

# **TIMARU BOYS' HIGH SCHOOL**



## **SENIOR COURSE SELECTION INFORMATION HANDBOOK For 2023**

# TBHS SENIOR COURSE INFORMATION

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## Using this Book

*Choosing your subjects for next year is important.  
It needs to be done carefully.*

We suggest that you work through these steps:

- **Step One** Read the course selection section for your year level.
- **Step Two** Consider your abilities, interests as well as the occupations which interest you to help you make your subject choice.
- **Step Three** With these ideas in mind read the subject descriptions.
- **Step Four** Seek advice, if necessary, from the Careers Adviser, Dean, other staff and the Kiwi Careers website ([www.careers.govt.nz](http://www.careers.govt.nz))
- **Step Five** Discuss possible choices with your parents/caregivers, all the way through these steps.
- **Step Six** After careful thought and discussion; fill in your course selection online in KAMAR

# GENERAL INFORMATION

1. Classes will be organised and timetabled to operate only if there are enough students interested, or if staffing and resources are available. There may be composite classes here or at Timaru Girls' High School. Te Kura – The Correspondence School courses must be applied for through the Deputy Rector. This school's policy is to have students taught here by our teachers wherever possible.

2. Some courses may be supplemented through the NZ Open Polytechnic or Ara. All off school courses must be applied for through the Deputy Rector; an extremely large range of subjects is available. There could be additional costs associated with these choices.

3. Students may take courses at multiple levels. This gives the student flexibility to repeat earlier work and to study at their ability level.

4. Some courses lead to qualifications other than NCEA (e.g. Polytechnic courses), but most students will be expected to enter for the national awards at each year level in NCEA.

5. Counselling for subject and career choices is available at school from the Deans of Years 11, 12 and 13, from the Careers Adviser, and from HODs and subject teachers. Please ask more than one person for such guidance.

6. You need to know these factors, among others:

- you study 6 subjects in Years 11 and 12
- which subjects are compulsory, and which are optional
- prerequisites and co-requisites
- the dates by when decisions must be made

**NOTE: Credit totals for subjects may change at the start of 2023**

**You must plan for the long term, and keep your options open**

# SUBJECTS AVAILABLE IN 2023

## YEAR 11/LEVEL 1

English Literature (examination) or English (compulsory)  
 Mathematics Algebra or Mathematics Statistics (compulsory)

Students take **six** subjects and must choose **four** from the following list

Accounting	History
Agricultural Science	Māori (TGHS) TBC
Agriculture	Music
Computer Skills	Outdoor Education
Design & Visual Communications	Physical Education
Digital Technologies	Science External or Science Internal
Drama (TGHS) TBC	Technology Construction – Wood
Economics	Technology Mechanical - Metal
Food & Nutrition – Home Economics	Transition - Gateway
French (TGHS) TBC	Visual Art
Geography	

## YEAR 12/LEVEL 2

English Literature or English (compulsory)

Students take **six** subjects and must choose **five** from the following list

Accounting	History
Agricultural Science	Māori (TGHS) TBC
Agriculture	Mathematics Algebra or Mathematics Statistics
Biology	Music
Chemistry	Outdoor Education
Computer Skills	Physical Education
Design & Visual Communications	Physics
Digital Technologies	Science
Drama (TGHS) TBC	Sport Studies
Economics	Technology – Construction Wood
Food & Nutrition – Home Economics	Technology Mechanical Materials
French (TGHS) TBC	Tourism
GATEWAY	Visual Art
Geography	

## YEAR 13/LEVEL 3

Students must take a minimum of **FIVE** subjects

Accounting	Geography
Agricultural Science	History
Agriculture	Māori (TGHS) TBC
Biology	Mathematics with Calculus
Chemistry	Mathematics with Statistics
Design & Visual Communications	Music
Digital Technologies	Physical Education
Drama (TGHS) TBC	Physics
Economics	Sports Studies
English Literature or English	Technology – Construction Wood
Food & Nutrition - Home Economics	Tourism
French (TGHS) TBC	Visual Art
GATEWAY	Young Enterprise

## MANAGING WORKLOAD

Careful planning is essential if you are to balance the commitments that you have. Good planning improves achievement and reduces stress!

You need to think about academic, sporting, cultural, family commitments as well as any paid employment. Be realistic about what you take on, so that you can achieve the goals that you set for yourself at school this year.

To help you to PLAN it is important that you use the school diary or an appropriate online organiser such as Google Calendar. This will help you to see when assessments are due, to set goals early on, see what school events are happening throughout the year and just organize your day-to-day activities.

Students who are doing programmes that involve subjects from more than one year level need to pay attention to planning.

At times, some students find that workload becomes extreme. If this happens it is vital that you let someone know. The form teacher, subject teacher and dean are people that you can approach if this becomes a concern.

# SENIOR SCHOOL INFORMATION

This section of the handbook aims to inform you of the rules and regulations that relate to the qualification which you are studying towards.

Entry into the senior school is a major step in your education.

Please consider these points:

1. Your progression to higher levels will depend on your **own** academic success. Some senior subjects have a pre-requisite; you must get a certain grade or better if you are to study that subject next year.

*By working steadily throughout the year and by completing all work, you will achieve maximum success.*

2. All senior programmes have assessments that contribute to completion of the National Certificate of Education Achievement (NCEA).

It is important that you understand:

- what will be assessed (what work will be examined);
- how you will be assessed (internal, external or a mixture of both);
- when assessments will occur during the year;
- the rules/regulations for each qualification;
- the rules relating to attendance and missed work.

Detailed material on the above will be issued to you in each subject at the start of each year

3. If you run into problems, talk to the subject teacher first. If they cannot help you, then speak to the Head of Department or Teacher in Charge of the subject. If you still need help, see a Year Level Dean. The Deans of each year level are there to help you.

# SUBJECT ASSESSMENT

In each subject you will complete several assessments. At the beginning of your course, you should receive information that tells you whether you will be:

- **Internally assessed.**

Your teachers mark your work and forward results to the New Zealand Qualifications Authority.

Some Achievement Standards and Unit Standards (and some certificate courses offered by outside providers) are fully internally assessed. Because assessment is on-going it is very important that you maintain high standards of attendance and work completion throughout the year.

- **Externally assessed.**

This usually involves an examination at the end of the year.

- **Assessed by a mixture of internal and external assessment.**

In many cases practical work is internally assessed by the teaching staff while the theory is tested in an end-of-year examination.

The majority of NCEA courses have both internal and external assessment components.

Students should feel free to discuss any issues that involve the marking of tests, assignments, practical work, or examinations with their teachers.

The information that follows details some of the rules and procedures that must be followed to gain credit towards a qualification. It is a short version of our school's Assessment Policy.

Please read this material very carefully. Ask your form teacher, subject teacher, or dean about anything that you do not fully understand.

## **Special Note**

If students wish to consult the full version of the school's Assessment and Reporting Policy senior students have this electronically shared with them each year



# ASSESSMENT PROCEDURES

## Appeals Procedure

- Students have the right to lodge an appeal if:
  - They are unhappy about an assessed or recorded result. (This only refers to a marker's interpretation of a marking schedule)
  - They have been denied another chance to have their achievements recognised (where such an opportunity had not been advised as unavailable)
  - They have evidence of unfairness in how they were treated in regard to assessment conditions
  - They have evidence of a moderation inconsistency
  - They have been accused of misconduct relevant to the assessment such as copying
- Students must firstly approach the appropriate subject teacher to discuss the problem. A consultation with the Head of Departmental or Teacher in Charge of subject could take place. Should they still be dissatisfied they should approach the Principal's Nominee to lodge a formal appeal.
- The student has five school days from the return of the marked script to lodge a formal appeal
- Students will be informed in writing of the result of a formal appeal. They will sign off to acknowledge acceptance of the outcome.
- This formal appeal procedure must be completed within five school days from the lodging of the appeal.

## Attendance

- Students need to have at least an 85% attendance rate to be able to succeed in NCEA. Students failing to meet this threshold will be contacted by the Deans or Senior Management.
- Unless there is a legitimate reason for their absence students must attend all classes for their subjects.
- The student is responsible for ensuring that all subject teachers are informed as to the legitimacy of the absence.
- Students over the school leaving age may be excluded from a course if they are repeatedly absent without good cause.
- Students missing an assessment due to absence may be awarded an assessed grade based on other appropriate evidence already gained or provided with another opportunity to show competence, (whichever is appropriate) as long as the absence was explained and legitimate.

- Students without an acceptable explanation will be withdrawn from that standard and may be denied any possible chance to demonstrate competence in that standard.

### Authenticity of Student Work

- Students will sign an Authenticity Declaration each academic year stating that the work they submit for assessment will be all their own work.

### Conduct

- Students are always expected to behave in a mature and considerate manner. This is especially so during assessments when any misconduct might hinder another student's performance.

### Breaches of the Rules

- Any student disrupting a school assessment (either an internal or a practice external) will be removed immediately (unless that action may itself prove more distracting) and referred to the appropriate Dean. The Rector's Nominee will also be informed. The student will be withdrawn from that standard and may be denied any possible further opportunity to show competence in that standard
- Any student found cheating during an assessment will be dealt with in the same manner
- Any student who is found to have submitted work which is not their own will be withdrawn from that assessment and forgo any right to recognition of achievement in that standard.
- Any student who knowingly allows another student to copy their work will be withdrawn from that assessment and forgo any right to recognition of achievement in that standard.
- If a teacher is unable to verify that work submitted was a student's own work the Year Level Dean will be asked to investigate. The student, the student's parents, the subject teacher involved, the HOD, the Rector's Nominee and the Rector will be informed in writing of the Dean's findings.

### Extensions for Internally Assessed Work

- In special circumstances a student or group of students may be granted an extension to an assessment deadline after prior application

## Privacy

Timaru Boys' High School will take all reasonable steps to protect the privacy of individuals:

- marked work and student records will be stored in a secure place;
- marks/results will not be divulged to third parties (other than parents and staff) unless consent is given by the student.

## Reassessment

- All assignment deadlines will be clearly indicated to students well in advance of the due date. Each department will distribute a guide to proposed assignments and deadlines to each student at the start of the year.
- Students who (on their first attempt) fail to meet the minimum standard required in Unit or Achievement Standard assessments will be permitted another opportunity to have their achievement recognised where it is practicable to do so.
- Students will be warned in advance of any assessment where other assessment opportunities will not be available such as field trips.

## Recording Assessment Results

- Each department will provide a recording sheet for each student to record the grades they achieve.
- It is the responsibility of the student to ensure their record is intact and up to date.
- When a student agrees with the grade they have been given they are to sign off on that grade. Once they have done that no appeals are possible. If they don't agree with a grade they must follow the appeal procedure.

Marked student work may be retained by the school for up to two years.

## Withdrawing From a Standard

- Students who wish to withdraw from a standard must firstly discuss the situation with their subject/course teacher.
- Students who wish to withdraw from a standard will need to complete the appropriate form from the Principal's Nominee.
- Students who withdraw from a standard must still attend classes and meet course requirements. This will be strictly enforced.

# INFORMATION FOR YEAR 11 STUDENTS

## NCEA Level 1

**NCEA:** *National Certificate of Educational Achievement*

### **How do Students gain NCEA?**

The NCEA is awarded at Levels 1, 2 & 3. Each standard is worth a number of credits. To gain NCEA Level 1, Year 11 students will need to earn at least 80 credits. These can come from:

- External Assessment (Examinations in November)
- Internal Assessment against achievement standards or unit standards

An NCEA Level 1 Certificate will be issued to learners who have achieved 80 credits at Level 1 or higher. These must include:

- 10 credits from approved standards for literacy skills
- 10 credits from approved standards for numeracy skills

The results for achievement standards are given as:

- Excellence
- Merit
- Achieved
- Not Achieved

The number of credits available for any standard is fixed. Excellence and Merit results do not alter this.

The results for unit standards are given as:

- Achieved
- Not Achieved

Note: some unit standards may also include Merit and Excellence grades

### **Rewarding Achievement:**

This assessment system encourages all students to achieve their potential.

NCEA certificates are awarded with Merit or Excellence -

- If you achieve 50 or more of the required 80 credits at Excellence level across all of your subjects, you will earn NCEA with Excellence.
- If you achieve 50 or more credits at Merit level across all of your subjects (or a mix of Merit and Excellence) you will earn NCEA with Merit.
- If you achieve 14 or more credits at Excellence in one subject, you will gain an Excellence endorsement for that subject. If you achieve 14 or more credits at Merit in one subject (or Merit and Excellence) you will gain a Merit endorsement in that subject.

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

### **Number of Subjects**

All boys must study **SIX** subjects, including English and Mathematics.

### **Subjects**

Check the entry requirements in this booklet to make sure your course

- is a broad one allowing future flexibility
- suits your possible career needs
- will interest you, and therefore help you to succeed.

Year 11 students who take English, Mathematics and Science have a wide range of occupations open to them. These subjects provide the foundation of communication and numeracy skills. English and Mathematics are compulsory and students who do not study Science to at least Year 11 level restrict their occupational choices and job opportunities, especially in the scientific and technical fields.

Students should choose most of their subjects according to what they like and what they are good at. Students may take a general education course and choose subjects such as History, Geography, a language, Commerce and Technology.

Some subjects may have direct career links, especially those such as Art and Technology. Early school leavers may find transition to work easier if their courses include such vocational elements.

## **Mathematics**

Students should look to choose the more academic Algebra pathway or the more practical Statistics pathway in the Senior School

## **Sciences**

Students who are strongly interested in these fields should take Science. Agricultural Science, Geography, and one or more Technology subjects may also be desirable.

## **Technology**

For students interested in design, problem solving, product development and working with materials, consider Technology, Design & Visual Communication, Mechanical or Construction, For students interested in current food issues, nutrition, health, well-being and developing creativity consider Food & Nutrition.

## **Commerce subjects**

For students with an interest or ability in Business or Computing, there is a range of subjects such as Digital Technology, Mathematics, Accounting and Economics.

## **Social Sciences**

Students with an interest in understanding or working with people may consider subjects such as Māori, a foreign language, History, and Geography.

## **Outdoors**

Students interested in working with plants, animals or the environment should consider taking Science, Mathematics, Outdoor Education, and Agriculture

## **Artistic/creative**

Those wanting to use their creative talents may consider Music, Visual Art, Design Visual Communication, Design Technology, Drama, Hospitality and Food & Nutrition.

## **Entry to Courses**

Entry to courses at both Years 12 and 13 is by negotiation with the Head of Departments/Teachers in Charge. Our aim is to ensure that all students are studying at an appropriate level. There is opportunity to study across levels if this best meets the student's needs.

If your long-term goal is to attend university, you need to be aware that entry requirements are tightening. Most universities will rank students on their best 80 credits from five approved subjects. Therefore, you need to select your courses carefully to ensure you can take enough approved subjects in Year 13.

See your dean for a list of approved subjects or go to NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

## **INFORMATION FOR YEAR 12 STUDENTS NCEA Level 2**

To gain NCEA Level 2, 80 credits are required. At least 60 of these must be from Level 2 or higher. The other 20 can be carried over from Level 1.

The Level 1 literacy and numeracy requirements must be met to achieve NCEA Level 2.

### **Rewarding Achievement**

This assessment system encourages all students to achieve their potential.

NCEA certificates are awarded with Merit or Excellence -

- If you achieve 50 or more of the required 80 credits at Excellence level across all your subjects, you will earn NCEA with Excellence.
- If you achieve 50 or more credits at Merit level across all your subjects (or a mix of Merit and Excellence) you will earn NCEA with Merit.
- If you achieve 14 or more credits at Excellence in one subject, you will gain an Excellence endorsement for that subject. If you achieve 14 or more credits at Merit in one subject (or Merit and Excellence) you will gain a Merit endorsement in that subject.

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

### **Number of Subjects**

All students must study **SIX** subjects

(English Literature [External Exams] or English are compulsory)

### **Subjects**

Entry into most Year 12 subjects is granted on the student gaining the prerequisite minimum Achievement Standards at Level 1 NCEA. These must be checked carefully.

Some students may be guided into following a course of Year 12 Alternative Study or one that combines subjects at Year 11/12/13.

Some courses are assessed by using Unit Standards and these are indicated under the assessment subheadings of each subject.

The benefits of completing a Year 12 course are obvious. This year could lead you directly into employment, courses at polytechnic, or other educational providers, or NCEA Level 3 in 2020.

It must be remembered that there are Literacy and Numeracy requirements for entry to university. You must check these very carefully to make sure you are taking the right course if you think it is a possibility you may wish to go to university.

You may have set yourself on a career path, which means it is vital that you check out what subjects you need to take during Year 12.

If you have any questions about what courses to take make sure that you talk to a Head of Department, your dean or the Careers' Advisor. They will be able to help you with your choices.

It is the aim of TBHS that all pupils choose a worthwhile course that will enable them to make positive choices for their future.

### **Entry to Courses**

Entry to courses at both Year 12 and 13 is by negotiation with the Head of Departments/Teachers in Charge. Our aim is to ensure that all students are studying at an appropriate level. There is opportunity to study across levels if this best meets the student's needs.

If your long-term goal is to attend university, you need to be aware that entry requirements are tightening. Most universities will rank students on their best 80 credits from five approved subjects. Therefore, you need to select your courses carefully to ensure you can take enough approved subjects in Year 13.

See your dean for a list of approved subjects or go to NZQA website [www.nzqa.govt.nz](http://www.nzqa.govt.nz)



# INFORMATION FOR YEAR 13 STUDENTS

## NCEA Level 3

To gain NCEA Level 3, 80 credits are required. At least 60 of these must be from Level 3 or higher. The other 20 can be carried over from Level 2.

The benefits of Year 13 to both students and this school are obvious and rewarding, especially in the development of leadership, initiative, and academic knowledge. All boys are expected to study **FIVE** or **SIX** subjects only in this final school year, at least three being at Year 13 level; they may take one or two subjects at lower levels. There is an allocation of unsupervised study time, and many other privileges and obligations at this level, including peer support, which boys can enjoy.

At Year 13 there are no compulsory subjects. Boys should seek out advice if they are unsure of what subjects to take.

The following information offers guidelines for course selection for Year 13 subjects. Senior students are advised to contact HODs directly if they have queries regarding specific programmes.

Most students at Year 13 will be studying for the NCEA Level 3 qualification. Year 13 students may study subjects at a variety of levels, according to:

- Their results last year
- The approval of the Year 11 - 13 Deans
- The career needs of each student

### **Points to Consider:**

- Entry requirements are outlined in this booklet. Note that selection for individual subjects may require HOD approval.
- Students should aim for the highest achievement possible in each standard. This is advised because some tertiary institutions will rank students.
- Students should consult tertiary institutions to ensure they choose any required subjects for the courses they are interested in studying. Students are advised to access websites and published material available through the Careers Department.
- Careful choice of subjects is important. It is difficult to make course changes in the NCEA system. All changes will need the approval of the Year 11-13 Dean and may require approval by the Deputy Rector.

## University Entrance

University Entrance (UE) will continue to be the minimum requirement to go to a New Zealand university.

To be awarded UE you will need:

- NCEA Level 3
- Three subjects - at Level 3 or above, made up of:
  - 14 credits each, in three approved subjects
- Literacy - 10 credits at Level 2 or above, made up of:
  - 5 credits in reading
  - 5 credits in writing
- Numeracy - 10 credits at Level 1 or above, made up of:
  - achievement standards – specified achievement standards available through a range of subjects, or
  - unit standards - package of three numeracy unit standards (26623, 26626, 26627- all three required).

Once you have met the requirements for University Entrance it will appear on your Record of Achievement.

While a student has achieved the minimum standard for entry to a New Zealand university (UE) this does not guarantee entry to course/institutions. Students are encouraged to check the entry criteria to intended tertiary study.

If your long-term goal is to attend university, you need to be aware that entry requirements are tightening. Most universities will rank students on their best 80 credits from five approved subjects. Therefore, you need to select your courses carefully to ensure you can take enough approved subjects in Year 13.

## UE Approved Subjects

Not all these subjects are offered at school, and you need to check the school subject requirements

Accounting

Agriculture & Horticulture

Biology

Business Studies

Calculus

Chemistry

Chinese

Classical Studies

Construction and Mechanical Technologies

Cook Islands Māori

Dance

Design (Practical Art)

Design and Visual Communication

Digital Technologies

Drama

Earth and Space Science

Economics	Ngā Toi Puoro
Education for Sustainability	Painting (Practical Art)
English	Photography (Practical Art)
French	Physical Education
Geography	Physics
German	Printmaking (Practical Art)
Hauora	Processing Technologies
Health Education	Psychology
History	Religious Studies
History of Art	Samoan
Home Economics	Science/Putaiiao
Indonesian	Sculpture (Practical Art)
Japanese	Social Studies
Korean	Spanish
Latin	Statistics
Mathematics/Pangarau	Technology/Hangarau
Media Studies	Te Ao Haka
Music Studies	Te Reo Māori
Ngā Mahi a te Rēhia	Te Reo Rangatira
Ngā Toi	Tikanga ā-Iwi
Ngā Toi Ataata	Tongan

## **Rewarding Achievement**

This assessment system encourages all students to achieve to their potential.

NCEA certificates are awarded with Merit or Excellence -

- If you achieve 50 or more of the required 80 credits at Excellence level across all your subjects, you will earn NCEA with Excellence.
- If you achieve 50 or more credits at Merit level across all your subjects (or a mix of Merit and Excellence) you will earn NCEA with Merit.
- If you achieve 14 or more credits at Excellence in one subject, you will gain an Excellence endorsement for that subject. If you achieve 14 or more credits at Merit in one subject (or Merit and Excellence) you will gain a Merit endorsement in that subject.

This needs to include an external result at that level

Excellence criteria are demanding and students who achieve with Excellence for all or most of their standards will demonstrate higher-level thinking skills.

## **NZ Scholarship Examinations**

Scholarship is **not** part of NCEA. It is a stand-alone qualification designed to extend high level achieving Level 3 students. The examinations will cover similar content as NCEA Level 3, but with higher level thinking skills. Students need to discuss their possible entry with their teachers and NZQA Liaison teacher **early** in the year

**PREREQUISITES**

Year 10 Drama

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

This is currently delivered at TGHS.

**COURSE OUTLINE**

The 24 credits offered in this course cover the following areas in a practical and theoretical way:

- Performance techniques
- Devising Drama
- Features of drama/theatre form
- Use of features in a performance
- Drama aspects within a live performance

**ASSESSMENT**

The course will be assessed against the National Achievement standards in Drama. The course offers 24 credits at NCEA – Level 1. The course is both internally and externally assessed.

**WHERE DOES IT LEAD?**

Level 1 Drama leads directly to Drama at Levels 2 & 3 as well as Scholarship. It also provides a pathway into Levels 2 and 3 Performing Arts & Entertainment Technology. Drama leads to development of confidence, problem solving, time management and interpersonal skills which can set students up for success in any profession.

Students will be expected to attend at least two professional performances during the year.

**LITERACY/NUMERACY Level 1**

All Drama standards count toward Level 1 literacy, so students can gain several literacy credits if they complete the course.

**CONTACT**

Mrs Blake

**PREREQUISITES**

Year 10 or Level 1 Drama.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

This is currently delivered at TGHS.

**COURSE OUTLINE**

The 24 credits offered in this course cover the following areas in a practical and theoretical way:

- Performance techniques
- Devising Drama
- Complex performance skills of drama/theatre form
- Examination of a playwright's work
- Drama elements, techniques, conventions, and tech within a live performance

**ASSESSMENT**

The course will be assessed against the National Achievement standards in Drama. The course offers 24 credits at NCEA – Level 2. The course is both internally and externally assessed.

**WHERE DOES IT LEAD?**

Level 2 Drama leads directly to Drama at Level 3 and Scholarship. It also provides a pathway into Levels 3 Performing Arts & Entertainment Technology. Drama is a subject that stimulates creativity in problem solving, challenges perceptions, teaches self-control and discipline, and fosters team building.

Students will be expected to attend at least two professional performances during the year.

**UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 2**

Students at Level 2 can gain reading credits and writing credits towards University Entrance Literacy in Drama. This will depend on the combination of standards they choose to sit.

**CONTACT**

Your TGHS teacher or Mrs Blake

**PREREQUISITES**

Level 1 or 2 Drama.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required. This is currently delivered at TGHS.

**COURSE OUTLINE**

The 24 credits offered in this course cover the following areas in a practical and theoretical way:

- Drama techniques in performance
- Devising Drama
- Complex performance skills of drama/theatre form
- Demonstrate understanding of a live performance
- Performing a substantial role in a significant performance

**ASSESSMENT**

The course will be assessed against the National Achievement standards in Drama. The course offers 24 credits at NCEA – Level 3. The course is both internally and externally assessed.

**WHERE DOES IT LEAD?**

A successful study of Drama and performance can lead on to tertiary study in Drama or associated subjects. However creative thinking skills and good communication skills, including confident delivery, are essential in all careers, including Medicine, Business, Law and dealing with members of the public or fellow workers.

Students will be expected to attend at least two professional performances during the year.

**UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 3**

Students at Level 3 can gain reading credits and writing credits towards University Entrance Literacy in Drama. This will depend on the combination of standards they choose to sit.

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3**

Yes

**CONTACT**

Your TGHS teacher or Mrs Blake

**PREREQUISITES**

Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate two years of learning is advisable or upon HoD Music approval.

**COURSE OUTLINE**

Students will develop their solo & group performance skills, aural and score reading strategies, compose pieces of music using a variety of software and practical skills.

**ASSESSMENT**

Total of 24 credits available.

Subject Reference	Title	Credits	External/ Internal
1.1	Perform two pieces of music as a featured soloist	6	Internal
1.2	Demonstrate ensemble skills through performing a piece of music as a member of a group	4	Internal
1.3	Compose two original pieces of music	6	Internal
1.4	Demonstrate aural and theoretical skills through transcription	4	External
1.5	Demonstrate knowledge of conventions used in music scores	4	External

- A further paper could be offered, dependent upon success with the above listed.

**WHERE DOES IT LEAD?**

Level 2 Music, a future towards higher level music education, contributes to gaining University Entrance, career in the music/sound/performing arts creative industries.

**LITERACY Level 1**

**CONTACT** HoD Music – Ms Parcell



**PREREQUISITES**

Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate four years of learning or upon approval of HoD Music.

**COURSE OUTLINE**

Students will continue to develop their solo & group performance skills, aural and score reading strategies, research an aspect of NZ music, and compose and/or create instrumentations using a variety of software and practical skills.

**ASSESSMENT**

Total of 24 credits available approximately

Subject Reference	Title	Credits	External/Internal
2.1	Perform two substantial pieces of music as a featured soloist	6	Internal
2.2	*Perform a substantial piece of music as a featured soloist on a second instrument	3	Internal
2.3	Demonstrate ensemble skills by performing a substantial piece of Music as a member of group	4	Internal
2.4	Compose two substantial pieces of music	6	Internal
2.5	*Demonstrate aural understanding through written representation	4	External
2.6	*Demonstrate knowledge of conventions in a range of music scores	4	External
2.8	#Devise an instrumentation for an ensemble	4	Internal
2.9	Investigate an aspect of NZ Music	4	Internal

\* Only one external will be completed, dependent upon individual strengths in each field.

#Dependent upon whether this paper was not completed during level 1.

\* If applicable to the student

**WHERE DOES IT LEAD?**

Level 3 Music, a future towards higher level music education, contributes gaining University Entrance, career in the music/sound/performing arts creative industries.

**CONTACT** HoD Music – Ms Parcell

**PREREQUISITES**

Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate five years of learning or upon approval of HoD Music.

**COURSE OUTLINE**

Students will have an individualised program to enhance their music journey beyond high school. This could comprise of the following: continue to develop their solo and group performance skills, aural and score reading strategies, compose and/or create arrangements using software and practical skills, and research a topic with music focus.

**ASSESSMENT**

A combination of some of the below will be used to design your programme

Subject Ref	Title	Credits	External/Internal
3.1	Perform two programmes of music as a featured soloist	8	Internal
3.3	Demonstrate ensemble skills by performing two substantial pieces of music as a member of a group	4	Internal
3.4	Communicate musical intention by composing three original pieces of music	8	Internal
3.5	Integrate aural skills into written representation	4	External
3.6	Demonstrate understanding of harmonic and tonal conventions in a range of music scores.	4	External
3.9	Create two arrangements for an ensemble	4	Internal
3.10	Research a music topic	6	Internal
3.11	Compose three original songs that express imaginative thinking	8	Internal

\* Only one external will be completed, dependent upon individual strengths in each field, and if pursuing composition major at university.

**WHERE DOES IT LEAD?**

A future towards higher level music education, contributes gaining University Entrance, career in the music/sound/performing arts creative industries

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3** Yes

**CONTACT** HoD Music – Ms Parcell

**PREREQUISITES**

None

(Preference will be given to students who show good habits in Year 10 Art)

**COURSE OUTLINE**

The NCEA Visual Art course covers a range of drawing methods and techniques using a range of media built around a set theme. A student can look forward to a year where his skills and creative imagination are put to good effect in producing art works that reflect his own interests and study ways of conceptually thinking toward making art. The work of other artists is studied to develop the understanding and thinking within their own work. External work is presented for assessment in the form of a folio.

**ASSESSMENT**

- 1.2 Use drawing methods and skills for recording information using wet and dry media. 4 credits internal
- 1.3 Use drawing conventions to develop work in more than one field of practice. 6 credits internal
- 1.4 folio. Produce a body of work informed by established practice, which develops ideas, using a range of media. 12 credits external

**WHERE DOES IT LEAD?**

Level 2 and 3 Art where the student will select a specialised area(s) to study from Painting or Photography

An ART PACK is to be purchased as part of the stationery list. This is done at Dowells Office Supplies. Church St, Timaru.

**LITERACY/NUMERACY Level 1**

- 1.1 research 4 credits

**CONTACT**

HOD Visual Art Mr W Doyle

**PREREQUISITES**

Level One Visual Art and good self-management skills.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

An individualised program which enables students to practise and develop ways of working and develop fluency in - the perceptual, practical, and conceptual processes of - two dimensional and three-dimensional art works. Students will develop skills in Design, Painting, Photography and Printmaking.

**ASSESSMENT**

2.2 Use drawing methods to apply knowledge of conventions appropriate to the chosen field of study. 4 credits internal

2.3 Develop ideas in a related series of drawings appropriate to established practice in the chosen field. 4 credits internal

2.4 Two panel Folio. 12 credits external

**WHERE DOES IT LEAD?**

To a huge variety of tertiary courses in the Visual Arts. Cognitive and practical skills are transferable and enhance any occupation.

An ART PACK is to be purchased as part of the stationery list.

This is done at Dowells Office Supplies. Church St, Timaru.

**CONTACT**

HOD Visual Art Mr W Doyle

**PREREQUISITES**

Level Two Visual Art and self-management is a prerequisite.  
If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

An individualised program which enables students to practise and develop ways of working and develop fluency in - the perceptual, practical, and conceptual processes of - two dimensional and three-dimensional art works.

Students will specialise, by selecting a field from, Painting or Photography.

**ASSESSMENT**

- 3.2 Use drawing to demonstrate understanding of conventions appropriate to the chosen field. 4 credits internal
- 3.3 Systematically clarify ideas using drawing informed by established practice in the chosen field 4 credits internal
- 3.4 Three panel Folio. 14 credits external

**WHERE DOES IT LEAD?**

To a huge variety of tertiary courses in the Visual Arts. Cognitive and practical skills are transferable and enhance any occupation.

An ART PACK is to be purchased as part of the stationery list.  
This is done at Dowells Office Supplies. Church St, Timaru.

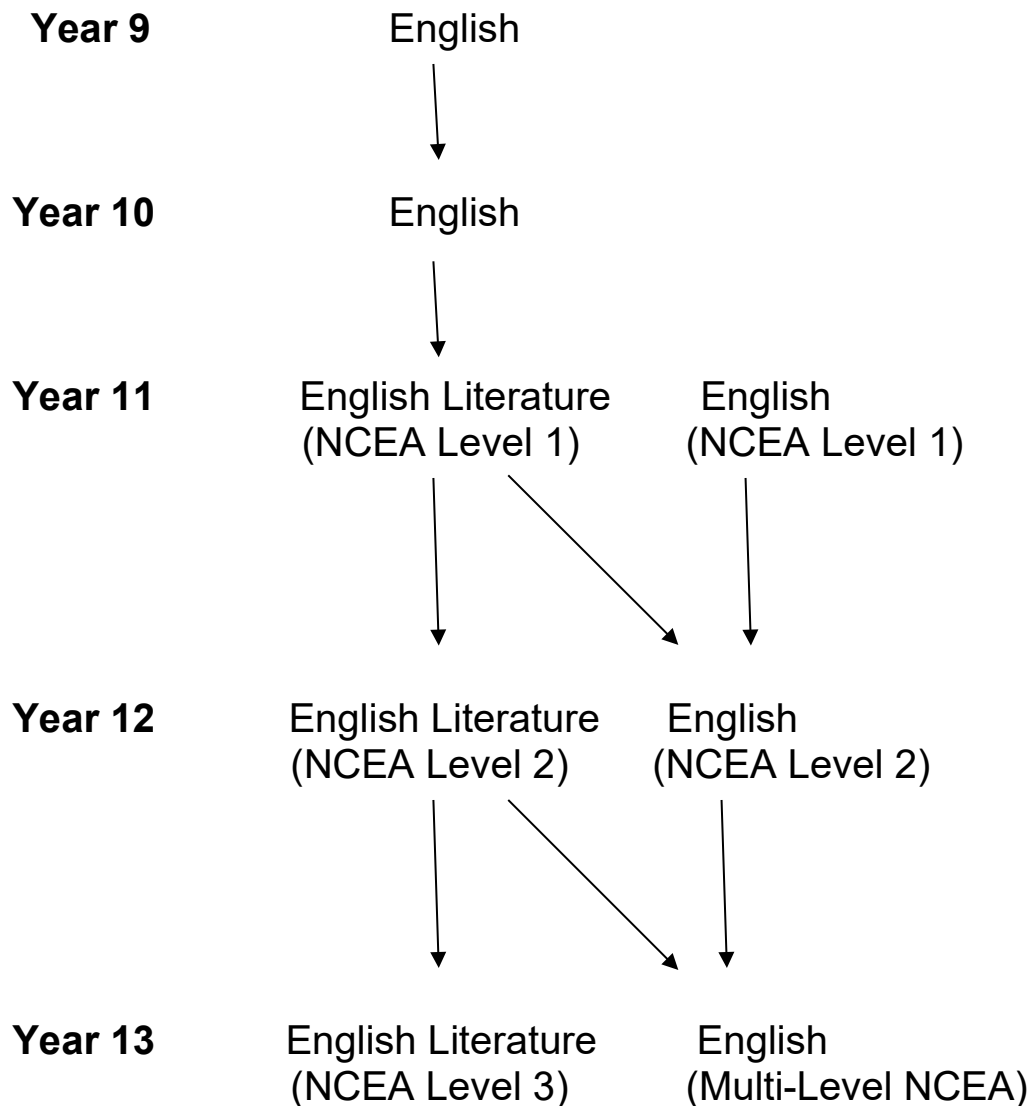
**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3**

Yes

**CONTACT**

HOD Visual Art Mr W Doyle

# ENGLISH



It is essential that students enter the most appropriate English course in the senior school to give them the best possible chance of gaining success. English teachers will analyse achievement data such as AsTTle scores, common assessments, assignments, language work and other class activities so that they can recommend which of the two courses they should choose. Recommendations also go to Deans and Senior Leadership so that students, parents, and caregivers can ask for guidance.

If there is any doubt as to which course would be best, please contact your son's English teacher and they will be more than happy to go over concerns or questions you may have.

This course demands a good level of attainment in Year 10 English. The course will be designed so that there will be a combination of internal and external Achievement Standards attempted. There is an expectation that students will sit a three-hour exam at the end of the school year in November.

**PREREQUISITES**

A good level of English literacy skills in Year 10 is required for this course and results from this year's English class should guide you as to whether this is the course for you. Most results should be at Level 5 of the curriculum or higher. Recommendations will also be made by Year 10 English teachers.

**COURSE OUTLINE**

This course is completely Achievement Standard based.

**Externally Assessed Achievement Standards will include**

1. Response to written text
2. Response to visual text
3. Responding to Unfamiliar Text

**Internal Assessment** Standards will come from a combination of Standards and will reflect the New Zealand English Curriculum at Level 6.

Standards could include Personal Reading, Formal Writing and/or Creative Writing, and Close Viewing. A total of 18 credits will be available in this class. **All standards count for Level One Literacy.**

**ASSESSMENT**

- All the above standards require developmental work in class and for homework
- Each Achievement Standard will be assessed either Not Achieved, Achieved, Merit or Excellence
- The internally assessed Standards will be assessed over the year and in certain standards there will be more than one opportunity for assessment.
- External Achievement Standards will be examined in National examinations in November.

**WHERE DOES IT LEAD?**

Successful completion of Level One Literature leads onto Level Two English Literature

**CONTACT** HoD English - Mrs Stevenson

This course is designed for those students who find English more difficult and who wish to improve their literacy skills during the year. Assessment will be attempted internally and there will be time to develop students' literacy skills over a longer period. Level One Literacy requirements can also be achieved in this class.

**PREREQUISITES** Completed Year 10 course to the best of their ability.

### **COURSE OUTLINE**

Year 11 English is designed for those students who find the study of English more difficult.

It will concentrate on an internal course where there will be more time to consider and explore each Achievement/Unit Standard in detail.

Some students may elect to sit an external standard if they wish.

Areas of study covered may include the following:

Formal Writing, Creative Writing, Speaking, Visual text, Research, Personal Reading and Close Viewing.

Internal Achievement Standards will reflect the New Zealand English Curriculum at Level 6.

Up to a total of 16 credits will be available in this class, **including Level One Literacy.**

### **ASSESSMENT**

- All the above standards require developmental work in class and for homework
- Each Achievement Standard will be assessed either Not Achieved, Achieved, Merit or Excellence and Unit Standards either Achieved or Not Achieved
- The internally assessed Standards will be assessed over the year and in certain standards there will be more than one opportunity for assessment.
- If a student elects to sit an External Achievement Standards they will be examined in National exams in November.

### **WHERE DOES IT LEAD?**

Successful completion of Level One English leads onto Level Two English.

**CONTACT** HoD English - Mrs Stevenson



**PREREQUISITES**

More than 10 credits at Level 1 one of which must be an External Achievement Standard

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

This course is completely assessed with Achievement Standards.

**Externally Assessed** Achievement Standards will include:

1. Analysis of written text
2. Analysis of visual/oral text
3. Analysis of aspects of unfamiliar text

**Internally Assessed** Achievement Standards will come from a combination of Standards that reflect the NZ English Curriculum at Level 7. Standards will include a portfolio selection of writing, personal reading and close viewing of film.

There is a total of 21 credits offered, which includes **University Entrance Literacy**.

**ASSESSMENT**

Will be on a similar basis to the Level One course with some work being done in class and assessed internally, plus preparation for external credits that are examinable at the end of the school year. All requirements will be given to students at the beginning of the school year.

**WHERE DOES IT LEAD?**

- Entry into Level Three NCEA English Literature
- Many careers require good English and communication skills
- Level 2 English is an essential part of entry into university and some polytechnic courses and careers as there is a Literacy requirement. You need to check these very carefully with the Dean and/or Careers' Advisor.

**UNIVERSITY ENTRANCE LITERACY Level 2**

The University Entrance Literacy Standards that are offered in English are 2.1/ 2.2/ 2.3/2.4/2.9

**CONTACT** HoD English - Mrs Stevenson

**PREREQUISITES**

Students who achieve less than 10 credits at Level One NCEA, or less than 3 of the following Achievement Standards:

1.1/1.2/1.3/1.4/1.5/1.11 or who did not achieve an external standard should consider this course of study for Year 12.

Students who participated in the Year 11 Communication Skills English/PACE class who wish to pursue further Internal Achievement Standards will be considered for entry into this course. Selection for this course will be on the recommendation of and in consultation with, the HOD or the Year 12 Dean.

A positive attitude and good work habits will be qualities looked for in students who wish to do this course.

**COURSE OUTLINE**

This course will offer suitable Internal Achievement Standards and Unit Standards which build on those offered in Year 11. Wherever possible, students wishing to take this course will be consulted and counselled as to which assessments are available. Students will also have an opportunity to sit an external assessment to gain Level 2 credits.

**WHERE DOES IT LEAD?**

Students taking this course will possibly move directly into the workforce, or to Polytechnic or equivalent training. However, this course does offer some **University Entrance Literacy** credits. Credits may be accumulated over two years, with students undertaking the Year 13 English course the following year.

**CONTACT** HoD English – Mrs Stevenson

**PREREQUISITES**

A minimum of two internal assessments from the previous year's course plus, an external Achievement Standard gained from the external examinations

**Note:** This is an academic course and requires a high standard of literacy.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

Level Three of the NCEA course is as follows

**EXTERNALLY ASSESSED COMPONENT** - Exam in November

**3.1** Respond critically to specified aspect(s) of studied written text(s), supported by evidence

**3.2** Respond critically to specified aspect(s) of studied visual or oral text(s) supported by evidence

**3.3** Respond critically to significant aspects of unfamiliar written texts through close reading supported by evidence

Preparation for **external credits** will also be done throughout the year. All course requirements will be given to students at the beginning of the year.

**INTERNALLY ASSESSED COMPONENT**

Assessment will be on a similar basis to the Level Two course with some work being done in class and assessed internally. Writing, viewing and making connections will form the core of the work. Internal assessment work may be collected in a portfolio and worked on throughout the year with credits being given by the end of Term 3.

**WHERE DOES THIS COURSE LEAD?**

Entry to University courses in all spheres of study.

Entry to some Polytechnic courses where there is a literacy requirement

Many careers require good English skills and/or sound communication skills

**UNIVERSITY ENTRANCE LITERACY Level 3**

The University Entrance Literacy Requirements on offer in this class are 3.1/3.2/3.3/3.4/3.7/3.9

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3** Yes

**CONTACT** HoD English - Mrs Stevenson

**PREREQUISITES**

Students will need to have undertaken a Level 2 English programme. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

This English course is for students who:

- Have completed Level 2
- Have achieved a minimum of credits at Level 2 and would like to continue to gain Level 2 English skills and/or reading and writing credits
- Would like to do a course of Level 3 English with more time to complete selected internal standards
- Would like to be able to select multi-level papers in English to complete

This course will be designed depending on the needs of the students. Individualised programmes are offered.

**ASSESSMENT**

Standards offered will depend on student needs. Students will have the ability to work on multiple levels if need be. There are no external examinations offered in this course.

**WHERE DOES IT LEAD?**

Completing an appropriate course to gain the student's desired outcome.

**UNIVERSITY ENTRANCE LITERACY Level 2/3**

The credits offered in this course vary depending on the student's needs but there are University Entrance Literacy standards offered.

**CONTACT**

HoD English - Mrs Stevenson

**PREREQUISITES**

This course will need a good level of communication skills. A sound level of attainment required in Year 10 Physical Education and in Year 10 English.

**COURSE OUTLINE**

This course will cover a variety of activities in both physical and theory work.

There will be 17 credits on offer which will involve the following areas:-

- Developing physical skills
- Meeting physical challenges
- Understand the body and how it works
- Societal influences on physical activity
- Developing strategies to help others in physical activities
- Leadership skills

The course consists of both practical and written work.

**ASSESSMENT**

This course will be assessed against the National Achievement Standards.

The course offers 17 credits at NCEA – Level 1.

The course is fully internally assessed.

**WHERE DOES IT LEAD?**

Provides important grounding for Level 2.

**LITERACY/NUMERACY LEVEL 1**

8 Level 1 literacy credits

**UNIFORM**

House singlet or TBHS top and blue shorts

**CONTACT**

HoD Physical Education - Mr McFarlane

Assistant HoD Physical Education – Mr Gibb

**PREREQUISITES**

Students need 8 credits in Literacy from English and at least 12 credits from Level 1 Physical Education.

Note: There is a lot of reading and writing in this course.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

- Monitor personal performance in regular exercise and relate this to concepts of fitness and health.
- From observations, examine how principles of anatomy and biomechanics relate to physical activity.
- Describe principles and methods of training and apply these to participation in physical activity.
- Through physical activity, describe and apply principles of skill learning and sport performance.
- Perform a physical activity to nationally developed performance standards.
- Investigate the sociological significance of a sporting event, physical activity or festival.

The course consists of both practical and written work.

**ASSESSMENT**

This course will be assessed against the National Achievement standards.

The course offers 17 credits at NCEA Level 2. The course is fully internally assessed.

**WHERE DOES IT LEAD?**

To future involvement in and a greater understanding of sport. Sports Institute, PE courses at Teachers' College of Education and University.

**CONTACT**

HoD Physical Education - Mr McFarlane

Assistant HoD Physical Education – Mr Gibb

**PREREQUISITES**

Some literacy writing credits from Level 2 English at the discretion of the HOD Physical Education. A minimum of 14 credits in Level 2 Physical Education.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

Students will have the opportunity to complete the following Achievement Standards:

- Evaluate physical activity experiences to devise strategies for lifelong well-being
- Analyse a physical skill performed by self or others
- Demonstrate quality performance of a physical activity in an applied setting
- Evaluate the effectiveness of a performance improvement programme
- Examine a current physical activity event, trend, or issue and its impact on New Zealand society

The course consists of both practical and written work

**ASSESSMENT**

This course will be assessed against the National Achievement Standards.

The course will offer 15 credits at NCEA Level 3. (there is an optional standard that can be added)

The course is fully internally assessed.

**WHERE DOES IT LEAD?**

To future involvement in and a greater understanding of sport. Sports Institute, PE courses at Teachers' College of Education and University.

**UNIVERSITY ENTRANCE LITERACY LEVEL 3**

Literacy 4 credits available at Level 3

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3**

Yes

**CONTACT**

HoD Physical Education - Mr McFarlane

**PREREQUISITES**

- 12 credits at Level 1 or Level 2 NCEA Physical Education
- Compete at a high level in at least one sport for TBHS
- A sound level of fitness
- A genuine interest in a sporting career, fitness/sport

**COURSE OUTLINE**

**The practical component will provide students the opportunity for:**

- Supervised Strength Training in the school weights room
- Speed, flexibility, interval and agility training
- Video analysis
- Sport Specific Skill development
- On-going evaluation of fitness components
- Designing, implementing, and evaluating a Personal Training Programme
- Sports coaching

**The theory component will include the following topics:**

- Anatomy
- Exercise Physiology
- Exercise Prescription
- Sports Psychology
- Sports Nutrition

**ASSESSMENT**

The course will offer 13 credits at NCEA Level 3. 8 of which are Achievement standards and 5 that are Unit standards.

**WHERE DOES IT LEAD?**

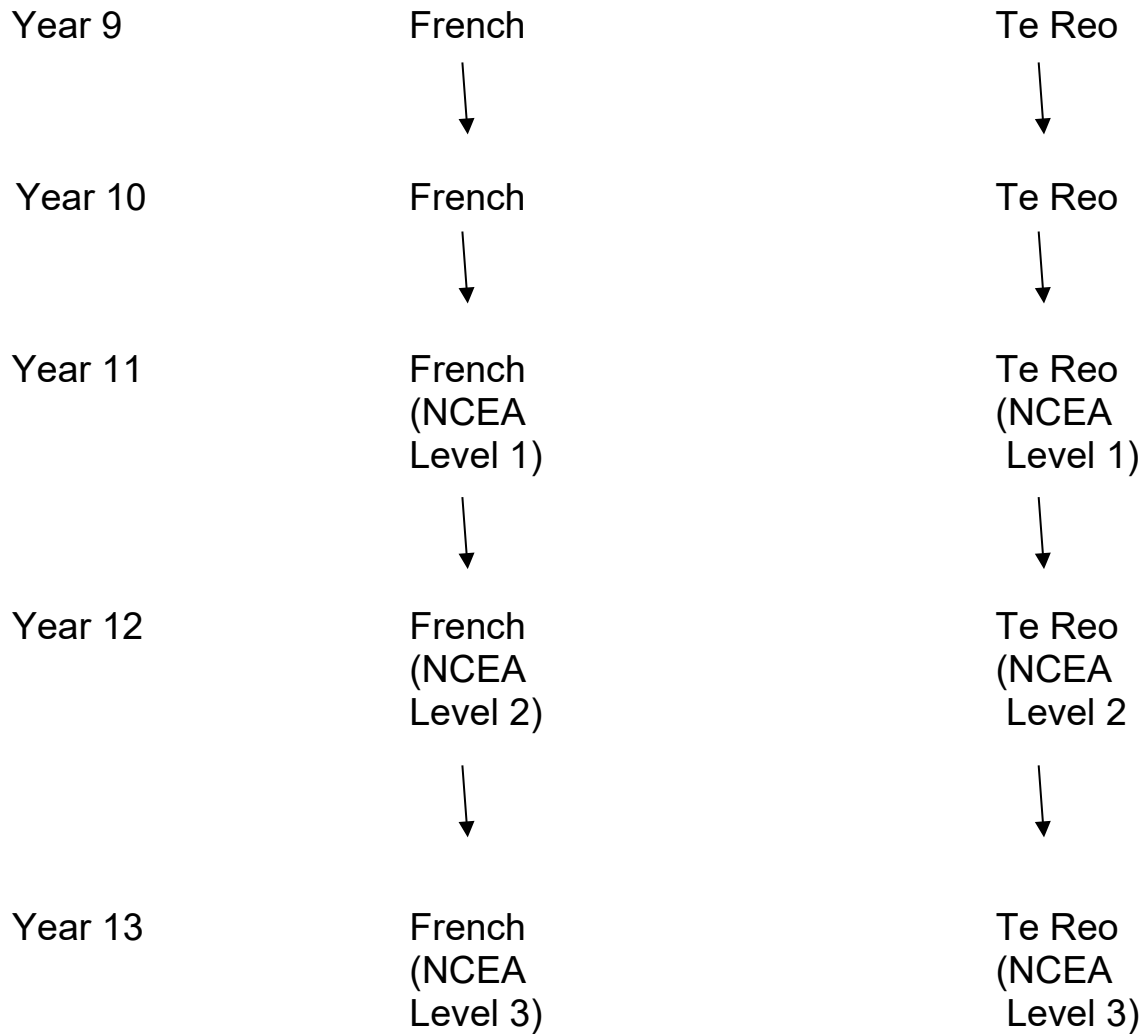
As for Year Level 2/3 Physical Education

**CONTACT**

Mr K Rooney Physical Education Teacher



# LEARNING LANGUAGES



- In 2022 French and Te Reo were studied at Timaru Girls' High School.

**PREREQUISITES**

Years 9 and 10 French. Satisfactory achievement in Year 10 end-of-year French examination

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required

**DELIVERY**

Currently this course is delivered at Timaru Girls' High School and Year 10 students will need to check with their teacher at TGHS for entry to Level 1

**CONTENT**

Topics covered are to do with: Family, Making Social Arrangements, Home/Community Routines, Leisure Time Activities, School, Eating at Home and Out, Health, Where We Live, Travel and Holidays

**ASSESSMENT**

The skills of reading and listening (10 credits) are examined in the external examination and speaking and writing are examined through internal assessment (9-14 credits)

**WHERE DOES IT LEAD?**

Studying and learning another language makes you more marketable and broadens your horizons. Make your CV stand out and learn valuable transferable skills for your future. Career pathways include careers as varied as government organisations (Embassies), non-governmental organisations (United Nations, Doctors Without Borders), export and manufacturing, scientific fields such as doctors and surgeons, and media (journalism, reporters).

**NOTE**

An exchange programme is offered in Year 12.  
French trips offered from Year 11

**CONTACT** Mr Driviere: [ndriviere@timarugirls.school.nz](mailto:ndriviere@timarugirls.school.nz)

**PREREQUISITES**

Level 1 French (14 credits)

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**DELIVERY**

Currently this course is delivered at Timaru Girls' High School and Level 1 students will need to check with their teacher at TGHS for entry to Level 2

**CONTENT**

The Year 12/13 course is run over two years with topics such as: Family and Friends, Film Study, a Region in France or French Speaking Country, Youth Problems, Environmental, Political or Social Issues and Immigration.

**ASSESSMENT**

The skills of reading and listening (10 credits) are examined in the external examination and speaking and writing are examined through internal assessment (9-14 credits)

**WHERE DOES IT LEAD?**

Studying and learning another language makes you more marketable and broadens your horizons. Make your CV stand out and learn valuable transferable skills for your future. Career pathways include careers as varied as government organisations (Embassies), non-governmental organisations (United Nations, Doctors Without Borders), export and manufacturing, scientific fields such as doctors and surgeons, and media (journalism, reporters).

**NOTE**

An exchange programme is offered in Year 12  
French trips offered to students

**CONTACT** Mr Driviere: [ndriviere@timarugirls.school.nz](mailto:ndriviere@timarugirls.school.nz)

**PREREQUISITES**

14 credits at Level 2 NCEA French.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**DELIVERY**

Currently this course is delivered at TGHS and Level 2 students will need to check with their current teacher at TGHS for entry to Level 3

**CONTENT**

The Year 12/13 course is run over two years with topics such as: Family and Friends, Film Study, a Region in France or French Speaking Country, Youth Problems, Environmental, Political or Social Issues and Immigration.

**ASSESSMENT**

The skills of reading and listening (10 credits) are examined in the external examination and speaking and writing are examined through internal assessment (9-14 credits)

**WHERE DOES IT LEAD?**

Studying and learning another language makes you more marketable and broadens your horizons. Make your CV stand out and learn valuable transferable skills for your future. Career pathways include careers as varied as government organisations (Embassies), non-governmental organisations (United Nations, Doctors Without Borders), export and manufacturing, scientific fields such as doctors and surgeons, and media (journalism, reporters).

**NOTE**

French trips offered to students

**CONTACT** Mr Driviere: [ndriviere@timarugirls.school.nz](mailto:ndriviere@timarugirls.school.nz)

**PREREQUISITES**

Complete Year 9 and/or Year 10 course.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course is delivered at TGHS. Te Reo Māori is in two components to ensure the four basic skills of language - reading, writing, speaking and listening, are all covered. Research into the Tikanga Māori aspects (eg marae, tangi, hui, etc) is also expected at this level.

**ASSESSMENT**

For the 24 NCEA credits in this course, both written/reading and aural/oral skills will be tested. The internally assessed component will involve listening and speaking skills, while the externally assessed component will be reading and writing skills.

**WHERE DOES IT LEAD?**

To more senior levels in the school and beyond, of the study of Te Reo and Tikanga Māori, with an ever widening range of careers opening up in translation, tourism, teaching and social services. Many Government departments and associated bodies require employees to know Māori.

**REQUIREMENTS**

TBC

**CONTACT**

Your teacher at TGHS or Mr Stevenson

## PREREQUISITES

NECA Level 1 Te Reo Māori

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

## COURSE OUTLINE

The course is delivered at TGHS.

Students will demonstrate their growth in Wairua Māori and their

- 1 Competence in oral Māori (speaking and listening)
- 2 Competence in writing Māori
- 3 Ability to comprehend written Māori
- 4 Ability to research and present information on Te Ao Māori
- 5 Understanding of Tikanga Māori through explanation and performance in line with NCEA

## ASSESSMENT

Assessment for each objective will be based on the candidate's performance

as described by the NCEA levels of achievement.

- A. Oral Māori: Oral competence will be formally assessed three times during the year, and at least one of these assessments will be conducted by an outside assessor.
  - B. Te Ao Māori Project: Students will select their project topic at the beginning of the year; projects will be submitted for assessment by 31 July.
  - C. Tikanga Māori: Students will maintain a logbook record of their involvement in Māori activities in the school and community. They will produce Māori craft objects and/or performances. The teacher will monitor the project and maintain a record of work, and will grade the students' work according to set levels of achievement.
- A. Reading comprehension: On two occasions during the year the teacher will formally assess the student's comprehension of written text.
  - A. Writing: The student's writing ability will be formally assessed twice during the year.

## WHERE DOES IT LEAD?

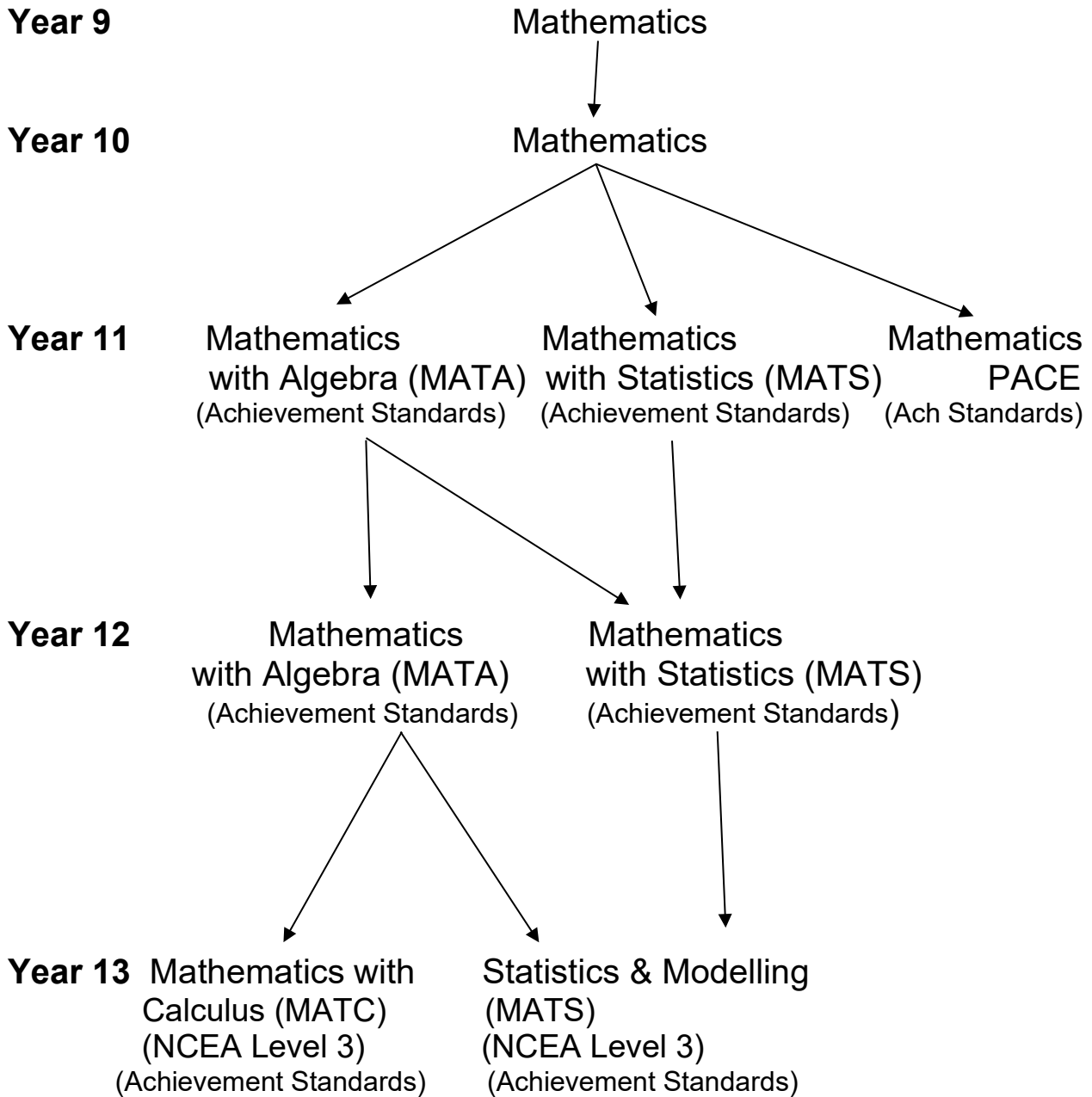
See the information in this section of Level 1 Te Reo Māori

## CONTACT

Your teacher at TGHS or Mr Stevenson

# MATHEMATICS

Mathematics is compulsory for all students up to Level 1



**PREREQUISITES**

Years 9 and 10 Mathematics

Admission to this course will depend on a student's performance in Year 10 Mathematics.

**COURSE OUTLINE**

The course is determined by the National syllabus and includes the following areas:

number, geometry, trigonometry, graphing, algebraic manipulation, statistics, equations, probability

**ASSESSMENT**

This course will be assessed by the NCEA Level 1 criteria and will include the end of year external exam and internally assessed modules.

**WHERE DOES IT LEAD?**

This course should lead to Level 2 Mathematics with Algebra or students can move to the Statistics pathway upon completion.

It may be used as a requirement to do some Level 2 courses in other subject areas.

**LITERACY/NUMERACY LEVEL 1**

Up to 22 credits in Numeracy, including 4 in Literacy.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)



**PREREQUISITES**

Years 9 and 10 Mathematics

Admission to this course will depend on a student's performance in Year 10 Mathematics.

**COURSE OUTLINE**

The course is determined by the National syllabus and includes the following areas:

number, geometry, measurement, trigonometry, statistics, probability

**ASSESSMENT**

This course will be assessed by the NCEA Level 1 criteria and will include one end of year external exam and internally assessed modules.

**WHERE DOES IT LEAD?**

This course should lead to Level 2 Mathematics with Statistics.

**LITERACY/NUMERACY Level 1**

21 Numeracy credits, 7 in Literacy.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

**PREREQUISITES**

Years 9 and 10 Mathematics

Admission to this course will depend on a student's performance in Year 10 Mathematics.

**COURSE OUTLINE**

The course is based on using Mathematics in practical situations and covers these topic areas; number, measurement and geometry.

**ASSESSMENT**

This course is internally assessed using the criteria of the NCEA Level 1 Achievement Standards.

**WHERE DOES IT LEAD?**

Students would sit a full NCEA Level 1 Course - MATA or MATS

**LITERACY/NUMERACY LEVEL 1**

This course offers 10 Numeracy credits.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

**PREREQUISITES**

A minimum of 14 credits in Level 1 and a good grade in the Algebra MCAT assessment and to achieve or better in at least one Mathematics External assessment at Level 1.

If entry requirements are not met, an interview with the HoD is required.

**COURSE OUTLINE**

This course of Mathematics extends and develops the algebraic and trigonometric work begun at Level 1 and introduction to differential and integral calculus is also part of the course.

**ASSESSMENT**

This course will be assessed by the NCEA Level 2 criteria, with both externally and internally assessed components.

**WHERE DOES IT LEAD?**

Ideally this Course leads to Level 3 Calculus. Level 3 Statistics is also available for students who complete this course

**UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2**

20 credits in total with 4 of these also being credits for Level 1 Literacy.

No UE Literacy credits are available through this course.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

**PREREQUISITES**

Level 1 with a minimum of 14 credits.

If you have not gained 14 credits in Level 1 Mathematics, you will need to repeat Level 1 or not continue to study Mathematics.

If entry requirements are not met, an interview with the HoD is required.

**COURSE OUTLINE**

The content will include:

Problem solving, calculations in money, algebra, trigonometry, geometry and design, measurement, statistics, probability.

**ASSESSMENT**

Assessment will be carried out against NZQA Level 2 criteria and will be internally assessed with one Probability External assessment.

**WHERE DOES IT LEAD?**

This course leads to Level 3 Statistics and modelling

**UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2**

18 credits in total with 13 of these also being valid for Level 1 Literacy. No UE Literacy credits are available through this course.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

**PREREQUISITES**

A minimum of 14 credits at Level 2 MATA would be expected as well as a good grade in Level 2 Algebra and/or Calculus assessments. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course extends and develops the calculus work begun in Level 2. Good skills in algebraic manipulation are a necessity at this level.

**ASSESSMENT**

Will be assessed by NCEA Level 3 criteria with both externally and internally assessed components.

**WHERE DOES IT LEAD?**

Higher Mathematical courses at University or Polytechnic often use this course as a prerequisite.

Many careers state in their job specification that they need this course.

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3**

Yes

**UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 3**

Up to 24 credits in total (none of these counts towards Literacy).

No UE Literacy credits are available through this course.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

**PREREQUISITES**

Students should have completed either of the Year 12 courses and have gained at least 14 credits in Level 2 Mathematics including an External assessment AS 2.12 'Apply probability methods in solving problems'. Students will also need strong English skills to meet the report writing demands of this course.

**COURSE OUTLINE**

The course utilises and develops the statistical skills begun at Level 2, applying these techniques to the modelling of real-life situations.

**ASSESSMENT**

Will be assessed by NCEA Level 3 criteria with both externally and internally assessed components.

**WHERE DOES IT LEAD?**

Statistics is an essential component of many further studies. Any course which uses data of any form has a statistical base. Economics, medicine, biology, geography etc. all need statistics.

**UNIVERSITY ENTRANCE APPROVED SUBJECT**

Yes

**UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 3**

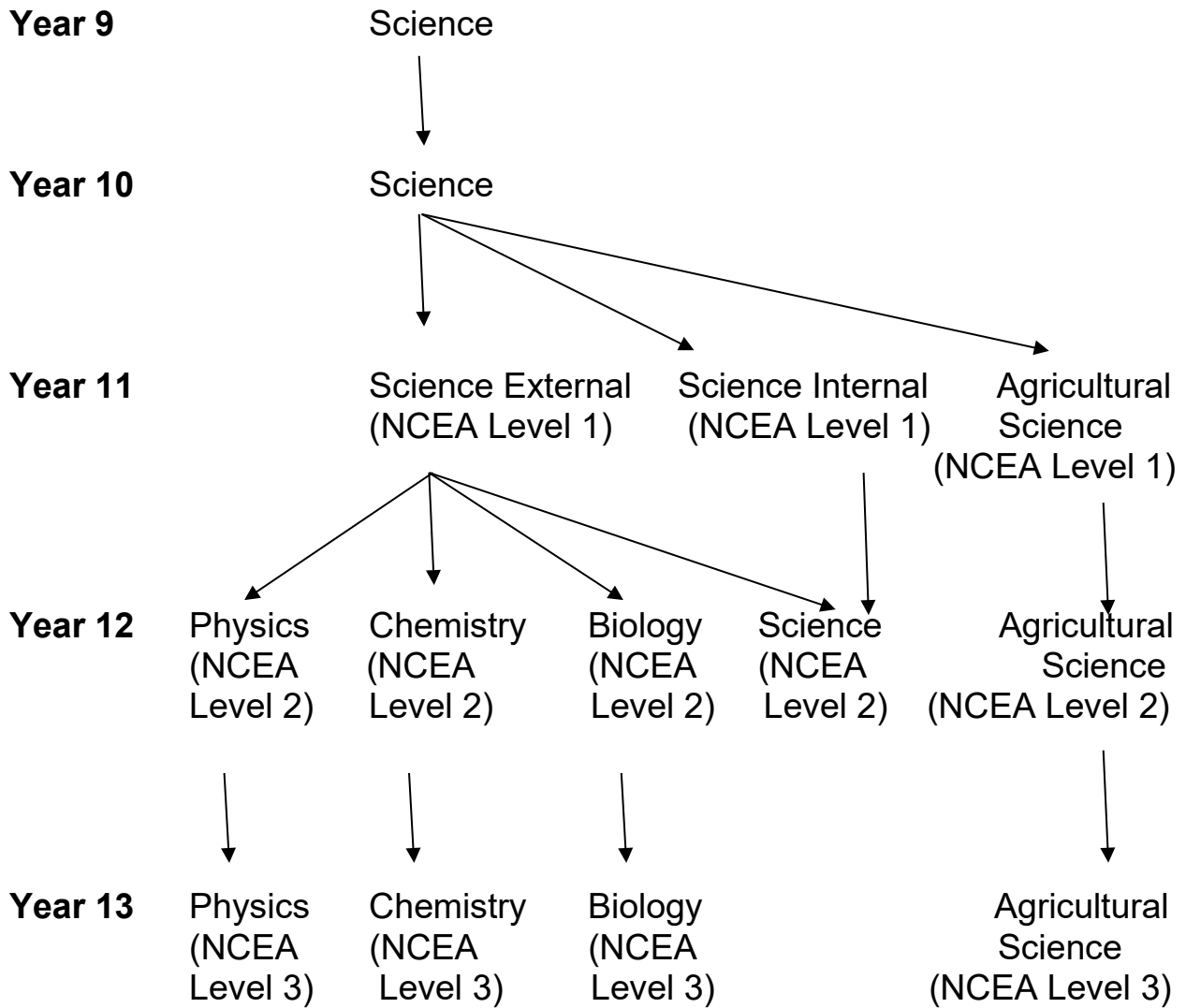
Up to 19 credits available with 12 of these also being valid for Level 1 Literacy.

No UE Literacy credits are available through this course.

**CONTACT**

Head of Mathematics Department (Mr Dominikovich)

# SCIENCE



**PREREQUISITES** None

### **COURSE OUTLINE**

New Zealand needs people who are able to apply agricultural science knowledge and skills to new situations and to the solving of agricultural problems. Such knowledge and skills are crucial to our future, but often in short supply.

This programme is based around realistic and practical contexts.

Students learn to explore agricultural issues and to communicate their ideas to others. They develop the skills of planning, investigating, designing, drawing, and model-making and capabilities in using digital tools and processes. They use creativity, logic, and knowledge to find innovative solutions to real-life problems all with an agricultural focus.

Field trials, field trips and practical aspects are incorporated all throughout the course which covers aspects of;

- Scientific investigation
- Pasture, crop, livestock and soil management
- Environmental impacts of agriculture
- Geographic distributions of primary products

### **ASSESSMENT**

Agricultural Science at level 1 NCEA offers 11 internal credits and 9 external credits.

### **WHERE DOES IT LEAD?**

Career pathways include careers as varied as farm consultant, turf manager, fencing contractor, agribusiness consultant, aerial spray technician, shearer, veterinarian, plant or livestock pathologist, farmhand, and forestry worker. They can also lead to related fields such as scientific research, packaging design, and food processing and marketing.

### **LITERACY/NUMERACY LEVEL 1**

16 Literacy Credits and 4 Numeracy Credits for internal and external Achievement Standards.

### **CONTACT**

Miss Paterson



**PREREQUISITES**

A minimum of 12 Credits in a Level 1 Science based course.  
(4 of these credits must be from an external paper).

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

New Zealand needs people who are able to apply agricultural science knowledge and skills to new situations and to the solving of agricultural problems.

This programme is based around realistic and practical contexts.

Students learn to explore agricultural issues and to communicate their ideas to others. They develop the skills of planning, investigating, designing, drawing, and model-making and capabilities in using digital tools and processes. They use creativity, logic, and knowledge to find innovative solutions to real-life problems all with an agricultural focus.

Field trials, field trips and practical aspects are incorporated all throughout the course which covers aspects of;

- Scientific investigation
- Plant and pasture production
- Livestock reproduction, behaviour, and production
- Environmental impacts of agriculture
- Primary production land use in New Zealand

**ASSESSMENT**

Agricultural Science at level 2 NCEA builds on knowledge from Level 1 and it offers 12 internal credits and 8 external credits.

**WHERE DOES IT LEAD?**

Career pathways include careers as varied as farm consultant, turf manager, fencing contractor, agribusiness consultant, aerial spray technician, shearer, veterinarian, plant or livestock pathologist, farmhand, and forestry worker. They can also lead to related fields such as scientific research, packaging design, and food processing and marketing.

**LITERACY/NUMERACY LEVEL 1**

24 Literacy Credits and 4 Numeracy Credits for internal and external Achievement Standards.

**CONTACT** Miss Paterson

**PREREQUISITES**

A minimum of 12 Credits in a Level 2 Science based course.  
(4 of these credits must be from an external paper).

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

New Zealand needs people who are able to apply agricultural science knowledge and skills to new situations and to the solving of agricultural problems.

This programme is based around realistic and practical contexts. Students learn to explore agricultural issues and to communicate their ideas to others. They develop the skills of planning, investigating, designing, drawing, and model-making and capabilities in using digital tools and processes. They use creativity, logic, and knowledge to find innovative solutions to real-life problems all with an agricultural focus.

Field trials, field trips and practical aspects are incorporated all throughout the course which covers aspects of;

- Scientific investigation
- Market requirements, supply and demand and profitability of a New Zealand primary product
- Environmental impacts of agriculture

**ASSESSMENT**

Agricultural Science at level 3 NCEA builds on knowledge from Level 2 and offers 10 internal credits and 9 external credits.

**WHERE DOES IT LEAD?**

Career pathways include careers as varied as farm consultant, turf manager, fencing contractor, agribusiness consultant, aerial spray technician, shearer, veterinarian, plant or livestock pathologist, farmhand, and forestry worker. They can also lead to related fields such as scientific research, packaging design, and food processing and marketing.

**UNIVERSITY ENTRANCE LITERACY LEVEL 2/3**

Agricultural Science has 15 University Literacy Credits

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3** Yes

**CONTACT** Miss Paterson

**PREREQUISITES**

You will need to gain “Merit” in NCEA Level 1 Biology to study Level 2 Biology.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

Cells - looking at the smallest parts of living things

Genetics and inheritance

Ecology – where things live and why

Rocky Shore Survey and ecological patterns

Form and Function- why organisms have the adaptations they have

**ASSESSMENT**

This course will be assessed using the NCEA Level 2 framework. The first two topics above are externally assessed by Two papers at the end of the year. You will do two of these for 8 credits. Internal assessments include designing an experiment, animal adaptations and a field trip for 11 credits.

**WHERE DOES IT LEAD?**

Laboratory worker, radiology technician, fisheries officer, nurse, farm manager, ambulance officer, dental technician, wool classer, hospital aide, dairy inspector, pathology assistant, cardio-pulmonary technician, childcare worker, pest controller, doctor, dentist, physiotherapist, podiatrist, etc.

**CONTACT**

Mr Sugar

**PREREQUISITES**

You will need to gain 'Merit' in NCEA Level 2 Biology to go onto study Level 3.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**EXAMINATIONS****Credits**

Evolution	4
Responses	5
Internal Credits	9

**ASSESSMENT**

9 credits by external exam. Scholarship Biology is usually attempted by many students. Internal assessment is worth 9 credits during the year, awarded for two research topics.

**COURSE OUTLINE**

Animal Responses  
Plant Responses  
Gene Manipulation  
Socio Scientific Reasoning  
Speciation  
Maintaining an Internal environment

**WHERE DOES IT LEAD?**

Physical Education teacher, biological scientist, forensic scientist, dentist, zoologist, physiotherapist, dietician, health nurse, marine and biologist, optometrist, pharmacist, veterinarian, doctor, psychologist, agricultural scientist, occupational therapist, audiologist, science teacher, etc.

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3**

Yes

**ADDITIONAL**

Trip to Orana Park

**FOR FURTHER INFORMATION SEE**

Mr Sugar

**PREREQUISITES**

Merit passes in the NCEA Science Externals and a good standard of Mathematics and English along with a sound work ethic are required. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**CO-REQUISITES**

NCEA Mathematics Level 2 is recommended

**COURSE OUTLINE**

A contextual study which allows students to discover the feel, colour, smell and energy of chemical changes relevant to everyday life.

For all students, this will be their first serious study of chemistry as a discipline.

Topics include:

- Atomic Structure & Bonding
- Analytical Chemistry
- Organic substances
- Chemical Reactivity
- Oxidation and Reduction

**ASSESSMENT**

Three Achievement standards are assessed internally and focus on practical work, associated theory and problem-solving skills. These are carried out on an individual basis and have a total of 9 credits.

Two Achievement Standards are assessed externally and have a total of 9 credits.

**WHERE DOES IT LEAD**

Chemistry leads to many career pathways or tertiary study in a variety of fields such as Engineering, Agricultural Science, Sports Science, Physiotherapy, Pharmacy, Food Science, Forestry and Medicine.

Level 2 Chemistry is also helpful when considering courses such as Diploma of Agricultural Science.

**DONATION**

Approximately \$30 for workbook and access to online database

**CONTACT** Ms Whytock

**PREREQUISITES**

Merit passes in at least TWO of the Level 2 NCEA Chemistry

**EXTERNALS**

Merit passes in NCEA Mathematics, Level 2

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**OUTLINE OF COURSE**

A continuation and extension of Level 2 Chemistry work with plenty of practical work, associated theory and problem-solving skills.

- Solution chemistry
- Analytical techniques
- Organic substances
- Particles and thermo-chemistry
- Redox

**ASSESSMENT**

Two Achievement Standards are assessed internally and these focus on practical work, associated theory and problem-solving skills. These have a total of 10 credits.

Two-three Achievement standards are externally assessed and are worth five credits each.

**WHERE DOES IT LEAD**

To Stage 1 University courses where Chemistry is a prerequisite for many degrees such as Architecture, Biotechnology, Health Sciences, Veterinary Science, Engineering and Agricultural Science. It is also useful for specific careers such as Agriculture, Laboratory Technician, Pathology, Forensics, Pharmacy, and Environmental Science.

**DONATION**

Approximately \$30 for workbook and access to online database

**UNIVERSITY ENTRANCE APPROVED SUBJECT – LEVEL 3** Yes

**CONTACT** Ms Whytock

**PREREQUISITES**

Merit passes in both NCEA Science 1.1 Mechanics and Physics 1.1 Practical Physics Investigation. A good standard of Mathematics and English along with a sound work ethic are required. An interest in the physical world is desirable.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The Level 2 Physics course focuses on investigating aspects of the physical world around us through both practical and theoretical contexts and experiences. Students will learn to develop concepts, principles, and models to explain physical phenomena.

Topics explored include:

- Waves
- Mechanics
- Atomic and nuclear physics
- Physics of selected everyday contexts
- Physical investigations

**ASSESSMENT**

There are a total of 20 credits available in Level 2 Physics, 10 externally assessed and 10 internally assessed.

**WHERE DOES IT LEAD?**

The course is essential for Level 3 Physics.

It is a prerequisite for many courses - physiotherapy, radiography, engineering, architecture, aircraft flying, medicine, veterinary science and dentistry.

**CONTACT**

Mrs Ledgerwood

**PREREQUISITES**

Merit level passes in both Level 2 Physics externals and at least 16 Level 2 Physics credits.

A good standard of Level 2 Mathematics and English along with a sound work ethic are required.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The Level 3 Physics course builds on and extends concepts studied in Level 2 Physics. Students will further broaden their understanding of key concepts in Physics, using their skills to solve practical problems and develop an appreciation of the role of Physics in the world around us.

Topics covered include:

- Wave systems
- Mechanical systems
- Modern discoveries in Physics
- Socio-scientific issues in Physics
- Physical investigations

**ASSESSMENT**

There are a total of 20 credits available in Level 3 Physics, 10 externally assessed and 10 internally assessed.

**WHERE DOES IT LEAD?**

To university study - science degrees, medicine, engineering. Prerequisite for engineering, optometry and architecture and other courses. See careers' teacher for latest information. Gives exemptions in many Polytechnic courses at Trade and NZ Certificate level.

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3** Yes

**CONTACT**

Mrs Ledgerwood



**PREREQUISITE**

Satisfactory completion of the Year 10 Science course.

**COURSE OUTLINE**

Topics are based around:

- Making sense of the Living World (Biology) – Microbiology and Genetics
- The Material World (Chemistry) – Acids/Bases and Investigating Rates of Reactions
- The Physical World (Physics) – Mechanics/Motion and Investigations in practical physics applications

The course involves some open-ended investigations that require planning, the interpretation of data, and the communication of results. It involves learning how to apply knowledge as well as remembering facts.

The course has a substantial practical component and is relevant to our everyday lives.

**ASSESSMENT**

NCEA Level 1 involves five major units of work. Three will be externally assessed by an examination. The remaining units will be internally assessed and involve planning and carrying out your own investigations and research.

**WHERE DOES IT LEAD?**

- At School: A foundation course leading on to the specialist sciences. (Biology, Chemistry or Physics)
- Out of School: A requirement for many employment and training opportunities plus a host of careers.

**All students are recommended to take Science at Level 1**

**LITERACY/NUMERACY LEVEL 1**

There are 4 literacy and 12 numeracy credits available

**CONTACT** Any of your Science Teachers

**PREREQUISITES**

Completion of a satisfactory year's study in Year 10 Science. This course is intended for students who have an interest in Science but would be unlikely to gain an "Achievement" credit in NCEA Level 1 Science exams.

**COURSE OUTLINE**

There will be three or four internally assessed achievement standards attempted during the year. This course is a more practical course and adapts to the student's needs in terms of work completion and literacy skills.

Topics covered could include:

- Microbiology

- Heat transfer as applied to home insulation

- Use of metals in Society

- Astronomy – cycles of the Earth and how this affects our daily lives

Each standard is worth four credits.

**WHERE DOES IT LEAD?**

Students who gain good results on this course could attempt NCEA Level 1.

They could also do Level 2 Internal Science.

**NUMERACY LEVEL 1**

Up to 12 numeracy credits and 4 literacy credits

**CONTACT**

Any of your Science Teachers

This course is aimed at students who have an interest in Science but who either have not taken Science in Level 1 or who did not gain an “Achievement” in Level 1 Science.

**PREREQUISITES**

Having done Science Internal Level 1 is an advantage, but not essential.

**OUTLINE OF COURSE**

This course will be internally assessed and involve practical applications and investigation of Science. We will look at the geological processes that have shaped South Canterbury and New Zealand; and investigate adaptations and survival mechanisms and technology used by living things to survive in extreme environments. This course can be adapted to support the literacy needs and learning needs of the students involved.

**ASSESSMENT**

Students are assessed against Achievement Standards with a minimum of 12 credits offered and the possibility of extra credits for motivated students.

The standards we do will be decided in consultation with individuals and the class.

**WHERE DOES IT LEAD?**

Students who complete this course and who perform well may be eligible to enrol in Level 2 Biology, and, depending on the level of their achievement,

Level 2 Physics and Chemistry courses.

**By studying science, students:**

- develop an understanding of the world, built on current scientific theories
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve
- use their current scientific knowledge and skills for problem solving and developing further knowledge
- use scientific knowledge and skills to make informed decisions about the communication, application, and implications of science as these relate to their own lives and cultures and to the sustainability of the environment.

A wide range of vocational and professional opportunities are opened up by the study of Science.

**CONTACT** HoD Science Ms Whytock

# SOCIAL SCIENCES

**Year 9 Social Studies (Core)**  
Literacy

**Financial**

**Year 10 Social Studies (Core)**  
(Optional)

**Economics**

**Year 11 Geography**  
NCEA  
Level 1

**History**  
NCEA  
Level 1

**Economics**  
NCEA  
Level 1

**Accounting**  
NCEA  
Level 1

**Year 12 Geography**  
NCEA  
Level 2

**History**  
NCEA  
Level 2

**Tourism**  
National  
Cert

**Economics**  
NCEA  
Level 2

**Accounting**  
NCEA  
Level 2

**Year 13 Geography**  
NCEA  
Level 3

**History**  
NCEA  
Level 3

**Tourism**  
National  
Cert

**Economics**  
NCEA  
Level 3

**Accounting**  
NCEA  
Level 3

**PREREQUISITES**

Year 11 is the first full year a student can study Accounting at this school. Subsequent years will depend on the satisfactory completion of this introductory year of study. Students wishing entry to this course of study will need to have passed the Accounting module in Year 10 Economics.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

Accounting is the language of business. We will teach the process of accounting, from transactions to trial balance. Understanding the meaning of and creating final accounting statements will follow on from the initial introduction during Year 10.

**ASSESSMENT**

The course prepares students for NCEA: Two Level One external standards and a possible three internal standards.

**WHERE DOES IT LEAD?**

It leads to Level Two and Three Accounting within the school, and from there to any Commerce or Commercial application. These can be through University, Polytechnic, or on-the-job training.

**LITERACY Level 1**

All credits in this course count towards NCEA Level 1 literacy.

**POSSIBLE CAREERS**

From Professional Accountants to Accounting Technicians, from Business owners to Managers of a Business. Business employs over 70% of all employment in New Zealand and Commerce qualifications are very valued by Businesses in thousands of possible jobs.

**CONTACT** Teacher in Charge (Mr Horstmann)

**PREREQUISITES**

14 NCEA Level One credits.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**CO-REQUISITES**

Taking Economics as well is an advantage but is NOT compulsory.

**COURSE OUTLINE**

An in-depth look at the accounting process concentrating mainly on the sole trader. Topics covered include a study of the subsystems which go into accounting for a business - sales, inventory, non-current assets. An introduction to using computers for accounting purposes is included in the course. Opportunities to apply the accounting process to a real-life situation will be a component of the course.

**ASSESSMENT**

The main assessment for Year 12 Accounting is the NCEA examination at the end of the academic year. An internally assessed component of two further Achievement Standards completes the course.

**WHERE DOES IT LEAD?**

Virtually ALL careers involve the world of money and finance. This course takes students to a depth that will set them up well to tackle Year 13 Accounting or further business courses at University or Polytechnic.

**POSSIBLE CAREERS:**

From self-employed owner of a small business to CEO of a major multi-national - skills in accounting are important in a huge range of careers. Specialist skills will help in many commercial jobs in both the public and private sectors.

**CONTACT** Teacher in Charge (Mr Horstmann)

**PREREQUISITES**

Students who have passed at least two internals and one external exam at Level 2 NCEA qualify.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

An in-depth study of the systems which are used to prepare accounts for partnerships, companies, and manufacturing enterprises.

**ASSESSMENT**

The course prepares students for the NCEA Level 3 examination assessed externally. There is an internally assessed NCEA Level 3 component to the course.

**WHERE DOES IT LEAD?**

This course prepares students for all Tertiary courses in Business related areas, as well as any business ownership in the future.

**UNIVERSITY ENTRANCE LITERACY CREDITS**

This course offers 9 reading credits and 5 writing credits.

**UNIVERSITY ENTRANCE APPROVED SUBJECT** Yes**POSSIBLE CAREERS**

From self-employed owner of a small business to CEO of a major multi-national - skills in accounting are important in a huge range of careers. Specialist skills will help in a large number of commercial jobs in both the public and private sectors. Careers include management, marketing, banking, insurance, valuation, treasury, education, statistics, agricultural service industries, economic analysis, journalism and law.

**CONTACT** Teacher in Charge (Mr Horstmann)

**PREREQUISITES** Nil

**COURSE OUTLINE**

The course will cover the Demand, Supply and Market parts of the Year 11 Economics curriculum which are externally assessed and two Economics internals. There will also be on Business Studies on marketing completed

**ASSESSMENT**

The course is assessed using a combination of three internal and three external Level One Achievement Standards

**WHERE DOES IT LEAD?**

Within the school this course leads on to Year 12 Economics and Year 12/13 Young Enterprise. The flow on to Tertiary study would include a Commerce degree at a university as well as Polytechnic Diplomas in business related subjects.

**LITERACY Level 1**

All 22 credits offered count towards NCEA Level 1 literacy

**CONTACT**

Teacher in Charge (Mr Horstmann)



**PREREQUISITES**

Students must gain a pass in at least two of the external standards and two of the internal standards in Year 11 Economics.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course is a study of macroeconomics to help us understand the way the NZ economy works, what its major problems are, and where the solutions to these problems lie.

**ASSESSMENT**

This course is a combination of two internal and one external standards at Level 2 NCEA and one external standard at NCEA Level 3

**WHERE DOES IT LEAD?**

Within School: To Year 13 Economics (NCEA Level 3)

Tertiary and Careers: Refer to Year 11 Economics section

**UNIVERSITY ENTRANCE LITERACY CREDITS**

This course offers 8 reading credits and 5 writing credits.

**CONTACT**

Teacher in Charge (Mr Horstmann)

**PREREQUISITES**

Students must gain a pass in at least two of the external standards and one of the internal standards in Year 12 Economics.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course comprises two parts, the study of which is to enable the student to achieve an understanding of economics which will allow him to develop a continuing interest in present day economic problems. The two parts are:

- a) Microeconomics - Marginal Analysis and microeconomic concepts
- b) Macroeconomics - the study of the NZ economy

**ASSESSMENT**

NCEA examination, worth 10 credits at Level 3 and two internal assessments worth 10 credits.

**WHERE DOES IT LEAD?**

Tertiary and Careers: Refer to Year 11 Economics section. In essence, Economics may be retained during almost every 1st year University course, as well as leading to all the careers listed in the Year 11 section.

**UNIVERSITY ENTRANCE LITERACY CREDITS**

All 18 credits count towards reading credits and 8 of those also count towards writing credits.

**UNIVERSITY ENTRANCE APPROVED SUBJECT** Yes**CONTACT**

Teacher in Charge (Mr Horstmann)

**PREREQUISITES**

Consultation with Teacher in Charge (Mr Horstmann) is required before choosing this subject. If this is not done your choice will not be processed.

**COURSE OUTLINE**

Young Enterprise is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools, mainly as Years 12 and 13. Students become a director in their own company forming a business around an area of interest. They are assisted by a business mentor and work through the processes of forming, planning, and marketing their ideas in the real business world. This course is a great opportunity to realize uniqueness, develop strengths, work together in a team situation, and possibly make money at the same time. Like any other team event, Young Enterprise is about working towards goals and taking all the steps necessary to achieve them.

**ASSESSMENT**

Level 3 Business Studies credits - 15 internal assessment credits can be gained through two assessments.

All fully registered Young Enterprise teams have the opportunity to enter for the regional, and the national awards. These are based on three components: business planning presentations (30%), annual reports (40%) and the co-ordinators' mark (30%).

**UNIVERSITY ENTRANCE LITERACY/NUMERACY CREDITS**

All credits count towards Literacy

**CONTACT**

Teacher in Charge (Mr Horstmann)

**PREREQUISITES**

There are no prerequisites for this Level 1 course

**COURSE OUTLINE**

There are three main areas that we will be studying in this course:

1. Extreme Natural Events: A study of a significant extreme natural event
2. Skills: An investigation into the common skills used in geography
3. Global Issues: A study of a significant issue affecting most of the planet

**ASSESSMENT**

This course covers both internal and external assessments. The national external examination is worth 8 credits toward NCEA while the internal assessments account for 10 credits.

**WHERE DOES IT LEAD?**

Year 11 Geography leads to the Year 12 and Year 13 courses. It provides students with skills for many jobs, especially those that involve dealing with people, interpreting information and report writing. Specific employment options would include farming, travel, service industries, government, and manufacturing.

**LITERACY/NUMERACY LEVEL 1**

There are 14 credits in this course that can count towards the Level 1 literacy requirements. There are also two standards (8 credits) that can count toward the numeracy requirements for Level 1.

**CONTACT**

HOD Social Sciences – Mrs Martin

**PREREQUISITES**

More than 12 Credits at NCEA Level 1 in English, Geography or History. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**OUTLINE OF COURSE**

There are three main areas that we will be studying in this course:

1. Natural Landscapes: South Island High Country
2. Urbanisation: Probably looking at London and its development
3. Skills: An investigation into the common skills used in geography

**ASSESSMENT**

This course covers both internal and external assessments. The national external examination is worth 8 credits toward NCEA while the internal assessments account for 11 credits, although if time permits there is the possibility of an additional 3 credits.

**WHERE DOES IT LEAD?**

Year 12 Geography leads to the Year 13 course. It provides students with skills for many jobs, especially those that involve dealing with people, interpreting information and report writing. Specific employment options would include media, tourist industry, land-based careers, government, and management.

As part of the course, we undertake a field trip to John Scott lodge and Mount Cook. This field trip involves two assessments. There is a cost involved to cover accommodation, EOTC activities, transport, and food.

**UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2/3**

This course offers eight credits that count for both the reading and writing requirements for UE

**CONTACT** HoD Geography - Mrs Martin

**PREREQUISITES**

More than 12 credits at NCEA level 2 in English, Geography, History or Biology.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

There are two main areas that we will be studying in this course:

1. Natural Processes: A study of coastal processes
2. Skills: An investigation into the common skills used in geography

**ASSESSMENT**

This course covers both internal and external assessments. The national external examination is worth 8 credits toward NCEA while the internal assessment also accounts for 11 credits.

**WHERE DOES IT LEAD?**

Year 13 Geography prepares students for tertiary studies. It emphasises skills in report writing and information interpretation. Specifically, it provides necessary background for degrees in the arts and sciences, as well as applied degrees in resource management, parks and recreation, agriculture, and planning. Geography graduates find employment in such areas as: regional councils, government advisory units, administration, public relations, research, and education.

As part of the course, we undertake one fieldtrip to a coastal environment. There will be a cost involved in the fieldtrip to cover accommodation, transport, and some food.

**UNIVERSITY ENTRANCE LITERACY LEVEL 3**

14 credits in this course count for UE reading, 8 credits count for UE writing.

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3**

Yes

**CONTACT**

HOD Social Sciences – Mrs Martin

**PREREQUISITES**

None

**COURSE OUTLINE**

History at Level 1 is a fun study of the past, filled with inferences, decisions about significance, interpretation, inclusions and omissions, generally accepted facts and even speculation.

**Conflict and Contested Spaces**

- *Rainbow Warrior Crisis*
- *Springbok Tour 1981*

**New Zealand History**

- *The Influenza Pandemic of 1918 in New Zealand*

**International Relations**

- *Origins of World War II - Treaty of Versailles*

**Skills and Objectives**

To introduce students to basic skills; to gather and recall information; to understand simple relationships; to classify, contrast and compare; to develop an ability to interpret a wide range of historical resources for example; cartoons, film, maps, documents; to recognise different points of view, bias, and the difference between fact and opinion; to develop the ability to present argument clearly, orally and written, in a logical sequence and with general points supported with examples.

The research project is designed to test a range of skills, especially content selection, information processing and modes of presentation of information.

**ASSESSMENT**

Two external examinations and three internal assessments which will be moderated.

There will be 5 components to assessment, each being worth 4 credits towards NCEA. (20 credits available in total)

**WHERE DOES IT LEAD?**

History follows through as a subject in Level 2 and Level 3. For career goals please see the Level 3 page.

**CONTACT** Dr Harland

**PREREQUISITES**

Experience at Level 1 will be valuable for skills and methods.  
More than 12 Credits at NCEA Level 1 in English, Geography or History.  
If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

History in Level 2 further develops previous study, builds on the required skills introduced in Level 1, especially focused on the conceptualising of significance as well as examination and analysing of historical sources.

**Germany 1933-1945**

- *The nature and impact of Nazi ideology*

**New Zealand History**

- *The Impact of Tragedy – The Otago Gold Rush 1861-1865*

**Nationalism, Imperialism and Expansionism**

- *Origins of World War I*

**ASSESSMENT**

Two external examinations and three internal assessments which will be moderated. Credits from the 23 credits available will be selected.

**WHERE DOES IT LEAD?**

History follows through into Level 3. For career goals please see the Level 3 page.

**CONTACT**

Dr Harland



**PREREQUISITES**

A background of skills developed in Level 1 and Level 2 is recommended.

More than 12 credits at NCEA level 2 in English or Geography or History. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

History in Level 3 prepares students effectively for research and independent study skills and methods necessary for tertiary level study. Emphasis therefore is placed on the research process and in developing evaluation skills and appropriate communication methods, oral and written.

**The Holocaust**

- *Kristallnacht*
- *The Final Solution*

**Migration and Early Settlement**

- *1840-1918*

**World War I**

- *Passchendaele*
- *The Somme*
- *Gallipoli*

**World War II**

- *Pearl Harbour*
- *Hiroshima*

**ASSESSMENT**

Two external examinations and three internal assessments which will be moderated. Credits from the 26 credits available will be selected.

**WHERE DOES IT LEAD?**

The study of history at this level can lead to tertiary studies, using the subject as a major or minor degree component. Career aspects include law, journalism, teaching, commerce/business, public relations, police, armed forces, advertising, library work, tourism. Government Departments, publishing, broadcasting, Foreign Affairs, Social Work, as well as specific fields such as those of archaeology, museum officer, archivist, or research officer.

**CONTACT** Dr Harland

## **TOURISM**

**LEVEL 2**

### **PREREQUISITES**

None

### **COURSE OUTLINE**

Tourism is now one of the main industries of the world. This course is worth between 14 and 17 credits and introduces Tourism to the students in five different ways. Firstly, it looks at tourism in New Zealand then secondly how it works around the world. After that we look characteristics and needs of tourists then finally, we have a look at all the various work roles in tourism. Each of these areas is assessed in some way. They are all Unit Standard assessments.

### **ASSESSMENT**

The course is completely internally based and has a total of between 14-17 credits Level 2 credits available across six assessments. This work will be all completed in the classroom. Assessments will be completed regularly in each term.

### **WHERE DOES IT LEAD?**

13-18 Credit Course - Level 3 Tourism

**CONTACT** HOD Social Sciences - Mrs Martin

## **TOURISM**

**LEVEL 3**

### **PREREQUISITES**

None

### **COURSE OUTLINE**

Tourism is now one of the main industries of the world. This course is worth between 13 and 18 credits and introduces Tourism to the students in three different ways. Firstly, it looks at tourism in New Zealand. Secondly, it looks at tourism in Australia. Thirdly, it looks at tourism in the South Pacific. Each of these areas is assessed in some way. They are all Unit Standard assessments.

### **ASSESSMENT**

The course is completely internally based and has a total of between 13-18 Level 3 credits.

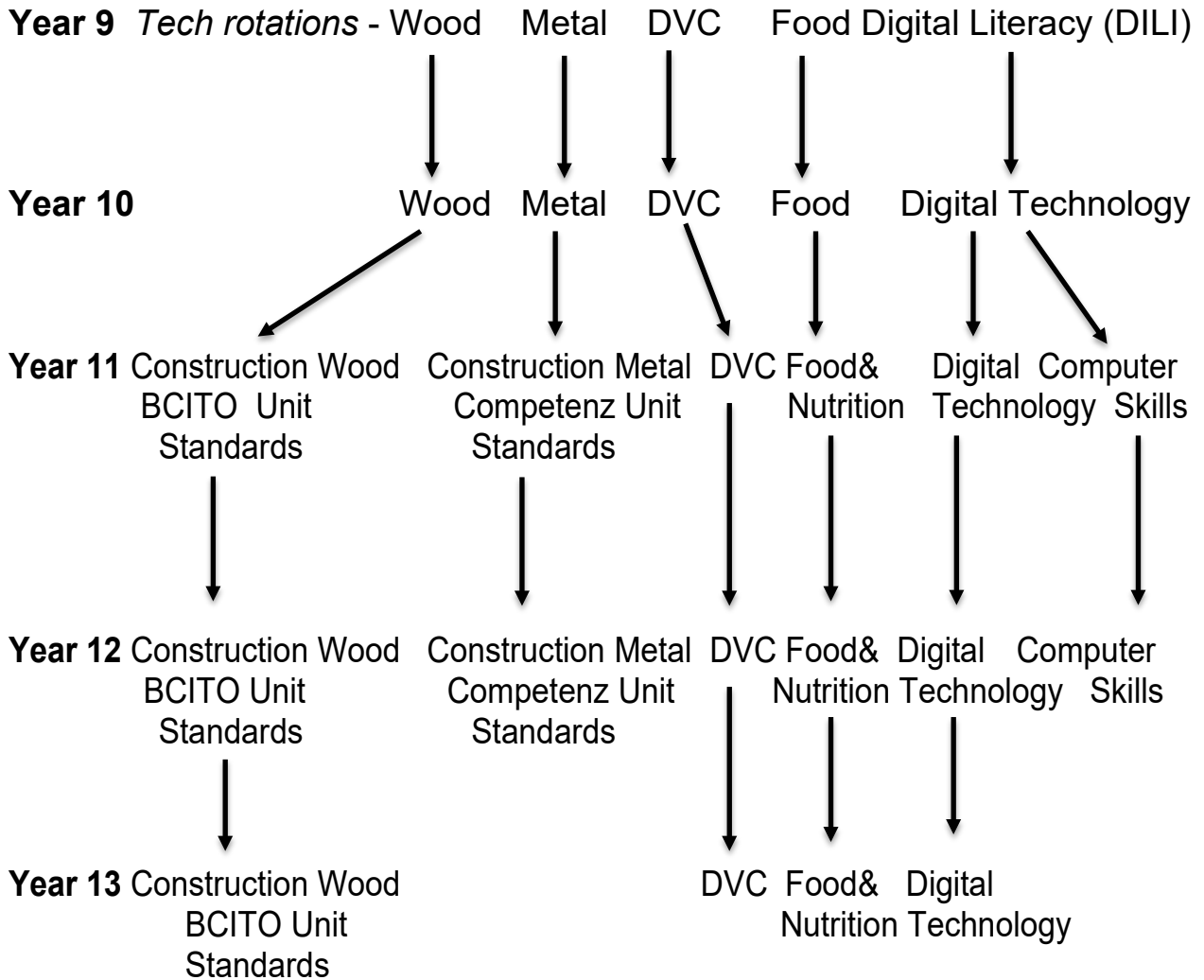
### **WHERE DOES IT LEAD?**

This course would be a good starting point for those students who wish to enter tertiary institutions that provide certificate and diplomas related to the tourism industry.

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3** No

**CONTACT** HOD Social Sciences – Mrs Martin

# TECHNOLOGY



Abbreviations:

DVC (Design & Visual Communication)

BCITO (Building & Construction Industry Training Organisation)

**PREREQUISITES**

The course will run independently from other Digital Technologies courses. This course is suitable for students with no prior background in computing, and those wishing to improve their computing skills and knowledge.

**COURSE OUTLINE**

This course offers students the chance to demonstrate their competence in current Microsoft Office applications. Students will learn a range of skills, to assist them with using computers and gain skills for use in other subjects, and future careers.

The following skills will be developed:

- Desktop publishing
- Presentation skills
- Using spreadsheets
- Information management

**ASSESSMENT**

All assessment will be completed using internally assessed Unit Standards.

**WHERE DOES IT LEAD?**

Level two Computer skills course, workplace positions and some tertiary study-based courses.

**CONTACT**

Mrs Newman

**PREREQUISITES**

The course will run independently from other Digital Technologies courses. This course is suitable for students with no prior background in computing, and those wishing to improve their computing skills and knowledge.

**COURSE OUTLINE**

This course offers students the chance to demonstrate their competence in current Microsoft Office applications. Students will learn a range of skills, to assist them with using computers and gain skills for use in other subjects, and future careers.

The following topics and skills will be offered:

- Creating documents and file management using text and images
- Desktop publishing
- Document enhancement – focusing on presentation and layout
- Use of spreadsheets to help within the workplace

**ASSESSMENT**

All assessment will be completed using internally assessed Unit Standards.

**WHERE DOES IT LEAD?**

Future workplace and some tertiary study

**CONTACT**

Mrs Newman

**PREREQUISITES**

There are no prerequisites for this Level 1 NCEA course although previous experience at Years 9 or 10 is preferred.

**COURSE OUTLINE**

The study of DVC engages students in authentic design projects to practice their visual communication skills. They showcase their developed design ideas using freehand sketching, 3D modelling, and CAD produced working drawings.

In DVC students will work through learning opportunities in the areas of spatial design (e.g., small houses) and product design (e.g., furniture). Each area will require the student to produce a solution to a design brief in the form of a portfolio of work. Each portfolio will show the exploration, refinement, and communication of the student's design thinking using a range of drawing, presentation and visual communication techniques.

**ASSESSMENT**

The course will consist of 19 credits, of which 13 will be internally assessed and 6 will be externally assessed. External assessment will be carried out, through the submission of a portfolio of student work sent to NZQA in October.

**WHERE DOES IT LEAD?**

Year 11 DVC is primarily a prerequisite for Year 12 DVC. DVC aims to develop students' understanding of the world of design. To help them become good designers by promoting analytical, critical thinking and creative approaches to looking at and thinking about design and their own design work. There are a variety of tertiary courses including architecture, construction, engineering, furniture and product design where DVC is a recommended subject.

**NUMERACY Level 1** Three credits Numeracy

**LITERACY Level 1** Four credits Numeracy

**CONTACT**

Mrs Douglass

**PREREQUISITES**

NCEA Level 1 DVC is preferable although students with success in Level 1 Art will be considered.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The study of DVC engages students in authentic design projects to practice their visual communication skills. They showcase their developed design ideas using freehand sketching, 3D modelling, and CAD produced working drawings. Year 12 builds on Year 11 more in depth.

In DVC students will work through learning opportunities in the areas of spatial design (e.g., Beach Bach) or product design (e.g., Lighting). This will require the student to produce a solution to a design brief in the form of a portfolio of work. The portfolio will show the exploration, refinement, and communication of the student's design thinking using a range of drawing, presentation, and visual communication techniques.

**ASSESSMENT**

The course will consist of 16 credits; 13 will be internally assessed and 3 will be externally assessed. External assessment will be carried out, through the submission of a portfolio of student work sent to NZQA in October.

**WHERE DOES IT LEAD?**

Year 12 DVC is a prerequisite for Year 13 DVC. DVC aims to develop students' understanding of the world of design. To help them become good designers by promoting analytical, critical thinking and creative approaches to looking at and thinking about design and their own design work. There are a variety of tertiary courses including architecture, construction, engineering, furniture, and product design where DVC is a recommended subject.

**CONTACT** Mrs Douglass

**PREREQUISITES**

NCEA Level 2 DVC course completion with a minimum of Achievement in 12 credits total.

If entry requirements are not met, an interview with the HOD or Teacher in Charge is required.

**COURSE OUTLINE**

The study of DVC engages students in authentic design projects to practice their visual communication skills. They showcase their developed design ideas using freehand sketching, 3D modelling, and CAD produced working drawings. Year 13 builds on Year 12 more in depth.

In Y13 DVC students will work through learning opportunities in the areas of spatial design (architecture) or product design. This will require the student to establish their own starting point and personal design brief and produce a solution in the form of a portfolio of work. The portfolio will show the exploration, refinement, and communication of the student's design thinking using a range of drawing, presentation exhibition and visual communication techniques.

**ASSESSMENT**

The course will consist of 16 NCEA Level 3 credits, a combination of Internal and External. External assessment will be carried out, through the submission of a portfolio of student work sent to NZQA in October.

**WHERE DOES IT LEAD?**

DVC aims to develop students' understanding of the world of design. To help them become good designers by promoting analytical, critical thinking and creative approaches to looking at and thinking about design and their own design work. Entrance to University and Polytechnic courses in architecture, construction, engineering, landscaping, furniture and product design.

**UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3** Yes

**CONTACT** Mrs Douglass



## PREREQUISITES

Digital Technologies is an academically rigorous course that requires high levels of literacy and numeracy. It is recommended that students study Digital Technologies in Year 10, although students who have not completed this course may be admitted at the discretion of the teacher in charge of Digital Technologies.

## COURSE OUTLINE

The following topics are explored in Year 11 Digital Technologies:

- Develop an electronics outcome
- Develop a proposal for a digital outcome
- Develop a design for a digital outcome
- Develop a digital outcome
  - Web page design and construction
    - Web design concepts
    - HTML/CSS
- Develop a computer program
- External: Demonstrate understanding of HCI (human computer interaction)

## ASSESSMENT

All standards will be Achievement Standards. There will be a combination of internally assessed projects and an externally assessed exam.

## WHERE DOES IT LEAD?

Level 2 Digital Technologies and future tertiary study.

## CONTACT

Mrs Newman

**PREREQUISITES**

A minimum of 12 (Achievement Standards) credits in Level 1 Digital Technologies is required for automatic entry into this course. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

This course builds on and extends the concepts explored at Level 1.

Topics covered will include:

- Conduct an inquiry to propose a digital technologies outcome
- Use advanced techniques to develop a digital media outcome
- Use advanced programming techniques to develop a computer program
- Present a summary of developing a digital outcome

**ASSESSMENT**

All standards will be Achievement Standards. There will be a combination of internally assessed projects and an externally assessed exam.

**WHERE DOES IT LEAD?**

Level 3 Digital Technologies and future tertiary study.

**CONTACT**

Mrs Newman

**PREREQUISITES**

A minimum of 12 (Achievement Standards) credits in Level 2 Digital Technologies is required for automatic entry into this course.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

This course builds on and extends the concepts explored at Level 2. In order to successfully complete this course, students must be prepared to put in extensive work outside of regular class times.

Topics covered will include:

- Conduct a critical inquiry to propose a digital technologies outcome
- Use complex techniques to develop a digital media outcome
- Use complex programming techniques to develop a computer program
- Present a reflective analysis of developing a digital outcome

**ASSESSMENT**

All standards will be Achievement Standards. There will be a combination of internally assessed projects and an externally assessed report.

**WHERE DOES IT LEAD?**

Future tertiary study in the arts, computer science, graphic design, information technology and business management focused degrees. Digital Technology skills are in high demand. There is a shortage of qualified staff in this area, both nationally and internationally.

**CONTACT**

Mrs Newman

**PREREQUISITES** Nil**COURSE OUTLINE**

This course will explore the important part food plays in our lives. Students will learn about influences in society on our eating patterns and develop practical skills for everyday life and future employment. Throughout this course you will be encouraged to:

- Communicate how the total well-being/hauora of an individual can be maintained and enhanced
- Investigate differences in attitudes, values, and beliefs in relation to food choices
- Demonstrate skills in techniques and processes in practical foods-based activities
- Demonstrate skills in planning and selection of food for individuals that meet the National Nutrition Guidelines
- Demonstrate health enhancing attitudes in the selection and preparation of food.
- Effectively manage resources.

**ASSESSMENT**

By successfully completing this course, you should be able to achieve 19 credits towards NCEA Level 1. The credits will be achieved from Achievement Standards. Some of these will be internally assessed and some externally assessed.

<b>No.</b>	<b>Assessment Choices</b>	<b>Credits</b>	<b>Mode</b>
90956	Demonstrate knowledge of an individual's nutritional needs	5	Internal
90957	Demonstrate understanding of societal influences on an individual's food choices and well-being	5	Internal
90959	Demonstrate knowledge of practices and strategies to address food handling issues	5	Internal
90961	Demonstrate understanding of how packaging information can influence an individual's food choices and well-being	4	External

**WHERE DOES IT LEAD?**

Level 2 Food and Nutrition. Tertiary Study - Food Technologist, Dietician, Food Engineers/Scientist, Biotechnologist. Careers in the industry e.g. Chef, Baker, Meat Inspector, Butcher, Hotel Management

**LITERACY LEVEL 1** 19 credits available (all of the above standards)

**CONTACT** TIC Food & Nutrition - Mrs Paul

## **FOOD & NUTRITION - HOME ECONOMICS**

**LEVEL 2**

### **PREREQUISITES**

You should have a good level of written English.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

### **COURSE OUTLINE**

The course will further develop student's knowledge of Hauora and health promotion. They will explore attitudes and values that influence their own and societies wellbeing. Practical food preparation is an important part of this course.

### **ASSESSMENT**

You will aim to achieve 18 credits towards NCEA Level 2.

	<b>Title</b>	<b>Credits</b>	<b>Mode</b>
2.1	Analyse issues related to the provision of food for people with specific food needs	5	Internal
2.2	Analyse the relationship between well-being food choices and the determinants of health	4	External
2.3	Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	5	Internal
2.4	Evaluate sustainable food related practices	5	Internal
17285 v9 US	Demonstrate knowledge of commercial espresso equipment and prepare espresso beverages under supervision	4	Internal

### **WHERE DOES IT LEAD?**

To level 3 Food and Nutrition which is a university approved subject. Tertiary Study - Food Technologist, Dietician, Food Engineers/Scientist, Biotechnologist. Careers in the industry - Chef, Baker, Meat Inspector, Butcher, Hotel Management

**UNIVERSITY LITERACY STANDARDS** 4 credits Writing 2.2

**CONTACT** TIC Food & Nutrition - Mrs Paul

**PREREQUISITES**

Completion of NCEA Level 2 Achievement Standards in Home Economics would be an advantage as well as a good level of English. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

Students will evaluate current issues and theories of nutrition, identify and reflect on the factors that influence people's choices and behaviours. They will analyse attitudes and values that influence their own and society's well-being and develop strategies to improve the whole community. Practical food preparation is an important part of this course. There is a scholarship examination opportunity.

**ASSESSMENT**

You will aim to achieve at least 14 credits towards NCEA Level 3.

Number	Title	Credits	Mode
3.1	Investigate a nutritional issue affecting the well-being of New Zealand society	5	Internal
3.2	Implement an action plan used to address a nutritional issue affecting the well-being of New Zealand Society	5	Internal
Either 3.3	Analyse a food related ethical dilemma for New Zealand society	5	Internal
Or 3.4	Investigate the influence of multinational food corporations on eating patterns in New Zealand	5	Internal
3.6	Analyse the influences of food advertising on well-being	4	External

**WHERE DOES IT LEAD?**

Tertiary Study - Food Technologist, Dietician, Food Engineers/Scientist, Biotechnologist. Careers in the industry - Chef, Baker, Meat Inspector, Butcher, Hotel Management

**UNIVERSITY ENTRANCE LITERACY LEVEL 3** 15 credits in reading (3.1, 3.3, 3.4) and 4 credits in writing (3.6)

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3** Yes

**CONTACT** TIC Food & Nutrition - Mrs Paul

**COURSE OUTLINE**

Using wood-based materials, students will apply correct methods and processes of production. Students will learn how to follow plans and use a range of hand and machine tools. Students will construct a toolbox, outdoor chair and an additional piece of outdoor furniture.

**CO-REQUISITES**

Completing the Y10 Wood option will give you a good advantage. Design & Visual Communication Technology would be useful to support design work in these subjects.

**COURSE OUTLINE**

The course will cover elements of the Technology syllabus through allowing students to explore a variety of concepts, methods of construction and materials used in problem solving.

The course requires a good standard of written and drawing skills to develop personal designs as well as good physical craft skills in the construction and finishing stages. A high standard of workmanship will be achieved.

**ASSESSMENT**

The course consists of several different areas of content containing credits derived from the Technology syllabus. BCITO Unit Standards are internally assessed and externally moderated.

**WHERE DOES IT LEAD?**

NCEA Level 1 is the first of three senior levels. Level 2 Unit Standards will be available in Year 12. A qualification at any level in Technology could lead into trade skills employment or any one of several tertiary courses.

**CONTACT**

HoD technology

**PREREQUISITES**

Competency in Level 1 Technology based wood or metal. Passing of a L1 Health and Safety standard.

If entry requirements are not met, an interview with HoD technology is required.

**CO-REQUISITES**

Design & Visual Communication Technology would be helpful. Students should also be continuing with Math and Science based courses at this level as the learning compliments Technological understanding.

**COURSE OUTLINE**

Students will complete two projects. The first is a saw stool, then a cabinet with a door and a drawer. Students will build on their skill level in design and the competent use of hand and machine tools. BCITO Unit Standards will be used to deliver learning content.

**ASSESSMENT**

BCITO Unit Standards are internally assessed as well as being externally moderated.

**WHERE DOES IT LEAD?**

To Year 13 course in BCITO Building and Construction. Entry into the trades or pre trade training.

**CONTACT**

HoD Technology



**PREREQUISITES**

Students will have successfully completed a L2 course in Wood Tech. This will include the completion of a Health and Safety Unit Standard and the practical projects they have undertaken. If entry requirements are not met, an interview with HoD technology is required.

**COURSE OUTLINE**

The course is based around the design and construction of a table with which students will use a range of timber-based building related materials and L3 complex fabrication techniques to make. Once this project and the associated paperwork is presented for assessment, students will undertake an additional project of their own choice.

**ASSESSMENT**

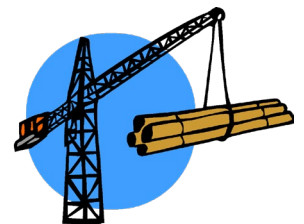
BCITO Unit Standards will be used to assess student work, these will be internally assessed and externally moderated.

**WHERE DOES IT LEAD?**

Entry into the trades or any related course. Competency in being able to design, self-manage the construction of a project using a range of materials and tools is a sort after attribute.

**CONTACT**

HoD Technology



**PREREQUISITES**

Completing the Y10 Metal option will give you a good advantage. Design & Visual Communications (DVC) would be useful to support design work in these subjects.

**COURSE OUTLINE**

The National Certificate in Mechanical Engineering Technology is an introductory qualification, which has been developed for secondary school students interested in mechanical engineering or wishing to pursue careers in maintenance and general engineering, marine and fabrication engineering or machining and toolmaking. The qualification is made up of three level-1 unit standards intended to provide students with a well-balanced, practical course that combines the following basic skills and knowledge;

- Basic workshop safety procedures
- Basic arithmetic and applied geometry
- Basic engineering workshop techniques including cutting, marking out, measuring, machining, joining, assembly and finishing
- Investigation, design, developed, drawing and construction of a simple product

Students complete two projects, each one designed to develop student competency and skills using practical engineering processes and workshop techniques, while fulfilling the requirements of the National Certificate in Mechanical Engineering Technology (Level-1) qualification unit standards.

**ASSESSMENT**

24 credits internally assessed Unit Standards (externally moderated).

**WHERE DOES IT LEAD?**

Level 2 Technology Mechanical Engineering. Entry into trades, trade training and Tertiary training.

**CONTACT** HoD Technology

**PREREQUISITES**

Level 1 Technology Mechanical Metal. A minimum of 14 Level 1 credits are required for entry into this course.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course will focus on Mechanical Engineering Industry Unit Standards.

These unit standards represent a set of foundation skills for mechanical engineering and related trades. They are part of a school-based curriculum. It is particularly relevant for people wishing to pursue careers in general engineering, machining, toolmaking, fitting, engineering maintenance, fabrication, and marine engineering. These unit standards will help lead to trade qualifications in Mechanical Engineering, and ultimately to the National Diploma in Engineering (Mechanical Engineering) (Level 6). The course this year will aim to cover three-to-five-unit standards totalling approximately 18 to 20 credits.

Students complete one to two projects, designed to develop student competency and skills using practical engineering processes and workshop techniques, while fulfilling the requirements of the Manufacturing Pathways Skills Level-2 qualification unit standards.

**ASSESSMENT**

Unit Standards are internally assessed and externally moderated. Students will be assessed on mechanical engineering knowledge and theory, health and safety, engineering drawing and practical skills.

**WHERE DOES IT LEAD?**

Entry into trades, trade training and Tertiary training.

**CONTACT** HoD Technology

**PREREQUISITES**

An enthusiastic and genuine interest in farming.

**COURSE OUTLINE**

The focus of this course is to gain basic skills/knowledge in a variety of farming processes. Hazards, Fencing, livestock behaviour, Engines, Cattle and Sheep breeds as well as the impact of Agriculture to our environment are studied. A field trip to a local farm and visits to Agricultural businesses are also included.

**ASSESSMENT**

- Covers Level 2 Unit Standards.
- **Theory units** are taught and assessed in the classroom at Timaru Boys' High School.

**WHERE DOES IT LEAD?**

This course will be a pre-requisite for Level 2 Agriculture and prepares students for the increased practical aspects and land skill development within the Level 2 course.

**CONTACT**

Mr Nathan Archibald

**PREREQUISITES**

Successful completion of Year 11 Agriculture Course - places may be limited. Genuine interest in gaining employment in the Agriculture sector.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

This course follows on from Year 11 Agriculture focusing on practical aspects in the following units - Farmbikes, Tractors, Fencing, Livestock Handling and Chainsaws. Topics in class include pastures, calf rearing and Farm Dogs including the theory units for the practical components.

**ASSESSMENT**

- Covers Levels 2 and 3 Unit Standards.
- Theory units are taught and assessed in the classroom at Timaru Boys' High School. Practical assessments are carried out at Agrilearn ITO provider in Washdyke.

**WHERE DOES IT LEAD?**

Full time employment opportunities within the farming community, further Agricultural courses at Polytechnics. Successful students will be 'work ready'

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3** No**CONTACT**

Mr Nathan Archibald

**PREREQUISITES**

A positive attitude to get involved, interest in the Outdoors and a geared working mountain bike are the main requirements for this subject.

**COURSE OUTLINE**

The course covers a variety of Outdoor activities throughout the year including; Mountain Biking, Climbing, Kayaking and Tramping. All have a practical requirement that will be completed during one of the fieldtrips around the South Canterbury region.

**ASSESSMENT**

The course has a number of unit and achievement standards covering various aspects of the outdoors.

**WHERE DOES IT LEAD?**

Successful students would look to continue into the Level 2 course. Career options include guiding and instruction the Outdoors and Tourism industries. There are several Outdoor Education tertiary options for Outdoor students.

**CONTACT**

Mr Richardson HoD of Outdoor Education.

**PREREQUISITES**

This is a full year course with preference given to students who completed the Year 11 subject, who actively participated in all aspects of the course.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

**COURSE OUTLINE**

The course covers Tramping, Bush Craft, Risk Management, Mountain Biking, Climbing and Alpine Skills throughout the year.

**ASSESSMENT**

The course has available a number of units and Achievement standards at both Level 2 and Level 3 covering various aspects of the outdoors.

Each student will also attend a course to receive their First Aid Certificate. Each standard has a practical requirement that will be completed during one of the fieldtrips, which are compulsory.

**WHERE DOES IT LEAD?**

Career options include guiding and instruction the Outdoors and Tourism industries. Ara Institute or the other Outdoor courses would be a natural tertiary option for our students.

**CONTACT**

Mr Richardson HOD of Outdoor Education

**PREREQUISITES**

Entry is by application in Term 3 of the previous year and approval of the Gateway Co-ordinator.

The student must be able to indicate a career direction they wish to explore and an ability to manage self, and study with minimal supervision and support.

**COURSE OUTLINE**

The Gateway course is designed to strengthen the pathway for students from school to workplace learning. A workplace learning component is incorporated into the student's overall study programme. The placement is relevant to student's learning and vocational goals. An individualized learning plan is prepared with each learner.

**ASSESSMENT**

Learning is usually assessed against NQF unit standards, and this assessment may be shared between school and the workplace.

**WHERE DOES IT LEAD?**

Study and work experience to support access to a wide range of careers.

These may include but are not limited to:-

Agriculture/Aviation/Bakery/ Banking/Building/Butchery/ Electrical/  
Hospitality/Infrastructure such as pipe laying, roading, earthmoving  
and drilling/Mechanical Engineering/Panel  
Beating/Photography/Plumbing/Retail & Sales/Surveying/Tourism

**UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2/3**

Due to the varied nature of each student's course of work this will also vary.

**UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3**

No

**CONTACT**

Mr Poulter or Mrs McMecking can provide information regarding this course.



# PACE - Programme for Achieving Careers and Employment Level 1

## PREREQUISITES

The PACE programme is available to Year 11 students and is best suited to those who are:

- willing to **work with** teachers and other students to **learn**
- developing their **self-management** of learning and assessment;
- **reliable**, with a good attendance record

Entry is by application/invitation in Term 4 and the approval of the PACE team.

## COURSE OUTLINE

The PACE programme provides targeted support and opportunities for Year 11 students to work towards Level 1 NCEA. It ensures a satisfactory level of literacy and numeracy is developed to enable transition to Year 12, other study options or the workplace.

Students will have:

- extra **support** to ensure **numeracy** and **literacy** standards are completed
- **time** to develop full and thorough understanding of content
- **opportunities** to complete learning in external courses with links to a career or further study

Subject	Periods/week	Credits available
English (ENCS)	5	14
Math (MATA)	4	13
Science (SCIA)	4	12
NCES	4	14
Food and Hospitality	4	10
Hands on Technology	5	15
Physical Education	4	9
External courses -Ara taster		10+
<b>TOTAL</b>	<b>30</b>	<b>90+</b>

## ASSESSMENT

Learning is usually assessed against NQF unit standards and this assessment may be in school or through external providers.

## WHERE DOES IT LEAD?

Students may wish to continue study towards Level 1 or 2 at school, attend alternative education providers, or tertiary options such as Aoraki Polytechnic or consider job opportunities.

**CONTACT** Mr Bennison can provide information regarding these programmes

## PREREQUISITES

This is an invitation only programme