

TIMARU BOYS' HIGH SCHOOL



SENIOR COURSE SELECTION

INFORMATION HANDBOOK

2018

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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)
- **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 forms.

GENERAL INFORMATION

1. Classes will be organised and timetabled to operate only if there are sufficient numbers of 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 have to 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, the local Aoraki Polytechnic or NetNZ. 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;

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

SUBJECTS AVAILABLE IN 2018

YEAR 11/LEVEL 1

English Literature (examination) or English (compulsory)
 Mathematics External Advancing or Mathematics Internal (compulsory)

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

| | |
|--------------------------------------|--|
| Accounting | Agriculture |
| Agricultural Science | Economics |
| Computer Skills | Design & Visual Communications |
| Digital Technologies | Drama |
| Food & Nutrition – Home Economics | French |
| Geography | German |
| History | Maori |
| Music | Outdoor Education |
| Performing Arts Technology | Physical Education or Physical Education Alternative |
| Science External or Science Internal | Technology Construction – Wood |
| Technology Mechanical - Metal | Transition - Gateway |
| Visual Art | NetNZ |

YEAR 12/LEVEL 2

English Literature or English (compulsory)

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

| | |
|--------------------------------------|--|
| Accounting | Agriculture |
| Agricultural Science | Biology |
| Chemistry | Computer Skills |
| Design & Visual Communications | Digital Technologies |
| Drama | Economics |
| Food & Nutrition – Home Economics | French |
| GATEWAY | Geography |
| German | History |
| Hospitality | Maori |
| Technology Materials Metal Mini Bike | Mathematics External Advancing or Mathematics Internal |
| Music | Outdoor Education |
| Performing Arts Technology | Physical Education |
| Physics | Science |
| Sport Studies | Technology – Construction Wood |
| Tourism | Visual Art |
| NetNZ | |

YEAR 13/LEVEL 3

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

| | |
|--------------------------------------|--------------------------------|
| Accounting | Agriculture |
| Agricultural Science | Biology |
| Chemistry | Design & Visual Communications |
| Drama | Digital Technologies |
| Economics | English Literature or English |
| Food & Nutrition - Home Economics | French |
| GATEWAY | German |
| Geography | Hospitality |
| History | Mathematics with Calculus |
| Mathematics with Statistics | Music |
| Performing Arts Technology | Physical Education |
| Physics | Sports Studies |
| Technology Materials Metal (Level 2) | Technology - Multi Materials |
| Tourism | Visual Art |
| Young Enterprise | NetNZ |

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 particular 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. Many senior subjects have a pre-requisite; you must get a certain grade or better if you are to study that subject next year.

A steady effort throughout the year and completing all of the work will ensure that you gain the best marks/grades of which you are capable.

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

It is really 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 a number of 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 in order 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 expected at all times 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 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 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. With usually 18-24 credits in each school subject.

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 who cannot manage full Mathematics should include an alternative mathematics programme.

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 (Graphics), Mechanical or Construction, 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 Maori, 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 (Graphics), Design Technology, Hospitality and Food & Nutrition.

Entry to Courses

Entry to courses at both Years 12 and 13 is by negotiation with 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 a sufficient number of approved subjects in Year 13.

See your Dean for a list of approved subjects or go to NZQA website 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 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 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 students must study **SIX** subjects
(English or Communication Skills are compulsory)

Subjects

Entry into most Year 12 subjects is granted on the student gaining the prerequisite minimum Achievement Standards at Level One 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 sub headings 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 2015.

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 particular 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 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 a sufficient number of approved subjects in Year 13.

See your Dean for a list of approved subjects or go to NZQA website 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 a sufficient number of approved subjects in Year 13.

UE Approved Subjects

Not all of 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 Maori

Dance

Design (Practical Art)

Design and Visual Communication

Digital Technologies

Drama

Earth and Space Science

Economics

Education for Sustainability

English

French

Geography

| | |
|--------------------------|-----------------------------|
| German | Photography (Practical Art) |
| Hauora | Physical Education |
| Health Education | Physics |
| History | Printmaking (Practical Art) |
| History of Art | Processing Technologies |
| Home Economics | Religious Studies |
| Indonesian | Samoan |
| Japanese | Science/Putaiao |
| Korean | Sculpture (Practical Art) |
| Latin | Social Studies |
| Mathematics/Pangarau | Spanish |
| Media Studies | Statistics |
| Music Studies | Technology/Hangarau |
| Nga Mahi a te Rehia | Te Reo Māori |
| Nga Toi | Te Reo Rangatira |
| Nga Toi Ataata | Tikanga a-Iwi |
| Nga Toi Puoro | Tongan |
| Painting (Practical Art) | |

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 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.

NZ Scholarship Examinations

Scholarship is **not** part of NCEA. It is a stand-alone qualification designed to extend very 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.

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.

CONTRIBUTION

\$50 per year. Students will also be expected to attend at least two professional performances during the year, with a cost of approximately \$50 each.

LITERACY/NUMERACY Level 1

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

CONTACT

See Drama Specialist – Miss Carter

PREREQUISITES

Year 10 or Level 1 Drama.

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

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.

CONTRIBUTION

\$50 per year. Students will also be expected to attend at least two professional performances during the year, with a cost of approximately \$50 each.

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

See Drama Specialist – Miss Carter

PREREQUISITES

Level 1 or 2 Drama.

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

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.

CONTRIBUTION

\$50 per year. Students will also be expected to attend at least two professional performances during the year, with a cost of approximately \$50 each.

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

See Drama Specialist – Miss Carter

PERFORMING ARTS & ENTERTAINMENT TECHNOLOGY LEVEL 1

PREREQUISITES

Year 10 Drama, and Year 10 Wood Tech, or Year 10 Graphics.

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

COURSE OUTLINE

This course is a practical and theoretical course in the technical aspects of live performance, both Theatre and Music. It will can draw from any of the aspects listed below:

- Lighting
- Sound
- Set Design
- Props
- Costume Design
- Make-up
- Production Roles
- Health and Safety

The focus at Level 1 is on developing an understanding of the place of technologies in live contexts.

ASSESSMENT

The course will be assessed against the National Unit Standards Performing Arts Technologies. The course offers up to 20 Level 1 credits, all which are internally assessed.

WHERE DOES IT LEAD?

A successful study of Performing Arts Technology at Level 1 will provide a firm grounding for Levels 2 & 3 and links into the Skills Active course for the industry at Level 4.

This course is grounded in professional practice; developing students' skills toward involvement in professional performing arts; theatre, music, corporate and sporting events.

CONTRIBUTION

\$50 per year.

Students will also be expected to attend at least two live professional performances at a cost of approximately \$50 each and may have the opportunity to attend Industry events and courses.

CONTACT

See Performing Arts Technology Specialist – Miss Carter

PERFORMING ARTS & ENTERTAINMENT TECHNOLOGY LEVEL 2

PREREQUISITES

Successful completion of Performing Arts Technology at Level 1 OR Two of the following: Level 1 Drama, Level 1 Wood Tech, or Level 1 Graphics. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

This course is a practical and theoretical course in the technical aspects of live performance, both Theatre and Music. It will can draw from any of the aspects listed below:

- Lighting
- Sound
- Set Design
- Props
- Costume Design
- Make-up
- Production Roles
- Health and Safety

The focus at Level 2 is on the operation of technologies in live contexts

ASSESSMENT

The course will be assessed against the National Unit Standards Performing Arts Technologies. The course offers up to 23 Level 2 credits, all which are internally assessed.

WHERE DOES IT LEAD?

A successful study of Performing Arts Technology at Level 2 will provide a firm grounding for Level 3.

This course is grounded in professional practice; developing students' skills toward involvement in professional performing arts; theatre, music, corporate and sporting events.

CONTRIBUTION

\$50 per year.

Students will also be expected to attend at least two live professional performances at a cost of approximately \$50 each and may have the opportunity to attend Industry events and courses.

CONTACT

See Performing Arts Technology Specialist – Miss Carter

PERFORMING ARTS & ENTERTAINMENT TECHNOLOGY LEVEL 3

PREREQUISITES

Successful completion of Level 2 Performing Arts Technology OR Any two of: Level 2 Drama, Level 2 Technology subject, Level 2 Art.

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

COURSE OUTLINE

This course is a practical and theoretical course in the technical aspects of live performance, both Theatre and Music. It can draw from any of the aspects listed below:

- Lighting
- Sound
- Set Design
- Props
- Costume Design
- Make-up
- Production Roles
- Health and Safety

The focus at Level 3 is on the design of technologies in live contexts, and leadership of teams.

ASSESSMENT

The course will be assessed against the National Unit Standards Performing Arts Technologies. The course offers up to 33 Level 3 credits, all which are internally assessed.

WHERE DOES IT LEAD?

This course is grounded in professional practice; developing students' skills toward involvement in professional performing arts; theatre, music, corporate and sporting events.

Success in this course will enable students to enter tertiary study in Performing Arts Technology or to seek an apprenticeship within the Performing Arts Technology industry.

Students will also have the tools to manage events and teams within theatrical, corporate and sporting areas

CONTRIBUTION

\$50 per year.

Students will also be expected to attend at least two live professional performances at a cost of approximately \$50 each and may have the opportunity to attend Industry events and courses.

CONTACT

See Performing Arts Technology Specialist – Miss Carter

PREREQUISITES

Students should have grade two music theory or gained an Achieved or higher grade on their Year 10 report for Practical Knowledge in Music. Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate two years of learning.

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

COURSE OUTLINE

Students will develop their solo & group performance skills, aural and score reading strategies, examine two musical topics, and compose pieces of music using software and practical skills.

ASSESSMENT

Total of 30 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 |
| 1.6 | Demonstrate knowledge of two music works from contrasting contexts | 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 |

WHERE DOES IT LEAD?

Level 2 Music

CONTRIBUTION

A levy of \$20 per student will contribute toward costs of photocopying and DVD recording of student assessments.

LITERACY Level 1 Literacy credits will be achieved in 1.6

CONTACT TiC Music – Miss Bastings

PREREQUISITES

Students should have grade four music theory or gained 20 or more credits at Level 1 Music. Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate three years of learning.

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

COURSE OUTLINE

Students will continue to develop their solo & group performance skills, aural and score reading strategies, examine two musical topics, and compose and create instrumentations using software and practical skills. Students may achieve credits with Second Instrument performance.

ASSESSMENT

Total of 37 credits available

| 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 |
| 2.7 | Demonstrate understanding of two substantial contrasting music works | 6 | External |
| 2.8 | Devise an instrumentation for an ensemble | 4 | Internal |

WHERE DOES IT LEAD?

Level 3 Music.

CONTRIBUTION

A levy of \$20 per student will contribute toward costs of photocopying and DVD recording of student assessments.

UNIVERSITY ENTRANCE LITERACY CREDITS 10 in 2.6 & 2.7

CONTACT TiC Music – Miss Bastings

PREREQUISITES

Students should have grade five music theory or gained 20 or more credits at Level 2 Music. Students must be taking music lessons through private tuition or the itinerant scheme on at least one instrument to demonstrate four years of learning.

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

COURSE OUTLINE

Students will continue to develop their solo & group performance skills, aural and score reading strategies, examine one/two musical topics, and compose and create arrangements using software and practical skills. Students may achieve credits with Second Instrument performance. As there are many credits available students choose their courses based on the standards available and work towards an individual assessment plan.

ASSESSMENT

Total of 50 credits available*

| Subject Reference | Title | Credits | External/Internal |
|-------------------|--|---------|-------------------|
| 3.1 | Perform two programmes of music as a featured soloist | 8 | Internal |
| 3.2 | Perform a programme of music as a featured soloist on a second instrument | 4 | 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 |
| 3.7 | Analyse a substantial music work | 4 | Internal |
| 3.8 | Examine the influence of context on a substantial music work | 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 |
| *Students must choose between 3.4 and 3.11 | | | |

WHERE DOES IT LEAD?

- University Music - Performing musician
- Tertiary courses eg sound management
- Teaching at Primary or Secondary level
- Broadcasting, television, sound technology
- Music therapy, community music, leisure activities



CONTRIBUTION

A levy of \$20 per student will contribute toward costs of photocopying and DVD recording of student assessments.

UNIVERSITY ENTRANCE LITERACY LEVEL 3

Eight Literacy credits offered in 3.7 and 3.8

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 Yes

CONTACT TiC Music – Miss Bastings

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 and 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

- 1.1 Demonstrate understanding of art works from a Maori and other cultural context using art terminology. 4 credits internal
- 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
- 1.5 Produce a finished work that demonstrates skills appropriate to cultural conventions. 4 credits internal

WHERE DOES IT LEAD?

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

CONTRIBUTION

A materials levy of \$40

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

This is done via www.myschool.co.nz

LITERACY/NUMERACY Level 1

- 1.1 research 4 credits

CONTACT

HOD Visual Art Mr D Gibb

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 enable 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; Design, Painting, Photography, Printmaking or Sculpture.

ASSESSMENT

- | | |
|---|---------------------|
| 2.1 Demonstrate an understanding of methods and ideas from established practice appropriate to the chosen field of study. | 4 credits internal |
| 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 |
| 2.5 Produce a resolved work that demonstrates control of skills appropriate to cultural conventions. | 4 credits internal |

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.

CONTRIBUTION

A materials levy of \$40 includes specialized materials and exam presentation costs.

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

This is done via www.myschool.co.nz

CONTACT

HOD Visual Art Mr D Gibb

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 enable 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; Design, Painting, Photography, Printmaking or Sculpture.

ASSESSMENT

- | | |
|---|---------------------|
| 3.1 Analyse methods and ideas from established practice from the chosen field. | 4 credits internal |
| 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 |
| 3.5 Produce a resolved work that demonstrates purposeful control of skills appropriate to a cultural context. | 4 credits internal |

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.

CONTRIBUTION

A materials levy of \$40

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

This is done via www.myschool.co.nz

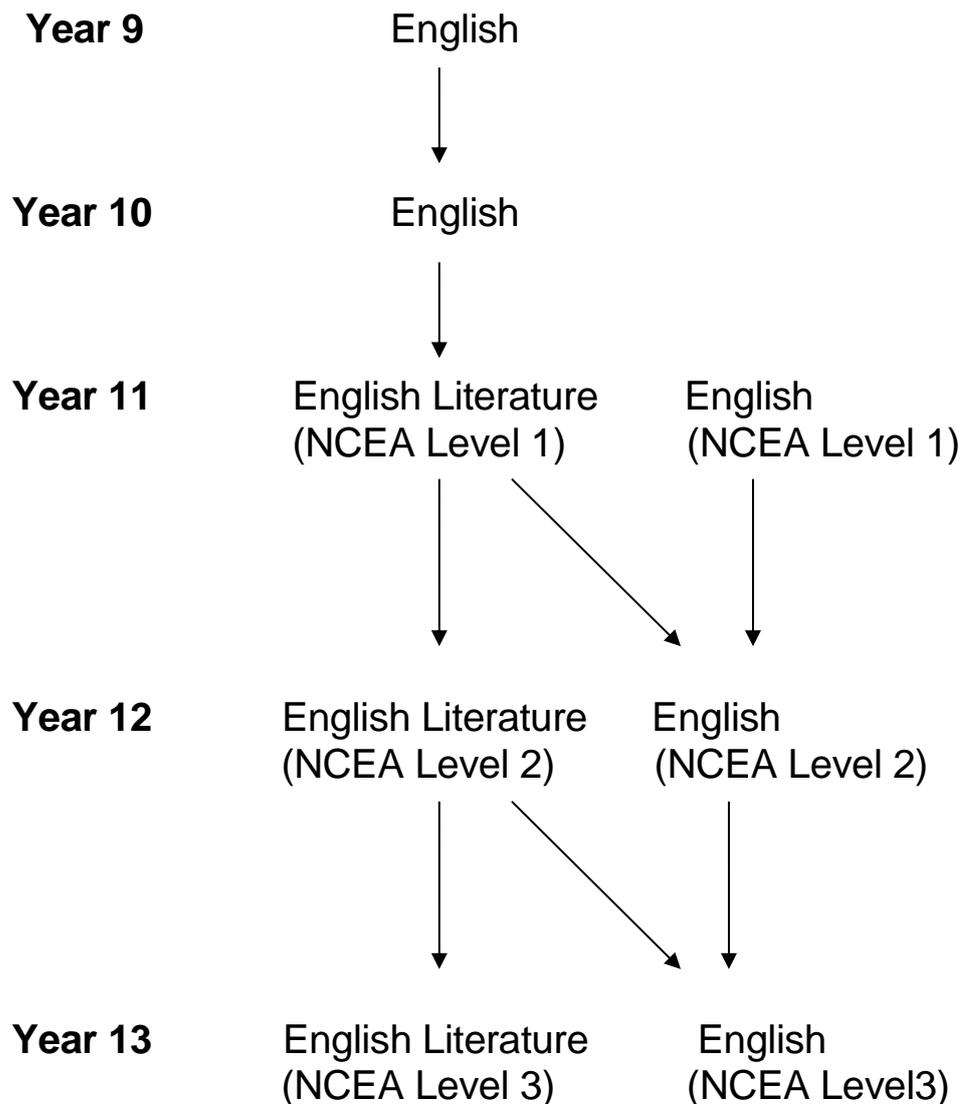
UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

CONTACT

HOD Visual Art Mr D Gibb

ENGLISH



It is essential that students enter the most appropriate English course 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. Recommendations will 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, Creative Writing, Speaking, and Close Viewing.

A total of 25 credits will be available in this class. **including Level One Literacy.**

ASSESSMENT

- All of 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

CONTRIBUTION

There is a \$15.00 Unfamiliar Text workbook that can be purchased. There may be a small contribution for a Drama visit.

CONTACT HoD English - Mrs Bennett

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 of time. Level One Literacy requirements can also be achieved in this class.

PREREQUISITES None

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 will 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.

A total of 20 credits will be available in this class, **including Level One Literacy.**

ASSESSMENT

- All of 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.

CONTRIBUTION

There may be a small contribution during the year for Drama Visits or visiting speakers

CONTACT HoD English - Mrs Bennett

PREREQUISITES

More than 14 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 25 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 course as there is a Literacy requirement. You need to check these very carefully with Dean and/or Careers' Advisor.

CONTRIBUTION

There is a \$15.00 Unfamiliar Text workbook that can be purchased. There may be a small contribution for a Drama visit.

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 a total of 22 credits.

CONTACT HoD English - Mrs Bennett

PREREQUISITES

Students who achieve less than 14 credits at Level One NCEA, or less than 3 of the following Achievement Standards: 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.

CONTACT HoD English - Mrs Bennett

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
- 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.

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Dependant on which Achievement Standards are completed.

CONTACT

HoD English - Mrs Bennett

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 20 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 20 credits at NCEA – Level 1. The course is fully internally assessed.

WHERE DOES IT LEAD?

Provides important grounding for Level 2.

LITERACY/NUMBERACY LEVEL 1

8 Level 1 literacy credits

UNIFORM

House singlet or TBHS top and blue shorts

CONTACT

HoD Physical Education - Mr McFarlane

PREREQUISITES

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

COURSE OUTLINE

Students will complete a variety of activities in both physical and theory work. The course focuses on social, practical and written skills, these skills are assessed within each assessment, and assessments are spaced so there is a realistic time frame is put in place so that success can be achieved. The course is designed to help students with self-management strategies and offer them resources that help them both in the short and long term.

ASSESSMENT

The course is fully internally assessed.

This course will be assessed against the National Achievement Standards.

There will be up to 15 credits

WHERE DOES IT LEAD?

Provides important grounding for future involvement in sport (Sports Studies).

Provides a good grounding for future subject/career decisions.

CONTRIBUTION

TBA

LITERACY/NUMERACY LEVEL 1

- Demonstrate interpersonal skills in a group and explain how these skills impact on others. (1.5) **3 Literacy Credits**
- Demonstrate self-management strategies and describe the effects on participation in physical activity. (1.9) **3 Literacy Credits**

CONTACT

HoD Physical Education - Mr McFarlane

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 principals 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.
- Explore leadership roles in a group or team physical activity.

The course consists of both practical and written work.

ASSESSMENT

This course will be assessed against the National Achievement standards. The course offers 21 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

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 19 credits at NCEA Level 3.

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, 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

Six credits at Level 2 and four credits at Level 3

WHERE DOES IT LEAD?

As for Year Level 2/3 Physical Education

CONTRIBUTION

This is required to cover clothing equipment, trips and travel.
Approximately \$100 - to be confirmed

CONTACT

Mr C Gibb

LEARNING LANGUAGES

| | | | |
|---------|----------------------------------|----------------------------------|----------------------------------|
| Year 9 | French ↓ | German ↓ | Te Reo ↓ |
| Year 10 | French ↓ | German ↓ | Te Reo ↓ |
| Year 11 | French (NCEA Level 1) ↓ | German (NCEA Level 1) ↓ | Te Reo (NCEA Level 1) ↓ |
| Year 12 | French (NCEA Level 2) ↓ | German (NCEA Level 2) ↓ | Te Reo (NCEA Level 2) ↓ |
| Year 13 | French (NCEA Level 3) | German (NCEA Level 3) | Te Reo (NCEA Level 3) |

- Depending on numbers, languages may be studied at Timaru Boys' High School or at Timaru Girls' High School
- Other languages e.g. Chinese and Spanish may be studied by correspondence. This option will only be available to boys who have shown an ability to study independently.

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 there 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)

CONTRIBUTION

Language Perfect \$20

CONTACT TGHS

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 there 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)

CONTRIBUTION

Language Perfect \$20

NOTE

An exchange programme is offered in Year 12

CONTACT TGHS

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 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)

CONTRIBUTION

Language Perfect \$20

CONTACT TGHS

PREREQUISITES

Years 9 and 10 German course. Satisfactory result in the Year 10 course
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 current teacher there 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)

CONTRIBUTION

Language Perfect \$20

CONTACT TGHS

GERMAN

LEVEL 2

PREREQUISITES

14 credits at Level 1 NCEA German

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 current teacher there 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 Germany or German 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)

CONTRIBUTION

Language Perfect \$20

NOTE

An exchange programme is offered in Year 12

CONTACT TGHS

GERMAN

LEVEL 3

Currently there are no boys studying at Level 2 so Level 3 will not be offered in 2018

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

Te Reo Maori is in two components to ensure the four basic skills of language - reading, writing, speaking and listening, are all covered. Research into the Tikanga Maori 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 Maori, 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 Maori.

REQUIREMENTS

Students to purchase own dictionaries

CONTACT

Mrs Melrose

PREREQUISITES

NECA Level 1 Te Reo Maori

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

COURSE OUTLINE

Students will demonstrate their growth in Wairua Maori and their

- 1 Competence in oral Maori (speaking and listening)
- 2 Competence in writing Maori
- 3 Ability to comprehend written Maori
- 4 Ability to research and present information on Te Ao Maori
- 5 Understanding of Tikanga Maori 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 Maori: 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 Maori Project: Students will select their project topic at the beginning of the year; projects will be submitted for assessment by 31 July.
- C. Tikanga Maori: Students will maintain a logbook record of their involvement in Maori activities in the school and community. They will produce Maori 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.
- D. Reading comprehension: On two occasions during the year the teacher will formally assess the student's comprehension of written text.
- E. Writing: The student's writing ability will be formally assessed twice during the year.

WHERE DOES IT LEAD?

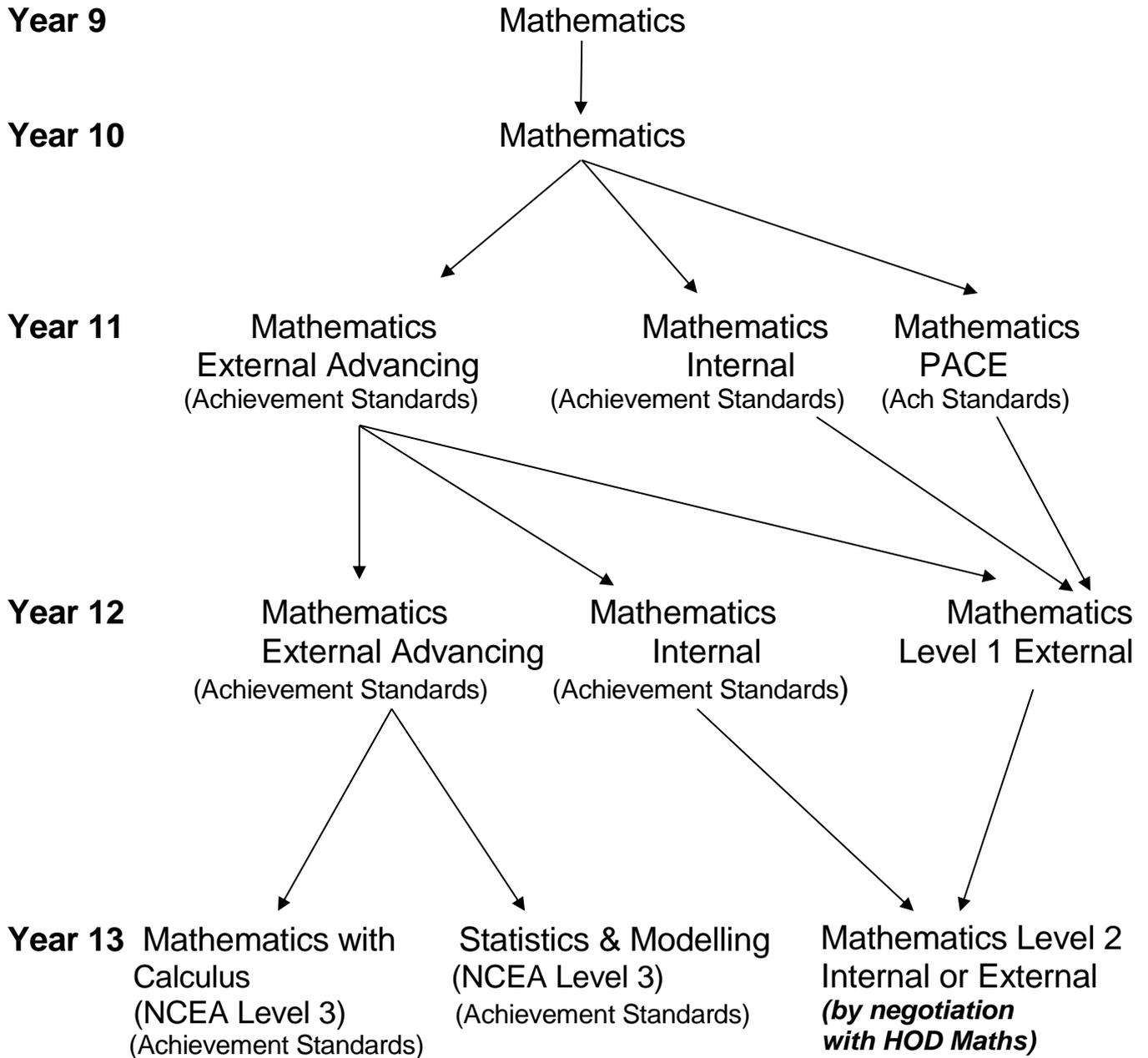
See the information in this section of Level 1 Maori

CONTACT

Mrs Melrose

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 either External Advancing or Internal course.

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

LITERACY/NUMERACY LEVEL 1

24 credits in Numeracy, 4 in Literacy.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

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 NCEA Level 1 criteria and all modules will be internally assessed.

WHERE DOES IT LEAD?

This course should lead to Level 1 Mathematics External or Level 2 Internal.

LITERACY/NUMERACY Level 1

18 Numeracy credits, 3 in Literacy.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

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?

Generally this is a non-advancing course but students may wish to enter Internal NCEA (Level 2) Mathematics in the following year (if permission is given by the HoD).

LITERACY/NUMERACY LEVEL 1

This course offers more than 10 Numeracy credits.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

PREREQUISITES

A minimum of 16 credits in Level 1 and a good grade in the Algebra assessment will normally be expected.

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

COURSE OUTLINE

This course of advancing Mathematics extends and develops the algebraic, trigonometric and statistical work begun at Level 1. An 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?

Higher Mathematical courses at University or Polytechnic often use this course as a minimum qualification although Level 3 Calculus or Statistics or both are now being seen as the minimum qualification.

Level 3 Statistics and Calculus both require a certain level of achievement at Level 2 to allow entry into those courses.

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2

24 credits in total with 8 of these also being credits for Level 1 Literacy. No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

PREREQUISITES

Level 1 with a minimum of 12 credits.

You cannot take this course if you have only taken the Unit Standards Level 1 Mathematics course or if you are entering Level 2 Physics and/or Level 2 Mathematics or if you have already done Level 2 Mathematics or Physics. If you have not gained 12 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 or Teacher in Charge 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.

WHERE DOES IT LEAD?

This is a non-advancing course, although students may wish to enter Level 2 External Advancing Mathematics the following year.

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2

17 credits in total with 8 of these also being valid for Level 1 Literacy. No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

PREREQUISITES

A minimum of 12 credits at Level 2 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

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 Wagstaff)

PREREQUISITES

Students are expected to have displayed at least average or above ability in Level 2 Mathematics. Students should have completed the Year 12 external course and have gained at least 10 credits at level 2 including AS 2.9 'Use statistical methods to make an inference' and AS 2.12 'Apply probability methods in solving problems'.

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

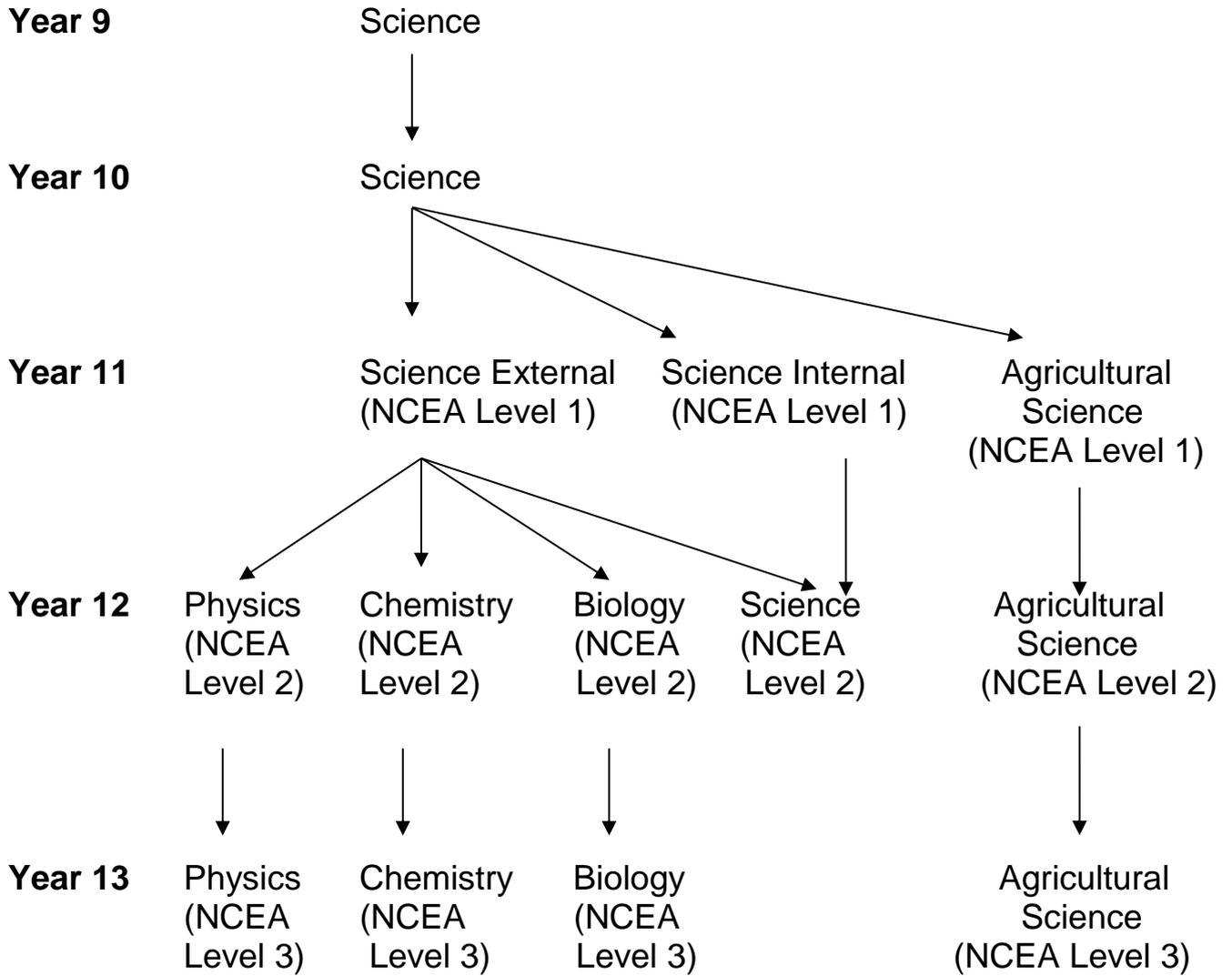
Up to 22 credits available with 12 of these also being valid for Level 1 Literacy.

No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Wagstaff)

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 14 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.

CONTRIBUTION

Variable costs for field trips. Agricultural Science Workbook \$25

LITERACY/NUMERACY LEVEL 1

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

CONTACT

Mrs Bruce

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 20 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.

CONTRIBUTION

Variable costs for field trip transport and \$30 for Agricultural Science workbooks.

LITERACY/NUMERACY LEVEL 1

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

CONTACT Mrs Bruce

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.

CONTRIBUTION

Variable costs for field trip transport

UNIVERSITY ENTRANCE LITERACY LEVEL 2/3

Agricultural Science has 15 University Literacy Credits

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3 Yes

CONTACT Mrs Bruce

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

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 an exam at the end of the year. Internal assessments include designing an experiment, a research essay, and a field trip.

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.

CONTRIBUTION

A set of write-on notes - approximate cost \$30

UNIVERSITY ENTRANCE NUMERACY

There are four credits in Level 1 Numeracy for one of the internals. All of the others count for Level 1 Literacy.

CONTACT

Mr Willis

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****No. of credits**

| | |
|--------------------------------------|----------|
| Animal behaviour and plant responses | 5 |
| Evolution | 4 |
| Human evolution | <u>4</u> |
| | 13 |

ASSESSMENT

13 credits by external exam. Some choice about which externals you learn for is possible. Scholarship Biology is usually attempted by a large proportion of students. Internal assessment is worth 10 credits during the year, awarded for two research topics, and one involving experimental design.

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.

CONTRIBUTION

Write on notes- approximate cost \$30

UNIVERSITY ENTRANCE LITERACY

There are 16 writing and 22 reading credits available for UE Literacy

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

FOR FURTHER INFORMATION SEE

Mr Willis

PREREQUISITES

Merit passes in both NCEA Science 1.5 Acids and Bases and Chemistry 1.1 Chemical Investigation. 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 10 credits.

Three Achievement Standards are assessed externally and have a total of 13 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.

CONTRIBUTION

Approximately \$45 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**

Three 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.

CONTRIBUTION

Approximately \$45 for workbook and access to online database

UNIVERSITY ENTRANCE LITERACY/NUMERACY

4 writing credits for UE literacy.

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 investigates each of the externally assessed topics and at least two of the internally assessed topics.

(Externally assessed - 3 hour exam)

- mechanics - the study of linear and circular motion; forces; momentum and impulse; energy (6 credits)
- waves - the study of the dual nature of light (wave and particle models) and sound; reflection; refraction (4 credits)
- electricity & electromagnetism - the study of electrostatics; direct current; electromagnetism (6 credits)

(Internally assessed)

- Carry out a practical physics investigation that leads to a non-linear mathematical relationship - Practical
- Demonstrate understanding of atomic and nuclear physics - test
- Demonstrate understanding of physics relevant to a selected context - assignment.

ASSESSMENT

External assessment 10 - 16 credits

Internal assessment 7 – 10 credits

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.

CONTRIBUTION

A Year 12 Physics workbook is required. This is a compulsory purchase and costs about \$30. It contains notes and questions to complete.

CONTACT

Mr O'Neill

PREREQUISITES

Satisfactory performance in Level 2 external Physics exams including at least one AS at Merit level or better and not fewer than 12 credits in total. A pass in AS 91261 (Algebra) or AS 91262 (Calculus) is also 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 investigates each of the externally assessed topics and at least two of the internally assessed topics.

(Externally assessed - 3 hour exam)

- mechanics - the study of centre of mass; momentum in 2 dimensions; impulse circular motion; rotational motion; simple harmonic motion; energy (6 credits)
- waves - the study of the Doppler effect; physics of music; light (4 credits)
- electrical systems - the study of internal resistance; capacitors and inductors; AC circuits (6 credits)

(Internally assessed)

- Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship. (4 credits)
- Demonstrate understanding of the application of physics to a selected context. (3 credits)
- Demonstrate understanding of Modern Physics. (3 credits)

ASSESSMENT

External assessment 10 - 16 credits Internal assessment 7–10 credits

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.

CONTRIBUTION

A Year 13 Physics workbook is required. This is a compulsory purchase and costs about \$30. It contains notes and questions to complete.

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3 Yes

CONTACT

Mr O'Neill

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.

CONTRIBUTION

Student work book cost about \$25

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.

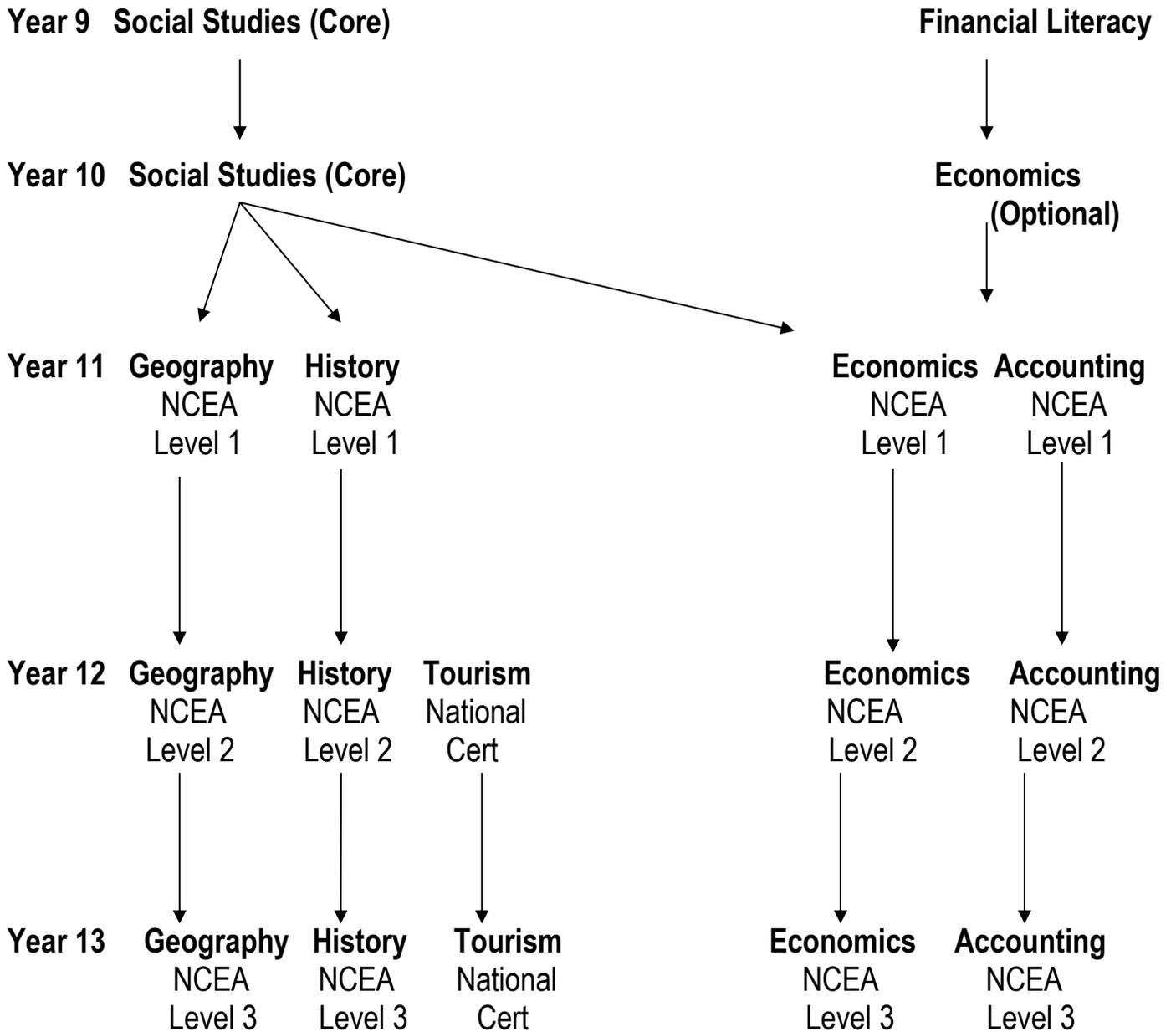
By studying science, students:

- 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



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: Three Level One external standards and a possible four 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.

CONTRIBUTION

A set of five workbooks/notebooks costing \$25 will be required.

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 HoD Commerce - Mr Blair

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 complete 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.

CONTRIBUTION

A set of work books costing approximately \$30 will be required.

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.

CONTACT HoD Commerce - Mr Blair

PREREQUISITES

Students who have passed at least two internals and two external exams 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.

CONTRIBUTION

Students will require Year 13 Accounting write-on workbooks and notebooks costing \$50 for all four.

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 HoD Commerce - Mr Blair

PREREQUISITES Nil

COURSE OUTLINE

This course is a combination of Economics and Business Studies. The course will cover the Demand, Supply and Market parts of the Year 11 Economics curriculum which are externally assessed and two Economics internals plus a Marketing internal from the Business Studies curriculum.

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.

CONTRIBUTION

A workbook which will cost approximately \$35

LITERACY Level 1

All 22 credits offered count towards NCEA Level 1 literacy

CONTACT

HOD Commerce - Mr Blair

PREREQUISITES

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

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 three external credits at Level 2 NCEA.

WHERE DOES IT LEAD?

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

Tertiary and Careers: Refer to Year 11 Economics section

CONTRIBUTION

A work book costing approximately \$35

UNIVERSITY ENTRANCE LITERACY CREDITS

This course offers 8 reading credits and 5 writing credits.

CONTACT

HoD Commerce - Mr Blair

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 three 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 three parts are:

- a) Resource Allocation via the Market System
- b) Resource Allocation via the Public Sector
- c) Aggregate Economic Activity and Policy

ASSESSMENT

NCEA examination, worth 14 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.

CONTRIBUTION

A workbook costing approx. \$35

UNIVERSITY ENTRANCE LITERACY CREDITS

All 24 credits count towards reading credits and 8 of those also count towards writing credits.

UNIVERSITY ENTRANCE APPROVED SUBJECT Yes**CONTACT**

HoD Commerce - Mr Blair

PREREQUISITES

NIL although completion of a Commerce related subject previously would be an advantage

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

Young Enterprise Certificate, NCEA Level 3 - 24 credit equivalent

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%).

Young Enterprise Company Directors are eligible to sit the Young Enterprise Examination, an examination that is administered by Auckland University of Technology and held under the auspices of the University of Cambridge International Examinations.

CONTRIBUTION

| | |
|----------------------|------|
| Company Registration | \$50 |
| Student Registration | \$15 |
| YES Exam | \$25 |
| Student Study Guide | \$25 |

UNIVERSITY ENTRANCE LITERACY/NUMERACY CREDITS Nil**CONTACT**

HoD Commerce - Mr Blair

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. Population: A study of the New Zealand population
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 12 credits toward NCEA while the internal assessments account for 13 credits. (credit total to be confirmed in 2016)

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.

CONTRIBUTION

The only costs for this course might be for a fieldtrip if transport was required.

LITERACY/NUMERACY LEVEL 1

There are 21 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 four main areas that we will be studying in this course:

1. Natural Landscapes: South Island High Country and the Amazon Basin
2. Inequalities of Development: Case Studies from around the world
3. Urbanisation: NZ and overseas examples such as Auckland and London
4. 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 12 credits toward NCEA while the internal assessments account for 14 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.

CONTRIBUTION

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 cost involved to cover the glacier explorer boat trip, accommodation, EOTC activities, transport and food.

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2/3

This course offer 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 14 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.

CONTRIBUTION

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**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

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

There will be six components to assessment, each being worth 4 credits towards NCEA. (24 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**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*

Skills and Objectives

At Level 2 we aim to further develop basic skills introduced at Level 1 in the areas of conceptualizing significance and examination of sources.

ASSESSMENT

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

There will be 28 credits available.

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**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*

Skills and Objectives

To develop skills introduced at Level 1 and Level 2 and to prepare students effectively for research and independent study skills and methods necessary at university level study.

The emphasis therefore is on research processes and in developing evaluation skills, and appropriate communication methods, oral and written. At this level particularly, the study of historiography, significance and analysis are examined.

ASSESSMENT

Three external examinations and three internal assessments which will be moderated. There will be 31 credits available.

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

The course draws on Tourism concepts based around New Zealand and the World. It also considers Tourism in its historic, present and future contexts. The role you personally are involved in regarding tourism is also explored.

ASSESSMENT

The course is completely internally based and has a total of 27 credits Level 2 credits available across eight assessments. This work will be all completed in the classroom. Assessments will be completed regularly in each term.

WHERE DOES IT LEAD?

24 Credit Course - Level 3 Tourism

CONTACT HOD Social Sciences - Mrs Martin

TOURISM

LEVEL 3

PREREQUISITES

None

COURSE OUTLINE

In this course students look at tourism throughout Oceania.

ASSESSMENT

In this course students complete three assessments:

Tourism in Australia
Tourism in the Pacific Islands
Tourism in New Zealand

WHERE DOES IT LEAD?

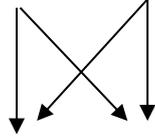
This course would be a good starting point for those students who wish to enter tertiary institutions that provide certificate and diplomas related to the tourism industry.

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 No

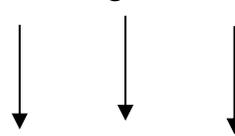
CONTACT HOD Social Sciences – Mrs Martin

TECHNOLOGY

Year 9 Tech rotation Wood & Mech

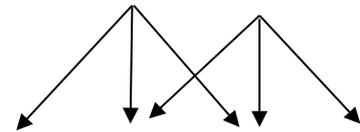


DVC Digital Food

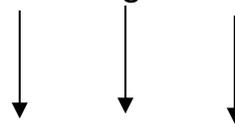


Year 10

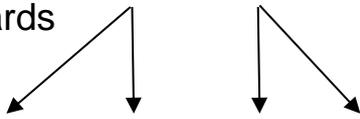
Wood Mech



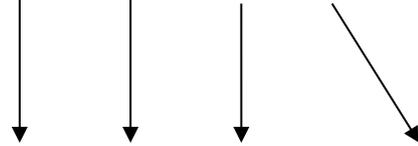
DVC Digital Food



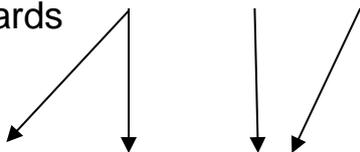
Year 11 Construction Wood Mech Eng
ITO U & A Standards ITO U & A Standards



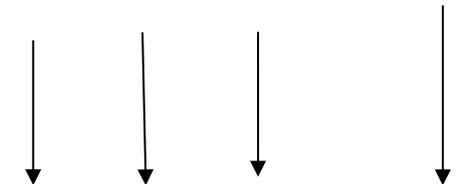
DVC Digital Food & Nutrition



Year 12 Construction Wood Mech Eng
ITO U & A Standards ITO



DVC Digital Food Hosp & Nutrition



Year 13 Construction Wood Mech
ITO Unit Standards (Wood & Mech Y11-Y13 U & A Standards)

DVC Digital Food Hosp & Nutrition

Abbreviations:

Mech (Mechanical)

Eng (Engineering)

Hosp (Hospitality)

U & A Standards (Unit & Achievement Standards)

ITO (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:

- Word Processing
- Presentation skills
- Using spreadsheets
- Information management
- Using web technologies
- Basic layout and design of printed media
- Image creation and editing

ASSESSMENT

All assessment will be completed using internally assessed Unit Standards.

WHERE DOES IT LEAD?

Level two Computer skills course, work place positions and some tertiary study based courses.

CONTRIBUTION

TBC

CONTACT

Mr Stevenson

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
- Desk top publishing
- Document enhancement – focusing on presentation and layout
- Use of spreadsheets to help within the workplace
- Web design

ASSESSMENT

All assessment will be completed using internally assessed Unit Standards.

WHERE DOES IT LEAD?

Future workplace and some tertiary study

CONTRIBUTION

TBC

CONTACT

Mr Stevenson

PREREQUISITES

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

COURSE OUTLINE

There are two main areas in DVC, spatial design and product design. Each area will require the student to produce a solution to a design problem in the form of a portfolio of work. Each portfolio will contain work presented in a variety of formats, eg, formal drawing, CAD, sketching etc.

An emphasis will be placed on problem-solving, innovation, technical competency, and presentation. Students are expected to explore the design process, develop broad graphic communication skills, and learn to appreciate good design.

ASSESSMENT

The course will consist of 21 credits, of which 12 will be internally assessed and 9 will be externally assessed. External assessment will be carried out, through the submission of a portfolio of student work.

WHERE DOES IT LEAD?

Year 11 DVC is primarily a prerequisite for Year 12 DVC. There are a variety of tertiary courses including architecture and product design.

CONTRIBUTION

\$25 to cover the cost of consumables, new technical equipment and specialist materials.

NUMERACY Level 1 Six credits Numeracy

CONTACT

Mr Quinn

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

There are two main areas in DVC, spatial design and product design. Each area will require the student to produce a solution to a design problem in the form of a portfolio of work. Each portfolio will contain work presented in a variety of formats, eg, formal drawing, CAD, sketching etc.

An emphasis will be placed on problem-solving, innovation, technical competency, and presentation. Students are expected to explore the design process, develop broad graphic communication skills, and learn to appreciate good design.

The format will be very similar to Year 11 NCEA Design & Visual Communications. Externally assessed work will include the production of quality 2D and 3D freehand sketches to show design ideas and formal instrumental drawing or CAD to fully describe design solutions. There will also be in-depth study of how design has impacts on society.

Internally assessed work is based on projects which will include architectural, engineering, and product design briefs. The ability to model design solutions in CAD and 3D will also be included.

ASSESSMENT

The course will consist of 22 credits; 15 will be internally assessed and 7 will be externally assessed through the presentation of portfolios.

Students are eligible for course endorsement.

WHERE DOES IT LEAD?

This course is a prerequisite for Year 13 NCEA Level 3, University and Polytechnic courses in Design.

CONTRIBUTION

\$25 to cover the cost of consumables, new technical equipment and specialist materials.

CONTACT

Mr Quinn

PREREQUISITES

Year 12 NCEA Level 2 course completion with a minimum of Achievement with 15 credits from internally and externally assessed work.

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

COURSE OUTLINE

A design brief approach will be used. The emphasis is on the individual solution of product and system design problems and the comprehensive and precise graphic communication of this information. The course will follow a similar project-based programme to Year 12 DVC. There are two main areas in year 13 DVC, spatial design and product design. Each area will require the student to produce a solution to a design problem in the form of a portfolio of work. Each portfolio will contain work presented in a variety of formats, eg, formal drawing, CAD, sketching etc.

ASSESSMENT

NCEA Level 3 Achievement Standards are split between 6 external and 12 internal credits. Portfolios of work will be assembled for the externally assessed standards.

WHERE DOES IT LEAD?

Entrance to University (especially Architecture) and Polytechnic courses.

CONTRIBUTION

\$25 to cover the cost of consumables, new technical equipment and specialist materials.

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

CONTACT

Mr Quinn

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:

- Computer programming
 - Computational thinking skills
 - Using the Python programming language to write a basic programme
- Computer Science
 - Algorithms, programming languages and human computer interaction
- Digital Information
 - Database design, retrieval and management of information, file management, word processing and professionally published documents
- Web page design and construction
 - Web design concepts
 - HTML/CSS

ASSESSMENT

All standards will be Achievement Standards. There will be a combination of three internal assessment projects and one externally assessed report.

WHERE DOES IT LEAD?

Level 2 Digital Technologies and future tertiary study.

CONTRIBUTION

TBC

CONTACT

Mrs Newman

PREREQUISITES

A minimum of 14 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.

Students gaining this special entry will be expected to complete catch up work **before** starting the course in 2018.

COURSE OUTLINE

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

Topics covered will include:

- Computer programming using the Python programming language
- Computer science concepts including binary, encryption and human computer interaction
- Advanced website design using HTML, CSS and jQuery
- Digital information: Database

ASSESSMENT

There will be a combination of internally assessed project work and an externally assessed report.

WHERE DOES IT LEAD?

Level 3 Digital Technologies and future tertiary study.

CONTRIBUTION

TBC

CONTACT

Mrs Newman

PREREQUISITES

A minimum of 12 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.

Students gaining this special entry will be expected to complete catch up work **before** starting the course in 2018.

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:

- 3D modelling using Blender
- Digital information: Database
- Computer programming using the Python programming language
- Artificial Intelligence
- Computer graphics and vision

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.

CONTRIBUTION TBC**CONTACT**

Mrs Newman

FOOD & NUTRITION - HOME ECONOMICS

LEVEL 1

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 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.

| No. | Assessment Choices | Credits | Mode |
|------------|--|----------------|-------------|
| 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 - Chef, Baker, Meat Inspector, Butcher, Hotel Management

CONTRIBUTION \$100

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

CONTACT TIC Food & Nutrition - Mrs Paul

PREREQUISITES

You should have achieved Merit in 1.2 Home Economics and 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.

| Number | Title | Credits | Mode |
|--------|---|---------|----------|
| 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 |

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

CONTRIBUTION

\$120

UNIVERSITY LITERACY STANDARDS

4 credits WRITING

CONTACT

TIC Food & Nutrition - Mrs Paul

PREREQUISITES

Completion of NCEA Level 2 Achievement Standards in Home Economics would be an advantage.

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 peoples choices and behaviours. They will analyse attitudes and values that influence their own and society's wellbeing and develop strategies to improve the whole community. Practical food preparation is an important part of this course.

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

CONTRIBUTION Approximately \$120

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

PREREQUISITES

Level 1 preferred

COURSE OUTLINE

The focus of this course will be food preparation and service in the Hospitality Industry in partnership with Ara Polytechnic.

At Level 2 the content will include:

- Food hygiene practises in a commercial kitchen
- Knife skills
- Food preparation skills and cooking techniques
- Recipe language
- Barista – Coffee service

ASSESSMENT

You will aim to gain 22 credits (all internal) towards NCEA Level 2. The formal assessments for each unit of work are carried out by Ara Polytechnic tutors both at school and at Timaru Ara Polytechnic.

| U/S | (credits) | Title | Learning Outcome | Assessment |
|------------|------------------|--------------|--|-----------------------|
| 167v6 | (4) | Food Safety | Practice food safety in a food business | Written and practical |
| 13283v4 | (2) | Cookery | Prepare salads for service | Written and practical |
| 13285v4 | (2) | | Handle and maintain knives | |
| 13276v4 | (2) | | Cook food items by grilling | |
| 17285v7 | (4) | Coffee | Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision | Written and practical |
| 22234v4 | (4) | | Compare characteristics of international dishes and prepare and present international dishes | Written and practical |

CONTRIBUTION An estimated \$220 to cover food costs.

CONTACT Miss Hansen

PREREQUISITES

Level 2 Hospitality preferred

Level 1 Food & Nutrition preferred

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

COURSE OUTLINE

The focus of this course will be on food preparation and service in the hospitality industry in partnership with Ara Polytechnic.

In Level 3 the content will include:

- Food Safety and Personal Hygiene
- Development of complex practical skills in a range of cookery topics
- Preparation of Complex Sandwiches for service in a commercial kitchen
- Preparing and serving Pasta dishes in a commercial kitchen
- Preparation and presentation of espresso (coffee) beverages

ASSESSMENT

You will aim to gain 16 credits (all internal) towards NCEA Level 3. The formal assessments for each unit of work are carried out by Ara Polytechnic tutors both at school and at Timaru Ara Polytechnic.

The course programme is dependent on many factors and may be altered once the year commences. Some students may need to complete some Level 2 credits if required.

| US (credits) | Title | Learning Outcome | Assessment |
|---------------------|------------------------------|--|-----------------------|
| 17288v6 (3) | Espresso beverages | Demonstrate knowledge of coffee origin and production | Written only |
| 168v3 (4) | Food Safety | Demonstrate knowledge of food contamination hazards and control methods | Written only |
| 13282v3 (2) | Complex sandwiches | Prepare, assemble and present complex sandwiches for service in a commercial kitchen | Written and practical |
| 9681v7 (3) | Interpersonal Communications | Contribute within a team or group which has an objective | Written and practical |
| 13325v5 (4) | Cookery | Prepare and bake basic cakes, sponges and scones in a commercial kitchen | Written and practical |

CONTRIBUTION An estimated \$220 to cover food costs.

CONTACT Miss Hansen

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. They will learn how to design and produce a project based on the needs of a stakeholder.

CO-REQUISITES

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

COURSE OUTLINE

The course will cover the three elements of the Technology syllabus through the completion of a Design Brief that will allow 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 (each containing credits) derived from the Technology syllabus. Achievement Standards are internally and externally assessed and externally moderated. BCITO Unit Standards are internally assessed and externally moderated.

CONTRIBUTION

The student will meet all materials costs by paying \$100 in fees to cover materials and consumables. Projects needing additional or special materials costing above this price will require students to pay additional funds.

WHERE DOES IT LEAD?

NCEA Level 1 is the first of three levels. Level 2 Achievement and 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 a number of tertiary courses.

CONTACT

Mr Johnston, Assistant HoD technology

PREREQUISITES

Competency in Level 1 Technology based wood or metal. A minimum of 15 Level 1 credits are required for entry into this course.

This course requires students to be able to write independently and express their own thoughts and conclusions.

If entry requirements are not met, an interview with the Mr Johnston, Assistant HoD technology is required.

CO-REQUISITES

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

COURSE OUTLINE

Students will complete three projects. Two will be skills based and teacher directed while the third will be of the students own choice. Students will build on their skill level in design and the competent use of hand and machine tools. Building and Construction Industry Unit Standards along with Technology Achievement Standards will be used to deliver learning content

ASSESSMENT

Achievement Standards and Unit Standards are internally and externally assessed as well as being externally moderated. Students are able to opt for course endorsement.

CONTRIBUTION

A fee of \$100 is charged. Extra costs may be incurred depending on size of project, type of material and possible sources of materials.

WHERE DOES IT LEAD?

To Year 13 course in Materials Technology. Entry into the trades or pre trade training.

CONTACT

Mr Johnston, Assistant HoD technology



TECHNOLOGY MECHANICAL – METAL (TOOLS4WORK) LEVEL 1

PREREQUISITES

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

COURSE OUTLINE

Using metal based materials, production methods and processes. Students will design and construct projects of their own as well as work directly from a set plan. This is a Unit Standards based course that works toward a Level 1 Certificate in Metal Engineering Technology.

The course is based around a minimum of two projects, a wind vane and an engineer's clamp.

The course requires written content presented to a good standard. You will cover;

- Basic workshop safety procedures
- Basic engineering workshop techniques including cutting, marking out, measuring, joining, assembly and finishing
- Aspects of design based around a client
- Investigation, design and construction of a simple product
- Students can opt for course endorsement.

ASSESSMENT

Internally assessed Unit Standards (externally moderated).

WHERE DOES IT LEAD?

NCEA level 1 is the first of three levels.

Level 2 Unit and Achievement standards will be available in Year 12. A Qualification at any level in Technology could lead into trade skills employment or any one of a number of tertiary courses.

COSTS

The student will meet all materials costs by paying \$100 in fees to cover materials and consumables. Projects needing additional or special materials costing above this price will require students to pay additional funds.

CONTACT HoD Technology

PREREQUISITES

Level 1 Materials Technology. A minimum of 20 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 Engineering Industry Unit Standards to work towards a certificate in Level 2 Mechanical Engineering.

Students will work at Level 2 Industry Unit Standards.

ASSESSMENT

Unit Standards are internally assessed and externally moderated.

Students will complete practical and written tests for most, if not all, Unit Standards entered.

WHERE DOES IT LEAD?

To Level 3 course in Materials Technology. To entry into trades, trade training and Tertiary training.

COSTS

The cost of building a mini bike will be \$480. A deposit must be paid by the end of November so that kit sets can be ordered.

CONTACT HoD Technology

TECHNOLOGY–MATERIALS–METAL - PIT BIKE L2 – Year 13

PREREQUISITES

Level 2 Materials Technology. A minimum of 18 Level 2 credits are required for entry into this course. The deposit for the Pit bike kit must be paid by end of November

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

COURSE OUTLINE

The course will focus on Engineering Industry Unit Standards to work towards a certificate in Level 2 Mechanical Engineering.

Students will work at Level 2 Industry Unit Standards. As a project a 70cc Pit bike will be built.

ASSESSMENT

Unit Standards are internally assessed and externally moderated.

Students will complete practical and written tests for most, if not all, Unit Standards entered.

WHERE DOES IT LEAD?

To entry into trades, trade training and Tertiary training.

COSTS

The cost of building a mini bike will be \$700.00. A deposit must be paid by the end of November so that kit sets can be ordered.

CONTACT

HoD Technology

PREREQUISITE

Level 2 Technology a minimum of 18 credits.

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

COURSE OUTLINE

This is a Unit Standard based course which is currently based around building and construction. Students undertake a class project building a simple framed structure then concentrate on tasks to fulfil the needs of a client. Students will work with a wide range of materials and undertake different fabricating processes.

ASSESSMENT

Will be internally assessed. External moderation will take place

CONTRIBUTION:

A fee of \$100 is charged. Students will be responsible for additional material costs which will be dependent on the size and complexity of project work that a student elects to work on.

WHERE DOES IT LEAD?

A wide range of careers are open to people able and willing to think creatively about a range of solutions to problem solving. University or Tertiary entry into trades and/or pre-trade training in the fields of Design and Construction.

CONTACT

HoD Technology



PREREQUISITES

An enthusiastic and genuine interest in farming.

COURSE OUTLINE

The focus of this course is to gain basic skills in farming situations involving the use of motorcycles, all-terrain vehicles (ATVs), handling and treatment of livestock, electric and non- electric fencing and water supply set up. Theory units include Health and Safety, Nutrition and Hydration, Animal Behaviour and Breeds of cattle and sheep.

ASSESSMENT

- Covers Levels 2 and 3 Unit Standards.
- **Theory units** are taught and assessed in the classroom at Timaru Boys' High School.
- **Practical units** are taught and assessed at Agrilearn over a weekend session and various weekdays throughout the year. (Attendance at these is compulsory).

WHERE DOES IT LEAD?

This course leads to being 'Work Ready' in the Agriculture setting having worked towards gaining a National Certificate in Agriculture Level 2. This course will be a pre-requisite for the planned Agricultural Academy in 2019.

COSTS

\$25

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 so that students can finish their National Certificate in Agriculture Level 2. Topics covered include soils, feeding techniques, Animal Health and several cattle strand standards. Practical sessions in Fencing, Farm-bikes and Tractors and Chainsaws are offered.

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.

COSTS

\$25

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. Ara Institute in Timaru would be a natural tertiary option for Outdoor students.

CONTRIBUTION

\$100, plus some additional trip costs.

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.

CONTRIBUTION

\$200, plus additional trip costs.

CONTACT

Mr Richardson HOD of Outdoor Education

PREREQUISITES

Entry is by application in Term 4 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 work place 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

CONTRIBUTION

Generally costs are covered by GATEWAY funding.

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, Mr Austin or Mrs Molyneux can provide information regarding this course.

PACE - Programme for Achieving Careers and Employment

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 | 10 |
| Math (MATA) | 4 | 10 |
| Science (SCIA) | 4 | 12 |
| NCES | 4 | 22 |
| Food and Hospitality | 4 | 10 |
| Hands on Technology | 5 | 10 |
| Physical Education | 4 | 12 |
| External courses | | 10+ |
| TOTAL | 30 | 90+ |

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.

At school subjects that may be considered include 12NCES, 12GTWY, 12ENCS, 12AGRI, 12HOSP, 12PHEA, 12TOUR, 12SCIA. Areas of particular strength may also be pursued at the discretion of the subject HOD.

COSTS Costs will be covered by STAR funding.

CONTACT Mr Sparrow or Mr Bennison can provide information regarding this course.

National Certificate in Employment Skills is part of the PACE Programme

COURSE OUTLINE

This course consists of unit standards and is offered within the PACE course.

Topics covered include:-

Computing / Personal Financial Management / Self-Management / Work & Study Skills / Occupational Safety & Health / Interpersonal Communications

22 credits are offered at Level 1

ASSESSMENT

Assessment for each unit standard may be by test, assignment or observation.

WHERE DOES IT LEAD?

Year 12/13 Gateway

Preparation for the workforce

Courses offered by other providers

LITERACY/NUMERACY LEVEL 1

None are provided. But support may be possible to complete these within this course if all other work is completed.

CONTACT

Mr Poulter – HoD Careers and Transition

What is NetNZ?

NetNZ is an organisation of 54 secondary and area schools from the Canterbury, Otago, Southland and West Coast regions that engage in online learning to better meet the needs of students and teachers. We offer a range of online courses that are available to students across the country.

How does it work?

Each of our schools offers at least one course with a teacher(s) which then allows them to enrol students in courses offered by NetNZ and schools across the Virtual Learning Network (NZ).

Generally a course consists of 8-15 students who are taught by an **eTeacher** (who will be from a participating school) using an approach that blends face to face style video conference tutorials with a mix of online and paper based learning. You would typically find a course consists of students from 5-7 different schools throughout the country. Much of the learning will be accessed through an online space where students can receive work, download assignments, and interact with the teacher and other students.

Each participating school also provides an eDean whose role is to support the students on site and provide an important line of communication between teacher and students. This means students are not just left on their own to cope if they are having difficulties

Our commitment

- All courses will be aligned with the New Zealand curriculum and NZQA requirements
- All schools will provide an on-site support person (eDean) for students
- All courses will be taught by a qualified and registered teacher from a school in NZ
- All courses will provide engaging, flexible learning using digital tools and resources blended with video conference tutorials

Why take an online course?

- If the course / subject you want to take is not available in your own school
- If the subject you want to take clashes with another timetabled class
- If you want to develop your ability to self-manage your learning
- If you want to experience a course that is fully online and enables you to interact with students across the country

What students need to consider

Learning online often requires a change in thinking from students who are used to a structured lesson by lesson day. You will need to be willing to learn how to manage your own time effectively and to direct your learning more than in a traditional classroom. With this comes a lot more flexibility, especially if you are taking more than one online course (some students have up to three), but also more responsibility for your learning. Students need to be able to take the initiative and ask the teacher, the eDean and other students for help when they need it. Learning online does not mean the absence of the teacher. In fact, because of the small number of students in a course, eTeachers can often provide more feedback than in a traditional classroom, but this feedback is usually not instant and students need to go into the programme understanding this.

Programmes of Learning

NetNZ course details are available at <http://netnz.org/>
(click on the particular course to open the course outline)

Usually if you are taking one of these courses they are not offered at school.

Unless indicated all NCEA levels are available (2017 subject offerings)

| Science | Languages | Technology | Social Science |
|--------------------------|---------------------|--------------------------------------|--------------------------|
| Physics | Te Reo Maori | Digital Technologies | History |
| Chemistry | French | L3 Computer Science | Psychology (L2) |
| Biology | Samoan | Design and Visual Communication | Geography |
| Agriculture (Telford) | Spanish | Trade Skills | Classical Studies (L2&3) |
| Equine Studies (Telford) | German | L3 Web Design | Media Studies (L2&3) |
| Mathematics | Samoan | Crafting History | Asian Studies |
| L3 Calculus | Chinese Studies | The Arts | Economics |
| L3 Statistics | Korean Studies | Art History | Social Studies L3 |
| L2 and 3 Mathematics | Japanese Studies | Photography (L2&3) | Accounting |
| | Indonesian Studies | Performance Music | |
| | Indian Studies | Health and Physical Education | |
| | Philippines Studies | Physical Education (L2&3) | |

CONTACT

Mr Poulter and Mr Stevenson need to be consulted before selection