



Lynfield College

NCEA Information Evening 2017





Mission statement:

Lynfield College will inspire students to achieve educational excellence through a rich learning and social environment.

School Objective:

To support all students' achievement of their full potential

- NCEA highlights from 2016.
- *These figures are based on the provisional January results and are participation based.*
- Level 1. Achieved = 79.4%. 57% achieved at merit or excellence.
- Level 2. Achieved = 88.8% . 46% achieved at merit or excellence.
- Level 3. Achieved = 82.1% 41% achieved at merit or excellence
- UE = 55%

Getting involved with your child in NCEA

Did you have a good day?

Have you done your homework?

Yup

Huuh?

Nah

Don't have any

Any food in the fridge?

**How can you help me to
understand what you need
to do to achieve your goals?**

<http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/understanding-ncea/how-ncea-works/video/>



STANDARDS in NCEA

- a Topic or unit of work with an assessment at the end of it that earns credits.

***What standard are you studying in ...
English?***

1. Standards – “TOPIC”

Ms Feist - English

ACHIEVEMENT CRITERIA: English 1.5

Achievement	Achievement with Merit	Achievement with Excellence
<p>Develop and structure ideas in formal writing</p> <p>Use language features appropriate to audience and purpose in formal writing</p>	<p>Develop and structure ideas convincingly in formal writing</p> <p>Use language features appropriate to audience and purpose with control in formal writing</p>	<p>Develop and structure ideas effectively in formal writing</p> <p>Use language features appropriate to audience and purpose with control to command attention in formal writing.</p>

ACHIEVEMENT STANDARDS (Level 1)

ENGLISH 1.5 Produce formal writing

ENGLISH 1.4 Produce creative writing

ASSESSMENT: INTERNAL

- providing opportunities to draft, develop and craft several pieces (**language features**)
- individual topic choice (**ideas**)
- takes place over an extended period
- teacher-feedback and teaching of specific skills to work on

REQUIREMENTS

- **This achievement standard involves drafting, reworking and presenting of at least one piece of formal writing.**
- **Writing expresses ideas, information and/or opinions.**
- **May include reports, commentaries, text reviews, (auto) biographical profiles, articles, expository essays.**



THE PROCESS USED IN ENF

ENGLISH WITH FORMAL WRITING

- **Students use a writing folio**
- **A biographical task in term one**
- **An issues based essay in term two**
- **Students select best piece for further crafting and development and assessment in Term three**



1. Standards - FOLIO

Ms Allpress - Arts

NCEA and Assessment Using Portfolios

PORTFOLIOS

The collection of evidence over time.

- Various Standards require students to demonstrate their ability to develop ideas and skills over **an extended period of time.**
- The process requires conceptualising, developing, refining, and producing a final body of work.
- This process occurs most typically within the **Visual Arts** and **Technology** Learning Areas.

Year 11 Courses using Portfolios for Assessment

ARTS

11ART	Drawing Painting Printmaking
11ADM	Digital Art Making
11MUS	Music Composition

MATHS

11MAP	Measurement / Number / Statistics
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TECHNOLOGY

11TMH	Hard Materials
11DTG	Digital Technologies
11DVC	Design and Visual Communication (Graphics)

NCEA MUSIC - LEVEL 1

AS91092

**Compose two
original
pieces of music**

6 Credits

**Internal
Portfolio**

Students work on their compositions mostly during classtime. A draft is submitted for teacher feedback about one week before the final work is due

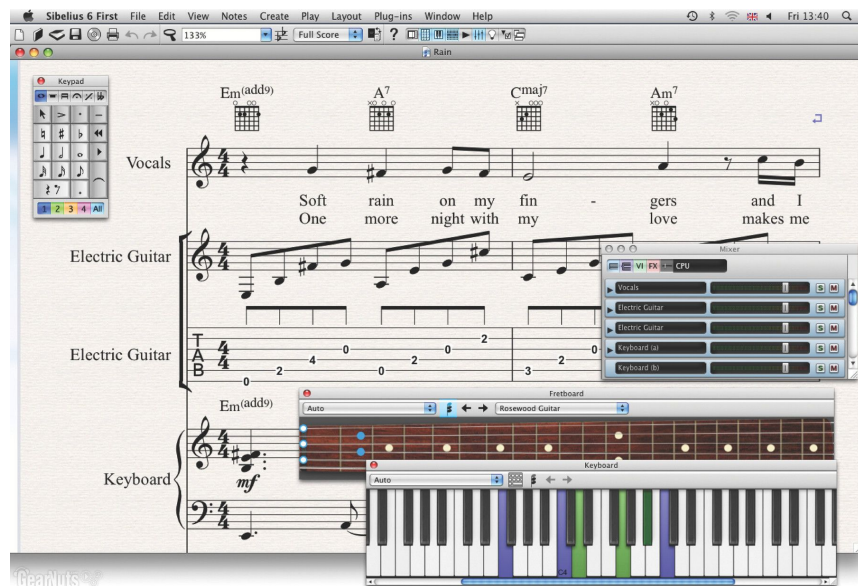
The portfolio

Students are required to create two original pieces of music.

These may be instrumental and/or songs.

A written score and audio file of each composition is needed. At least one of these will be notated using specialist software called sibelius.

Final grades are based on evidence across both compositions.



NCEA ASSESSMENT

VISUAL ARTS Level 1 NCEA

WE OFFER 2 COURSES AT YEAR ELEVEN

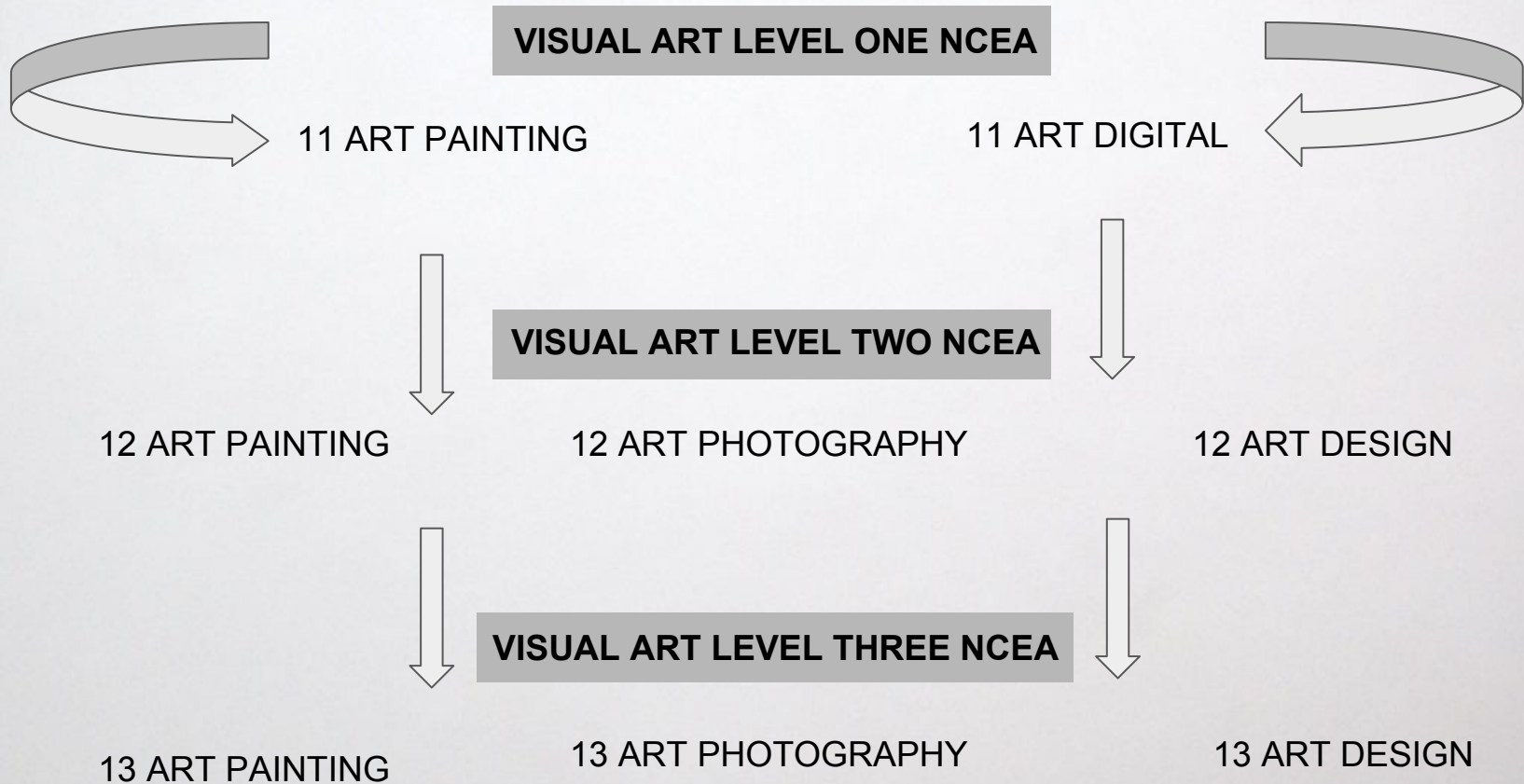
11ART

Students who undertake this course are exploring the traditional art making processes of drawing, painting and printmaking.

11ARD

Students on this course have opted for a more digital approach to their art making practice (Adobe Photoshop).

SENIOR VISUAL ART COURSES





A YEAR LONG PROGRAM OF STUDY (Folio)

- ❑ All artworks are produced over time and used as evidence for their external folio (Term 4).
- ❑ Some of the work on the folio is also used as evidence for the two internal achievement standards.
- ❑ All work in progress is milestone assessed at different stages of the year.
- ❑ Student work must be informed by established practice (NZ and International artist models).
- ❑ Student's practical knowledge improves as the year progresses.
- ❑ All students working on a folio go through various cycles of learning (technical / conceptual / contextual).
- ❑ The final body of work is presented as a 2 panelled folio submission.

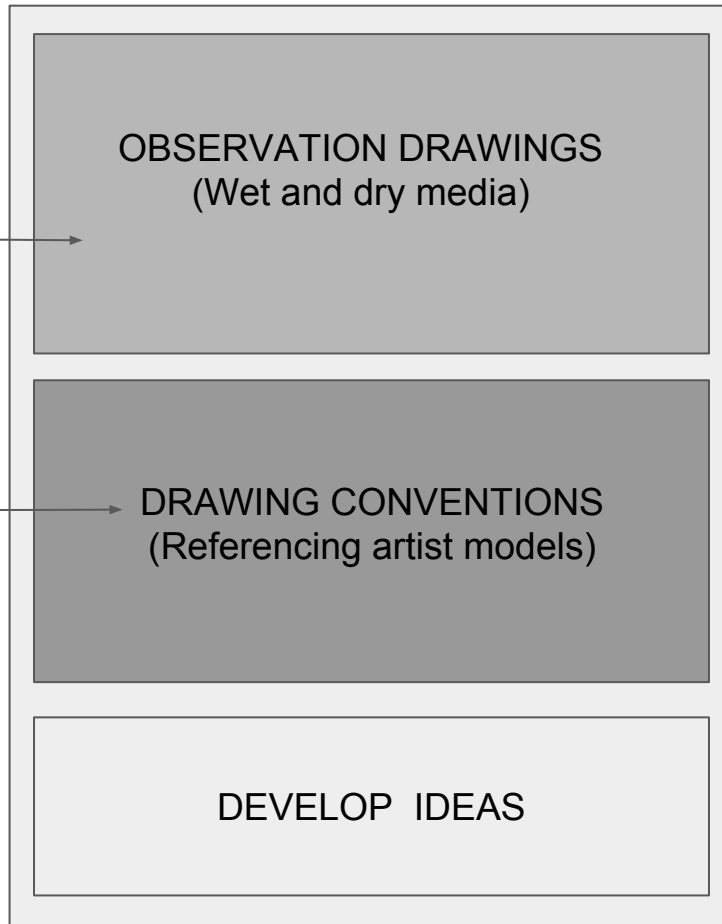
EXTERNAL FOLIO (12 CREDITS)

**All Visual Art students submit a folio for their external submission
(Level 1 and 2 = 2 panels / Level 3 = 3 panels)**

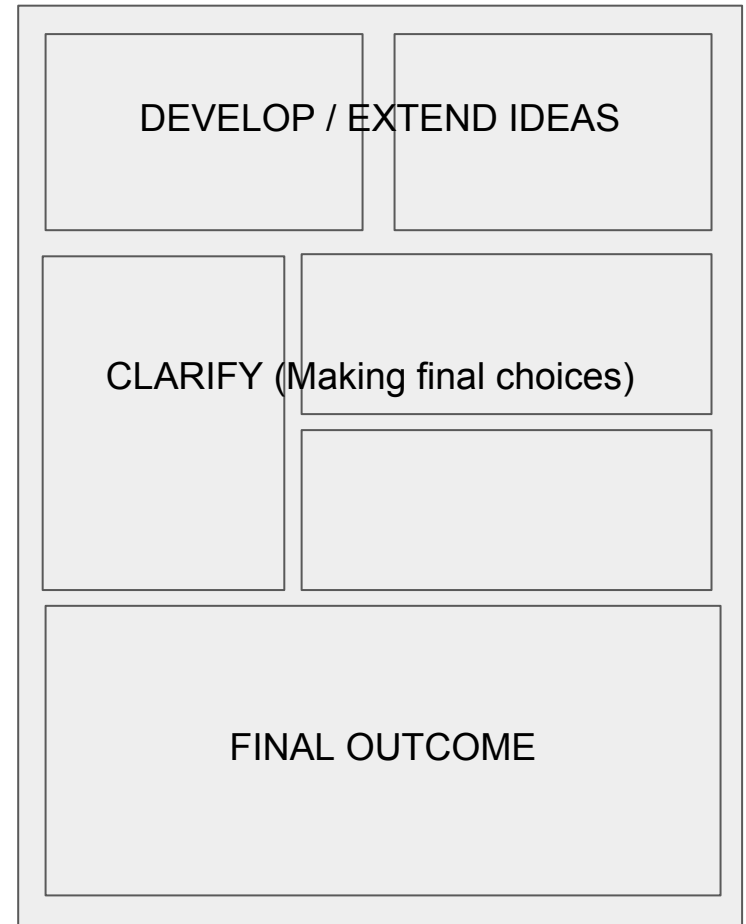
A TYPICAL LAYOUT OF A LEVEL 1 ART FOLIO

Also evidence
for AS 1.2
(4 Credits)
Term 1 and 2

Also evidence
for AS 1.3
(4 Credits)
Term 1 and 2



PANEL ONE



PANEL TWO

TOTAL CREDITS EARNED (20 CREDITS)

EXTERNAL FOLIO ASSESSMENT CRITERIA

ACHIEVED

Produce a body of work informed by established practice, which **develops ideas**, using a range of media.

MERIT

Produce a **systematic** body of work informed by established practice, which **develops ideas**, using a range of media with **control**.

EXCELLENCE

Produce a **systematic** body of work informed by established practice, which **develops and clarifies ideas**, using a range of media with **fluency**.

The collage consists of 15 individual artworks:

- Top row (left to right): A pencil sketch of a garden scene with plants and a path; a photograph of a stone fountain with a central water spout; a single dark purple leaf.
- Second row (left to right): A bright blue butterfly; a butterfly with black, yellow, and green wings and white outlines; a black and white abstract geometric pattern.
- Third row (left to right): A blue butterfly on a purple and white patterned background; a collection of various flower and leaf sketches in black, white, and purple; a large, detailed black and white drawing of a butterfly with intricate wing patterns.
- Bottom row (left to right): A black and white drawing of a plant with large, patterned leaves; a large, detailed black and white drawing of a butterfly with intricate wing patterns; a large, detailed black and white drawing of a butterfly with intricate wing patterns.

A collage of 12 images showing various artistic representations of butterflies and roses. The images include: a pencil sketch of a rose; a painting of two pink roses; a painting of a single red rose; a high-contrast black and white rose; a black butterfly on a white background; a red paisley butterfly; a butterfly with a floral pattern; a butterfly with a geometric pattern; a butterfly with a striped pattern; a butterfly with a solid orange and black pattern; a butterfly with a white and black pattern; and a butterfly with a red and black pattern.

[illegible][illegible]

EXCELLENCE FOLIO

WHAT ARE THE ACHIEVEMENT STANDARDS?

AS90914 (1.2) INTERNAL (Term 1 and 2)

Using drawing methods and skills for recording information using wet and dry media.



Whats does this mean?

Students will create drawings from observation (still life) using a pencil or pen (dry media) and create copies of these drawings to apply paint (wet media), creating a series of drawings.

AS90915 (1.3) INTERNAL (Term 1 and 2)

Using drawing conventions to develop work in more than one field of practice.



Drawing conventions can mean techniques used by artists. It can also reference artists use of compositional devices and ideas. Field of practice generally refers to either, drawing, painting or printmaking.

AS90916 (1.4) EXTERNAL (Term 1,2,3,4)

Produce a body of work, which develops ideas, using a range of media.



A 2 panelled portfolio! Work from the 2 internals can also be used on the folio. This is where students produce up to 20 individual artworks that inform each other reaching to a final outcome at the end.

ASSESSMENT PROCEDURE...

All Visual Art students have milestone assessments throughout the year.

First milestone

This is an informal one to one conversation between teacher and student. This usually takes place halfway through an achievement standard. It is a good opportunity for the student to gain some feedback before the next milestone.

Final milestone

This is a formal milestone process. It happens at the end of an assignment and students will receive a grade from their teacher. The assessed work goes through a formal moderation process within the art department before the grade and work goes back to the student.

Final summative milestone (Term 4)

This takes place after the folio has been completed. It is the final opportunity for students to complete all internals. An opportunity for students to finalise their grades. Submitted work goes through another formal moderation process within the art department.

WHAT CAN YOU DO TO SUPPORT YOUR FLEDGLING ARTIST?

1/ Art students **ALWAYS** have work to do (if they say they have none, '*THEY ARE LYING*')!

2/ **SELF MANAGEMENT** is essential towards completing their folio.

3/ When they finalise a layout for their folio, create a **calendar** for getting work finished.

4/ Allow time to refine, modify and **improve work**.

5/ If possible create a dedicated **space** for them at home to make art.

6/ All art students should be working at home and in class (there is **not enough time at school** to complete work)!

7/ Be encouraging and **supportive** of your artist (spend some time in art galleries).

8/ Know their **deadlines** (deadlines are on the school assessment calendar).

9/ Finally good luck! Your artist will get emotional at times and get stressed about their work. **Your support is essential!**

1. Standards – Merit/Excellence

Mrs Marshall – Social Science

**LEVEL 1:
HISTORY, GEOGRAPHY,
ACCOUNTING & ECONOMICS**



LEVELS 2 & 3:

**As for Level 1 plus
BUSINESS, CLASSICAL STUDIES,
TOURISM & COMMERCE**

The difference between Merit and Excellence



Merit Criteria

- ☛ In- depth understanding
- ☛ Explain
- ☛ Range & detailed to explain consequences

Excellence Criteria

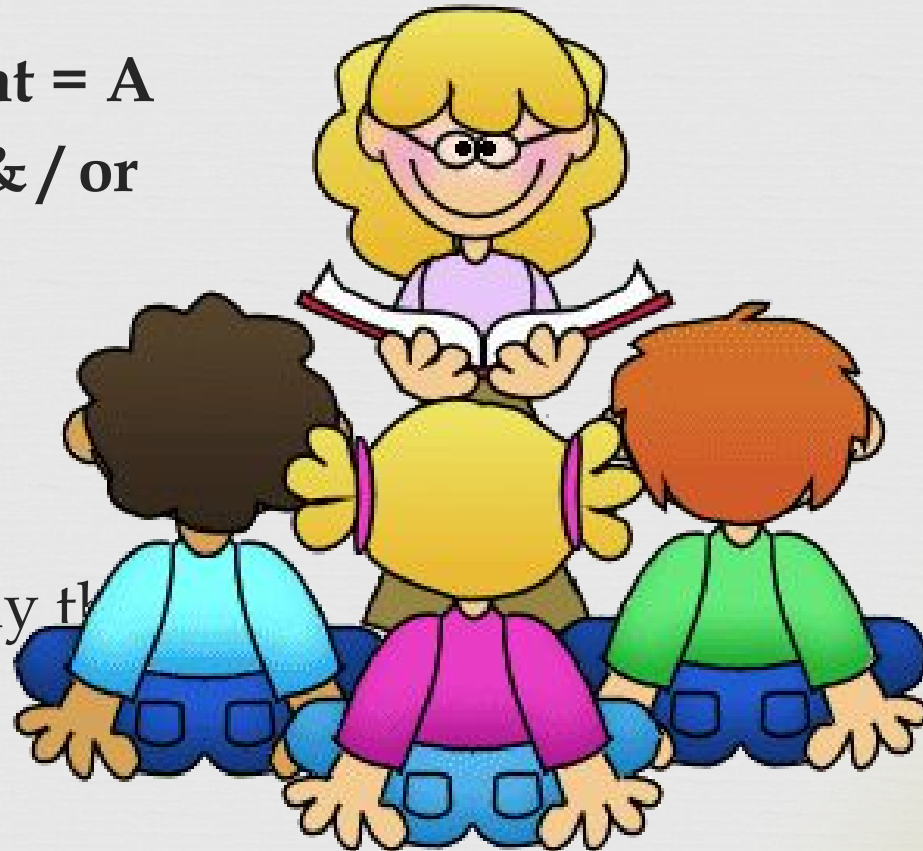
- ☛ Comprehensive understanding: depth & breadth
- ☛ Justify
- ☛ Perception: Range & integrate detail to explain consequences (eg making links to show insight)

HOW TEACHERS INFORM STUDENTS OF THE REQUIREMENTS FOR EACH CRITERIA



The classroom teacher explains:

- ❧ To DESCRIBE = to write what = A
- ❧ To EXPLAIN = to write why & / or how = M.
- ❧ To JUSTIFY = to give reasons = E.
- ❧ The learning workbooks supply the required answers for M & E.



Student exemplars at Merit and Excellence levelled examined

From NZQA

everyday life and family. Moses became a —
 citizen at age 18 and went to military —
 for 2 years. After this he would need —
 to run the other which is all their family
 and property. Leadership skills are key for —
 this as they are dealing with issues that —

1. Addresses the question, using the terms from the question.
2. Link created between the first two bullet points which shows perception.
3. Primary source evidence of specific relevance to the context is used. Quotes are integrated into the explanation.
4. Shows perceptive understanding of the ideas and values of the classical world.
5. Responds to all part of the question with some perception and consistent detail.
6. Developed conclusion on the importance of leadership to the society of the time that shows some perception. With more detail could have shown thorough perception for Excellence 8

and their —
 good example —
 from the Bible —
 started to —
 himself as —
 and the rest —
 —
 —

07

Achievement Criteria for each standard is clearly displayed to inform students:



Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none">• Examine ideas and values of the classical world.	<ul style="list-style-type: none">• Examine, in-depth, ideas and values of the classical world.	<ul style="list-style-type: none">• Examine, with perception, ideas and values of the classical world.

Assessment Schedule

Achieved

- Has shown some understanding of sustainability by making a decision and backing it up with some valid reasoning

Overall: Has described the sustainability, or otherwise, of the selected environment with continued use.

Merit

- Has shown a good understanding of sustainability by making a decision and clearly Explaining the reasons for that decision.

Overall: Has explained the sustainability, or otherwise, of the selected environment with continued use.

Excellence

- Has used geographic terms and concepts to fully explain:
- the sustainability of the environment under dairy farming. A decision has been made and is backed up with insightful comment and detail.

Overall: Has shown insight in fully explaining the sustainability, or otherwise, of the selected environment with continued use.



RULES and REGULATIONS

Fair Valid Consistent

What can you tell me about the standards you are studying in ... *(English)*?

- topic / criteria,
- Internal / external,
- assessment type,
- assessment date/deadline,
- Merit / Excellence
- Literacy / Numeracy

COURSES

- a year's worth of standards / topics / credits in one subject area

What courses are you studying this year?

2. Courses –

“different but the same”

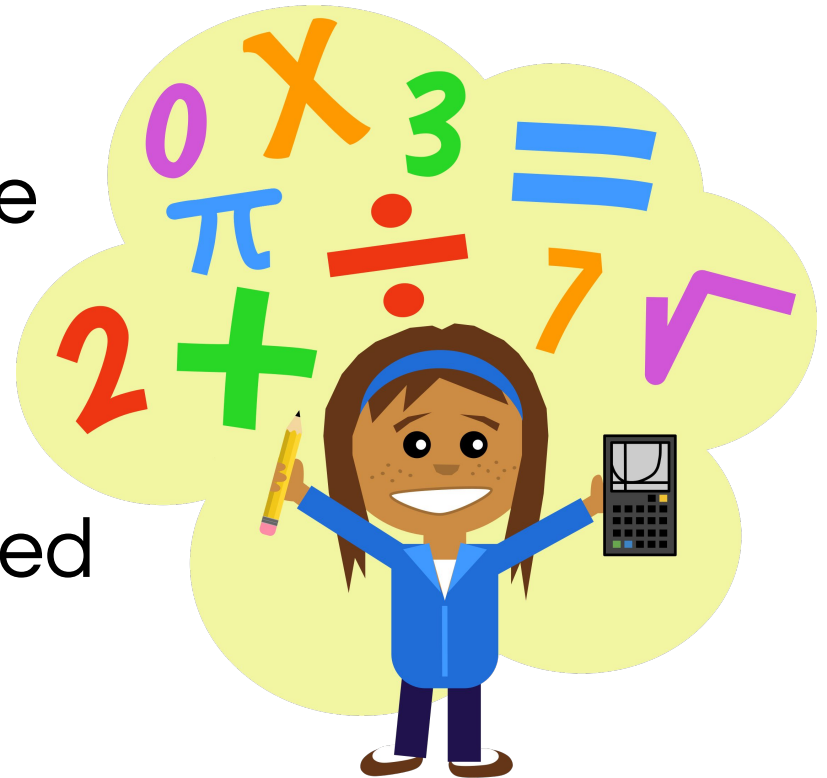
Ms Clock

Mathematics and L1 Numeracy

MATHEMATICS COURSES

Year 11 (Level One NCEA)

- 11 MAA Advanced
- 11 MAI Intermediate
- 11 MAX Mainstream
- 11 MAT Maths Units
- 11 MAP Maths Applied



SIMILARITIES BETWEEN COURSES

All Mathematics courses at Year 11 provide opportunity for:

- Numeracy Credits
- Advancement to Level Two

Maths Advanced r	L1/2	→	Maths Advanced r	L2	→→
Maths	L1	→→	Maths	L2	→→
Maths Units	L1	→→	Maths Units	L2	→
Maths Applied	L1	→→	Maths Applied	L1/2	→

ALL SUBJECTS AT YEAR 11 HAVE THE OPPORTUNITY FOR ADVANCEMENT TO LEVEL 2

Eng creative writing	L1	→→	Eng crafted writing	L2	→→
Eng formal writing	L1	→→	English	L2	→
Com English	L1	→	Media Studies	L2	→
			Com English	L1/L2 U Std	→
English Academic	L1 U Std	→	English Academic	L2 U Std	→
EFS	L1 U Std	→→	EFS	L2 U Std	→→
ELS	L2 U Std	→→	ELS	L2/3 U Std	→→
ELIP		→→	ELIP		→
German	L1	→	German	L2 / (Cor)	→
Japanese	L1	→	Japanese	L2 / (Cor)	→
Chinese	L1	→	Chinese	L2 / (Cor)	→
Māori	L1	→	Māori	L2 / (Cor)	→
			Spanish	L1 / (Cor)	→
Maths Advanced r	L1/2	→	Maths Advanced r	L2	→→
Maths	L1	→→	Maths	L2	→→
Maths Units	L1	→→	Maths Units	L2	→
Maths Applied	L1	→→	Maths Applied	L1/2	→
Sci Biological Adv r	L1	→→	Biology Adv r	L2	→→
Science Foundation	L1	→→	Biology	L2	→→
Science Mainstream	L1	→→	Earth & Space Sci	L2	→→
			Chemistry	L2	→→
			Chemistry Adv r	L2	→→
Sci Physical Adv r	L1	→→	Physics Adv r	L2	→→
			Physics	L2	→→
History	L1	→	History	L2	→
Geography	L1	→	Geography	L2	→
			Classical St	L2	→
			Tourism	L2 U Std	→
Economics	L1	→→	Economics	L2	→
			Business	L2	→
Accounting	L1	→→	Accounting	L2	→→
			Commerce	L2	→

Phys Ed Advancing	L1	→→	Outdoor Education	L2	
Physical Ed & Health	L1	→→	Physical Ed	L2	→→
	L1	→	Sports Studies	L2+U Std	→
			Health Studies	L2	→
Drama	L1	→→	Drama	L2	→
			Dance	L2	→
Music	L1	→→	Music	L2	→→
Music Applied	L1/2/3	→	Music Applied	L1/2/3	→
Vis Arts Paint&Print	L1	→→	Vis Arts Paint	L2	→
Vis Arts Dig Media	L1	→→	Visual Arts Design	L2	→→
			Visual Arts Photo	L2	→→
Tech Materials	L1	→→	Tech Materials	L2	→
Tech Eng Prac	L1 U Std	→→	Tech Eng Practical	L2 U Std	→
Tech Electronics	L1	→→	Tech Electronics	L2	→
			Automotive	L2 U Std	→
Cabinetry	L1 U Std	→	Carpentry	L2 U Std	→→
Design&VisCom	L1	→	Design&VisCom	L2	→
Tech Fash & Des	L1	→	Tech Fash & Des	L2 + U Std	→
			Tech Fash Apparel	L2/3 U Std	→
Food & Nutrition	L1	→	Food & Nutrition	L2	→
			Early Childhood Education	L2 U Std	→
Hospitality Intro	L1 U Std	→	Hospitality	L2 U Std	→
			Personal&ComCare	L2 U Std	→
Digital Technologies	L1	→→	Digital Technologies	L2 + U Std	→
			Info Tech Web Programming	L2 U Std	→
			Design	L2	→
SPC	L1 U Std	→	SPC	L1/2 U Std	→
			Customer Service s	L2/3 U Std	→
			Gateway s	L1-3 U Std	→

DIFFERENCES BETWEEN COURSES

All Mathematics courses at Year 11
have varying:

- Difficulty levels
- Blends of internal and external assessments
- Assessment methods

2. Courses – prerequisites

Mr Eyre – Science

Prerequisites: What are they?

At the start of each course in the course information booklet is a section called 'prerequisites'.

BIOLOGY		(12BIO)
LEVEL:	NCEA Level 2 Achievement Standards: 22 credits	
PREREQUISITES:	Either: 8 credits from the Year 11 SCM course including the L1 Biology - Genetics Standard, OR: 8 credits from the Year 11 SCB course, AND A high level of English comprehension, both written and spoken, is required, as students need to read widely in order to write discussions using technical vocabulary. If these prerequisites are not met, students must get written permission from the HOD Biology.	

This is to advise students what they need to have accomplished before they can start that particular course.

Prerequisites: Why have them?

- They are there as a minimum target for students, to help motivate them throughout the year.
- They advise students what skills and understanding are required for the course so they can choose courses that meet their strengths.
- They help to ensure students are likely to be successful, by steering them away from courses that they may not be successful in.

Prerequisites: Simple or Complex

Some course prereqs are quite simple:

EARTH AND SPACE SCIENCE (12ESS)	
LEVEL:	NCEA Level 2 Achievement Standards: 20 credits
PREREQUISITES:	8 credits from a Level 1 Science course, including at least one externally assessed standard

Others are more complex:

PHYSICS (12PXM)	
LEVEL:	NCEA Level 2 Achievement Standards: 19 credits
PREREQUISITES:	<p>This course is designed for high achieving Science students who have a passion for Physical and/or Medical Sciences.</p> <p>Prerequisites:</p> <p>Either Achieved or higher in both 11SCP Physics standards; OR Achieved or higher in two 11SCM External Standards (Mechanics and one other Science) AND in the L1 Physics Practical Internal Standard (based initially on results from school assessments during the year).</p> <p>In addition, 14 Achieved or higher Achievement Standard credits in Level 1 Mathematics, and Level 1 Literacy.</p>

Class teachers will advise and guide students on how well they are doing to meet the prereqs for future courses throughout the year.

2. Courses – endorsement

Mrs Wells – Health and PE

Endorsements

What do they mean?

How do I get them?

Course Endorsement and Certificate Endorsement



Course Endorsement

Course endorsement provides recognition for students who perform exceptionally well in individual courses



Students will gain an endorsement for a course if, in a single school year, they achieve:

14 or more credits at Merit or Excellence

(in most courses this must include at least 3 internal and 3 external credits)

11PHE + HTH = 24 credits available

11PEA = 24 credits available



Certificate Endorsement

Certificate endorsement provides recognition for students who perform exceptionally well across a whole level



Must get 50 Merit credits or 50 Excellence credits

If you get 50 level 1 credits at Excellence level, you will have your Level 1 certificate endorsed with Excellence.

If you get 50 level 1 credits at Merit level, you will have your Level 1 certificate endorsed with Merit.



What do you need to achieve in order to take the courses you want to do next year ?

- course selection -**
- prerequisites**
- course endorsement Excellence/Merit**
- monitoring results**

QUALIFICATIONS

- an achievement that allows you to
move on to the next step

*What qualification will
you achieve this year?*

LEAVING QUALIFICATION

Record of Achievement

e-LynC /Parent Portal...

www.nzqa.govt.nz

3. Qualifications –

Mrs Townsend – Technology Level 1 Courses -

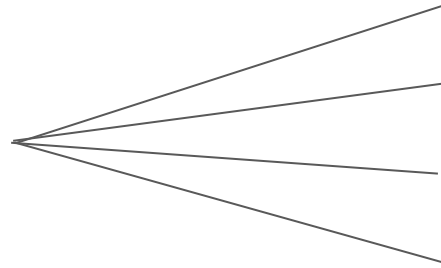
**Materials:
Hospitality**

Digital Technologies

Food & Nutrition

Design & Visual Communication

**Fashion & Design
Hard
Electronics
Cabinetry**



Standards

Unit Standards & Achievement Standards



Vocational Pathways



NCEA Level 1, 2 and 3



University Entrance

Vocational Pathways



The Vocational Pathways provide new ways to achieve NCEA Level 2. The pathways help students see how their learning and achievement is valued in the 'real world' by aligning the NCEA Level 2 Assessment Standards including specific 'sector-related' standards with six industries:

Industry Sectors

Government agencies, the industry training sector, secondary and tertiary representatives and industry and employer representatives worked together to develop the six Vocational Pathways for NCEA Level 2 as the foundation of the journey to employment.

Primary Industries

- Vet
- Wine maker
- Farmer
- Food Technologist
- Production Manager
- Forestry

Service Industries

- Accountant
- Chef
- Sales Rep
- Hairdresser
- Journalist

Social and Community Services

- Teacher
- Police Officer
- Midwife
- Doctor
- Health Services Manager
- Security Guard

Manufacturing and Technology

- Architect
- Baker
- Engineer
- Jeweller
- Surveyor
- Electrician

Construction and Infrastructure

- Builder
- Civil Engineer
- Project Manager
- Interior Designer
- Welder

Creative Industries

- Artist
- Graphic Designer
- Actor
- Screen Printer
- Set Designer
- Dancer

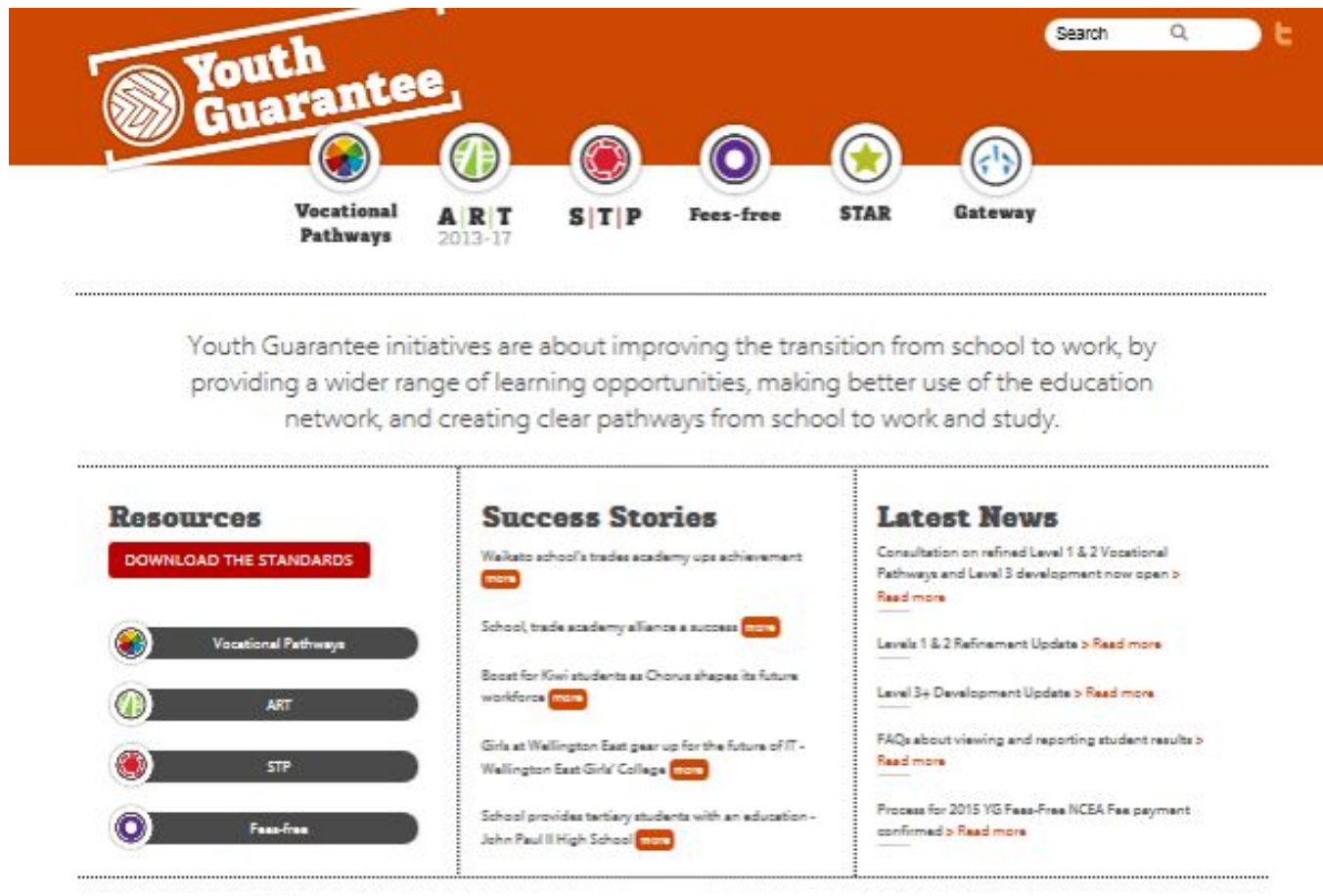
Vocational Pathway Award

NCEA Level 1
80 credits at any level
Including Literacy and
Numeracy

NCEA Level 2
60 credits at level 2 or above
Including level 1 Literacy and Numeracy



NZQA formal recognition of achieving a Vocational Pathway will be automatically available to all learners from 2015.



- For more information, resources and links to other useful sites visit: www.youthguarantee.net.nz



National Qualifications Framework
ANNUAL RESULT NOTICE

NEW ZEALAND QUALIFICATIONS AUTHORITY
Kaitiaki Take Kōwhiri o Aotearoa

Andrew Steven Learner
Address 1
Address 2
Address 3
Address 4 Post Code

NSN: 101101004
Academic Year: 2007
Issued: January 2008

Qualification and Achievement Summary for 2007

National Certificate of Educational Achievement - Level 1 achieved with merit	01/0006
National Certificate of Educational Achievement - Level 2	01/0006
New Zealand University Entrance	01/0006

Standards Achieved in 2007

Where the result achieved is the best possible result for that standard the result will be shown in bold type.

	A - Achieved	M - Achieved with Merit	E - Achieved with Excellence	N - Not Achieved	NT - Not Attempted	NTA - Not Attempted	NTA - Not Attempted
BIOLOGY							
Level 3	9601 Describe gene expression (nt)	4	A				
	9602 Describe gene-gene and gene-environment interaction (nt)	3	A				
	9603 Carry out an investigation into an aspect of the ecological role of an organism with guidance (nt)	5	M				
	9604 Research a contemporary biological issue (nt)	3	A				
	9605 Describe animal behaviour and plant responses (nt)		N				
	9607 Describe patterns of evolution (nt)		E				
	9608 Describe applications of biotechnological techniques (nt)	3	A				
	9609 Describe trends in human biological and cultural evolution (nt)	3	M				
Total credits achieved in 2006 in Biology at Level 3: 25							
CHEMISTRY							
Level 3	9544 Investigate the characteristic properties and reactions of organic substances (nt)	5	A				
	9545 Analyse spontaneous oxidation-reduction reactions (nt)	4	A				
	9546 Calculate the enthalpy change associated with chemical reactions (nt)	2	A				
	9549 Characterise the composition of acid and base solutions (nt)	4	A				
	9550 Predict the formation of precipitates of sparingly soluble substances (nt)	2	A				
	9608C Determine the composition of an oxidant or reductant by titration (nt)	2	E				
	9609C Describe oxidation-reduction processes (nt)	3	M				
	9609D Describe selected atomic, molecular and ionic properties (nt)		N				
	9609E Describe the structure and reactions of organic compounds containing selected organic (nt)	4	M				
	9609F Describe and use thermochemical principles (nt)	3	A				
	9609G Describe aqueous systems using equilibrium principles (nt)	5	A				
Total credits achieved in 2006 in Chemistry at Level 3: 34							
Level 2	9547 Characterise oxidation-reduction reactions (nt)	3	A				
	9609B Describe the structural formulae and reactions of compounds containing selected organic functional groups (nt)	4	M				
Total credits achieved in 2006 in Chemistry at Level 2: 7							
CORE HEALTH							
Level 2	6401 Provide first aid (nt)	1	A				
Total credits achieved in 2006 in Core Health at Level 2: 1							
Level 1	6402 Provide resuscitation level 2 (nt)	1	A				
Total credits achieved in 2006 in Core Health at Level 1: 1							

Issued: January 2008

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New Zealand Qualifications Authority PO Box 180, Wellington 6011 Telephone 04-463 3000 www.nzqa.govt.nz

NEW ZEALAND QUALIFICATIONS AUTHORITY
Kaitiaki Take Kōwhiri o Aotearoa

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VOCATIONAL PATHWAYS

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- My Record of Achievement
- My Admission Slip
- My Details
- My Enrolments
- Order Documents
- My Orders
- Fees Payment
- Logout

- Vocational Pathways

Overview

More about Vocational Pathways

To get Vocational Pathways awarded, you also need to achieve:

NCEA Literacy

NCEA Numeracy

NCEA Level 2

Construction & Infrastructure

Creative Industries

Manufacturing & Technology

Primary Industries

Service Industries

Social & Community Services

22 / 60

77 / 60

5 / 60

49 / 60

71 / 60

42 / 60

0 of your 22 credits are from Sector Related Standards

35 of your 77 credits are from Sector Related Standards

0 of your 5 credits are from Sector Related Standards

0 of your 49 credits are from Sector Related Standards

22 of your 71 credits are from Sector Related Standards

15 of your 42 credits are from Sector Related Standards

Progress

Progress

Progress

Progress

Progress

Progress

Award

Award

Award

Award

Award

Award

careersnz

For career planning information go to the Careers New Zealand website.

About Vocational Pathways

3. Qualifications –

Mrs Keir – Careers Advisor

Occupation Outlook 2017 from your APP store

Description

Occupation Outlook is designed to help students make well-informed career choices. It provides vital information on over 100 occupations in New Zealand, covering around 90% of employment in the labour market.

3. Qualifications –

Mr Waddington – *Academic Advisor*

Level 1 Literacy

10 credits –

Accounting, Art Design, Biology, Business Studies, Chemistry, Design and Visual Communication, Digital Technologies, Drama, Earth and Space Science, Economics, English, Geography, Health, History, Maths, Te Reo Maori, Music, Physical Education, Physics, Programming and Web, Science, Technology Electronics, Technology Engineering Materials.

The background of the slide is a dark green chalkboard. In the top left corner, there are several pieces of colorful chalk: a purple piece, a yellow piece, a pink piece, and an orange piece. On the chalkboard, there are several light-colored chalk scribbles, including a large 'X' and some curved lines. The word 'Numeracy' is written in a large, white, sans-serif font in the upper right area.

Numeracy

10 credits -

Maths

Science (except SCB)

Geography(4)

Design and Visual Communication(3)

Technology Materials Hard(3)

UE



Minimum: University Entrance

NCEA Level 3 (60 cr L3, + 20 cr L 2)

14 credits
approved
subject



14 credits
approved
subject



14 credits
approved
subject



5 Reading credits + 5 Writing credits - Level 2 or above



10 numeracy credits Level 1 or above

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Undergraduate entry requirements

Find out how to gain entry to the University, including standards you'll have to meet under NCEA, CIE and IB; and alternative entrance pathways.

Limited Entry University

Table A	Table B
Classical Studies, English, Geography, History, History of Art, Te Reo Māori (or Te Reo Rangatira)	Accounting, Biology, Calculus, Chemistry, Digital Technologies*, Economics, Mathematics†, Physics, Statistics

* Digital Technologies will be taken into consideration as a Table B subject from 2018 and specifically the Achievement Standards numbered 91632 through to 91642 (inclusive). There is no change for 2017 admission.

† Mathematics cannot be used in combination with Calculus and/or Statistics.

Bachelor of Commerce (BCom) ²	180 A minimum of 16 credits in each of three subjects from Table A and/or Table B.
Bachelor of Dance Studies (BDanceSt)	150 Subject to the qualitative evaluation of a CV, written statement and an audition/interview.
Bachelor of Education (Teaching) (BEd(Tchg)) ³	150 Subject to a satisfactory interview, police check, and referees' reports.

Bachelor of Health Sciences (BHSc)	250 A minimum of 18 credits in one subject from Table A and a minimum of 18 credits in one subject from Table B.
Bachelor of Science (BSc) - Biomedical Science	280
Bachelor of Engineering (Honours) (BE(Hons)) ⁴	260 17 external Level 3 credits in Calculus and 16 external Level 3 credits in Physics.

NZQA administration costs PA

\$77.60

\$383.30 international students

\$30 per subject scholarship

\$102.20 per subject (international students)

\$20 per candidate or \$30 per family (financial assistance)

How will your qualifications help you take the next step in your progress?

“go-to” people about NCEA

- Teachers / HODs / Faculty Leaders
- Deans
- Mr Winn - NZQA
- Academic Advisor – Mr Waddington
- Careers Advisor – Mrs Keir

**For access to eLynC and the
Parent Portal visit.....**

www.lynfield.school.nz

NZQA

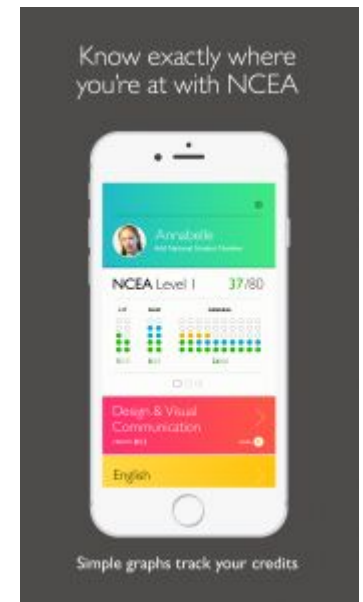
<http://www.nzqa.govt.nz/>

NCEA APPS

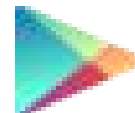
NCEA Guide

NCEA Student

My Blueprint



iTunes Preview



Google play

“What can you tell me about the standards you are studying in ... (eg *English*)?”

“What do you need to achieve in order to take the courses you want to do next year?”

“How will your qualifications help you take the next step in your progress?”