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TIMARU BOYS' HIGH SCHOOL



**SENIOR COURSE SELECTION
INFORMATION HANDBOOK
For 2025**

TBHS SENIOR COURSE INFORMATION

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Using this Book

Choosing your subjects for next year is important.

It needs to be done carefully.

We suggest that you work through these steps:

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

GENERAL INFORMATION

1. Classes will be organised and timetabled to operate only if there are enough students interested, or if staffing and resources are available. There may be composite classes here or at Timaru Girls' High School. Te Kura – The Correspondence School courses must be applied for through the Deputy Rector Curriculum. This school's policy is to have students taught here by our teachers wherever possible.
2. 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.
3. You need to know these factors, among others:
 - you study 6 subjects in Years 11 and 12
 - some subjects are compulsory, some are optional
 - prerequisites and corequisites
 - the dates by when decisions must be made

NOTE: Credit totals for subjects may change at the start of 2025

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

SUBJECTS AVAILABLE IN 2025

YEAR 11/LEVEL 1

English is compulsory

Mathematics Algebra MATA or Mathematics Statistics MATS (compulsory)

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

Agricultural Science	Hospitality
Agriculture	Māori (TGHS)
Commerce	Music
Computer Skills	Outdoor Education
Design & Visual Communications	Physical Education
Digital Technology	Science
Drama or Event and Entertainment Technology	Technology – Wood
Geography	Technology - Metal
History	Visual Art

YEAR 12/LEVEL 2

English Literature ELIT or English ENGL (compulsory)

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

NOTE: students intending to attend University need to take at least **FOUR** UE subjects

Agribusiness	History
Agricultural Science	Hospitality
Agriculture	Māori (TGHS)
Biology	Mathematics Algebra or Mathematics Statistics
Business Studies	Music
Chemistry	Outdoor Education
Computer Skills	Physical Education
Design & Visual Communications	Physics
Digital Technology	Science
Drama or Event and Entertainment Technology TGHS	Technology – Wood
Economics	Technology - Metal
Gateway - Transition	Tourism
Geography	Visual Art

YEAR 13/LEVEL 3

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

NOTE: students intending to attend University need to take at least **FOUR** UE subjects

Accounting (TGHS) 2025 ONLY	Geography
Agribusiness	History
Agricultural Science	Māori (TGHS) TBC
Biology	Mathematics with Calculus
Business Studies	Mathematics with Statistics
Chemistry	Music
Design & Visual Communications	Physical Education
Digital Technology	Physics
Drama or Event and Entertainment Technology TGHS	Recreation and Sport
Economics	Technology – Construction Wood
English Literature or English	Tourism
Hospitality	Visual Art
Gateway - Transition	

SENIOR SCHOOL INFORMATION

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

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

Please consider these points:

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

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

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

It is important that you understand:

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

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

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

SUBJECT ASSESSMENT

In each subject you will complete several assessments.

At the beginning of your course, you should receive information that tells you whether you will be:

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.

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

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

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

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

Special Note

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

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 60 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 60 credits at Level 1 or higher. This must include:

Passes in the NCEA co-requisite Literacy and Numeracy Standards

US32403: Read written texts to understand ideas and information
(Literacy Reading)

US32405: Write texts to communicate ideas and information
(Literacy Writing)

US32406: Use mathematics and statistics to meet the numeracy demands of a range of situations (Numeracy)

Some students may have achieved some or all of these in Year 10. There will be two opportunities to sit the tests in June and October.

Additional standards in 2024 and 2025

Additional standards can be used to achieve the NCEA co-requisite in 2024 and 2025 only.

For **Literacy** there are selected Standards in: English (1.1-1.4, 2.1-2.10, 3.1-3.9) Commerce (1.3-1.4), Geography (1.1,1.3,1.4), History (1.2-1.4), Agricultural Science (1.1), Chemistry and Biology (1.3), Science (1.1, 1.4)

For **Numeracy** there are selected Standards in: Mathematics and Statistics (1.1-1.4, 2.1-2.14, 3.1-3.15), Commerce (1.1), Geography 1.2), Physics, Earth, and Space Science (1.4)

NOTE: if these additional standards are used for Literacy and Numeracy the credits will not count for your 60 credits.

The results for achievement standards are given as:

- Excellence
- Merit
- Achieved
- Not Achieved

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

The results for unit standards are given as:

- Achieved
- Not Achieved

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

Rewarding Achievement:

This assessment system encourages all students to achieve their potential.

NCEA certificates are awarded with Merit or Excellence -

- If you achieve 50 or more of the required 60 credits at Excellence level across all your subjects, you will earn NCEA with Excellence.
- If you achieve 50 or more credits at Merit level across all of your subjects (or a mix of Merit and Excellence) you will earn NCEA with Merit.
- If you achieve 14 or more credits at Excellence in one subject, you will gain an Excellence endorsement for that subject. If you achieve 14 or more credits at Merit in one subject (or Merit and Excellence) you will gain a Merit endorsement in that subject.

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

Number of Subjects

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

Subjects

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

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

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

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

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

Mathematics

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

Sciences

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

Technology

For students interested in design, problem solving, product development and working with materials, consider Technology, Design & Visual Communication, Mechanical or Construction,
For students interested in food preparation and cooking consider Hospitality.

Commerce subjects

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

Social Sciences

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

Outdoors

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

Artistic/creative

Those wanting to use their creative talents may consider Music, Visual Art, Design Visual Communication, Design Technology, Drama.

Entry to Courses

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

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

See your dean for a list of approved subjects or go to NZQA website www.nzqa.govt.nz

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.

If you did not gain Level 1 Literacy or Numeracy in 2023 you must do so under the new requirements. (See Level 1 information)

Rewarding Achievement

This assessment system encourages all students to achieve their potential.

NCEA certificates are awarded with Merit or Excellence -

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

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

Number of Subjects

All students must study **SIX** subjects

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

Subjects

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

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

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

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

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

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

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

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

Entry to Courses

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

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

See your dean for a list of approved subjects or go to NZQA website www.nzqa.govt.nz

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.

If you did not have Level 1 Literacy or Numeracy you must do so under the new requirements. (See Level 1 information)

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
- UE Literacy - 10 credits at Level 2 or above, made up of:
 - 5 credits in reading
 - 5 credits in writing
- Numeracy - 10 credits:
 - If you do not have this, check out the Level 1 requirements previously

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

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

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

UE Approved Subjects

These subjects are offered at school.

Accounting (2025 only)

Agribusiness

Agriculture & Horticulture

Biology

Business Studies

Calculus

Chemistry

Design (Practical Art)

Design and Visual Communication

Digital Technologies

Drama

Economics

English (ELIT)

Geography

History

Mathematics/Pangarau

Music Studies and Making Music

Painting (Practical Art)

Photography (Practical Art)

Physical Education

Physics

Science/Putaiāo

Sculpture (Practical Art)

Statistics

Te Reo Māori

Young Enterprise (depending on Standards)

Rewarding Achievement

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

NCEA certificates are awarded with Merit or Excellence -

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

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

NZ Scholarship Examinations

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

PREREQUISITES

Year 10 Drama or by request to the Head of the Learning Area.

This course was delivered at TGHS 2024.

COURSE OUTLINE

Drama is an active subject and students are encouraged to participate in a range of tasks including exploring theatrical styles, techniques, elements and conventions. There are opportunities to present and perform original and established work. Being a positive and committed group member is key to success.

SKILLS

Students develop the Performer's tools; the use of voice, body and space. They are also able to identify and describe aspects of live performance including the use of technologies. Often, the creative process provides opportunities for personal growth, increased competence in establishing a role and interaction with other cast members.

The emphasis is on quality and engaging pieces of work.

Students are also encouraged to edit, refine and develop their roles in the rehearsal process.

There is a written component in the assessment tasks too.

ASSESSMENT

1.1 Explore the function of theatre Aotearoa

1.2 Participate in creative strategies to create a Drama

1.3 Use Drama Techniques to perform a scripted role for an audience

1.4 Respond to a Drama Performance

WHERE DOES IT LEAD?

Level 1 Drama leads directly to Drama at Level 2

CONTACT

Mrs Blake or Mrs Cheesman

PREREQUISITES

Year 10 or Level 1 Drama.

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

This course was delivered at TGHS 2024.

COURSE OUTLINE

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

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

ASSESSMENT

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

The course is both internally and externally assessed.

WHERE DOES IT LEAD?

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

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 2

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

CONTACT

Your TGHS teacher, Mrs Blake or Mrs Cheesman

PREREQUISITES

Level 1 or 2 Drama.

If entry requirements are not met, an interview with the HoD or Teacher in Charge is required. This course was delivered at TGHS 2024.

COURSE OUTLINE

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

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

ASSESSMENT

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

The course is both internally and externally assessed.

WHERE DOES IT LEAD?

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

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 3

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

CONTACT

Your TGHS teacher, Mrs Blake, or Mrs Cheesman

Event and Entertainment Technology

LEVEL 1, 2 or 3 Combined class

PREREQUISITES

Year 10 Drama, or a higher level of Drama study, or a specialist Technology study or interest, i.e. Technology: wood, metal, Film, electronic or Music Sound engineering or by request to the Head of the Learning Area.

COURSE OUTLINE

For anyone interested in setting up an event, sound, lighting, management of a band, working backstage on a production event, costume set building, designing the school ball, or making a film; this is a practical course for you. You will work on entertainment events at school but you may also be apprenticed out to the Drama League, enter national competitions or work/learn with an event company. This will likely be a combined class depending on numbers so you will choose to complete tasks at your year level.

SKILLS

Students develop the technical skills involved in design and building. Working with a production team to realise a whole event. At level one students would be expected to learn how to install sound systems, or build, paint, create, design with guidance. At level 2 students could be in charge of designing an event area with guidance and at level 3 students would be expected to design and realise an event technology area independently. The creative process provides opportunities for personal growth, increased competence in working with sound, film, set, costume etc and interaction with other members of a production team, industry experience and health and safety compliance.

ASSESSMENT Students at each level can choose from a full selection of Unit Standards

WHERE DOES IT LEAD?

Event and Entertainment Technology leads to higher levels of study and to work in film, stage, the Event and Entertainment industry or general building and construction field.

CONTACT Mrs Cheesman

PREREQUISITES

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

COURSE OUTLINE

Students will develop their solo/group performance skills, listening and responding strategies, compose pieces of music using a variety of software and practical skills.

ASSESSMENT

Total of 20 credits available.

Subject Reference	Title	Credits	External/ Internal
1.1	Use music skills in a music style	5	Internal
1.2	Demonstrate Music Performance Skills	5	Internal
1.3	*Demonstrate understanding of music in relation to contexts	5	Internal/External
1.4	Shape Music Ideas to Create Composition	5	Internal/External

- *Yet to be implemented

WHERE DOES IT LEAD?

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

CONTACT HoD Music – Ms Parcell

PREREQUISITES

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

COURSE OUTLINE

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

ASSESSMENT

Total of 24 credits available approximately

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

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

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

* If applicable to the student

WHERE DOES IT LEAD?

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

CONTACT HoD Music – Ms Parcell

MUSIC (13MUSC)

LEVEL 3

PREREQUISITES

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

COURSE OUTLINE

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

ASSESSMENT

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

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

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 Yes - all papers offered are UE accredited papers

CONTACT HOD Music – Ms Parcell

PREREQUISITES

None

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

COURSE OUTLINE

The NCEA Visual Art course covers a range of drawing methods and techniques to communicate ideas. There is a focus on how art making reflects upon our unique culture both past and present.

ASSESSMENT

Students will be offered 15 credits out of a possible 20 credits available.

Subject Reference	Title	Credits	External/Internal
1.1	Use practice-based visual inquiry to explore an Aotearoa New Zealand Maori context and another cultural context.	5	Internal
1.2	Produce resolved artwork appropriate to established art making conventions.	5	Internal
1.3	Explore Visual Arts processes and conventions to inform own art making.	5	External
1.4	Create a sustained body of related artworks in response to an art making proposition.	5	External

WHERE DOES IT LEAD?

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

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

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

CONTACT

HOD Visual Art Mr W Doyle

PREREQUISITES

Level One Visual Art and good self-management skills.

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

COURSE OUTLINE

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

ASSESSMENT

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

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

2.4 Two panel Folio. 12 credits external

WHERE DOES IT LEAD?

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

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

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

CONTACT

HOD Visual Art Mr W Doyle

PREREQUISITES

Level Two Visual Art and self-management is a prerequisite.

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

COURSE OUTLINE

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

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

ASSESSMENT

3.2 Use drawing to demonstrate understanding of conventions appropriate to the chosen field. 4 credits internal

3.3 Systematically clarify ideas using drawing informed by established practice in the chosen field 4 credits internal

3.4 Three panel Folio. 14 credits external

WHERE DOES IT LEAD?

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

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

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

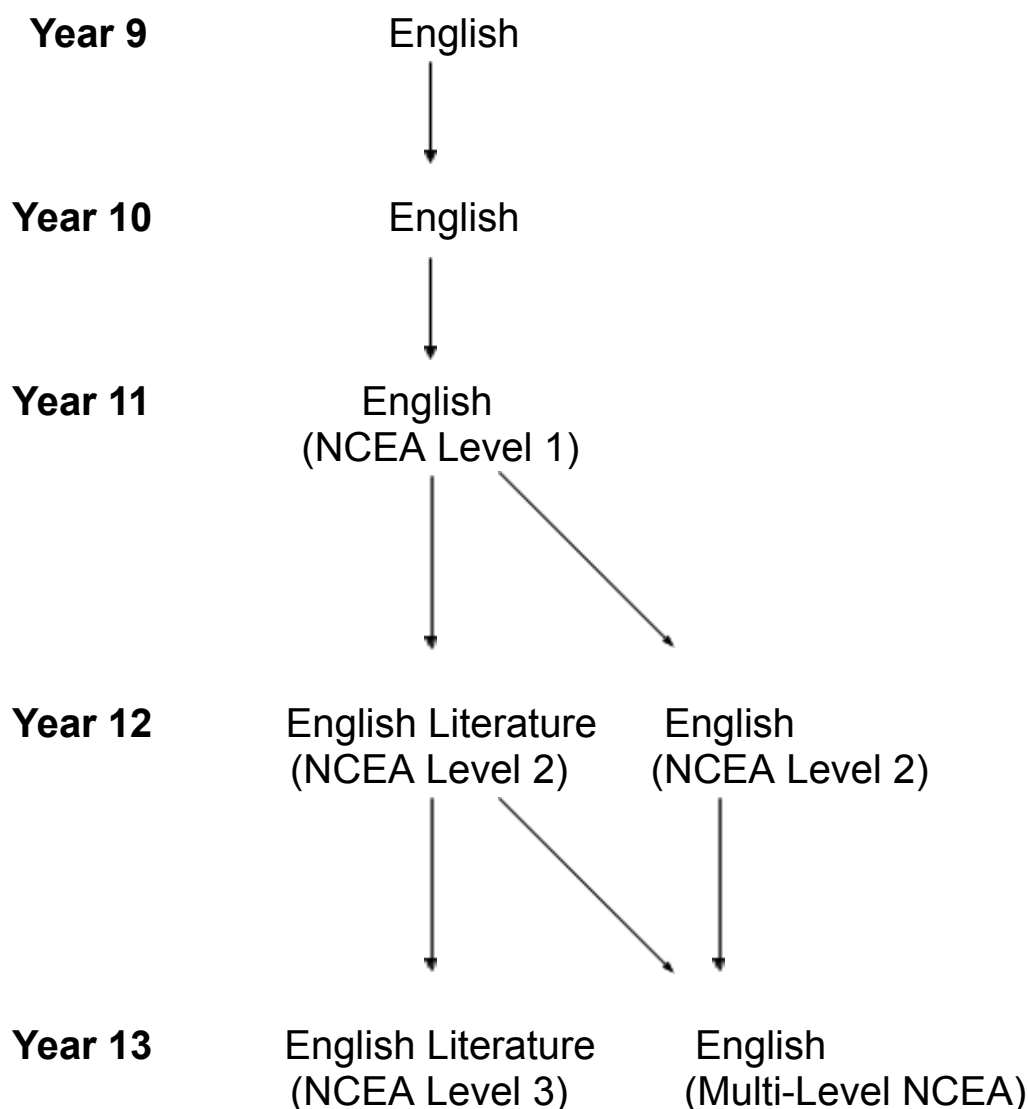
UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

CONTACT

HoD Visual Art Mr W Doyle

ENGLISH



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

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

This course demands a good level of attainment in Year 10 English and students should have gained a literacy co-requisite. The course is based around Achievement Standards.

PREREQUISITES

A good level of English literacy skills in Year 10 is required for this course, and an achievement in the Literacy co-requisite(s).

COURSE OUTLINE

This course is completely Achievement Standard based. It will include reading a range of text, analysing language features, writing in a range of genres, and commenting on the creator's purpose and audience.

15 to 20 credits will be available in this course. **All standards count for Level One Literacy.**

ASSESSMENT

- All the Achievement Standards require developmental work in class and for homework.
- The internally assessed Standards will be assessed over the year and there may be a second opportunity for assessment.
- One of the external Achievement Standards will be examined in term three with an extended writing portfolio piece and the other external will be in the National examinations in November.

WHERE DOES IT LEAD?

Successful completion of Level One leads onto Level Two English.

CONTACT HoD English - Mrs Stevenson

PREREQUISITES

10 credits at Level 1 one. 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:

- Analysis of written text
- Analysis of visual/oral text
- Analysis of aspects of unfamiliar text

of which two will be completed.

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, research, and close viewing of film.

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY Level 2

The University Entrance Literacy Standards that are offered in English are 2.1/ 2.2/ 2.3/2.4/2.8.

CONTACT HoD English - Mrs Stevenson

PREREQUISITES

Students who achieve less than 10 credits at Level One NCEA, should consider this course of study for Year 12.

Selection for this course will be on the recommendation of and in consultation with, the HoD English.

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 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.

WHERE DOES IT LEAD?

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

CONTACT HoD English – Mrs Stevenson

PREREQUISITES

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

Note: This is an academic course and requires a high standard of literacy. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

Level Three of the NCEA course is as follows

EXTERNALLY ASSESSED COMPONENT - Exam in November

- **3.1** Respond critically to specified aspect(s) of studied written text(s), supported by evidence
- **3.2** Respond critically to specified aspect(s) of studied visual or oral text(s) supported by evidence
- **3.3** Respond critically to significant aspects of unfamiliar written texts through close reading supported by evidence

Two of the external papers will be completed. Preparation for **external credits** will also be done throughout the year.

All course requirements will be given to students at the beginning of the year.

INTERNALLY ASSESSED COMPONENT

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

WHERE DOES THIS COURSE LEAD?

Entry to University courses in all spheres of study.

Entry to some Polytechnic courses where there is a literacy requirement

Many careers require good English skills and sound communication skills.

UNIVERSITY ENTRANCE LITERACY Level 3

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

CONTACT HoD English - Mrs Stevenson

PREREQUISITES

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

COURSE OUTLINE

This English course is for students who:

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

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

ASSESSMENT

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

This course cannot be used as a 14 credit University Entrance subject.

WHERE DOES IT LEAD?

Life long skills in communication and critical thinking.

UNIVERSITY ENTRANCE LITERACY Level 2/3

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

CONTACT

HoD English - Mrs Stevenson

PREREQUISITES

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

COURSE OUTLINE

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

There will be 15 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 15 credits at NCEA – Level 1.

The course has 10 credits internally assessed and 5 credits externally assessed.

WHERE DOES IT LEAD?

Provides important grounding for Level 2.

UNIFORM

House singlet or TBHS top and blue shorts

CONTACT

HoD Physical Education - Mr Gibb

Assistant HoD Physical Education – Mr Rooney

PREREQUISITES

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

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

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

COURSE OUTLINE

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

The course consists of both practical and written work.

ASSESSMENT

This course will be assessed against the National Achievement standards. The course offers 17 credits at NCEA Level 2. The course is fully internally assessed.

WHERE DOES IT LEAD?

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

CONTACT

HoD Physical Education - Mr Gibb

Assistant HoD Physical Education – Mr Rooney

PREREQUISITES

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

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

COURSE OUTLINE

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

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

The course consists of both practical and written work

ASSESSMENT

This course will be assessed against the National Achievement Standards. The course will offer 15 credits at NCEA Level 3. (there is an optional standard that can be added)

The course is fully internally assessed.

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY LEVEL 3

Literacy 4 credits available at Level 3

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3

Yes

CONTACT

HoD Physical Education - Mr Gibb

Assistant HoD Physical Education – Mr Rooney

Recreation and Sport (13RSPT)

LEVEL 3

PREREQUISITES

Some literacy writing credits from Level 2 English at the discretion of the HoD Physical Education. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

Students must be available to attend off site courses and trips.

COURSE OUTLINE

Students will have the opportunity to complete a number of both Achievement and Unit Standards.

These standards will be a mixture of both Physical Education Achievement and Unit Standards and Outdoor Education Unit standards.

The course consists of both practical and written work

ASSESSMENT

This course will be assessed against the National Achievement Standards. The course will offer 15 credits at NCEA Level 3. (there is an optional standard that can be added)

The course is fully internally assessed.

WHERE DOES IT LEAD?

To future involvement in and a greater understanding of sport and recreation.

UNIVERSITY ENTRANCE LITERACY LEVEL 3

None

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3

No

CONTACT

HoD Physical Education - Mr Gibb

Assistant HoD Physical Education – Mr Rooney

LEARNING LANGUAGES

Te Reo MĀORI (11MAOR)

LEVEL 1

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

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

ASSESSMENT

There are 20 credits available in four standards.

WHERE DOES IT LEAD?

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

REQUIREMENTS

TBC

CONTACT

Your Te Reo Māori teacher or Mrs Fenwick

PREREQUISITES

NCEA Level 1 Te Reo Māori

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

COURSE OUTLINE

The course is delivered at TGHS.

Students will demonstrate their growth in Wairua Māori and their

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

ASSESSMENT

Assessment for each objective will be based on the candidate's performance as described by the NCEA levels of achievement.

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

WHERE DOES IT LEAD?

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

CONTACT

Your Te Reo Māori teacher or Mrs Fenwick

PREREQUISITES

NECA Level 2 Te Reo Māori

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

COURSE OUTLINE

The course is delivered at TGHS.

Students will demonstrate their growth in Wairua Māori and their Achieving personal independence in Te Reo Māori. Students can take part in general conversation with speakers of Te Reo Māori, understand most of what is said, and contribute relevant comments. They can explain and discuss many of their own ideas and opinions and may use Te Reo Māori creatively. They can read a variety of authentic Te Reo Māori materials and write expressively for a range of purposes. Students use a range of strategies to help them learn Te Reo Māori effectively, and they demonstrate a high level of fluency for a learner of Te Reo Māori as a second language. The four key language skills i.e. pānui, kōrero, tuhituhi and whakarongo are further developed by studying topics such as; ngā waiata, ngā poropiti Māori, ngā kōrero o neherā me te ao torangapu.

ASSESSMENT

There are 20 credits available in four standards.

University Approved

WHERE DOES IT LEAD?

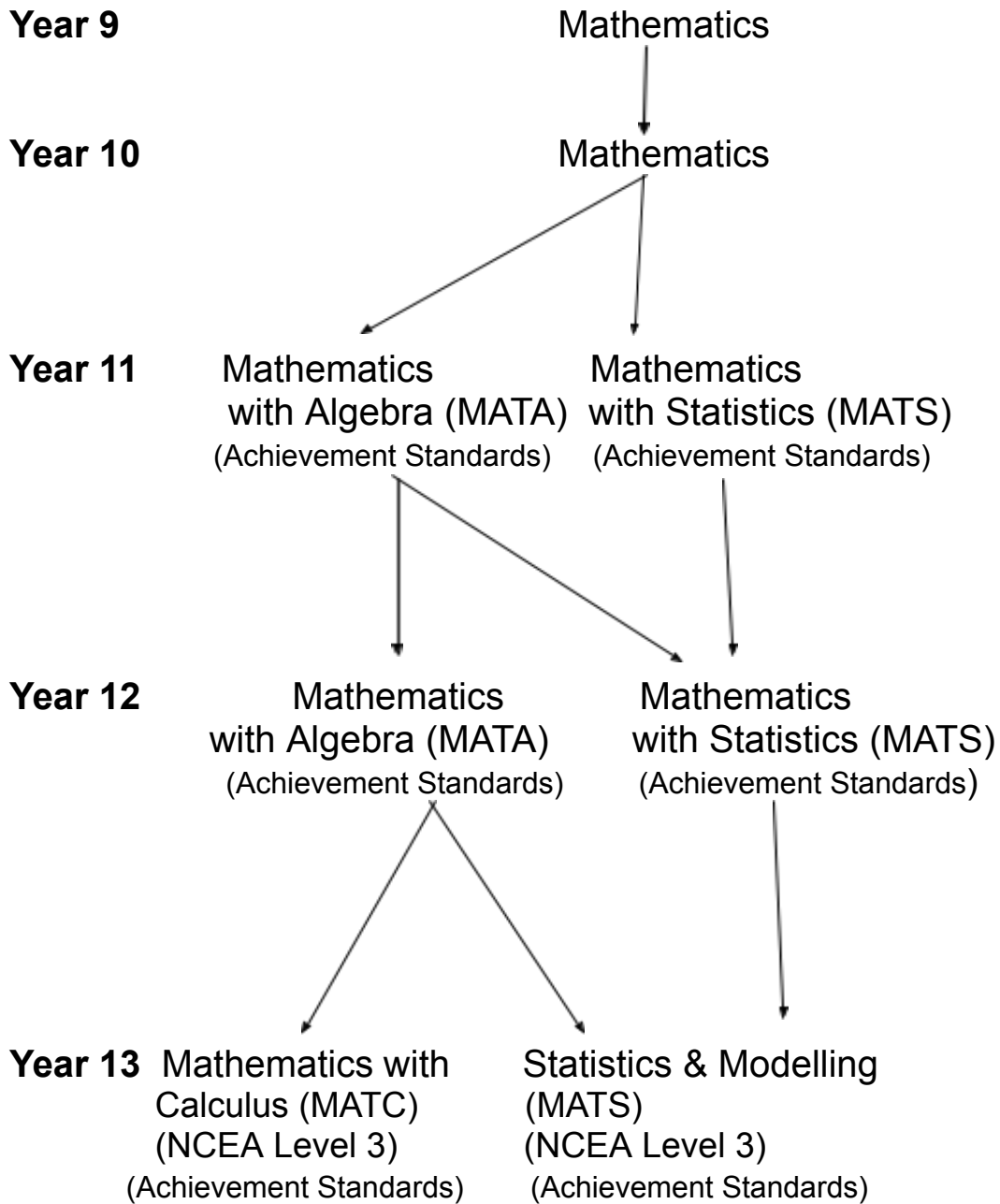
See the information in this section of Level 1 Te Reo Māori

CONTACT

Your Te Reo Māori teacher or Mrs Fenwick

MATHEMATICS

Mathematics is compulsory for all students up to Level 1



PREREQUISITES

Years 9 and 10 Mathematics

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

COURSE OUTLINE

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

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

CONTACT

Head of Mathematics Department (Mr Dominikovich)

PREREQUISITES

Years 9 and 10 Mathematics

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

COURSE OUTLINE

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

number, geometry, measurement, trigonometry, statistics, probability

ASSESSMENT

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

WHERE DOES IT LEAD?

This course should lead to Level 2 Mathematics with Statistics.

CONTACT

Head of Mathematics Department (Mr Dominikovich)

PREREQUISITES

15 credits in Level 1 or a strong performance in the school Exam if one standard is missed. If entry requirements are not met, an interview with the HoD is required.

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2

20 credits in total. No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Dominikovich)

PREREQUISITES

Level 1 with 15 credits or a strong showing in the school Exam.
If you have not gained 15 credits in Level 1 Mathematics, you will need to repeat Level 1 or not continue to study Mathematics.

COURSE OUTLINE

The content will include:

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

ASSESSMENT

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

WHERE DOES IT LEAD?

This course leads to Level 3 Statistics and modelling

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2

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

CONTACT

Head of Mathematics Department (Mr Dominikovich)

PREREQUISITES

A minimum of 14 credits at Level 2 MATA would be expected as well as a good grade in Level 2 Algebra and/or Calculus assessments.

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

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

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

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3

Yes

UNIVERSITY ENTRANCE LITERACY/NUMERACY Level 3

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

No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Dominikovich)

PREREQUISITES

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

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

Statistics is an essential component of many further studies. Any course which uses data of any form has a statistical base.

Economics, medicine, biology, geography etc. all need statistics.

UNIVERSITY ENTRANCE APPROVED SUBJECT

Yes

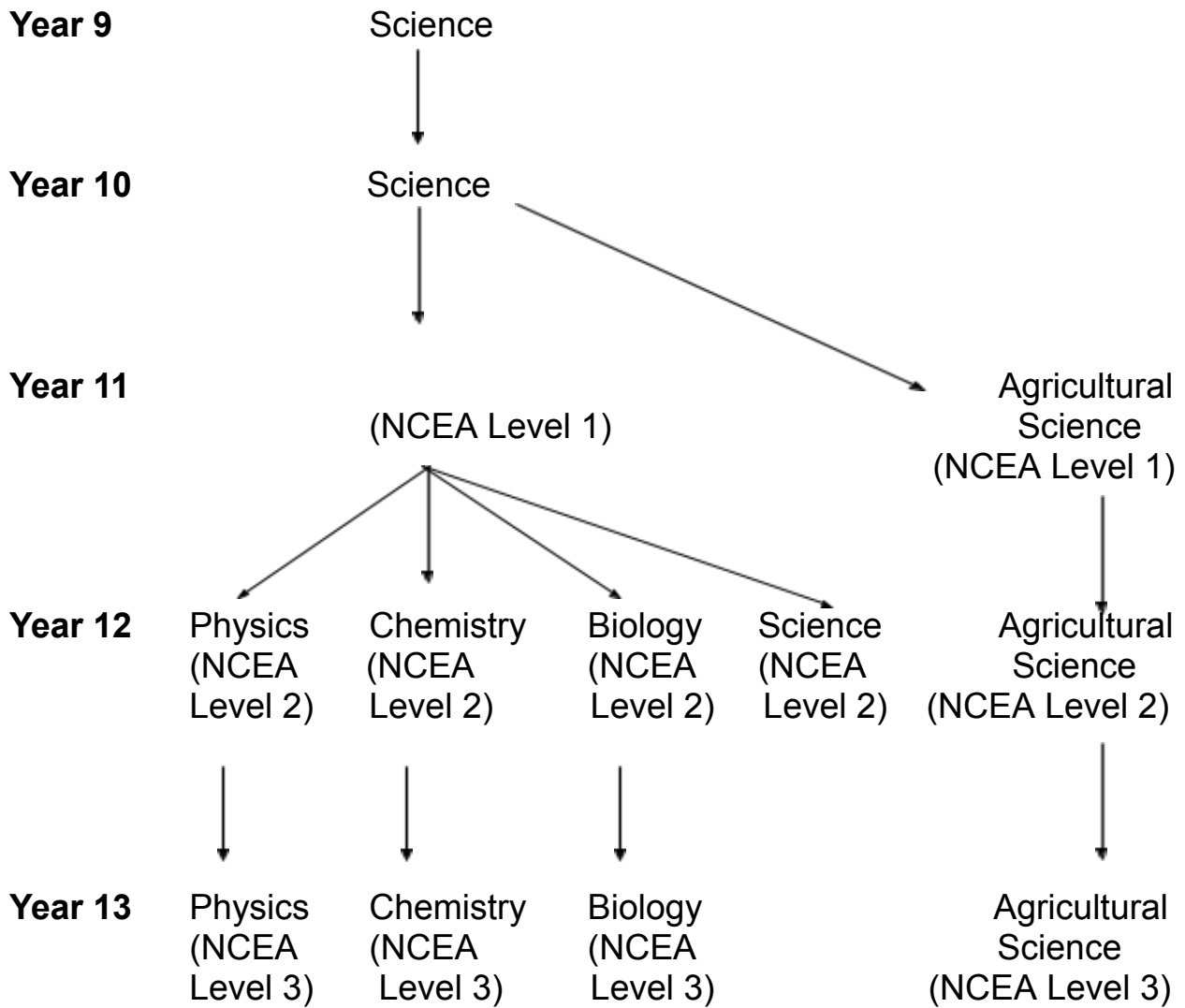
UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 3

No UE Literacy credits are available through this course.

CONTACT

Head of Mathematics Department (Mr Dominikovich)

SCIENCE



PREREQUISITES None

COURSE OUTLINE

New Zealand needs people who can 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 10 internal credits and 10 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.

CONTACT

Mrs Roderique

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 can 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 8 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.

CONTACT Mrs Roderique

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 can apply agricultural science knowledge and skills to new situations and to the solving of agricultural problems.

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

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY LEVEL 2/3

Agricultural Science has 15 University Literacy Credits

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3 Yes

CONTACT Mrs Roderique

PREREQUISITES

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

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

COURSE OUTLINE

Cells - looking at the smallest parts of living things

Genetics and inheritance

Ecology – where things live and why

Rocky Shore Survey and ecological patterns

Form and Function- why organisms have the adaptations they have

ASSESSMENT

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

WHERE DOES IT LEAD?

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

CONTACT

Mr Sugar

PREREQUISITES

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

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

EXAMINATIONS**Credits**

Evolution	4
Responses	5
Human Evolution	4
Internal Credits	6

ASSESSMENT

13 credits by external exam. Scholarship Biology is usually attempted by many students. Internal assessment is worth 6 credits during the year, awarded for two research topics.

COURSE OUTLINE

Animal Responses
Plant Responses
Gene Manipulation
Socio Scientific Reasoning
Speciation

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3

Yes

ADDITIONAL

Trip to Orana Park

FOR FURTHER INFORMATION SEE

Mr Sugar

PREREQUISITES

Merit passes in the NCEA Science External and the Chemistry internal and a good standard of Mathematics and English along with a sound work ethic are required.

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

CO-REQUISITES

NCEA Mathematics Level 2 is recommended

COURSE OUTLINE

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

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

Topics include:

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

ASSESSMENT

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

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

WHERE DOES IT LEAD

Chemistry leads to many career pathways or tertiary study in a variety of fields such as Engineering, Agricultural Science, Sports Science, Physiotherapy, Pharmacy, Food Science, Forestry and Medicine. Level 2 Chemistry is also helpful when considering courses such as Diploma of Agricultural Science.

CONTACT Ms Whytock

PREREQUISITES

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

Merit passes in NCEA Mathematics, Level 2

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

OUTLINE OF COURSE

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

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

**ASSESSMENT**

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

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

WHERE DOES IT LEAD

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

UNIVERSITY ENTRANCE APPROVED SUBJECT – LEVEL 3 Yes

CONTACT Ms Whytock

PREREQUISITES

Merit pass in the Physics (energy concepts) external. A good standard of Mathematics (algebra recommended) and English along with a sound work ethic are required. An interest in the physical world is desirable.

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

COURSE OUTLINE

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

Topics explored include:

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

ASSESSMENT

There are a total of 22 credits available in Level 2 Physics, 12 externally assessed and 10 internally assessed.

WHERE DOES IT LEAD?

The course is essential for Level 3 Physics.

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

CONTACT

HoD Science - Ms Whytock

PREREQUISITES

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

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

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

COURSE OUTLINE

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

Topics covered include:

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3 Yes

CONTACT

HoD Science - Ms Whytock

PREREQUISITE

Satisfactory completion of the Year 10 Science course.

COURSE OUTLINE

Topics are based around:

- Making sense of the Living World (Biology) – Microbiology
- The Material World (Chemistry) – Acids/Bases, rates of reaction and types of chemical reactions
- The Physical World (Physics) – understanding of energy concepts
- How science works, types of investigations and how to recognise “good” Science

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 a variety of assessments both internal and external.

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

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. There will be an element of class choice in what we study. This could include 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.

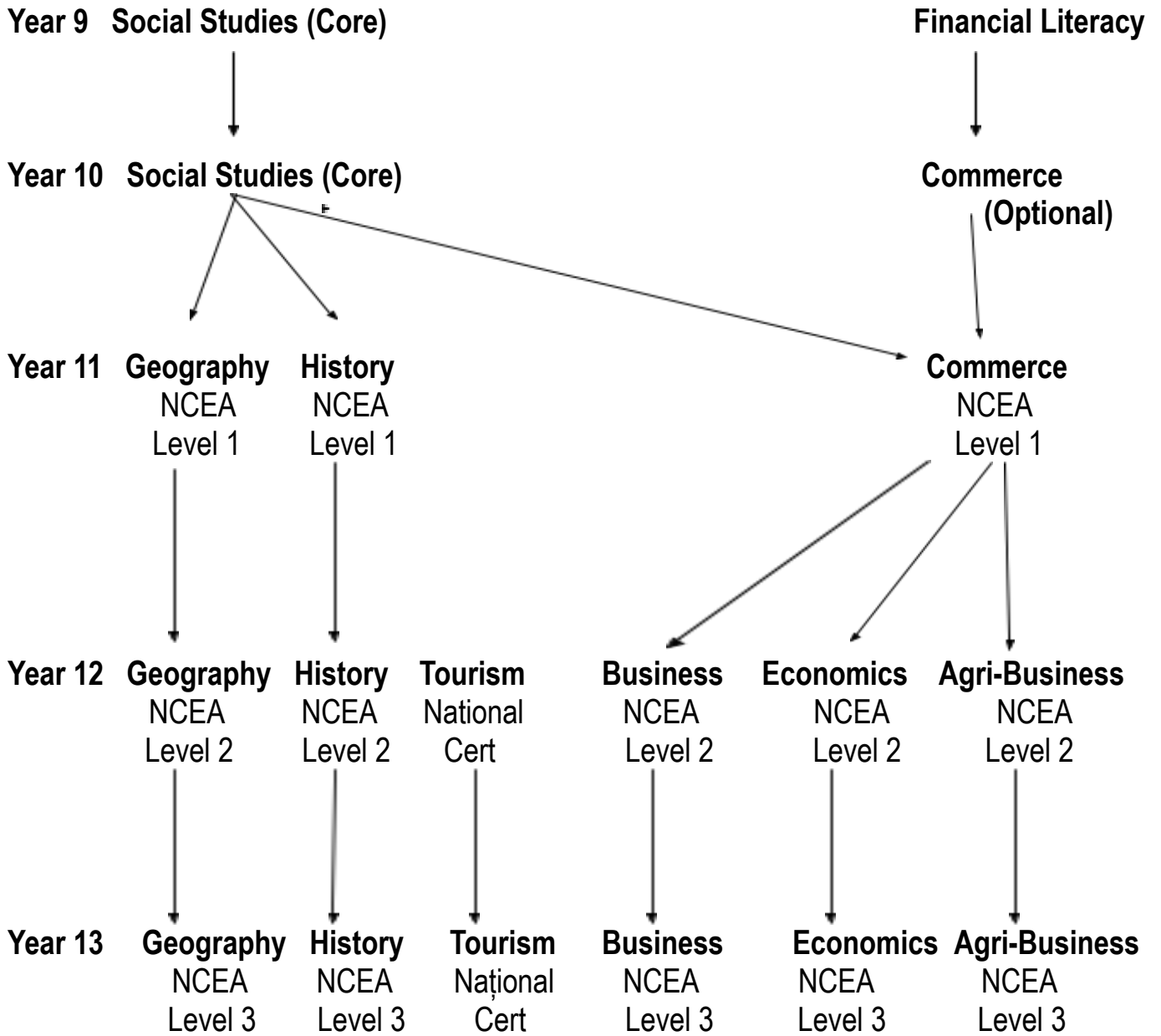
By studying science, students:

- 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

Nil

COURSE OUTLINE

Commerce is the use and exploration of accounting, economic, and business concepts and models to make sense of society and solve problems. In this subject, students will build the knowledge, skills, and values they need to navigate, and participate in, the economic world. They will learn how participants in the economic world make decisions, and they will analyse how these decisions impact on sustainability.

Students will learn that decision-making is necessitated by scarcity and that decisions are informed by a variety of cultural perspectives and lenses. Learning and assessment will examine Māori, Pacific, and different approaches to commerce, and business models from whānau and organisation contexts.

ASSESSMENT

The course is assessed using a combination of two internal and one external Level One Achievement Standards.

WHERE DOES IT LEAD?

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

POSSIBLE CAREERS

From Economists to Accountants, 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 Mr Wood

ACCOUNTING (13ACCO)

LEVEL 3

(Offered in 2025 only - TGHS)

PREREQUISITES

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

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

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY CREDITS

This course offers 9 reading credits and 5 writing credits.

UNIVERSITY ENTRANCE APPROVED SUBJECT

Yes

POSSIBLE CAREERS

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

CONTACT Teacher in Charge

PREREQUISITES

NIL

COURSE OUTLINE

This course will focus on the issues primary industry businesses face and the decisions they make. Primary industries include agriculture, horticulture, forestry and fisheries. If students have an interest in businesses and/or the primary industries, then they will enjoy this course.

At Level 2, students will study topics such as future proofing, business structures, cash flow forecasting and external factors that influence businesses.

ASSESSMENT

There will be both internal and external credits offered.

WHERE DOES IT LEAD?

Level 3 Agribusiness and farm management.

UNIVERSITY ENTRANCE APPROVED SUBJECT Yes

CONTACT Mrs O'Connor

PREREQUISITES

Students should have an interest in the Agriculture sector.

COURSE OUTLINE

This course will focus on the issues primary industry businesses face and the decisions they make. Primary industries include agriculture, horticulture, forestry, and fisheries. If students have an interest in businesses and/or the primary industries, then they will enjoy this course.

The Level 3 course will look at future proofing, innovation in the value chain, capital expenditure options and how businesses operate in a global context.

ASSESSMENT

This course will offer both internal and external credits.

WHERE DOES IT LEAD?

This course prepares students for Tertiary courses in Business related areas, farm management, and compliments Agricultural Science.

UNIVERSITY ENTRANCE LITERACY CREDITS

This course offers 8 reading credits.

UNIVERSITY ENTRANCE APPROVED SUBJECT Yes**POSSIBLE CAREERS**

From a self-employed owner of a farm or primary industry. Specialist skills will help in many commercial jobs in both the public and private sectors. Careers include management, marketing, and agricultural service industries.

CONTACT Mrs O'Connor

PREREQUISITES

Students must gain a pass in the external standard and two of the internal standards in Year 11 Commerce.

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 two external standards at Level 2 NCEA.

WHERE DOES IT LEAD?

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

Tertiary and Careers: Refer to Year 11 Commerce section

UNIVERSITY ENTRANCE LITERACY CREDITS

This course offers 8 reading credits and 5 writing credits.

CONTACT

Mr Wood

PREREQUISITES

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

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

COURSE OUTLINE

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE LITERACY CREDITS

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Yes**CONTACT**

Mr Wood

PREREQUISITES

Students must gain a pass in the external standard and two of the internal standards in Year 11 Commerce.

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 business operations which examines the internal and external factors that influence business decisions. It also looks at motivation theories and market research in business.

ASSESSMENT

This course is a combination of two internal and two external standards at Level 2 NCEA.

WHERE DOES IT LEAD?

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

Tertiary and Careers: Refer to Year 11 Commerce section

UNIVERSITY ENTRANCE LITERACY CREDITS

This course offers 8 reading credits and 5 writing credits.

CONTACT

Mr Wood

PREREQUISITES

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

COURSE OUTLINE

In Y13 Business Studies, students will take part in the Young Enterprise Scheme. It is a high-profile experiential business programme developed by Enterprise New Zealand Trust and run in secondary schools, mainly at Years 12 and 13. Students become a director in their own company forming a business around an area of interest. They are assisted by a business mentor and work through the processes of forming, planning, and marketing their ideas in the real business world. This course is a great opportunity to realize uniqueness, develop strengths, work together in a team situation, and possibly make money at the same time. Like any other team event, Young Enterprise is about working towards goals and taking all the steps necessary to achieve them.

ASSESSMENT

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

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY CREDITS

All credits count towards Literacy.

CONTACT

Mr Wood

PREREQUISITES

There are no prerequisites for this Level 1 course

COURSE OUTLINE

Geography is the study of places and the relationships between people and their environments. Geographers explore both the physical properties of Earth's surface and the human societies spread across it. They also examine how human culture interacts with the natural environment and the way that locations and places can have an impact on people. Geography seeks to understand where things are found, why they are there, how they develop and change over time.

We will cover a range of topics that may include:

- Natural processes: Earthquakes and Volcanoes
- How people view and use coastal/wetland environments: Caroline Bay/ or Waitarakao Washdyke Lagoon
- Geographic issues: Flooding in NZ or Sea level rise in the Pacific
- Geographic skills development: Mapping, GIS (Geographic information systems)

ASSESSMENT

This course covers two internal and two external assessments of 5 credits each for a total of 20 credits.

WHERE DOES IT LEAD?

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

CONTACT

Ms Candy

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

We will continue to develop understanding of relationships and connections between people and their environments. The Level 2 course will study a mix of Physical and Human Geography that will cover contexts that include:

- Geographic issues - Pests & Pest control in New Zealand
- Global study of a phenomenon - Urbanisation (possibly London development)
- Geographic research - field trip based
- Spatial analysis using GIS (Geographic Information Systems)
- Geographic concepts and skills development

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

ASSESSMENT

This course covers both internal and external assessments. The national external examination is worth 4 credits toward NCEA while the internal assessments account for 14 credits, although if time permits there is the possibility of an additional 3 credits.

WHERE DOES IT LEAD?

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

CONTACT

Ms Candy

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

We will continue to develop understanding of relationships and connections between people and their environments. The Level 3 course will study a mix of Physical and Human Geography that will cover many different contexts.

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

ASSESSMENT

This course covers both internal and external assessments. The national external examination is worth 4 credits toward NCEA while the internal assessment also accounts for 14 credits. If time permits there is the possibility of an additional 3 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.

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 Ms Candy

PREREQUISITES

None

COURSE OUTLINE

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

Conflict and Contested Spaces

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

New Zealand History

- *The Influenza Pandemic of 1918 in New Zealand*

International Relations

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

Skills and Objectives

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

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

ASSESSMENT

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

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

WHERE DOES IT LEAD?

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

CONTACT Dr Harland

PREREQUISITES

Experience at Level 1 will be valuable for skills and methods.

More than 12 Credits at NCEA Level 1 in English, Geography or History.

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

COURSE OUTLINE

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

Germany 1933-1945

- *The nature and impact of Nazi ideology*

New Zealand History

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

Nationalism, Imperialism and Expansionism

- *Origins of World War I*

ASSESSMENT

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

WHERE DOES IT LEAD?

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

CONTACT

Dr Harland

PREREQUISITES

A background of skills developed in Level 1 and Level 2 is recommended. More than 12 credits at NCEA level 2 in English or Geography or History. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

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

The Holocaust

- *Kristallnacht*
- *The Final Solution*

Migration and Early Settlement

- *1840-1918*

World War I

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

World War II

- *Pearl Harbour*
- *Hiroshima*

ASSESSMENT

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

WHERE DOES IT LEAD?

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

CONTACT Dr Harland

TOURISM (12TOUR)

LEVEL 2

PREREQUISITES

None

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

13-18 Credit Course - Level 3 Tourism

CONTACT HoD Social Sciences

TOURISM (13TOUR)

LEVEL 3

PREREQUISITES

None

COURSE OUTLINE

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

ASSESSMENT

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

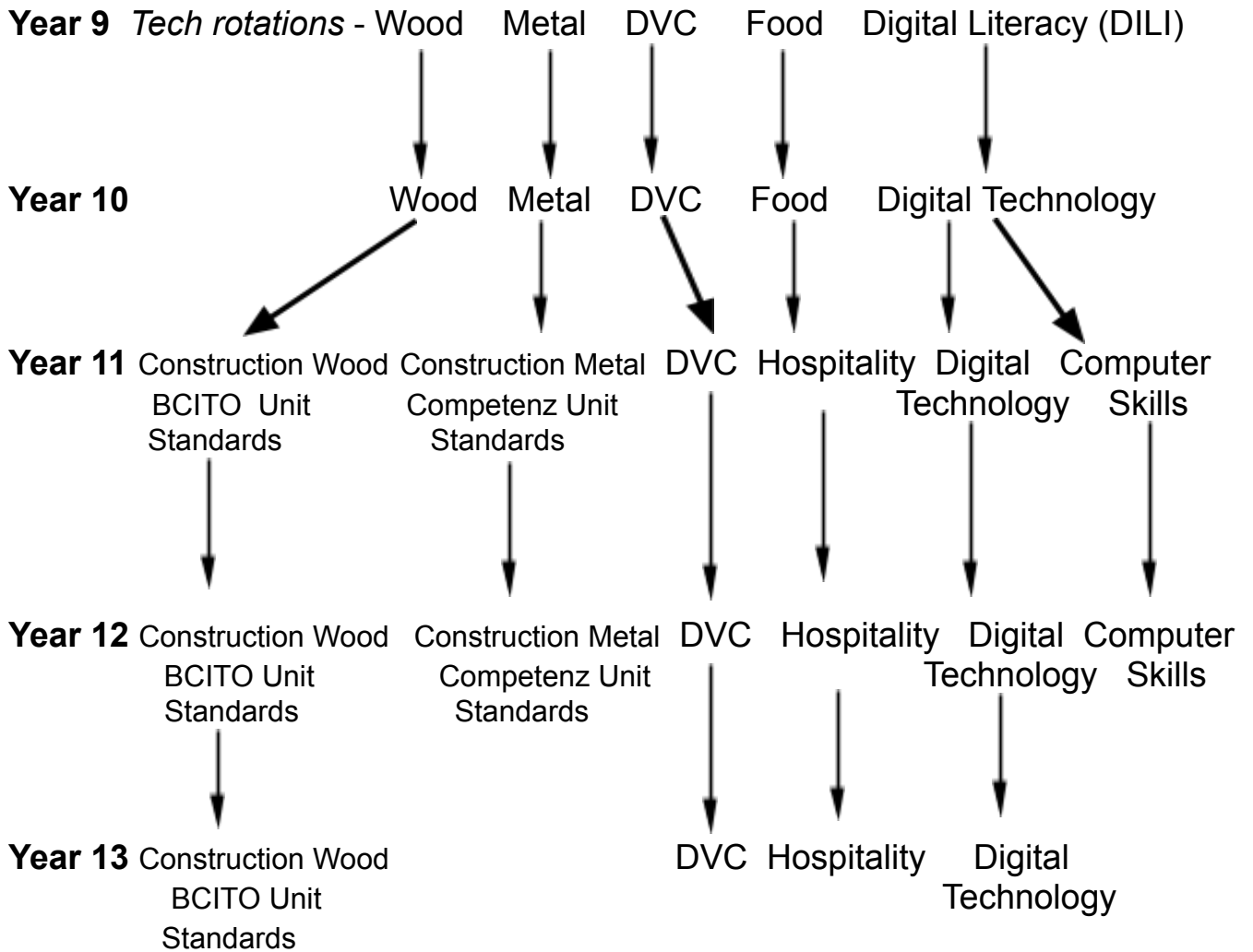
WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 No

CONTACT HoD Social Sciences

TECHNOLOGY



Abbreviations:

DVC (Design & Visual Communication)

BCITO (Building & Construction Industry Training Organisation)

PREREQUISITES

This course operates independently of other Digital Technologies courses and is ideal for students with no prior computing experience, as well as those looking to enhance their computing skills and knowledge.

COURSE OUTLINE

This course allows students to demonstrate their skills across a range of essential digital technologies. They will learn how to create a computer program, develop a website as a digital technologies outcome, utilise computer technology to create and deliver presentations, and produce spreadsheets using Microsoft Excel. These skills will enhance their computer literacy and support their success in other subjects and future careers.

The following topics and skills will be offered:

- Create a computer program
- Develop a digital technologies outcome (Website)
- Use computer technology to create and deliver a presentation from given content
- Produce a spreadsheet from instructions using supplied data

ASSESSMENT

Assessments will be conducted through internally assessed Unit Standards.

WHERE DOES IT LEAD?

This course can lead to a Level 2 Computer Skills course, various workplace positions requiring basic digital literacy, and certain tertiary study programs. While Level 1 is not a prerequisite for Level 2, it provides a strong foundation that can enhance success in more advanced computing courses.

CONTACT

Mrs Newman

PREREQUISITES

This course operates independently of other Digital Technologies courses and is ideal for students with no prior computing experience, as well as those looking to enhance their computing skills and knowledge.

COURSE OUTLINE

This course provides students with the opportunity to develop proficiency in key Microsoft Office applications. They will learn to effectively use presentation and spreadsheet software, create digital images for various media, and understand essential computing hardware, software, and terminology. These skills will not only enhance their computer literacy but also support their success in other subjects and future careers.

The following topics and skills will be offered:

- Use the main features and functions of a presentation application for a purpose
- Produce digital images for a range of digital media
- Use the main features and functions of a spreadsheet application for a purpose
- Demonstrate knowledge of computing hardware, software and terminology to select digital tools for specified purposes

ASSESSMENT

Assessments will be conducted through internally assessed Unit Standards.

WHERE DOES IT LEAD?

This course prepares students for future workplaces and some tertiary education by developing essential digital skills.

CONTACT

Mrs Newman

PREREQUISITES

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

COURSE OUTLINE

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

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

ASSESSMENT

There are three Achievement Standards worth five credits each.

WHERE DOES IT LEAD?

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

CONTACT

HoD Technology

PREREQUISITES

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

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

COURSE OUTLINE

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

CONTACT

HoD Technology

PREREQUISITES

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

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

COURSE OUTLINE

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 Yes

CONTACT

HoD Technology

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:

- Create a computer program
- Design a digital technologies outcome (Website)
- Develop a digital technologies outcome (Website)
- Demonstrate understanding of usability in human computer interfaces

ASSESSMENT

All standards will be Achievement Standards. There are two internal and two external Standards.

WHERE DOES IT LEAD?

Level 2 Digital Technologies and future tertiary study.

CONTACT

Mrs Newman

PREREQUISITES

A minimum of 15 (Achievement Standards) credits in Level 1 Digital Technologies is required for automatic entry into this course. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

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

Topics covered will include:

- Use advanced programming techniques to develop a computer program
- Apply conventions to develop a design for a digital technologies outcome
- Use advanced techniques to develop a digital media outcome
- Present a summary of developing a digital outcome

ASSESSMENT

All standards will be Achievement Standards. There are three internals and an externally assessed exam.

WHERE DOES IT LEAD?

Level 3 Digital Technologies and future tertiary study.

CONTACT

Mrs Newman

PREREQUISITES

A minimum of 13 (Achievement Standards) credits in Level 2 Digital Technologies is required for automatic entry into this course. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

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

Topics covered will include:

- Use complex programming techniques to develop a computer program
- Apply user experience methodologies to develop a design for a digital technologies outcome
- Use complex techniques to develop a digital media outcome
- Present a reflective analysis of developing a digital outcome

ASSESSMENT

All standards will be Achievement Standards. There are three internals and an externally assessed exam.

WHERE DOES IT LEAD?

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

CONTACT

Mrs Newman

PREREQUISITES Nil

COURSE OUTLINE

Level 1 Hospitality is a foundational, introductory skills course preparing students for future employment in the food and beverage sector of the Hospitality Industry. It includes both practical and theoretical knowledge which will be implemented in the production and service of culinary food and beverage products that meet required industry standards.

Topics covered will include:

- Terminology used for food and recipes in commercial cookery
- Frying and grilling cookery methods
- Preparing and presenting meat for the hospitality industry
- Contamination hazards and control methods in a food business
- Identifying career pathways in the Hospitality Industry
- Prepare soups and sauces in the Hospitality industry

ASSESSMENT

By successfully completing this course, you should be able to achieve 16 credits towards NCEA Level 1. The credits will be achieved from Unit Standards. All of these will be internally assessed.

WHERE DOES IT LEAD?

Level 2 Hospitality, Tertiary Study - Food Technologist, Dietician, Product Development, Nutritionist, Event Management. Restaurant front and back house positions, e.g. Chef, Baker, Barista, Waitstaff. Hotel Management.

LITERACY LEVEL 1 No literacy credits available

CONTACT TIC Hospitality - Mr Simpson

PREREQUISITES

Completion of NCEA Level 1 Unit Standards in Hospitality would be an advantage but not compulsory, as well as a good level of English.

COURSE OUTLINE

Hospitality Level 2 offers a predominantly practical skills training programme in cookery, including industry standard food hygiene/handling qualifications, strengthening knife skills and culinary competencies. Students consolidate practical skills from Hospitality Level 1 by preparing and cooking a range of culinary dishes simulating commercial kitchen scenarios. Hospitality Level 2 introduces front of house barista techniques and table service to industry expectations.

Topics covered will include:

- Practise food safety methods in a food business under supervision
- Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision
- Prepare and present salads for service
- Prepare and present basic sandwiches for service
- Cook foods by frying
- Cook foods by baking

ASSESSMENT

You will aim to achieve 16 credits towards NCEA Level 2. The credits will be achieved from Unit Standards. All of these will be internally assessed.

WHERE DOES IT LEAD?

Level 3 Hospitality. Tertiary Study - Food Technologist, Dietician, Product Development, Nutritionist, Event Management. Restaurant front and back house positions, e.g. Chef, Baker, Barista, Waitstaff. Hotel Management.

LITERACY LEVEL 2 - No literacy credits available

CONTACT TIC Hospitality - Mr Simpson

PREREQUISITES

Completion of NCEA Level 2 Unit Standards in Hospitality would be an advantage as well as a good level of English.

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

COURSE OUTLINE

Hospitality Level 3 consolidates prior knowledge and provides a cookery programme preparing students for entry into the Hospitality industry by providing realism through catering to customers. Students further develop key attributes, including good interpersonal, communication and customer service skills while delivering products to a commercial standard under time pressures.

Topics covered will include:

- Advanced knowledge of food contamination hazards, and control methods used in a food business.
- Preparing and presenting espresso beverages for service.
- Knowledge of coffee origin and production.
- Preparing and cooking pickles, chutneys and preserves.
- Preparing and cooking basic baking dishes.

ASSESSMENT

You will aim to achieve at least 20 credits towards NCEA Level 3. The credits will be achieved from Unit Standards. All of these will be internally assessed.

WHERE DOES IT LEAD?

Tertiary Study - Food Technologist, Dietician, Product Development, Nutritionist, Event Management. Hospitality Industry apprenticeship programs. Restaurant front and back house positions, e.g. Chef, Baker, Barista, Waitstaff. Hotel Management.

LITERACY LEVEL 2 - No literacy credits available

UNIVERSITY ENTRANCE APPROVED SUBJECT Level 3 No

CONTACT TIC Hospitality - Mr Simpson

COURSE OUTLINE

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

CO-REQUISITES

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

COURSE OUTLINE

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

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

ASSESSMENT

The course consists of several different areas of content containing BCITO Unit Standards which are internally assessed and externally moderated.

WHERE DOES IT LEAD?

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

CONTACT

HoD Technology

PREREQUISITES

Minimum 12 credits in Level 1 Technology based wood or metal. They must have passed a Health and Safety standard.

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

CO-REQUISITES

Design & Visual Communication Technology would be helpful.

Students should also be continuing with Math and Science based courses at this level as the learning compliments Technological understanding.

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

CONTACT

HoD Technology

PREREQUISITES

Students will have successfully completed 10 credits in the L2 course in Wood Tech. This will include the completion of the Health and Safety Unit Standard and the practical projects they have undertaken. If entry requirements are not met, an interview with HoD Technology is required.

COURSE OUTLINE

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

ASSESSMENT

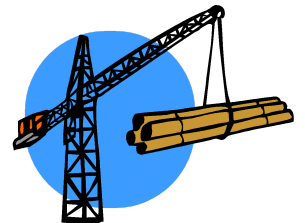
BCITO Unit Standards will be used to assess student work, these will be internally assessed and externally moderated.

WHERE DOES IT LEAD?

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

CONTACT

HoD Technology



PREREQUISITES

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

COURSE OUTLINE

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

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

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

ASSESSMENT

24 credits internally assessed Unit Standards (externally moderated).

WHERE DOES IT LEAD?

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

CONTACT HoD Technology

PREREQUISITES

Level 1 Technology Metal. A minimum of 12 Level 1 credits are required for entry into this course including the Level 1 Health and Safety standard.

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

COURSE OUTLINE

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

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

ASSESSMENT

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

WHERE DOES IT LEAD?

Entry into trades, trade training and Tertiary training.

CONTACT HoD Technology

PREREQUISITES

An enthusiastic and genuine interest in farming.

COURSE OUTLINE

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

ASSESSMENT

- Covers Level 2 Unit Standards.
- **Theory units** are taught and assessed in the classroom at Timaru Boys' High School.
- Practical Fencing assessment carried out at Agrilearn PITO provider in Washdyke.

WHERE DOES IT LEAD?

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

CONTACT

Mr Nathan Archibald

PREREQUISITES

Successful completion of Year 11 Agriculture Course - places may be limited. Genuine interest in gaining employment in the Agriculture sector. If entry requirements are not met, an interview with the HoD or Teacher in Charge is required.

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

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

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

Mr Nathan Archibald

PREREQUISITES

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

COURSE OUTLINE

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

ASSESSMENT

The course has a number of unit 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 in the Outdoors and Tourism industries. There are several Outdoor Education tertiary options for Outdoor students.

CONTACT

Mr Richardson HoD of Outdoor Education.

PREREQUISITES

This is a full year course with preference given to students who completed the Year 11 subject, who actively and positively 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 field trips, which are compulsory.

WHERE DOES IT LEAD?

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

CONTACT

Mr Richardson HOD of Outdoor Education

PREREQUISITES

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

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

COURSE OUTLINE

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

ASSESSMENT

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

WHERE DOES IT LEAD?

Study and work experience to support access to a wide range of careers. These may include but are not limited to:-

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

UNIVERSITY ENTRANCE LITERACY/NUMERACY LEVEL 2/3

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

UNIVERSITY ENTRANCE APPROVED SUBJECT LEVEL 3

No

CONTACT

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