



# Takapuna Grammar School



Course Information

Year 11

2019

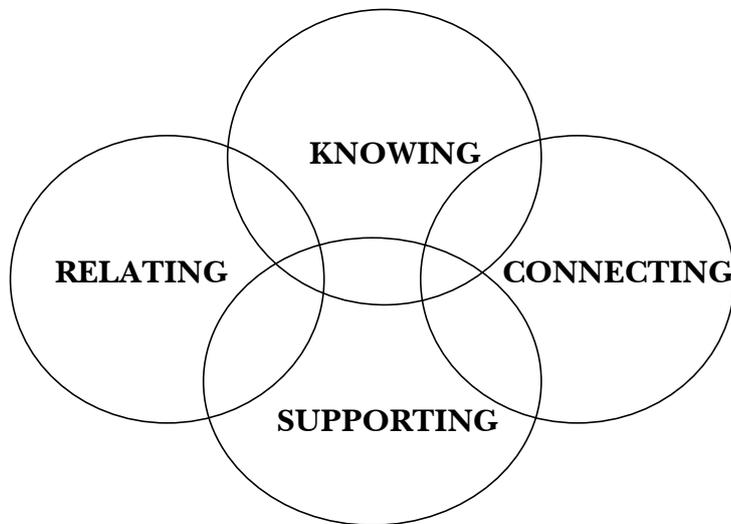
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# Teaching and Learning

Aspiring to Personal Excellence through  
Knowing, Connecting, Relating and Supporting



Takapuna Grammar School's teaching and learning programme is committed to producing a lifelong learner.

This lifelong learner will be:

- Knowledgeable with deep understanding
- A complex thinker and problem solver
- Creative and reflective
- A responsible contributor
- Self-motivated and self-controlled
- Independent as well as interdependent
- An effective communicator

# The National Certificate of Educational Achievement (NCEA Level 1)

The National Certificate of Educational Achievement (NCEA) is the national qualification for all Year 11 students. This qualification means that each subject the student studies will:

- Consist of a number of **Achievement Standards** or **Unit Standards** that will tell students what they should know and what they should be able to do
- Assess students on the Achievement Standards either **internally**, that is by common tasks given by their teachers, or **externally**, that is by exams or tasks that are set nationally. All Unit Standards will be assessed internally
- Award students a number of **credits** for each Achievement Standard or Unit Standard where they reach the level required. For Achievement Standards it is also possible to achieve at a **Merit or Excellence** level

If a student gains 80 or more credits at Level 1, they will gain a **National Certificate of Educational Achievement, Level 1**. They must, however, have gained at least 10 credits from nominated literacy standards and 10 credits from numeracy standards.

**At Takapuna Grammar School each Year 11 student will be expected to:**

- Study a course that consists of 6 subjects. Most subjects will consist of between 19 and 24 credits
- Select as part of their course English or English Alternative or English for Academic Purposes
- Take a course of Mathematics
- It is highly recommended that all students take at least one science subject. They may choose a maximum of two science subjects from Level 1 Biology, Chemistry, Physics or Science.

## **PLEASE NOTE:**

- All Standards are correct at the time of printing but are subject to change as a result of reviews
- The availability of all courses is subject to student numbers and staffing

# Course Selection Guide

This Course Selection Guide is designed to assist you in selecting your subjects in the senior school. You are urged to research your career and subject options thoroughly and to seek advice. This book gives you important information, advice and references to information provided on the school website and elsewhere.

It is important that students make a planned choice of subjects. To choose your options go through this booklet carefully:

- Read the Careers Department information on pages 39-44, including the Careers Subject Choice Guide
- Track the progress of subjects from Year 9 through to Year 13 in the Five Year Subject Plan on pages 45-46. Some subjects are difficult to take up again if dropped early or may not be offered in Year 13
- Read the subject details noting course descriptions, assessment details and recommended background
- Check what background you need to be able to progress to the next year level
- Seek advice about the career possibilities that interest you, courses available at universities and polytechnics, other training providers, apprenticeships and on-the-job training
- Research the entry requirements for jobs, apprenticeships, cadetships and tertiary courses
- Think about your interests, skills and abilities. You are more likely to work hard and do well in a course that interests you
- Ask for help if you need it
- Consider your short term plans and long term goals after leaving Takapuna Grammar School
- Keep your options open, especially if you are undecided about future course or career plans



# The Academic Preparation Programme

## Aims and Objectives:

To enable students to be prepared for learning in a New Zealand secondary school environment. This includes modelling the teaching and learning behaviours from KCRS, developing the competencies and dispositions from both the NZ Curriculum and the IB learner profile, and supporting orientation to New Zealand culture, values and lifestyle.

## Course Structure:

1. Students are likely to be in Year 11 or Year 12.
2. This is a stand-alone programme and will be based in a “home room”. However students will be in a mainstream form class and will be encouraged to access all opportunities provided within the co-curricular area.
3. The programme will be divided into 2 semesters, allowing students to enter in February and July. Most students will complete a full year. Semesters will be structured so that skills, competencies and language development are covered in each semester although the learning context will change.
4. In all subjects there will be a strong focus on literacy, particularly in the acquisition and use of key vocabulary, close reading and transactional writing.

## Subjects:

1. **English (dual option)**
2. **Mathematics**
3. **Science**
4. **Social Sciences**
5. **Economics**

For more information please contact

**Carol Bashford**  
**Deputy Principal**  
c.bashford@tgs.school.nz

## **LEVEL 1 ACCOUNTING – L1ACC**

Accounting is the language of business. It is the backbone of all businesses and therefore is a very broad subject. Accounting at Level 1 is a subject that provides an understanding of the financial side of personal and business life. Students who can think logically, have a good work ethic and want to succeed should enjoy the challenge of this subject. It is an important subject for understanding financial affairs or for anyone who is contemplating a career in business and/or enrolling at university for a business degree.

The NCEA Level 1 Accounting course aims to develop students' understanding of the role of accounting in society as a financial language for individuals and businesses. The programme is structured to enable students to apply financial knowledge and skills to practical situations. All students will learn to process financial data into meaningful information, prepare financial reports which meet user needs, make informed decisions based on financial and non-financial information and develop skills in communication, numeracy, information and problem solving.

The Achievement Standards that are available to study at Level 1 are:

- Make a financial decision for an individual or group
- Process financial transactions for a small entity
- Prepare financial statements for sole proprietors
- Interpret accounting information for sole proprietors
- Prepare financial information for a community organisation's annual general meeting

**Potential credits available = 21 (12 Internal, 9 External)**

## **LEVEL 1 ECONOMICS – L1ECO**

Economics is the study of basic social forces which explain everything from the price of bread to why one country is richer than another. Economics looks at how we use scarce resources. Decisions about how people organise the resources available to satisfy their needs and wants are increasingly difficult to make in the modern world and economists are widely used to analyse and advise on the best outcomes.

Economics provides a foundation for careers in accounting, business, government and politics, finance and insurance, information technology, law, management, marketing and tourism, public policy, teaching and education. It is also a very useful subject as it provides useful information for informed citizens.

The Achievement Standards that are available to study at Level 1 are:

- Demonstrate understanding of the interdependence of sectors of the New Zealand economy
- Demonstrate understanding of decisions a producer makes about production
- Demonstrate understanding of consumer choices, using scarcity and/or demand
- Demonstrate understanding of producer choices using supply
- Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium

**Potential credits available = 20 (8 Internal, 12 External)**

## LEVEL 1 ECONOMICS AND ACCOUNTING COMBINED – L1EAC

The course combines Achievement Standards from Level One Economics and Accounting. Economics is the study of the social forces that work to satisfy our wants and needs whereas Accounting is the study of how this economic activity is recorded and provides financial information to enable users to make informed decisions.

Students will learn to process accounting information and to understand supply and demand concepts as they relate to the mixed market economy. Students taking this course can continue with Year 12 Accounting and Year 12 Economics. As this course covers a wide range of topics it is suitable for those wanting a more academically challenging course.

The Achievement Standards that are available to study at Level 1 are:

- Demonstrate understanding of consumer choices, using scarcity and/or demand
- Demonstrate understanding of producer choices using supply
- Make a financial decision for an individual or group
- Process financial transactions for a small entity
- Prepare financial statements for sole proprietors

**Potential credits available = 20 (8 Internal, 12 External)**

## LEVEL 1 BUSINESS STUDIES – L1BUS

This subject will introduce the students to the world of business and help them develop valuable understanding of how businesses operate within the New Zealand and international economies. They will be made aware of their role as a consumer of business goods and services and their rights and responsibilities in this role. The key concepts of Enterprise, Citizenship, Sustainability and Globalisation will be introduced to students.

Students will be encouraged to experience businesses at first hand, by setting up and running their own product-based school business project and by interacting with real businesses to gather information on their operations. Students will gain knowledge, skills and experience to understand how, as a result of internal and external factors, small business owners make operational decisions that have consequences for the success of their businesses.

At Level 1 the focus is on studying small businesses in New Zealand. The current Takapuna Grammar School Level 1 Business Partnerships are with:

Warehouse Stationery



Pita Pit Takapuna



Business Studies as a subject is both a valuable addition to a general course of study, and an essential component of a business-oriented course. The emphasis of the course is on deep learning through a diverse range of activities and on 'active learning'. There will be many opportunities for students to take the initiative and show their capabilities, both individually and during group work. Students will learn how to plan, carry out and then review a one-off business activity, basing their recommendations for the future on market feedback. They will develop their own time management, organisation and enterprising skills which will assist them in their future career paths.

The standards studied are:

Demonstrate an understanding of internal features of a small business

Apply business knowledge to an operational problem(s) in a given small business context

Apply the marketing mix to a new or existing product

Investigate aspects of human resource processes in a business.

Carry out and review a product based business activity within a classroom context

**Potential credits available = 20 (12 Internal, 8 External)**



**LEVEL 1 ENGLISH – L1ENG, L1ENX**

The NCEA Level 1 English course is structured around two inter-connected strands – receiving information through Listening, Reading and Viewing and creating information through Speaking, Writing and Presenting. Modules of work integrate these aspects. The programme is structured to encourage broad curriculum coverage for all students. Students will have the opportunity to develop their writing skills and will study a range of texts which may include short and extended literary works, a Shakespeare play and a feature film. They will also practise reading and understanding unfamiliar texts (close reading). ENX students will be challenged by completing this external standard at Level 2 of the curriculum. All texts will be required to be at Level 6 of the NZC and all assessment is through Achievement Standards.

This is a compulsory subject with open entry. Entry to ENX is through the recommendation of the Head of Department. The course will lead to assessment of some of the following skills over a range of tasks. The specific combination is not finalized as there will be an element of student choice.

Show understanding of a range of literary texts – extended, shorter, poetic, and Shakespearian (essay in external assessment)

Show understanding of a visual or oral text (ENX essay in external assessment)

Read and show understanding of unfamiliar texts (short answer external assessment, ENX at Level 2)

Making connections across a range of texts (internal assessment)

Construct and deliver a speech or seminar in a formal situation (internal assessment)

Production of a visual and verbal text (internal assessment)

Independently read and respond to a range of literature (internal assessment)

Creative and formal writing (internal assessment)

Using information literacy skills to form conclusion(s) (internal assessment)

**Potential credits available = 19-22 (8-12 External, 7-14 Internal)**

**LEVEL 1 ENGLISH LITERACY – L1ENL**

This is a programme structured around two inter-connected strands – receiving information through Listening, Reading and Viewing and creating information through Speaking, Writing and Presenting. The primary form of assessment is internal rather than external examination. All students will read and view a range of written and visual texts and practise transactional and poetic writing. They will either produce a visual text or present a speech. Assessment is on-going and students have time to develop and master skills prior to assessment. All texts will be required to be at Level 6 of the NZC and all assessment is through Achievement Standards.

Entry is through the recommendation of the Head of Department. The course will lead to assessment of **some** of the following skills over a range of tasks. The specific combination is not finalised as there will be an element of student choice.

Creative and formal writing (internal assessment)

Construction and delivery of a speech or seminar in a formal situation (internal assessment)

Production of a visual and verbal text (internal assessment)

Using information literacy skills to form conclusion(s) (internal assessment)

Making connections across a range of texts (internal assessment)

Independently read and respond to a range of literature (internal assessment)

**Potential credits available = 16 Internal**

### **Optional External Achievement Standards**

Show understanding of a visual or oral text (essay in external assessment)

Read and show understanding of unfamiliar texts (short answer external assessment)

Show understanding of a range of literary texts – extended, shorter, poetic (external assessment)

**Potential extra credits available = 4 - 8 External**

## **LEVEL 1 MEDIA STUDIES – L1MED**

Level 1 Media Studies is a 19-credit course that aims to introduce students to the key ideas of the subject while challenging them to explore and identify the implications of our media practices. Students sit four internal assessments and one external exam. The topics covered are:

- **Close reading of media texts.** This unit has a technical focus on the ways meaning can be communicated through editing, sound design, mise-en-scene, and camera techniques. Students are assessed on a written analysis of television advertisements (internal assessment, 3 Credits).
- **Censorship in NZ.** Students study the rules that govern acceptable content in NZ mainstream media. They are assessed on a written report on the Advertising Standards Authority in terms of complaints, decisions and their implications as a reflection of NZ values (internal assessment, 3 Credits).
- **The Horror Genre.** Students study the Horror genre (through age-appropriate texts) in terms of the common conventions of the genre. Students are assessed on an external exam which requires them to examine these conventions by explaining how and why they are used and also how they continue to reflect the changing fears of a changing world (external assessment, 4 Credits).
- **Design and plan a Music Video.** Students design and plan a Music Video with specific focus on the conventions of the genre. Students are assessed on a written portfolio that demonstrates their creative process, influences and technical and thematic considerations (internal assessment, 3 Credits).
- **Media Production: Music Video.** Students work in small groups to shoot, edit and present a Music Video from a design and plan. They are assessed on their contribution to the project, and the quality of the production in terms of technical proficiency, use of conventions, and consistent reflection of the concept and treatment (internal assessment, 6 Credits).

**Potential credits available = 19 (15 Internal, 4 External)**

ESOL courses are designed to enable students from a non-English speaking background to further develop their skills in the reading, writing, speaking and listening of English.

## ESL X and Y - ENGLISH LANGUAGE SUPPORT

ESL X and Y provide language support for ESOL students, over two option lines. It takes the place of two subjects. Basic literacy skills are developed through cross-curricular topics to help students access their mainstream subjects. There is a focus on increasing vocabulary and communicative skills. English Language Unit Standards are used as an assessment tool.

Read and understand basic texts on very familiar topics (EL)

Read and understand simple texts for practical purposes (EL)

Write basic texts on very familiar topics (EL)

**Potential credits available = 23 Internal**

## LEVEL 1 ENGLISH FOR ACADEMIC PURPOSES – EAP1

EAP 1 is designed to increase academic language, through the four skills of reading, writing, speaking and listening. Students will study and respond to a range of literature, and learn to write academic essays. This course enables students to gain the Level 1 Literacy Credits. Assessment is on-going and students have time to develop skills leading to assessment as they master those skills.

**Recommended Background:** The ability to understand and respond to academic English, and to express ideas and information in written form.

Show understanding of specified aspect(s) of studied written text(s), using supporting evidence

Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence

Produce Creative Writing

Form personal responses to independently read texts, supported by evidence

Create a visual text

**Potential credits available = 18 (10 Internal, 8 External)**



The Learning Services Department provides specialised support for mainstream students with learning difficulties.

Members of the department operate in a variety of settings:

- Teacher Aides work alongside teachers in many subject areas to support students in class.
- Teaching staff carry out instruction in the Learning Services Centre using specialised programmes to target specific learning needs, either individually, in small groups or in classes.

Special assessment conditions are also arranged through this department for students identified as having specific learning difficulties, such as dyslexia.



For more information on our services, please contact Roz Kayes, Head of Learning Services, on 489 4167 ext. 9208 or email [r.kayes@tgs.school.nz](mailto:r.kayes@tgs.school.nz)

## **LEVEL 1 LITERACY - L1LSE**

This option is for students who need to develop their literacy skills. Applications for this course must be made through the Deans and TIC Learning Services.

The course covers three unit standards:

- Read texts with understanding
- Write to communicate ideas with a purpose and audience
- Actively participate in spoken interactions

**Potential credits available = 10 Unit Standards**

## LEVEL 1 FRENCH – L1FRE

French is a major international language. It is the first language of people living in several European nations and is widely spoken in Canada, Africa, the Middle East, Asia, the Caribbean and Oceania. It is the official language of the Pacific region, including our closest neighbour, New Caledonia – making it a particularly relevant and useful language for New Zealanders to know.

French is the second language of the Internet and the Olympic Games and one of the main languages of the United Nations. A knowledge of French also provides direct access to great films and literature and information on art, science, technology, medicine and tourism.

Knowledge of French language and culture is an advantage for careers in diplomatic and government service, education, travel, tourism, library work, trade and business, translation and interpreting, transport and distribution, media, publishing and entertainment.

**Recommended Background:** Students must have successfully completed Year 9 and 10 French (or similar). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.

- Listen and respond to spoken French
- Give a spoken presentation in French
- View and respond to written French texts
- Write a variety of text types in French

**Potential credits available = 19 (9 Internal, 10 External)**



## LEVEL 1 JAPANESE – L1JPN

Japanese is one of the essential foreign languages for New Zealand’s business, trade and cultural links. It is the eighth most widely spoken language in the world today. Learning Japanese enables students to learn about and understand a very different culture from New Zealand, to travel around Japan in the future without any difficulty and gives them the opportunity to communicate with Japanese people in their own language – both in New Zealand and in Japan.

Skills in Japanese are highly sought after by the many businesses in New Zealand which have relationships with Japanese companies. Knowledge of Japanese language and culture is an advantage for careers in diplomatic and government service, education, travel and tourism, diplomacy, international law, trade and business, translation and interpreting, transport and distribution.

**Recommended Background:** Students must have successfully completed Year 9 and 10 Japanese (or similar). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.



- Listen and respond to spoken Japanese
- Give a spoken presentation in Japanese
- View and respond to written Japanese texts
- Write a variety of text types in Japanese

**Potential credits available = 19 (9 Internal, 10 External)**

## LEVEL 1 SPANISH - L1 SPA

Spanish is geographically the most widespread first language in the world and the second language after Modern Standard Chinese in terms of first language speakers. Chinese and Spanish are seen as becoming the most important foreign languages for us in the Pacific in the future and this has been recognized recently by the New Zealand Government. Spanish has also become the most popular foreign language at university level in New Zealand.

**Recommended Background:** Students must have successfully completed Year 9 and 10 Spanish (or similar). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.



- Listen and respond to spoken Spanish
- Give a spoken presentation in Spanish
- View and respond to written Spanish texts
- Write a variety of text types in Spanish

**Potential credits available = 19 (9 Internal, 10 External)**

## LEVEL 1 TE REO MAORI – L1MRI

Te Reo Māori at this level requires a student to have completed at least a full year of learning Te Reo Māori at Y10 level. The focus of the course is helping the students to develop and consolidate their skills and knowledge of the language to communicate with a range of audiences with confidence and clarity. Cultural knowledge and practices will be woven with the language within the areas being studied, such as Marae and sports and leisure.

Whakarongo i te reo o tōna ao (Listening to Māori Language within own experience)

Kōrero i te reo o tōna ao (Speaking Māori Language within own experience)

Pānui i te reo o tōna ao (Reading Māori Language within own experience)

Tuhituhi i te reo o tōna ao (Writing Māori Language within own experience)

Waihanga Tuhinga i te reo o tōna ao (Creatively Writing Māori Language within own experience)

**Potential credits available = 30 (18 Internal, 12 External)**



## LEVEL 1 MAORI CULTURE – L1MRC

This is a course for students who want to experience Māori language and Tikanga practices. This course is aimed at students who are wanting more knowledge on Māori practices and students who are from overseas and/or thinking of pursuing a career in Tourism, Health, Education, Hospitality or Conservation. The course aims to deliver knowledge of the language and cultural experiences and tikanga practices. The course explores environmental practices, health, appropriate karakia, traditional stories, tourism and weaving.

**Potential credits available = Level 2 (30 internal) = Level 3 (30 credits)**

Mathematics can be challenging, beautiful, powerful and fascinating. Wherever problems need to be solved, Mathematics is involved. It is fundamental to the study of engineering, virtually all science subjects and useful for many other subjects.

More and more careers need knowledge of Mathematics or Statistics. If you are interested in becoming a linguist, geographer, psychologist, share-broker, architect, market researcher, computer programmer, engineer, physicist or biologist – Mathematics will open doors.

In Year 11, we offer three Level 1 Mathematics and Statistics courses. Students should choose a course that allows them to follow an appropriate pathway through MAT to Level 3 Calculus or through MAS to Level 3 Statistics.

## **LEVEL 1 MATHEMATICS EXTENSION – L1MAX**

**Recommended Background:** Success in the year 10 Mathematics course and the desire to achieve at excellence in all topics of the Mathematics and Statistics curriculum. You will be placed in this course according to your progress and achievement in Year 10. High achievement in the Level 1 internals assessed in year 10 is essential.

This course involves a mixture of Level 1 externally assessed achievement standards and Level 2 internally assessed achievement standards. The purpose for this pathway is to give students interested in doing Calculus and/or Statistics Scholarship in Year 13 a wide and solid knowledge of the subject.

### **Level 1 Achievement Standards (External):**

- 91031 Apply geometric reasoning in solving problems (4 credits)
- 91037 Demonstrate understanding of chance and data (4 credits)

### **Level 2 Achievement Standards (Internal):**

- 91256 Apply co-ordinate geometry methods in solving problems (2 credits)
- 91257 Apply graphical methods in solving problems (4 credits)
- 91259 Apply trigonometric relationships in solving problems (3 credits)
- 91269 Apply systems of equations in solving problems (2 credits)

**Potential credits available = 19 (11 internal, 8 external)**

## **LEVEL 1 MATHEMATICS – L1MAT**

**Recommended Background:** You will need a sound mathematical background and the desire to make the most of your talents in a course appropriate to your level of Mathematics. You will be placed in this course according to your progress in Year 10. This course leads to L2MAT and L3MAC.

### **Level 1 Achievement Standards (External):**

91027 Use algebraic procedures in solving problems (4 credits)

91028 Investigate relationships between tables, equations and graphs (4 credits)

91031 Apply geometric reasoning in solving problems (4 credits)

### **Level 1 Achievement Standards (Internal):**

91026 Apply numeric reasoning in solving problems (4 credits)

91029 Apply linear algebra in solving problems (3 credits)

**Potential credits available = 19 (8 internal, 12 external)**

## **LEVEL 1 MATHEMATICS AND STATISTICS – L1MAS**

**Recommended Background:** You will need a sound statistical background and the desire to make the most of your talents in a course appropriate to your level of Mathematics and Statistics. You will be placed in this course according to your progress in Year 10. This course leads to L2MAS and L3MAS.

### **Level 1 Achievement Standards (External):**

91037 Demonstrate an understanding of chance and data (4 credits)

### **Level 1 Achievement Standards (Internal):**

91026 Apply numeric reasoning in solving problems (4 credits)

91029 Apply linear algebra in solving problems (3 credits)

91032 Apply right-angled triangles in solving measurement problems (3 credits)

91034 Apply transformation geometry in solving problems (2 credits)

91036 Investigate bivariate numerical data using the statistical enquiry cycle (3 credits)

**Potential credits available = 19 (15 Internal, 4 External)**

## LEVEL 1 COMPUTER SCIENCE – L1CMP

This course would be of interest to students wishing to pursue a career in the software industry, web development or computer programming. The course involves problem solving and is suitable for analytical mathematical thinkers. Students learn HTML/CSS and a programming language (Python) and then apply this to a range of situations. Students who are dedicated and who are willing to put extra time and effort into programming at home will enjoy and make a success of this course. All students will also follow a short course on computer-human interaction. The course is structured around the following topics:

- The theoretical study of algorithms
- Practical concepts of computer programming
- Simple functioning program design
- Develop a digital outcome to manage data
- Develop a digital media outcome

Please note L1CMP students who also take L1DVC will not gain credits for the standard “Implement basic procedures to produce a specified digital media outcome”

Throughout the year, students are expected to produce a detailed ICT portfolio containing evidence of their technological computing practice. The course contains a written component, and students will have to do research and write evaluative reports documenting the development of their computing outcomes.

Students are required to bring their own compatible laptop. This needs to have Windows 7 or greater or Apple MAC OSX. Students will be learning Python which is available for no charge from <https://www.python.org/downloads/>

**Potential credits available = 21 (18 Internal, 3 External)**

## LEVEL 1 DANCE – L1DAN

In Year 11 Dance students study dance technique, choreography and the history of a dance genre. Dance techniques studied can include Contemporary, Hip Hop, Salsa, Capoeira, Bollywood, Musical Theatre and Jazz. Students will demonstrate an understanding of the technique and style of these genres through a series of dances learnt and performed in class. Group ensemble skills and performance standards will be assessed at evening performance events.



Students will have two choreography assessments to demonstrate their understanding of how to construct effective movement sequences and use the elements of dance. For the external exam students will study the history, technique and performances of a dance genre.

Successful completion of a Year 10 Dance course or previous dance experience is desirable.

Compose dance sequences for given briefs

Perform dance sequences

Demonstrate ensemble skills in a dance

Demonstrate knowledge of a dance genre or style (External Exam)

**Potential credits available = 20 (16 Internal, 4 External)**

## LEVEL 1 DRAMA – L1DRA

The skills, control and confidence developed in Drama are valuable to students in all their studies and in whatever careers they choose to follow. Students learn about Commedia, a classic improvised comedic theatre and make their own group performance, costuming their characters. They act roles in scripted theatre and devise their own pieces based on a theme. An exam about theatre they have seen completes the year.

Successful completion of a Year 10 Drama course or previous drama experience is desirable.

Devise and perform drama

Select and use features of a drama/theatre form in a performance

Demonstrate knowledge of costuming for a performance context

Perform an acting role in a scripted production

Demonstrate understanding of the use of drama aspects within live performance (Exam)



**Potential credits available = 22 (18 Internal, 4 External)**

## LEVEL 1 MUSIC – L1MUS

Music is an enriching subject and leads to a lifelong enjoyment and appreciation of music. It has been discovered through research that music develops mental and physical abilities as well as co-operation and self-expression. The study of Music leads to a diverse range of career pathways across other artistic areas.

**Recommended Background:** Students taking this course should have learnt a musical instrument for at least 2 years and still be having music lessons from an experienced music teacher. Students need a *minimum* of Grade 2 Theory.



- Perform contrasting music as a featured soloist
- Perform music as a member of a group
- Compose pieces of music
- Aurally identify, describe and transcribe music elements from simple music
- Identify, describe and explain fundamental materials of music
- Demonstrate knowledge of music works

**Potential credits available = 24 (19 Internal, 5 External)**

## LEVEL 1 MUSICAL THEATRE – L1MUT

Students will gain depth and insight into the art and power of telling a story through music, drama and choreographed movement. Students will have opportunities to perform excerpts from the vast Musical Theatre repertoire both as a soloist and in an ensemble. Students studying Musical Theatre are expected to take regular singing lessons outside of class in order to work on individual vocal technique and repertoire preparation.



### Students will:

- Perform two pieces of music as a featured soloist
- Demonstrate ensemble skills through performing a piece of music as a member of a group
- Perform an acting role in a scripted performance
- Demonstrate understanding of features of a drama/theatre form

**Additional qualification:** Trinity College London Musical Theatre: Grade 6 Musical Theatre in Groups/Pairs. A fee of around \$120 will be charged for Trinity College London examinations.

**Potential Credits Available: 19 (15 internal, 4 external)**

Takapuna Grammar School offers both an NCEA Physical Education course and an NCEA Health course at Level 1. The courses run independently so students are able to choose to study both of the programmes. Physical Education and Health both progress through to NCEA Level 3. Physical Education and Health also offer Scholarship to senior students.

## **LEVEL 1 PHYSICAL EDUCATION – L1PED**

The NCEA Level 1 course incorporates both practical and theoretical components. The programme is structured to encourage broad curriculum coverage for all students. Students will develop interpersonal skills through participating with their peers in a variety of physical activities, including participation in gymnastics, netball, handball, an aquathon and many more. They will have the opportunity to learn through science about human movement and investigate the factors affecting their own performance.



### **Summary of the standards:**

Participate actively in a variety of physical activities and explain factors that influence own participation .

Describe the function of the body as it relates to the performance of physical activity.

Demonstrate quality movement in the performance of a physical activity.

Demonstrate interpersonal skills in a group and explain how these skills impact on others.

Demonstrate understanding of societal influences on physical activity and the implications of self and others.

**Potential credits available = 21 internal**

## **LEVEL 1 HEALTH EDUCATION – L1HEA**

The NCEA Level 1 course provides students with the opportunity to investigate current adolescent health issues in New Zealand society. Students will develop strategies to support their well-being and examine ways in which interpersonal skills can enhance relationships. They will research the effects of drugs on society and demonstrate ways to make health-enhancing decisions.

### **Summary of the standards:**

Take action to enhance an aspect of personal well-being.

Demonstrate understanding of ways in which well-being can change and strategies to support well-being.

Demonstrate understanding of interpersonal skills used to enhance relationships.

Demonstrate understanding of strategies for promoting positive sexuality.

Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.

**Potential Credits Available: 19 internal**

**LEVEL 1 BIOLOGY – L1BIO**

Biology is the study of life. It involves investigating things as diverse as the social antics of the pukeko, the evolution of humans, the migration of whales, the growth form of plants and the anatomy of organs and cells. Coupled with technology, it provides fascinating avenues for research into the treatment of human diseases, growth of robust crops and the development of vaccines and therapies. A good understanding of our environment and the ways in which humans interact with it is essential for informed decision-making about the future of our planet.

**Recommended background:** It is recommended that students selecting this subject should have a particular interest or strength in the subject.

Demonstrate understanding of genetic variation

Investigate the biological impact of an event on a New Zealand ecosystem

Demonstrate understanding of the life cycle of flowering plants

Demonstrate understanding of an animal as a consumer

Investigate life processes and environmental factors that affect them

**Potential credits available = 19 (8 Internal, 12 External)**



## LEVEL 1 CHEMISTRY – L1CHE

Chemistry provides students with an understanding of the material world including how substances interact with each other and how we can make use of them. The study of Chemistry caters for a wide range of abilities and interests. Chemistry leads on to many diverse occupations from hairdressing, chef, photographer and nurse, through to a forensic scientist, winemaker, volcanologist, psychiatrist, scientist, doctor, engineer and pharmacist. Students in years 11 to 13 who have an added interest in Chemistry can also enter the Australian Chemistry Quiz.

**Recommended background:** It is recommended that students selecting this subject should have a particular interest or strength in the subject. Students choosing this subject together with Level 1 Science will only be able to gain 15 credits in Chemistry due to exclusions for NCEA.

- Carry out procedures to identify ions present in solution.
- Investigate implications of the use of carbon compounds as fuels
- Demonstrate understanding of aspects of chemical reactions
- Demonstrate understanding of aspects of acids and bases
- Demonstrate understanding of selected elements

**Potential credits available = 19 (7 Internal, 12 External)**

## LEVEL 1 PHYSICS – L1PHY

Physics helps us to explain the world around us. It provides the scientific basis for our understanding of many aspects of science and modern technology and engineering including structural, mechanical, electrical, optical, robotics, telecommunications, medical and information technology. Physics helps students to think clearly and figure things out for themselves when they are confronted with unfamiliar situations. It also provides pupils with practical skills.

**Recommended background:** This subject is recommended for students who have a strong interest and ability in both the descriptions as well as the calculations of physics situations. Students should be aware that the Year 11 Physics course is better to prepare them to take Year 12 Physics than Year 11 Science. Thus it is advised that students intending to study Year 12 Physics take Physics in Year 11.

- Demonstrate understanding of mechanics in one dimension
- Demonstrate understanding of electricity and magnetism
- Demonstrate understanding of waves and light
- Carry out a practical investigation that leads to a mathematical relationship (equation)
- Demonstrate understanding of atomic and nuclear physics

**Potential Credits available = 19 (7 Internal, 12 External)**

## LEVEL 1 SCIENCE – L1SCI

Level 1 Science is a continuation of Year 9 and Year 10 Science. It will involve the study of the Living World, Chemical World, Physical World, Astronomical World and the Nature of Science, and making sense of these in logical, systematic and creative ways. Science and technology influence our lives in many ways and our dependence on them necessitates a high level of scientific literacy. Career opportunities in Science are vast, varied, challenging and rewarding, and this subject is highly recommended for all students (even those who do not perceive a science-based career).

Level 1 Science prepares students for Level 2 Biology, Chemistry and/or Physics (although Level 1 Physics is recommended for students intending to take Level 2 Physics).



Carry out a practical chemistry investigation, with direction

Demonstrate understanding of aspects of mechanics

Demonstrate an understanding of chemical ideas relating to acids and bases

Demonstrate understanding of genetic variation

Demonstrate understanding of the effect on planet Earth of astronomical cycles

**Potential credits available = 20 (8 Internal, 12 External)**

**LEVEL 1 CLASSICAL STUDIES – L1CLS**

Classical Studies is the study of the people, places, and events of the classical world and how they influence the modern world. Students explore community, cultural identity, values and perspectives and think critically about human behaviour and relationships to appreciate the civilisations of ancient Greece and Rome, to understand the past and the present, and to imagine possible futures. Classical Studies is an interdisciplinary subject: students engage with literature, languages, art, history, science, technology, religion and philosophy.



The programme offered at Year 11:

Demonstrate understanding of ideas and values of the classical world (The Iliad)

Demonstrate understanding of an important historical figure in the classical world (Julius Caesar)

Demonstrate understanding of social relationships in the classical world (Julius Caesar)

Demonstrate understanding of links between aspects of the classical world and another culture (Greek Mythology)

**Potential credits available = 20 (12 Internal, 8 External)**

## LEVEL 1 GEOGRAPHY – L1GEO

Geography is the study of Planet Earth as the home of people. It is concerned with both the natural and human environments and how these interact in order to understand issues in the world today. These include climate change, sustainable management of resources, population issues and how we cope with natural hazards. Geography covers a wide range of skills including practical fieldwork (includes a 2 day trip to Tarawera), group skills, mapping and critical thinking and problem solving. With such a broad range of skills it is a subject favoured by employers in many different fields. Since it can be studied as both an Arts or as a Science subject it is seen as an ideal 'link' for students from all backgrounds and provides a solid foundation for a wide range of careers.

Demonstrate geographic understanding of environments that have been shaped by extreme natural events.

Demonstrate geographic understanding of population concepts

Conduct geographic research, with direction

Describe aspects of a contemporary New Zealand geographic issue

Describe aspects of a geographic topic at a global scale

Apply spatial analysis, with direction, to solve a geographic problem

**Potential credits available = 21 (13 Internal, 8 External)**



## LEVEL 1 HISTORY – L1HIS

History at Level 1 gives students an important introduction to the foundations of the modern world. Overarching concepts of justice, persecution, aggression, government and survival are studied using techniques of differentiation and deep learning with hands-on activities, including art, internet, videos, documentaries and analysis and writing skills.

The programme offered at Year 11:

- Medieval life
- Tudors and Stuarts
- 1981 Springbok Tour

Carry out an historical investigation of an historical event or place of significance

Demonstrate understanding of an historical event, or place, of significance

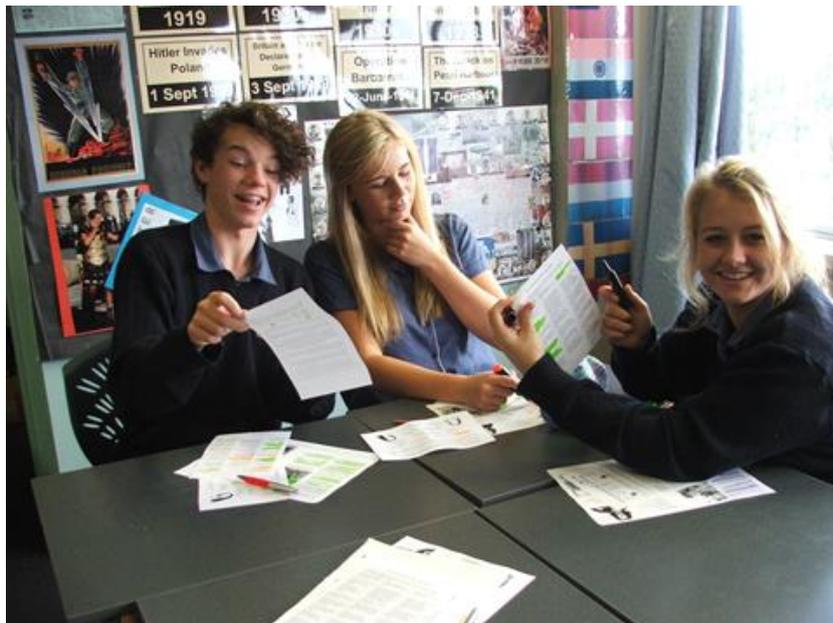
Demonstrate understanding of different perspectives of people in an historical event of significance

Describe the causes and consequences of an historical event

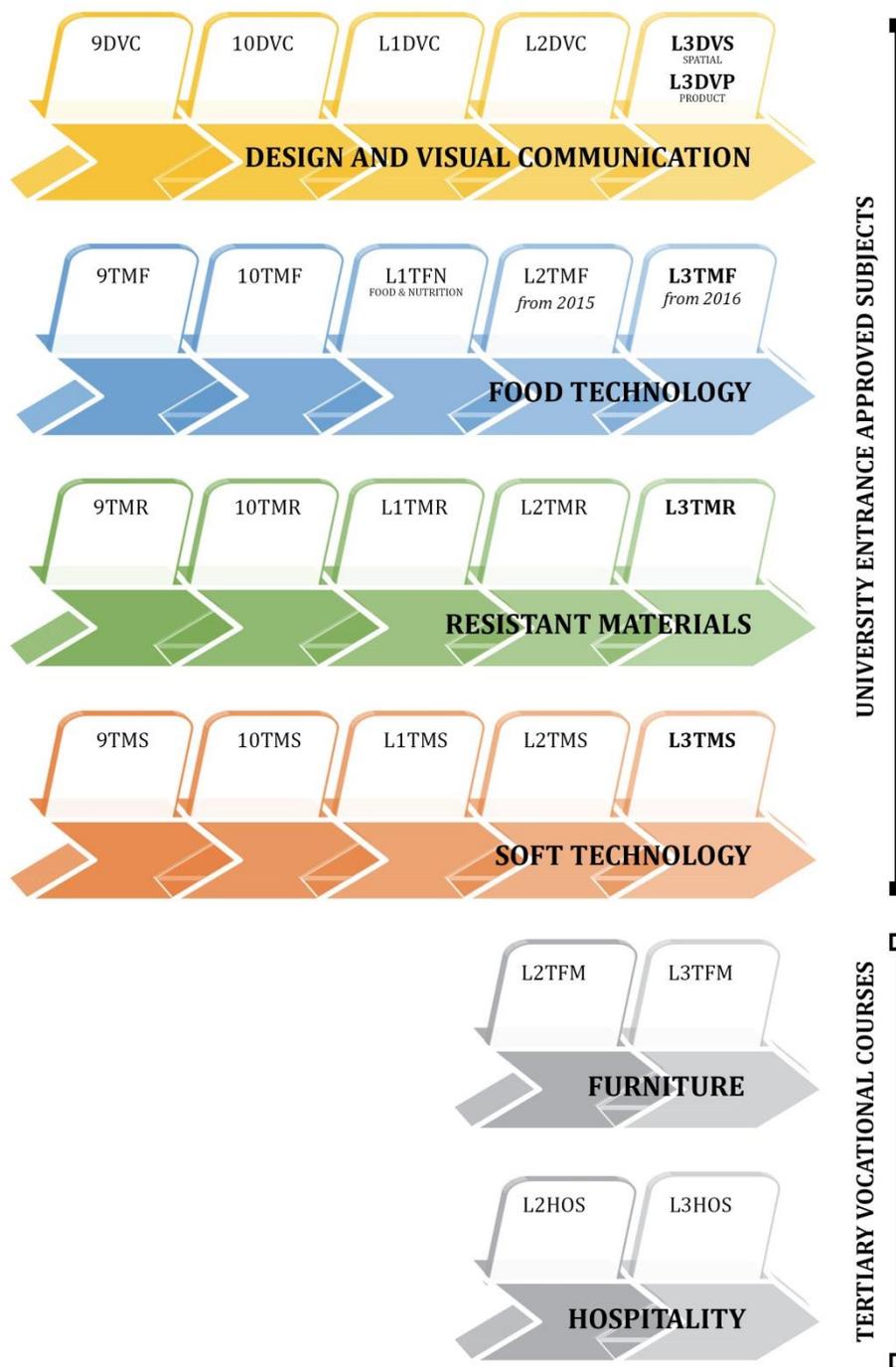
Describe how a significant historical event affected New Zealand society

The 'significance to New Zealanders' component refers to a world-wide continuing interest in the topic in the twenty-first century.

**Potential credits available = 20 (12 Internal, 8 External)**



Almost every aspect of our daily life involves Design Technology. It is important that students appreciate this to understand how developments in Technology impact on themselves as individuals and on society, on the economy and the environment. These Design Technology options therefore seek to develop a broad technological literacy in the context of both local and global cultures.



## LEVEL 1 DESIGN AND VISUAL COMMUNICATION – L1DVC

DVC has been developed into two main areas: **Spatial Design** (architecture, landscape and interior) and **Product Design** (electronic devices and furniture). Product Design is being taught at Year 9, while Year 10, L1, L2 and L3 specialise in both Spatial and Product Designs. 3D CAD modelling and 2D media design skills are fully integrated into the courses as well as freehand sketching, mock-up/models and instrumental drawings.

DVC leads you to a variety of career pathways, such as: Architecture, Landscape Architecture, Spatial Design, Interior Design, Town Planning, Graphic Design, Industrial Design, Furniture Design, Product Design and Transport Design.

DVC encompasses three strands: **Knowledge of Design Practice**, **Graphics Practice** and **Visual Communication**. Design Practice focuses on developing conceptual designs in response to a brief. Graphics Practice refers to the creative application of drawing and design knowledge and techniques to develop conceptual outcomes that address a brief, or a technological outcome of a graphical nature. Visual Communication refers to the effective communication and presentation of design ideas using modelling and graphic design techniques.

The Standards assessed are:

- Undertake development of design ideas through graphics practice
- Using rendering techniques to communicate the form of design ideas
- Promote an organised body of design work to an audience using visual communication techniques
- Implement basic procedures to produce a specified digital media outcome
- Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas

**Potential Credits available: 20 (17 Internal, 3 External)**



## LEVEL 1 TECHNOLOGY FOOD AND NUTRITION – L1TFN

Students will use a technological approach to develop innovative and creative problem solving skills in relation to various meaningful experiences. There will be opportunities to develop solutions through technological practices associated with food choices, nutritional requirements, food labeling and safe food handling strategies.



The Achievement Standards that will be assessed are:

Demonstration of knowledge of an individual’s nutritional needs (Internal 5 credits)

Implementation of the basic procedures to process a specified product (Internal 4 credits)

Demonstration of knowledge of practices and strategies to address food handling issues (Internal 5 credits)

Demonstration of understanding of how packaging information influences an individual’s food choices and well-being (External 4 credits)

**Potential credits available = 18 (14 Internal, 4 External)**

## LEVEL 1 TECHNOLOGY MATERIALS RESISTANT - L1TMR

This course aims to develop lateral thinking and problem solving using a range of resistant materials and techniques. There is a focus on three dimensional object design and construction to meet specific needs and opportunities. Students will develop a range of practical skills working in hard materials and then learn to apply this in the design and manufacture of a prototype. There is an increasing emphasis on the use of digital technology to support the design and manufacturing process.

The Standards assessed are:

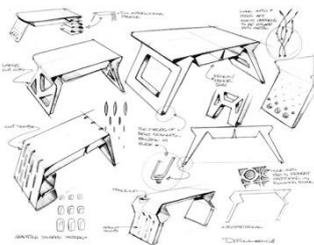
Implement basic procedure using resistant material to make a specified product

Use the design ideas to produce a conceptual design for an outcome to address a given brief

Demonstrate understanding of how technological modelling supports decision making

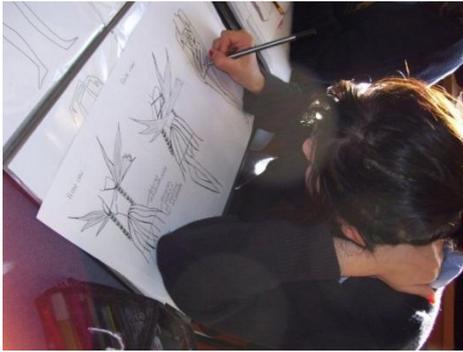
Undertake development to make a prototype to address a brief

**Potential credits available = 22 (18 Internal, 4 External)**



## LEVEL 1 TECHNOLOGY SOFT MATERIALS – L1TMS

Soft Materials involves a rich variety of learning experiences leading to a wide range of career opportunities. These may include but are not limited to: Fashion designer, pattern maker, cutter, stylist, buyer, retail management, sample machinist, interior designer, soft furnishings maker, product developer/designer, C.A.D. machine technician, event management, fashion journalist, knitwear designer, sail maker, textile designer, smart textile development for medical use, costume designer, wardrobe assistant, etc.



The increased emphasis on creativity and individual choice provided by the general objectives and by the flexibility of design briefs have enabled a course to be designed which meets the needs of students. The courses include design briefs which are based on realistic and thought provoking situations. Students will be expected to seek individual, innovative solutions in a variety of ways. Studying technology in this context develops understanding, sharpens perceptions of design and creates awareness of the environment and of society's needs.

The Standards assessed are:

Implement basic procedures to make a specified product

Use design ideas to produce a conceptual design for an outcome to address a brief

Make basic adaptations to a pattern to enable a design to fit a person or item

Demonstrate understanding of how technological modelling supports decision making.

**Potential credits available = 20 (16 Internal, 4 External)**

**May be subject to change.**



## LEVEL 1 VISUAL ART – L1ART

Level 1 Art is a practical course where students are taught art-making skills in drawing, painting and a few aspects of photography. Emphasis is on developing and challenging the creative thinking process and students are encouraged to generate a range of responses to visual and conceptual problems. The work of a wide variety of artists is used to inspire students and help them develop their own personal approach.

The skills necessary for what has been called the knowledge economy – innovative thinking, creativity, and problem solving – are greatly enhanced by participation in the Visual Arts at senior level. The creative industries themselves provide work for increasing numbers of young people and the career paths available to our Visual Arts students include all forms of design, architecture, film and video production, art administration, curating, art teaching and art therapy.

The Level 1 course builds upon Year 10 Art and it is helpful, although not essential, if students have taken Art in the junior school. The Level 1 course prepares students for the Art courses offered at Level 2: Art History, Photography, Design, and Paint (which includes an External folio).



Demonstrate understanding of artworks from cultural contexts using art terminology

Use drawing methods for recording information using wet and dry media

Use drawing conventions to develop work in more than one field of practice

Produce a body of work informed by established practice, which develops ideas, using a range of media

**Potential credits available = 22 (10 Internal, 12 External)**



## **LEVEL 1 DIGITAL ART – L1ADG**

**Recommended background:** It is strongly recommended that students doing this course have taken at least one of the following: Year 10 Art, or Hard or Soft Technology or Graphics.

This course cannot be taken with Level 1 Art.

This is a hands-on course, which promotes the understanding and development of digital skills and techniques relevant to photography and design practice. Students will develop ideas and create outcomes for Photography and Design briefs using digital cameras, the Adobe Suite and Wacom tablets. Students will use the work of contemporary photographers and designers to inform the creation and development of their ideas. All but one standard is shared with Level 1 Art.

Use drawing conventions to develop work in more than one field of practice

Produce a body of work informed by established practice, which develops ideas across a range of media

Produce a finished work that demonstrates skills appropriate to cultural conventions

**Potential credits available = 20 (8 Internal, 12 External)**

# RECOMMENDATIONS FOR CHOOSING A CAREER

## 1. To work out a career direction:

- Start thinking about your skills, interests, values, learning style and current career ideas.
- Read the brochures, prospectuses and publications in the CATS centre.
- Use the Career Quest computer questionnaire programme online at Takapuna Grammar School.
- Come to talks and seminars in the CATS centre.
- Go to tertiary open days and the Auckland Careers Expo.
- Make an appointment to discuss your concerns and ideas with a Career Advisor.
- Look around you and observe what people work at and what they do at work.

Preparation for worthwhile, interesting and rewarding careers is available through polytechnic degree courses, diploma and certificate courses at polytechnics and private tertiary providers, apprenticeships and other work and training programmes. There are also many opportunities to “staircase” up to degree level after successful completion of certificates and diplomas.

The Careers and Transition Service (CATS) at Takapuna Grammar School is available to all students and contains a great deal of information on polytechnic and university courses in New Zealand plus brochures and leaflets on specific jobs and training, including details of subject requirements and recommendations which will assist students to choose.

The website [www.kiwicareers.co.nz](http://www.kiwicareers.co.nz) is available online in the CATS centre, the school library and at home if you have internet access. It is recommended as an excellent source of information on careers.

## CAREERS SUBJECT CHOICE GUIDE

- English skills are essential for all careers – some students with high grades in other subjects may struggle to get jobs due to poor communication skills.
- Literacy standards required for all degree courses and many diplomas and certificates are gained in Year 12 English, L2ELS or L3 ELS.
- English is not compulsory at Year 13 but many universities and polytechnics require English or another writing subject such as History, Geography, Classics or Art History for entry to courses such as Health Science, Nursing and Architecture.
- Mathematics is not compulsory at Year 12 or Year 13 but should not be discarded lightly. Mathematics or Statistics is required or recommended for many university and polytechnic courses and many careers.
- Numeracy standards required for all degree courses and many diplomas and certificates are gained in Year 11 Mathematics.

- Year 12 and 13 students wanting to work in a specialised science area such as Health Science or Bio-medical Science or Veterinary degrees need a strong background in Chemistry, Biology, Physics, Mathematics and English. Students considering applying for degrees in Medicine at New Zealand or overseas universities need to be aware that selection for places is highly competitive.
- Prospective Engineering degree students must take NCEA Mathematics with Calculus and Physics to Level 3.
- Prospective Auckland University Architecture students must take an English 'writing' based subject to Year 13. Art, Physics and Maths Calculus are highly recommended.
- Prospective Commerce/Business degree students should have a good background in Mathematics/Statistics at Year 13 level. Economics and Accounting are recommended.
- Most tertiary Art and Design courses require a portfolio of work to be submitted for selection. Competitive entry degree courses will be unlikely to select a student who has not taken Visual Art subjects at Year 11, 12 and 13.
- Language study (French, German, Japanese) is a sequential course. Once dropped it is difficult to pick these subjects up in the senior school. Year 13 background is essential for advanced courses. Introductory courses are available at university and other tertiary levels but it will take longer if you want to major in these subjects.
- For students interested in Performing Arts courses, a strong theoretical and practical background from studying Drama, Music or Dance, plus involvement in co-curricular performance activities, will increase your ability to succeed at audition.
- Entry for apprenticeships varies depending on the trade but sound results in English, Mathematics, Science and Technology subjects at Year 11 and 12 are preferred.
- Entry level certificate courses at polytechnics or private training providers require at least 3 years of secondary education i.e. successful completion of Year 11. Evidence of ability to study in English will also be required.
- Diploma and some certificate courses require successful completion of Year 12 with specified numbers of NCEA Level 2 credits and literacy and numeracy standards. Some courses require or recommend particular Year 12 subjects.

## Choosing subjects with a career direction in mind:

CAREER AREA	RECOMMENDED PREPARATION SUBJECTS		
	Year 11	Year 12	Year 13
<b>APPRENTICESHIPS</b> Many, including Electrician, Building, Chef	English Maths Science Technology	Technology Hospitality	Technology Hospitality
<b>ARMED FORCES TRADES</b>	English Maths Science	Reasonable grades required	
<b>ARCHITECTURE</b>	Maths English Science Art Design and Visual Communication	Maths English Art Design and Visual Communication  Physics may be useful	Math/Calc English based subject Art Design and Visual Communication  Art/Design subjects useful for the Portfolio Physics may be useful
<b>COMMERCE</b>	Maths  Accounting, Economics, Business useful, but not compulsory	Maths  Accounting, Economics, Business useful, but not compulsory	Maths 1 English based subject  Accounting, Economics, Business useful, but not compulsory
<b>COMMERCE/BUSINESS CERTIFICATES &amp; DIPLOMAS</b>	Maths  Accounting, Economics, Business useful, but not compulsory	Maths  Accounting, Economics, Business useful, but not compulsory	Maths  Accounting, Economics, Business useful, but not compulsory
<b>COMPUTING/IT DEGREE</b>  <b>Diplomas</b>	Maths  Maths	Maths  Maths	Maths/Calculus Physics
<b>DENTISTRY</b>	Maths Sciences	Biology Chemistry Physics Maths	Biology Chemistry Physics Maths/Statistics 1 English based subject
<b>DESIGN</b>	Art Technology Design and Visual Communication	Art Technology Design and Visual Communication	2 Practical Art subjects useful for the Portfolio

<b>ENGINEERING DEGREE</b> University of Auckland	Maths Science	Maths Physics Chemistry	Math/ Calculus Physics Chemistry (Canterbury)
AUT Diploma and Degree	Maths Science	Maths Physics	Maths/ Calculus Physics
<b>ENGINEERING Diploma</b>	Maths Science/Physics	Maths Physics	Maths/ Calculus
<b>FINE ARTS</b>	Art	Art	2 Practical Arts History of Art Portfolio
<b>FOOD SCIENCE</b>	English Maths Science	English Maths Biology Chemistry Physics	Maths/Statistics Biology Chemistry
<b>FORESTRY</b>	English Maths Science	English, Chemistry, Biology, Economics, Geography Maths/ Statistics	
<b>LAW</b>	English	English	English based subjects
<b>MEDICINE</b>	Maths Sciences	English Maths Biology Physics Chemistry	English based subject Maths Biology Physics Chemistry
<b>MEDICAL, LAB SCIENCE</b>	Maths Science	English Biology Chemistry Maths Physics	English based subject Biology Chemistry Maths Physics
<b>MEDICAL IMAGING</b>		Physics Maths	Physics Maths
<b>NURSING</b> AUT	Science or Biology	Biology Chemistry	Biology/Chemistry English based subject
UNIVERSITY OF AUCKLAND	English Science Maths	English Biology/Chemistry/Physics Maths	English based subject Biology, Chemistry or Physics

<b>OCCUPATIONAL THERAPY</b>	Sciences Maths	English plus 2 of Biology, Chemistry, Physics or Maths	English based subject 2 of Biology, Chemistry, Physics or Maths
<b>OPTOMETRY</b>	English Maths Sciences	Maths Chemistry Biology Physics	Maths/Statistics Chemistry Biology Physics
<b>PHARMACY</b>	Maths Science	English Biology Chemistry Physics Maths	English based subject Biology Chemistry Physics Maths/Statistics
<b>PHYSIOTHERAPY</b> AUT	Maths Sciences	English Sciences	English based subject Sciences
OTAGO	English Maths Sciences	English Chemistry Biology Physics Maths	English based subject Chemistry Biology Physics Maths/Statistics
<b>PHYSICAL EDUCATION</b>	Science Maths	English Biology P.E.	English Biology P.E.
<b>PILOT</b>	Maths Sciences	Maths Physics or Chemistry	Maths/ Statistics Maths/Calculus Physics
<b>Private Training</b>	Maths	Maths	Any
<b>POLICE</b>	English Maths	English	Any
<b>SURVEYING</b>	Maths Science	Maths Physics Geography	Maths/Statistics Maths/Calculus Physics
<b>TEACHING</b>	Maths Science	English	English
<b>TECHNOLOGY DEGREE</b> UNIVERSITY OF AUCKLAND	English Maths Sciences	English Maths Chemistry Physics Biology	English based subject Maths Chemistry Physics Biology

<b>TOURISM</b>	English Geography	English Geography	English Geography
<b>VETERINARY SCIENCE</b>	Maths Sciences	Chemistry Physics Biology Maths	Chemistry Physics Biology Maths Statistics

### **NCEA credits required for each level**

L1 80 credits (or higher)

L2 80 credits (with a minimum of 60 credits at L2, 20 credits can be used from L1)

L3 80 credits (with a minimum of 60 credits at L3, 20 credits can be used from L2)

L4 Scholarship

### **University Requirements**

Literacy: 5 reading plus 5 writing credits at Level 2

Numeracy: 10 L1 maths credits or above

Entrance: 42 credits at Level 3 from 3 approved subjects and a Level 3 Certificate

## Five Year Course Plan

Please see below for an outline of the course requirements at Takapuna Grammar School each year:

Year 9	Year 10	Year 11
<b>English</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b> <b>Health and Physical Education</b> <b>Two Languages – two terms each</b> <b>Four Arts – one term each</b> <b>Four Technologies – one term each</b>	<b>English</b> <b>Mathematics</b> <b>Science</b> <b>Social Studies</b> <b>Health and Physical Education</b> <b>Enterprise and Financial Literacy</b> <b>One Arts option</b> <b>One Language option</b> <b>One Technology option</b>	<b>A course of English</b> <b>A course of Mathematics</b> <b>A course of Science</b> <b>Three other subjects</b>

Year 9 Courses	Year 10 Courses	Level 1 Courses
Visual Art	Visual Art	Visual Art Digital Art
Drama Dance Music	Drama Dance Music	Drama Dance Music Musical Theatre
English  English as a Second Language	English  English as a Second Language	English English for Academic Purposes (L1) <i>English Second Language (double option)</i> Media Studies
<i>Literacy Support</i>	<i>Literacy Support</i>	<i>Literacy Support</i>
	Enterprise and Financial Literacy	Accounting Business Studies Economics Economics and Accounting Combined
French Japanese and Chinese Spanish Te Reo Maori	French Japanese Chinese Spanish Te Reo Maori	French Japanese  Spanish Te Reo Maori Maori Culture
Mathematics	Mathematics	Mathematics Mathematics with Statistics Computer Science
Design and Visual Communication Technology - Food Technology – Resistant Materials Technology – Soft Materials	Design and Visual Communication Technology - Food Technology – Resistant Materials Technology – Soft Materials	Design and Visual Communication Technology - Food & Nutrition Technology - Resistant Materials Technology- Soft Materials
Science	Science	Science Biology Chemistry Physics
Social Studies	Social Studies	Geography History Classical Studies
Health and Physical Education Sports Institute	Health and Physical Education Sports Institute	Physical Education Health

Subjects in *Italics* are mainly Unit Standard.

University approved subjects for **Year 13 are in bold**.

\* indicates scholarship subjects.

<b>Year 12</b> A course of English Five other subjects	<b>Year 13</b> Six subjects (may include Study)
<b>International Baccalaureate (2 Year Course)</b> Choose one subject from each of Groups 1 to 6 <b>OR</b> replace the Group 6 subject with an additional Group 2, 3 or 4 subject - at least 3 subjects must be at Higher Level (HL)	

Level 2 Courses	Level 3 Courses & Scholarship * (Level 4)	International Baccalaureate	
Visual Art Design Visual Art Photography Visual Art Painting Art History	<b>Visual Art Design *</b> <b>Visual Art Photography *</b> <b>Visual Art Painting *</b> <b>Art History *</b>	Visual Arts (G6)	HL/SL
Drama Dance Music Musical Theatre	<b>Drama *</b> <b>Dance *</b> <b>Music *</b> Musical Theatre	Theatre Arts (G6)	HL/SL
English English for Academic Purposes (L1 or 2) <i>English Second Language (double option)</i> Media Studies	<b>English *</b> English for Academic Purposes (L2)  <b>Media Studies *</b>	English Literature (G1) Chinese Literature (G1)	HL/SL HL/SL
<i>Learning Support</i>	<i>Learning Support</i>		
Accounting Business Studies Economics	<b>Accounting *</b> <b>Business Studies</b> <b>Economics *</b>		
French Japanese Chinese Spanish Te Reo Maori Maori Culture	<b>French *</b> <b>Japanese *</b> <b>Chinese *</b> <b>Spanish *</b> <b>Te Reo Maori*</b> Maori Culture	English B (G2) French (G2) Japanese (G2) Spanish (G2) Spanish ab initio (G2)	SL SL SL SL SL
Mathematics Mathematics with Statistics Computer Science	<b>Mathematics with Calculus *</b> <b>Mathematics with Statistics *</b> <b>Computer Science</b>	Mathematics (G5) Mathematical Studies (G5)	HL/SL SL
Design and Visual Communication <i>Technology - Furniture and Construction</i> <i>Technology - Hospitality</i> Technology - Resistant Materials Technology- Soft Materials	<b>Design and Visual Communication *</b> <i>Technology - Furniture and Construction</i> <i>Technology - Hospitality</i> <b>Technology - Resistant Materials *</b> <b>Technology- Soft Materials *</b>		
Biology Chemistry Physics	<b>Biology *</b> <b>Chemistry *</b> <b>Physics *</b>	Biology (G4) Chemistry (G4) Physics (G4) Sports, Exercise and Health Science (G4)	HL/SL HL/SL HL/SL SL
Geography History Classical Studies <i>Tourism</i>	<b>Geography *</b> <b>History *</b> <b>Classical Studies *</b> <i>Tourism</i>	Geography (G3) History (G3) Economics (G3)	HL/SL HL/SL HL/SL
Physical Education Performance Physical Education Health	<b>Physical Education *</b> <b>Health</b>	Extended Essay, CAS, TOK	