

## YEAR 11 SUBJECT INFORMATION

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**NOTE:** The information below is to provide you with some knowledge of what the subject teaches and the topics covered in the first half of the year (terms 1 and 2 which run from February to June) and the second half of the year (terms 3 and 4 which run from July to November). There may be some changes in content/when topics are taught.

**You need to read this information carefully and choose the subjects you want to study. We will expect you to study these subjects on your arrival and not change the subjects you wish to do. If you have any questions regarding these subjects please email us back. You can email Miss Baker at [l.baker@tgs.school.nz](mailto:l.baker@tgs.school.nz) as she is the International Dean and can answer your questions.**

## THE ARTS

<b>SUBJECT</b>	<b>Level 1 Digital Art</b>
COURSE DESCRIPTION	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.
REQUIREMENTS	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. New students should have studied Art for at least one year. Students who are starting in term 3 should have some digital design skills. For beginning Art students who are only staying for terms 3 and 4, Level 1 Art Painting may be a better option choice.
TOPICS TERMS 1 AND 2	Use drawing conventions to develop work in more than one field of practice. Produce a finished work that demonstrates skills appropriate to cultural conventions.
TOPICS TERM 3 AND 4	Produce a body of work informed by established practice, which develops ideas across a range of media.

<b>SUBJECT</b>	<b>Level 1 Visual Art (Art Painting)</b>
COURSE DESCRIPTION	Level 1 Art Painting 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 Level 1 course prepares students for the three Art courses offered at Level 2: Photography, Design and Paint.
REQUIREMENTS	It is recommended that students have completed year 9 and 10 art or have studied Art for at least one year.
TOPICS TERMS 1 AND 2	<ul style="list-style-type: none"> <li>• Demonstrate understanding of artworks from cultural contexts using art terminology.</li> </ul>

	<ul style="list-style-type: none"> <li>● Use drawing methods for recording information using wet and dry media.</li> <li>● Use drawing conventions to develop work in more than one field of practice.</li> </ul>
TOPICS TERM 3 AND 4	Produce a body of work informed by established practice, which develops ideas, using a range of media.

<b>SUBJECT</b>	<b>Level 1 Dance</b>
COURSE DESCRIPTION	Dance Performance, Choreography and Written Exam
REQUIREMENTS	Some previous dance experience, students are expected to work collaboratively with their peers towards group performances. Performance work is all in groups.
TOPICS TERMS 1 AND 2	Group Choreography and Performance
TOPICS TERMS 3 AND 4	Duet Choreography and Written Exam

<b>SUBJECT</b>	<b>Level 1 Drama</b>
COURSE DESCRIPTION	Discover the way theatre works to fascinate an audience. Explore theatre styles of Commedia and Children's Theatre, create characters in plays and create a drama of your own. Sit an exam on a play you have seen during the year.
REQUIREMENTS	An interest in theatre
TOPICS TERMS 1 AND 2	Learn about Commedia dell'Arte, a comic style with extreme characters and act in a short play adopting a character. Then act one or more roles in a scripted children's theatre piece.
TOPICS TERMS 3 AND 4	Create a drama in a group drawn from a theme – a big event in world history. Create dramatic material to make the event interesting with characters and action.

<b>SUBJECT</b>	<b>Level 1 Music</b>
COURSE DESCRIPTION	Classroom Music offers advanced study and focus into the areas of solo and group performance, and the composition of original music. Classes are typically practically based involving a large amount of rehearsal, live work-shopping of performance material for an audience, videoing and self-reflection processes and peer teaching interactions. Music literacy (theory knowledge and application) tasks and activities are also undertaken on a regular basis. Students are NOT taught to play an instrument during this time and should seek instrumental tuition outside the classroom.
REQUIREMENTS	ALL students participating in this course are expected to have had at least 3 years of lessons on their instrument and be able to supply their instrument for all lessons. It is <i>strongly</i> recommended that students

	have lessons on their instrument – either through the itinerant music tuition system at school or outside of school with a private tutor.
TOPICS TERMS 1 AND 2	Solo Instrument Composition, Solo Performance.
TOPICS TERMS 3 AND 4	Small Ensemble Composition, Solo and Group Performance, Score Reading, Aural Transcription.

<b>SUBJECT</b>	<b>Level 1 Musical Theatre</b>
COURSE DESCRIPTION	Students will explore the interdisciplinary art form of Musical Theatre, integrating acting, singing and dance. They will create original musicals in groups and perform in a full-scale production. Students will perform as a soloist and ensemble singer in public concerts.
REQUIREMENTS	An interest in theatre with the ability to sing and dance with a degree of confidence. Students are expected to take singing lessons outside of class.
TOPICS TERMS 1 AND 2	Learn about Musical Theatre and perform a character from a published work as a singer, actor and dancer. Students will rehearse and perform their first solo and ensemble performance songs.
TOPICS TERMS 3 AND 4	Create an original musical in a group based around a theme. Students will rehearse and perform their second solo and ensemble performance songs and participate in an end of year cabaret production.

## ENGLISH

**Note:** The subject information below is to give you an outline of what is taught in the English subjects at Level 1. We will test you on your arrival and put you in an appropriate English course.

<b>SUBJECT</b>	<b>Level 1 English – For students with good English skills</b>
COURSE DESCRIPTION	This 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. This programme is structured to encourage broad curriculum coverage for all students. All students will learn about, practice and produce formal writing and creative writing and write and deliver a prepared speech. They will study a range of literature which may include short and extended texts, including a Shakespearean play and a feature film. They will also produce a visual text and practice reading and understanding unfamiliar texts (close reading).
ASSESSMENTS	The assessments for this subject vary from teacher to teacher.

<b>SUBJECT</b>	<b>English for Second Language Speakers – X and Y</b>
<b>COURSE DESCRIPTION</b>	This course provides support for ESOL students over two subjects – reading and writing. Basic literacy skills are developed. There is a focus on increasing vocabulary and communication skills. This course suits students who are at a beginner’s level for their English.
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Read simple information texts</li> <li>• Read simple recounts of life experience</li> <li>• Write simple descriptions</li> <li>• Write simple recounts of personal experiences</li> </ul> <p><i>Optional Level 2 standards after discussion with teacher:</i></p> <ul style="list-style-type: none"> <li>• Read recounts in familiar contexts</li> <li>• Read information texts in familiar contexts</li> <li>• Write recounts of familiar contexts</li> <li>• Write information texts on familiar contexts</li> </ul>

<b>SUBJECT</b>	<b>English for Academic Purposes Level 1</b>
<b>COURSE DESCRIPTION</b>	This subject is designed to increase academic language through the four skills of reading, writing, speaking and listening. Students study and respond to a range of literature and learn to write academic essays. This course enables students to gain Level 1 English credits. Assessments are on-going and students have time to develop skills leading to assessments as they master those skills. This course is tailored for students whose English is their first language.
<b>ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>• Show understanding of specific aspect(s) of studied written text(s) using supporting evidence.</li> <li>• Show understanding of specified aspect(s) of studied visual or oral text(s) using supportive evidence.</li> <li>• Produce creative writing.</li> <li>• Explain significant connection(s) across texts, using supporting evidence.</li> <li>• Show understanding of visual and/or oral texts through close viewing and/or listening, using supporting evidence.</li> </ul>

<b>SUBJECT</b>	<b>Media Studies</b>
<b>COURSE DESCRIPTION</b>	This is a social science in which students learn about media communications in the modern world. This includes: Media Industries, academic theories, Media products and producers, Media technologies and Media influence on society, these are all aspects of this course.
<b>REQUIREMENTS</b>	Students need to be able to understand and analyse media texts (film, television, news, web content, radio). Formal essay writing skills are essential. Some group work and assessment of practical video and editing skills is also required. A good level of written English in particular is required for this course.
<b>TOPICS TERMS 1 AND 2</b>	Analysis of Television Advertisements / Censorship Laws / Music Video Planning and Production.

TOPICS TERMS 3 AND 4	Analysis of Television Advertisements / Genre Exam Study – Horror Film History and Analysis
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## BUSINESS AND ENTERPRISE

Note: You cannot choose Economics and Accounting Combined (EAC) and Accounting or Economics and Accounting combined and Economics. EAC is a combination of Accounting and Economics. You can choose Economics and Accounting as separate subjects.

SUBJECT	Level 1 Accounting
COURSE DESCRIPTION	The NCEA Level 1 Accounting course aims to develop students' understanding of the role of accounting as a financial language for businesses. The course is structured to enable students to apply financial knowledge and skills to practical situations. 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.
REQUIREMENTS	There are no requirements for this subject, but students need a 'can do' attitude.
TOPICS TERMS 1 AND 2	Financial decision making, Processing financial information and preparing and interpreting financial information for community organisations and the Analysis preparing financial statements for small businesses.
TOPICS TERMS 3 AND 4	Preparing financial statements for small businesses and interpretation of financial statements for small businesses.

SUBJECT	Level 1 Business Studies
COURSE DESCRIPTION	Business Studies is the study of how people become producers in a small business setting. This will include the internal factors (things the business owner has control over) and external factors (things the business owner cannot control). You will also learn how to analyse and solve problems that small businesses face. This theory will then be put into practice by you by setting up your own business activity. You will have the opportunity to study and visit a small local business to gain further understanding of the way a small business operates and this allows you to see how the theory that you learnt in class can be applied to real life situations. You will also hear from guest speakers who are entrepreneurs. You will develop your communication skills in business writing and presentation and improve your problem solving skills, group work skills and financial management skills. As time is money in business your time management skills will also be developed along with your organisation and leadership skills.
REQUIREMENTS	A good level of English – both oral and written Good teamwork skills – there are many practical business activities carried out throughout the course.

	<p>Ability to work productively in a group is essential as assessments are group based.</p> <p>A willingness to participate actively in class.</p> <p>A good level of Business Studies terms would be an advantage.</p> <p>Transportation costs for business visits (as advised)</p>
TOPICS TERMS 1 AND 2	<p>Business Formation</p> <ul style="list-style-type: none"> <li>• ownership structure - sole trader, partnership, registered company</li> <li>• sources of finance</li> </ul> <p>Functions of Business</p> <ul style="list-style-type: none"> <li>• business objectives</li> </ul> <p>People in Business</p> <ul style="list-style-type: none"> <li>• communication with stakeholders</li> <li>• employer/employee relationships</li> <li>• entrepreneur - role, skills and characteristics</li> </ul> <p>Business Management</p> <ul style="list-style-type: none"> <li>• business success</li> <li>• financial documents</li> </ul> <p>Business Environment</p> <ul style="list-style-type: none"> <li>• stakeholders external to the business - customers, suppliers, local government, local community</li> <li>• legal influences - Consumer Guarantees Act 1993, the Fair Trading Act 1986, the Health and Safety in Employment Act 1992</li> <li>• economic influences</li> <li>• environmental influences - factors affecting physical environment</li> <li>• competition - current and potential</li> </ul> <p>Carry out and review a product-based activity – internal assessment</p> <ul style="list-style-type: none"> <li>• comprehensive business planning</li> <li>• carrying out a business activity and taking a product to market</li> <li>• reflecting on business activity performance</li> <li>• Investigate aspects of human resource processes in a business</li> <li>• detailed investigation into the recruitment processes for our partnership business</li> </ul>
TOPICS TERMS 3 AND 4	<p>Apply the marketing mix to an existing product – internal assessment</p> <ul style="list-style-type: none"> <li>• fully explaining the marketing mix for a product</li> <li>• consistently applying appropriate skills with a high level of accuracy</li> <li>• integrating relevant business knowledge</li> </ul> <p>Operational problems/issues affecting a small business arising from:</p> <ul style="list-style-type: none"> <li>• recruitment of employees - poor practices, skills shortages</li> <li>• cash flow - slow payers, bad debtors, low sales, credit</li> <li>• tightening</li> <li>• workplace incidents - workplace accident, workplace conflict</li> <li>• marketplace changes - new competitor, negative publicity</li> </ul>

	<ul style="list-style-type: none"> <li>• production disruption - natural disasters, pandemic, technology breakdown.</li> <li>• external examination revision</li> </ul>
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<b>SUBJECT</b>	<b>Level 1 Economics</b>
COURSE DESCRIPTION	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.
REQUIREMENTS	Interest in how the world works and a good level of English. Students are required to draw graphs and write long paragraph style answers in assessments.
TOPICS TERMS 1 AND 2	Demand (external), Circular flow (internal), Supply (external), Producers (internal)
TOPICS TERMS 3 AND 4	Markets (external)

<b>SUBJECT</b>	<b>Level 1 Economics and Accounting Combined</b>
COURSE DESCRIPTION	Economics looks at how we use scarce resources. Decisions about how people organise the resources available to satisfy their needs and wants. This course looks at Consumer demand for goods and services, Supply of goods and services by producers. The Accounting section covers Transaction for a Sole Proprietor (source documents, cash receipts and cash payments journals, bank reconciliation statements and ledgers), Making a Financial Decision based on research (purchasing an asset, the costs involved in owning the asset and how you will finance its purchase) Preparation of Final Accounts for Sole Proprietors (Income Statements, Statement of Financial Position and Cash Budgets).
REQUIREMENTS	Interest in how the world works for the Economics section of the course and a good level of English. Students are required to draw graphs and write long paragraph style answers in assessments for the Economics section of the course. For the Accounting section, students should have a desire to learn how to set out final accounts eg Income Statements and keep records in the form of journals and ledgers and research the purchases of an asset and write a report based on the information they have collected.
TOPICS TERMS 1 AND 2	Economics: Consumer Demand (Economics external), Transactions for a Sole Trader (Accounting Internal), Making a Financial Decision

	(Accounting Internal) Processing Financial Information and Preparation of Financial Statements for small businesses ie Income Statement, Statement of Financial Statements, Cash budgets, balance day adjustments (Accounting External).
TOPICS TERMS 3 AND 4	Continuation of financial statements, Producer supply (graphs and with long paragraph answers), school exams and revision for external NCEA exams.

## LANGUAGES

To do languages at Level 1, students need to have studied the language for at least one year.

SUBJECT	Level 1 Japanese
COURSE DESCRIPTION	<p>Japanese is one of the essential foreign languages for 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, to travel around Japan in the future without any difficulty and gives them the opportunity to communicate with Japanese people in their own language. 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.</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Listen and respond to spoken Japanese,</li> <li>• Give a spoken presentation in Japanese</li> <li>• View and respond to written Japanese texts</li> <li>• Write a variety of text types in Japanese</li> </ul>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 9 and 10 Japanese (or studied Japanese for at least one year). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Family Life, Hobbies, Homes, Education
TOPICS TERM 3 AND 4	Travel, Food, Sports, Exam Revision

SUBJECT	Level 1 French
COURSE DESCRIPTION	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. French is the second

	<p>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.</p> <p>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.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Speak, Present: give a spoken presentation in French that communicates a personal response.</li> <li>• Interact: using spoken French to communicate personal information, ideas and opinions in different situations.</li> <li>• Write: write a variety of text types in French on areas of immediate relevance.</li> <li>• Listen and Respond: demonstrate understanding of a variety of spoken French texts on areas of most immediate relevance.</li> <li>• View and Respond: demonstrate understanding of a variety of French texts on areas of most immediate relevance.</li> </ul> <p>Potential credits available = 24 (14 internal, 10 external)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 9 and 10 French (or have learnt French for at least one year). The study of foreign languages is a sequential process that requires skills and knowledge from previous study
TOPICS TERMS 1 AND 2	Family Life, School, Food
TOPICS TERM 3 AND 4	Shopping, Directions, Health, Exam Revision

<b>SUBJECT</b>	<b>Level 1 Spanish</b>
COURSE DESCRIPTION	<p>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 in the future.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Listen and respond to spoken Spanish</li> <li>• Give a spoken presentation in Spanish</li> <li>• View and respond to written Spanish texts</li> <li>• Write a variety of text types in Spanish</li> </ul>
REQUIREMENTS	<b>Recommended Background:</b> Students must have successfully completed Year 9 and 10 Spanish (or have studied Spanish for at least one year). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.

TOPICS TERMS 1 AND 2	Family Life, Health, Education
TOPICS TERM 3 AND 4	Shopping, Directions, Fashion, Exam Revision

<b>SUBJECT</b>	<b>Level 1 Te Reo Māori</b>
	Students need to have studied this language for at least two years. As overseas students will not have done this, you cannot choose this subject unless you are transferring from another New Zealand school and have studied Te Reo Maori at that school.

### Māori Culture

<b>SUBJECT</b>	<b>Level 1 Māori Culture</b>
	This is a course for students who want to experience Māori Language, Tikanga Practice, Culture and Performance. This course is aimed at students who are wanting more knowledge on Maori 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 practices. The course explores, environmental practices, health, appropriate karakia, traditional stories, whakairo design and weaving.
REQUIREMENTS	There is no previous knowledge required to take the course. It is a beginner's course for Māori Culture. Note: It is a unit standard course

### MATHEMATICS

Level 1 Mathematics is a compulsory subject. There is also Computer Science (not classified as Maths) which is included in this subject area.

<b>SUBJECT</b>	<b>Level 1 Computer Science</b>
COURSE DESCRIPTION	Digital technologies focus on understanding, developing and using digital software, hardware, and electronic systems across a range of contexts including school, the home, and wider community settings
REQUIREMENTS	Interest in computer programming
TOPICS TERMS 1 AND 2	1.44 Concepts of Computer Science 1.41 Word and Excel 1.43 Web Design 1.45 Programming 1.50 Hardware
TOPICS TERMS 3 AND 4	1.46 Programming 1.44 Concepts of Computer Science

<b>SUBJECT</b>		<b>Level 1 Mathematics Applied (L1MAP)</b>	
COURSE DESCRIPTION		Level 1 Mathematics for students who do not need to do much algebra and are mainly just interested in getting Numeracy and University Entrance. Students who do this course are not expected to continue with Maths in the future.	
REQUIREMENTS		No requirements. This is a good Maths subject for students who enjoy Statistics and Probability and find Mathematics difficult.	
TOPICS AND 2	TERMS 1	1.9 Transformation Geometry 1.4 Linear Algebra 1.7 Right Angled Triangles 1.1 Number	
TOPICS AND 4	TERMS 3	1.11 Bivariate Data 1.12 Probability	

<b>SUBJECT</b>		<b>Level 1 Mathematics</b>	
COURSE DESCRIPTION		Level 1 Mathematics involving a combination of algebra, geometry, statistics and probability.	
REQUIREMENTS		To have an at least an average ability in Maths	
TOPICS AND 2	TERMS 1	1.6 Geometry 1.4 Linear Algebra 1.12 Chance and Data Statistics Project 1.1 Number	
TOPICS AND 4	TERMS 3	1.2 Algebra 1.6 Geometry continued	

<b>SUBJECT</b>		<b>Level 1 Mathematics Extension</b>	
COURSE DESCRIPTION		Mathematics for able students. Course contains some Level 2 course work. Students are expected to have a sound understanding of Algebra.	
REQUIREMENTS		To have a good record of mathematical ability. Students need to be assessed by their teachers to see if this course is an appropriate one for them.	
TOPICS AND 2	TERMS 1	1.6 Geometric Reasoning 2.1 Coordinate Geometry 2.4 Trigonometry 2.2 Non-Linear Graphs	
TOPICS AND 4	TERMS 3	2.14 Simultaneous Equations 2.9 Statistical Inference 1.12 Chance and Data	

## PHYSICAL EDUCATION

<b>SUBJECT</b>	<b>Level 1 Physical Education</b>
COURSE DESCRIPTION	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. These activities include participation in gymnastics, netball, badminton and football. They will have the opportunity to learn through Science about human movement and investigate the factors affecting their own performance.
REQUIREMENTS	Takapuna Beach Aquathon – 500m swim, 2.5km run. A reasonable level of fitness, the ability to swim and an interest in physical activity.
TOPICS TERMS 1 AND 2	Practical – Aquathon training (swimming practice in the school pool), Netball, Handball, Gymnastics Theory – Participation logs, Strategies to improve performance
TOPICS TERMS 3 AND 4	Practical – Cross fit, badminton, football, rippa rugby Theory – Anatomy and biomechanics, Interpersonal skill review

<b>SUBJECT</b>	<b>Level 1 Health</b>
COURSE DESCRIPTION	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.
REQUIREMENTS	Clear understanding of Health's underlying concepts.
TOPICS TERMS 1 AND 2	Using interpersonal skills to enhance relationships. Taking action to enhance an aspect of personal well-being.
TOPICS TERMS 3 AND 4	Promoting positive sexuality. Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations.

## SCIENCE SUBJECTS

For science you can:

- choose only Science
- choose only Physics/only Biology/only Chemistry
- or choose two sciences eg Biology and Chemistry, Chemistry and Physics
- choose Science and a separate Science eg Science and Biology, Science and Physics, Science and Chemistry
- choose Alternative Science if you want to study Science but find it difficult

<b>SUBJECT</b>	<b>Level 1 Biology</b>
COURSE DESCRIPTION	Level 1 Biology supports students intending to study Biology in Year 12 and Year 13. It covers a broad range of biology topics. Students are assessed by topic tests, internal assessments and end of the year external exams.
REQUIREMENTS	Basic junior science background
TOPICS TERMS 1 AND 2	Predominantly Human Biology
TOPICS TERM 3 AND 4	Plant Biology and Genetics

<b>SUBJECT</b>	<b>Level 1 Chemistry</b>
COURSE DESCRIPTION	Chemistry supports students intending to study Chemistry in Year 12, Year 13 and beyond. Students are assessed by topic tests, practical internal assessments and end of the year external exams.
REQUIREMENTS	Students should have a good understanding of English to support the learning of keywords and terms and numeracy. Students must at least have passed the Chemistry topics in Year 10 and have a good command of lab skills. New students need to have learnt some Chemistry.
TOPICS TERMS 1 AND 2	Acids and bases, Rates of reactions, Chemical reactions, Identification of Ions in solution.
TOPICS TERM 3 AND 4	Organic Chemistry, Revision for Senior Exams

<b>SUBJECT</b>	<b>Level 1 Physics</b>
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COURSE DESCRIPTION	Level 1 Physics supports students intending to study Year 12 and Year 13 Physics. It covers aspects mechanics, electro-magnetism and light and waves, all assessed in end-of-year exams. There are also internal assessments on nuclear physics and an assessed experiment.
REQUIREMENTS	Students should have a good understanding of mathematics as well as good skills of English be able to correctly describe, explain and discuss the concepts involved, not just to choose the correct equation and calculate an answer.
TOPICS TERMS 1 AND 2	Assessed Experiment, Motion Unit, Light and Wave Unit
TOPICS TERM 3 AND 4	Electro-Magnetism Unit and Revision for Senior Exams See more info on this file: <a href="https://goo.gl/XE7sur">https://goo.gl/XE7sur</a>

<b>SUBJECT</b>	<b>Level 1 Science</b>
COURSE DESCRIPTION	General Science supports students intending to study Specialist Sciences in Year 12 and Year 13. It covers aspects of Biology, Chemistry and Physics. Students are assessed by topic tests, practical investigations and end of the year external exams.
REQUIREMENTS	Students should have a good understanding of English to support the learning of keywords and terms and numeracy (algebra, multiplication and division) to support Physics and Chemistry
TOPICS TERMS 1 AND 2	Genetics and Evolution, Astronomy, Investigative Practical Chemistry
TOPICS TERM 3 AND 4	Acids and Bases, Mechanics (Physics) Revision for Senior Exams

<b>SUBJECT</b>	<b>Level 1: Applied Science (may not be taught, it will depend on the number of students wanting to take this course)</b>
COURSE DESCRIPTION	Alternative Science supports students who have previously struggled with the Science in earlier years. The course consists of regular tests and practical investigations focused on assessing a student's basic understanding of various scientific concepts.
REQUIREMENTS	Students should have a good understanding of English.
TOPICS TERMS 1 AND 2	Atomic theory, Chemical Change, Astronomy.
TOPICS TERMS 3 AND 4	Geology, Investigative Practical, Heat, Metals.

## SOCIAL SCIENCES

<b>SUBJECT</b>	<b>Level 1 Classical Studies</b>
COURSE DESCRIPTION	A study of Ancient Greece and Rome through history, stories and Myth. Two internal assessments – one in Term One and one in Term Two. Two external standards
REQUIREMENTS	Deep understanding of English - both spoken and written and an interest in the ancient Mediterranean.
TOPICS TERMS 1 AND 2	Greek Mythology, Julius Caesar
TOPICS TERMS 3 AND 4	Homer's Iliad

<b>SUBJECT</b>	<b>Level 1 Geography</b>
COURSE DESCRIPTION	Geography is a study of natural and cultural environments – it investigates our planet as the home of people and issues that we currently face. Students are introduced to a variety of different skills such as fieldwork, mapping, graphing, research and communication. It prepares students to be observant and question the role they also play in conserving our planet for the future.
REQUIREMENTS	While there are no pre-requisites for this course students should have a basic level of reading and writing and be inquisitive about the world around them. Students are also expected to go on the two day Field Trip.
TOPICS TERMS 1 AND 2	In Term 1 we cover an introduction to Geography and basic facts about the world. We then look at local geographic issues including electricity production especially wind farms and traffic problems in the school locality. The latter includes some GIS skills. These both lead to three internal assessments for NCEA. In Term 2 we investigate extreme natural events concentrating on volcanic eruptions. This starts by looking globally, leading to our fourth internal assessment for NCEA. Following this we concentrate on the eruptions of Tarawera, New Zealand's worst volcanic disaster and Pinatubo in the Philippines. As part of this investigation there is a 2 day field trip to Tarawera at the start of Term 2.
TOPICS TERMS 3 AND 4	In Term 3 we concentrate on looking at population. The main concepts about population are broadly discussed such as population distribution, growth and future sustainability. These ideas are then applied to the case study of India. Term 4 is devoted to revision of both the Extreme Natural Events done in Term 2 and Population studies in Term 3 to prepare for the external exams in November.

<b>SUBJECT</b>	<b>Year 11 History</b>
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COURSE DESCRIPTION	This is a 20 credit course assessed against five Achievement Standards. Three standards will be assessed internally and two by the external national examination in November. Essay writing is taught and students are not penalised in History for incorrect grammar. Literacy credits can be gained from History.
REQUIREMENTS	There are no pre-requisites for History at this level. However, students will be required to produce written answers for their assessments.
TOPICS TERMS 1 AND 2	Term 1: Medieval life - students select a topic from Medieval times for a 1.1 (4 credits) research folder - all work done in class  Term 3: Tudors and Stuarts – 1.4 (4 credits) assessment looks at the perspectives surrounding the trial and execution of King Charles the First. This information is used for the external 1.5. (4 credits).
TOPICS TERM 3 AND 4	Term 3: World War 1 and Gallipoli with an assessment 1.2 (4 credits) - written work on New Zealand’s involvement at Gallipoli. This topic is also used for external 1.6 (4 credits).

## TECHNOLOGY

Note: The number of students in Technology subjects (except DVC) are limited to 25 for health and safety reasons.

SUBJECT	Level 1 Design and Visual Communication (DVC)
COURSE DESCRIPTION	Architectural Design – Design an international inspired sleep out for a teenager.
REQUIREMENTS	Students are required to purchase the specialty stationery pack from the school’s stationery shop. Students will not be able to join the course in Term 3 and 4 as earlier design work generated during Term 1 and 2 are used for the assessments in Term 3 and 4.
TOPICS TERMS 1 AND 2	Freehand sketching, 2D and 3D interior and exterior architectural design and drawings, CAD modelling in SketchUp, freehand rendering with markers, colouring pencils and other media.
TOPICS TERMS 3 AND 4	Digitally created presentation boards from the SketchUp model and instrumental 2D drawings.

SUBJECT	Level 1 Food Technology and Nutrition
COURSE DESCRIPTION	Food Technology and Nutrition allows students to gain knowledge and practical experience in safe food handling, kitchen hygiene, food preparation and also food packaging. Students will work in groups to create and present a variety of food products and meals.
REQUIREMENTS	Although there are no pre-requisites for this subjects students should have a basic level of reading and writing and be interested in working with food.

TERMS 1 and 2	The course will first cover Food Safety, especially the correct handling, storage and preparation of meals involving High Risk Foods (ie meat, milk, cheese, eggs). The second topic is Cultural Foods, covering commonly eaten foods and dishes from several other countries.
TERMS 3 AND 4	The study of Nutrition and the nutrients found in foods and their functions in the human body. Practical cookery will concentrate on suitable breakfasts and lunches for a teenager. The last section of this subject will cover Food Packaging and the influence it has on people's food choices. This section is in preparation for the written external exam in November.

<b>SUBJECT</b>	<b>Level 1 Resistant Materials Technology</b>
COURSE DESCRIPTION	Resistant Materials Technology helps students develop the ability to design and make products with creativity and originality, using a range of materials and techniques. This involves research into existing products, conceptual design and the continual testing and modelling of potential solutions which they then must draw up and manufacture.
REQUIREMENTS	There are no pre requisites but an understanding of the design process and practical manufacturing skills is an advantage. Students completing assessments must commit to the duration of the assessment.
TOPICS TERMS 1 AND 2	In term one we introduce a basic design process and students investigate existing products based on a design brief and analyse these to determine processes and outcomes. They then sketch and evaluate a range of their own ideas to solve the design problem they are given. When they are satisfied with the solution they will draw a set of plans, work out material requirements and cost it before completing the manufacturing of the design in Term 2
TOPICS TERM 3 AND 4	Term 3 focuses on a design problem to find a solution to a given problem such as building a sustainable house in an unusual setting. They look more in-depth at the design process and produce a report for external assessment on design factors.

<b>SUBJECT</b>	<b>Level 1 Soft Materials</b>
COURSE DESCRIPTION	Soft Materials Technology involves a rich variety of learning experiences leading to a wide range of career opportunities. Topics covered include: a comprehensive conceptual design portfolio, basic pattern adaptation, basic construction skills and techniques, literacy by submitting a written external report.
REQUIREMENTS	While there are no pre requisites for this course students should have an understanding of how the design process works, how a sewing machine is used and how different fabrics are used for different purposes.
TOPICS TERMS 1 AND 2	Students will begin by testing and trialing techniques and then constructing a garment bag.

	They will then use Architecture as inspiration to design, pattern adapt and make a garment for the Fashion Show.
TOPICS TERM 3 AND 4	Students will continue to work on the garment until midway through Term 3. External report will be written in Term 3 and 4.