Curriculum and Course Selection Evening

1. Vision, Values and Principles of our curriculum
2. The curriculum from Year 9 to Year 13
3. University Entrance
4. Option selection advice
5. Option selection process
Vision, Values and Principles of the Curriculum

**NZ Curriculum: Vision**

- confident
- connected
- actively involved
- lifelong learners

*Our young people need to have confidence in their own abilities, to be connected to other communities, to be committed to being part of the life of our country, and to want to continue to learn.*
Vision, Values and Principles of the Curriculum

**NZ Curriculum: Values**

- excellence
- innovation, enquiry and curiosity
- diversity
- equity
- community and participation
- ecological sustainability
- integrity

Our young people need to be curious people who always want to do the very best they can. They should understand others from all communities, treat everyone else well, treat our world well, and always act in an honest manner.
Vision, Values and Principles of the Curriculum

**NZ Curriculum: Principles**

- high expectations
- Treaty of Waitangi
- cultural diversity
- inclusion
- learning to learn
- community engagement
- coherence
- future focus

*Our young people should expect the best of themselves and others, should believe that everyone deserves a good life, should know how to continue to learn, be committed to the future and to understand the past, especially the uniquely bicultural nature of New Zealand.*
Vision, Values and Principles of the Curriculum

Key Competencies

• thinking
• using language, symbols and texts
• managing self
• relating to others
• participating and contributing

Our young people need to be helped to develop their ability to think in many different ways, and to think for themselves, to be able to use many languages effectively, to manage themselves well, to work and play well with other people, and to take full part in their communities.
The shape of the curriculum - Year 9

In Year 9

• English
• Mathematics
• Science
• Social Studies
• Physical Education
• *One or two* of Chinese, French, German, Japanese or Māori

In Year 9 [rotation subjects]:

• Hauora
• Design & Visual Communication
• Digital Technology
• Future Thinking
• Art
• Drama
• Music / Music Institute
• Academy of Sports
The shape of the curriculum - Year 10

Compulsory Subjects:
- English
- Mathematics
- Science
- Social Studies
- Physical Education
- Hauora
- Finance and Society
- Media and Society

One language from:
- Chinese
- French
- German
- Japanese
- Te reo Māori
- Korean for Beginners
- Spanish for Beginners
The shape of the curriculum - Year 10

A rotation Technology subject:
- Digital Technology
  and
- Materials Technology
  or
- Food Technology

An additional subject:
- An additional language
- Art
- Design & Visual Communication
- Drama
- Māori Performing Arts
- Music / Music Institute
- Academy of Sports
The shape of the curriculum - Year 11 | NCEA Courses

6 subjects in Year 11:

1. English
2. Mathematics
3. a Science or a Technology subject
4. a Language or a Social Science or an Arts subject
5. Option One - any subject currently available
6. Option Two - any subject currently available
<table>
<thead>
<tr>
<th><strong>Languages</strong></th>
<th><strong>Social Science</strong></th>
<th><strong>Technology</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Chinese*</td>
<td>• Media Studies</td>
<td>• Design &amp; Visual Communication</td>
</tr>
<tr>
<td>• French*</td>
<td>• History*</td>
<td>• Materials Technology</td>
</tr>
<tr>
<td>• German*</td>
<td>• Geography*</td>
<td>• Control Technology</td>
</tr>
<tr>
<td>• Japanese*</td>
<td>• Social Studies</td>
<td>• Mechanical Engineering</td>
</tr>
<tr>
<td>• Te Reo Māori</td>
<td></td>
<td>• Food Technology</td>
</tr>
<tr>
<td>• Korean Studies</td>
<td></td>
<td>• Digital Technology - Computing</td>
</tr>
<tr>
<td>• Spanish Studies</td>
<td></td>
<td>• Digital Technology - Programming</td>
</tr>
<tr>
<td><strong>Arts</strong></td>
<td><strong>Science</strong></td>
<td><strong>Physical Education and Health</strong></td>
</tr>
<tr>
<td>• Art Visual</td>
<td>• Science*</td>
<td>• Physical Education*</td>
</tr>
<tr>
<td>• Digital Art</td>
<td>• Physical Sciences</td>
<td>• Elite Sports Programme</td>
</tr>
<tr>
<td>• Drama</td>
<td>• Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>• Music</td>
<td>• Chemical Sciences</td>
<td></td>
</tr>
<tr>
<td>• Contemporary Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Māori Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>• Applied Science</td>
<td><strong>Commerce</strong></td>
</tr>
<tr>
<td>• Science*</td>
<td></td>
<td>• Economics*</td>
</tr>
<tr>
<td><strong>Technology</strong></td>
<td></td>
<td>• Accounting</td>
</tr>
<tr>
<td>• Design &amp; Visual Communication</td>
<td></td>
<td></td>
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<tr>
<td>• Materials Technology</td>
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<tr>
<td>• Food Technology</td>
<td></td>
<td></td>
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<tr>
<td>• Digital Technology - Computing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Digital Technology - Programming</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
In Year 12 NCEA:

- Level 2 English
- Five other Level 2 subjects

In Year 13 NCEA:

- Six Level 3 subjects
Additional Year 12 & 13 NCEA Options

- Korean for Native Speakers
- Chinese for Native Speakers
- English with Māori and Pasifika Literature
- Classical Studies
- Art History
- Sports and Recreation
- Outdoor Education
- Outdoor Education - Marine
- Earth and Space Science
- Art Design
- Painting
- Sculpture
- Photography
- Business Studies
- Gateway
- Travel and Tourism
# NCEA Requirements

<table>
<thead>
<tr>
<th>Level 1</th>
<th>80 credits at Level 1, including 10 numeracy and 10 literacy credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2</td>
<td>60 credits at Level 2 or above + 20 credits from any level + The Level 1 numeracy and literacy requirements</td>
</tr>
<tr>
<td>Level 3</td>
<td>60 credits at Level 3 or above + 20 credits from Level 2 or above + The Level 1 numeracy and literacy requirements</td>
</tr>
</tbody>
</table>
# Endorsements

<table>
<thead>
<tr>
<th>Endorsement Type</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Certificate Endorsement with Merit</strong></td>
<td>50 credits gained in Years 10 &amp; 11 across all subjects at Merit or Excellence levels.</td>
</tr>
<tr>
<td><strong>Certificate Endorsement with Excellence</strong></td>
<td>50 credits gained in Years 10 &amp; 11 across all subjects at Excellence level.</td>
</tr>
<tr>
<td><strong>Course Endorsement with Merit</strong></td>
<td>14 credits, including at least 3 internal and 3 external, gained within a year from a single subject at Merit or Excellence levels.</td>
</tr>
<tr>
<td><strong>Course Endorsement with Excellence</strong></td>
<td>14 credits, including at least 3 internal and 3 external, gained within a year from a single subject Excellence levels.</td>
</tr>
</tbody>
</table>
University Entrance for NCEA

Level 3

A minimum of 60 credits including

- 14 credits in a first approved subject
- 14 credits in a second approved subject
- 14 credits in a third approved subject

Level 2

10 Literacy credits Level 2 or higher

Level 1

10 Numeracy credits Level 1 or higher
Rank Score for NCEA

Your best 80 credits at Level 3 over a maximum of five approved subjects.

Credits are weighted:

- Excellence: 4 points
- Merit: 3 points
- Achieved: 2 points

<table>
<thead>
<tr>
<th>Subject</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>150</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>165+</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>180</td>
</tr>
<tr>
<td>HEALTH SCIENCES</td>
<td>250</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>260</td>
</tr>
<tr>
<td>Conjoints</td>
<td>210 - 275</td>
</tr>
</tbody>
</table>
## Subject Requirements

<table>
<thead>
<tr>
<th>Programme</th>
<th>Subject Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Table A and Table B</td>
</tr>
<tr>
<td>Commerce</td>
<td>3 Table A and/or B subjects</td>
</tr>
<tr>
<td>Property</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Table A and Table B</td>
</tr>
<tr>
<td>Nursing</td>
<td>Table A, and Biology, Chemistry or Physics</td>
</tr>
<tr>
<td>Engineering</td>
<td>Physics and Calculus</td>
</tr>
<tr>
<td></td>
<td>16 external Level 3 credits in Physics</td>
</tr>
<tr>
<td></td>
<td>17 external Level 3 credits in Calculus</td>
</tr>
</tbody>
</table>

*Note: Degrees not listed above have no subject requirements*
What are Table A and Table B?

<table>
<thead>
<tr>
<th>Table A</th>
<th>Table B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classical Studies</td>
<td>Biology</td>
</tr>
<tr>
<td>English</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Geography</td>
<td>Accounting</td>
</tr>
<tr>
<td>History</td>
<td>Economics</td>
</tr>
<tr>
<td>History of Art</td>
<td>Mathematics*</td>
</tr>
<tr>
<td>Te Reo Māori OR</td>
<td>Calculus</td>
</tr>
<tr>
<td>Te Reo Rangatira</td>
<td>Statistics</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
</tbody>
</table>

*Cannot be used in combination with Calculus and/or Statistics.

Note: Table A & B only apply to some programmes. It is not the basis of the rank score calculation.
### Additional Requirements

<table>
<thead>
<tr>
<th>Programme</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>Statement, Portfolio</td>
</tr>
<tr>
<td>Music</td>
<td>Statement, Reference, Audition or CV</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Statement, Portfolio</td>
</tr>
<tr>
<td>Dance Studies</td>
<td>Statement, CV, Audition/Interview</td>
</tr>
<tr>
<td>Urban Planning</td>
<td>Statement (Supplementary questions)</td>
</tr>
<tr>
<td>Education (Teaching)</td>
<td>Statement, References, Interview</td>
</tr>
<tr>
<td>Social Work</td>
<td>Police Clearance</td>
</tr>
</tbody>
</table>
Academic English Language Requirement (AELR)

A minimum of 17 credits in English at level 2 and/or level 3

First Year at University

- Semester One
- Academic English
- Semester Two
- Academic English
- Summer Semester
- Academic English
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Level</th>
<th>Internal or External</th>
<th>Credits</th>
<th>L1 Literacy Credits</th>
<th>UE Literacy Credits</th>
<th>Numeracy Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.S. 91107 v2</td>
<td>English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence</td>
<td>2</td>
<td>I</td>
<td>3</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.S. 91104 v2</td>
<td>English 2.7 - Analyse significant connections across texts, supported by evidence</td>
<td>2</td>
<td>I</td>
<td>4</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.S. 91102 v2</td>
<td>English 2.5 - Construct and deliver a crafted and controlled oral text</td>
<td>2</td>
<td>I</td>
<td>3</td>
<td>Y</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A.S. 91099 v4</td>
<td>English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence</td>
<td>2</td>
<td>E</td>
<td>4</td>
<td>Y</td>
<td></td>
<td>4w</td>
</tr>
<tr>
<td>A.S. 91098 v3</td>
<td>English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence</td>
<td>2</td>
<td>E</td>
<td>4</td>
<td>Y</td>
<td></td>
<td>4r, 4w</td>
</tr>
</tbody>
</table>

Total Credits: 18
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Level</th>
<th>Internal or External</th>
<th>Credits</th>
<th>L1 Literacy Credits</th>
<th>UE Literacy Credits</th>
<th>Numeracy Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.S. 91234 v2</td>
<td>History 2.6 - Examine how a significant historical event affected New Zealand society</td>
<td>2</td>
<td>E</td>
<td>5</td>
<td>Y</td>
<td>5r, 5w</td>
<td></td>
</tr>
<tr>
<td>A.S. 91233 v2</td>
<td>History 2.5 - Examine causes and consequences of a significant historical event</td>
<td>2</td>
<td>E</td>
<td>5</td>
<td>Y</td>
<td>5r, 5w</td>
<td></td>
</tr>
<tr>
<td>A.S. 91232 v2</td>
<td>History 2.4 - Interpret different perspectives of people in an historical event that is of significance to New Zealanders</td>
<td>2</td>
<td>I</td>
<td>5</td>
<td>Y</td>
<td>5r</td>
<td></td>
</tr>
<tr>
<td>A.S. 91229 v2</td>
<td>History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders</td>
<td>2</td>
<td>I</td>
<td>4</td>
<td>Y</td>
<td>4r</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 19
Option selection advice

Why do we educate young people?

It's because we want young people to enjoy rich and rewarding lives. And because we want people to make the world a better place for everyone to live in. Education is not designed to prepare you for a particular job, or simply to help you earn money: it is to make you think about who you are, about your place in the world, and about how you can enrich others' lives as well as your own. It is also to give you the skills to succeed in the world - but the nature of that success will be determined by the lives you lead rather than by the subjects you study.
Things to consider

Ask yourself the first and most important question:

What do you enjoy?

What do you find interesting or challenging?
What are your strengths?
What about your interests outside school? How do these connect?
What skills do you enjoy developing?
Things to consider

Ask yourself the second question:

How can you make sure your curriculum is balanced?

Are there subjects from all areas of the curriculum?
Do they keep your options open?
Will they help you lead a richer, more rewarding life?
Will my choices help you engage with the wider world – NZ and overseas? Will they help you be a reflective, involved citizen?
How will you compensate the gaps in your learning programme?
Things to consider

Ask yourself the third question:

Do your choices leave your future career options as open as possible?

Do you understand the way universities in NZ work? The breadth of the first year?
Are you giving yourself the chance to develop broader skills that will appeal to future employers?
Are you taking the courses that you must take for your possible career?
Have you looked up the information on the Careers website?
The schedule

- **7th August**: Online course selection goes live
- **Year 10**: Your advisor will visit you in English class in Week 5. Book an interview time with your advisor.
  - Interviews will take place in Weeks 6, 7 & 8.
- **Years 11 & 12**: Form Teachers will monitor your option selection completion in Weeks 5, 6 & 7.
- **Year 9**: Form Teachers will monitor your option selection completion in Weeks 8 & 9
- **21st September**: Closing date
Making provisional choices

• Make sure you read the information about different subjects
• Think about pathways into Years 12, 13 and beyond high school
• The system will make you follow our rules
• If you are unable to make the choices you want, it is likely that you are trying to break the rules. If this is the case, bring your questions to the interview with your advisor
• Print out your selections and bring them to your interview
• After the interview, think again, and make any changes you need to
Making provisional choices

• Go to https://westlake.schoolpoint.co.nz/

• Log in with your school ID and password
Select useful information

Read “Before Selecting a Course”

Select your year level

This will give you the rules for course selection at your year level
• Select Courses

• Select Courses for me
Year 10 Students need to select:

1. An English Course
2. A Mathematics Course
3. A Science or Technology Course
4. An Arts or Languages or Social Science Course
5. Option of your own choice
6. Option of your own choice

This will give you a list of courses that you are able to select. You need to follow the course selection rules.
• When you’ve selected all your courses, go to “My Courses”
You will see the courses you have selected, as well as courses you are yet to select
You can also select your courses from Learning Areas

Learning Areas

- Year 10 Languages
- Year 10 Open Options
- Year 10 Technology
- Year 11 ARTS, LAN & SOC
- Year 11 English
- Year 11 Mathematics
- Year 11 Options
- Year 11 SCI & TEC
- Year 12 English
Selecting Year 11 English allows you to see the courses available to select

Students who have completed the 10ENGE or 10ENG must select **ONE** English course from:

1. English Core
2. English Extension
3. English Foundation

Students who have completed the 10ENGEL course must select the courses listed in either Part A or Part B

**Part A**

1. English for Academic Progress Foundation Reading and
2. English for Academic Progress Foundation Writing
• You click on the course you wish to select

• Then move onto the next learning area

• Selected a programme that includes
  ✓ 6 subjects and
  ✓ 3 backup subjects (in the order of your preference)

• You can make changes up until the 20th September