

## YEAR 12 SUBJECT INFORMATION

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**NOTE:** The information below is to provide you with some knowledge of what the subject teaches and what is taught in the first half of the year (terms 1 and 2 which runs from February to the end of June) and the second half of the year (terms 3 and 4 which runs 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 Dean and can answer your questions.**

## ARTS

SUBJECT	Level 2 Visual Art Design
COURSE DESCRIPTION	Art Design promotes the understanding and development of fundamental skills and techniques relevant to the communication of design ideas, in two and three dimensions. Students learn to use the Adobe suite: including Photoshop and Illustrator. They develop an understanding of layout, typography and image manipulation through the study of contemporary Designers.
REQUIREMENTS	It is strongly recommended that Level 2 Art Design students have taken Art or Digital Art the previous year, or have studied Art for at least one year.
TOPICS TERMS 1 AND 2	Demonstrate an understanding of methods and ideas from established practice appropriate to design. Use drawing methods to apply knowledge of conventions appropriate to design. Develop ideas in a related series of drawings appropriate to established design practice.
TOPICS TERM 3 AND 4	Produce a systematic body of work that shows understanding of art making conventions and ideas within design.

SUBJECT	Level 2 Art History
COURSE DESCRIPTION	Art History is the study of the visual arts in civilization. It examines changing values in all fields of visual culture, including painting, sculpture, design, photography, architecture and forms of popular expression. Art History integrates research and knowledge, develops critical thinking and emphasizes visual as well as verbal and written literacy. Study in Art History is complimentary to other subjects such as History and Classics and does not need to be taken in conjunction with Practical Art. It is a valuable subject for visual art students and is especially beneficial to those students interested in studying Art, Design or Architecture at a Tertiary level.

REQUIREMENTS	While there are no pre requisites for this course students should have a good level of reading and writing in English.
TOPICS TERMS 1 AND 2	19 <sup>th</sup> Century French Art: towards modernism.
TOPICS TERM 3 AND 4	19 <sup>th</sup> Century French Art: towards modernism.

<b>SUBJECT</b>	<b>Level 2 Visual Art Painting</b>
COURSE DESCRIPTION	This course focuses on Painting and provides students with an opportunity to extend their Art making practice. It aims to challenge and extend students in their understanding and application of Painting. The external folio assessment encourages students to explore Painting in the widest possible terms. They are taught to build upon the traditional approaches of painting yet are encouraged to experiment with the overlaps that occur within contemporary art making.
REQUIREMENTS	It is strongly recommended that students have taken Art or Digital Art the previous year. Students who are new to Takapuna Grammar School need a very good level of painting skills and should have studied Art for at least one year. This is not a beginner's Art course.
TOPICS TERMS 1 AND 2	Use drawing methods to apply knowledge of conventions appropriate to painting Develop ideas in a related series of drawings appropriate to established painting practice
TOPICS TERM 3 AND 4	Produce a systematic body of work that shows understanding of art making conventions and ideas within painting.

<b>SUBJECT</b>	<b>Level 2 Visual Art Photography</b>
COURSE DESCRIPTION	In Level 2 Photography students learn how to use a digital SLR camera and alternative photographic methods. Students will use digital imagery and learn how to manipulate this in Photoshop. Students work on written research assignments on photographic artist models to gain an understanding of traditional and contemporary methods and ideas in photography practice.
REQUIREMENTS	Students must have their own digital SLR camera. It is strongly recommended, although not necessary, that students have taken Art or Digital Art for at least one year.
TOPICS TERMS 1 AND 2	Use drawing methods to apply knowledge of conventions appropriate to photography. Develop ideas in a related series of drawings appropriate to established photography. Practice
TOPICS TERM 3 AND 4	Produce a systematic body of work that shows understanding of art making conventions and ideas within photography.

<b>SUBJECT</b>	<b>Level 2 Dance</b>
<b>COURSE DESCRIPTION</b>	Dance performance, Choreography and Written Exam
<b>REQUIREMENTS</b>	Students must have previous dance experience. Students need to actively contribute to group choreography. Solo choreography needs to be performed to the class. Performance work is in groups.
<b>TOPICS TERMS 1 AND 2</b>	Group Choreography and Performance
<b>TOPICS TERMS 3 AND 4</b>	Solo Choreography and Written Exam

<b>SUBJECT</b>	<b>Level 2 Drama</b>
<b>COURSE DESCRIPTION</b>	Students study different theatre styles in the history of western and eastern theatre. Perform in a play and create a drama inspired by a genre of your choosing. Sit an exam on a play students have seen during the year.
<b>REQUIREMENTS</b>	An interest in Drama and a reasonable level of spoken English.
<b>TOPICS TERMS 1 AND 2</b>	Find out about theatre styles and genres and act a scene from a theatre style. Develop acting techniques. Perform a role in a play with other class members.
<b>TOPICS TERMS 3 AND 4</b>	Make and act a character from a play and devise a drama in a group using a particular popular genre. Sit an exam on a play you have seen during the year.

<b>SUBJECT</b>	<b>Music Level 2</b>
<b>COURSE DESCRIPTION</b>	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.
<b>REQUIREMENTS</b>	All students participating in this course are expected to have had at least four years of lessons on their instrument and be able to supply their instrument for all lessons. It is strongly 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.
<b>TOPICS TERMS 1 AND 2</b>	Small ensemble composition, Instrumentation, Solo performance
<b>TOPICS TERMS 3 AND 4</b>	Small-medium Ensemble Composition, Solo and Group Performance, Score Reading, Aural Transcription.

<b>SUBJECT</b>	<b>Level 2 Music Theatre</b>
<b>COURSE DESCRIPTION</b>	This course teaches performance skills through practical work in a musical or devised showcase of songs. Students study the history of musicals and sit an exam on the musical as a form. They also script one or more scenes in a devised work creating a setting for the songs they learn.
<b>REQUIREMENTS</b>	An interest in Drama and the ability to sing and dance at a good level. This course does not teach students the above, the expectation is that you have the ability to act, sing and dance. Students are expected to take singing lessons outside the class.
<b>TOPICS TERMS 1 AND 2</b>	Perform two substantial pieces of music as a featured soloist, terms 1 and 2 Demonstrate ensemble skills by performing a substantial pieces of music in a group, terms 1 and 2. Perform a repertoire of Dance, terms 1 and 2. Devise and perform a drama to realize an intention – term 2.
<b>TOPICS TERM 3 AND 4</b>	Perform two substantial pieces of music as a featured soloist, continued from terms 1 and 2. Perform a repertoire of Dance, continued from terms 1 and 2. Discuss a drama or theatre form or period with reference to a text, term 4.

## ENGLISH

**Note:** The information below on English courses is to give students background as to what is taught. Students will be tested and placed in an appropriate English subject when they arrived at Takapuna Grammar School.

<b>SUBJECT</b>	<b>Level 2 English</b>
<b>COURSE DESCRIPTION</b>	This course is structured around two inter-connected strands – receiving communication 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. Students will develop skills in crafting and producing formal writing and creative writing. They will study a range of literature which may include short and extended texts, including a Shakespeare play and a feature film. They will have the opportunity to extend close reading skills, to complete a research assignment and produce a static image.
<b>ASSESSMENTS</b>	The assessments for this subject vary from teacher to teacher.

<b>SUBJECT</b>	<b>English for Second Language Speakers – X and Y</b>
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<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>Level 1 English for Academic Purposes</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.
<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>Level 2 English for Academic Purposes</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 2 English credits required to enter a New Zealand University.
<b>ASSESSMENTS</b>	<ul style="list-style-type: none"> <li>• Analyse specified aspect(s) of studied written text(s), supported by evidence.</li> <li>• Analyse specified aspect(s) of studied visual or oral text(s) supported by evidence.</li> <li>• Produce a selection of crafted and controlled writing.</li> <li>• Analyse significant connections across texts, supported by evidence.</li> <li>• Analyse aspects of visual and/or oral texts(s) through close viewing and/or listening, supported by evidence.</li> </ul>

<b>SUBJECT</b>	<b>Level 2 Media Studies</b>
COURSE DESCRIPTION	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 are all aspects of this course.
REQUIREMENTS	Students need to be able to understand and analyse media texts (film, television, news, web content, radio etc). Formal essay writing skills are essential. Some group work and assessment of practical video and editing skills is also required. A good level of English is required.
TOPICS TERMS 1 AND 2	Representation of Groups in News / Documentary Film Production / Narrative Structure Analysis
TOPICS TERMS 3 AND 4	Narrative Structure Analysis / Genre Exam Study - Science Fiction and Feminism Film History and Analysis

## **BUSINESS AND ENTERPRISE**

<b>SUBJECT</b>	<b>Level 2 Accounting</b>
COURSE DESCRIPTION	The NCEA Level 2 Accounting course aims to promote knowledge and understanding of Accounting as a financial language for trading and service businesses, develop an understanding for accounting systems and the importance of these systems in the production of relevant and reliable management information. Provide students with opportunities to use accounting software to process business transactions.
REQUIREMENTS	Level 1 Accounting would be recommended and a good level of English as there are the requirement to write structured reports on at least two accounting subsystems.
TOPICS TERMS 1 AND 2	The study of two accounting subsystems, Inventory and Accounts Receivable. Using accounting software to process financial transactions.
TOPICS TERMS 3 AND 4	Preparing financial statements and the analysis and interpretation of financial statements for trading and service businesses.

<b>SUBJECT</b>	<b>Level 2 Business Studies</b>
COURSE DESCRIPTION	Business Studies is the study of how individuals and groups of people organise, plan and act to create and develop goods and services to satisfy customers. You will learn how large businesses organise and manage themselves considering the internal (things the business has control over) and external factors (things the business cannot control) that influence a large business and the effect they have on its success. You will understand the environment that a large business operates in when trading in New Zealand. You will gain skills to analyse and solve

	<p>problems that organisations can have. Your knowledge will then be applied and put into practice by creating a business plan and then going on to set up your own business. You will be expected to participate in all of the visits to the partnership firm, The Warehouse Limited to gain real life understanding of the way a large business operates. You will also have guest speakers who either own or work for a large business to allow you to see how class theory can be applied to real life business situations.</p>
<p>REQUIREMENTS</p>	<p>A good level of English – both oral and written.          Good teamwork skills – there are many practical business activities carried out throughout the course.          Ability to work productively in a group is essential as assessments are group based.          A willingness to participate actively in class.          A good level of Business Studies terms would be an advantage.          Transportation costs for business visits (as advised).</p>
<p>TOPICS TERMS 1 AND 2</p>	<p>Business Formation</p> <ul style="list-style-type: none"> <li>• organisational structure - tall, flat, matrix, shamrock</li> <li>• organisational culture</li> </ul> <p>Functions of Business</p> <ul style="list-style-type: none"> <li>• the production process for goods and services             <ul style="list-style-type: none"> <li>• people in business</li> </ul> </li> <li>• roles and skills of managers and leaders</li> <li>• motivation theory and practice</li> </ul> <p>Conduct market research for an existing product – internal assessment</p> <ul style="list-style-type: none"> <li>• identifying the aim, planning and designing the research</li> <li>• collecting and recording sufficient primary data</li> <li>• presenting the data using a range of appropriate methods</li> <li>• drawing a conclusion from the research</li> <li>• reflecting on the market research process conducted</li> </ul> <p>Carry out, review and refine a business activity within a community context – internal assessment</p> <ul style="list-style-type: none"> <li>• comprehensively planning for a community well-being business activity</li> <li>• carry out the first cycle of the business activity</li> <li>• review how well the first business activity was performed, refine the business activity – plan a second cycle of the same business activity</li> <li>• carry out the second cycle of the business activity</li> <li>• review how well the second business activity was performed</li> <li>• compare the outcome of the second cycle to the business plan made after the review of the first cycle</li> <li>• refine the business plan for the future</li> </ul>

TOPICS TERMS 3 AND 4	<p>Business Management</p> <p>Financial information for management to aid decision making and the need for and importance of policies and procedures</p> <p>Business Environment</p> <ul style="list-style-type: none"> <li>• corporate social responsibility - costs and benefits</li> <li>• political influences</li> <li>• social influences</li> <li>• impact of technological change</li> </ul> <p>Legal influences - Employment Relations Act 2000, Resource Management Act 1991, Privacy Act 1992</p> <p>External examination revision</p>
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<b>SUBJECT</b>	<b>Level 2 Economics</b>
COURSE DESCRIPTION	The aim of this course is to enable students to define and measure economic issues such as inflation, unemployment, international trade as well as understand their causes and possible effects while at the same time developing an awareness of policies that a government may implement to address these issues. This course will help you to recognize the interdependent nature of the economy by examining the impact of government policies on various groups. It will also allow students to become 'economically literate' and give them an increased awareness of the current economic environment in New Zealand.
REQUIREMENTS	Level 1 Economics or Level 1 Economics and Accounting combined would be an advantage, but not required. A good level of English as both internals and externals require writing and presentation of graphs.
TOPICS TERMS 1 AND 2	Unemployment (internal), inflation, growth, government policies (internal)
TOPICS TERMS 3 AND 4	Trade

## LANGUAGES

<b>SUBJECT</b>	<b>Level 2 Chinese</b>
COURSE DESCRIPTION	<ul style="list-style-type: none"> <li>• Assessments</li> <li>• Demonstrate understanding of a variety of spoken Chinese texts on familiar matters.</li> <li>• Give a spoken presentation in Chinese that communicates information, ideas and opinions.</li> <li>• Interact using spoken Chinese to share information and justify ideas and opinions in different situations.</li> <li>• Demonstrate understanding of a variety of written and/or visual Chinese text(s) on familiar matters.</li> <li>• Write a variety of text types in Chinese to convey information, ideas, and opinions in genuine contexts.</li> <li>• Demonstrate understanding of a variety of spoken Chinese texts on familiar matters.</li> </ul> <p>Potential credits available = 24 (14 Internal, 10 External)</p>
REQUIREMENTS	This course is designed for students with a competent degree of fluency in Chinese. It is not a beginner's course. It is suited to native speakers of Chinese who wish to learn more about similarities and differences between Chinese and New Zealand culture.
TOPICS TERMS 1 AND 2	Festival, One child policy, Education system
TOPICS TERMS 3 AND 4	Environment, Social Relationships, Society, Festivals, Exam Revision

<b>SUBJECT</b>	<b>Level 2 French</b>
COURSE DESCRIPTION	<p>This course builds on language learnt in Year 11. 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 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.</p> <p>Assessments</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of spoken French texts on familiar matters.</li> <li>• Give a spoken presentation in French that communicates information, ideas and opinion.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters.</li> <li>• Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts.</li> <li>• Demonstrate understanding of a variety of spoken French texts on familiar matters.</li> </ul> <p>Potential credits available = 19 (9 Internal, 10 External)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 11 (or similar, that is at least two years of studying this language). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Book Review, Travel, Health, Holidays,
TOPICS TERMS 3 AND 4	Youth Issues, Employment, Exam Revision

<b>SUBJECT</b>	<b>Level 2 Japanese</b>
COURSE DESCRIPTION	<p>This course builds on language learnt in Year 11. 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. Skills in Japanese are highly sought after by the many businesses who 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.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Give a spoken presentation in Japanese that communicates information, ideas and opinions.</li> <li>• Demonstrate an understanding of a spoken Japanese texts on familiar matters.</li> <li>• Demonstrate understanding of a variety of written and/or visual Japanese text(s) on familiar matters.</li> <li>• Write a variety of text types in Japanese to convey information, ideas, and opinions in genuine contexts.</li> <li>• Demonstrate understanding of a variety of spoken Japanese texts on familiar matters</li> </ul> <p>Potential credits available = 19 (9 Internal, 10 External)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 11 (or similar ie at least two years of learning this

	language). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Social Relationships, Leisure
TOPICS TERMS 3 AND 4	Customs and Traditions, Communication and Technology, Exam Revision

<b>SUBJECT</b>	<b>Level 2 Spanish</b>
COURSE DESCRIPTION	<p>This course builds on language learnt in Year 11. 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 to learn.</p> <p>Assessments:</p> <ul style="list-style-type: none"> <li>• Give a spoken presentation in Spanish that communicates information, ideas and opinions.</li> <li>• Demonstrate an understanding of a spoken Spanish text on familiar matters.</li> <li>• Demonstrate understanding of a variety of written and/or visual Spanish text(s) on familiar matters.</li> <li>• Write a variety of text types in Spanish to convey information, ideas, and opinions in genuine contexts.</li> <li>• Demonstrate understanding of a variety of spoken Spanish texts on familiar matters.</li> </ul> <p>Potential credits available = 19 (9 Internal, 10 External)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 11 (or similar ie learning this language for at least two years). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Social Relationships, Leisure
TOPICS TERMS 3 AND 4	Customs and Traditions, Communication and the media, Exam Revision

<b>SUBJECT</b>	<b>Level 2 Te Reo Maori</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.

## MATHEMATICS

<b>SUBJECT</b>	<b>Level 2 Computer Science</b>
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COURSE DESCRIPTION	Digital technology provides students with opportunities to work through a design process and use informed planning to guide them through the technological process. This will include design and problem solving, integration of digital media and information, research, evaluation and production. Students will be encouraged to work in groups as a team player and individually as an independent thinker to explore and develop original content and creative commons and understand coding and network technologies in order to develop a computer programme and a website.
REQUIREMENTS	Study at Level 1 Digital Technology is strongly recommended. Students with no computer knowledge would be recommended to do the Level 1 Computer Course rather than the Level 2.
TOPICS TERMS 1 AND 2	2.45 Programming 2.42, 2.43 Digital Media
TOPICS TERMS 3 AND 4	2.50 Networks 2.44 Concepts of Computer Science

<b>SUBJECT</b>	<b>Level 2 Mathematics</b>
COURSE DESCRIPTION	Level 2 is where Maths specializes and should only be taken by students who need it for their future or love the subject. Maths at this level contains a combination of Calculus and Statistics and can lead to either course in year 13.
REQUIREMENTS	A good background in Algebra
TOPICS TERMS 1 AND 2	2.2 Graphing 2.6 Algebra 2.9 Statistical Inference 2.7 Calculus
TOPICS TERMS 3 AND 4	2.4 Trigonometry Probability Investigation

<b>Subject</b>	<b>Level 2 Mathematics with Statistics</b>
COURSE DESCRIPTION	Level 2 is where Maths specializes and should only be taken by students who need it for their future or love the subject. Maths with Statistics is statistics which contains only a little Algebra and leads through to level 3 Statistics (not Level 3 Calculus).
REQUIREMENTS	A good understanding of Level 1 Maths including algebra.
TOPICS TERMS 1 AND 2	2.5 Networks 2.8 Questionnaire Design 2.4 Trigonometry 2.9 Statistical inference
TOPICS TERMS 3 AND 4	2.11 Statistical reports 2.12 Probability

<b>SUBJECT</b>	<b>Level 2 Mathematics Extension</b>
COURSE DESCRIPTION	Level 2 is where Maths specializes and should only be taken by students who need it for their future or love the subject.

	Mathematics Extension contains a combination of Calculus and Statistics and can lead to either course in year 13. It also contains a level 3 calculus assessment. Students must have a strong understanding of Maths to do this course.
REQUIREMENTS	A good background in Algebra, students wishing to do this subject must speak to their Maths teacher who will assess them as to whether this is an appropriate Maths course for them.
TOPICS TERMS 1 AND 2	2.6 Algebra 2.2 Graphing 2.9 Statistical Inference 3.15 Simultaneous Equations
TOPICS TERMS 3 AND 4	2.7 Calculus Probability Investigation

## PHYSICAL EDUCATION

<b>SUBJECT</b>	<b>Level 2 Health</b>
COURSE DESCRIPTION	The NCEA Level 2 course builds on skills developed at Level 1. Students will learn how to analyse current adolescent health issues and look at their impact on New Zealand society. They will work within the school or wider community to enhance the well-being of a select group. Students will develop strategies to address issues around sexuality, gender and identity.
REQUIREMENTS	Clear understanding of Health's underlying concepts and a reasonable level of written English.
TOPICS TERMS 1 AND 2	Evaluate factors that influence people's ability to manage change. Analyse issues related to sexuality and gender.
TOPICS TERMS 3 AND 4	Take action to enhance an aspect of people's well-being within the school or wider-community. Analyse an adolescent health issue.

<b>SUBJECT</b>	<b>Level 2 Physical Education</b>
COURSE DESCRIPTION	The NCEA Level 2 course builds on skills developed at Level 1. Students will develop skills in leadership, communication, problem solving and self-management. They will have the opportunity to perform a variety of physical activities in applied settings; apply anatomy and biomechanics to a physical movement; and understand the body's responses to exercise by participating in a Duathlon training programme.
REQUIREMENTS	Outdoor Education camp – includes confidence course, snorkelling (swimming), tramping. A good level of fitness. This is an academic course and students wanting a more practical course should choose Level 2 Performance Physical Education.
TOPICS TERMS 1 AND 2	Practical – Year 12 Camp, Duathlon (run/cycle) Theory – Risk management, social responsibility, application of biophysical principles to training for a duathlon.

TOPICS TERMS 3 AND 4	Practical – Badminton, Swimming Theory – Anatomy and biomechanics, Interpersonal skill review
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<b>SUBJECT</b>	<b>Level 2 Performance Physical Education</b>
COURSE DESCRIPTION	The NCEA Level 2 course places extra emphasis on the practical side of Physical Education. Learning through ‘doing’ will be the underlying philosophy of the programme. Students will develop skills in leadership, personal and social responsibility and teamwork.
REQUIREMENTS	Full involvement in all practical lessons.
TOPICS TERMS 1 AND 2	Ultimate Frisbee, touch rugby, football, badminton, cricket, tennis along with many other sports.
TOPICS TERMS 3 AND 4	Ultimate Frisbee, touch rugby, football, badminton, cricket, tennis along with many other sports.

## SCIENCES

<b>SUBJECT</b>	<b>Level 2 Biology</b>
COURSE DESCRIPTION	Level 2 supports students intending to study Level 3 Biology. It builds on Level 1 Biology with a focus on Genetics, Cell Biology and Ecology.
REQUIREMENTS	Some basic genetics knowledge is important. Students need a sound knowledge of Biology and should have studied this subject for one to two years.
TOPICS TERMS 1 AND 2	Ecology, Genetics and Cell Biology
TOPICS TERMS 3 AND 4	Gene Expression

<b>SUBJECT</b>	<b>Level 2 Chemistry</b>
COURSE DESCRIPTION	Chemistry supports students intending to study Chemistry in 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 Acids and Bases (if they have done General Science in Level 1) or two standards (if they have done Level 1

	Chemistry) and have a good command of lab skills. If they have not done this, then some Chemistry knowledge is necessary.
TOPICS TERMS 1 AND 2	Quantitative analysis (internal assessment), Particles and bonding, Redox reactions (internal assessment) Organic Chemistry
TOPICS TERMS 3 AND 4	Reactivity, Revision for Senior Exams

<b>SUBJECT</b>	<b>Level 2 Physics</b>
COURSE DESCRIPTION	Level 2 Physics supports students intending to study Year 13. It covers aspects mechanics, electro-magnetism 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 mathematics as well as good skills of English and 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	<p>Waves Unit: curved mirrors and lenses, refraction, interference patterns.</p> <p>Assessed experiment: collecting data of a non-linear relationship. Analysing that data into a linear graph and finding the linear equation of that relationship. Also includes a conclusion and discussion of the experiment.</p> <p>Nuclear Internal test: covers content of conservation of mass-energy, Bohr atom of electrons creating photons and photoelectric effect.</p> <p>Mechanics Unit: included content on linear accelerated motion, projectile motion, circular motion under a single force, springs (extension and stored energy), torque with single and double pivot situations, conservation of 1-D momentum.</p>
TOPICS TERMS 3 AND 4	<p>Electromagnetism Unit: included content of electric fields, electric forces on charges, DC circuits with resistors in series and/or parallel, forces on wires in magnetic fields, forces on charges moving in magnetic fields and induced voltage in wire moving in magnetic fields.</p> <p>Revision for Senior Exams, to see more info on this file: <a href="https://goo.gl/d4Rcef">https://goo.gl/d4Rcef</a></p>

## SOCIAL SCIENCES

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

<b>SUBJECT</b>	<b>Level 2 Geography</b>
<b>COURSE DESCRIPTION</b>	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.
<b>REQUIREMENTS</b>	While there are no pre requisites for this course students should have an adequate level of reading and writing in English and be inquisitive about the world around them. Students will also be required to go on a field trip to Tongariro (there is a cost involved in this, approximately \$200). This field trip is compulsory.
<b>TOPICS TERMS 1 AND 2</b>	In Term 1 we cover an introduction to Geography and basic skills. We then investigate the large New Zealand Natural Environment of Tongariro in the Central North Island. This looks at how the region was formed and how it has been used by different groups of people. As part of this study students are expected to attend a four day field trip to Tongariro at the end of Term 1. As part of this field trip students undertake the day long Tongariro Crossing on what is classed as one of the most spectacular walks in the country. Students also complete a field investigation towards an internal assessment for NCEA. In Term 2 student look at local geographic issues. They start by looking at Urban patterns in Auckland and then the extent to which the city shows urban sprawl. Both of these investigations are part of 2 internal assessments for NCEA.
<b>TOPICS TERMS 3 AND 4</b>	At the start of Term 3 students complete a global study of coffee in the world looking at both the places it is produced and where it is most consumed. This leads to the fourth internal assessment for NCEA. Following this students look at the concept of development concentrating especially on the USA. Term 4 is devoted to revision of both the Natural Landscapes topic done in Term 1 and Development studies in Term 3 to prepare for the external exams in November.

<b>SUBJECT</b>	<b>Level 2 History</b>
<b>COURSE DESCRIPTION</b>	This History course develops skills in essay writing, perspectives and resource analysis. The emphasis is on the theme of racism: where it originated and its continuing presence and impact. Students will develop critical analysis and thinking skills, using techniques of differentiation and deep learning with hand-on activities including art, internet, DVD's and documentaries.
<b>REQUIREMENTS</b>	There are no pre-requisites for history at any level. This subject does involve essay writing.
<b>TOPICS TERMS 1 AND 2</b>	Term 1: An overview of racism and where it came from based on a BBC documentary. 2.4 (5 credits) Assessment is differing perspectives on American Black Civil Rights. Term 2: Written assessment on the 1981 Springbok Tour
<b>TOPICS TERMS 3 AND 4</b>	Term 3: Nazis and the Holocaust, research folder on the causes and consequences of the Wannsee. Conference where the Final Solution was decided upon.

<b>SUBJECT</b>	<b>Level 2 Tourism</b>
<b>COURSE DESCRIPTION</b>	An introduction to the Travel and Tourism industry that will give students a head start in the qualifications that will lead to employment in New Zealand's fastest growth sector. At Level 2 the focus is on basic skills that are essential to a career in travel and tourism. These skills include communication, team work and mathematics. All of the unit standards are internally assessed.
<b>REQUIREMENTS</b>	Open entry to all students.
<b>TOPICS TERMS 1 AND 2</b>	The internet in a tourism workplace Work roles in Tourism World Tourist Destinations The Business of Tourism Destination New Zealand
<b>TOPICS TERM 3 AND 4</b>	Provide customer service Read documents for a tourism workplace Calculations for a tourism workplace Social and Cultural impacts of tourism Impacts of tourism on the environment

## TECHNOLOGY

**Note:** The number of students in technology subjects is limited to 26 (except DVC) due to health and safety requirements.

<b>SUBJECT</b>	<b>Level 2 Design and Visual Communication (DVC)</b>
COURSE DESCRIPTION	Architectural Design – Design an Art Deco inspired café for a local cinema.
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. Students are strongly advised to take Level 1 Design and Visual Communication.
TOPICS TERMS 1 AND 2	Extensive study and written report of how societal, cultural and historical factors affected the development of Art Deco; study and discuss the architectural features of three Art Deco buildings, generate divergent design models inspired by Art Deco motifs using SketchUp, refine the models to form a final café with consideration of design principles and elements and structural consideration.
TOPICS TERM 3 AND 4	Digitally created presentation album.

<b>SUBJECT</b>	<b>Level 2 Technology Furniture Making</b>
COURSE DESCRIPTION	Furniture and Construction is a practical based course focusing on students developing manufacturing skills for timber based products. This involves learning the skills required to make a specified project such as a lap desk and bedside cabinet. A range of joints will be practiced and then applied to the project being constructed. Students complete work-books on the theory behind the practice as well.
REQUIREMENTS	There are no pre requisites but students need to be prepared to develop a range of practical skills and follow the Health and Safety requirements in a workshop.
TOPICS TERMS 1 AND 2	In term one students complete a health and safety course before being allowed to attempt any practical work. They learn about a large range of furniture making hand tools including their safe use and how to maintain them. They trial, test and evaluate a range of woodworking hand joints used in furniture. They then use these in the manufacture of a small project such as a lap desk to store their computer or tray etc. They are introduced to the bandsaw and wood lathe completing small projects based on these.
TOPICS TERMS 3 AND 4	In term 3 students learn about carcass construction and the use of portable woodworking machines. They also complete a unit in applying basic mathematics to furniture making. This theory is applied in the manufacture of a bedside cabinet. New students must

	complete the health and safety assessment before doing any other sections of the course.
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<b>SUBJECT</b>	<b>Level 2 Technology Hospitality</b>
COURSE DESCRIPTION	Hospitality supports students gaining knowledge of the food and beverage service in the Hospitality Industry. Students will gain the experience of working with a range of foods and a variety of cooking methods. Students will develop their creativity, learn to work as part of a team and be given opportunities to be involved in special event catering and competition work.
REQUIREMENTS	While there is no pre-requisites for this course students should have a basic level of reading and writing and have a keen interest in working with food.
TOPICS TERMS1 AND 2	In Term 1 we cover an introduction to the Hospitality Industry. How to use the tool of the trade the chef's knife in finishing and presenting a range of cuts using fruit and vegetables. Students will then compete to showcase their finishing and presenting skills in plating up a main course and desert for a class competition. We also cover cooking food by grilling and preparing salads for service.
TOPICS TERMS 3 AND 4	In term 3 we use catering opportunities and restaurant work to demonstrate an understanding of food safety and the need for quality control in preparation of food in a commercial kitchen. On site Blake's Restaurant is used to teach customer service skills. We investigate food practices from other cultures and complete a unit on international cookery.

<b>SUBJECT</b>	<b>Level 2 Technology Resistant Materials</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. Students wanting a practical course should choose Furniture and Construction. This course is theory and practically based.
TOPICS TERMS 1 AND 2	In term one students do an in-depth study of the design process focusing on sustainable design with students solving a sustainable design problem and producing a written report on sustainability in design for external assessment
TOPICS TERM 3 AND 4	In term 3 students look at the manufacturing process through designing a piece of furniture using sustainable materials and

	practices. They complete a range of test joints suitable for use in the product they are designing and model their preferred solution before manufacturing it.
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<b>SUBJECT</b>	<b>Level 2 Technology 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, advanced pattern adaptation, advanced 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. They should also know how to use a commercial pattern to make a garment or have a basic understanding of pattern making.
TOPICS TERMS 1 AND 2	Students will focus on Sustainable Practice producing a comprehensive portfolio testing and trialing sustainable approaches including zero waste fashion, multifunctional garments, upcycling, garment tessellation, disassembly/reassembly. They will then finalise a design, pattern adapt and make a garment for the Fashion Show. Students will continue to work on the garment until midway through Term 2
TOPICS TERM 3 AND 4	Students will choose a Style Icon in Term 2 and produce an advanced pattern adaptation portfolio which includes trialing and testing in calico before moving on to construct a garment for the Fashion Show in Term 3 The External report will be written in Term 3 and 4. Sent to NZQA for marking in November.

