



TIMARU GIRLS' HIGH SCHOOL
SENIOR COURSE BOOKLET 2026

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INTRODUCTION

This course book has been prepared to help you select the options available to you. Please read it carefully and write your choices on the course sheet provided separately.

The format of the course book enables Year 10+ students to appreciate the variety of courses available to them in Years 11, 12 and 13.

When filling in and returning course sheets all students should be very thorough and careful in the choices they indicate to the school.

Make sure that you are fully informed about the choices you make. Do this by asking questions! You can approach the teachers-in-charge listed with each subject for help in deciding which courses are best for you.

Please choose your courses very carefully. What you choose determines the school timetable. Classes will be timetabled where there is sufficient demand. Students may not get their first choices.

The Education Act 1989 gives the right to free enrolment and free education in New Zealand for every New Zealand resident from the age of 5 to 18 years.

The funding received by schools only provides for the very basic curriculum delivery. We pride ourselves by offering enhanced learning opportunities for all students. To allow this we rely on contributions from parents/caregivers. These contributions are outlined in this course/options handbook and on stationery lists.

Any such contribution paid is a donation and can be claimed annually as a tax credit using the Inland Revenue form IR526.

NATIONAL QUALIFICATIONS FRAMEWORK & SENIOR COURSE SELECTION 2026

The qualifications system in New Zealand is called the National Qualifications Framework. It incorporates secondary education, industry training and tertiary education in one structure. It is designed to meet the life-long learning needs of students in a rapidly changing world and to meet the demands of a fast-changing workplace.

The Framework has eight levels and is made up of achievement standards and unit standards. These are the building blocks of the Framework. National Certificates are awarded when students complete the required number of credits for unit or achievement standards in a field of learning.

YEAR 11: All Year 11 students must study a Level 1 English and Mathematics subject and four other subjects. Subjects have internally and externally assessed achievement standards.

YEAR 12: To study subjects at Level 2, students must have carefully considered the guidelines for each course. These are indicated in each subject section. In selecting Level 2 subjects students must look carefully at guidelines for Level 3 subjects. Five subjects are recommended at this level.

YEAR 13: To study subjects at Level 3, students must have carefully considered the guidelines for each course. These are indicated in each subject section. Five subjects are recommended at this level.

REQUIREMENTS FOR NEW ZEALAND UNIVERSITY ENTRANCE

<http://www.nzqa.govt.nz/ncea/for-students/ue/ue-approved-subjects.html> for Field/Subfield/Domain/Standards

New Zealand University Entrance Provisions - Approved Subjects

Accounting	Economics	Mathematics/Pāngarau	Pūtaiao
Agriculture & Horticulture	Education for Sustainability	Media Studies	Samoan
Biology	English	Music Studies	Science/Pūtaiao
Business Studies	French	NZ Sign Language	Sculpture (Practical Art)
Calculus	Geography	Ngā Mahi a te Rēhia	Social Studies
Chemistry	German	Ngā Toi	Spanish
Chinese	Hangarau	Ngā Toi Ataata	Statistics
Classical Studies	Hauora	Ngā Toi Puoro	Te Ao Haka
Construction & Mechanical Technologies	Health Education	Pāngarau	Technology/Hangarau
Cook Islands Māori	History	Painting (Practical Art)	Te Reo Māori
Dance	History of Art	Photography (Practical Art)	Te Reo Rangatira
Design (Practical Art)	Home Economics	Physical Education	Tikanga ā-lwi
Design & Visual Communication	Indonesian	Physics	Tongan
Digital Technologies	Japanese	Printmaking (Practical Art)	
Drama	Korean	Processing Technologies	
Earth & Space Science	Latin	Psychology	

UE Requirement

Achievement of NCEA Level 3. (60 credits at Level 3 or higher and 20 credits at Level 2 or higher)
14 credits in each of three subjects from the list of approved subjects (above).

The remaining credits to achieve NCEA Level 3 may come from either achievement or unit standards.

UE numeracy – 10 credits at Level 1 or higher from specified achievement standards or three specific numeracy unit standards.

UE literacy – 10 credits (five in reading and five in writing) from

- specific Level 2 and higher achievement standards.

Credits can be accumulated over more than one year. Where a unit standard and an achievement standard assess the same learning outcome they are mutually exclusive for both NCEA qualifications and University Entrance purposes.

Note: Where standards count for either Reading or Writing, an individual student may not count credits for both Reading and Writing. Nevertheless it is possible to split a standard to satisfy the requirement for at least 4 credits in Reading and at least 4 credits in Writing. For example, a student would fulfil the literacy requirement by achieving standards 90721, 90722, & 90723.

<http://www.nzqa.govt.nz/ncea/for-students/ue/litreqs.html>

Note: The requirements for INTERNATIONAL STUDENTS are not the same – please see the Director of International Students (Mr Gill).

SUBJECTS AVAILABLE IN 2026

YEAR 11 Students must study an English and a Mathematics course, and 4 other subjects	YEAR 12 Students study 5 subjects and have 5 periods of study	YEAR 13 Students study 5 subjects and have 5 periods of study.
<u>NCEA Level 1</u> Agricultural Science Commerce Design & Visual Communications Drama English ESOL Foundation Skills Geography Health Studies History Hospitality Materials Technology Mathematics <u>or</u> Mathematical Studies Music Physical Education Science Te Reo Māori Visual Art While we make every effort to satisfy the combination of subjects requested by each student, we cannot give an assurance that it can be met in all cases. A class attracting only a few students may not be able to run, or classes may have to run across year levels where the numbers cannot sustain separate classes.	<u>NCEA Level 2</u> Accounting Agricultural Science Ara Dual Enrolment Biology Chemistry Design & Visual Communication Digital Technologies Drama Economics English ESOL Gateway Geography Health History Home Economics Life Science Materials Technology Mathematics <u>or</u> Mathematical Studies Music Outdoor Education Pathways Physical Education Physics Te Reo Māori Tourism Visual Art – Painting	<u>NCEA Level 3</u> Accounting Agricultural Science Ara Dual Enrolment Biology Chemistry Design & Visual Communications Digital Technologies Drama Economics English ESOL Gateway Geography Health History Home Economics Life Science Materials Technology Mathematics with Calculus Mathematics with Statistics Music Outdoor Education Pathways Physical Education Physics Te Reo Māori Tourism Visual Art – Painting
(*Note all choices are subject to enrolment numbers and as the timetable permits).		

COURSE ENQUIRIES...Who to see

Arts	Mrs Rush	Sciences	Mrs Lincoln
English/ Languages	Ms Luyten Esol - Mrs Sahana Te Reo Māori – Ms Greenaway	Social Sciences	Commerce – Mrs MacLeod Geography – Ms Robinson History – Mr Dawson Tourism – Mr Dawson
Health & PE	Ms Quinonez Home Economics – Mrs Nimmo Outdoor Ed – Ms Kerridge	Technology	Mrs Lissington
Mathematics	Mrs Horne	Career Education	Mrs Shaw Foundation Skills - Mr Callow

All teachers can be contacted by email using the following formula:

First initial followed by surname @timarugirls.school.nz

You can find all teachers email addresses on our website or a full list is available from the office

CHOOSING A COURSE OF STUDY



Ability + Interest + Occupation = Subject choice

Guidelines need to be taken seriously

GUIDE TO COURSE CHOICE

Select courses according to your ability and interest. Bear in mind it is wise to keep a broad range of courses for as long as possible.

Courses available

A description of each course is given on the following pages. Under the headings:

- **Guidelines** - state the suggested prior knowledge students need before starting the course. This can be discussed with the Learning Area Head (LAH)
 - **The Course** - brief description of what you do
 - **Assessment** – how the course is assessed, internal or external and how many credits can be achieved.
- AS... indicates an Achievement Standard**
US... indicates a Unit Standard
L1 means level 1, L2 means level 2, etc
- **Next Step** indicates the course of further study that follows in the same course.
 - **Parent Contribution** indicates the special materials or workbooks which the student must purchase before commencing the course.



THE ARTS - *Ngā Toi*

Learning Area Head – Mrs R Rush

NCEA Level 1	NCEA Level 2	NCEA Level 3
Visual Art Drama Music	Visual Art - Painting Drama Music	Visual Art - Painting Drama Music

VISUAL ART

11ARTP Year 11 NCEA Level 1 Visual Art

Guideline:	Year 10 Art or with the approval of the LAH
The Course:	Visual Arts students explore, refine, and communicate their own artistic ideas by responding to how art expresses identity, culture, ethnicity, feelings, moods, beliefs, political viewpoints, and personal perspectives. Through engaging in the Visual Arts, students learn how to discern, participate in, and celebrate their own and others' visual worlds
Skills	Students will use a wide range of skills across a variety of media. They will use drawing, painting, sculpture, and mixed media. Numeracy and literacy are also developed through creativity and connection, inquiry, and production, of their own work.
Standards	1.1 Use practice-based visual inquiry to explore Aotearoa New Zealand's Maori context and another cultural context. 1.2 Produce a resolved artwork appropriate to established art making conventions. 1.3 Explore Visual Arts processes and conventions to inform their own art making. 1.4 Create a sustained body of related artworks in response to an art making proposition.
Next Step:	Year 12 NCEA Level 2 Visual Art Painting
Parental Contribution:	\$65 Senior Art Pack \$20 Portfolio materials

12ARTP Year 12 NCEA Level 2 Visual Art - Painting

Guideline:	Year 11 Art achievement of more than 12 credits or with the approval of the LAH
The Course:	This course allows students to: - Develop ideas through drawing using different methods - Produce a body of work that shows understanding of art making conventions and ideas within painting.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
8	12					Yes

Next Step:	Year 13 NCEA Level 3 Art - Painting
Parental Contribution:	\$20 Portfolio materials Buy own A3 Visual Diary and restock any supplies they have run out of in Year 11 art pack

13ARTP Year 13 NCEA Level 3 Visual Art - Painting

Guideline:	12 credits in Year 12 Art or with the approval of the LAH
The Course:	This course allows students to: - Use drawing to demonstrate understanding of art making conventions - Use drawing to systematically clarify ideas informed by established practice - Produce a systematic body of work that integrates conventions and regenerates ideas within painting.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
8	14					Yes	Yes

Parental Contribution:	\$20 for portfolio materials Buy own A3 Visual Diary and restock any supplies they have run out of in Year 11 art pack or order a new senior art pack for \$65 via Kindo
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DRAMA

11DRAM Year 11 NCEA Level 1 Drama

Guideline: Year 10 or with the approval of the LAH

The Course: Drama is an active subject, and students are required to participate in a range of practical performance tasks including exploring theatrical styles, techniques, elements and conventions. Being a positive and committed group member is key to success. Students are required to share their own ideas, as well as accept the contributions of others without judgement.

Skills Students develop tools of performance, including voice, body, movement and use of space. They are also able to identify and describe aspects of live performance including the use of technologies and conventions. The creative process provides opportunities for personal growth, increased competence in establishing a role and in communicating as a member or a group.

There is a written component in the assessment tasks also.

Standards

- 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

Next step: Year 12 NCEA Level 2 Drama

Parental Contribution: Nil

12DRAM Year 12 NCEA Level 2 Drama

Guideline: Previous Drama experience, preferably NCEA Level 1 Drama

The Course: This class is based on Level 2 NCEA Achievement Standards. This includes assessment tasks on drama techniques, elements and conventions. Theatre forms are explored as well as devising work. Students will be expected to perform in a number of acting roles to the depth required for Level 2. This means a commitment to the performance in and out of class time.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
18	4	22				Yes

Next step: Year 13 NCEA Level 3 Drama

Parental Contribution: Nil

13DRAM Year 13 NCEA Level 3 Drama

Guideline: Previous Drama experience, preferably NCEA Level 2 Drama

The Course: This class is based on Level 3 NCEA Achievement Standards. This includes assessment tasks on drama techniques, elements and conventions. Theatre forms are explored as well as devising work. Students will be expected to perform in a number of acting roles to the depth required for Level 3. Solo and paired performance is an expectation of this course. Students must show a commitment to developing their performance skills in and out of class time.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
14	4	18		8	13	Yes	Yes

Parental Contribution: Nil

MUSIC

11MUSC Year 11 NCEA Level 1 Music

Guideline:	Year 10 or with the approval of the LAH
The Course:	Year 11 Music provides opportunities for students to build on their skills and knowledge in the area of composition, music in varying contexts, musicianship and performances as well as the influences of Aotearoa. Students are encouraged to work collaboratively and to be involved in musical groups within our school community.
Skills	In Year 11 Music, students learn how to create their own original music and by doing so, develop an understanding of the building blocks of Music. Music making and participation are essential for developing practical and group skills. Students gain confidence in performing before an audience. Analysing, identifying and exploring musical styles with an emphasis on the influences of Aotearoa, are integral components of this course.
Standards	1.1 Use music skills in a music style 1.2 Demonstrate performance skills 1.4 Shape music ideas to create and original composition
Next Step:	Year 12 NCEA Level 2 - Music
Parental Contribution:	Nil

12MUSC Year 12 NCEA Level 2 Music

Guideline:	NCEA Level 1 Music or with the approval of the Head of Arts. Students must play an instrument (voice is an instrument) equivalent to four years' itinerant tuition.
The Course:	This course is a progression from Year 11 Music although students who are experienced musicians or vocalists may undertake this course. A range of Achievement Standards are offered and may include: • Present contrasting performances as a featured soloist • Present a music performance as a member of a group • Compose a selection of music pieces • Create an instrumentation • Second instrument. • Investigate and Aspect of NZ Music and perform Māori Music compositions with expression

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
24	4	8				Yes

Next Step:	Year 13 NCEA Level 3 Music
Parental Contribution:	Nil (unless private instrument tuition is required)

13MUSC Year 13 NCEA Level 3 Music

Guideline:	Year 12 NCEA Level 2 Music minimum of 12 credits. Students must play an instrument (voice is an instrument) equivalent of four years' itinerant tuition.
The Course:	This course offers a variety of Level 3 Achievement Standards. The demands of this course require students to show skill and proficiency in performance, composition and song writing, ensemble skills and research. Topics include: • Present two programmes of music as a soloist - 8 credits • Perform a programme of pieces as a soloist on a second instrument - 4 credits • Demonstrate ensemble skills by performing as part of an ensemble - 7 credits • Compose three original pieces of music - 4 credits • Create two arrangements for an ensemble - 4 credits • Research a music topic - 4 credits • Create three original songs that express imaginative thinking - 8 credits

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
22	4	10			6	Yes	Yes

Next Step:	Tertiary study
Parental Contribution:	Nil (unless private instrument tuition is required)

ENGLISH - Te Reo Ingarihi

Learning Area Head – Ms. M Luyten

Level 1	Level 2	Level 3
English ESOL	English ESOL	English ESOL

ENGLISH

The English learning area is designed to help you build your literacy skills, understand different cultures, and express yourself effectively. It will also help you prepare for the future by giving you the skills you need to communicate effectively in a variety of settings. In English we hope you develop an appreciation of different types of created texts from novels and poetry to films and podcasts.

11ENGL Year 11 NCEA Level 1 English

- The Course:** Throughout this course students will develop the skills of interpreting ideas within and between texts, communicating developed ideas effectively and identifying, describing, explaining and justifying perspectives and interpretations. They will be exposed to a variety of complex texts including Māori and Pasifika literature and gain an understanding of the writer's position through the use of language used, conventions, techniques and contexts
- Standards** Students will be assessed from a range of the standards below:
 1.2 (91926) Develop ideas in writing using stylistic and written conventions
 1.3 (91925) Demonstrate understanding of specific aspects of studied text
 1.4 (91927) Demonstrate understanding of significant aspects of unfamiliar text

Next Step: Year 12 NCEA Level 2 English
Parental Contribution \$11 SmartLab - TBC

12ENGL Year 12 NCEA Level 2 English

Guideline: A.S. 1.2 (91926) or with approval from the LAH

The Course: Year 12 2 NCEA Level 2 English develops students' skills in reading, writing, and critical thinking through the study of a variety of texts, including written, visual, and oral forms. Learners will analyse, respond to, and create texts, deepening their understanding of language, literature, and communication for academic and real-world contexts.

- Standards**
- Internal**
 2.4 (91101) Produce a selection of crafted and controlled writing - 6 credits
 2.7 (91104) Analyse significant connections across texts supported by evidence - 4 credits
 2.9 (91106) Form developed personal responses to independently read texts - 4 credits
 2.10 (91107) Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence - 3 credits
 2.8 (91105) Use information literacy skills to form developed conclusion(s) - 4 credits
- External**
Select from:
 2.1 (91098) Analyse specified aspect/s of studied written text/s supported by evidence - 4 credits
 2.2 (91099) Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence - 4 credits
- Optional:**
 2.3 (91100) Analyse significant aspects of unfamiliar written text/s through close reading, supported by evidence - 4 credits

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	UE Writing	UE Reading	UE Reading OR Writing	Endorsable
21	4	25	Nil	A.S. 2.4 (Int) - 6 A.S. 2.2 (Ext) - 4	A.S. 2.9 (Int) - 4	A.S. 2.1 (Ext) - 4	Yes

Next Step: Year 13 NCEA Level 3 English

Parental Contribution Nil

13ENGL Year 13 NCEA Level 3 English

Guideline: A.S. 2.4 (91101) Writing Portfolio or A.S. 2.1 (91098) Written Text essay or A.S. 2.2 (91099) Visual Text essay

The Course: Year 13 NCEA Level 3 English challenges students to engage critically and creatively with complex texts, refining their analytical, writing, and communication skills. Through in-depth study and independent inquiry, learners will explore diverse perspectives and the nuances of language to prepare for further study and active participation in society.

Standards Internal

3.4 (91475) Produce a selection of fluent and coherent writing - 6 credits

3.7 (91478) Respond critically to significant connections across texts, supported by evidence - 4 credits

3.9 (91480) Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence - 3 credits

Select from:

3.5 (91476) Create a fluent and coherent visual text which develops, sustains and structures ideas using verbal and visual features - 3 credits

3.6 (91477) Create a fluent and coherent oral text which develops, sustains, and structures ideas - 3 credits

External

3.1 (91472) Respond critically to specified aspect/s of studied written text/s, supported by evidence - 4 credits

Optional:

3.2 (91473) Respond critically to significant aspect(s) of studied visual or oral text(s), supported by evidence

3.3 (91474) Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence - 4 credits

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	UE Writing	UE Reading	UE Reading OR Writing	Endorsable
16	4	20	Nil	A.S. 3.4 (Int) - 6	Nil	A.S. 3.1 (Ext) - 4	Yes

Parental Contribution Nil

ESOL (ENGLISH FOR SPEAKERS OF OTHER LANGUAGES)

11ESOL Year 11 NCEA Level 1 ESOL

Guideline: Placement into courses is decided by the ESOL teacher

The Course: This course is designed for students with English as a second language who may, but not necessarily, have difficulty in the mainstream classroom.

The course outline as follows:

- ESOL classes prepare students for Level 1 English Language Unit Standards
- There is provision for students to move to higher levels as they progress
- Assistance with mainstream class material, in relation to English language, can be given when needed or required

Students who participate in this course will be provided with an individual education programme.

Next Step: Year 12 NCEA Level 2 ESOL

Parental Contribution Nil

12ESOL Year 12 NCEA Level 2 ESOL

Guideline: Placement into courses is decided by the ESOL teacher

The Course: This course is designed for students with English as a second language who may, but not necessarily, have difficulty in the mainstream classroom.

The course outline as follows:

- ESOL classes prepare students for Level 2 English Language Unit Standards
- There is provision for students to move to higher levels as they progress
- Assistance with mainstream class material, in relation to English language, can be given when needed or required

Students who participate in this course will be provided with an individual education programme.

Next Step: Year 13 NCEA Level 3 ESOL

Parental Contribution Nil

13ESOL Year 13 NCEA Level 3 ESOL

Guideline: Placement into courses is decided by the ESOL teacher

The Course: This course is designed for students with English as a second language who may, but not necessarily, have difficulty in the mainstream classroom.

The course outline as follows:

- ESOL classes prepare students for Level 3 English Language Unit Standards
- There is provision for students to move to higher levels as they progress – Level 4
- Assistance with mainstream class material, in relation to English language, can be given when needed or required

Students who participate in this course will be provided with an individual education programme.

Parental Contribution Nil

LEARNING LANGUAGES - Ngā Reo

Learning Area Head – Ms. M Luyten

Level 1	Level 2	Level 3
Te Reo Māori	Te Reo Māori	Te Reo Māori

TE REO MĀORI

11MAOR

Year 11 NCEA Level 1 Te Reo Māori

Guideline:

Year 10 Te Reo Māori or in consultation with LAH/TIC

The Course:

Students will learn to converse with Te Reo Māori in familiar social situations, use basic Māori language patterns spontaneously and show a willingness to experiment with new language and read independently. They will learn to write short passages, personal letters and simple formal letters in Te Reo Māori. Students will learn to become increasingly confident in using a range of strategies for learning Te Reo Māori and for communicating with others in predominantly Māori social contexts. This course involves a combination of Unit Standards and Achievement Standards. The following topics will be covered.

- Te Ao Taiohi (the teenage world)
- Kei te Kainga (at home)
- Kei te Kura (at school)
- Hui/marae (at the marae)

Standards

- 1.1 - Ka tautohu ngā ākonga i ētahi pānga o mua ki te mauri ora o te reo
- 1.2 - Ka whakamahi ngā ākonga i ngā momo āhuatanga o te reo e rere ai te reo
- 1.3 - Ka tautohu ngā ākonga i ētahi mātāpono Māori kei roto i te reo
- 1.4 - Ka whakaatu ngā ākonga i te maramatanga ki te tika o te reo

Next Step:

Year 12 NCEA Level 2 Te Reo Māori

Parental Contribution:

\$20 Ngā Manu Kōrero, \$21 Education Perfect

12MAOR

Year 12 NCEA Level 2 Te Reo Māori

Guideline:

NCEA Level 1 Te Reo Māori or in consultation with LAH/TIC

The Course:

Students will learn to participate in general conversation with speakers of Te Reo Māori, understand some of what is said and contribute relevant comments. They will learn to explain and discuss their own ideas and opinions and use Te Reo Māori creatively, read a variety of authentic Te Reo Māori materials and write expressively. Students will use a range of strategies to help them learn Te Reo Māori effectively and demonstrate a high level of fluency for a learner of Te Reo Māori as a second language.

The following topics will be covered extending on from NCEA Level 1:

- Te Ao Taiohi (the teenage world)
- Kei te Kainga (at home)
- Kei te Kura (at school)
- Hui/marae (at the marae)
- Elements of Māori Performing Arts

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
10	12	22				Yes

Next Step:

Year 13 NCEA Level 3 Te Reo Māori

Parental Contribution:

\$20 Ngā Manu Kōrero, \$21 Education Perfect

13MAOR**Year 13 NCEA Level 3 Te Reo Māori****Guideline:
The Course:**

NCEA Level 2 Te Reo Māori

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:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
10	12	22				Yes

Parental Contribution: \$20 Ngā Manu Kōrero, \$21 Education Perfect

MATHEMATICS - Pāngarau

Learning Area Head – Mrs Horne

Level 1	Level 2	Level 3
Mathematics Mathematical Studies	Mathematics Mathematical Studies	Mathematics with Statistics Mathematics with Calculus

MATHEMATICS

11MATH Year 11 NCEA Level 1 Mathematics

Guideline:
The Course:

Year 11 Mathematics consists of a combination of internal/externally assessed achievement standards from the following:

Standards

- 1.1 Explore data using a statistical enquiry process
- 1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific
- 1.4 Demonstrate mathematical reasoning

Next Step: Year 12 NCEA Level 2 Mathematics or Year 12 NCEA Level 2 Mathematical Studies
Parental Contribution: Homework book approximately \$20

12MATH Year 12 NCEA Level 2 Mathematics

Guideline: Achievement grade in AS1.4 - demonstrate mathematical reasoning
The Course: The course outline:

- Apply graphical models in solving problems
- Apply calculus methods in solving problems
- Apply trigonometric relationships in solving problems
- Apply probability methods in solving problems
- Apply systems of equations in solving problems
- Apply coordinate geometry methods in solving problems

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
11	9		20			Yes

Next Step: Year 13 NCEA Level 3 Mathematics with Calculus, Level 3 Mathematics with Statistics
Parental Contribution: Workbook approximately \$20

MATHEMATICAL STUDIES

11MTSD Year 11 NCEA Level 1 Mathematical Studies

Guideline:
The Course:

Year 11 Mathematical Studies consists of a combination of internal/externally assessed achievement standards as follows:

Standards

- 1.1 Explore data using a statistical enquiry process
- 1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific
- 1.3 Interpret and apply mathematical and statistical information in context

Next Step: Year 12 NCEA Level 2 Mathematical Studies
Parental Contribution: Workbook approximately \$20

Guideline: Achievement grade in AS1.3 - Interpret and apply mathematical and statistical information in context OR Achievement grade in AS1.1 - Explore data using a statistical enquiry process

The Course: The course is designed as a 'light' Level 2 course, for those who need some Mathematics for their career or to support their Vocational Pathway. It is NOT an 'alternative' option. The emphasis is on statistical techniques, as it can form a pathway to Level 3 Statistics. The course is taught at achieved level, though students may gain credits at Merit or Excellence.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
13	4		17			Yes

Next Step: The course provides a good foundation for those students requiring Level 2 Mathematics for a career (for example police entrance exams). It can provide entry to the Level 3 Mathematics with Statistics course (although Level 2 Mathematics is the preferred route).

Parental Contribution: Workbook approximately \$10

Mathematics with Calculus

13MATC**Year 13 NCEA Level 3 Mathematics with Calculus**

Guideline: NCEA Level 2 Achievement grade in Calculus AS2.7

The Course: The course is designed as a continuation of the study of Year 12 Mathematics with a particular emphasis on Calculus.
The general outline is as follows:

- Apply differentiation methods in solving problems
- Apply integration methods in solving problems
- Apply trigonometric methods in solving problems
- Apply the geometry of conic sections to solve problems
- Critical Path Analysis.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
9	12		21			Yes	Yes

Next Step: This course supports a range of university level courses, e.g. Mathematics, Engineering, Physics, Economics, etc

Parental Contribution: Workbook approximately \$15. A graphical calculator is also highly recommended.

Mathematics with Statistics

13MATS**Year 13 NCEA Level 3 Mathematics with Statistics**

Guideline: NCEA Level 2 Achievement grade in Probability AS 2.12

The Course: The course is designed as a continuation of the study of Year 12 Mathematics with a particular emphasis on Statistics.
The general outline is as follows:

- Investigate times series data
- Investigate bivariate measurement data
- Apply systems of simultaneous equations in solving problems
- Apply probability concepts in solving problems
- Apply probability distributions in solving problems.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
11	8		19			Yes	Yes

Next Step: This course supports a range of university level courses, e.g. Mathematics, Psychology, Forestry, etc

Parental Contribution: Workbook approximately \$15
A graphical calculator is also highly recommended

HEALTH, HOME ECONOMICS, OUTDOOR EDUCATION & PHYSICAL EDUCATION – Learning Area Head – Ms. Quinonez

Level 1	Level 2	Level 3
Health Studies Hospitality Physical Education	Health Home Economics Outdoor Education Physical Education	Health Home Economics Outdoor Education Physical Education

HEALTH

11HOSP Year 11 NCEA Level 1 Hospitality

Guideline: None

The course Timaru Girls' High School is fully accredited to offer Hospitality standards. Our Hospitality program is designed in collaboration with EATucation who utilises New Zealand's leading restaurants and chefs to provide an industry connection at each step of the way. Each unit standard will look at and assess the various skills and knowledge unique to the unit of work undertaken. These courses prepare students for the demands of the workplace in the Hospitality industry. The whole course is internally assessed.

Standards Topics covered include:

- Frying and Grilling
- Fruit and Vegetables
- Hot Finger Food
- Mocktails
- Knife care, Use, Storage, and Carrying
- Cakes, Sponges, and Scones
- Eggs and Cheese
- Sauces and Soups
- Terminology

Standards Internal - 25 credits

Next Steps: Level 2 and level 3 Hospitality (offered as ARA dual enrolment)

Parental Contribution: \$150

11HEST Year 11 NCEA Level 1 Health Studies

Guideline: Achievement in Year 10 Physical Education and Health

Course Students build on knowledge and understanding of topics covered in Year 9 and 10 Health. Health Studies is about engaging in Key Areas of Learning — Mental Health, Food and Nutrition, and Relationships and Sexuality in relation to hauora (wellbeing) and the health and wellbeing of individuals, whānau, and communities. It is about the complex interconnections between the physical, mental, emotional, social, and spiritual dimensions of people's lives.

Standards

- 1.1 Understanding hauora (wellbeing) through the application of health models
- 1.2 Understanding decision-making processes in health-related situations
- 1.3 Understanding personal, interpersonal and societal factors that influence hauora
- 1.4 Understanding strategies that enhance hauora

Next Steps: Year 12 NCEA Level 2 Health

Parental Contribution: Nil

12HEED**Year 12 NCEA Level 2 Health****Guideline:**

15 credits in Level 1 Health

The Course:

Students will further develop and demonstrate their understanding of influences on their wellbeing, develop understanding of issues facing adolescents and enhance their critical thinking with selected health issues.

Topics include:

- Action plan to enhance student wellbeing
- Managing change and understanding resilience
- Adolescent health issues
- Issues related to gender and sexuality

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
15	5	20				Yes

Next Step: Year 13 NCEA Level 3 Health

Parental Contribution Nil

13HEED**Year 13 NCEA Level 3 Health****Guideline:**

15 credits in Level 2 Health

The Course:

This course requires students to conduct individual research on a variety of health related topics. Students will develop their research and analysis skills through investigating current health issues, ethical dilemmas and health practices in New Zealand and internationally. Students will develop their interest in individual and community wellbeing in regards to health promotion.

Topics include:

- Analyse a New Zealand health issue
- Evaluate health practices used in NZ
- Analyse international health issues
- Analyse a current ethical dilemma in NZ

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
14	5	19		5	19	Yes	Yes

Parental Contribution Nil

HOME ECONOMICS**12HOME****Year 12 NCEA Level 2 Home Economics****Guideline:**

Preference will be given to students with 10 Level 1 credits from Health Studies at Merit level

The Course:

This course will further develop students' knowledge of food and nutrition, Hauora and health promotion. There is a focus on food sustainability in food purchase and preparation. Students will explore attitudes and values that influence their own and society's wellbeing. Practical food preparation using a sustainable approach is an important part of this course. This course is suitable for students interested in nutrition, hospitality and health careers.

Topics may include:

- Evaluate sustainable food-related practices
- Analyse issues related to the provision of food for people with specific needs
- Analyse beliefs, attitudes and practises related to a nutritional issue for families in New Zealand
- Analyse the relationship between wellbeing, food choices and determinants of health.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
15	4			4		Yes

Next Step: Year 13 NCEA Level 3 Home Economics

Parental Contribution: \$150

13HOME**Year 13 NCEA Level 3 Home Economics****Guideline:
The Course:**

Preference will be given to students with 10 Level 2 credits from Home Economics at Merit Level. This course will continue to develop students' knowledge of food and nutrition, hauora and health promotion. They will analyse attitudes and values that influence their own and society's wellbeing and develop strategies to improve the whole community. Practical food preparation is an important part of this course. This course is suitable for students interested in nutrition careers.

Topics include:

- Investigate the influence of multinational food corporations on eating patterns in New Zealand
- Investigate a nutritional issue affecting the wellbeing of New Zealand society
- Implement an action plan to address a nutritional issue affecting the wellbeing of New Zealand society
- Analyse the influences of food advertising on wellbeing.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
15	4			4		Yes	Yes

Parental Contribution: \$150

OUTDOOR EDUCATION

12OUTE**Year 12 NCEA Level 2 Outdoor Education****Guideline:
The Course:**

Nil

This course has been designed to include the more practical components of Physical Education in an outdoor setting. Through leading other students, they will further develop their understanding of wellbeing and have the opportunity to develop their own and other students' wellbeing. Students will also develop their own and other student's outdoor specific skills. This course is aimed at developing both interpersonal skills and physical skills. The course has been designed to allow two pathways for students to follow:

- Achievement Standards
- or Unit Standards
- or a mixture of both

Topics include:

- Performance of a physical activity
- Skills for the New Zealand Bush
- Demonstrate knowledge and skills in specific activities such as paddle boarding and skiing
- Analyse the application of risk management strategies to a challenging outdoor activity
- Examine the implementation and outcome(s) of a physical activity event or opportunity
- Analyse group processes
- Demonstrate social responsibility during Outdoor Education activities

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
(AS) 16 (US) 10		13				Yes

Next Step: Year 13 NCEA Level 3 Outdoor Education

Parental Contribution: Overall estimate approximately \$450

13OUTE Year 13 NCEA Level 3 Outdoor Education

Guideline: Nil

The Course: This course builds on content from Level 2 Outdoor Education and has been designed to include the more practical components of Physical Education in an outdoor setting. Students will develop their own and other students' outdoor specific skills while developing safety, interpersonal and physical skills. The course has been designed to allow two pathways for students to follow:

- Achievement Standards (AS)
- Or Unit Standards (US)
- Or a mixture of both

Topics include:

- Performance of a physical activity
- Safety management in an outdoor environment
- Examine contemporary leadership strategies
- Devise strategies for a physical activity outcome
- Education for sustainability

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
(AS) 19 (US) 20		16	9		4	Yes	Yes

There will be three major trips throughout the year. These include:

- Paddle boarding and Mountain Biking trip
- Tramping trip
- Ski trip

Location to be confirmed for these trips.

Parental Contribution: Overall estimate approximately \$450

PHYSICAL EDUCATION

11PHED Year 11 NCEA Level 1 Physical Education

Guideline: Achievement and involvement in Year 10 PE and Health

The Course: This course looks at understanding physical activity in relation to overall wellbeing and the structure and function of the body. Interpersonal skills and self-management skills are taught and assessed in both physical and outdoor environments. Course content could be subject to change depending on learners' needs and class size.

Topics include:

- How the body works – anatomy, biomechanics and exercise physiology
- Involvement in a variety of activities to improve hauora
- Sport Education
- Participating and contributing
- Interpersonal skills
- Movement and wellbeing

Skills

Standards

- 1.1 Apply movement strategies in an applied setting.
- 1.2 Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies
- 1.3 Demonstrate understanding of the influence of a personal movement experience on wellbeing/hauora.

Next Step: Year 12 NCEA Level 2 Physical Education

Parental Contribution: Nil

12PHED Year 12 NCEA Level 2 Physical Education

Guideline: 14 credits in Level 1 Physical Education. Achievement in 90963

The Course: This course builds on content from Level 1 and requires students to apply knowledge in both practical and theory settings. Students further develop and apply their knowledge of biophysical principles through the analysis of performance. Students will develop their leadership skills and have the opportunity to coach primary school students. Course content could be subject to change depending on learners' needs and class size.

Topics include:

- Analysis of biophysical principles – anatomy and biomechanical, motor learning and sports psychology in relation to performing a range of physical activities
- Learn and apply training methods and principles to a training programme
- Plan, apply and evaluate leadership strategies
- Performance of a physical activity
- Demonstrate social responsibility in class, school and wider community.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
19		13				Yes

Next Step: Year 13 NCEA Level 3 Physical Education or Year 13 NCEA Level 3 Outdoor Education

Parental Contribution: Activities \$30

13PHED Year 13 NCEA Level 3 Physical Education

Guideline: 14 credits in Level 2 Physical Education. Achievement in 91328/91329

The Course: This course is designed for preparation into tertiary study. Students will have the opportunity to conduct individual research and critically evaluate findings and performances. They will develop their goal-setting skills through participating and evaluating their own individualised training programme. Course content could be subject to change depending on learners' needs and class size.

Topics include:

- Evaluate physical activity experiences and devise strategies for lifelong wellbeing
- Complete and evaluate an individual training programme
- Analysis of performance using biophysical principles
- Performance of physical activity
- Examine a current physical activity event, trend, or issue and its impact on New Zealand society.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
20		12	9		4	Yes	Yes

Parental Contribution: Activities \$30

SCIENCE - *Pūtaiao*

Learning Area Head – Mrs Lincoln

Level 1	Level 2	Level 3
Science Agricultural Science	Agricultural Science Life Science Biology Chemistry Physics	Agricultural Science Life Science Biology Chemistry Physics

SCIENCE

11SCIE Year 11 Level 1 Science

Guideline:	None
The Course:	The Level 1 science course covers a number of different science strands from Biology, Chemistry and Physics. It is a great subject choice if you want to learn more about how the world we live in works. The course has both written and practical components, with lots of opportunities for experiments! It also provides a great foundation if you are interested in taking any specialised science courses at Level 2 and 3. You can also take this with Level 1 Agriculture.
Skills	Science involves testing ideas, gathering evidence so that we can think critically about the world around us. Students do this by making observations, carrying out investigations, modelling, and communicating ideas.
Standards	Chem Bio 1.2 Demonstrate understanding of chemical reactions in context (6 credit Internal) Science 1.1 Demonstrate understanding of a science-informed response to a local issue (5 credit Internal) Science 1.2 1.3 Demonstrate understanding of the use of a range of scientific investigative approaches in a context (5 credit Internal) Science 1.4 Apply science thinking to scientific claims and how they are communicated (5 credit External)
Next Step:	Level 2 Life Science, Level 2 Biology, Level 2 Chemistry, Level 2 Physics, Level 2 Agricultural Science
Parental Contribution:	Workbook approximately \$25

AGRICULTURAL SCIENCE

11AGSC Year 11 Level 1 Agricultural Science

Guideline:	None
The Course:	This subject focuses on primary production systems in Aotearoa New Zealand. students will learn about the science and technology involved in the sustainable production of primary products.
Skills	Learning in Agricultural and Horticultural Science develops students' understanding of the interconnectedness of all aspects of the growing environment, which includes people, soils, water, climate, plants, and animals.
Standards	1.1 Demonstrate understanding of a life process and how it is managed in a primary production system 1.2 Demonstrate understanding of factors that influence the purpose and location of primary production 1.3 Demonstrate understanding of how soil properties are managed in a primary production system 1.4 Demonstrate understanding of sustainability considerations that influence primary production management practices
Next Step:	Year 12 NCEA Level 2 Agricultural Science
Parental Contribution:	Cost to be advised at the start of the year for workbook & trips

12AGSC Year 12 NCEA Level 2 Agricultural Science

Guideline: None

The Course: The course is designed to help students to develop an understanding of the science and technology and management practices that make primary production systems economically and environmentally sustainable. The course offers a number of optional achievement standards to allow students to pursue areas of interest. Students are expected to complete a total of 16-20 credits.

Topics available include:

- Livestock reproductive techniques
- Livestock management practices
- Livestock behaviour and management
- Land use in Primary Production
- Extended practical Agricultural or Horticultural investigation
- Environmental impact of Primary Production

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
16	8	20	4			Yes

A number of these standards are optional each student will complete 16-20 credits

Next Step: Year 12 NCEA Level 2 Agricultural Science

Parental Contribution: Cost to be advised at the start of the year for workbook & trips

13AGSC Year 13 NCEA Level 3 Agricultural Science

Guideline: None

The Course: The course is designed to help students to develop their ability to apply economic considerations and management practices to primary production processes to ensure marketable, environmentally sustainable primary products. Students are expected to complete a **total of 16-20 credits**. Topics available include standards from both Agricultural Science and Agribusiness:

- Carry out an investigation into an aspect of a NZ primary product or its production.
- Research and report on the impact of factors on the profitability of a NZ primary product.
- Demonstrate understanding of how the production process meets the market requirements for a NZ primary product/s.
- Analyse a NZ Primary Production environmental issue.
- Demonstrate understanding of how market forces affect supply of and demand for NZ primary products.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
10	14	24*	15*	14*	14*	Yes	Yes

A number of these standards are optional each student will complete 16-20 credits, * depending on standards selected

Parental Contribution: Cost to be advised at the start of the year for workbook & trips

LIFE SCIENCE

12LIFE

Year 12 Level 2 Life Science

Guideline:

None

The Course:

Life Science combines different Sciences (Biology, Chemistry, Physics and Earth & Space) to provide an internally based course. The course is designed for students who have a general interest in Science and want to keep their options open. During the year a range of topics can be covered depending on the interests of the students. The course will select 16-20 credits from a range of possible achievement standards. Assessments available include:

- HPV vaccinations,
- crumple zones in cars,
- plastic rubbish in the oceans,
- emperor penguins in Antarctica,
- The Chemistry of hair dye,
- Biological adaptations of mammals,
- New Zealand native species &
- Mount Ngāuruhoe

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
24	N/A					No
* Depending on standards selected						

Next Step:

Level 3 Life Science course

Parental Contribution:

None

13LIFE

Year 13 NCEA Level 3 Life Science

Guideline:

None

The Course:

This course combines different Sciences (Biology, Chemistry, Physics and Earth & Space) to provide an internally based course at Level 3. It is a UE subject if 14 Level 3 Science credits are completed. During the course a range of assessments can be covered depending on the interests of the students. Some of the topics available include: protection of the Ross Sea, space exploration of Mars, the Geology of the Alpine Fault, should Aotearoa remain nuclear free, Chemistry of plastics, childhood vaccinations, genetic engineering & selective breeding.

- The course is designed for students who have a general interest in Science and want to keep their options open. The course will select 16-20 credits from a range of possible achievement standards.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
24				2**	15**	No
UE approved course if 14 credits are achieved						
* Depending on standards selected						

Parental Contribution:

none

BIOLOGY

12BIOL Year 12 Level 2 Biology

Guideline: None

The Course: This course focuses on students investigating and developing their understanding of the living world. Students will be provided with opportunities to develop their scientific skills through practical investigations and data collection, analysis and presentation.

Topics covered include:

- Ecology
- Genetics and Evolution
- Cells and Cell Structure
- Gene Expression
- Evaluating Biological information available to the public

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
11	12	19	4			Yes

Next Step: Year 13 NCEA Level 3 Biology

Parental Contribution: Field trip approximately \$5 and workbooks \$25, will be confirmed at the start of the year.

13BIOL Year 13 NCEA Level 3 Biology

Guideline: None

The Course: Emphasis is placed on the development of intellectual and practical skills which are fundamental to an understanding of biological sciences. The course seeks to lay a firm foundation for those advancing to tertiary studies in Biology.

Topics covered include:

- Animal Behaviours and Plant Responses
- Biotechnology
- Human Evolution
- Homeostasis
- Socio-Scientific Issues

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
9	9	18		12	18	Yes	Yes

Parental Contribution: Approximately \$25 for the workbook and \$50 for the field trip, will be confirmed at the start of the year

12CHEM Year 12 NCEA Level 2 Chemistry

Guideline: None

The Course: Everything in the universe is made up of chemicals – from seawater to students, from makeup to medicines, from iPhones to ice cream. Chemistry is the study of substances and the changes these substances can undergo. An understanding of Chemistry is required by many career pathways, and this subject is a Guideline for many university degrees and courses. Level 2 Chemistry is essential in order to study Level 3 Chemistry.

Topics covered include:

- Atomic Structure and Bonding and Heat of Reactions
- Oxidation Reduction Reactions
- Chemical Analysis
- Organic Chemistry
- Acid Base Chemistry

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
10	13	13	4			Yes

Next Step: Year 13 NCEA Level 3 Chemistry

Parental Contribution: Workbook approximately \$25

13CHEM Year 13 NCEA Level 3 Chemistry

Guideline: None

The Course: Many careers including medicine, pharmacy, nursing, winemaking, veterinary science, biochemistry, environmental science and many others require a study of Chemistry. This course is designed for those who have taken Level 2 Chemistry as most of the standards expect prior knowledge and skills from Level 2.

Topics covered include:

- Oxidation Reduction Chemistry
- Organic Chemistry
- Aqueous Systems
- Atomic Structure

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
9	10*			7	3	Yes	Yes

* Extra external credits may be offered for those who are going on to university Chemistry

Parental Contribution: Workbook approximately \$25

PHYSICS

12PHYS

Year 12 NCEA Level 2 Physics

Guideline:

None

The Course:

This course focuses on students investigating and developing their understanding of the physical world. Students will be provided with opportunities to develop their scientific skills through practical investigations and data collection, analysis and presentation. Physics is an important subject to study for multiple career options and is essential for engineering.

Topics covered include:

- Mechanics
- Light and Waves
- Electricity
- Atoms
- Measurement

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
7	16	23	20			Yes

Next Step:

Level 3 Physics

Parental Contribution:

Workbook approximately \$25

13PHYS

Year 13 Level 3 Physics

Guideline:

None

The Course:

This course builds on the Year 12 Physics course and continues to develop students' understanding of the physical world. Students will be provided with opportunities to further develop their scientific skills through practical investigations and data collection, analysis and presentation. Physics is an important subject to study for multiple career options and is essential for engineering.

Topics covered include:

- Waves
- Mechanics
- Atoms
- Electricity
- Measurement

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
7	16				3	Yes	Yes

Parental Contribution:

Workbook approximately \$25

SOCIAL SCIENCES - *Tikanga-a-iwi*

Learning Area Head – Ms S Robinson

Level 1	Level 2	Level 3
Commerce Geography History	Accounting Economics Geography History Tourism	Accounting Economics Geography History Tourism

COMMERCE

11ACCO Year 11 Level 1 Commerce

Guideline:	Nil
Course Summary	Commerce is an essential part of life, it's all around us perhaps without us even realising. From the money we earn, the taxes we pay to how we save and spend our hard earned dollars, knowledge about commerce is essential to ensure financial security. By developing an understanding of how businesses and products influence our choices and what factors affect businesses students gain knowledge of the financial world and how they can influence their place in it. Money does indeed make the world go round; we can't live without it. With a good sound understanding of finance and business we are empowered to make good choices for ourselves and our future.
Skills	Researching, problem solving, creativity and working as part of a team are skills gained from being involved in commerce. Students will learn how to prepare and read a budget, become familiar with financial terminology and plan an event from a business perspective
Standards	1.1 Demonstrate an understanding of an organisation's financial decision making 1.2 Demonstrate an understanding of price determination for an organisation 1.4 Demonstrate an understanding of how an organisation's financial viability is affected by an event
Next Step:	Year 12 NCEA Level 2 Accounting
Parental Contribution:	Nil

ACCOUNTING

12ACCO Year 12 NCEA Level 2 Accounting

Guideline:	
The Course:	Year 12 Accounting course aims to: - Promote knowledge and understanding of accounting as a financial language for businesses - Develop essential skills in a range of financial contexts - Apply financial knowledge and skills to practical situations.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
14	9	11	19			Yes

Next Step:	Year 13 NCEA Level 3 Accounting
Parental Contribution:	Workbook, approximately \$35 3 column cash paper provided by school as now hard to get \$12

13ACCO Year 13 NCEA Level 3 Accounting

Guideline: Year 12 Accounting External

The Course: Year 13 Accounting course aims to enable students to further their financial literacy by gathering an understanding of partnerships and companies and the accepted accounting practices in force in New Zealand. There is also work experience offered in this subject. Skills gained in this subject are directly transferable into a range of jobs upon leaving school and beyond

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
13	9	13	22	5	5	Yes	Yes

Parental Contribution: Workbooks, approximately \$35
3 column cash paper provided by school as now hard to get \$12

ECONOMICS

12ECON Year 12 NCEA Level 2 Economics

Guideline:

The Course: Year 12 Economics course aims to look at the economic issues in the New Zealand economy:

- Economic growth
- Inequality
- Inflation
- Unemployment.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
10	8	18	4	8	10	Yes

Next Step: Year 13 NCEA Level 3 Economics

Parental Contribution: Workbook, approximately \$25

13ECON Year 13 NCEA Level 3 Economics

Guideline: Year 12 Economics is preferable

The Course: Year 13 Economics course aims to enable students to attain a level of economic literacy and understanding which will allow them to develop a continuing interest in contemporary economic issues. The skill of reasoning clearly by means of analytical techniques allows students to present and interpret economic data and arguments in a clear, coherent manner.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
10	4	14		14	18	Yes	Yes

Parental Contribution: Workbook, approximately \$25

HISTORY

11HIST Year 11 NCEA Level 1 History

Guideline: Nil

The Course: History is a subject that helps students understand the present by looking into the past and making connections between what has been and how this has influenced the way things are. It's not all about names and dates, it's about the narratives of real people who lived and their interactions with others in different settings. History illuminates the present with the knowledge of the past.
Kia whakatōmuri te haere whakamua- I walk backward into the future with my eyes fixed on my past.

Skills History is a research-led discipline. Where students will engage with historical sources from all types of origins. Students learn to apply critical analysis in an appropriate manner to these sources to fully understand them and their usefulness in the 21st century. Students will also develop the ability to show empathy and understand events in context. Skills developed also include developing an understanding of perspectives and being able to relate to how these perspectives were formed. The skill of questioning information and the tools to analyse this information for its validity and reliability are also essential in History.

Standards

- 1.1 Engage with a variety of primary sources in a historical context.
- 1.2 Demonstrate understanding of the significance of a historical event.
- 1.3 Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand
- 1.4 Demonstrate understanding of perspectives on a historical context.

Next Step: Year 12 NCEA Level 2 History

Parental Contribution: Approximately \$50 for field trip transport.

12HIST Year 12 NCEA Level 2 History

Guideline: 12 credits Level 1 History or 12 credits Achievement Standards English. Consideration will be given for literacy from Level 1 Media English.

The Course: History is a subject that is dynamic and exciting. It will help to fire students' curiosity and imagination. History prepares students for the future by equipping them with knowledge and skills that are valuable and useful throughout their life. It will provide them with the opportunity to give clear oral and written presentations. Students will learn to process and synthesize varied and interesting materials. The internal assessments are based around a study of the Otago gold rushes and a field trip to the Central Otago area.

Topics could include:

- Origins of WWI
- Conflict in Vietnam
- Russian Revolution

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
9	9			9	18	Yes

Next Step: Year 13 NCEA Level 3 History

Parental Contribution: Recommended field trip to the Goldfields of Otago
Travel/accommodation approximately \$180 - \$200

13HIST Year 13 NCEA Level 3 History

Guideline: Minimum of 10 credits in Level 2 History or English/Media English

The Course: History is a subject that is dynamic and exciting. It will help to fire students' curiosity and imagination. History prepares students for the future by equipping them with knowledge and skills that are valuable and useful throughout their life. It will provide them with the opportunity to give clear oral and written presentations. Students will learn to process and synthesize varied and interesting materials. The internal assessments could be based around a field trip.
Topics could include: Aspects of Modern History.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
15	4			4	19	Yes	Yes

Parental Contribution: \$150 (approximately) for a field trip

11GEOG Year 11 NCEA Level 1 Geography

Guideline Nil

The Course: Geography is like being a cool detective in the world of te taiao, the awesome environment all around us! We'll find out "What Is Where, Why There, and Why Care?" to understand places better. Te taiao includes rivers, mountains, people, and more, all connected in an epic web. Geography isn't just about boring facts; it is a way to find out more about the world we live in. Geography will open your mind, solve problems, and make you a global thinker.

Skills In Geography, students conduct hands-on investigations about the environment and human activities. This helps students to understand patterns, processes, relationships, interactions, and changes in the environment. Students learn to think spatially and use maps and visuals, and inquiry process to gather, analyse, and present information. This helps students to understand patterns, processes, relationships, interactions, and changes in the environment.

Standards 1.1 Demonstrate understanding of the spatial distribution of a phenomenon and its impacts on place - Tropical Rainforests
1.2 Explore an environment using data - Wetlands Around Timaru
1.4 Demonstrate understanding of decision-making in response to a geographic challenge in the wider

Next Step: Year 12 NCEA Level 2 Geography

Parental Contribution: Approximately \$10 for field trip transport.

12GEOG Year 12 NCEA Level 2 Geography

Guideline: NCEA Level 1, Level 1 Literacy, Level 1 Numeracy

The Course: The objective of this course is to use a variety of topics to investigate how people interact with and change the environment around them. Year 12 Geography is suitable for students who enjoy have an interest in the world around them and leads on to 13 Geography.

Topics covered include:

- Natural Environments
- Geographic Research
- Contemporary New Zealand Geographic Issues
- Global Geographic Topics
- Urban Patterns
- Geographic Skills and Concepts

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
14	4	18	5	4	4	Yes

Next Step: Year 13 NCEA Level 3 Geography

Parental Contribution: Geographic Skills workbook approximately \$20
Approximately \$140 for field trip accommodation and transport

13GEOG**Year 13 NCEA Level 3 Geography****Guideline:**

NCEA Level 2

The Course:

Year 13 Geography explores how people interact with natural and cultural environments. Students investigate natural and cultural environments, contemporary geographic issues, analyse patterns and processes and carry out geographic research. The course builds critical thinking, data interpretation and research skills to prepare students for further study or careers in areas such as urban planning, environmental science, policy analysis, disaster management and resource management.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
14	8	22	5	8	17	Yes	Yes

Parental Contribution: \$10 for field trip transport

\$20 for workbooks

TOURISM

Timaru Girls' High School is fully accredited to offer the New Zealand Certificate in Tourism (Introductory Skills). This is a 50 credit Level 2 qualification that students can complete over Years 12 and 13 Tourism.

Both the Year 12 and 13 Tourism courses are designed to introduce students to the range of skills that are required within the Tourism industry. Each Unit Standard will look at and assess the various skills and knowledge unique to the unit of work undertaken. Students will learn through a variety of methods including individual and group work as well as the use of ICT. This course prepares students for the demands of the workplace in the Tourism industry. The whole course is internally assessed.

12TOUR**Year 12 NCEA Level 2 Tourism****Recommended prior learning**

Level 1 Literacy and Numeracy

The Course:

Topics covered include:

- World tourist destination and New Zealand tourist destinations.
- Tourist characteristics and needs.
- Social, cultural, and environmental impacts of tourism.
- Types of tourism businesses.
- Tourism work roles and skills for a tourism workplace.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
33						No

Next Step:

Year 13 NCEA Level 3 Tourism

Parental Contribution:

\$50 for field trips and activities

13TOUR**Year 13 NCEA Level 3 Tourism****Recommended prior learning:**

Level 1 Literacy and Numeracy

The Course:

Topics covered include:

- New Zealand as a tourist destination
- Australia as a tourist destination
- Pacific Island countries as a tourist destination
- Economic, social- cultural and environmental impacts of tourism

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
31							No

Parental Contribution:

\$50 for field trip and activities

TECHNOLOGY - *Hangarau*

Learning Area Head — Mrs T Lissington

Level 1	Level 2	Level 3
Design & Visual Communication Digital Technologies (TBHS) Materials Technology	Design & Visual Communication Digital Technologies (TBHS) Materials Technology	Design & Visual Communication Digital Technologies (TBHS) Materials Technology

DESIGN & VISUAL COMMUNICATION (DVC)

11DEST Year 11 NCEA Level 1 Design & Visual Communication (DVC)

Guideline: Year 10 DVC, or with the approval of the LAH
Course summary: Design and Visual Communication includes design thinking, visual communication, and design heritage. It includes product design and spatial design. Learners develop skills to create purposeful outcomes, considering ethics and cultural impacts. Engagement, experimentation, and reflection foster confidence and ethical responsibility in designing for people and places.

- Skills**
- Examining the requirements of a design brief
 - Researching and selecting information from a variety of sources
 - Developing and producing ideas through sketching and rendering
 - Creating models to test designs
 - Clearly presenting the necessary information for a design
 - Using Adobe Creative Suite (e.g. Photoshop, InDesign, Illustrator).

- Standards**
- 1.1 Generate product of spatial design ideas using visual communication techniques in response to design influences
 - 1.2 Use representation techniques to visually communicate own product of spatial design outcome
 - 1.3 Develop product of spatial design ideas informed by the consideration of people
 - 1.4 Use instrumental drawing techniques to communicate own product or spatial design outcome

Next Step: Year 12 NCEA Level 2 Design & Visual Communication

Parental Contribution: \$30 - Students may need to purchase replacement items from their Graph Pack

12DEST Year 12 NCEA Level 2 Design & Visual Communication (DVC)

Guideline: Year 11 DVC achievement of more than 13 (internals) credits, or with the approval of the LAH
The Course: The NCEA programme for DVC (Level 2) comprises the following:

- The design process, visual communication and aspects of product and spatial/architectural design.
- Using the design brief approach and refining their knowledge of the principals and elements of design.

Over the course of the year students will be involved in:

- Understanding the design process and applying it to solve problems.
- Using research to identify design problems, generate solutions, and critically evaluate them.
- Using visual communication techniques to communicate and generate design ideas.
- Selecting and applying appropriate drawing and modelling processes, techniques and skills. These include Adobe Creative Suite (e.g. Photoshop, InDesign, Illustrator and Sketchup) as well as traditional sketching, rendering and model making.
- Clearly presenting the necessary information for a design.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
15	3					Yes

Next Step: Year 13 NCEA Level 3 Design & Visual Communication

Parental Contribution: \$30 - Students may need to purchase replacement items from their Graph Pack

13DEST**Year 13 NCEA Level 3 Design & Visual Communication (DVC)****Guideline:**

12 credits in Year 12 DVC or with the approval of the LAH

The Course:

The NCEA programme for DVC (Level 3) comprises the following:

- The design process, visual communication and aspects of product and spatial/architectural design.
- Using the design brief approach and refining their knowledge of the principals and elements of design.

Over the course of the year students will be involved in:

- Using the design process to solve problems that affect wider human and environmental considerations.
- Exploring and generating ideas and solutions through ideation
- Using research to identify design problems, generate solutions, and critically evaluate them.
- Using visual communication techniques to communicate and generate design ideas.
- Selecting and applying appropriate drawing and modelling processes, techniques and skills. These include, Adobe Creative Suite (e.g. Photoshop, InDesign, Illustrator and Sketchup) as well as traditional sketching, rendering and model making.
- Clearly presenting the necessary information for a design.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
12	4					Yes	Yes

Parental Contribution:

\$60 - students may need to purchase replacement items from their Graph Pack – these items can be purchased individually through the school.

MATERIALS TECHNOLOGY

11MTEC**Year 11 NCEA Level 1 Materials Technology****Guideline:**

Year 10 Materials Technology or with the approval of the LAH

The Course:

Materials and Processing Technology equips students with knowledge of materials, techniques, and processes for various applications. They learn to plan projects, create solutions, and collaborate while considering sustainability and indigenous principles. Safety is paramount, and the subject fosters creativity and diverse career paths.

Skills

Materials and Processing Technology empowers students to utilize their critical thinking, creativity, interpersonal, and self-management skills while creating outcomes for themselves and others.

Standards

- 1.1 Develop a Materials & Processing Technology outcome for an authentic context
- 1.2 Develop a Materials & Processing Technology outcome by transforming, manipulating, or combining different materials
- 1.3 Demonstrate understanding of sustainable practices in the development of a Materials & Processing Technology design
- 1.4 Demonstrate understanding of materials & techniques for a feasible Materials & Processing Technology outcome

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
16	4					Yes

Next Step:

Year 12 NCEA Level 2 Materials Technology

Cost:

\$50 for take home materials, e.g. fabric, thread, interfacing, etc plus, students may also be required to purchase materials for some practical projects

12MTEC Year 12 NCEA Level 2 Materials Technology

Guideline: 10 credits in Year 11 Materials Technology or with the approval of the LAH

The Course: Throughout the course of the year students will make adaptations to a pattern to change the structural and/or style features of a design, implement advanced sewing procedures, make and trial a prototype, undertake technological modelling, and review sustainable practice in the textile industry.
Students will develop their technological practice through design and practical work.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	Endorsable
12	4					Yes

Next Step: Year 13 NCEA Level 3 Materials Technology

Cost: \$40 for take home materials, e.g. fabric, thread, interfacing, etc plus, students may also be required to purchase materials for some practical projects

13MTEC Year 13 NCEA Level 3 Materials Technology

Guideline: 10 credits in Year 12 Materials Technology or with the approval of the LAH

The Course: Students will implement complex procedures using textile materials to make a specified product, analyse a prototype to determine its fitness for purpose, and create an applied design on a garment/item of their choice. Students critique a technological outcome, focusing on aspects such as sustainability, innovation, and longevity.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
12	4					Yes	Yes

Cost: \$40 for take home materials, e.g. fabric, thread, interfacing, etc plus, students may also be required to purchase materials for some practical projects

CAREER EDUCATION

Te Mātauranga Pūkenga

Learning Area Head – Mrs J Shaw

Level 1	Level 2	Level 3
Foundation Skills	Gateway Pathways Ara Dual Enrolment	Gateway Pathways Ara Dual Enrolment

FOUNDATION SKILLS

11FNSK Year 11 NCEA Level 1 Foundation Skills

Guideline:	Students who apply for this course will go through an application and interview process
The Course:	This course is a Unit Standard based course which will account for 3 courses in a year 11 student's timetable. This course supports literacy, numeracy and life skill development. Students who apply for this course will go through an interview process.
Skills	Students will look into the areas of: - Valuing Hauora, learning and opportunities - Whanaungatanga/relationship building: Being part of a community - Rangatiratanga: Ready to find my pathway
Standards	Unit Standards (up to 60 credits)

Parental Contribution: There may be a contribution towards relevant trips and activities depending on topics studied

GATEWAY

12GATE Year 12 Gateway

Guideline:	An interview with Careers Adviser, Mrs Shaw and Gateway Coordinator, Mrs Kelliher.
The Course:	Gateway is an exciting opportunity for students to gain an insight into possible career pathways. Students will experience up to a minimum of 5 days in a local workplace. This allows students to gain valuable skills and experience which means an easier transition into the workforce. Students will be fully prepared before work experience begins by completing the following units: - Comprehensive First Aid - Health and Safety in the Workplace - Targeted CV - Formal Interview Skills - Presentation & Attitude in the Workplace - Produce a Plan for Own Future Directions - Industry Based Unit Standards An individual programme is arranged for each student consisting of unit standards related to their chosen career pathway. You must achieve a minimum of 20 credits.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
At least 20						No	No

Next Step: Gateway in Year 13 or polytech, an apprenticeship or employment
(Please note: Students who are planning on going to university should not take Gateway in Year 12)

Parental Contribution: Nil

13GATE

Year 13 Gateway

Guideline:
The Course:

An interview with Careers Adviser, Mrs Shaw and Gateway Coordinator, Mrs Kelliher. Gateway is an exciting opportunity for students to gain an insight into possible career pathways. Students will experience a minimum of 5 days in, in a local workplace. This allows students to gain valuable skills and experience which means an easier transition into the workforce.

Students will be fully prepared before work experience begins by completing the following units:

- Comprehensive First Aid
- Health and Safety in the Workplace
- CVs
- Informal Interview Skills
- Employment Relationship Problems
- Plan a Career Pathway
- Industry Based Unit Standards

An individual programme is arranged for each student consisting of unit standards related to their chosen career pathway. You must achieve a minimum of 20 credits.

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
At least 20						No	No

Next Step: Employment, apprenticeship, polytech, university or other training provider

Parental Contribution: Nil

PATHWAYS

12PATH

Year 12 Pathways

Guideline:
The Course:

Nil

This course is designed to help students explore possible future pathways, as well as help them prepare for entering into employment or further study at a polytech or other training provider (not university). Topics covered include:

- Targeted CV
- Formal Interview Skills
- Presentation & Attitude in the Workplace
- Strategies for Managing Stress
- Diversity in the Workplace
- Produce a Plan for Own Future Directions
- Job search skills

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
Approx 15-20						No	No

Next Step: Employment, apprenticeship, polytech or other training provider course

Parental Contribution: Nil

13PATH

Year 13 Pathways

Guideline:
The Course:

Nil

This course is designed to help students explore possible future pathways, as well as help them prepare for entering into employment or further study at a polytech, university or other training provider. You are required to complete work experience as part of this class; however, some students may have the opportunity to go on Taster Days in a workplace.

Topics covered include:

- CVs
- Informal Interview Skills
- Employment Relationship Problems
- Mental Health Wellbeing
- Plan a Career Pathway
- Industry Based Unit Standards

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
Approx 15-20						No	No

Next Step: Employment, apprenticeship, polytech, university or other training provider course

Parental Contribution: Nil

12/13DUAL**Year 12 & 13 Ara Dual Enrolment****Guideline:**

An interview with the Careers Adviser, Mrs Shaw and an Ara Student Adviser

The Course:

This is a great way to earn NCEA credits and gain industry-based skills while you are still at school. These courses will help prepare students for further tertiary study and/or entering the workplace. Students will study at school for four days and attend Ara for one full day a week for the whole school year. Students will need to be prepared to catch up on any missed schoolwork.

All courses are subject to a minimum number of enrolments, but possibilities include:

Level 2

Agricultural Automotive & Engineering Trades

Automotive

Beauty Therapy

Construction Trades

Hospitality, Cookery and Beverage (2 days per week)

Level 3

Cookery & Restaurant Service Skills

Hairdressing & Beauty Therapy

Assessment:

Internal	External	L1 Literacy	L1 Numeracy	L2 Writing	L2 Reading	UE Approved	Endorsable
Approx 25-30						No	No