

Takapuna Grammar School



Junior Course Information Guide

Contents

- 1 [Introduction](#)
- 2 [Planning Your Course](#)
- 3 [Qualifications Pathway](#)
- 4 [Learning Support](#)
- 5 [Accelerate Programmes](#)
- 6 [Year 9 to 11 Curriculum Guide](#)
- 7 [The Year 9 Programme](#)
- 8 [Year 9 Subject Information](#)
- 9 [The Year 10 Programme](#)
- 10 [Year 10 Subject Information](#)
- 11 [Tertiary Study Requirements](#)
- 12 [Required & Recommended Subjects - Tertiary & Trades](#)

Please click on the contents title to take you directly to the relevant page.

Introduction

The 'Takapuna Grammar School Junior Course Information Guide' is designed to provide information for students and parents on the range of curriculum opportunities available in Years 9 and 10 at Takapuna Grammar School.

We offer a wide variety of courses from all learning areas of the New Zealand Curriculum. Students are encouraged to study a broad range of subjects to enhance the opportunities available to them in the future.

The 'NCEA Senior Curriculum Guide' provides further information on the pathways students have available to them in our senior school. This document can be accessed [here](#).

Planning Your Course

It is important that students make a planned and informed choice of subjects. To do this we suggest our students carefully read through this guide.

As you plan your course, carefully assess your interests, skills and learning style and choose subjects that build on these.

We recommend that you do not "specialise" too early and that you aim to maintain a broad range of subjects for as long as possible. This will help to prevent you from limiting your future study prospects. Select your courses carefully as it will be more difficult to change them at a later date.

If you have a particular career in mind, you may need to study some specific subjects. There is a guide to tertiary study requirements and subject choices in this handbook but do be aware that university courses change frequently and you need to be proactive in seeking up to date information directly from the university or from the Careers Department.

As you plan your course and choose your subject options think about the following:

- Your interests and abilities
- Which subjects you enjoy the most
- The skills you have and would like to develop
- Your preferred learning style
- Your possible future career interests
- Are there subject requirements (pre-requisites) at the next level?
- Any entry criteria for tertiary education?
- Is the subject on the University Approved list?
- Are you likely to take IB? (if so, then a language in Year 10 and 11 is needed)

If you are unsure of a subject, talk to someone. This is an important decision. Talk to:

- Students who are doing the subject
- Teachers
- Our Careers Advisor
- Your Dean
- Your parents

Consider the following questions:

When I leave school I hope to...

For this I need...

	Year 11	Year 12	Year 13
1	English	English	
2	Mathematics		
3	General Science		
4			
5			
6			Study

Qualifications Pathway

Takapuna Grammar School purposefully offers a choice of qualifications to stimulate diversity and enhance the individuality of our students. The International Baccalaureate (IB) Diploma Programme and the National Certificate of Education Achievement (NCEA), are both highly acclaimed qualification pathways.

In 2013, Takapuna Grammar School became the first public school in New Zealand to offer the IB Diploma programme. Our students are part of a global educational community of over 5000 IB World Schools in 153 Countries.

NCEA is the national qualification for senior secondary school students in New Zealand.

At Year 12, students choose to either continue with NCEA or begin the two year IB Diploma. Students are encouraged to select the qualification pathway that best suits their aspirations and personality.

Learning Support

The Learning Services Department provides specialised support for mainstream students with learning difficulties. Members of the department operate in a variety of settings:

- Teacher Aides work alongside teachers in many subject areas to support students in class.
- A Literacy class is offered as an option for Year 9 and 10 students with significant reading or writing difficulties.

The Learning Services Department is also responsible for arranging special assessment conditions for students identified as having specific learning difficulties.

Accelerate Programmes

The Accelerate programme is part of the school's commitment to all learners and learning needs. It is a selective programme aiming to push students through the Junior school more rapidly, in a challenging but supportive environment.

The course is particularly designed for students who have potential to respond to additional challenge and pressure across a range of subjects. Accelerated learning occurs in core subjects (English, Math, Science, Social Studies) offering content from both Year 9 and 10 courses in the first year. In the second year, students will sit a tailored NCEA Level 1 programme which offers both internal and external credits. Students are supported to meet expectations around high attainment and will prepare for further extension in senior years. Although there is more academic pressure and assessment is more scrutinised in accelerated classes, students have found the environment extremely supportive and positive.

Students are selected for the programme through entrance tests sat by all incoming Year 9s, and through consultation with education providers at Intermediate schools. Spaces are limited and the entrance tests offer the fairest measure to provide opportunity for all students irrespective of their previous teachers or background. At the end of Year 9, we also re-evaluate the year group - students who had missed out initially may have the opportunity to join the programme in Year 10. These are students who have shown the capability to thrive in this environment and across a range of subject areas, and who have been recommended by their subject teachers.

Year 9 to 11 Curriculum Guide

Learning Area	Year 9	Year 10	Year 11 – NCEA Level 1
	A course of: English, Mathematics, Science, Social Studies, Te toi Tangata - Humanities, Health and Physical Education, and: Four Arts; Two languages; and Four technologies (must include Design Thinking and Digital Technologies).	A course of: English, Mathematics, Science, Social Studies, Health and Physical Education, and three options.	6 subjects A course of: English, Mathematics, Science and three options.
Arts	Visual Art	Visual Art Visual Art Innovation	Visual Art Digital Art
	Dance Drama Music	Dance Drama Music Classical Music Contemporary	Dance Drama Music
English	English Literacy Support English as a Second Language	English Literacy Support English as a Second Language	English English Literacy English Language Support (unit standard course) English for Academic Purposes Media Studies
Health and Physical Education	Health and Physical Education Sports Institute	Health and Physical Education Sports Institute	Health Education Physical Education
Languages	French Japanese Spanish Te Reo Māori	French Japanese Spanish Te Reo Māori	Chinese French Japanese Spanish Te Reo Māori
Mathematics and Statistics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Biology Chemistry Physics General Science
Social Sciences	Social Studies Te toi Tangata - Humanities	Social Studies	Geography History

Business & Enterprise		Enterprise and Financial Literacy	Economics and Accounting Combined Business Studies
Technology	Resistant Materials Digital Technologies Food Technology Design Thinking Textiles Design	Resistant Materials Digital Technologies Food Technology Spatial Design Textiles Design	Building and Construction Product Design Computer Science Food and Nutrition Spatial Design Textile Design

The Year 9 Programme

The Year 9 Programme at Takapuna Grammar School is an introductory course where students experience all Learning areas of the New Zealand Curriculum.

All students will study the following subjects:

Subject	Periods per 10-day cycle
English	7
Health & Physical Education	5
Mathematics	7
Science	7
Social Studies	5
Te toi Tangata - Humanities	2

Note:

In addition to the above subjects students will study from the following learning areas throughout the year. Each of these subjects is timetabled for 5 periods per 10-day cycle.

Arts

Subject	Length of Rotation
Visual Art	One term
Dance	One term
Drama	One term
Music	One term

Note: Students may opt to take an extension two term course in either Music, Visual Arts or Dance. Students who do this will only study three Arts in the year. Which Art is missed will be based on the timetable and can not be chosen by the student.

Technology

Subject	Length of Rotation
Design Thinking	One term
Digital Technologies	One term
Food Technology	Students choose two of the three subjects. Each of these is studied for one term.
Resistant Materials	
Textiles Design	

Note:

Students may also apply for the Year 9 Sports Institute. The Sports Institute will replace one of the other option subjects, most likely a Technology.

Languages

Subject	Length of Rotation
French	Students will select two languages. They will study each for half a term then continue with one of these for the remaining three terms.
Japanese	
Spanish	
Te Reo Māori	

Note:

Students who require additional Literacy support usually do this in place of a Language.

Year 9 Subject Information

Learning Area: Arts

Visual Art

Introduction: Students use their creative skills to manipulate a variety of art materials in a fun and inspiring course. This course leads to both Year 10 Art and Year 10 Art Innovation. In senior years Art specialises in Visual Art Design, Photography, Paint and Art History.

Course Outline: The Visual Art programme teaches some fundamental drawing techniques and one other art making activity, such as Painting, Printmaking or Sculpture. Subject matter is broad-based and flexible, allowing for preferences and time. It encompasses observation of the students' environment and culture and imaginative developments of these. Art appreciation is a part of this practical course.

Additional Requirements: All materials for this course are provided. Students will need to have a device to digitally assist their learning.

Contact: Mr R. Kydd

Visual Art Extension

Introduction: Year 9 Visual Art extension is an exciting opportunity for students to really extend their creative art skills at secondary school. This course runs for two terms. It is designed for those Year 9 students who already have reasonable fundamental drawing and painting skills and want to extend these further.

Course Outline: Compared to the Core programme this course offers a more advanced, varied, and in-depth Art-making experience. It will offer students at least two different Art disciplines, such as Painting and Printmaking, or Painting and Sculpture, all supported by appropriate drawing and research activities. Emphasis is on developing and challenging the creative process and students are encouraged to generate a range of responses to visual problems. The work of a variety of Artists is used to inspire students and help them develop their own personal approach.

Additional Requirements: All materials for this course are provided. Students will need to have a device to digitally assist their learning.

Contact: Mr R. Kydd

Dance

Introduction: This course will introduce students to the use of dance elements, choreography and performance.

Course Outline: It is designed to be a confidence building opportunity to develop skills in different dance contexts and help develop understanding of the dance elements and choreography processes.

Additional Requirements: This course does not require any prior experience in dance.

Contact: Mr J. Lobaton

Dance Extension

Introduction: This course is for students who would like to expand on their knowledge of the dance elements, choreography and performance as well as focusing on appropriate technique.

Course Outline: Students will develop performance skills throughout the year through frequent sharing of their own choreography in groups to the class. They will use the elements of dance and choreographic processes to develop dances in groups, and convey meaning.

Additional Requirements: Students will have some prior dance experience.

Contact: Mr J. Lobaton

Drama

Introduction: Drama expresses human experience through a focus on role, action, and tension, played out in time and space. In drama education, students learn to structure these elements and to use dramatic conventions, techniques, and technologies to create imagined worlds. Through purposeful play, both individual and collaborative, they discover how to link imagination, thoughts, and feelings.

Course Outline: Students will tell creative stories using dramatic conventions and techniques.

Additional Requirements:

Contact: Mr. B De Grut

Music

Introduction: This course is a broad introduction to the Music pathway at Takapuna Grammar School. It will prepare students for future study in Music and provide all Year 9 students with basic musical knowledge.

Course Outline: Students will learn the history of popular music, general music theory and aural skills, instruments of the orchestra, and guitar skills.

Additional Requirements:

Contact: Ms. L Raby

Music Extension

Introduction: This course is a broad introduction to the Music pathway at Takapuna Grammar School. It will prepare students for future study in Music. Music Extension is designed for students with some prior experience in instrumental, vocal experience, songwriting or composition. If you have played an instrument or written a song before, this class is for you!

Course Outline: Students will learn the history of popular music, general music theory and aural skills, compositional techniques, and perform in solo and group settings.

Additional Requirements: Students should already have a background in music.

Contact: Ms. L Raby

Learning Area: English

English

Introduction: English at secondary school is the exploration of meaning and messages as they are conveyed through a range of sources. Close study of texts will enhance students' ability to interpret meaning, and also enable them to develop their own capabilities with language and communication. Year 9 students will explore meaning in both digital and print forms, written as well as visual. English will continue to be compulsory through to Year 12.

Course Outline: Learners will study New Zealand and global texts and encounter diverse viewpoints. Text types will include short stories, novels, poems, non-fiction, films and Shakespeare. All of our units encourage students to develop and apply skills to their own writing and composition.

Additional Requirements: Students are also required to read independently over the course of the junior programme, at a level which suits their abilities and interests. Students will track and record their own reading and have regular consultations about their progress in this area.

Contact: Mr T. Flinn

Literacy Support

Introduction: This is a literacy course using the Steps to Literacy workbook and online programme. It also focuses on grammar and comprehension exercises to improve students' writing skills.

Course Outline: The Year 9 option focuses on the Steps to Literacy Programme or workbook-based activities to improve students' reading, writing and comprehension skills.

Additional Requirements: Students will usually complete the Literacy Support option during the Languages rotation.

Contact: Ms R.Kayes

English as a Second Language

Introduction: This course is designed as an additional English course for students with English as a second language. The small class size and differentiated curriculum enable students to reach their academic potential.

Course Outline: Courses are designed bearing in mind the level of English proficiency of the individual pupils. Listening, speaking, reading and writing skills are taught. As well as following a similar course to the English programme, assistance is given to pupils with tasks and skills required across the curriculum.

Additional Requirements: Students will be identified and placed in ESL where appropriate.

Contact: Mr H. McLaughlin

Learning Area: Health and Physical Education

Health and Physical Education

Introduction: In Physical Education and Health, the focus is on the well-being of the students themselves, of other people, and of society through learning movement and health-related contexts. As they develop resilience and a sense of personal and social responsibility, students are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments and of the wider society.

Course Outline: In Physical Education students will participate in a wide variety of movement skills and sports. It is through these activities that students develop not only physical skills but also leadership, teamwork and critical thinking. Activities throughout the year include but are not limited to: Aquatics, Team Building, Fitness (e.g. yoga, resistance and circuit training) Football, Ripa Rugby, Badminton, Basketball, Netball, Ultimate Frisbee, Gymnastics and Games from Aotearoa. In Health students will cover a wide variety of themes such as: Well-being, Mindfulness, Digital Citizenship, Harmful effects of Alcohol, Vaping and other Drugs, Puberty and Relationships, Resiliency and Decision Making.

Additional Requirements: Students will also participate in a three-day, two-night outdoor education camp. The camp is aimed at facilitating increased personal awareness, confidence, teamwork and leadership through outdoor activities.

Contact: Mr J. Ross

Sports Institute

Introduction: The Year 9 Sports Institute programme aims to support young, talented athletes as they strive for personal excellence in their chosen sports. Entry to the Sports Institute is by application. Selection is based on previous sporting achievement, how motivated the students are to take their sport to the next level and the general attitude the student has shown in their school life. The Year 9 Sports Institute leads into Year 10 Sports Institute and Level 1, 2 and 3 NCEA Physical Education.

Course Outline: Sports Institute students are expected to see themselves as role models and leaders in their sport. The students will learn the importance of taking a holistic approach to their training. Through sports science they will see first-hand the physiological benefits of taking part in appropriate methods of training. The course is designed to support the information the students are receiving from their coaches while also providing an environment where they can interact and learn from like-minded athletes. They will be involved in a wide range of topics such as; Leadership and Interpersonal Skills, Fitness and Skill Development, Anatomy and Biomechanics.

Additional Requirements: Please apply for the Sports Institute application [here](#). Sports Institute will replace one of the other Technology or Arts option subjects. Applications close on Friday 3 November 2023, however, students enrolling at Takapuna Grammar School after that date will have their applications considered for selection.

Contact: Mr J. Ross

Learning Area: Languages

French

Introduction: This course is an introduction to the French language and culture. It will prepare students for future study in French, either NCEA or IB and provide students with a good foundation in the language.

Course Outline: Students will learn to understand and use familiar expressions and everyday vocabulary such as greetings, introductions, personal descriptions, their family, their pets and their personal preferences. Students will be able to interact in spoken French in a simple way in supported situations. They also gain an interesting insight into the daily lives of the French people and culture.

Additional Requirements: a subscription to the online learning platform, Education Perfect.

Contact: Ms B. Gavelle

Japanese

Introduction: This course is an introduction to the Japanese language and culture. It will prepare students for future study in Japanese, either NCEA or IB and provide students with a basic grasp of the language.

Course Outline: This course offers students insight into the unique language, culture and lifestyles of Japan. Students will learn how to read and write basic Japanese script. They practise everyday greetings and learn how to introduce themselves and their family, share interests and discuss daily routines. Japanese music, manga, and anime play a key role in students engaging with the language.

Additional Requirements: a subscription to the online learning platform, Education Perfect.

Contact: Mrs P. Kent

Spanish

Introduction: This course is an introduction to the Spanish language and culture. It will prepare students for future study in Spanish, either NCEA or IB and provide students with a good foundation in the language.

Course Outline: This course introduces students to the language and culture of the fourth most spoken language in the world. Students will learn to introduce themselves, provide basic personal information and talk about their likes and dislikes. They will develop the four language skills as well as learn about the unique and diverse cultures of the Hispanic world.

Additional Requirements: a subscription to the online learning platform, Education Perfect.

Contact: Mr J.Chapman

Te Reo Māori

Introduction: This course is an introduction to the Te Reo Māori language and culture. It extends basic Māori and will prepare students for future study in Te Reo Māori in NCEA and provide students with a good grasp of the language.

Course Outline: This course offers students insight into our country's unique native language, Māori culture and tikanga/customs. Students will learn to understand and use familiar expressions and everyday vocabulary such as greetings, introductions, personal descriptions, their family, their pets and their personal preferences. The language acquired will help them across a broad number of other subjects in secondary school.

Additional Requirements: a subscription to the online learning platform, Education Perfect.

Contact: Whaea Tina Peters

Learning Area: Mathematics and Statistics

Mathematics

Introduction: Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. Both equip us with effective means for investigating, interpreting, explaining, and making sense of the world in which we live.

Course Outline: The Mathematics course covers all 5 strands of the curriculum: Number, Algebra, Geometry, Measurement and Statistics.

Additional Requirements: Students will be required to purchase a workbook and a subscription to Education Perfect.

Contact: Miss P. Ngu

Learning Area: Science

Science

Introduction: Science is fundamental to understanding the world in which we live and work. Future careers require specific Science knowledge but a general understanding of Science concepts is also essential to making informed decisions that will affect our lives.

Course Outline: Topics studied at Year 9 include Introduction to Practical Science, States of Matter, Atomic Theory, Botany, Ecology, Mixtures and Separation Techniques, Energy and Astronomy. Practical work and investigation play an important role in this course.

Additional Requirements: Students will need to purchase a learning workbook and a subscription to the online learning platform, Education Perfect.

Contact: Mr M. Naidoo

Learning Area: Social Sciences

Social Studies

Introduction: Social studies is the study of an integrated body of content drawn from the social sciences and the humanities. The learning experiences in Social Studies are designed to weave the elements of understand, know, and do together so that student learning is meaningful. Social Studies enables students to develop the skills to understand, participate in, and contribute to their local, national, and global communities as informed, confident and responsible citizens. Social Studies is a two year programme that provides the foundation for senior Geography, History, Classical Studies and Tourism.

Course Outline: In this course, students will learn about society, places, cultures, histories, and the economic world, within and beyond New Zealand. They will compare systems of government and how they affect people's lives. Students will explore the bicultural nature of New Zealand. Other topics will develop their understanding of 'Place' and will investigate the impacts of migration. Skills will be integrated into various topics and will include; thinking critically about the past and how it is interpreted, paragraph and essay writing, research skills, exploring interpreting values and perspectives and analysing sources.

Additional Requirements:

Contact: Mrs H. Marshall

Te toi Tangata - Humanities

Introduction: Students will learn about cultures and values to enable each to flourish and contribute to school and the global community.

Course Outline: The programme builds skills for life and includes learning about communicating, Hauora (wellbeing), cultural values and Tikanga (customs), appreciating other viewpoints, emotional control, dealing with conflict, service and teamwork. Students will develop a CV through participating in the Te Manawanui award.

Additional Requirements:

Contact: Whaea Tina Peters

Learning Area: Technology

In Technology, students explore how to improve in the world through developing products, systems, and environments that expand the possibilities of people. It is a creative and purposeful subject where students develop the skills, understanding and confidence to create individual outcomes to identified needs or opportunities. Students solve practical problems by encouraging risk taking and creativity, using both divergent (creative) and convergent (critical) thinking. Students work through practical tasks to develop and apply particular skills and knowledge that allows them to take ownership of their own learning.

Design Thinking

Course Outline: This course starts with the personal perspective of the student, developing creative problem-solving strategies that encourage the questioning of assumptions, risk taking and divergent thinking. Creative activities use skills and techniques that utilise different learning approaches and capabilities. Design Thinking can have universal application for students in all their learning in terms of developing active, independent and critical thinking.

Additional Requirements:

Contact: Mr M. Samaeli

Digital Technology

Course Outline: This course concentrates on digital thinking techniques such as algorithms, data management, practices and process of testing and debugging coding errors.

Additional Requirements: Minimum Specifications: Be wi-fi capable, have a processing capacity that enables creation and manipulation of text and data, minimum screen size 10 inch (13-14 inch is preferable), and a Battery life of at least five hours.

Contact: Ms M. Cameron

Food Technology

Course Outline: This course concentrates on food technology practice, process and production. Students work collaboratively and develop their technological practice through experimenting, modifying and trialling ideas for meals, culminating in a Master Chef competition It's My Turn To Cook Tonight! Students seek individual, innovative solutions for a chosen festive occasion design brief.

Additional Requirements:

Contact: Ms M. Hyland

Resistant Materials

Course Outline: This course concentrates on resistant materials technology practice, process and production. Students are given a design brief and are required to do mind-mapping, existing product research, look into the cultural aspects of potential materials, then design and construct a product to match the requirements of the brief.

Additional Requirements:

Contact: Mr S. Kelly

Textiles Design

Course Outline: This course concentrates on materials technology practice, process and production. The increased emphasis on creativity and individual choice provided by the flexibility of design briefs has enabled a course to be designed which meets the needs of students. The course includes a design brief based on the idea of Spirit Animals and students will develop and construct a beanie. Students will be expected to seek individual, innovative solutions in a variety of ways.

Additional Requirements:

Contact: Ms D. Woodward

The Year 10 Programme

The Year 10 programme at Takapuna Grammar School is an exploratory course which builds on the knowledge gained in Year 9.

All students will study the following subjects:

Subject	Periods per 10-day cycle
English	7
Health & Physical Education	5
Mathematics	7
Science	7
Social Studies	7

In addition, students are required to study three other subjects. Each of these subjects is timetabled for five periods per 10-day cycle and is studied for the full year.

It is strongly recommended that students continue with a language in Year 10. All students in Year 9 Accelerate classes should take a language. Students who wish to study a Language in the Senior school, or who are considering International Baccalaureate, must select that Language in Year 10.

Students should select a subject from three of the four learning areas. However, applications will be considered for students who want to study two subjects from the one learning area.

Learning Area	Subject
Arts	Visual Art
	Visual Art Innovation
	Dance
	Drama
	Music Classical
	Music Contemporary
Business & Enterprise	Enterprise and Financial Literacy
Technology	Spatial Design
	Digital Technologies
	Food Technology
	Resistant Materials
	Textiles Design
Languages	French
	Japanese
	Spanish
	Te Reo Māori

Note:

Students may also apply for the Year 10 Sports Institute. Students who are selected for this will only choose two additional subjects. These must be from two different learning areas.

Students who require additional Literacy support will only choose two additional subjects.

Year 10 Subject Information

Learning Area: Arts

Visual Art

Introduction: Year 10 Art is an exciting and creative way of learning which really engages our students. Many key learning skills are covered through the designing and creating of art objects in a fun and safe environment for our ako. We welcome all students to come and join our creative team and make incredible and beautiful art objects.

Course Outline: The course follows on from Year 9 Art promoting art making as an enjoyable and satisfying activity from which many things can be learnt about oneself, art traditions, cultural expressions and design. Art appreciation and technical skills are taught, linked to projects involving design, colour theory, printmaking, painting, drawing and three-dimensional work.

Additional Requirements: Many materials for this course are provided, however students will need to purchase an Art pack at the start of the year. Students require a device to digitally assist their learning.

Contact: Mr R. Kydd

Visual Art Innovation

Introduction: Year 10 Art innovation is an exciting course which uses innovative technologies to inspire and assist our students to design and make incredible art objects. Students use contemporary and cutting edge software and hardware to engage in their learning.

Course Outline: This course offers students the opportunity to use innovative non-traditional art making media to produce a range of artworks. Students will use digital media, animation techniques, 3D printers and the laser cutter to extend their learning. This course is aimed at those students who went through the Year 9 Visual Art extension programme and who enjoy working digitally rather than with traditional art techniques. The course has been created as a curriculum pathway to digital art at senior levels.

Additional Requirements: Art Pack will be required.

Contact: Mr R. Kydd

Dance

Introduction: This course is for anyone interested in learning more about Dance. It is designed for students who would like to expand on their knowledge of the dance elements, choreography and performance as well as focusing on appropriate technique.

Course Outline: The course covers small group and solo performances. It is designed to be a confidence building opportunity to develop skills in different dance contexts and help develop understanding of the dance elements and choreography processes.

Additional Requirements: It is recommended that students have one year of prior learning in Dance technique.

Contact: Mr J. Lobaton

Drama

Introduction: This course covers a range of Drama skills for performance. Students practise vocal and movement expression, script interpretation and appreciation of the qualities of an effective performance.

Course Outline: Students learn mime skills, improvisation and play-making. They perform scripted theatre and learn about theatrical presentation and finding solutions needed to make effective theatre work.

Additional Requirements: No experience is necessary for this course but students should be willing and passionate.

Contact: Mr B. De Grut

Music Classical

Introduction: This course is for anyone interested in learning more about Music. It is designed for students who have prior experience playing an instrument and/or have a particular interest in Classical Ensembles, Jazz, or Classical Music.

Course Outline: The course covers group and solo performance skills, Music theory, Music history, and composition.

Additional Requirements: It is recommended that students have one year of prior learning on an instrument and be enrolled in the itinerant music programme.

Contact: Ms. L Raby

Music Contemporary

Introduction: This course is for anyone interested in learning more about Music. It is designed for students with a particular interest in Contemporary/Pop Music. Prior musical experience is recommended, but not essential.

Course Outline: The course covers group and solo performance skills, Music theory, Music history, and songwriting.

Additional Requirements: It is recommended that students are enrolled in the itinerant music programme.

Contact: Ms. L Raby

Learning Area: English

English

Introduction: English at secondary school is the study, use and enjoyment of the English language and its literature, whether it be communicated orally, visually, in writing, or through a range of other means. It is a crucial subject for a range of future pathways, as making and interpreting meaning is a critical skill in the worlds of employment, politics, relationships, literacy and the arts. English continues to be a compulsory subject in Years 11 and 12.

Course Outline: The course is structured around the interconnected skills of reading and writing. It deals with how students engage with a variety of global and NZ-based texts, and how they produce their own ideas for audiences. Assessment of these skills will involve students completing their own compositions - spoken, written and/or visual - and the study and interpretation of a range of published texts, including film, a range of fiction, poetry, novels and non-fiction texts.

Additional Requirements: Students are also required to continue independent reading at a level which matches their ability, and their progress in this area will be tracked and encouraged throughout. Students will begin to make cross-text connections around ideas, techniques and genre.

Contact: Mr T. Flinn

Literacy Support

Introduction: This option is for students who need to further develop their literacy skills.

Course Outline: The Literacy Programme involves the teaching of reading and writing, including comprehension activities plus grammar and punctuation skills. Creative writing skills, research and essay writing are also a focus.

Additional Requirements: Literacy Support is selected by the students as one of their three options.

Contact: Ms R.Kayes

English as a Second Language

Introduction: This course is designed as an additional English course for students with English as a second language. The small class size and differentiated curriculum assist students with reaching their academic potential.

Course Outline: Courses are designed bearing in mind the level of English proficiency of the individual pupils. Listening, speaking, reading and writing are taught through theme based units, focusing on vocabulary and skills required across the curriculum. Most students in 10ESL go on to study NCEA Level 1 English through EAP 1.

Additional Requirements: Students will be identified, and placed in ESL where appropriate.

Contact: Mr H. McLaughlin

Learning Area: Health and Physical Education

Health and Physical Education

Introduction: In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning movement and health-related contexts. As they develop resilience and a sense of personal and social responsibility, students are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments and of the wider society.

Course Outline: Students will participate in a variety of movement skills and sports. Through these activities students develop not only physical skills but also leadership, teamwork and critical thinking. Activities include Surf Survival, Fitness activities – pilates, resistance trainings, circuits etc, a variety of sports - Volleyball, Badminton, Cricket, Circus Skills, Ripa Rugby, Football, Netball, Basketball, Make a Game – student directed lessons based on creativity, Circus - Goal setting and skill development, Games from around the world - American Football, Lacrosse, Aussie Rules etc.

In the Year 10 Health programme students will develop skills to critically analyse the challenges and changes occurring during adolescence. They will discuss and develop strategies for making informed, health-enhancing decisions. Topics include:

Hauora/Well-Being, Goal Setting, Mindfulness and Stress Management, Harmful Effects of Vaping and other Drugs, Decision Making, Sexuality Education.

Additional Requirements: Students will also be expected to attend the cross-curricular day trip to Rangitoto Island.

Contact: Mr J. Ross

Year 10 Sports Institute

Introduction: The Year 10 Sports Institute programme aims to support young talented athletes as they strive for personal excellence in their chosen sports. Entry to the Sports Institute is by application. Students do not have to be part of the Year 9 Sport Institute to be considered for selection. Selection is based on previous sporting achievement, how motivated the students are to take their sport to the next level, their involvement in Year 9 Physical Education and Health lessons, and the general attitude the student has shown in their first year at Takapuna Grammar School.

Course Outline: Sports Institute students are expected to see themselves as role models and leaders in their sport. The students will learn the importance of taking a holistic approach to their training. Through sports science they will see first-hand the physiological benefits of taking part in appropriate methods of training. The course is designed to support the information the students are receiving from their coaches while also providing an environment where they can interact and learn from like-minded athletes. They will be involved in a wide range of topics such as; Leadership, Interpersonal Skills, Training Programmes, Anatomy and Biomechanics, and Nutrition. Students also take part in a Level 1 NCEA Achievement Standard 1.8 titled 'Taking action to assist others to participate in Physical Activity.'

Additional Requirements: The Year 10 Sports Institute offers a week long outdoor education camp to Hillary Outdoors Tongariro which students are expected to attend. This camp provides students with the opportunity to challenge themselves both physically and mentally in a fun and challenging environment.

Current and new students to Takapuna Grammar students should apply [here](#). Students who are selected for the Sports Institute will forgo another option. Please see the chart on page 13 for which subjects may be missed.

Applications close on Friday 3 November 2023. However, students enrolling at Takapuna Grammar School after that date can have their applications considered for selection.

Contact: Mr J. Ross

Learning Area: Languages

French

Introduction: A full-year course that continues and builds upon Year 9 French.

Course Outline: Students learn to talk and write about their daily lives in more detail and learn more about the French way of life. They cover topics such as school, pastimes, home, asking for directions, socialising, eating and drinking, holidays and sightseeing.

Additional Requirements: A subscription to the online learning platform, Education Perfect.

Contact: Ms B. Gavelle

Japanese

Introduction: A full-year course that continues and builds upon Year 9 Japanese. Students learn to talk and write about their daily lives in more detail and learn more about the Japanese way of life.

Course Outline: Students will consolidate their knowledge of hiragana and also learn katakana, as well as some kanji. They cover such topics as weather, describing family relationships, describing people, homes and daily routines and following directions in order to get around.

Additional Requirements: A subscription to the online learning platform, Education Perfect.

Contact: Mrs P. Kent

Spanish

Introduction: A full-year course that continues and builds upon Year 9 Spanish.

Course Outline: Students learn to talk and write about their daily lives in more detail and learn more about the way of life of Hispanic peoples. Topics covered include the home, holidays and sightseeing, sports and pastimes, the city, socialising, food and clothing.

Additional Requirements: A subscription to the online learning platform, Education Perfect.

Contact: Mr J. Chapman

Te Reo Māori

Introduction: A full-year course that builds on and extends the Year 9 Te Reo Māori.

Course Outline: Students will learn to communicate about daily life and cover topics such as pastimes, home, school, family relationships and planning outings. They will also continue their understanding in tikanga/customs and marae practices.

Additional Requirements: A subscription to the online learning platform, Education Perfect.

Contact: Whaea Tina Peters

Learning Area: Mathematics and Statistics

Mathematics

Introduction: Mathematics is the exploration and use of patterns and relationships in quantities, space, and time. Statistics is the exploration and use of patterns and relationships in data. Both equip us with effective means for investigating, interpreting, explaining, and making sense of the world in which we live.

Course Outline: The Mathematics course covers all five strands of the curriculum: Number, Algebra, Geometry, Measurement and Statistics.

Additional Requirements: Students will be required to purchase a workbook and a subscription to Education Perfect.

Contact: Miss P. Ngu

Learning Area: Science

Science

Introduction: Science is a way of investigating, understanding, and explaining the world around us. Future careers require specific Science knowledge but a general understanding of Science concepts is also essential to making informed decisions that will affect our lives.

Course Outline: Topics studied at Year 10 include Acids and Bases, Chemical Reactions, Medical Science, Genetics and Evolution, Electricity and Forces and Motion. Practical work also plays an important role in this course.

Additional Requirements: Students will need to purchase a learning workbook and a subscription to the online learning platform, Education Perfect.

Contact: Mr M. Naidoo

Learning Area: Social Sciences

Social Studies

Introduction: Social studies is the study of an integrated body of content drawn from the social sciences and the humanities. The learning experiences in Social Studies are designed to weave the elements of understand, know, and do together so that student learning is meaningful. Social Studies enables students to develop the skills to understand, participate in, and contribute to their local, national, and global communities as informed, confident and responsible citizens. Social Studies is a two year programme that provides the foundation for senior Geography, History, Classical Studies and Tourism.

Course Outline: In this course students will learn about people, places, cultures, histories, and the economic world, within and beyond New Zealand. They will develop an understanding of globalisation and investigate the issue of sea level rise impacting Pacific communities and how we are responding. Students will research a Human Rights issue and explore New Zealand's contribution to events on the world stage.

Skills will be integrated into various topics and will include; thinking critically about the past and how it is interpreted, paragraph and essay writing, research skills, exploring values and perspectives and analysing sources.

Students will also take part in active workshops, developing the soft skills that allow for participation and contribution in society as future school leavers. This includes creating SMART goals and building a personal brand and CV to produce their individual 'Real World Toolkit'

Additional Requirements:

Contact: Mrs H. Marshall

Enterprise and Financial Literacy

Introduction: Students develop the financial skills and an entrepreneurial knowledge that will enable them to be informed and active citizens as adults. They will study how choices have consequences, whether for an individual, business or economy. How the choices made now can have lasting effects for the future. Students will start to think about the future they envisage for themselves and how they can work towards achieving this. This course gives the students a strong foundation to study business subjects in the senior school. It is an interesting subject for anyone who is contemplating a career in business and/or enrolling at a University for a business degree.

Course Outline: The overall aim of this course is to develop enterprise and financial literacy knowledge and capability. Students will be encouraged to engage with these issues through a range of simulations, presentations, and 'learning by doing' activities. The topics covered in the course are: Enterprising People, Business Studies, Marketing, Economics, Finance and Accounting, Financial Literacy, Careers and Sustainability and Global goals.

Additional Requirements: Students are required to purchase a workbook, enrol in Banqer and participate in a School Market Day.

Contact: Ms. E Johnson

Learning Area: Technology

Digital Technologies

Introduction: Students develop an understanding of computer science principles which govern how computers work, learning core programming concepts and designing quality, fit-for-purpose digital outcomes. The main focus is on creating code that is syntactically correct, efficient and achieves the purpose of the outcome for a specified audience. Future pathways are Computer Science in senior school, and at tertiary level where it includes System or Software Engineering, requiring clear, logical thinking and problem solving.

Course Outline: This course provides an introduction to several main areas of digital technology: file and information management; programming; website creation; and a computer science concept. Work in this course will build on the concepts introduced in Year 9 and will introduce new applications that are used in senior computer science classes. The course is accessible to those new to the subject as activities are guided by step-by-step instructions to teach basic syntax.

Additional Requirements: Students are required to bring their own laptop (tablets, ipads, chromebooks, etc are not suitable). Windows 7 or Apple macOS 10.10+, 1.6GHz, 4GB RAM, 40GB of available hard disk space, Screen size 12", Battery 5 hours +, Wifi capable, USB Port/dongle. Higher spec is required if planning to do Level 1 Computer Science.

Contact: Ms M. Cameron

Spatial Design

Introduction: This subject is about the generating, evolving and visual communicating of students' own three-dimensional design ideas. The subject's focus is on the designing of spaces in contexts such as architecture, interior design and landscape architecture. Future pathways include further learning in Architecture and Art and Design though developing design thinking and creative problem solving strategies has universal application.

Course Outline: This course builds on from the Year 9 Design Thinking course by providing a variety of design and drawing experiences to assist in developing creative thinking and awareness of design. Activities will initially focus on creative play, collaborations, and foundational design strategies and visual modes (both digital and manual). This will scaffold to an architectural design brief that contextualises the exploring and refining of spatial design ideas using a range of visual communication skills and literacies.

Additional Requirements: Laptop is required (minimum specs: Windows 7 or Apple macOS 10.10+; 1.6GHz; 4GB RAM; 40GB Storage). Specialist DVC stationary kit.

Contact: Mr M. Samaeli

Food Technology

Introduction: This subject offers a rich variety of learning experiences and knowledge of the many creative fields of working with food. The focus is on developing practical skills that can deliver high quality products in a time efficient and collaborative team environment.

Careers in food preparation, food and culinary arts, event management, food photography, food writers, teaching, food science, food truck owner, cafe/restaurant worker/owner.

Course Outline: This is a creative hands-on course that teaches students to develop practical problems-solving skills using a variety of foods and processes. It encourages risk taking, lateral thinking, creativity and critical thinking. Students will work collaboratively and develop their technological practice through experimenting, modifying, trialling, and evaluating outcomes to develop products that meet specific needs. Evidence of their technological process is documented through written and photographic material.

Additional Requirements:

Contact: Ms M. Hyland

Textiles Design (formerly Soft Materials)

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

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

Additional Requirements:

Contact: Ms D. Woodward

Resistant Materials Technology

Introduction: This is a creative subject where students learn how to design and manufacture products by working with various materials, components, tools and equipment. Students use a range of traditional and modern manufacturing processes, including working with Laser Cutting, CAD, 3D printing and CNC using mainly timber and plastics. They record their design process and evidence of their practical work in an online portfolio and are assessed on technological processes, functional modelling and finished products. All units of work lead to a tangible outcome: a product, system or environment, allowing students to develop a range of solutions.

Course Outline: This course provides opportunities for students to show initiative, make choices and take responsibility for their own learning. It builds on students' existing knowledge, skills, values and aspirations. It encourages risk taking, lateral thinking, creativity and critical thinking. Technology units often require students to work collaboratively and cooperatively. Solutions are researched, planned, constructed and evaluated against specified criteria. Evidence for this technological process is documented through written and pictorial methods. Students develop their outcomes using resistant materials such as timber, manufactured boards and acrylics, and can work with technologies such as laser cutting, CNC routing, basic electronics and robotics. The design projects can include secret storage, creating a product using LED lighting and/or creating a programmable robot.

Additional Requirements: Laptop to access Google Suite for Education tools is recommended. Material costs to cover the cost of materials for take home projects.

Contact: Mr S. Kelly

Tertiary Study Requirements

Takapuna Grammar School students are well prepared for the academic rigour of tertiary education. Many of our students go on to further their education at one of New Zealand's Universities or Polytechnics. We also provide an excellent platform for students to apply for, and study, at one of the many overseas Universities.

Each year a number of our students gain Scholarships to New Zealand Universities. Please see a Deputy Principal for more information on how to apply for these.

University Entrance (UE) is the minimum requirement to go to a New Zealand University. To qualify for UE a student requires:

1	NCEA Level 3
2	Three subjects - at Level 3 , made up of: <ul style="list-style-type: none">• 14 credits in each of three approved subjects.*
3	Literacy - 10 credits at Level 2 or above, made up of: <ul style="list-style-type: none">• 5 credits in reading• 5 credits in writing
4	Literacy and Numeracy - Level 1

*University approved subjects are identified in the Takapuna Grammar Senior NCEA Curriculum Guide.

Student Ranking for Controlled Entry Courses

Some Universities use a rank score system for guaranteed or preferential entry into some courses of study, especially for those with limited or competitive entry.

A student's rank score is based on their best 80 credits at Level 3 or higher over a maximum of five approved subjects. The credits are then weighted by awarding points based on the level of achievement with Excellence (4 points), Merit (3 points), and Achieved (2 points). NCEA Level 3 credits achieved before Year 13 can be counted towards the 80 best credits used for ranking.

For accurate and up to date information on each tertiary provider, including entrance requirements for particular courses, please refer to their individual websites.

Careers

Our Careers Department is available to advise students on the many pathways available to them when they leave school. This includes advice on tertiary courses and employment opportunities. Many of our students go on to forge a wonderful career by entering the workforce straight from school.

Gateway

Gateway is a programme initiated and funded by the Tertiary Education Commission (TEC). It offers students the opportunity to experience structured workplace learning in an industry of their choice. Students gain new skills and knowledge and pursue individual learning plans which achieve unit standards.

STAR

STAR (Secondary Tertiary Alignment Resource) courses provide programmes in typically non-conventional subjects for senior students. STAR's intention is to enable secondary schools to facilitate their students' smooth transition from schooling to further education or employment. Star courses are run through Tertiary Institutions and some have unit standards attached.

Guide to Choosing School subjects - (Click on the links to see what the different universities require)

[University of Auckland](#)

[University of Otago](#)

[Required and recommended background subjects | February 2023](#)

[University of Wellington](#)

<https://www.wgtn.ac.nz/study/course-planning/school-subjects>

[AUT](#)

[Massey University](#)

[University of Waikato](#)

[University of Canterbury](#)

Required & Recommended Subjects – Tertiary & Trades

This is a general guide for study areas where a background in certain school subjects is **required** for entry into tertiary programmes and some apprenticeships. Some subjects are **useful** for knowledge and skills, but others are **strongly recommended** to see success in certain areas.

If a student has not got a clear idea of a future career, keeping their subjects broad at school is recommended.

- Studying Science at Level 1 keeps options open for some trades and roles in the NZ Defence Force.
- Basic Maths and English are needed at Level 1 for most jobs.
- Only a very small number of university courses have compulsory requirements. These tend to be Science and Maths subjects.
- **E.L.R.** are English-rich subjects (such as English, History, Classics, Geography etc) and these can be required for some degrees.

Subject Guide - Tertiary Study		
Study Areas	Compulsory subjects	Recommended subjects
Architecture	None (<i>but Portfolio of work required</i>)	Art Design and/or Painting, Design & Visual Communication. One E.L.R. subject. Physics, Maths & Digital Technology are useful.
Aviation (<i>Massey University</i>)	One E.L.R. subject + ADAPT test	Physics & Calculus. Statistics is useful.
Business	None	Maths and/or Economics, Accounting & other Business subjects.
Computing & IT	None	Calculus & Digital Technology.

Study Areas	Compulsory subjects	Recommended subjects
Biological Sciences	None	Biology, Chemistry & Statistics. One E.L.R. subject.
Biomedical Science <i>(entry to Medicine Auckland University)</i>	None	Chemistry (<i>strongly recommended</i>), Biology and Statistics. One E.L.R. subject.
Engineering	Calculus & Physics. Chemistry (<i>compulsory for some degrees</i>)	Chemistry.
Environmental Science	None	Geography & Statistics. Biology useful.
Health Sciences First Year <i>(entry to Medicine, Dentistry, Medical Laboratory Science, Physiotherapy & Pharmacy at Otago University)</i>	None	Biology, Chemistry & Physics (or Jump Start Physics if no Level 2) and Mathematics (Statistics preferably or Calculus). One E.L.R. subject.
Health Sciences at AUT <i>(Nursing, Paramedicine, Physiotherapy, Midwifery, Podiatry, Occupational Therapy, Oral Health at AUT)</i>	None	Biology, Statistics and one E.L.R. subject.
Food Technology	Calculus, Physics & Chemistry (<i>Massey University</i>)	Biology, Chemistry, Maths.
Human Nutrition	Biology & Chemistry (<i>Massey University</i>)	Biology, Chemistry, Maths & an E.L.R. subject.

Study Areas	Compulsory subjects	Recommended subjects
Law	None	A minimum of one E.L.R. subject. Two recommended.
Land surveying	None	Calculus, Physics & Geography.
Medical Laboratory Science (AUT)	Biology, Chemistry & Statistics.	An E.L.R. subject.
Medical Imaging	English, Maths & Science (Physics preferred) - AUT	Chemistry, Biology & one E.L.R subject. Physics & Calculus are useful.
Nursing	One science - Biology, Chemistry or Physics (<i>except AUT</i>)	Maths & an E.L.R. subject.
Optometry	None	Biology, Chemistry & one E.L.R. subject. Physics & Maths useful.
Osteopathy	Biology, P.E. or Health Education and one E.L.R. subject (<i>Ara Institute</i>)	
Pharmacy	None	Biology, Chemistry & one E.L.R. subject. Physics & Maths useful.
Physical Sciences	None	Physics, Calculus & Chemistry.
Quantity Surveying	At least Level 2 Maths.	Strong in Maths (Economics/Accounting useful)
Radiation Therapy	Maths and Physics or Biology and Te Reo Māori or E.L.R. subject.	

Study Areas	Compulsory subjects	Recommended subjects
Veterinary Science	None	Biology, Chemistry, Physics & Maths to be competitive. One E.L.R. subject.
Nursing	One science - Biology, Chemistry or Physics (<i>except AUT</i>)	Maths & an E.L.R. subject.
Optometry	None	Biology, Chemistry & one E.L.R. subject. Physics & Maths useful.
Osteopathy	Biology, P.E. or Health Education and one E.L.R. subject (<i>Ara Institute</i>)	
Pharmacy	None	Biology, Chemistry & one E.L.R. subject. Physics & Maths useful.
Physical Sciences	None	Physics, Calculus & Chemistry.
Quantity Surveying	At least Level 2 Maths.	Strong in Maths (Economics/Accounting useful)
Radiation Therapy	Maths and Physics or Biology and Te Reo Māori or E.L.R. subject.	
Veterinary Science	None	Biology, Chemistry, Physics & Maths to be competitive. One E.L.R. subject.

General Subject Guide – Pre-trades, apprenticeships and other	
Agriculture/Horticulture	Level 1 science is useful.
Construction apprenticeships <i>e.g. cabinetmaking, carpentry, plumbing.</i>	Level 1 Maths & English. A Technology subject at Level 1 is recommended.
Electrical apprenticeships	ETCO requires 8 credits in each of English, Maths & a Science at Level 2 (preferably Physics). Unitec's pre-trade course: Level 1 maths, English, Physics (or General Science).
Automotive apprenticeships	Level 1 Maths & English. For MITO, you need to pass Literacy & Numeracy tests.
Barbering/Hairdressing	Basic literacy & numeracy. No specific subjects. Visual Art & Science at Level 1 useful.
Chefing/Hospitality	Basic literacy & numeracy. Experience in industry is useful <i>e.g. part-time work.</i>
Police	Level 2 English & Maths recommended to pass entry aptitude tests.
Defence Force	Many apprenticeships require a minimum of NCEA Level 1 with Science.

