

YEAR 13 SUBJECT INFORMATION

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NOTE: The information below is to provide you with 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 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 as she is the Dean and can answer your questions.

ARTS

SUBJECT	Level 3 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. At Level 3 the course is individualised to suit each student's interests and strengths. There are opportunities to extend ideas into many different forms of Design including; three-dimensional design, Fashion Design, Interior design, textile design. Most of the Level 3 Design students continue with their studies at university, gaining places at AUT, Elam, Massey or the Auckland School of Architecture.
REQUIREMENTS	It is strongly advised that Level 3 Art Design students have taken a Year 12 Art subject the previous year. New students should have studied some form of Art for at least two years. Students who do not know how to use Art based programmes must be prepared to learn Photoshop and Illustrator very quickly. Students can choose Level 2 Art Design if they wish to study Art Design but do not have the background for Level 3.
TOPICS TERMS 1 AND 2	Use drawing to demonstrate understanding of conventions appropriate to design. Systematically clarify ideas using drawing informed by established design practice.
TOPICS TERM 3 AND 4	Produce a systematic body of work that integrates conventions and regenerates ideas within design practice.

SUBJECT	Level 3 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 complementary 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 basic level of reading and writing in English.
TOPICS TERMS 1 AND 2	A selection of American and New Zealand art and artists from 1940 to 1990: modernism to post modernism.
TOPICS TERM 3 AND 4	A selection of American and New Zealand art and artists from 1940 to 1990: modernism to post modernism.

SUBJECT	Level 3 Visual Art Paint
COURSE DESCRIPTION	Art Painting aims to challenge and extend students in their understanding and application of painting. They are encouraged 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. At Level 3 students are expected to take increasing responsibility for the direction of their work and use various approaches to problem solving, lateral thinking and image analysis. Students will also learn to communicate ideas and to explore these with in-depth personal research and investigation.
REQUIREMENTS	It is strongly recommended that Level 3 Art Painting students have taken Level 2 Art Paining the previous year. Students need to have an excellent level of Art ability for this subject, they work a great deal on their own projects. If you have studied Art but do not have the background for Level 3 Art Painting, you choose to do Level 2 Art Painting.
TOPICS TERMS 1 AND 2	Use drawing to demonstrate understanding of conventions appropriate to painting. Systematically clarify ideas using drawing informed by established painting practice.
TOPICS TERM 3 AND 4	Produce a systematic body of work that integrates conventions and regenerates ideas within painting practice.

SUBJECT	Level 3 Visual Art Photography
COURSE DESCRIPTION	In Level 3 students use mainly digital cameras and technologies to generate, develop and clarify their ideas. Studying photography at school can lead to exciting careers including being a photographer for a magazine, newspaper, working in advertising, photojournalism or as an artist or film maker.
REQUIREMENTS	Students must have a Digital SLR camera at Year 13. There will be ongoing costs for chemicals, black and white film and photographic paper if needed by individuals. It is strongly recommended that Level 3 Photography students have taken Level 2 Photography or Level 2

	Art Design the previous year. New students can choose to do Level 2 Photography if they are new to this subject.
TOPICS TERMS 1 AND 2	Use drawing to demonstrate understanding of conventions appropriate to photography Systematically clarify ideas using drawing informed by established photography practice.
TOPICS TERM 3 AND 4	Produce a systematic body of work that integrates conventions and regenerates ideas within photography practice.

SUBJECT	Level 3 Dance
COURSE DESCRIPTION	Dance performance, Choreography and Written Exam
REQUIREMENTS	Previous dance training and choreography experience is essential. The Choreography standard is highly demanding and done individually. Some performance work is solo or duet.
TOPICS TERMS 1 AND 2	Choreography and Performance
TOPICS TERMS 3 AND 4	Performance and Written Exam

SUBJECT	Level 3 Drama
COURSE DESCRIPTION	Students study different theatre styles in the history of western and eastern theatre. They perform in a play and create a drama inspired by a genre of their choosing.
REQUIREMENTS	Level 1 and/or Level 2 Drama is an advantage. New students should have some background in Drama or can choose to do Level 2 Drama.
TOPICS TERMS 1 AND 2	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.
TOPICS TERM 3 AND 4	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.

SUBJECT	Level 3 Music
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 5 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	Small ensemble composition, Solo Performance, Arrangement, Research Topics
TOPICS TERM 3 AND 4	Large ensemble composition, Solo Performance, Arrangement, Group Performance, Harmonic Analysis and Score Reading.

SUBJECT	Level 3 Musical Theatre
COURSE DESCRIPTION	This course will teach performance skills and theatre culture. Students will be representing the school through performance opportunities in a range of venues and contexts in the local community. Students will be expected to attend numerous performing arts events and demonstrate a disciplined approach to learning. Membership in extra-curricular groups is expected.
REQUIREMENTS	Interested students will need to audition for this course and they will be accepted on their ability in singing, dancing and drama. Expertise in all these disciplines would not be a prerequisite, rather basic musical skills (aural test) and a proven readiness to learn and perform would be the requirements for selection. Students are expected to have singing lessons outside the class.
TOPICS TERMS 1 AND 2	<ul style="list-style-type: none"> • Perform two programmes of music as a featured soloist – term 2 • Demonstrate ensemble skills by performing two substantial pieces as a member of a group • Devise and perform a drama to realize a concept • Perform a group dance
TOPICS TERM 3 AND 4	<ul style="list-style-type: none"> • Perform two programmes of music as a featured soloist, continued from term 2 • Demonstrate ensemble skills by performing two substantial pieces as a member of a group, continued from term 2 • Perform a group dance, continued from term 2 • Interpret live drama performance – term 4

ENGLISH

It is acceptable for students to choose a level of English that is below their enrolment level eg Year 12 students can choose EAP1, or Year 13 students can choose Level 2 English. The information below is to provide you with background to the English courses – remember we will test you and put you in an appropriate English class.

SUBJECT	Level 3 Media Studies
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.
TOPICS TERMS 1 AND 2	Research of A Significant Media Development / Analytical Readings of Neo-Noir Film
TOPICS TERMS 3 AND 4	Neo-Noir Short film Shooting and Editing / Genre Exam Study - Film Noir's Relationship with Society

SUBJECT	Level 3 English
COURSE DESCRIPTION	This course is structured around two inter-connected strands – receiving communication through listening, reading and viewing and creating information through speaking, writing and presenting. At Level 3 students extend their skills in crafting and producing writing in a selected style and study a range of literature – both short and extended texts, including Shakespeare. They study and analyse a feature film and respond critically to unfamiliar prose and poetry texts. All students use the skills of oral and visual presentation in a prepared seminar and investigate connections across texts as well as a director study.
ASSESSMENTS	The assessment for this subject vary from teacher to teacher.
REQUIREMENTS	Students need an excellent level of English for this course.

SUBJECT	Level 2 English
COURSE DESCRIPTION	Even though this course is at Level 2, students in Level 3 may do this level of English as Level 3 English is a demanding course. 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.

ASSESSMENTS	The assessment for this subject vary from teacher to teacher.
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SUBJECT	English for Second Language Speakers – X and Y
COURSE DESCRIPTION	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.
ASSESSMENTS	<ul style="list-style-type: none"> • Read simple information texts • Read simple recounts of life experience • Write simple descriptions • Write simple recounts of personal experiences <p><i>Optional Level 2 standards after discussion with teacher:</i></p> <ul style="list-style-type: none"> • Read recounts in familiar contexts • Read information texts in familiar contexts • Write recounts of familiar contexts • Write information texts on familiar contexts

SUBJECT	English for Academic Purposes Level 1
COURSE DESCRIPTION	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.
ASSESSMENTS	<ul style="list-style-type: none"> • Show understanding of specific aspect(s) of studied written text(s) using supporting evidence • Show understanding of specified aspect(s) of studied visual or oral text(s) using supportive evidence • Produce creative writing • Explain significant connection(s) across texts, using supporting evidence • Show understanding of visual and/or oral texts through close viewing and/or listening, using supporting evidence

SUBJECT	English for Academic Purposes Level 2
COURSE DESCRIPTION	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.
ASSESSMENTS	<ul style="list-style-type: none"> • Analyse specified aspect(s) of studied written text(s), supported by evidence • Analyse specified aspect(s) of studied visual or oral text(s) supported by evidence • Produce a selection of crafted and controlled writing

	<ul style="list-style-type: none"> Analyse significant connections across texts, supported by evidence Analyse aspects of visual and/or oral texts(s) through close viewing and/or listening, supported by evidence
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BUSINESS AND ENTERPRISE

SUBJECT	L3 Accounting
COURSE DESCRIPTION	Level 3 Accounting is a University Entrance approved subject. The NCEA Level 3 Accounting course aims to promote knowledge and understanding of Accounting as a financial language for partnerships and companies which may be service, trading or manufacturing businesses and apply financial knowledge and skills to practical situations.
REQUIREMENTS	The Level 3 Accounting course assumes that students will have studied Level 2 Accounting or have some prior knowledge of processing and reporting accounting information. Students need a good level of English.
TOPICS TERMS 1 AND 2	The study of partnership accounting, accounting for a manufacturing business and the preparation of financial statements for companies
TOPICS TERMS 3 AND 4	Preparing a report that interprets the financial statements of a large New Zealand company registered on the New Zealand stock exchange and Management Accounting.

SUBJECT	Level 3 Business Studies
COURSE DESCRIPTION	<p>The focus in Business Studies at Level 3 is on a large global business. This is a business with a national significance operating in global markets (exporters, New Zealand owned multinationals). You will be given the opportunity to explore enterprise and globalization themes in detail through a partnership business. This will allow you to apply your theoretical knowledge learnt in the classroom to a real life business situation. A large part of the course will be taking part in The Lion Foundation Young Enterprise Scheme (YES) where you will work in groups to create with consultation, an innovative and sustainable business activity. YES is an experiential business programme where secondary students set up their own company, create real products or services, implement real marketing plans, earn real money and keep real profits. Throughout this programme you will compete at regional and national level to demonstrate your business skills.</p> <p>This course is a great opportunity to realize uniqueness, develop strengths and work in a team situation whilst gaining the experience of running a business for real and developing enterprise and financial education skills. There may also be an opportunity to sit the Young Enterprise examination in August. The costs for the course include a</p>

	<p>YES Director fee of \$35 and 25% of reported profits from your YES business that are paid to the Young Enterprise Trust at the end of the year. You will also need to provide one product to school at the end of the year.</p>
REQUIREMENTS	<p>Students cannot join this course in the second half of the year. A good level of English – both oral and written. Good teamwork skills and willingness to participate in class. Ability to work productively in a group is essential as all internal assessments are group based. A high level of Business Studies knowledge of terms. A high level of self-management and initiative is required, the business activity runs for the full year. Transportation costs for business visits (as advised) Young Enterprise Scheme Director fee - \$35 compulsory Young Enterprise Scheme Examination fee - \$25 optional</p>
TOPICS TERMS 1 AND 2	<p>YES company set up YES Enterprise Day Carry out, with consultation, an innovative and sustainable business activity – internal assessment</p> <ul style="list-style-type: none"> • thorough planning and consultation for an innovative and sustainable business activity • prepare a business pitch • write a business plan <p>Functions of Business</p> <ul style="list-style-type: none"> • innovation • business support • societal expectations on the business • production methods, sourcing suppliers and supply chain • quality management • intellectual property <p>Develop a marketing plan for a YES product – internal assessment</p> <ul style="list-style-type: none"> • evaluate the market situation • plan and carry out market research • create a thorough marketing strategy • write a thorough marketing plan <p>YES Dragons Den presentation YES Boot Camp and Conferences (optional) YES Regional Dragons Den Final YES Product Launch Enterprise in Action Weekend (optional)</p>
TOPICS TERMS 3 AND 4	<p>Carry out, with consultation, an innovative and sustainable business activity – internal assessment ongoing Business management</p> <ul style="list-style-type: none"> • change management • investment decisions <p>People in Business</p>

	<ul style="list-style-type: none"> • cultural intelligence and responsiveness <p>Business Environment</p> <ul style="list-style-type: none"> • opportunities and threats for multinational activity • changes in the global market place • risks involved in expanding globally • business location <p>YES Examination (optional) YES Annual Review</p> <p>Carry out, with consultation, an innovative and sustainable business activity – internal assessment</p> <ul style="list-style-type: none"> • thorough evaluation of the business activity <p>YES Regional Final YES – wind up company and pay tax External examination revision</p>
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SUBJECT	Level 3 Economics
COURSE DESCRIPTION	<p>The aim of this course is to enable students to use economic theory to obtain a level of economic literacy and understanding which will allow them to develop a continuing and critical interest in contemporary economic issues. There are three sections in this course:</p> <p>SECTION A: Resource Allocation and the Market System covers the behaviour of firms and how they solve the economic problem, operate in different markets, and recognise marginal concepts relating to supply and demand, perfect competition and monopoly.</p> <p>SECTION B: Resource Allocation and the Public Sector covers the concept of market failure and its characteristics and the methods government can use to compensate for market failure.</p> <p>SECTION C: Resource Allocation and Aggregate Economic Activity. This section involves describing and illustrating economic activity in terms of the circular flow model and the aggregate demand – aggregate supply model to look at the influences on the New Zealand economy of the financial market and monetary policy, the foreign exchange market and fiscal policy.</p>
REQUIREMENTS	Level 2 Economics an advantage but not required. A reasonable level of English as both internals and externals require the writing of long answers.
TOPICS TERMS 1 AND 2	Section A and C (includes one internal)
TOPICS TERM 3 AND 4	Section B (internal)

LANGUAGES

SUBJECT	Level 3 Chinese
COURSE DESCRIPTION	<ul style="list-style-type: none"> • Give a clear spoken presentation in Chinese that communicates a critical response to stimulus material. • Interact clearly using spoken Chinese to explore and justify varied ideas and perspectives in different situations. • Write a variety of text types in Chinese to convey information, ideas and opinions in genuine contexts. • Demonstrate understanding of a variety of extended spoken Chinese texts. • Demonstrate understanding of a variety of extended written and/or visual Chinese texts. <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 suited to native speakers who wish to learn more about similarities and differences between Chinese and New Zealand culture.
TOPICS TERMS 1 AND 2	Teenage life, Cultural/historical features, Education, Part-time work and future plans.
TOPICS TERMS 3 AND 4	Impact of technology, Environment, Exam revision.

SUBJECT	Level 3 French
COURSE DESCRIPTION	<p>This is not a beginner's course. Students are expected to have studied this language for a number of years. 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 to learn. 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 the 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 are:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a variety of extended spoken French texts. • Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations. • Demonstrate understanding of a variety of extended written and/or visual French texts.

	<ul style="list-style-type: none"> • Write a variety of text types in clear French to explore and justify varied ideas and perspectives. • Demonstrate understanding of a variety of extended spoken French texts. • Potential credits available = 21 (11 Internal, 10 External)
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 12 (or have studied French for at least three/four years). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	French Cinema, Immigration, Stereotypes, Poverty, French Literature
TOPICS TERMS 3 AND 4	Environment, Technology and education, Exam Revision

SUBJECT	Level 3 German
COURSE DESCRIPTION	<p>Assessments covered:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a variety of extended spoken German texts. • Give a clear spoken presentation in German that communicates a critical response to stimulus material. • Interact clearly using spoken German to explore and justify varied ideas and perspectives in different situations. • Demonstrate understanding of a variety of extended written and/or visual German texts. • Write a variety of text types in clear German to explore and justify varied ideas and perspectives. • Demonstrate understanding of a variety of extended spoken German texts. <p>Potential credits available = 24 (14 Internal, 10 External)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 12 (or studied German for three/four years). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Global Issues, Cultural diversity, Health
TOPICS TERM 3 AND 4	Science and Technology, Revision

SUBJECT	Level 3 Japanese
COURSE DESCRIPTION	This is not a beginner's course. Students are expected to have studied Japanese for a number of years. 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 a European 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 which have relationships with Japanese companies. Knowledge of Japanese language and culture is an advantage for careers in diplomatic and government services, education, travel and tourism, diplomacy, international law, trade and business, translation and interpreting, transport and distribution.
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 12 (or studied Japanese for three/four years). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Global Issues, Environment, Employment, Health
TOPICS TERMS 3 AND 4	Customs and Traditions, Communication and Technology, Exam Revision

SUBJECT	Level 3 Spanish
COURSE DESCRIPTION	<p>This course builds on language learnt in Year 12. 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 very important foreign languages to learn.</p> <p>Assessments are:</p> <ul style="list-style-type: none"> • Demonstrate understanding of a variety of extended spoken Spanish texts. • Interact clearly using spoken Spanish to explore and justify varied ideas and perspectives in different situations. • Demonstrate understanding of a variety of extended written and/or visual Spanish texts. • Write a variety of text types in clear Spanish to explore and justify varied ideas and perspectives. • Demonstrate understanding of a variety of extended spoken Spanish texts. <p>Potential credits available = 21 (11 Internal, 10 External)</p>
REQUIREMENTS	Recommended Background: Students must have successfully completed Year 12 (or studied Spanish for three/four years). The study of foreign languages is a sequential process that requires skills and knowledge from previous study.
TOPICS TERMS 1 AND 2	Global issues, Cultural diversity, Environment
TOPICS TERM 3 AND 4	Customs and Traditions, Exam Revision

SUBJECT	Level 2 Te Reo Maori
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	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.
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MATHEMATICS

SUBJECT	Level 3 Computer Science
COURSE DESCRIPTION	Level 3 Computer Science. The course is based on the New Zealand Technology Curriculum with a focus on Digital Technology. The aim of technology education is to develop in students a broad technology literacy that will allow them to participate in society as informed citizens.
REQUIREMENTS	A good understanding of Level 2 Computer Science
TOPICS	This course is new in 2018 and is currently under development. The precise standards to be included in this learning programme have not yet been decided but it is expected that the students will have potentially 20 credits available.

SUBJECT	Level 3 Calculus
COURSE DESCRIPTION	Level 3 Calculus. Algebra based course.
REQUIREMENTS	A good Level 2 Algebra background or have studied Algebra for at least two years.
TOPICS TERMS 1 AND 2	Algebra skills 3.6 Differentiation 3.1 Conic Sections 3.7 Integration
TOPICS TERMS 3 AND 4	3.7 Integration 3.5 Algebra

SUBJECT	Level 3 Statistics
COURSE DESCRIPTION	Level 3 Statistics.
REQUIREMENTS	A good Level 2 background. This subject involves writing reports, so students need a good level of English. Students should have studied Statistics for at least two years.
TOPICS TERMS 1 AND 2	3.2 Linear Programming 3.8 Time Series 3.13 Probability 3.14 Distributions
TOPICS TERMS 3 AND 4	3.10 Inference 3.13 Probability

PHYSICAL EDUCATION

Subject	Level 3 Health
COURSE DESCRIPTION	The NCEA Level 3 course provides students with the opportunity to analyse both a New Zealand and international health issue. Students will investigate the range of health practices currently used in New Zealand and evaluate their effects. Contemporary ethical issues and their impact on well-being will be studied.
REQUIREMENTS	Clear understanding of Health's underlying concepts.
TOPICS TERMS 1 AND 2	Evaluate health practices currently used in New Zealand. Analyse a New Zealand health issue.
TOPICS TERMS 3 AND 4	Analyse a contemporary ethical issue in relation to well-being. Analyse an international health issue.

Subject	Level 3 Physical Education
COURSE DESCRIPTION	The NCEA Level 3 course encourages students to critically evaluate their physical activity experiences to encourage lifelong well-being. The programme is structured to allow students to reflect on their participation and connect this with the wider community. At Level 3 students extend their skills in analysing a physical performance by taking part in a comprehensive golf programme. Students will receive professional coaching to enable them to carry out an in-depth biomechanical analysis of their golf swing.
REQUIREMENTS	6km run assessment, golf assessment
TOPICS TERMS 1 AND 2	Practical – 6 week running programme, golf Theory – Exercise physiology, anatomy and biomechanics
TOPICS TERMS 3 AND 4	Practical – Netball Theory – examining current physical activity trends, evaluating physical activity experiences.

SUBJECT	Level 2 Performance Physical Education
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. You can do this subject if you are in Level 3. This is a practical course whereas the Level 3 Physical Education course is academic as well as practical.
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.

SCIENCE

SUBJECT	Level 3 Biology
COURSE DESCRIPTION	Level 3 Biology builds on Genetics work in level 2 and has a strong focus on Evolution.
REQUIREMENTS	A thorough knowledge of genetics and a basic understanding of evolution. Students should have studied this subject for at least two years.
TOPICS TERMS 1 AND 2	Human Evolution, Speciation, Biotechnology and Homeostasis
TOPICS TERM 3 AND 4	Plant and Animal Responses (also includes a trip to the museum)

SUBJECT	Level 3 Chemistry
COURSE DESCRIPTION	Chemistry supports students intending to study Chemistry at university. 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. For those who sat NCEA examinations students must at least have passed two standards in Level 2 Chemistry and not V any standards. Students who have not completed NCEA examinations need to have studied Chemistry for at least two years. Students must have maths skills as well as have a good command of lab skills.
TOPICS TERMS 1 AND 2	Redox (internal), Thermochemistry and Particles, Organics, Spectroscopy (internal)
TOPICS TERM 3 AND 4	Aqueous chemistry, Revision for Senior Exams

SUBJECT	Level 3 Physics
COURSE DESCRIPTION	Level 3 Physics supports students intending to study physics after high school. It covers aspects such as mechanics, electro-magnetism and waves, all assessed in end-of-year exams. There is also one internal assessment, 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. Students should have studied Physics for at least two years.

TOPICS TERMS 1 AND 2	Mechanics Unit, Assessed Experiment, Wave Unit
TOPICS TERMS 3 AND 4	Electro-magnetism Unit and Revision for Senior Exams See more info on this file: https://goo.gl/cJpKMT

SOCIAL SCIENCES

SUBJECT	Level 3 Classical Studies
COURSE DESCRIPTION	A study of Ancient Greece and Rome through history and Art. Two internal assessments – one in Term One and one in Term Two. Two external standards completed.
REQUIREMENTS	Deep understanding of English - both spoken and written and an interest in the ancient Mediterranean.
TOPICS TERMS 1 AND 2	Alexander the Great, Roman Art and Architecture
TOPICS TERMS 3 AND 4	Roman Art and Architecture

SUBJECT	Level 3 Geography
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 competent level of English in terms of reading and writing and be inquisitive about the world around them.
TOPICS TERMS 1 AND 2	In Term 1 we cover an introduction to Geography and basic skills. We then investigate coastal processes concentrating on an in depth study of Muriwai beach in north west Auckland. As part of this study students are expected to attend a day trip to Muriwai where field data is obtained and used as part of a research investigation towards our first internal assessment in NCEA. In Term 2 we look at ways that Geography can be applied in the real world. We begin by looking at planning in New Zealand and how this is used for event management. We study various music festivals in New Zealand and what is required behind the scenes to enable these to be successful. We also look at geographic issues and students are expected to choose one to investigate in depth weighing up different options and the way different groups are impacted. Both of these studies lead to two more NCEA internals. Following this we devote our studies to Tourism Development. We first look at this globally – identifying current trends, the reasons

	behind them and the impacts on people. Part of this investigation involves a field trip to the tourist centre of Rotorua for 2 days towards the end of Term 2 where students get to experience first-hand what tourist operators have to offer.
TOPICS TERMS 3 AND 4	In Term 3 we continue our studies of global tourism. This information is all used towards the last internal assessment for NCEA. Following this there is an in-depth investigation on Waikiki, Hawaii as a tourist resort. Term 4 is devoted to revision of both the Coastal Processes topic done in Term 1 and Tourism Development in Term 3 to prepare for the external exams in November.

SUBJECT	Level 3 History
COURSE DESCRIPTION	This is a 20 credit course assessed against four Achievement Standards. Each standard will be recorded as Not Achieved; Achievement; Merit or Excellence. Two standards will be assessed internally and two by the external national examination in November. Due dates will be indicated when the internal assessments are handed out. 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 any level.
TOPICS TERMS 1 AND 2	Term 1: The assessment is 3.4 on the debate around the introduction of conscription in World War One. (5 credits) Term 2: 3.1 Research folder on an aspect of the Vietnam War (5 credits)
TOPICS TERMS 3 AND 4	Term 3: Russian Revolution which is solely focussed on the two externals 3.5 and 3.6 which are worth 6 credits each.

SUBJECT	Level 3 Tourism
COURSE DESCRIPTION	A course of study based on the New Zealand and Pacific tourism industry as well as essential travel and tourism skills such as geography and how the tourism industry operates. All of the unit standards are internally assessed. No external exams.
REQUIREMENTS	Open entry to all students.
TOPICS TERMS 1 AND 2	Destination South Pacific 5 credits Demonstrate knowledge of world geography 3 credits World geography including the Pacific Islands and Australia 5 credits
TOPICS TERMS 3 AND 4	Demonstrate knowledge of New Zealand as a tourist destination 8 credits Demonstrate knowledge of the tourism industry 5 credits Describe and analyse the economic significance of tourism 4 credits

TECHNOLOGY

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

SUBJECT	Level 3 Design and Visual Communication (DVC)
COURSE DESCRIPTION	Architectural Design – Design a highly resolved architectural building with identified inspiration/s.
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 L1DVC and L2DVC as prerequisite or have a background in spatial design. Students must have some previous knowledge in this subject in order to study it at Level 3. Students who do not meet this entry requirement can study DVC at Level 2.
TOPICS TERMS 1, 2, 3	Generate divergent creative design ideas from design inspirations. Develop the inspirations with design visual strategies and extensively develop an architectural building with self-identified design specifications including consideration of users and construction details. Students can create a highly resolved body of design work for scholarship submission.
TOPICS TERM 3 AND 4	Digitally created presentation display board.

SUBJECT	Level 3 Technology Furniture Making and Construction
COURSE DESCRIPTION	Furniture and Construction at Level 3 is a practical based course focusing on BCITO pre-apprenticeship carpentry skills. Students complete work-books on the knowledge required in the building industry and the assessments contribute towards the total credits required by students completing a building industry apprenticeship when they leave school.
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 terms one and two students complete a health and safety course before being allowed to attempt any practical work. They study various timber options available in the building industry and look at sustainability. They also look at a range of fixed machinery for use on a construction site and apply the knowledge in the manufacture of an outdoor chair. Students who are working the full year in this course can get involved in the BCITO challenge to build a project determined by BCITO to be donated to charity on completion.

TOPICS TERM 3 AND 4	In terms three and four students look at the use of portable power tools and carpentry hand tools used on construction sites completing appropriate work books on each. They learn basic maths skills that are applied in the building industry and apply these skills in a practical project such as a small building or outdoor furniture and will be determined by the teacher of the class.
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SUBJECT	Level 3 Technology Hospitality
COURSE DESCRIPTION	Hospitality supports students gaining knowledge of the food and beverage service in the Hospitality Industry
REQUIREMENTS	While there is no pre-requisite for this course students will need to complete some learning around health and safety requirements working with food in a commercial kitchen. Students arriving in the second half of the year will be encouraged to join a Level 2 class.
TOPICS TERM 1 AND 2	In Term 1 covers cake making. This involves the preparation and baking of a wide range of cakes, sponges, slices, muffins and scones. Cake icing and finishing and presentation techniques are taught. Students will have the opportunity to show case their skills at a number of catering events. We also start our Café Culture and barista Certificate. We study all aspects of coffee-origin and production. This includes plantation harvesting, roasting, equipment and the marketing of the beans.
TOPIC 3 AND 4	We learn the art of making a wide range of coffees. Students will be able to show case their barista skills and their customer service skills in the running of the on-site Espresso Bar.

SUBJECT	Level 3 Technology Resistant Materials Technology
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 it is very beneficial to have completed a Materials Technology course at Level 1 or 2 before attempting this level as it requires a strong understanding of the design process and practical manufacturing skills. Students completing assessments must commit to the duration of the assessment. Students wanting a more practical course are advised to do the Level 3 Furniture and Construction course as Resistant Materials has quite a lot of theory/written work.
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. They must identify a client and work with this person to generate a brief and work through the design process with continual feedback from stakeholders. Term 2 develops on the work done in Term 1 with students completing a number of tests and trials to identify skills that they will apply in Term 3.
TOPICS TERM 3 AND 4	Term 3 – students must have completed the work in Terms 1 and 2 and will build on this through the manufacturing process to create a prototype of the product they designed earlier. This requires a high skill level developed in Term 2. They look at a range of practical skills including measuring and marking out, cutting and dry fitting, gluing and cramping square and true and a range of finishing techniques. Finally they evaluate the product in-situ.

SUBJECT	Level 3 Technology Soft Materials
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, complex 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 or have a sound understanding of pattern making. Students who do meet these requirements can choose to do Level 2 Soft Materials.
TOPICS TERMS 1, 2, 3, 4	Students will focus on Design Practice producing a comprehensive portfolio, testing and trailing techniques and gaining skills to produce a 3 piece collection for the School Fashion Show. Students will completely draft a bodice block before developing this into a pattern. Students will continue to work on the collection until midway through Term 3. The External report will be written in Term 3 and 4. This is sent to NZQA for marking in November. Scholarship is also offered at Level 3 Soft Materials.