the university entry standards for your child's choice of career and then work backwards when choosing NCEA subjects.
5. If your child is unsure, keep their options for university open by choosing academic subjects such as English, maths and science.
6. Recognise that University Entrance is the very minimum qualification to allow students to apply for university courses and it alone does not guarantee entry into many degree-level tertiary programmes.
7. Encourage your child 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 frequently to ensure they are enrolled in the correct subjects.
9. Go to parent teacher interviews and engage with the school positively. Discuss your child's aspirations and subjects and courses they are taking when making option decisions. Be prepared to make a stand if your daughter is involved in too many extra-curricular activities and is over-extended. Help her prioritise.
10. Encourage high standards and **celebrate your child's successes.**

Top tips to get you through your NCEA years from “Old Girls”

Stay focused on your study. There are many distractions throughout the year, but it’s worth toughing it out. You do need to relax, play sport and may even get a part-time job to earn some money, but remember first and foremost you are a student and your study takes priority. A real case of “keep your eyes on the prize.”

Get organised. Have the right books and equipment for classes. Make a daily list (on paper or on a smartphone) of everything you need for classes, labs or meetings. Include reminders for money, permission slips etc. Check the list every morning before leaving your room so that you know what you have to do.

Use time in class to maximum effect. Too many activities over the weekend or going out on school nights means you are fatigued the next day and class time is wasted as you will find it hard to concentrate and you are too tired to study efficiently. Also be prompt to school and class to maximise your learning opportunities.

Always, always, always regularly save assignment work not only to a memory stick or your own computer (as these can often fail) but also to a cloud based option e.g. Google Docs, [Dropbox](#) or even e-mail it to yourself or teachers. As of 2015 loss of assignment data because of technological failure is not going to be accepted as valid excuse for late submission of work or non-submission of work.

Organise your work. Divide your notebooks into sections for each subject. Hole punch and insert handouts or assignments in the appropriate notebook sections. Be sure to use dividers, and consider using different coloured tabs for each subject. Re-type your class notes and save them (with dates and course titles) on your computer. You can email them to yourself for easy access or use file-sharing software like [Dropbox](#). Make colour coded A4 posters for each topic! Key headings followed by the information. Then highlight key words to remember - works fantastically when you get into the exam as you jot down your heading followed by key words to kick start the memory!

Make use of the academic mentoring programmes available from your teachers and your fellow students. Utilize the 'smart kids' in your year group! They always help others to study and they also use helping as a form of study too!

Practice questions and study, do extra papers (many find that having University Entrance before they sat exams took the stress off doing externals).

Keep monitoring your progress. Make sure your marks are correct as per your NZQA account. If there are errors in marks or standards you have been entered for let the office know ASAP.

Learn from your mistakes. If you get a not achieved grade or a lower grade than you expected use the opportunity to and find out what went wrong and what you have to do to prevent it happening again. Don’t let this opportunity slip by.

Look after yourselves! Try to minimise days off sick by eating well, resting and being careful to avoid coughs and colds where possible. If you board, be at school Sunday night ready to start first thing on Monday. Don’t get into the habit of arriving late on Monday, thereby missing lessons.

Electronic devices are great tools if used appropriately. When in class concentrate on what is being learned. You might think that you can “multi-task” and check Facebook, Twitter and messages at the same time but this has been proven not to be the case! There is plenty of time to be social in your own time, class time should be precious! Devices away unless teachers says!

LEVEL ONE	YEAR 11
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Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External	Literacy	Numeracy
90849	Show understanding of specified aspect(s) of studied written text(s), with supporting evidence	4	External	Y	
90850	Show understanding of specified aspect(s) of studied visual or oral text(s), with supporting evidence	4	External	Y	
90851	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	4	External	Y	
90052	Produce creative writing	3	Internal	Y	
90053	Produce formal writing	3	Internal	Y	
90852	Explain significant connection(s) across texts, with evidence	4	Internal	Y	
90853	Use information literacy skills to form conclusion(s)	4	Internal	Y	
90854	Form personal responses to independently read texts, supported by evidence	4	Internal	Y	
90855	Create a visual text	3	Internal	Y	
90856	Show understanding of visual and / or oral text(s) through close viewing and / or listening, using supporting evidence	3	Internal	Y	
90857	Construct and deliver an oral text	3	Internal	Y	

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Costs

- Study Guide approximately \$15-\$20

Where it leads

- NCEA Level Two

LEVEL TWO	YEAR 12
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Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External
AS91098	Analyse specified aspect(s) of studied text(s), supported by evidence (novel)	4	External
AS91099	Analyse specified aspect(s) of studied text(s), supported by evidence (film)	4	External
AS91100	Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4	External
AS91101	Produce a selection of crafted and controlled writing (writing portfolios)	6	Internal
AS91102	Construct and deliver a crafted and controlled oral text (speech)	3	Internal
AS91103	Create a crafted and controlled visual and verbal text (alternative to speech)	3	Internal
AS91104	Analyse significant comments across texts, supported by evidence (research)	4	Internal
AS91105	Use unfamiliar literacy skills to form developed conclusions (research)	4	Internal
AS91106	Form developed personal response to independently read texts support by evidence (wide reading)	4	Internal
AS91107	Analyse aspects of visual / or oral text through close viewing and / listening supported by evidence (close reading of films / speeches)	3	Internal

The level two course will consist of a selection of these standards at teacher’s discretion and in discussion with the student so that a minimum of 21 credits will be available.

Qualification Sought

- NCEA Level Two

Costs

- Study Guide approximately \$15 - \$20

Where it leads

- NCEA Level Three

LEVEL THREE

YEAR 13

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved subject standards
91472	Respond critically to specified aspect(s) of studied written text(s), supported by evidence	4	External	✓
91473	Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	4	External	✓
91474	Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	4	External	✓
91475	Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	6	Internal	✓
91476	Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	3	Internal	✓
91477	Create a fluent and coherent visual text which develops, sustains, and structures ideas using verbal and visual language	3	Internal	✓
91478	Respond critically to significant connections across texts, supported by evidence	4	Internal	✓
91479	Develop an informed understanding of literature and/or language using critical texts	4	Internal	✓
91480	Respond critically to significant aspects of visual and/or oral text(s) through close reading supported by evidence	3	Internal	✓

Level 3 course will consist of a selection of three courses at the teacher's discretion so that at least 21 credits will be available.

Qualification Sought

- NCEA Level Three
- Scholarship

Entry requirements

- It is advisable to have 12 credits NCEA Level Two and particularly Achievement Standard 2.3 AS91100

Costs

- Study Guide approximately \$15

Where it leads

- English is required for a wide range of careers
- This is an approved subject for university entrance

MATHEMATICS

Mr L Kube
HEAD of DEPARTMENT

LEVEL ONE 101			YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91026	Apply numeric reasoning in solving problems	4	Internal		Y
91027	Apply algebraic methods in solving problems	4	External		Y
91028	Investigate relationships between tables, equations and graphs	4	External		Y
91031	Apply geometric reasoning in solving problems	4	External		Y
91034	Apply transformation geometry in solving problems	2	Internal		Y
91035	Investigate a given multivariate data set using the statistical enquiry cycle	4	Internal	Y	Y
91036	Use the statistical enquiry cycle to investigate bivariate measurement data	3	Internal	Y	Y

NOTE: AS91034 AND AS91036 were completed as part of the 2016 Year 10 programme

This Achievement Standard course is designed for students who have a good understanding of Mathematics in previous years and are likely to continue with their Mathematics studies beyond Year 11.

Qualification Sought

- NCEA Level One
- Numeracy for NCEA and numeracy for University Entrance

Entry requirement

- High level of performance in Mathematics at Year 10
- Advice of HOD Mathematics and Assistant Principal

Costs

- Graphical calculator \$100 approximately. If buying new we recommend **Casio fx-9750GII**
- Student workbook for externals \$20 and optional D&D external revision books \$15

Where it leads

- Level 2 201

MATHEMATICS

Mr L Kube
HEAD of DEPARTMENT

LEVEL ONE 102			YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91026	Apply numeric reasoning in solving problems	4	Internal		Y
91034	Apply transformation geometry in solving problems	2	Internal		Y
91035	Investigate a given multivariate data set using the statistical enquiry cycle	4	Internal	Y	Y
91036	Use the statistical enquiry cycle to investigate bivariate measurement data	3	Internal	Y	Y
	Financial Literacy Standards	6	Internal		
US26623	Use number to solve problems	4	Internal		Y
US26627	Use measurement to solve problems	3	Internal		Y

NOTE: AS91034 AND AS91036 were completed as part of the 2016 Year 10 programme

This course is designed for students who found the Year 10 course quite difficult. This course includes internally assessed Achievement Standards and the 2 Numeracy Unit Standards. Students who complete the 102 course typically do not continue with mathematics beyond Year 11. If students wish to continue with mathematics at NCEA Level 2 in a modified programme, they will need to complete at least one external assessment from the 101 mathematics course.

Qualification Sought

- NCEA Level One
- Numeracy requirement for University Entrance

Entry requirements

- Mathematics at Year 10
- Advice of HOD Mathematics and Assistant Principal

Costs

- Scientific Calculator \$30 approximately. If buying new, we recommend the **Casio fx-82AU PLUS II**

LEVEL 201	YEAR 12
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91256	Apply coordinate geometry methods in solving problems	2	Internal		Y
91259	Apply trigonometric relationships in solving problems	3	Internal		Y
91260	Apply networks in solving problems	2	Internal		Y
91261	Apply algebraic methods in solving problems	4	External		Y
91262	Apply calculus methods in solving problems	5	External		Y
91264	Use statistical methods to make an inference	4	Internal		Y
91266	Evaluate a statistically based report	2	Internal	Y	Y
91267	Apply probability methods in solving problems	4	External		Y

This achievement Standard course is designed for students who have good understanding of Mathematics from previous years, and were successful in the NCEA Level 1 course, in particular, the external achievement standards. Students who complete this course are likely to continue with their Mathematics studies beyond Year 12.

Qualification Sought

- NCEA Level Two

Entry requirements

- Satisfactory performance in Level One external Achievement Standards
- Advice of HOD Mathematics and Assistant Principal

Costs

- Graphical calculator \$100 approximately. If buying new, we recommend **Casio fx-9750 GII**
- Student workbook at \$6.50 per standard and D&D external revision guides at \$5 per standard

Where it leads

- Year 13 Mathematics course

LEVEL 202**YEAR 12**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91259	Apply trigonometric relationships in solving problems	3	Internal		Y
91260	Apply networks in solving problems	2	Internal		Y
91264	Use statistical methods to make an inference	4	Internal		Y
91266	Evaluate a statistically based report	2	Internal	Y	Y
91267	Apply probability methods in solving problems	4	External		Y

This course is designed for students who found the NCEA Level 1 course difficult and did not achieve in all of the external Achievement Standards at Level 1.

Students who take this course may continue with a modified NCEA Level 3 statistics based course.

Qualification Sought

- NCEA Level Two

Entry requirements

- Satisfactory performance in Level One Achievement Standards
- Advice of HOD Mathematics and Assistant Principal

Costs

- Graphical calculator \$100 approximately. If buying new, we recommend **Casio fx-9750 GII**
- Student workbook at \$6.50 per standard and D&D external revision guides at \$5 per standard

Where it leads

- Year 13 modified statistics-based course

LEVEL 301	YEAR 13
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy	UE approved standard
915740	Apply linear programming methods in solving problems	3	Internal		✓	✓
91576	Use critical path analysis in solving problems	2	Internal		✓	✓
91578	Apply differentiation methods in solving problems	6	External		✓	✓
91579	Apply integration methods in solving problems	6	External		✓	✓
91580	Investigate time series data	4	Internal		✓	✓
91581	Investigate bivariate measurement data	4	Internal		✓	✓
91582	Use statistical methods to make an informal inference	4	Internal		✓	✓
91584	Evaluate statistically based reports	4	External		✓	✓
91585	Apply probability concepts in solving problems	4	External		✓	✓
91586	Apply probability distributions in solving problems	4	External		✓	✓
91587	Apply systems of simultaneous equations in solving problems	3	Internal		✓	✓

This Achievement Standard course is designed for students who have a good understanding of Mathematics from previous years, and were successful NCEA Level 2 course, in particular, the external achievement standards.

The level three course will consist of a selection of these standards, based on the academic requirements of the individual student, so that 14-24 credits will be available.

Qualification Sought

- NCEA Level Three
- Scholarship

Entry requirements

- Satisfactory performance in Level Two Achievement Standards
- Advice of HOD Mathematics and Assistant Principal

Costs

- Graphical calculator \$100 approximately. If buying new, we recommend **Casio fx-9750 GII**
- Student workbook at \$6.50 per standard and D&D external revision guides at \$5 per standard

Where it leads

- Tertiary qualifications requiring either Calculus or Statistics or Mathematics

LEVEL 1 – SCIENCE

YEAR 11

Achievement Standard	Description of Achievement	Credits	Internal or External	Literacy	Numeracy
90925	Carry out a practical investigation in a biology context	4	Internal		Y
*90940	Demonstrate understanding of aspects of mechanics	4	External		Y
90948	Demonstrate understanding of biological ideas relating to genetic variation	4	External		
*90944	Demonstrate understanding of aspects of acids and bases	4	External		
90947	Investigate selected chemical reactions	4	Internal		Y
90946	Investigate the implications of the properties of metals to their use in society	4	Internal		

The level one course will consist of a selection of these standards.

Qualification Sought

- NCEA Level One
- 90944 recommended for Level 2 Chemistry
- 90940 recommended for Level 2 Physics

Costs

- Students workbook \$20 approximately

Where it leads

- NCEA Level Two
- Science qualifications are required for a wide range of careers

LEVEL 1 – APPLIED SCIENCE**YEAR 11**

Achievement Standard	Description of Achievement Standard	Credits	Internal or External	Literacy	Numeracy
90930	Carry out a practical investigation with direction	4	Internal		Y
90943	Investigation implications of heat for everyday life	4	Internal	Y	
90946	Investigate the implications of the properties of metals to their use in society	4	Internal	Y	
90049	Investigate life processes and environmental factors that affect them	4	Internal	Y	
90954	Demonstrate understanding of the effect on planet Earth of astronomical cycles	4	Internal	Y	
90955	Investigate an astronomical or Earth science event	4	Internal	Y	

The level one course will consist of a selection of these standards so that 20 - 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Costs

- Students workbook \$20 approximately

Where it leads

- NCEA Level Two

LEVEL 2 – BIOLOGY

YEAR 12

Achievement Standard & Unit Standard	Description of Achievement & Unit Standard	Credits	Internal or External
91153	Carry out a practical investigation in a biology context, with supervision	4	Internal
91154	Analyse the biological validity of information presented to the public	3	Internal
91155	Demonstrate understanding of adaptation of plants or animals to their way of life.	3	Internal
91156	Demonstrate understanding of life processes at the cellular level.	4	External
91157	Demonstrate understanding of genetic variation and change	4	External
91158	Investigate a pattern in an ecological community	4	Internal
91159	Demonstrate understanding of gene expression	4	External
91160	Investigate biological material at the microscopic level	3	Internal

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification sought

- NCEA Level Two

Entry requirements

- It is advisable to have 11 credits at Level One Science, including “Describe Aspects of Biology”

Costs

- Students workbook \$20 approximately

Where it leads

- NCEA Level Three Biology

LEVEL 3 – BIOLOGY

YEAR 13

Achievement Standard	Description of Achievement Standard	Credits	Internal or External	UE approved standard
91601	Carry out a practical investigation in a biological context, with guidance	4	Internal	✓
91602	Integrate biological knowledge to develop an informed response to a socio-scientific issue	3	Internal	✓
91603	Demonstrate understanding of the responses of plants and animals to their external environment	5	External	✓
91604	Demonstrate understanding of how an animal maintains a stable internal environment	3	Internal	✓
91605	Demonstrate understanding of evolutionary processes leading to speciation	4	External	✓
91606	Demonstrate understanding of trends in human evolution	4	External	✓
91607	Demonstrate understanding of human manipulations of genetic transfer and its biological implications	3	Internal	✓

The level 3 course will consist of a selection of these standards so that 18-24 credits will be available to students.

Qualification sought

- NCEA Level Three
- Scholarship

Entry requirements

- It is advisable to have 12 credits at Level 2 Biology, including at least 3 credits from an external assessment.

Costs

- Students workbook \$20 approximately

Where it leads

- University Course such as Health Sciences, Nursing etc.
- This is an approved subject for university entrance.

LEVEL 2 – CHEMISTRY**YEAR 12**

Achievement Standard	Description of Achievement Standard	Credits	Internal or External
AS91161	Carry out qualitative analysis	4	Internal
AS91162	Carry out procedures to identify ions present in solution	3	Internal
AS91164	Demonstrate understanding of the bonding, structure, properties and energy changes	5	External
AS91165	Demonstrate understanding of the properties of selected organic compounds	4	External
AS91166	Demonstrate understanding of chemical reactivity	4	External
AS91167	Demonstrate understanding of oxidation-reduction	3	Internal

The level two course will consist of a selection of these standards.

Qualification sought

- NCEA Level Two

Entry requirements

- It is advisable to have 11 credits in Level One NCEA Science

Costs

- Year 12 learning workbook (includes practicals) \$20 approximately

Where it leads

- NCEA Level Three Chemistry
- Chemistry is required for a wide variety of careers, and supports knowledge and skills in others
- Careers it is required for includes physiotherapy and medicine, and any form of biology and technology degrees / careers.

LEVEL 3 – CHEMISTRY**YEAR 13**

Achievement Standard	Description of Achievement Standard	Credits	Internal or External	UE approved standard
A91387	Carry out an investigation in chemistry involving quantitative analysis	4	Internal	✓
91388	Demonstrate understanding of spectroscopic data in chemistry	3	Internal	✓
91390	Demonstrate understanding of thermochemical principles and the properties of particles and substances	5	External	✓
91391	Demonstrate understanding of the properties of organic compounds	5	External	✓
91392	Demonstrate understanding of equilibrium principles in aqueous systems	5	External	✓
91393	Demonstrate understanding of oxidation-reduction processes	3	Internal	✓

The level 3 course will consist of a selection of these standards so that 18-24 credits will be available to students.

Qualification sought

- NCEA Level Three
- Scholarship

Entry requirements

- Minimum 12 credits at Level Two Chemistry is advisable

Costs

- Students workbook \$20 approximately

Where it leads

- Chemistry is required for a wide variety of careers, and supports knowledge and skills in others
- Careers it is required for includes physiotherapy and medicine, and any form of biology and technology degrees / careers
- This is an approved subject for university entrance

LEVEL 2 – PHYSICS

YEAR 12

Achievement Standard	Description of Achievement Standard	Credits	Internal or External
91168	Carry out a practical physics investigation that leads to a non-linear mathematical relationship.	4	Internal
91169	Demonstrate understanding of physics relevant to a selected context.	3	Internal
91170	Demonstrate understanding of waves.	4	External
91171	Demonstrate understanding of mechanics.	6	External
91172	Demonstrate understanding of atomic and nuclear physics.	3	Internal
91173	Demonstrate understanding of electricity and electromagnetism.	6	External

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification sought

- NCEA Level Two

Entry requirements

- Achievement Standards in Level One Physics are recommended

Costs

- Students workbook \$20 approximately

Where it leads

- NCEA Level Three Physics
- Physics is required for a diverse range of careers from medicine, technology, engineering and computing

LEVEL THREE - PHYSICS**YEAR 13**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91521	Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship.	4	Internal	✓
91522	Demonstrate understanding of the application of physics to a selected context	3	Internal	✓
91523	Demonstrate understanding of wave systems.	4	External	✓
91524	Demonstrate understanding of mechanical systems.	6	External	✓
91525	Demonstrate understanding of Modern Physics.	3	Internal	✓
91526	Demonstrate understanding of electrical systems	6	External	✓
91527	Use physics knowledge to develop an informed response to a socio-scientific issue	3	Internal	✓

The level 3 course will consist of a selection of these standards so that 20-29 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship
- UE approved subject

Entry requirements

- Minimum 12 credits at Level 2 Physics is recommended

Costs

- Students workbooks \$20 approximately

Where it leads

- Physics is required for a diverse range of careers from medicine, technology, engineering and computing

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

LEVEL ONE – GEOGRAPHY			YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91007	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)	4	External	Y	
91008	Demonstrate geographic understanding of population concepts	4	External	Y	
91009	Demonstrate geographic understanding of the sustainable use of an environment	3	Internal	Y	
91010	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	4	External		Y
91011	Conduct geographic research, with direction	4	Internal	Y	Y
91012	Describe aspects of a contemporary New Zealand geographic issue	3	Internal	Y	
91013	Describe aspects of a geographic topic at a global scale	3	Internal	Y	
91014	Apply spatial analysis, with direction, to solve a geographic problem	3	Internal		

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought: NCEA Level One

Costs

- Workbook \$35.00
- Minimum travel costs for field studies
- Specialist stationery (Coloured Pencils)

Where it leads

- NCEA Level Two
- Geography is required for a wide range of careers

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

LEVEL TWO – GEOGRAPHY YEAR 12

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91240	Demonstrate geographic understanding of a large natural environment	4	External
91241	Demonstrate geographic understanding of an urban pattern.	3	Internal
91242	Demonstrate geographic understanding of differences in development	4	External
91243	Apply geography concepts and skills to demonstrate understanding of a given environment	4	External
91244	Conduct geographic research with guidance.	5	Internal
91245	Explain aspects of a contemporary New Zealand geographic issue.	3	Internal
91246	Explain aspects of a geographic topic at a global scale.	3	Internal
91247	Apply spatial analysis, with guidance, to solve a geographic problem.	3	Internal

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Two

Entry requirements

- It is advantageous to have studied NCEA Level One Geography

Costs

- Workbook \$35.00
- As for Year 11 (Coloured pencils)
- Minimum costs for field studies

Where it leads

- NCEA Level Three
- As for Year 11

LEVEL THREE – GEOGRAPHY		YEAR 13		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91426	Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	4	External	✓
91427	Demonstrate understanding of how a cultural process shapes geographic environments	4	External	✓
91428	Analyse a significant contemporary event from a geographic perspective	3	Internal	✓
91429	Demonstrate understanding of a given environment(s) through the selection and application of geographic concepts and skills	4	External	✓
91430	Conduct geographic research with consultation	5	Internal	✓
91431	Analyse aspects of a contemporary geographic issue	3	Internal	✓
91432	Analyse aspects of a geographic topic at a global scale	3	Internal	✓
91433	Apply spatial analysis, with consultation, to solve a geographic problem	3	Internal	✓

The level three course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Entry requirements

- Students with experience of the subject at Year 11 and Year 12 will have some advantage in this subject although it is not essential that geography has been taken before

Costs

- As for Year 11
- Workbook \$35.00
- Coloured pencils

Where it leads

- Geography is required for a wide range of careers such as marketing, tourism, teaching, government departments, local bodies, agriculture and forestry
- At University level further courses are available in Geography, Resource and Environmental Management, Geology, Town and Regional Planning
- This is an approved subject for university entrance

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

The history courses offered at Solway College are designed to be interesting for the students while helping them to understand events today by studying the past. Students learn to appreciate history for the enrichment and knowledge of the past which it gives them. There is now some opportunity for students to explore approved topics of their choice / interest.

History is useful for students who wish to develop their skills in critical thinking and in constructing an argument.

Students wishing to enter a variety of professions, including teaching, journalism and the law, will find the skills taught in history to be a very good grounding.

Skills students learn include essay writing, analysis of historical developments, identifying perspectives and source interpretation.

This course has open entry.

LEVEL ONE – HISTORY

YEAR 11

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91001	Carry out an investigation of an historical event, or place, of significance to New Zealanders	4	Internal	Y	
91002	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	4	Internal	Y	
91003	Interpret sources of an historical event of significance to New Zealanders	4	External	Y	
91004	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4	Internal	Y	
91005	Describe the causes and consequences of an historical event	4	External	Y	
91006	Describe how a significant historical event affected New Zealand society	4	External	Y	

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Costs

- To be advised

Where it leads

- A range of occupations where the ability to understand, evaluate, analyse and present information clearly is needed.

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

Skills taught include essay writing, source evaluation and identifying perspectives.

There is now an increased research component included in the internally assessed standards. The course has open entry.

LEVEL TWO – HISTORY		YEAR 12	
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91229	Carry out a planned inquiry of an historical event, or place, that is of significance to New Zealanders.	4	Internal
91230	Examine an historical event, or place, that is of significance to New Zealanders.	5	Internal
91231	Examine sources of an historical event that is of significance to New Zealanders.	4	External
91232	Interpret different perspectives of people in an historical event that is of significance to New Zealanders.	5	Internal
91233	Examine causes and consequences of a significant historical event.	5	External
91234	Examine how a significant historical event affected New Zealand society.	5	External

The level two course will consist of a selection of these standards so that 18 – 28 credits will be available to students. There are now some opportunities for students to explore approved topics of their choice / interest.

Qualification Sought

- NCEA Level Two

Costs

- As for Year 11

Where it leads

- NCEA Level Three
- As for Year 11

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

A whole year study of a topic which in the past has been - A study of England, 1558 to 1667, level three, has undergone curriculum re-alignment with new standards to be registered. This course covers the reigns of Elizabeth 1st, James 1st and Charles 1st. We can study The Civil War, the Interregnum, and the Restoration. We can study aspects of life in the Early Modern Age including Popular Religion. We also study a New Zealand topic which gives students an opportunity to pursue their own interest in an approved internal and external topic.

Research, essay writing and source evaluation are the skills taught.

The course has open entry though it is recommended that students have some background in history and have competent essay writing skills.

LEVEL THREE – HISTORY				YEAR 13
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91434	Research an historical event or place of significance to New Zealanders	5	Internal	✓
91435	Analyse an historical event, or place, of significance to New Zealanders	5	Internal	✓
91436	Evidence relating to an historical event of significance to New Zealanders	4	External	✓
91438	Analyse the causes and consequences of a significant historical event	6	External	✓
91439	Analyse significant historical trend and the forces that influence it	6	External	✓

The level 3 course consists of a selection of these standards so that 18-24 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Entry requirements

- Satisfactory achievement at Level Two History is highly recommended

Costs

- As for Year 11

Where it leads

- As for Year 11
- This is an 'approved subject' for University Entrance.
- A range of occupations where the ability to understand, evaluate and present information clearly is needed.

ACCOUNTING

Mrs P Beech
HEAD of DEPARTMENT

LEVEL ONE		YEAR 11			
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
90976	Demonstrate understanding of accounting concepts for small entities	3	External	Y	
90977	Process financial transactions for a small entity	5	External	Y	
90978	Prepare financial statements for sole proprietors	5	External	Y	
90979	Prepare financial information for a community organisation's annual general meeting	4	Internal	Y	
90980	Interpret accounting information for sole proprietors	4	External	Y	
90981	Make a financial decision for an individual or group	3	Internal	Y	
90982	Demonstrate understanding of cash management for a small entity	4	Internal	Y	

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One.

Entry requirements

- Good English and mathematics are advantageous. As indicated above accounting requires students to become good communicators and literacy skills are important.

Costs

- Workbook - \$20.00
- Revision guide - \$20.00

Where it leads

- NCEA Level Two and Three.

ACCOUNTING

Mrs P Beech
HEAD of DEPARTMENT

LEVEL TWO		YEAR 12	
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91174	Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	4	External
91175	Demonstrate understanding of accounting processing using accounting software.	4	Internal
91176	Prepare financial information for an entity that operates accounting subsystems.	5	External
91177	Interpret accounting information for entities that operate accounting subsystems.	4	External
91179	Demonstrate understanding of an accounts receivable subsystem for an entity.	3	Internal
91386	Demonstrate understanding of an inventory subsystem for an entity.	3	Internal
91481	Demonstrate understanding of a topical accounting issue for decision-making	4	Internal

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Two

Entry requirements

- Same as Year 11

Costs

- Specialist workbook \$30.00 / Revision guide \$20.00

Where it leads

- NCEA Level Three

ACCOUNTING

Mrs P Beech
HEAD of DEPARTMENT

LEVEL THREE		YEAR 13		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91404	Demonstrate understanding of accounting concepts for a reporting entity.	4	External	✓
91405	Demonstrate understanding of accounting for partnerships.	4	Internal	✓
91406	Demonstrate understanding of company financial statement preparation	5	External	✓
91407	Prepare a report for an external user that interprets the annual report of a New Zealand reporting entity.	5	Internal	✓
91408	Demonstrate understanding of management accounting to make a decision.	4	External	✓
91409	Demonstrate understanding of a job cost subsystem for an entity.	4	Internal	✓

The level three course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Three

Entry requirements

- Students must be prepared for a large workload with self directed learning.
- Good English and Mathematics are essential.

Costs

- Specialist workbook - \$30.00
- Revision guide - \$20.00
- Write on notes - \$15.00

Where it leads

- Tertiary qualifications entry in accounting / commerce areas.

This is an 'approved subject' for University Entrance

LEVEL ONE - VISUAL ART**YEAR 11**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
90914	Use drawing methods and skills for recording information using wet and dry media	4	Internal		
90915	Use drawing conventions to develop work in more than one field of practice	6	Internal		
90916	Produce a body of work informed by established practice, which develops ideas, using a range of media	12	External		
90917	Produce a finished work that demonstrates skills appropriate to cultural conventions (to be done in Year 10)	4	Internal		

The level one course will consist of these standards so that 26 credits will be available to students with AS90917 being completed in Year 10.

Qualification Sought

- NCEA Visual Arts Level One

Costs

- Fees vary – approximately \$22.50 per term

Entry Requirements

- It is advisable to have taken Art at Year 10

Where it leads

- NCEA Level Two
- Credits towards successful completion of Level One is advisable for study at Level 2 & 3 Visual Arts Design & Painting, Photograph and Printmaking, leading towards a future career in an arts related field.

LEVEL TWO – DESIGN**YEAR 12**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91305	Demonstrate an understanding of methods and ideas from established practice appropriate to design.	4	Internal
91310	Use drawing methods to apply knowledge of conventions appropriate to design	4	Internal
91315	Develop ideas in a related series of drawings appropriate to established design practice	4	Internal
91320	Produce a systematic body of work that shows understanding of art making conventions and ideas within design	12	External

The level two course will consist of a selection of these standards so that 16 – 24 credits will be available to students.

Students may take two different art subjects.

Qualification Sought

- NCEA Visual Arts Level Two

Costs

- Design costs – approximately up to \$45.00 for folio materials and photocopying achievement standards over the course of the year to be organised by the student

Entry Requirements

- Satisfactory achievement Level One NCEA Art is recommended

Where it leads

- A career in any arts related field including – graphic design, art gallery / museum curator, fine arts, teaching (secondary & tertiary)

LEVEL TWO – PAINTING**YEAR 12**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91311	Use drawing methods to apply knowledge of conventions appropriate painting,	4	Internal
91316	Develop ideas in a related series of drawings appropriate to established painting	4	Internal
91321	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting	12	External
91325	Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	4	Internal

The level two course will consist of a selection of these standards so that 20 credits will be available to students.

Students may take two different art subjects.

Qualification Sought

- NCEA Visual Arts Level Two

Costs

- Fees vary – approximately \$25.00 per term

Entry Requirements

- Satisfactory achievement Level One NCEA Art is recommended

Where it leads

- A career in any arts related field including – graphic design, art gallery / museum curator, fine arts, teaching (secondary & tertiary)

LEVEL TWO – PRINTMAKING**YEAR 12**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91313	Use drawing methods to apply knowledge of conventions appropriate to printmaking	4	Internal
91318	Develop ideas in a related series of drawings appropriate to established printmaking practice	4	Internal
91323	Produce a systematic body of work that shows understanding of art making conventions and ideas within printmaking.	12	External

The level two course will consist of a selection of these standards so that 20 credits will be available to students.

Students may take two different art subjects.

Qualification Sought

- NCEA Visual Arts Level Two

Costs

- Fees vary – approximately \$25.00 per term

Entry Requirements

- Satisfactory achievement Level One NCEA Art is recommended

Where it leads

- A career in any arts related field including – graphic design, art gallery / museum curator, fine arts, teaching (secondary & tertiary)

LEVEL TWO – PHOTOGRAPHY**YEAR 12**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91312	Use drawing methods to apply knowledge of conventions appropriate to photography	4	Internal
91317	Develop ideas in a related series of drawings appropriate to established photography practice	4	Internal
91322	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography	12	External

The level two course will consist of a selection of these standards so that 16 – 24 credits will be available to students.

Students may take two different art subjects.

Qualification Sought

- NCEA Visual Arts Level Two

Costs

- Design costs – approximately up to \$45.00 for folio materials and photocopying achievement standards over the course of the year to be organised by the student

Entry Requirements

- Satisfactory achievement Level One NCEA Art is recommended

Where it leads

- A career in any arts related field including – graphic design, art gallery / museum curator, fine arts, teaching (secondary & tertiary)

LEVEL THREE – DESIGN	YEAR 13
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91445	Use drawing to demonstrate understanding of conventions appropriate to design	4	Internal	✓
91450	Systematically clarify ideas using drawing informed by established design practice.	4	Internal	✓
91455	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.	14	External	✓

The level three course will consist of a selection of these standards so that 18 – 22 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Costs

- Design – cost will be copying and folio card charges up to about \$55 over the course of the year to be organised by student

Entry Requirements

Success in NCEA Level Two Design is recommended

Where it leads

- Tertiary study in Fine Arts, Graphic Design, Photography, Teacher Training – Secondary and Tertiary, Multi-media etc
- Careers: Designer – many different fields – including animation, set design, film industry, fashion design, graphic artist, Teacher of Art, Art Historian
- This is an approved subject for University Entrance

LEVEL THREE – PHOTOGRAPHY				YEAR 13
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91447	Use drawing to demonstrate understanding of conventions appropriate to photography	4	Internal	✓
91452	Systematically clarify ideas using drawing informed by established photography practice	4	Internal	✓
91457	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice	14	External	✓

The level three course will consist of a selection of these standards so that 18 – 22 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Costs

- Design – cost will be copying and folio card charges up to about \$55 over the course of the year to be organised by student

Entry Requirements

Success in NCEA Level Two Design is recommended

Where it leads

- Tertiary study in Fine Arts, Graphic Design, Photography, Teacher Training – Secondary and Tertiary, Multi-media etc
- Careers: Designer – many different fields – including animation, set design, film industry, fashion design, graphic artist, Teacher of Art, Art Historian
- This is an approved subject for University Entrance

LEVEL THREE – PAINTING

YEAR 13

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91446	Use drawing to demonstrate understanding of conventions appropriate to painting	4	Internal	✓
91451	Systematically clarify ideas using drawing informed by established painting practice.	4	Internal	✓
91456	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.	14	External	✓

The level three course will consist of a selection of these standards so that 18 – 22 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Costs

- Fees vary – approximately \$22.50 per term

Entry Requirements

Success in NCEA Level Two Painting is recommended

Where it leads

- Tertiary study in Fine Arts, Graphic Design, Photography, Teacher Training – Secondary and Tertiary, Multi-media etc
- Careers: Designer – many different fields – including animation, set design, film industry, fashion design, graphic artist, Teacher of Art, Art Historian
- This is an approved subject for University Entrance

LEVEL THREE – PRINTMAKING	YEAR 13
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standards
91448	Use drawing to demonstrate understanding of conventions appropriate to printmaking.	4	Internal	✓
91453	Systematically clarify ideas using drawing informed by established printmaking practice.	4	Internal	✓
91458	Produce a systematic body of work that integrates conventions and regenerates ideas within printmaking practice.	14	External	✓

The level three course will consist of a selection of these standards so that 18 – 22 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Costs

- Fees vary – approximately \$25.00 per term

Entry Requirements

Success in NCEA Level Two Printmaking is recommended

Where it leads

- Tertiary study in Fine Arts, Graphic Design, Photography, Teacher Training – Secondary and Tertiary, Multi-media etc
- Careers: Designer – many different fields – including animation, set design, film industry, fashion design, graphic artist, Teacher of Art, Art Historian
- This is an approved subject for University Entrance

DIGITAL TECHNOLOGIES

Mr A Coltham
Teacher in Charge

LEVEL ONE		YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standards
91071	Implement basic procedures to produce a specified digital information outcome (Excel and Word)	4	Internal	✓
91073	Implement basic procedures to produce a specified digital media outcome (Gimp, HTML and CSS)	4	Internal	✓
91046	Use design ideas to produce a conceptual design for an outcome to address a brief	6	Internal	✓
91075	Construct a plan for a basic computer program for a specified task	3	Internal	✓
91076	Construct a basic computer program for a specified task (Python)	3	Internal	✓
91074	Demonstrate understanding of basic concepts from computer science	3	External	✓

The level one course will consist of a selection of these standards so that between 17 – 23 credits will be available to students.

Qualification Sought

- NCEA Level One

Where it leads

- NCEA Level 2

DIGITAL TECHNOLOGIES

Mr A Coltham
Teacher in Charge

LEVEL TWO		YEAR 12		
Unit Standard	Description of Unit Standard (Please note a selection from the following is taken)	Number of Credits	Internal or External	UE approved standards
91370	Implement advanced procedures to produce a specified digital media outcome (Gimp, HTML and CSS)	4	Internal	✓
91356	Develop a conceptual design for an outcome	6	Internal	✓
91372	Construct a plan for an advanced computer program for a specified task	3	Internal	✓
91373	Construct an advanced computer program for a specified task (Python)	3	Internal	✓
91371	Demonstrate understanding of advanced concepts from computer science	3	External	✓

The level two course will consist of a selection of these standards so that between 16 – 19 credits will be available to students.

Qualification Sought

- NCEA Level Two

Entry requirement

- NCEA Level One.

Where it leads

- NCEA Level Two

DIGITAL TECHNOLOGIES

Mr A Coltham
Teacher in Charge

LEVEL THREE		YEAR 13		
Unit Standard	Description of Unit Standard (Please note a selection from the following is taken)	Number of Credits	Internal or External	UE approved subject
91610	Develop a conceptual design considering fitness for purpose in the broadest sense	6	Internal	✓
91635	Implement complex procedures to produce a specified digital media outcome (Gimp, HTML and CSS)	4	Internal	✓
91636	Demonstrate understanding of areas of computer science	4	External	✓
91637	Develop a complex computer program for a specified task (Python)	6	Internal	✓

The level three course will consist of a selection of these standards so that between 16 – 20 credits are available to students

Qualification Sought

- NCEA Level Three

Entry requirement

- NCEA Level Two

Where it leads

- Tertiary courses

LEVELS ONE, TWO, THREE

YEAR 11-13

From 2018 Performing Arts credits will be offered in a range of contexts.

This will include Drama, Dance, crossover with Music and other areas of Performance Art Technologies such as Stage Design and Make-Up. These credits may be achieved through the context of such events as Stage Challenge, Intercollegiate Shakespeare and other similar events.

On the following pages are the lists of standards appearing under each area to give an indication of what *may* be selected by students. Not all standards will necessarily be available as the course will be tailored to each student's needs and requirements once their option is confirmed.

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Two

The level three course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

For all levels

Entry requirements

- Good English is advantageous as is full and active participation in Solway College cultural activities

Please note that standards earned in the domain of Drama at level three will count towards one University Entrance subject. This will be the same for standards in the Dance domain (as a separate subject) and in the Music Performance domain (as a separate subject), i.e. these three subjects cannot be "mixed" at level three and then used as a UE approved subject. Standard selection at Year 13 will have to be carefully planned to suit student requirements.

Dance Matrix

	Level 1	Level 2	Level 3
Dance Choreography	AS90858 1.1 Compose dance sequences for given briefs. <i>6 credits Internal</i>	AS91205 2.1 Choreograph a group dance to communicate an intention. <i>4 credits Internal</i>	AS91588 3.1 Produce a dance to realise a concept. <i>8 credits Internal</i>
		AS91206 2.2 Choreograph a solo dance to communicate an intention. <i>4 credits Internal</i>	AS91589 3.2 Choreograph a dance to develop and resolve ideas. <i>4 credits Internal</i>
Dance Performance	AS90002 1.2 Perform dance sequences. <i>6 credits Internal</i>	AS91207 2.3 Perform an ethnic or social dance to communicate understanding of the style. <i>4 credits Internal</i>	AS91590 3.3 Perform a solo or duet dance. <i>4 credits Internal</i>
	AS90859 1.3 Demonstrate ensemble skills in a dance. <i>4 credits Internal</i>	AS91208 2.4 Perform a theatre dance to communicate understanding of the dance. <i>4 credits Internal</i>	AS91591 3.4 Perform a group dance. <i>4 credits Internal</i>
		AS91209 2.5 Perform a repertoire of dance 6 credits Internal	AS91592 3.5 Perform a repertoire of contrasting dances. 6 credits Internal
Dance Perspectives	AS90860 1.4 Demonstrate understanding of the elements of dance. <i>4 credits Internal</i>	AS91210 2.6 Demonstrate understanding of a range of choreographic processes. <i>4 credits Internal</i>	AS91593 3.6 Demonstrate understanding of dance performance practices. <i>4 credits Internal</i>
	AS90861 1.5 Demonstrate understanding of a dance performance. <i>4 credits External</i>	AS91211 2.7 Provide an interpretation of a dance performance with supporting evidence. <i>4 credits External</i>	AS91594 3.7 Analyse a dance performance. <i>4 credits External</i>
	AS90005 1.6 Demonstrate knowledge of a dance genre or style. <i>4 credits External</i>	AS91212 2.8 Demonstrate understanding of a dance genre or style in context. <i>4 credits External</i>	AS91595 3.8 Demonstrate understanding of the development of dance in Aotearoa/New Zealand. <i>4 credits External</i>

Drama Matrix

Strand	Level 1	Level 2	Level 3
PK CI DI Techniques	AS90006 1.1 Apply drama techniques in a dramatic context. <i>4 credits</i> <i>Internal</i>	<i>AS91213</i> Apply drama techniques in a scripted context. 4credits	<i>AS91512</i> Interpret scripted text to integrate drama techniques in performance. 4credits Internal
DI CI PK Devise	AS90997 1.2 Devise and perform a drama. <i>5 credits</i> <i>Internal</i>	<i>AS91214</i> Devise and perform a drama to realise an intention. 5 credits Internal	<i>AS91513</i> Devise and perform a drama to realise a concept. 5 credits Internal
UC CI Form or period	AS90998 1.3 Demonstrate understanding of features of a drama/theatre form. 4 credits External	<i>AS91215</i> Discuss a drama or theatre form or period with reference to a text. 4credits External	<i>AS91514</i> Interpret a prescribed text to demonstrate knowledge of a theatre form or period. 4 credits External
UC CI PK Features	AS90999 1.4 Use features of a drama/theatre form in a performance. 4 credits Internal	<i>AS91216</i> Use complex performance skills associated with a drama or theatre form or period. 4credits Internal	<i>AS91515</i> Select and use complex performance skills associated with a drama form or period. 4credits Internal
UC CI Play, playwright, practitioner	AS91000 1.5 Demonstrate understanding of a significant play. 4 credits Internal	<i>AS91217</i> Examine the work of a playwright. 4credits Internal	<i>AS91516</i> <i>Demonstrate understanding of the work of a drama or theatre theorist or practitioner.</i> <i>4 credits</i>
UC PK CI Perform a role	AS90009 1.6 Perform an acting role in a scripted production. 5 credits Internal	<i>AS91218</i> Perform a substantial acting role in a scripted production. 5credits Internal	<i>AS91517</i> Perform a substantial acting role in a significant production. 5credits Internal
UC Viewed performance	AS90011 1.7 Demonstrate understanding of the use of drama aspects within live performance. 4 credits External	<i>AS91219</i> Discuss drama elements, techniques, conventions and technologies within live performance. 4credits External	<i>AS91518</i> Demonstrate understanding of live drama performance. 4 credits External
DI CI UC Script writing		<i>AS91220</i> Script a scene suitable for drama performance. 4 credits	<i>AS91519</i> Script a drama suitable for live performance. 5 credits
DI CI UC Direct		<i>AS91221</i> Direct a scene for drama performance. 4 credits	<i>AS91520</i> Direct a drama performance. 5 credits Internal

Curriculum strands Understanding the Arts in Context = **UC** Developing Practical Knowledge = **PK**
 Developing Ideas = **DI** Communicating and Interpreting = **CI**

MAKING MUSIC MATRIX

Level 1	Level 2 Making Music	Level 3 Making Music
<p>AS91090 Perform two pieces of music as a featured soloist.</p> <p>6 Credits</p>	<p>AS91270 Perform two substantial pieces of music as a featured soloist.</p> <p>6 Credits</p>	<p>AS91416 Perform two programmes of music as a featured soloist.</p> <p>8 Credits</p> <p>In</p>
<p>AS91091 Demonstrate ensemble skills through performing a piece of music as a member of a group.</p> <p>4 Credits</p>	<p>AS91274 Perform a substantial piece of music as a featured soloist on a second instrument.</p> <p>3 Credits</p>	<p>AS91417 Perform a programme of music as a featured soloist on a second instrument.</p> <p>4 Credits</p> <p>In</p>
<p>AS91092 Compose two original pieces of music.</p> <p>6 Credits</p>	<p>AS91272 Demonstrate ensemble skills by performing a substantial piece of music as a member of a group.</p> <p>4 Credits</p>	<p>AS91418 Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group.</p> <p>4 Credits</p> <p>In</p>
<p>AS91094 Demonstrate knowledge of conventions used in music scores.</p> <p>4 Credits</p>	<p>AS91271 Compose two substantial pieces of music.</p> <p>6 Credits</p>	<p>AS91419 Communicate musical intention by composing three original pieces of music.</p> <p>8 Credits</p> <p>In</p>
	<p>AS91275 Demonstrate aural understanding through written representation.</p> <p>4 Credits</p>	<p>AS91420 Integrate aural skills into written representation.</p> <p>4 Credits</p> <p>Ex</p>
		<p>AS91849 3.11 Compose three original songs that express imaginative thinking</p> <p>8 Credits Internal</p>

PERFORMING ARTS TECHNOLOGIES

	LEVEL ONE	LEVEL TWO	LEVEL THREE
Sound	26687 Demonstrate and apply knowledge of sound technology for a performance context. Credit 4	27703 Demonstrate and apply knowledge of sound for a performance context using control and enhancement processes. Credit 4	28007 Select and apply a range of processes to enhance sound in a performance context. Credit 6
Lighting	26686 Demonstrate and apply knowledge of simple stage lighting for a performance context. Credit 4	27700 Demonstrate and apply knowledge of stage lighting design and process. Credit 4	28003 Research, develop and apply a stage lighting design concept for a given work Credits 6
Stage craft & set design	26690 Construct item(s) to meet production needs for a performance context from a given brief. Credit 3	27704 Design and construct item(s) to meet production needs for a performance context. Credit 4	28008 Apply set construction skills to meet a set design concept for a given work Credit 3
			28006 Research, develop and visually communicate a set design concept for a given work Credit 6
Costume	26689 Demonstrate knowledge of costuming for a performance context Credit 3	27699 Research and design a costume for a specified performance context Credit 4	28002 Research, develop and visually communicate a costume design concept for a given work Credit 6
Makeup	26688 Demonstrate knowledge and techniques of make-up application for a performance context Credit 4	27701 Demonstrate knowledge and skills of make up design and application for a specified character Credit 3	28004 Research, develop, visually communicate and apply a make-up design concept for a given work Credit 6
Production	26691 Assist in a performing arts production by undertaking a specified production role Credit 2	27702 Take responsibility for a production area in a performance Credit 4	28005 Stage-manage a production Credit 6

FOOD & NUTRITION

Mr J Pansters
HEAD of DEPARTMENT

LEVEL ONE			YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
90956	Demonstrate knowledge of an individual's nutritional needs	5	Internal		
90958	Demonstrate understanding of how cultural practices influence eating patterns in New Zealand	5	Internal	Y	
90959	Demonstrate knowledge of practices and strategies to address food handling issues	5	Internal		
90960	Demonstrate understanding of how an individual, the family and society enhance each other's well-being	4	External	Y	
90961	Demonstrate understanding of how packaging information influences an individual's food choices and well-being	4	External	Y	

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Costs

- Ingredients and foods used

Where it leads

- NCEA Level Two

FOOD & NUTRITION

Mr J Pansters
HEAD of DEPARTMENT

LEVEL TWO

YEAR 12

Achievement Standard & Unit Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External
91299	Analyse issues related to the provision of food for people with specific food needs	5	Internal
91301	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	5	Internal
91302	Evaluate sustainable food related practices	5	Internal
91300	Analyse the relationship between well being, food choices and determinates of health	4	External

The level two course will consist of a selection of these standards so that 19 credits will be available to students.

Qualification Sought

- NCEA Level Two

Entry requirements

- Some Level One credits are preferable

Costs

- As for Year 11

Where it leads

- NCEA Level Three
- Employment in many food related industries
- May participate in some Unit Standards through UCOL

FOOD & NUTRITION

Mr J Pansters
HEAD of DEPARTMENT

LEVEL THREE		YEAR 13		
Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External	UE approved standard
91466	Investigate a nutritional issue affecting the wellbeing of New Zealand society	5	Internal	✓
91467	Implement an action plan to address a nutritional issue affecting the well-being of New Zealand society	5	Internal	✓
91468	Analyse a food related ethical dilemma for New Zealand society	5	Internal	✓
91469	Investigate the influence of multinational food corporations on eating patterns in New Zealand	5	Internal	✓
91471	Analyse the influences of food advertising on well-being	4	External	✓

The level three course will consist of a selection of these standards so that 18 – 28 credits will be available to students.

Qualification Sought

- NCEA Level Three

Entry requirements

- NCEA Level Two food and nutrition credits are recommended

Costs

- As for Year 11

Where it leads

- Employment in many food related industries
- This is an 'approved subject' for University Entrance

LEVEL ONE	YEAR 11
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
90878	Demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance	5	External
90879	Give a spoken presentation in French that communicates a personal response	4	Internal
90880	Interact using spoken French to communicate personal information, ideas and opinions in different situations	5	Internal
90881	Demonstrate understanding of a variety of French texts on areas of most immediate relevance	5	External
90882	Write a variety of text types in French on areas of most immediate relevance	5	Internal

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Entry requirements

- Satisfactory attainment at Year 10

Costs

- Level One vocabulary workbook \$20.00 approximately

Where it leads

- NCEA Level Two

LEVEL TWO		YEAR 12	
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91118	Demonstrate understanding of a variety of spoken French texts on familiar matters	5	External
91119	Interact using spoken French to share information and justify ideas and opinions in different situations	5	Internal
91120	Give a spoken presentation in French that communicates information, ideas and opinions	4	Internal
91121	Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	5	External
91122	Write a variety of text types in French to convey information, ideas and opinions in genuine contexts	5	Internal

The level two course will consist of a selection of these standards so that 24 credits will be available to students.

Qualification Sought

- NCEA Level Two

Entry requirements

- Satisfactory attainment at level one is recommended

Costs

- Level Two vocabulary workbook \$20.00 approximately

Where it leads

- NCEA Level Three

FRENCH

Mrs C Stevenson
HEAD of DEPARTMENT

LEVEL THREE		YEAR 13		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
91543	Demonstrate understanding of a variety of spoken French texts	5	External	✓
91544	Give a clear spoken presentation in French that communicates a critical response to stimulus material	3	Internal	✓
91545	Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	6	Internal	✓
91546	Demonstrate understanding of a variety of extended written and / or visual French texts	5	External	✓
91547	Write a variety of text types in clear French to explore and justify varied ideas and perspectives	5	Internal	✓

The level three course will consist of a selection of these standards so that 24 credits will be available to students.

Qualification Sought

- NCEA Level Three

Entry requirements

- Satisfactory attainment at level two is recommended

Costs

- Level Three vocabulary workbook \$20.00 approximately

Where it leads

- Study of French at university level and useful for many careers
- This is an 'approved subject' for University Entrance

FUTURE OPTIONS - Core Skills

Future Options-Core Skills is a Year 11 course with each module of learning assessed against unit standards. All standards will be “in school” courses.

Modules cover the literacy and numeracy areas of learning. Students will be provided with sufficient opportunities during the year to complete literacy and numeracy requirements for NCEA level one.

This course will also provide a base from which an individual programme of standards can be selected in other subject areas. These can be worked on in conjunction within those subject courses. Examples of standards that can be earned for literacy and numeracy:

10780	Complete a work experience placement	2 Credits
12382	Describe the significance of one's work within an employing organisation	2 Credits
1978	Identify and describe basic employment rights and responsibilities, and sources of information and assistance	3 Credits
26622	Write to communicate ideas for a purpose and audience	4 Credits
26623	Use number to solve problems	4 Credits
26624	Read texts with understanding	3 Credits
26625	Actively participate in spoken interactions	3 Credits
26626	Interpret statistical information for a purpose	3 Credits
26627	Use measurement to solve problems	3 Credits
4248	Describe requirements and expectations faced by employees within the workplace	3 Credits
4249	Demonstrate care and timeliness as an employee	4 Credits
504	Produce a CV (curriculum vitae)	2 Credits
543		3 Credits
Selection of Standards from these domains	Domain - Supported Learning - Interpersonal and Social Skills	
	Domain - Supported Learning - Work and Community Skills	
	Domain - Supported Learning - Personal Care Skills	
	Domain - Supported Learning - Perceptual Awareness Skills	

MODULES THAT MAY BE RUN THROUGH SOLWAY COLLEGE		
FINANCIAL LITERACY	Operate a personal budget Use personal banking services and personal services common to banks and other financial institutions	Internal
BUSINESS ADMINISTRATION SKILLS	Provide office reception services (UCOL) Use an accounting computer software package (MYOB)	Internal
ADVENTURE BASED LEARNING	Demonstrate personal and social development through participation in high ropes course activities	Internal
KIWIHOST	US 56 Level 1 Credits 2 US 57 Level 2 Credits 2 US 14462 Level 2 Credits 2	Internal
HEALTH STUDIES	Describe a plan to meet nutritional needs Demonstrate knowledge and skills to make safe choices in situations involving alcohol Dealing with sexual harassment	Internal
FITNESS AND FIRST AID	Provide first aid (Red Cross) Provide resuscitation (Red Cross)	Internal
ADVENTURE BASED LEARNING	High ropes Low ropes Rock climbing	Internal
TIME MANAGEMENT	Demonstrate time management Demonstrate knowledge of stress and how to deal with it.	Internal
ICT LITERACY	Develop and use key boarding skills Produce computer graphic documents using templates Create a web page using a template Produce a spreadsheet from instructions Demonstrate navigation skills using a browser Level two National Certificate of Computing (UCOL)	Internal
EMPLOYMENT SKILLS	Produce a C V Be interviewed in a formal situation	Internal
DESIGN	Develop design solutions	Internal

Qualification Sought

- NCEA Level One.

Costs

- To be advised. Modules with take home components such as workbooks will incur a modest fee for photocopying of the workbook.

Where it leads

- This course aims to promote and enhance students' learning across the curriculum, especially English and numeracy.
- It also fulfils the curriculum requirements in other main subject areas.

FUTURE OPTIONS- Industry Skills

This Year 12/13 course consists of students attending one STAR course at a local polytechnic in each term over two years. Students will select from the courses available (listed below) to align with their future plans and career choices. In addition certain modules may be run at Solway College to complement the STAR courses. The externally provided courses may alter from those published. Students will get day release to attend courses so will be expected to use timetabled Future Option lessons when in school to catch-up on work missed while away at polytechnic.

LEVEL TWO		YEAR 12/13
STAR COURSE Module	Description of what may be covered in the module	Internal or External assessment
HAIR & BEAUTY (UCOL)	US 62 Maintain personal presentation in the workplace US 21939 Demonstrate knowledge of fashion trends in relation to hairstyling (UCOL)	Internal
FOOD & BEVERAGES (UCOL)	US 14425 Prepare and serve hot and cold non-alcoholic drinks in a commercial hospitality environment US 14462 Maintain personal presentation and greet customers in the hospitality industry US 14434 Prepare and clear areas for table service in a commercial hospitality environment Us 14436 Provide table service in a commercial hospitality environment	Internal
COOKERYSKILLS (UCOL)	US 167 Practise food safety methods in a food business US 13276 Cook food items by grilling US 13283 Prepare and present salads for service US 13285 Handle and maintain knives in a commercial kitchen	Internal
CARPENTRY (UCOL)	US 12927 Identify, select, maintain, and use hand tools for BCATS projects US 12936 Construct a non-consent timber framed utility building as a BCATS project	Internal
BARISTA (UCOL)	US 17285 Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	Internal
BAKERY SKILLS (UCOL)	US 15921 Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	Internal
AUTOMOTIVE (UCOL)	US 21691 Disassemble and reassemble a single cylinder or multi-cylinder four stroke engine under supervision	Internal

MODULES THAT MAY BE RUN THROUGH SOLWAY COLLEGE

FINANCIAL LITERACY	Operate a personal budget Use personal banking services and personal services common to banks and other financial institutions	Internal
BUSINESS ADMINISTRATION SKILLS	Provide office reception services (UCOL) Use an accounting computer software package (MYOB)	Internal
ADVENTURE BASED LEARNING	Demonstrate personal and social development through participation in high ropes course activities	Internal
KIWIHOST	US 56 Level 1 Credits 2 US 57 Level 2 Credits 2 US 14462 Level 2 Credits 2	Internal
TRAVEL & TOURISM	24728 Demonstrate knowledge of work roles in tourism 24729 Demonstrate knowledge of world tourist destinations 24730 Demonstrate knowledge of the business of tourism 24731 Demonstrate knowledge of New Zealand 24732 Demonstrate knowledge of tourist characteristics and needs	Internal
HEALTH STUDIES	Describe a plan to meet nutritional needs Demonstrate knowledge and skills to make safe choices in situations involving alcohol Dealing with sexual harassment	Internal
FITNESS AND FIRST AID	Provide first aid (Red Cross) Provide resuscitation (Red Cross)	Internal
ADVENTURE BASED LEARNING	High ropes Low ropes Rock climbing	Internal
TIME MANAGEMENT	Demonstrate time management Demonstrate knowledge of stress and how to deal with it.	Internal
ICT LITERACY	Develop and use key boarding skills Produce computer graphic documents using templates Create a web page using a template Produce a spreadsheet from instructions Demonstrate navigation skills using a browser Level two National Certificate of Computing (UCOL)	Internal
EMPLOYMENT SKILLS	Produce a C V Be interviewed in a formal situation	Internal
DESIGN	Develop design solutions	Internal

Qualification Sought

- NCEA Level Two- students will be expected to have attempted the minimum of 24 credits across their selected modules a year.

Costs

- To be advised. Modules with “take home” components such as workbooks will incur a modest fee for photocopying of the workbook.
- The UCOL STAR courses do include some “take-home” components costs. Some contribution towards this will be required. Costs will be notified to parents/caregivers on enrolment to the specific course.
- Outdoor education costs

Where it leads

- This course aims to promote and enhance students’ learning across the curriculum, especially English. It also fulfils the curriculum requirement for physical education and health education.

These standards for level 2 may be subject to change resulting from outside providers changing courses and availability of courses.

There may be a chance for some independent learning module work. Students may be enrolled with industry training organisations if they require some career specific qualifications. Only students who have demonstrated a high level of independent learning will be considered for this. Students will need to apply for inclusion.

Examples of courses are:

- | | | |
|--------------------------------|---|-----------------------------------|
| • PORSE | - | Early Childhood Education |
| • Taratahi Agriculture College | - | Farming |
| • UCOL | - | Graphics and Design / Photography |
| • UCOL | - | National Certificate in Computing |
| • Telford | - | Equine studies |
| • Sir George Seymour | - | Travel & Tourism |

PLEASE NOTE:

Students who are enrolled in these courses are required to meet all deadlines for completed work and offsite work experience requirements (see below). The course fees we pay to these off site providers are expensive but we think justifiable because of the high quality of the courses provided. The fees are usually paid by our STAR funding.

It should be noted that because of the expensive nature of these courses and to minimise wastage of this funding, students who do not meet or attempt to meet course requirements may be withdrawn from the course and required to reimburse the school for course fees and outside provider costs incurred by Solway College on their behalf. By accepting entry to the courses students and families agree to this

Students will then be entered on an alternative Solway College course to ensure they complete a full year’s study (i.e. six subjects for Year 11-12 and five subjects for Year 13). **Students and their parents and caregivers will be notified of these requirements at the course commencement and will be required to sign a statement agreeing to the conditions.**

Examples of course fees are:

Travel and Tourism	\$100-\$175 per unit standard
PORSE-Early childhood education	\$100-\$125 per unit standard
UCOL-cookery skills and automotive skills	\$200-\$250 per course
Telford-agriculture	\$70- \$150 per unit standard

Offsite work experience/placement/training requirements:

- Appropriate neat tidy clothing. No facial piercings and jewelry to be within school uniform guidelines.
- High standard of behavior and cooperation on and off site
- Correct use of personal IT & electronic equipment
- Adherence to work place policies and procedures
- Full, regular and punctual attendance
- Please arrange appointments to avoid course dates as poor attendance will result in failing the course

MUSIC

Mrs P. Robinson
TEACHER in CHARGE

LEVEL ONE

YEAR 11

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91090	Perform two pieces of music as a featured soloist	6	Internal		
91091	Demonstrate ensemble skills through performing a piece of music as a member of a group	4	Internal		
91092	Compose two original pieces of music	6	Internal		
91094	Demonstrate knowledge of conventions used in music scores	4	External		
91095	Demonstrate knowledge of two music works from contrasting contexts	6	Internal		

LEVEL TWO

YEAR 12

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
91070	Perform two substantial pieces of music as a featured soloist	6	Internal		
91071	Compose two substantial pieces of music	6	Internal		
91072	Demonstrate ensemble skills by performing a substantial piece of music as a member of a group	4	Internal		
91078	Investigate an aspect of New Zealand music	4	Internal		

PHYSICAL EDUCATION

Mrs N Johnson
Teacher in Charge

LEVEL ONE			YEAR 11		
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	Literacy	Numeracy
90962	Participate actively in a variety of physical activities and explain factors that influence own participation	5	Internal		
90963	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5	Internal	Y	
90964	Demonstrate quality movement in the performance of a physical activity	3	Internal		
90965	Demonstrate understanding of societal influences on physical activity and the implications for self and others	4	Internal	Y	
90966	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4	Internal	Y	
90967	Demonstrate strategies to improve the performance of a physical activity and describe the outcomes	3	Internal	Y	
90968	Demonstrate and show understanding of responsible behaviour for safety during outdoor education activities	3	Internal	Y	
90969	Take purposeful action to assist others to participate in physical activity	2	Internal		
90970	Demonstrate self management strategies and describe the effects on participation in physical activity	3	Internal	Y	

The level one course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Qualification Sought

- NCEA Level One

Costs

- Workbook and Study Guide approximately \$50.00
- Outdoor education costs

Where it leads

- To senior Physical Education which provides a base for further study in the domains of sport fitness
- A career in the industries of health, fitness, physical education or recreation would also follow

PHYSICAL EDUCATION

Mrs N Johnson
Teacher in Charge

LEVEL TWO		YEAR 12	
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91327	Examine the role and significance of physical activity in the lives of young people in New Zealand	3	Internal
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5	Internal
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	4	Internal
91330	Perform a physical activity in an applied setting	4	Internal
91331	Examine the significance for self, others and society of a sporting event, physical activity, or festival	4	Internal
91332	Evaluate leadership strategies that contribute to the effective functioning of a group	4	Internal
91333	Analyse the application of risk management strategies to a challenging outdoor activity	3	Internal
91334	Consistently demonstrate social responsibility through application of a social responsibility model in physical activity contexts	3	Internal
91335	Examine the implementation and outcome(s) of a physical activity event or opportunity	3	Internal
91336	Analyse processes in physical activity	3	Internal

The level two course will consist of a selection of these standards so that 18 – 24 credits will be available to students.

Entry Requirements

- Satisfactory achievement Level One NCEA Physical Education is advised

Qualification Sought

- NCEA Level Two Physical Education

Costs

- Outdoor Education Costs
- Workbook and Study Guide approximately \$50

Where it leads

- NCEA Level Three Physical Education
- Further training in Sport / Fitness and Recreation Industry
-

PHYSICAL EDUCATION

Mrs N Johnson
Teacher in Charge

LEVEL THREE		YEAR 13		
Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External	UE approved standard
914983	Evaluate physical activity experiences to devise strategies for lifelong well-being.	4	Internal	✓
91499	Analyse a physical skill performed by self or others.	3	Internal	✓
91500	Evaluate the effectiveness of a performance improvement programme.	4	Internal	✓
91501	Demonstrate quality performance of a physical activity in an applied setting.	4	Internal	✓
91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society.	4	Internal	✓
91503	Evaluate the use of health promotion to influence participation in physical activity.	5	Internal	✓
91504	Analyse issues in safety management for outdoor activity to devise safety management strategies.	3	Internal	✓
91505	Examine contemporary leadership principles applied in physical activity contexts.	4	Internal	✓

N.B: The Level Three Course will consist of a selection of these standards so that 18-24 credits will be available.

Qualification Sought

- NCEA Level Three Physical Education
- Scholarship

Entry requirements

- Satisfactory achievement Level Two NCEA Physical Education is advised

Costs

- Workbook and Study Guide approximately \$50
- Outdoor education costs

Where it leads

- Tertiary Physical Education qualifications
- Further training in Sport / Fitness and Recreation Industry

TE REO MAORI

Ms Aroha Pirere
Teacher in Charge

Students will be able to work on a selection of standards to suit their level.

LEVEL ONE	YEAR 11
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Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External
91085	Whakarongo kia mōhio ki te reo o tōna ao	6	Internal
91086	Kōrero kia whakamahi i te reo o tōna ao	6	Internal
91087	Pānui kia mōhio ki te reo o tōna ao	6	External
91088	Tuhi i te reo o tōna ao	6	External
91089	Waihanga tuhinga i te reo o tōna ao	6	Internal

LEVEL TWO	YEAR 12
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Achievement Standard	Description of Achievement Standard & Unit Standard	Number of Credits	Internal or External
91284	Whakarongo kia mōhio ki te reo o te ao torotoro	4	Internal
91285	Kōrero kia whakamahi i te reo o te ao torotoro	6	Internal
91286	Pānui kia mōhio ki te reo o te ao torotoro	6	External
91287	Tuhi i te reo o te ao torotoro	6	External
91288	Waihanga tuhinga auaha, i te reo o te ao torotoro	6	Internal

LEVEL THREE	YEAR 13
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Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved subject standards
91650	Whakarongo kia mōhio ki te reo Māori o te ao whānui	4	Internal	✓
91651	Kōrero kia whakamahi i te reo Māori o te ao whānui	6	Internal	✓
91652	Pānui kia mōhio ki te reo Māori o te ao whānui	6	External	✓
91653	Tuhi i te reo Māori o te ao whānui	6	External	✓
91654	Waihanga tuhinga whai take i te reo Māori o te ao whānui	6	Internal	✓

The format of this course is very much dependent as to numbers of students wishing to participate and their study level.

If students are wishing to participate in this course early notice to Mrs Beech is necessary.

TEXTILES TECHNOLOGY

TBA
HEAD of DEPARTMENT

LEVEL ONE			YEAR 11		
Achievement Standard	Description of Achievement or Unit Standard	Number of Credits	Internal or External	Literacy	Numeracy
91044	Undertake brief development to address a need or opportunity	4	Internal		
91060 Sew What!	Demonstrate understanding of basic concepts used to make products from textile materials	4	Internal	Y	
91058 Sew Good!	Implement basic procedures using textile materials to make a specified product	6	Internal		
91046	Use design ideas to produce a conceptual design for an outcome to address a brief	6	Internal		
91049	Demonstrate understanding of how materials enable technological products to function	4	External		

The level one course will consist of a selection of these standards so that 20 credits will be available to students.

Qualification Sought

- NCEA Level One

Entry requirements

- Successful completion of Year 10 course is advisable
- Students wishing to pursue scholarship study and entrance would benefit from completing all levels. It is expected that the scholarship is viewed by all as a three year course

Costs

- Fabrics required for practical projects are at students' cost
- A charge of \$40 for the year will apply for basic equipment needs

Where it leads

- It is advisable that Year 11 textiles are completed before Year 12 NCEA Level 2

TEXTILES TECHNOLOGY

TBA
HEAD of DEPARTMENT

LEVEL TWO		YEAR 12	
Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External
91350	Make advanced adaptations to a pattern to change the structural and / or style feature of a design	4	Internal
91346	Demonstrate understanding of advanced concepts used to make a product with textile materials	4	Internal
91345	Implement advanced procedures using textile materials to make a specified product with special features	6	Internal
91354	Undertake brief development to address an issue	4	Internal

The level two course will consist of a selection of these standards or similar so that 18 credits will be available to students.

Further credits and standards are available to students who work consistently to meet all deadlines.

Qualification Sought

- NCEA Level Two

Entry requirement

- NCEA Level One is expected
- **Costs**
- Fabrics required for practical projects are at students' cost
- A charge of \$40 for the year will apply for basic equipment needs

Where it leads

- NCEA Level 3
- University entrance subject
- Vocational Pathways
- Creative technologies and careers

LEVEL THREE**YEAR 13**

Achievement Standard	Description of Achievement Standard	Number of Credits	Internal or External	UE approved standard
90621	Implement complex procedures using textile materials to make a specified product	6	Internal	✓
91623	Implement complex procedures to create an applied design for a specified product	4	Internal	✓
91626	Draft a pattern to interpret a design for a garment	6	Internal	✓

The level three course will consist of a selection of these standards or standards resulting from the realignment programme so that 20 credits will be available to students.

Qualification Sought

- NCEA Level Three
- Scholarship

Entry requirement

- NCEA Level Two is expected
- **Costs**
- Fabric costs for students own individual project
- \$40 charge per year will apply for basic equipment needs

Where it leads

- NCEA Level 3
- Certain technology standards may be within the approved subject status for university entrance. Please see Mrs Beech for advice.

TRAVEL & TOURISM

Mrs C Stevenson
(STAR CO-ORDINATOR)

LEVEL TWO & THREE

YEAR 12 & 13

Level 2 and 3 students at Solway College have the opportunity to enrol in the "Travel Careers and Training" STAR Course that leads to a National Certificate in Tourism Level 2, version 3 (Introductory skills). Learning modules are provided to enrolled students to study in class time and at the completion of each module an "open-book" assessment is sat. These are then sent away to the course providers (Travel Careers and Training) for marking and if successful a certificate for that module is forwarded. 54 credits must be gained to qualify for the National Certificate.

Unit Standard	Description of Unit Standard	Level	Number of credits	Internal or External
24728	Demonstrate knowledge of work roles in tourism	2	3	Internal
24729	Demonstrate knowledge of world tourist destinations	2	4	Internal
24730	Demonstrate knowledge of the business of tourism	2	4	Internal
24731	Demonstrate knowledge of New Zealand	2	4	Internal
24732	Demonstrate knowledge of tourist characteristics and needs	2	3	Internal

Qualification Sought

- National Certificate (Introductory Skills) in Tourism (Level 2), version 3.
- Unit Standard module credits go towards NCEA Level 2&3

Elective 2 – Choose 22 credits					UE approved standards
18237	Perform calculations for a tourism workplace	2	3	Internal	
23761	Read and comprehend work-related documents in English for a tourism workplace	2	3	Internal	
23767	Demonstrate knowledge of and use the internet in a tourism workplace	2	2	Internal	
24724	Demonstrate knowledge of the history of tourism	2	4	Internal	
24725	Describe and analyse the economic significance of tourism	3	4	Internal	
24726	Describe and compare social and cultural impacts of tourism	2	3	Internal	
24727	Describe and compare impacts of tourism on the physical environment	2	3	Internal	
24733	Describe and promote a New Zealand tourist destination	3	4	Internal	
3727	Demonstrate knowledge of Pacific Island countered as tourist destinations	3	8	Internal	
18211	Demonstrate knowledge of Australia as a tourist destination	3	8	Internal	

TRAVEL & TOURISM

Mrs C. Stevenson
(STAR CO-ORDINATOR)

LEVEL THREE

YEAR 13

Unit Standard	Description of Unit Standard	Level	Number of Credits	Internal or External	UE approved standards
3727	Pacific Islands	3	8	Internal	
24733	Describe and promote a New Zealand Tourist destination	3	5	Internal	
18211	Australia	3	5	Internal	

Entry requirements

- Good English and Mathematics are advantageous
- Good general knowledge especially about NZ and overseas countries
- A genuine interest in travel and tourism
- The ability to work independently on the study modules
- Good time management skills

Costs

- The STAR course providers forward to us all the workbooks, resources, maps and assessments and each module of work costs approximately \$110.00. The cost of the total course, is approximately \$1200 per student met from our STAR funding.

PLEASE NOTE:

Students who do not meet or attempt to meet course requirements may be withdrawn from the course and required to reimburse the school for course fees and outside provider costs. Students will then be entered on an alternative Solway College course to ensure they complete a full year's subject study.

Where it leads

- NCEA Level Two and Three
- Note the level three standards will earn credits towards NCEA level 3 but this is **not** a UE approved subject

EARLY CHILDHOOD EDUCATION

Mrs C Stevenson
(STAR CO-ORDINATOR)

P.O.R.S.E.

P.O.R.S.E. has established training and education programmes based on NZQA unit standards. Students follow a course of unit standards which can lead to the national Certificate in Early Childhood Education and Care.

Students are expected to attend practical sessions at an Early Childhood Centre arranged by the college. Students may arrange a placement themselves. Students are also required to attend fortnightly tutorials with a P.O.R.S.E. advisor.

US		Level	Credits	UE approved standards
10013	Explain the purpose, structure and relevance of Te Whaariki	3	2	
10014	Participate in young children's play	3	8	
10015	Communicate with young children	3	4	
10016	Develop observation skills to observe a young child	2	2	
10017	Provide resources for play for young children	2	3	
10018	Guide young children's behaviour	4	5	
10019	Provide a safe environment for young children	4	3	
10020	Describe hygiene practices and how they are applied for young children in an early childhood setting	2	2	
10021	Demonstrate knowledge of basic needs of young children	2	2	
10022	Demonstrate knowledge of attachment behaviour in early childhood	2	2	
10023	Demonstrate knowledge of settling young children	2	1	
10024	Describe ways to encourage good health in young children	2	2	
10026	Demonstrate knowledge of child development	3	5	
10032	Demonstrate knowledge of ethical behaviour in early childhood	3	3	
10034	Demonstrate knowledge of early childhood services in the local community and in Aotearoa/New Zealand	3	2	
6632	Apply knowledge of age-related nutrition needs in providing food for a child	2	5	

This course is STAR funded and the procedures and policies as noted previously under Future Options – Industry Skills apply to this course.

Note the level three standards will earn credits towards NCEA level 3 but this is not a UE approved subject.

E LEARNING

Mrs P Beech
Mr P Graham
TEACHERS in CHARGE

In 2018 selected students will be able to take courses through e-learning. This will include video-conferencing, on-line activities and hard copy work. Solway College can enrol students on courses run by the local network. They will be full year classes counting towards NCEA in the same way as other subjects. Courses offered in 2017 were:-

Subject	Level	eTeacher
Accounting	L2	Pat Beech Solway College
Japanese	L 3	Gillian Gordon Otaki College
Geography	L1	Emma King Kuranui College
Calculus	L 3	Brian Sklenaars Kuranui College
Economics	L 3	Peter Calvert Dannevirke High School
Physics	L 3	Carl Pester Tararua College
Geography	L3	Nigel Bailey Chanel College
Available courses on the VLN for 2015		
Wintec Polytechnic		
Telford Rural Polytechnic		
NATCOLL courses		
NZ Virtual Schools Trades		
Otago Polytechnic, Dunedin. L3 Computing		

The subjects offered by the WELCom cluster for 2018 will be advised in Term 4 2017.

Further courses may be available by using the national Virtual Learning Network. Subjects available will be known early next year. Please enquire from Mrs Beech if you wish further information.

This year courses taken via video conference from outside our normal cluster group have included:

L1 and L3 Korean
L1 and L2 Chinese
Equine Studies

Students wishing to take advantage of e-learning courses will have to make an application for enrolment to the curriculum co-ordinator (Mrs Beech). Forms are available from her. The criteria for selection will be: -

- The course applied for will have to be necessary for the student's overall learning programme and study pathway.
- The course of study by e learning is one that Solway College cannot provide.
- Parents and caregivers will have to give permission for on-line learning.
- Students will have to meet all necessary pre-requisites for the course and students will have to comply with all internet and computer usage rules of Solway College
- Students must demonstrate a history of independent learning and be highly motivated, self-directed learners. Only these students will be successful learning in this way.
- Solway College will review progress regularly and reserve the right to alter study programmes.

There are limited numbers of places available in these courses so prompt and early applications are needed.

It must be noted that this method of learning does require a high level of self-management and commitment from the students and is not by any means an "easy option."

Enrolment in these courses is at the discretion of the curriculum co-ordinator (Mrs Beech) and the Principal.

E-LEARNING COURSES

- Selected students will be able to take courses through e-learning.
- This will include video-conferencing, on-line activities and hard copy work.
- Solway College can enrol students on courses run by the local network, WELCom. They will be full year classes counting towards NCEA in the same way as other subjects.
- The subjects offered by the WELCom cluster will be advised in Term 4 of a given year.
- Further courses may be available by using the national Virtual Learning Network. Subjects available will be known early in the year and demand for such courses should be made known to Solway College resulting from students/parent/curriculum coordinator/careers teacher planning interviews that occur in term 3-term 4 and in subject selection returns from subject handbooks.
- Students wishing to take advantage of e-learning courses will have to make an application for enrolment to the curriculum co-ordinator. Forms available from the office.
- The criteria for selection will be: -
 - The course applied for will have to be necessary for the student's overall learning programme and study pathway.
 - The course of study by e learning is one that Solway College cannot provide.
 - Parents and caregivers will have to give permission for on-line learning.
 - Students will have to meet all necessary pre-requisites for the course and students will have to comply with all internet and computer usage rules of Solway College
 - Students must demonstrate a history of independent learning and be highly motivated, self-directed learners. Only these students will be successful learning in this way.
- Solway College will review progress regularly and reserve the right to alter study programmes.
- Any additional costs incurred by Solway College with regard to these courses may be invoiced to the parents/caregivers of any students who is withdrawn from any distance course in the event that their behaviour or work output is unsatisfactory to either Solway College or the provider.
- There are limited numbers of places available in these courses so prompt and early applications are needed.
- This method of learning does require a high level of self-management and commitment from the students and is not by any means an "easy option." And this must be made evident to students when applying for this type of course.
- Enrolment in these courses is at the discretion of the curriculum co-ordinator.

DISTANCE LEARNING COURSES

- Selected students will be able to take courses through distance learning.
- This will include video-conferencing, on-line activities, work experience and practicals in the field and hard copy work.
- Solway College can enrol students on courses run by other providers. They will be full year classes counting towards NCEA in the same way as other subjects.
- The subjects offered by the other providers will be advised in to the Solway College STAR coordinator as they arise.
- Subjects available will be known early in the year and demand for such courses should be made known to Solway College resulting from students/parent/curriculum coordinator/careers teacher planning interviews that occur in term 3-term 4 and in subject selection returns from subject handbooks.
- Students wishing to take advantage of distance learning courses will have to make an application for enrolment to the curriculum co-ordinator. Forms available from the office.

The criteria for selection will be: -

- The course applied for will have to be necessary for the student's overall learning programme and study pathway.
- The course of study by distance learning is one that Solway College cannot provide.
- Parents and caregivers will have to give permission for distance learning.
- Students will have to meet all necessary pre-requisites for the course and students will have to comply with all EOTC, internet and computer usage rules of Solway College
- Students must demonstrate a history of independent learning and be highly motivated, self-directed learners. Only these students will be successful learning in this way.
- Solway College will review progress regularly and reserve the right to alter study programmes.
- Solway College will request reimbursement from parents/caregivers of any additional costs incurred with regard to these courses in the event of any students who are withdrawn from any distance course in the event that their behaviour or work output is unsatisfactory to either Solway College or the provider. This applies to students who are asked to withdraw from courses for said reasons and for students who fail due to non-compliance with provider or Solway College school rules. These conditions will be made clear to students and parents/caregivers prior to enrolment in a course.
- There are limited numbers of places available in these courses so prompt and early applications are needed.
- This method of learning does require a high level of self-management and commitment from the students and is not by any means an "easy option." And this must be made evident to students when applying for this type of course.
- Enrolment in these courses is at the discretion of the curriculum co-ordinator.

ALTERNATIVE PROGRAMMES

Available in 2017, for students working in the literacy and numeracy pathway towards NZQA qualifications, will be two programmes provided by South Pacific Educational courses (SPEC). These will be based from the Future Options –Core Skills course.

Certificate in Learning Support Level 1

This will require completion of modules of work covering curriculum subjects, life skills, vocational, environmental subjects and also a “Ready to Work” course. Overall, students will be developing the Key Competencies, improving personal development and learning life skills. The certificate qualification sits on the Kiwi Qualifications framework and is a NZQA approved certificate. This SPEC supported learning course works towards independence in Employment and Citizenship and covers skills need for lifelong learning and life skills.

The course requires completion of TRUMP modules (tasks to cover the Key Competencies and HEADWAY modules (tasks that relate to specific topics such as keeping fit, shopping, road safety and many more) and a “Ready to Work” component.

Certificate in Mainstream Studies Level 2

This SPEC supported learning course works towards independence in Employment and Citizenship and covers skills need for lifelong learning and life skills.

The certificate qualification sits on the Kiwi Qualifications framework and is a NZQA approved certificate.

Students work through several levels:

- Shooting Star
- One Star
- Two Star
- Three Star

At each level they choose four to five activities, set SMART targets and generate and collect evidence of their work.

In addition to the NZQA approved certificate qualification they will be able to achieve credits at Levels 1, 2 and 3, the number of which is dependent on negotiation with teachers and how hard the student is prepared to work.

Mainstream interest modules titles include:

Fashion trends, Flattering, Teenage decisions, Individual sports, Behind the wheel and many more.