



Youth Guarantee

strong foundations, clear pathways, successful transitions.



Goal:

All young people achieving L2 NCEA

Initiatives:

A clear and simple framework of vocational pathways.

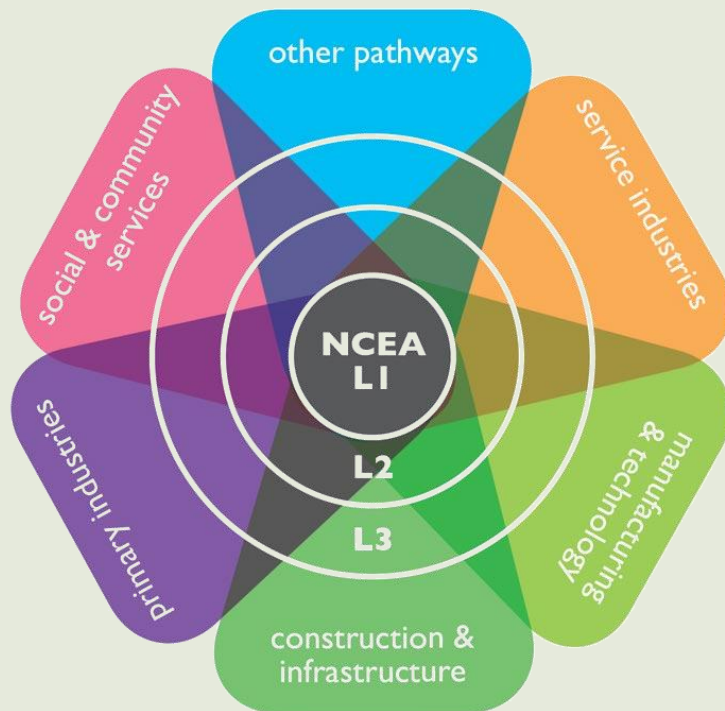
New learning opportunities and choices for 16 and 17 year-old students.

Strengthened funding and accountability for secondary/tertiary partnerships.

Strengthened careers education and pastoral care.

More effective tracking and monitoring of students.

Vocational Pathways: Definitions.



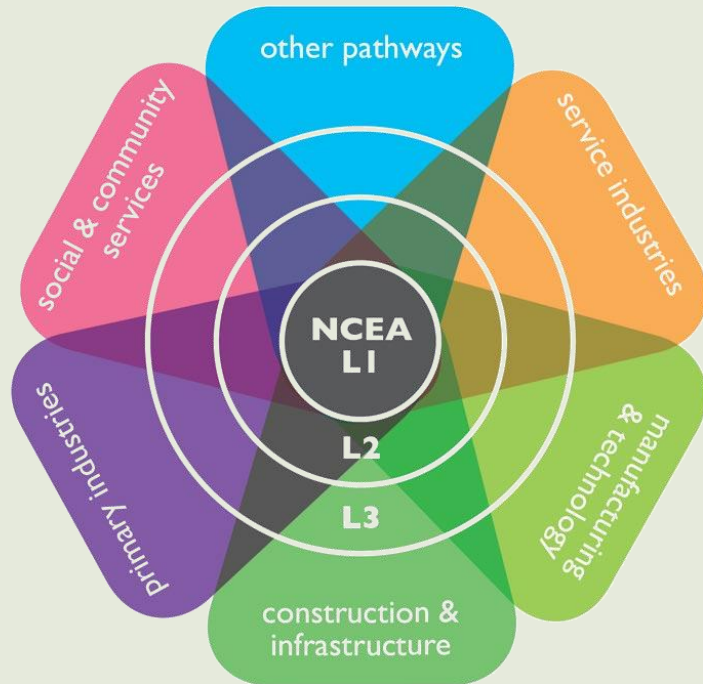
a **sector description** – the skills, knowledge, and key competencies valued by a broad sector of industry.

recommended **assessment standards** that recognise outcomes valued by the industries.

a **work and study map** which outlines possibilities beyond school - jobs, careers, and study options at all levels

Online May 2012.

Vocational Pathways



provide:

Better information for learners about future possibilities.

A simpler and more coherent framework for the education system.

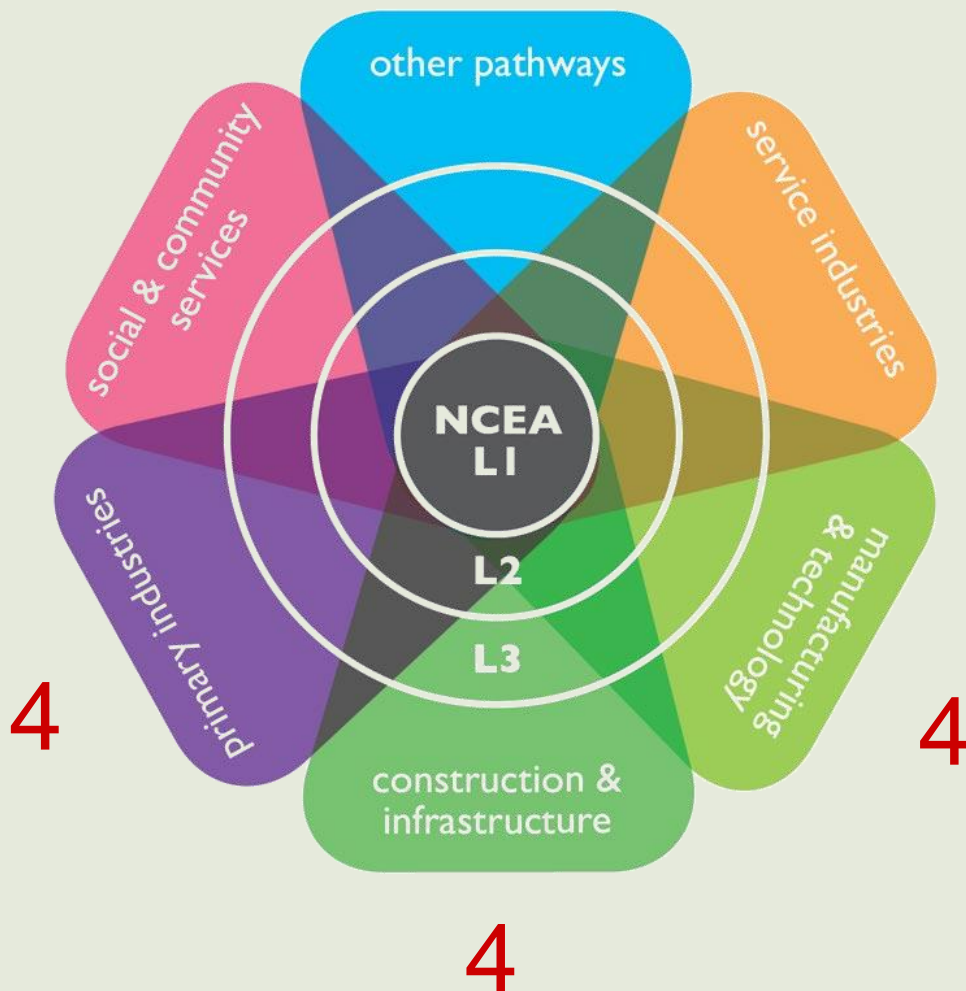
Better connections between education and employment.

leading to:

Improved relevance and motivation for students.

Improved programme design and clearer options.

Successful transitions to work and study.



Achievement Standard

Subject Reference Chemistry 1.5
 Title Demonstrate understanding of aspects of chemical reactions
 Level 1 Credits 4 Assessment External
 Subfield Science
 Domain Chemistry
 Status Registered Status date 30 November 2010
 Planned review date 31 December 2014 Date version published 17 December 2010

This achievement standard involves demonstrating understanding of aspects of chemical reactions.

Mutual exclusion exists between this standard and AS90947.

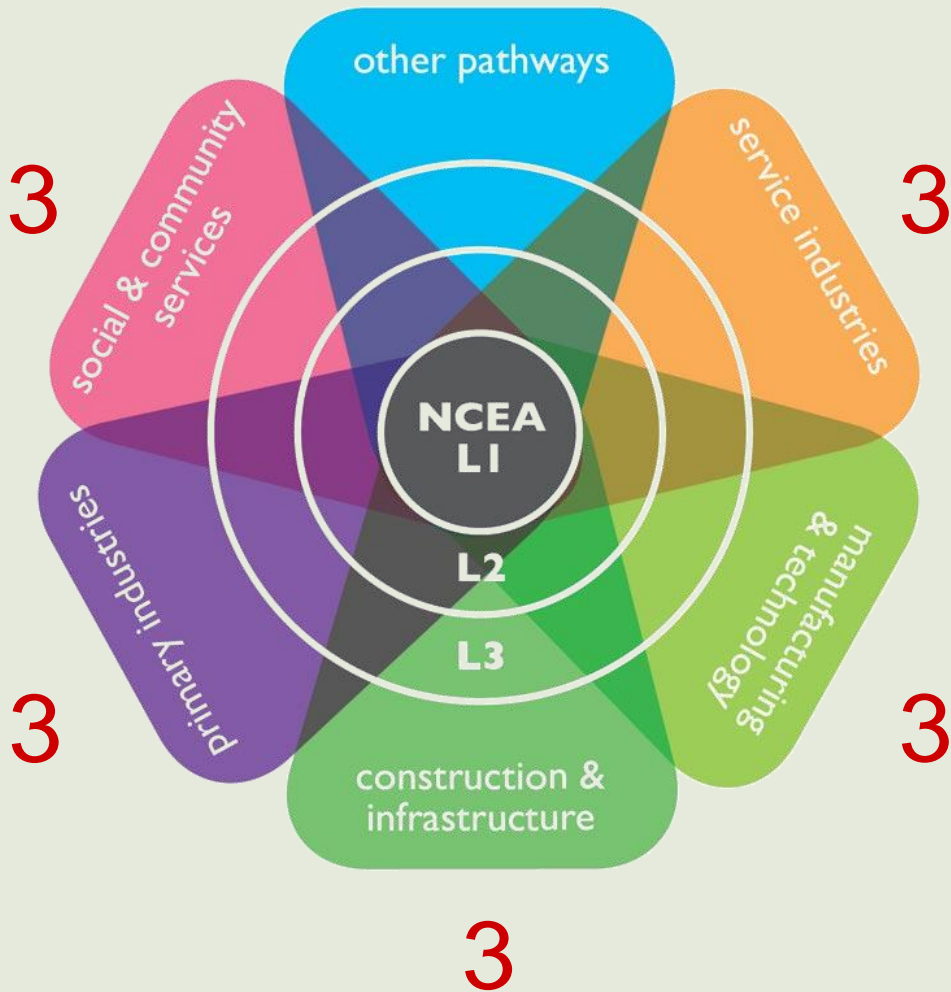
Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate understanding of aspects of chemical reactions. 	<ul style="list-style-type: none"> Demonstrate in-depth understanding of aspects of chemical reactions. 	<ul style="list-style-type: none"> Demonstrate comprehensive understanding of aspects of chemical reactions.

Explanatory Notes

Version 1 of this achievement standard was republished to correct an error in the exchange/precipitation reactions in explanatory note 5.

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, Level 6. It is aligned with the Material World strand, and is related to the material in the *Teaching and Learning Guide for Chemistry*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz>.
- Demonstrate understanding typically involves describing, identifying, naming, drawing, giving an account of, and classifying chemical reactions. This typically requires the use of chemistry vocabulary, symbols and conventions (including names and formulae), and completing word equations.



Achievement Standard

Subject Reference	Mathematics and Statistics 1.5		
Title	Apply measurement in solving problems		
Level	1	Credits	3
		Assessment	Internal
Subfield	Mathematics		
Domain	Measurement		
Status	Registered	Status date	9 December 2010
Planned review date	31 December 2014	Date version published	9 December 2010

This achievement standard involves applying measurement in solving problems.

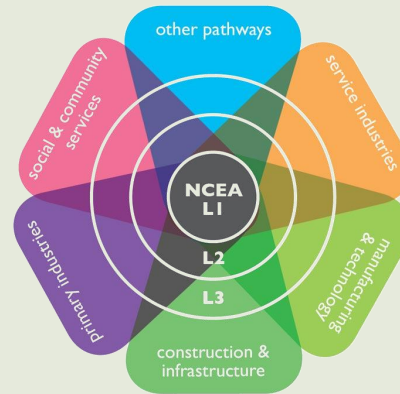
Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Apply measurement in solving problems. 	<ul style="list-style-type: none"> Apply measurement, using relational thinking, in solving problems. 	<ul style="list-style-type: none"> Apply measurement, using extended abstract thinking, in solving problems.

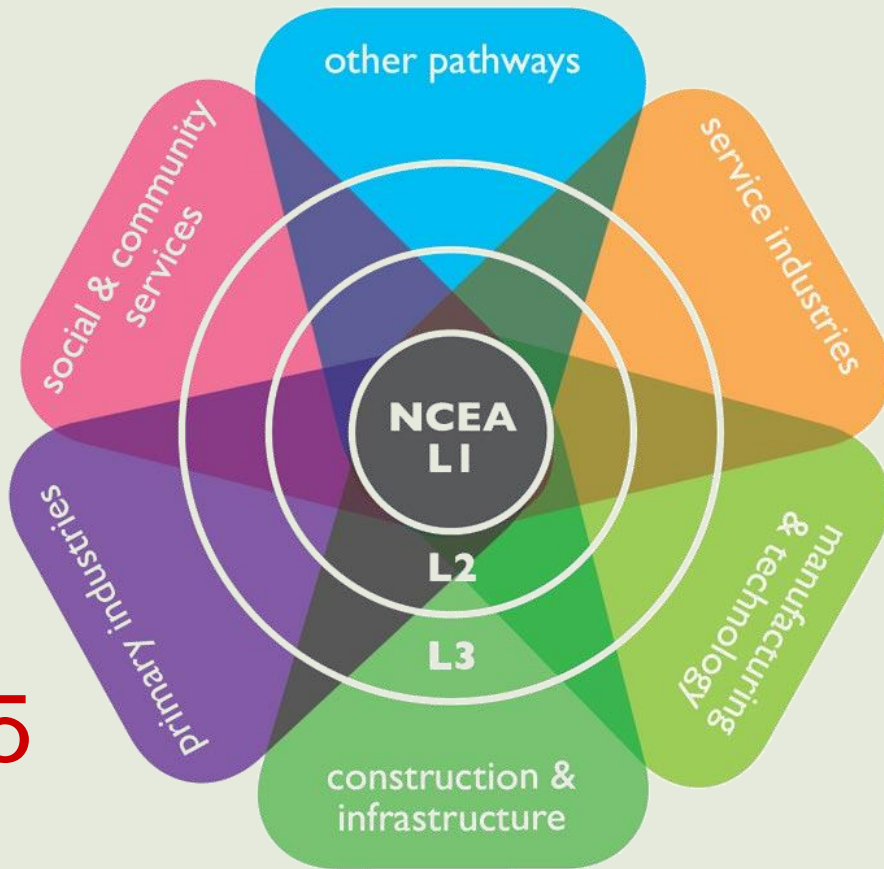
Explanatory Notes

- 1 This achievement standard is derived from Level 6 of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for Mathematics and Statistics*, Ministry of Education, 2010 at <http://resources.secondary.tk.org.nz>. The following achievement objectives taken from the Measurement thread of the Mathematics and Statistics learning area are related to this standard:
- convert between metric units, using decimals
 - deduce and use formulae to find the perimeters and areas of polygons, and volumes of prisms
 - find the perimeters and areas of circles and composite shapes and the volumes of prisms, including cylinders
 - apply the relationships between units in the metric system, including the units for measuring different attributes and derived measures
 - calculate volumes, including prisms, pyramids, cones, and spheres, using formulae.

Contextualised Assessment Resources



5



Achievement Standard

Subject Reference	Agricultural and Horticultural Science 1.10		
Title	Demonstrate knowledge of horticultural plant management practices and related plant physiology		
Level	1	Credits	5
Subfield	Science	Assessment	External
Domain	Agricultural and Horticultural Science		
Status	Registered	Status date	17 December 2010
Planned review date	31 December 2014	Date version published	17 December 2010

This achievement standard involves demonstrating knowledge of horticultural plant management practices and related plant physiology.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Demonstrate knowledge of horticultural plant management practices and related plant physiology. 	<ul style="list-style-type: none"> Demonstrate in-depth knowledge of horticultural plant management practices and related plant physiology. 	<ul style="list-style-type: none"> Demonstrate comprehensive knowledge of horticultural plant management practices and related plant physiology.

Explanatory Notes

- This achievement standard is derived from *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and based on the outcomes in the *Teaching and Learning Guide for Agricultural and Horticultural Science*, Ministry of Education, 2010 at <http://seniorsecondary.tki.org.nz/>.
- Demonstrate knowledge* involves describing horticultural plant management practices and related plant physiology and/or growing conditions.

Demonstrate in-depth knowledge involves explaining why horticultural plant management practices or steps within practices are carried out.

Demonstrate comprehensive knowledge involves applying knowledge of horticultural plant management practices to given situations. This may involve comparing and contrasting or justifying management practices.
- Horticultural plant management practices* are actions carried out by the grower to enhance production. These may include cultivation, training (staking, thinning,



primary industries

social & community services

manufacturing & technology

construction & infrastructure

service industries

80 credits

NCEA

12

3

7

7

3

Ag/Hort 1.10

5 credits

Chemistry 1.5

4 credits

Maths 1.5

3 credits

3 credits

4 credits

3 credits

4 credits

3 credits

3 credits



“I’m “eidentoo”ni”
“I want to be a chef”

Reporting Vocational Pathways

Proposed that:

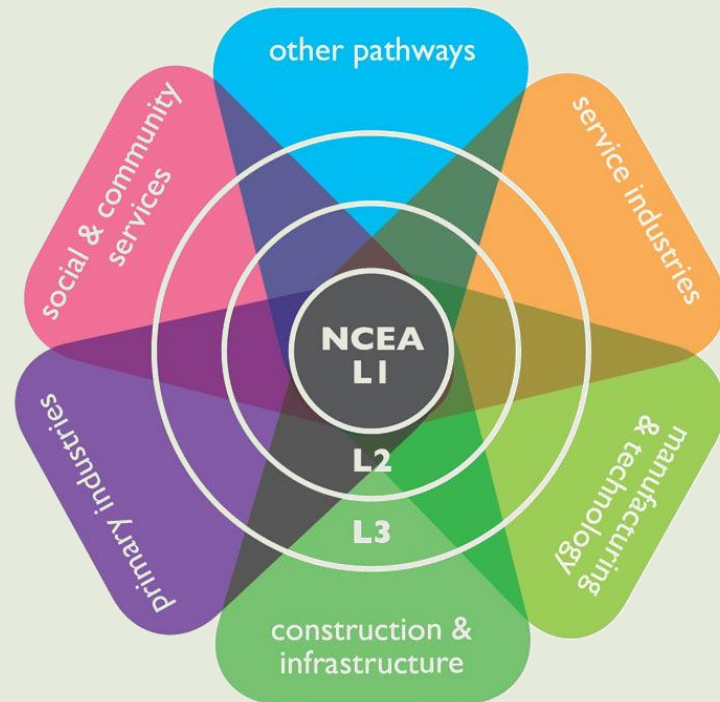
60 Level 1 credits from recommended standards

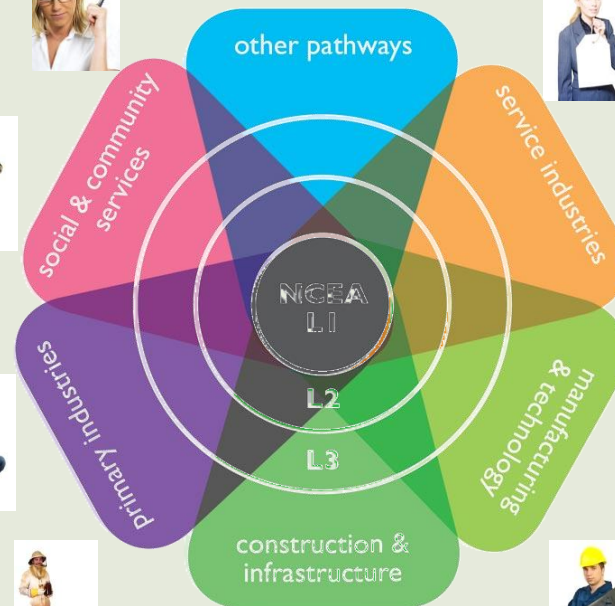
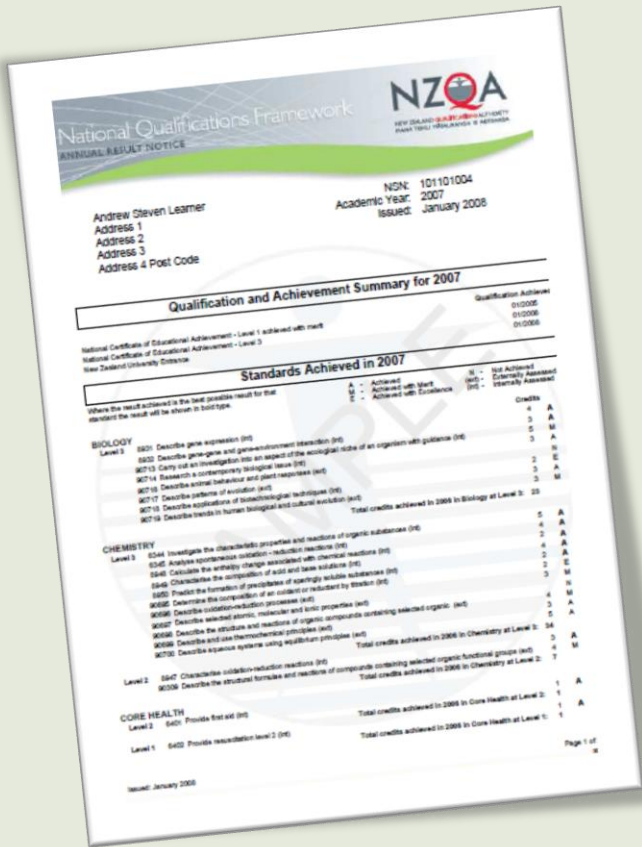
plus

60 Level 2 credits from recommended standards
(including a minimum of 20 credits from sector-related standards)

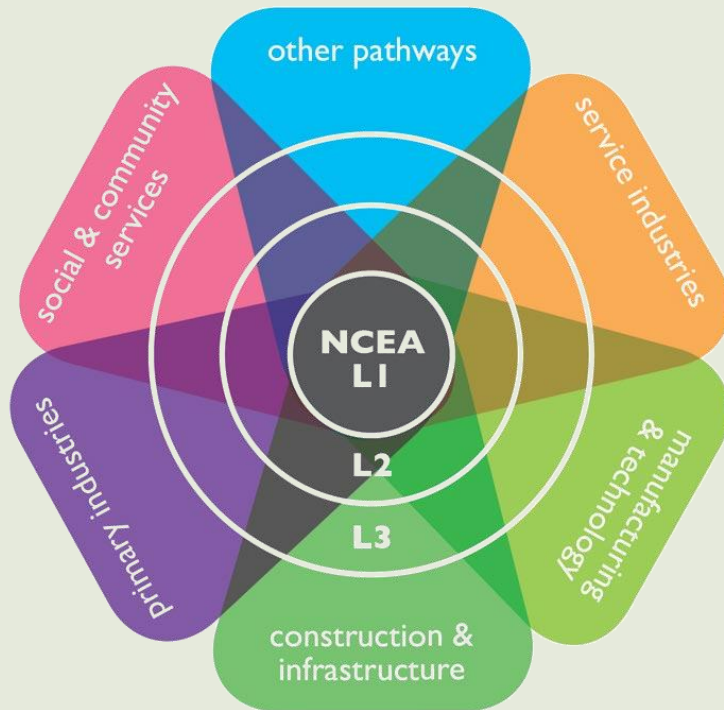
equals

NCEA L2 with Pathway





Support and Resources



Learning networks encouraging authentic learning.

Online “matching” facility for learners, teachers and careers advisors.

Improving “Connections and Pathways” sections in Teaching and Learning Guidelines.

Growing inventory of contextualised assessment resources.