



WESTMOUNT  
SCHOOL

2017 COURSE SELECTION BOOK

**YEAR 12**

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# Course Overview

Students at Westmount School study courses based on the New Zealand Curriculum document.

Achievement is assessed against the standards of NCEA.

Our educational aim is to enable all students to reach their learning potential, with a broad range of skills and knowledge.

Students are offered the opportunity to develop a range of skills, knowledge and understanding in each course.

Students are encouraged to choose a course of study that provides a broad, balanced and inclusive selection across the curriculum areas.

Curriculum Leaders, and Lead Teachers of a subject, have developed courses of study that are taught and assessed throughout Westmount School.

Each senior course outlined in this course selection book is the standard Westmount course for that subject area. There is a credit value of about 16-20 credits for each course, including both internal and external assessment.

More details about each subject will be given to students at the beginning of the school year as part of the Course Outline, including confirmed dates of assessments.

Students in Year 11 take six subjects, both Year 12 and 13 students take five subjects, plus CAP.

## Curriculum Areas:

- English
- Commerce
- Languages
- Mathematics
- Physical Education
- Sciences
- Social Sciences
- Technology

An Assessment Handbook gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Each student will receive a handbook at the beginning of the year.

Other standards for students with different learning needs (both for able and less able students) are available by application to National Office.

For all courses in the year 11-13 options list, there must be sufficient interest from students for a particular course to be taught.

# Academic Awards

## NZQA Course Endorsement

Students will gain an endorsement for a course where they achieve:

- 14 or more credits at Merit or Excellence recorded at the lower grade level of the standards that make up the endorsement
- At least 3 credits from externally assessed standards and 3 credits from internally assessed standards
- Sufficient credits in a single school year.

## Scholars Badge

Students who gain excellence endorsement in a number of subjects in their year level:

- Bronze – 3 subjects
- Silver – 4 subjects
- Gold - 5 or more subjects

## Platinum Scholars Award (over 2015 and 2016)

This is awarded to students who gain excellence endorsement over two years in five or more subjects.

Awarded in year 12.

## Certificate Endorsements

### HONOURS

This achievement is for Y13 students who have achieved Level 3 NCEA with 50 credits. These students are recognised with a Westmount 'Honours' certificate. The qualification for receiving this award is determined by NZQA, i.e. students who have achieved the required credits in Westmount courses by mid-April and have completed courses and met attendance requirements.

### Dux and Runner up at Y13, Top Scholar at Y12 and Y11

These awards will be awarded to the student at each year level with the best academic record in the compulsory subjects and their best subjects: 4 best in Y13, 3 best in Y12 and 2 best in Y11 in Westmount NCEA courses.

NZQA course endorsement and Westmount academic awards are based on the Westmount course.

# Commerce Department Overview

## Commerce Department Year 11-13

The Commerce Department includes the study of Year 9 and 10 Business; Accounting, Economics and Business Studies for NCEA courses. The Year 9 and 10 programme gives students a broad perspective on various Commerce topics and is designed to lead into further more focused subject study for NCEA in Years 11-13.

Year 9 Business focuses on a range of topics that gives students a taste of the NCEA option subjects with scarcity and choice covering basic Economics, household budgeting preparing them for Accounting and consumer law, insurance and the market day all relating to Business Studies. Year 10 Business covers basic accounting for business, understanding the basics of marketing and the market day event relating to Business Studies and Investment and Risk topic which leads to understanding of basic Economics concepts.

All Year 11-13 Commerce courses are course endorsable.

**Accounting enables students to develop the knowledge and skills to manage the financial affairs of individuals, communities and businesses.**

**Year 11 Accounting** looks at sole trader businesses which may be either trading or service firms. Students will learn to prepare cash budgets for businesses for future planning, prepare financial statements to calculate profit and most importantly to interpret these statements in order to make informed business decisions.

Year 11 focuses on learning the basics of manual accounting; this provides a great platform for the more complex computer processing at Year 12.

**Year 12 Accounting** looks in detail at businesses which use Accounts Receivable and Accounts Payable subsystems. Students will learn about the importance of inventory management and how a firm may do this. Preparation and interpretation of financial statements is again key to the year 12 programme with a significant focus on the period end adjustments. This year includes a combination of emphasis on manual and computer processing of transactions.

**Year 13 Accounting** studies two different types of entities; partnerships and companies. Students will discuss the merits of the different forms of business ownership. There will be an exploration of job costing systems. Time will be spent developing skills which provide decision-making tools for business management, e.g. cash budgeting and cost volume profit analysis.



### **Year 11 Business & the Economy is a new subject**

**for 2017** which combines achievement standards from both Economics and Business Studies. This course is designed to give students foundational understanding of core economics concepts such as production, demand and the market and how they all interact within the economy we operate in as business people. Students will also be required to take part in the BP Business Challenge 3-day event as a pre-cursor to participating in the business activity internal for Business Studies which requires them to create a business plan and carry it out through a culminating market day activity.

### **Economics is the study of how consumers and producers make decisions with the scarce resources they have.**

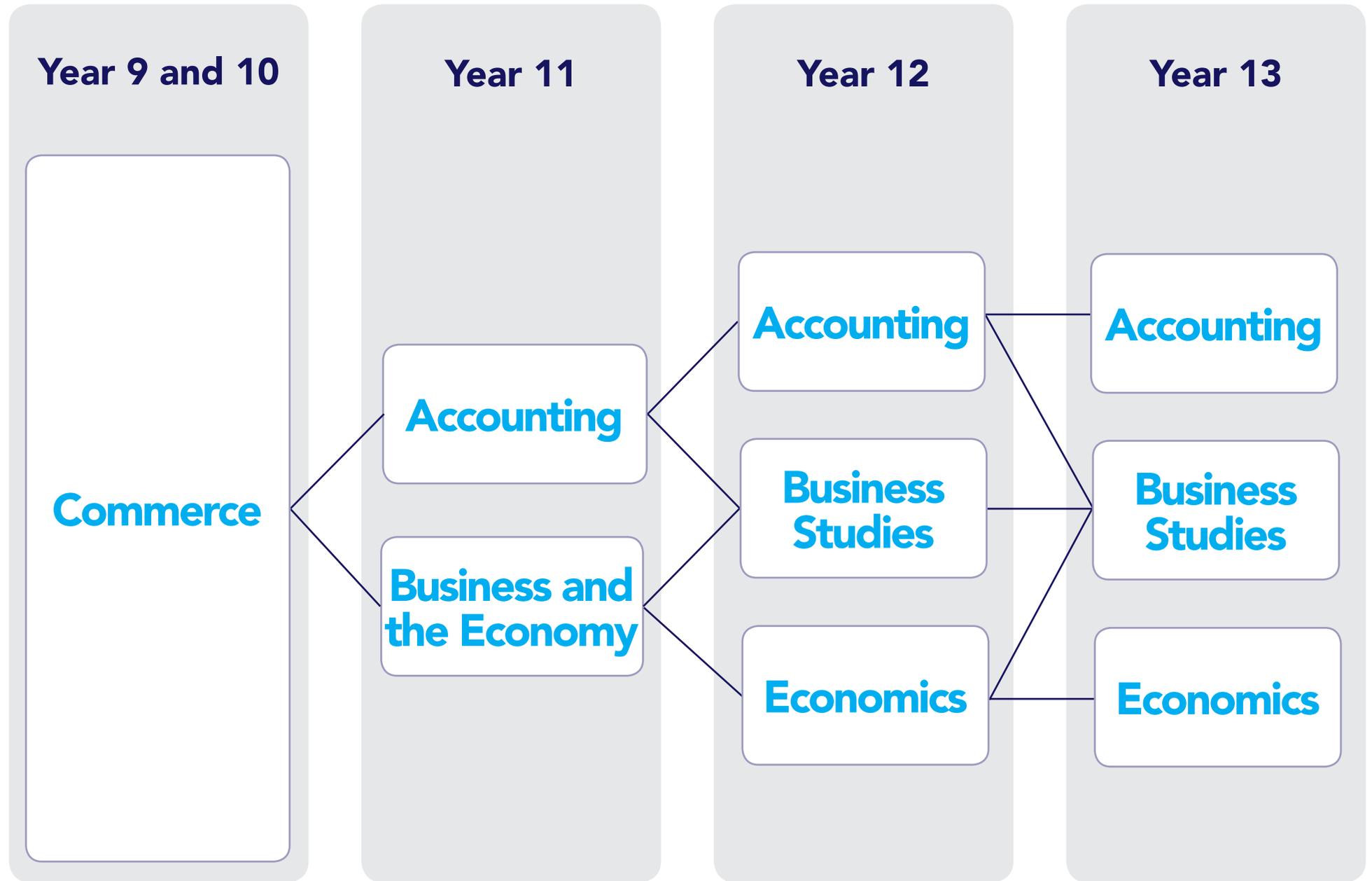
**Year 12 Economics** introduces students to key economic issues such as inflation, trade and growth. Students are then able to demonstrate understanding of these issues by using economic concepts and models. Students will also investigate how government policy and contemporary economic issues interact. Each of these issues will have an impact on the local and global business environment so a study of economics at this level will allow students to understand the impact of economic events on their local business community.

**Year 13 Economics** looks at how firms, markets and the economy function. Students will study different types of markets, such as monopolies and oligopolies, how firms compete and how they set prices. The course at this level also focuses on other factors which influence the economy including interest rates changes (monetary policy), government spending (fiscal policy) and international influences.

### **Business Studies is the study of business theory and practice within a range of relevant contexts, where students develop their understanding through experiential as well as theoretical approaches to learning.**

**Year 12 Business Studies** introduces students to business concepts such as market research, business planning, external factors that affect a business and the internal operations of a business. Students will also carry out market research to inform their business plan and carry out the actual business through 2 separate cycles that are reviewed and refined. The course at Level 2 offers students understanding of both theory and practical aspects of business and provides learning experiences that challenge and stretch them academically and practically.

**Year 13 Business Studies** explores businesses that operate in a global context. Students will examine how such businesses respond to internal and external factors. Students will be introduced to Human Resources as one of the four key functions of business and research a specific HR issue in New Zealand. They will also create a marketing plan for a product, which consolidates previous understanding of marketing and requires students to develop real life business marketing strategies.



Year: 12		Course: Accounting					Total Credits: 16			
<p><b>Course Description:</b> course provides a comprehensive study of accounting for sole proprietor businesses who are registered for GST on the invoice basis. The focus of the course is on small businesses which operate accounting subsystems. The students will learn to use an accounting software package for processing and reporting accounting transactions.</p> <p><b>Entry Guidelines:</b> The students need to have gained 12 credits in Level 1 Accounting.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT / NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91175	2	2	4	Lit / Num	Accounting 2.2 - Demonstrate understanding of accounting processing using accounting software	Practical	1	W3 T2	
2	91179	2	2	3	Num, L1 Lit	Accounting 2.6 - Demonstrate understanding of an accounts receivable subsystem for an entity	Report	1	W8 T1	
3	91176	2	2	5	Num	Accounting 2.3 - Prepare financial information for an entity that operates accounting subsystems	Exam	External		
4	91177	2	2	4	Num, L1 Lit	Accounting 2.4 - Interpret accounting information for entities that operate accounting subsystems	Exam	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

**Assessment Handbook** gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Talk to your NCEA Co-ordinator for details. Each student will receive a handbook at the beginning of the year.

Year: 12		Course: Business Studies					Total Credits: 20			
<p><b>Course Description:</b> This course will introduce students to business concepts as well as provide them with knowledge and skills in the areas of internal business operations, external influences on business and market research. The course includes business problem solving through the outworking of a practical business activity which requires a series of reviews and refinements to be made. Business Studies provides a sound foundation for students wanting to study Commerce subjects at tertiary level as well as practical skills for the business workplace. This course is open to all students.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	90846	2	2	3	Num, L1 Lit	Business Studies 2.4 - Conduct market research for a new or existing product	Assignment	1	W12 T1	
2	90848	2	2	9	L1 Lit	Business Studies 2.6 - Carry out, review and refine a business activity within a community context with guidance	Assignment	1	W3 T3	
3	90844	2	2	4	L1 Lit	Business Studies 2.2 - Demonstrate understanding of how a large business responds to external factors	Exam	External1	External	
4	90843	2	2	4	L1 Lit	Business Studies 2.1 - Demonstrate understanding of the internal operations of a large business	Exam	External	External	

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<b>Year: 12</b>	<b>Course: Economics</b>	<b>Mr W Ashton</b>	<b>Total Credits: 18</b>
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**Course Description:** This course introduces students to key economic issues such as inflation, trade and growth. Students are given models to evaluate economic issues such as Aggregate Demand, Aggregate Supply and Production Possibility Frontier. The Level 2 Economics course provides a solid foundation for future tertiary studies in Business, Economics and Marketing. For students already taking tertiary papers in 2016 Level 2 Economics will enhance understanding of business issues studied at tertiary level.

**Entry Guidelines:** 10 credits at Level 1 Economics or Curriculum Leader’s discretion.

NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE
1	91227	2	2	6	L1 Lit, R Lit	Economics 2.6 - Analyse how government policies and contemporary economic issues interact	Report	1	W8 T3
2	91222	2	2	4	L1 Lit, W Lit	Economics 2.1 - Analyse inflation using economic concepts and models	Exam	External1	T4
3	91223	2	2	4	L1 Lit, W Lit	Economics 2.2 - Analyse international trade using economic concepts and models	Exam	External	T4
4	91224	2	2	4	L1 Lit, W Lit	Economics 2.3 - Analyse economic growth using economic concepts and models	Exam	External	T4

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# English Department Overview

## English Department Year 11-13

### What is English about?

English is the study, use, and enjoyment of the English language and its literature, communicated orally, visually, and in writing, for a range of purposes and audiences and in a variety of text forms. Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

### Why study English?

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth. By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

Success in English is fundamental to success across the curriculum. All learning areas (with the possible exception of languages) require students to receive, process, and present

ideas or information using the English language as a medium. English can be studied both as a heritage language and as an additional language.

### How is the learning area structured?

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive  
**(listening, reading, and viewing)**
- creating meaning for themselves or others  
**(speaking, writing, and presenting)**

The achievement objectives within each strand suggest progressions through which most students move as they become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts

Students need to practise making meaning and creating meaning at each level of the curriculum. This need is reflected in the way that the achievement objectives are structured. As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

### **Years 9 and 10**

The Junior English programme covers the two strands of the New Zealand English Curriculum: Creating Meaning and Making Meaning. In each year of the programme, students study four term-long units that introduce them to the study of each of the 6 strands at secondary level. During these years, students are expected to engage in wide reading and viewing from a selection of approved texts. In addition, they are taught to write accurately and effectively in a range of registers, as well as use their digital literacy skills to research, create and edit their work. Through explicit inclusion of the Key Competencies in the unit planning and classroom teaching, students are encouraged to develop self-directed learning behaviours.

In 2017, Year 10 students will also be offered the chance to sit two NCEA internal assessments. These are as follows:

*1.7 Create visual texts (3 credits)*

*1.10 Form personal responses to independently read texts, supported by evidence (4 credits)*

### **Year 11 (NCEA Level 1)**

**Description:** The key areas covered in this course are reading skills, response to text, writing and production skills. Students

study a range of literary genres, including short story, poetry, non-fiction and oral text or film while learning to respond critically to written and visual unfamiliar texts. Skills are developed in all aspects of writing through a writing portfolio. Students are encouraged to develop their oral skills by taking part in class discussions, speech delivery and co-operative learning activities. Students are supported to continue developing the skills required to become self-directed, life-long learners

### **Year 12 (NCEA Level 2)**

**Description:** The study of language and literature are key elements in this course. An in-depth analytical study of academic poetry, short stories, non-fiction, Shakespearean Drama and a feature length film can be undertaken in this course. Students will continue to build on the writing skills developed at Level 1. Critical thinking skills and the close reading of unfamiliar texts with an emphasis on techniques relating to reader / writer purpose will also be developed.

### **Year 13 (NCEA Level 3)**

**Description:** This is a course requiring students to demonstrate a critical response to a range of written and visual literary texts which include academic poetry and short stories, non-fiction, a feature length film and/or documentary. All students will be required to produce an extended piece of writing in a selected style and to deliver an oral presentation. Critical analysis and close reading of unfamiliar texts with an emphasis on appreciation of stylistic features will be developed.

**Year 9 and 10**

**Year 11**

**Year 12**

**Year 13**

**English**

**English**

**English**

**English**

Year: 12		Course: English					Total Credits: 28			
<p><b>Course Description:</b> : This course builds on the skills developed in Year 11 and focuses on the study of language and literature. The key areas of development are analytical and critical thinking skills.</p> <p><b>Entry Guidelines:</b> None</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91101	2	2	6	L1 Lit, W Lit	English 2.4 - Produce a selection of crafted and controlled writing	Portfolio	1	T3 W8	
2	91107	2	2	3	L1 Lit	English 2.10 - Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence	Oral Report	1	T1 W8	
3	91106	2	2	4	L1 Lit, R Lit	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Portfolio	1	T3 W1	
4	91102	2	2	3	L1 Lit	English 2.5 - Construct and deliver a crafted and controlled oral text	Oral Presentation	1	T1 W8	
5	91098	3	2	4	L1 Lit, B Lit	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	Exam	External1	T4 W5	
6	91099	3	2	4	L1 Lit, W Lit	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	Exam	External1		
7	91100	2	2	4	L1 Lit, B Lit	English 2.3 - Extension - Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	Exam	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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# French Department Overview

## French Department Year 11-13

*One language sets you in a corridor for life. Two languages open every door along the way” – Frank Smith*

### Why learn another language?

As global citizens, it is now more important than ever to learn a second language. In a 2013 report, UNESCO identified cultural literacy as an essential skill on “a par with reading and writing skills and numeracy”. Around the world, bilingualism and plurilingualism are increasingly becoming the norm and the New Zealand Ministry of Education have identified this core curriculum area as one of critical importance for the country’s future growth and economic prospects. Travel opportunities aside, speaking an additional language allows you to compete in the global market place and to grow in cross-cultural communication. The benefits to businesses are significant; establishing new markets and securing international contracts. Learning another language also improves your overall academic achievement with studies consistently showing:

- improved problem solving skills
- improved memory skills
- improved perception skills
- improved decision making skills

Learning another language also helps to sharpen your English skills as foreign language learners have stronger vocabulary skills, a better understanding of grammar and improved literacy in general.

### Why learn French?

French is spoken widely throughout the world as both a first and a second language. It is spoken by over 200 million people in over 40 different countries and is the only language along with English to be spoken on all five continents. It is the official language in over 20 countries and is the language of our closest neighbour, New Caledonia. As French and English have borrowed extensively from each other over the years, the languages share a wide range of concepts and vocabulary. This makes French one of the easiest languages for English speakers to learn. By learning French, students will be able to quickly pick up other Romance languages such as Italian and Spanish. From an economic perspective, France is one of the world’s largest economies and there is significant French investment and interest in New Zealand.

### What can I expect?

First and foremost, you can expect to have a lot of fun! Over the course, you will experience French culture in the form of movie clips, music and food. We are also endeavouring to establish an authentic virtual exchange in which you will be able to communicate with native French speakers from our sister school

in France. French is not a subject where you will be required to write long essays and is best learned by setting aside regular periods of time in which to revise vocabulary and grammar. The Westmount French programme is designed to improve your confidence and fluency in four key skills: speaking, listening, reading and writing. The most important of these is undoubtedly speaking and it is our aim that you will feel confident in conversing with native French speakers. The programme is well supported by online resources which allow self-directed learning to continue from home.

A brief outline of the programme is as follows:

### **Year 11 French (NCEA Level 1)**

**Description:** Students will learn to interact with French speakers in familiar and social situations. They will be able to use basic language patterns spontaneously and can write short passages, personal letters and simple formal letters. Topics covered include school, my hometown, holidays and health.

### **Year 12 French (NCEA Level 2)**

**Description:** Students are becoming increasingly proficient in their use of the French language and will be able to take part in general conversation with French speakers, understand much of what is said and contribute relevant comments. They can read a variety of authentic materials and write expressively for a range of purposes. Topics covered include la Francophonie, traditional stories and leisure.

### **Year 13 French (NCEA Level 3)**

**Description:** The Year 13 French course builds on the skills developed during Year 12 French. Students will be able to convey their point of view and respond to selected texts from French speaking cultures. Topics covered include regions in France, our changing world and the environment.

Year: 12		Course: French					Total Credits: 20			
<p><b>Course Description:</b> In this course, students develop their fluency in the French language and improve their listening, speaking, reading and writing skills.</p> <p><b>Entry Guidelines:</b> This course builds on the skills and knowledge acquired at NCEA Level 1 and students should be familiar with Levels 1 to 6 of French in the New Zealand Curriculum, at the discretion of the Lead Teacher.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91119	2	2	5		French 2.3 - Interact using spoken French to share information and justify ideas and opinions in different situations	Portfolio	1	T3W9	
2	91122	2	2	5		French 2.5 - Write a variety of text types in French to convey information, ideas, and opinions in genuine contexts	Portfolio	1	T3W9	
3	91118	3	2	5		French 2.1 - Demonstrate understanding of a variety of spoken French texts on familiar matters	External Exam	External		
4	91121	3	2	5		French 2.4 - Demonstrate understanding of a variety of written and/or visual French text(s) on familiar matters	External Exam	External		

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# Mathematics Department Overview

## Mathematics Department Year 11-13

The mathematics programme at Westmount School is designed to promote the use of the brain as both a calculating and a thinking tool. It is used to promote the realisation that each individual is capable of retaining knowledge as well as the thinking required to work out what needs to be done to come to a solution in certain situations.

Year 9 and 10 students will be using a calculator more to solve problems of a greater complexity. They will be extending their knowledge of number skills and statistics, probability, geometric and measurement concepts and will begin to do more work on graphing patterns, algebra and interpreting the information they are given. In year 10 they will also do one assessment on measurement for the national qualification and begin to learn trigonometry.

The programme will also enable students to understand mathematics to such an extent that they will be able to achieve with confidence in the national qualifications, NCEA1, 2 and 3 in Years 11 to 13.

In year 13 students can choose to specialise by taking the Calculus course.

In years 11 to 13 students will be focusing on learning to a level such that they can be successful with the national qualifications. Some national assessments are done in exam situations at the

end of the year and some will be assessed during the year. These years are intensive learning times and students must work consistently to keep up.

There will be school practice exams at the end of term 3. These will help students and parents see what has been achieved and what still needs to be done in readiness for formal assessments.

### Year 13 Options:

**Calculus** is the mathematics of change, of calculating problems that are continually evolving. This is possible by breaking such problems into infinitesimal steps, solving each of those steps, and adding all the results. Rather than doing each step individually, calculus allows these computations to be done simultaneously.

Credit card companies use calculus to set the minimum payments due on credit card statements at the exact time the statement is processed by considering multiple variables such as changing interest rates and a fluctuating available balance.

Biologists use differential calculus to determine the exact rate of growth in a bacterial culture when different variables such as temperature and food source are changed. This **research** can help increase the rate of growth of necessary bacteria, or decrease the rate of growth for harmful and potentially threatening bacteria.

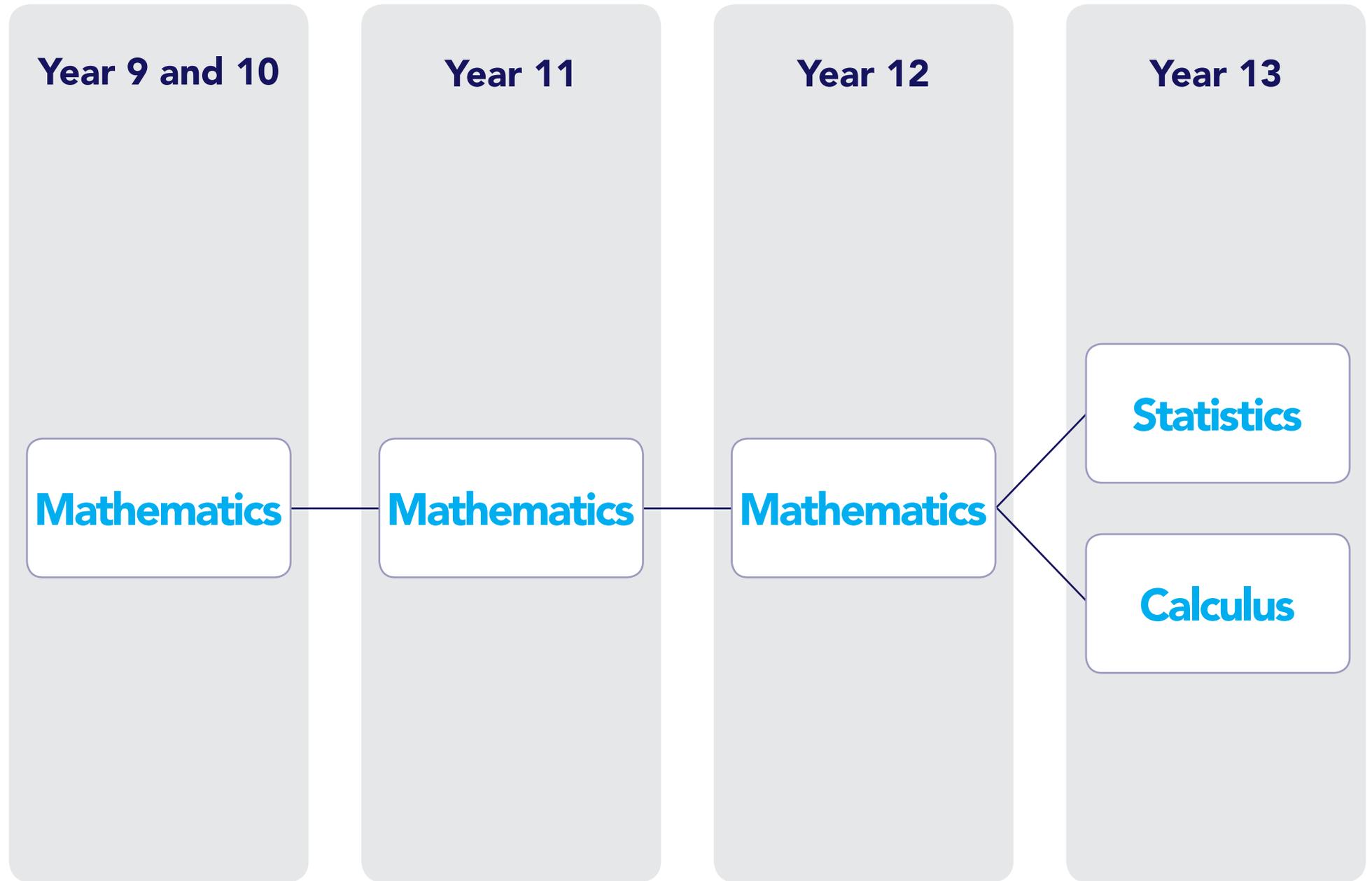
An electrical engineer uses integration to determine the exact

length of **power cable** needed to connect two substations that are miles apart. Because the cable is hung from poles, it is constantly curving. Calculus allows a precise figure to be determined.

Statisticians will use calculus to evaluate survey **data** to help develop business plans for different companies. Because a survey involves many different questions with a range of possible answers, calculus allows a more accurate prediction for appropriate action.

An operations research analyst will use calculus when observing different processes at a manufacturing corporation. By considering the value of different variables, they can help a company improve operating efficiency, increase production, and raise profits.

**The Statistics course** is the application of statistical principles to understand more about the world around us. Since data are used in most areas of human endeavour, the theory and methods of statistics have been applied to a wide variety of fields. These include medical, biological and social sciences, economics, finance, marketing research, manufacturing and management, government, research institutes and many more. Exciting new areas are opening up, such as biotechnology, survey research and computing.



Year: 12		Course: Mathematics					Total Credits: 20			
<p><b>Course Description:</b> This course is a definite extension on previous work while also adding several areas of study new to the student.</p> <p><b>Entry Guidelines:</b> All year 12 students take this course and should have passed the internal assessments and a majority of the external assessments from Year 11 to cope with this course.</p> <p>Homework books as indicated by your teacher. Education Perfect and MOODLE/Canvas will be used. Note: Only a few students will do the Extension standard, so most students will have 20 credits maximum available.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91259	2	2	3	Num	Mathematics and Statistics 2.4 - Apply trigonometric relationships in solving problems	Test	2	T1 W6	
2	91256	2	2	2	Num	Mathematics and Statistics 2.1 - Apply co-ordinate geometry methods in solving problems	Test	2	T1 W10	
3	91258	2	2	2	Num	Mathematics and Statistics 2.3 - Apply sequences and series in solving problems	Test	2	T2 W7	
4	91261	3	2	4	Num	Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems	Exam	External		
5	91262	3	2	5	Num	Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	Exam	External		
6	91267	3	2	4	Num, L1 Lit	Mathematics and Statistics 2.12 - Apply probability methods in solving problems	Exam	External		

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# Physical Education Dept. Overview

## Physical Education Year 11-13

### Physical Education overview:

Westmount Physical Education Department offers a full NCEA accredited course at year 11, 12 and 13.

It is fully internally assessed, with assessment opportunities being varied to suit a wide range of learning styles.

- Practical
- Participation
- Reflective worksheet activities
- Assignments
- Verbal assessment

The PE Department staff are committed to making NCEA PE at Westmount School a credible academic subject, not just “playing games”.

### Year 11

Each year a 20 credit standard course is offered with an extension standard available to suitable candidates at year 11.

Put your theory into practice – one solely practical standard, remainder are experience based with theory component  
-Understand the inner and outer workings of the human body –

not just physical!

Look at the social impact of PE on individuals and societies at a local and international level i.e. World Cups and Olympics included!

### Year 12

Year 12 NCEA PE offers a standard course of 24 credits, this includes the 4 credit performance standard now being worked on across both the core PE and NCEA PE courses. There is no extension standard offered in year 12 PE

### Year 13

Level three NCEA PE offers a 24 credit achievement standard course catering to a wide variety of sport and exercise contexts.

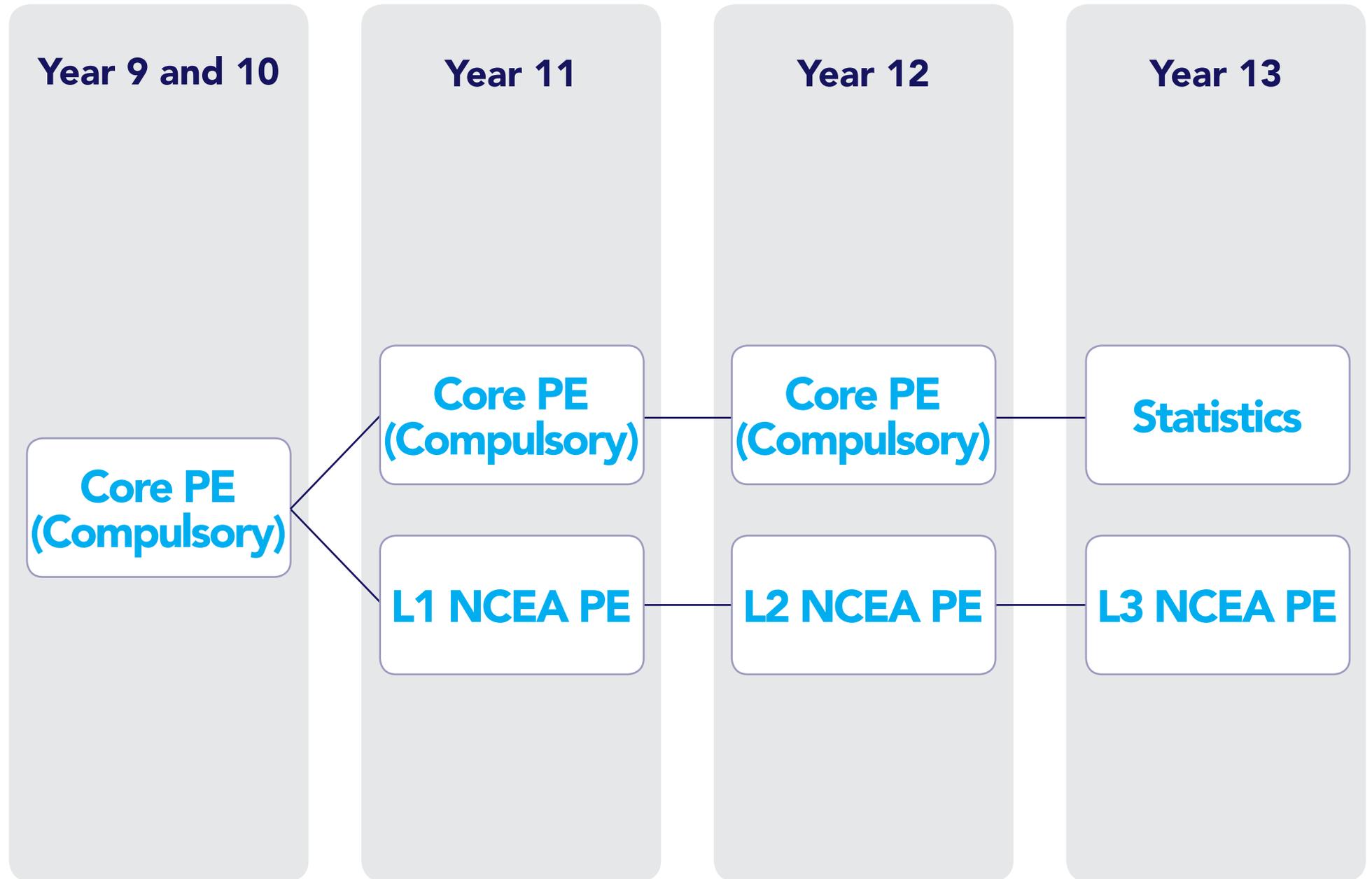
### Reasons for selecting Physical Education:

- You have an interest and enjoyment of physical activity.
- You are interested in developing the life skills of communication, personal responsibility, goal setting and reflection (and many more)
- You are interested in learning about how the body functions and can be improved through targeted training.
- You are prepared to work hard throughout the school year (we only have internal assessments!)

**Skills to be gained from the NCEA PE course:**

- NCEA Physical Education is often misunderstood, while it does include high levels of physical activity, the quality of your physical ability is assessed in only one achievement standard per year. This course does have a written component
- Skills taught in this course include:
- Broad anatomy, physiology and biomechanical knowledge in relation to sport and exercise contexts
- Personal goal setting and programme development
- Interpersonal and leadership skills
- Time management and goal setting
- Performance analysis of both self and others
- Critical evaluation

NB: It is necessary to pass Level 1 NCEA PE before entering into a Level 2 or 3 NCEA PE course. However special permission for entry into these senior courses may be granted at the Curriculum Leader's discretion on a case by case basis.



Year: 12		Course: Physical Education					Total Credits: 24			
<p><b>Course Description:</b> Course content includes demonstrating an understanding of anatomy and biomechanics and how this applies to skill learning, examining a sporting event and its impact on self, others and society, implementing a physical activity with a group and more.</p> <p><b>Entry Guidelines:</b> Students are preferred to have completed Level 1 PE, participation in Level 2 PE at the Curriculum Leader's discretion. Note that the performance standard (PE 2.4) is now available to all year 12 Westmount Students.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91328	2	2	5	L1 Lit	Physical Education 2.2 - Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	Assignment	1	T2 W3	
2	91329	2	2	4	L1 Lit	Physical Education 2.3 - Demonstrate understanding of the application of biophysical principles to training for physical activity	Assignment	1	T3 W3	
3	91330	3	2	4		Physical Education 2.4 - Perform a physical activity in an applied setting	Practical	2	T3 8	
4	91331	2	2	4	L1 Lit	Physical Education 2.5 - Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	Assignment	1	T3 W9	
5	91332	2	2	4	L1 Lit	Physical Education 2.6 - Evaluate leadership strategies that contribute to the effective functioning of a group	Assignment	1	T4 W1	
6	91335	2	2	3	L1 Lit	Physical Education 2.9 - Examine the implementation and outcome(s) of a physical activity event or opportunity	Assignment	1	T4 W3	

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

**Assessment Handbook** gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Talk to your NCEA Co-ordinator for details. Each student will receive a handbook at the beginning of the year.

# Science Department Overview

## Science Education Year 11-13

### Why would you want to take these subjects?

Science subjects will improve your understanding of why and how the world works. It will develop your ability to think critically and produce innovative solutions to problems you are faced with. Studying science improves our ability to understand today's big issues, make informed decisions and assess the credibility, reliability, and validity of what we see and hear. Each senior subject builds on the previous years' work, improving your understanding and investigative skills. Senior Chemistry develops your understanding of chemicals and their practical applications through investigative work. Horticulture at year 12 focuses on the growth of plants while at year 13 the focus is on the Marketing of Horticultural products. Physics develops your skills in scientific inquiry, investigating patterns in physical concepts and is for the mathematically or logically minded. General Science is a course for students who would like to do a general course covering aspects of Chemistry, Physics, Biology and Earth Science.

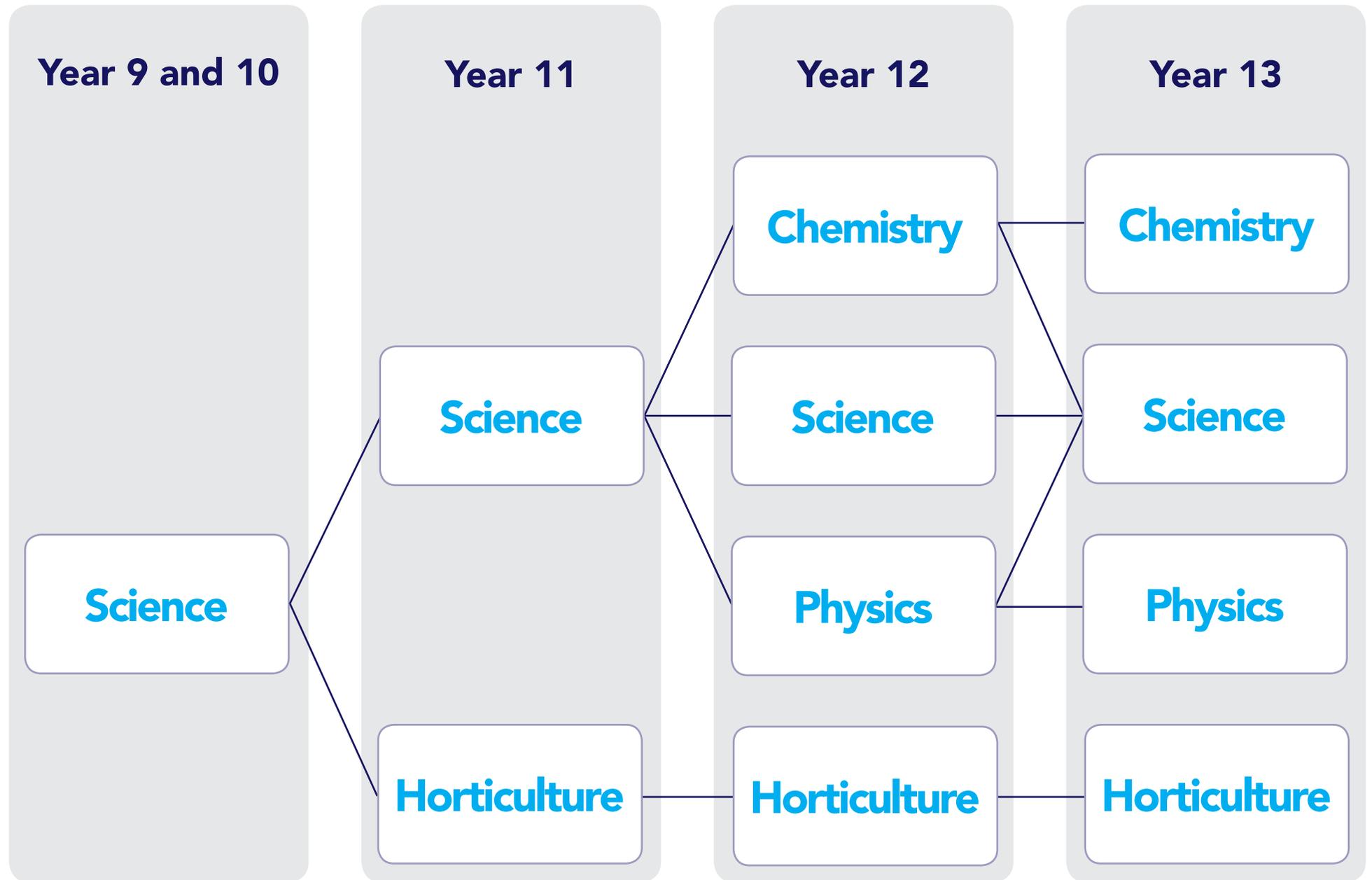
### Skills you as a student will be gaining by taking these subjects.

Science will teach you the necessary competencies to become an excellent self-directed learner once you leave the schooling environment. The new curriculum has modified the way we look at Science education. It is now focused around a set of skills

known as the Nature of Science that underpin all knowledge strands within the curriculum. They are:

- Understanding – collecting evidence and forming logical discussion
- Investigating – Working through a problem in a Scientific way
- Communicating – Improving on literacy and broadening vocabulary
- Participating and contributing – Drawing evidence based conclusions and taking action

These four skills are the backbone for any persons' development as they are essential skills in the life-long development of an individual's ability to learn. All of the subjects shown in the diagram will develop your abilities in the skills listed. You need a basic understanding of science to cope with the challenges of technology in the world. Many of the Science subjects are also essential in the Engineering, Architecture, Science, Agriculture, Horticulture and many other vocations. You as a student will learn to become innovative, by working through the scientific process. This will involve you asking questions, researching, figuring out how you might investigate the problem, gathering data and interpreting the results to come up with valid conclusions. This is the process used in any business when undertaking any research or development work to develop a new product or idea.



Year: 12		Course: Chemistry					Total Credits: 19			
<p><b>Course Description:</b> Builds on the L1 chemistry component of the Science course. Students are developing self-directed practical skills. Understanding of chemistry theory is developed to a greater depth. Applications of Chemistry to current technology are explained.</p> <p><b>Entry Guidelines:</b> At least 15 credits at Level 1 in Science, including three external standards one of which must be the Chemistry AS. If you do not meet these criteria discuss this with the teacher in charge through your Campus Principal.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91161	2	2	4	Num	Chemistry 2.1 - Carry out quantitative analysis	Practical	1	T1 W6	
2	91163	2	2	3	L1 Lit	Chemistry 2.3 - Demonstrate understanding of the chemistry used in the development of a current technology	Assignment	1	T3 W3	
3	91167	2	2	3		Chemistry 2.7 - Demonstrate understanding of oxidation-reduction	Practical	1	T4 W1	
4	91164	2	2	5	L1 Lit	Chemistry 2.4 - Demonstrate understanding of bonding, structure, properties and energy changes	External Exam	External	T4	
5	91165	2	2	4	L1 Lit	Chemistry 2.5 - Demonstrate understanding of the properties of selected organic compounds	External Exam	External	T4	

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

**Assessment Handbook** gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Talk to your NCEA Co-ordinator for details. Each student will receive a handbook at the beginning of the year.

Year: 12		Course: Horticulture					Total Credits: 20			
<b>Course Description:</b> Introduces students to Horticultural techniques and understanding.										
<b>Entry Guidelines:</b> Achieved at least one internal and one external standard at Level 1 Science or Horticulture.										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91289	2	2	4	Num	Agricultural and Horticultural Science 2.1 - Carry out an extended practical agricultural or horticultural investigation	Practical	1	T1 W11	
2	91291	2	2	4	L1 Lit	Agricultural and Horticultural Science 2.3 - Demonstrate understanding of advanced plant propagation techniques used for commercial production in New Zealand	Assignment	1	T3 W2	
3	91296	2	2	4	L1 Lit	Agricultural and Horticultural Science 2.8 - Produce a landscape plan	Assignment	1	T4 W2	
4	91290	2	2	4	L1 Lit	Agricultural and Horticultural Science 2.2 - Demonstrate understanding of techniques used to modify physical factors of the environment for NZ plant production	External Exam	External	T4	
5	91297	2	2	4	L1 Lit	Agricultural and Horticultural Science 2.9 - Demonstrate understanding of land use for primary production in New Zealand	External Exam	External	T4	

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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Year: 12		Course: Physics					Total Credits: 17			
<b>Course Description:</b> Introduces students to Horticultural techniques and understanding.										
<b>Entry Guidelines:</b> Achieved at least one internal and one external standard at Level 1 Science or Horticulture.										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91172	2	2	3	L1 Lit	Physics 2.5 - Demonstrate understanding of atomic and nuclear physics	Test	1	T1 W7	
2	91168	2	2	4	Num, L1 Lit	Physics 2.1 - Carry out a practical physics investigation that leads to a non-linear mathematical relationship	Practical	1	T3 W3	
3	91170	2	2	4	Num, L1 Lit	Physics 2.3 - Demonstrate understanding of waves	External Exam	External	T4	
4	91171	2	2	6	Num, L1 Lit	Physics 2.4 - Demonstrate understanding of mechanics	External Exam	External	T4	

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Year: 12		Course: Science					Total Credits: 16			
<p><b>Course Description:</b> Builds on The Level 1 Science course and introduces new areas of Science to students. This is a broad course drawing from Biology and Earth &amp; Space Science.</p> <p><b>Entry Guidelines:</b> Students will need to have achieved at least 14 credits in the level 1 Science course, unless approved by the Curriculum Leader.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91153	2	2	4	Num	Biology 2.1 - Carry out a practical investigation in a biology context, with supervision	Practical	1	T2 W8	
2	91158	2	2	4	L1 Lit	Biology 2.6 - Investigate a pattern in an ecological community, with supervision	Assignment	1	T4 W2	
3	91190	2	2	4	L1 Lit	Earth and Space Science 2.4 - Investigate how organisms survive in an extreme environment	Assignment	1	T1 W7	
4	91156	2	2	4	L1 Lit	Biology 2.4 - Demonstrate understanding of life processes at the cellular level	External Exam	External1	T4	
5	91193	2	2	4	L1 Lit	Earth and Space Science 2.7 - Demonstrate understanding of physical principles related to the Earth System	External Exam	External1	T4	

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# Social Sciences Dept. Overview

## Social Sciences Education Year 11-13

At senior levels Social Sciences subject areas are Geography and History.

### What is Geography?

*“Geography is both science and art” - H C Darby*

*“Geography is the study of the earth as the home of people”  
- Yi-Fu Tuan*

In simple terms, Geography is the study of the world we live in. If you think Geography is all about place names, then you will be surprised to learn that it is a subject that is becoming increasingly important. One that is relevant to today's world as we seek to understand the world in which we live. Geography is relevant because the world upon which we live is under increasing pressure from over-population, from issues pertaining to resource use and from the impact that we humans are having on the earth. This makes it all the more important that we study the world upon which we live, so that we can understand the world better and aim to have a sustainable future for all.

In recent times we have all become familiar with some of the language of Geography - tsunamis, liquefaction, earthquakes, hurricanes, the Resource Management Act, the Emissions Trading Scheme, tourism, and movement of populations, but there is much more to this exciting subject.

As well as providing students with knowledge drawn from a

number of local and global settings, the course will develop mapping and graphing skills. Students may have the opportunity to participate in relevant locally based field work like the dairying field trip shown above. Skills:

- Good communication skills
- Managing self - toward self-directed learning
- Analytical skills - interpreting data and testing hypotheses
- Spatial awareness - using maps and GIS systems
- Understanding contemporary issues – Physical and Human Geography

**Year 11** is about the world we live in: including such things as: Natural hazards - earthquakes and tsunamis, resources in NZ and tourism concepts

**Year 12** is about Natural Landscapes in New Zealand - Tongariro Volcanic Centre, and overseas - the Amazon Basin. Urban Settlements in Auckland and in Singapore, as well as a major student inquiry.

**Year 13** examines natural processes of a coastal environment and the cultural processes of tourism development in a New Zealand and international settings, with consideration of planning issues. Geography about people, places and discovery; understands the world around us, how we experience it, and how we modify it.

### What is History?

This is one of those big questions! I really like what historian Michael Wood has to say about it: “We’re all interested in where

we came from. You look at your own life. As a kid you ask your parents and grandparents about their past and you do projects when you're at primary school ... how different our grandparents lives were from ours ... It's a humanising subject ... It teaches you about you and your country and the way things came to be." Historian Lawrence Stone had a similar perspective. He said that history better helps us understand ourselves and our society.

One thing is for sure, contrary to popular opinion, History is not simply a series of events and dates. It is concerned with what men and women have done in the past, and why. By sifting through evidence historians seek explanation, even motivations, for actions.

History challenges us to think. History challenges us to think about continuity and change, about similarities and differences and about cause and effect in human affairs. It is for this reason that History is relevant to today's world. It is relevant because the world today is a result of all that has happened in the past. History gives us our cultural roots, our sense of identity, our understanding of where we have come from.

We can learn a lot from History, and try to avoid repeating the mistakes of the past, just as we learn from our own personal experience of life.

The skills of analysing evidence and arguments that you develop from studying History can be applied in a wide range of careers. A British study in 2008 found that 80% of business managers or executives in the UK had studied History as a part of their university education.

### **Skills**

The study of History contributes to the students' use of language. Students are encouraged to read a range of source materials carefully, with discrimination and insight. They learn to write

effectively for a range of purposes, expressing their views in a clear, well-organised, and convincing manner. The study of History enhances skills of observation, research, reasoned debate and communication. It also opens up a great variety of leisure interests - the study of History can be a source of lifelong pleasure and intellectual satisfaction. Students acquire skills that will benefit them in any endeavour they pursue. They will learn how to:

- develop clear, critical thinking
- collect information
- recognise differing points of view
- detect bias and propaganda
- good communication skills
- managing self- toward self-directed learning

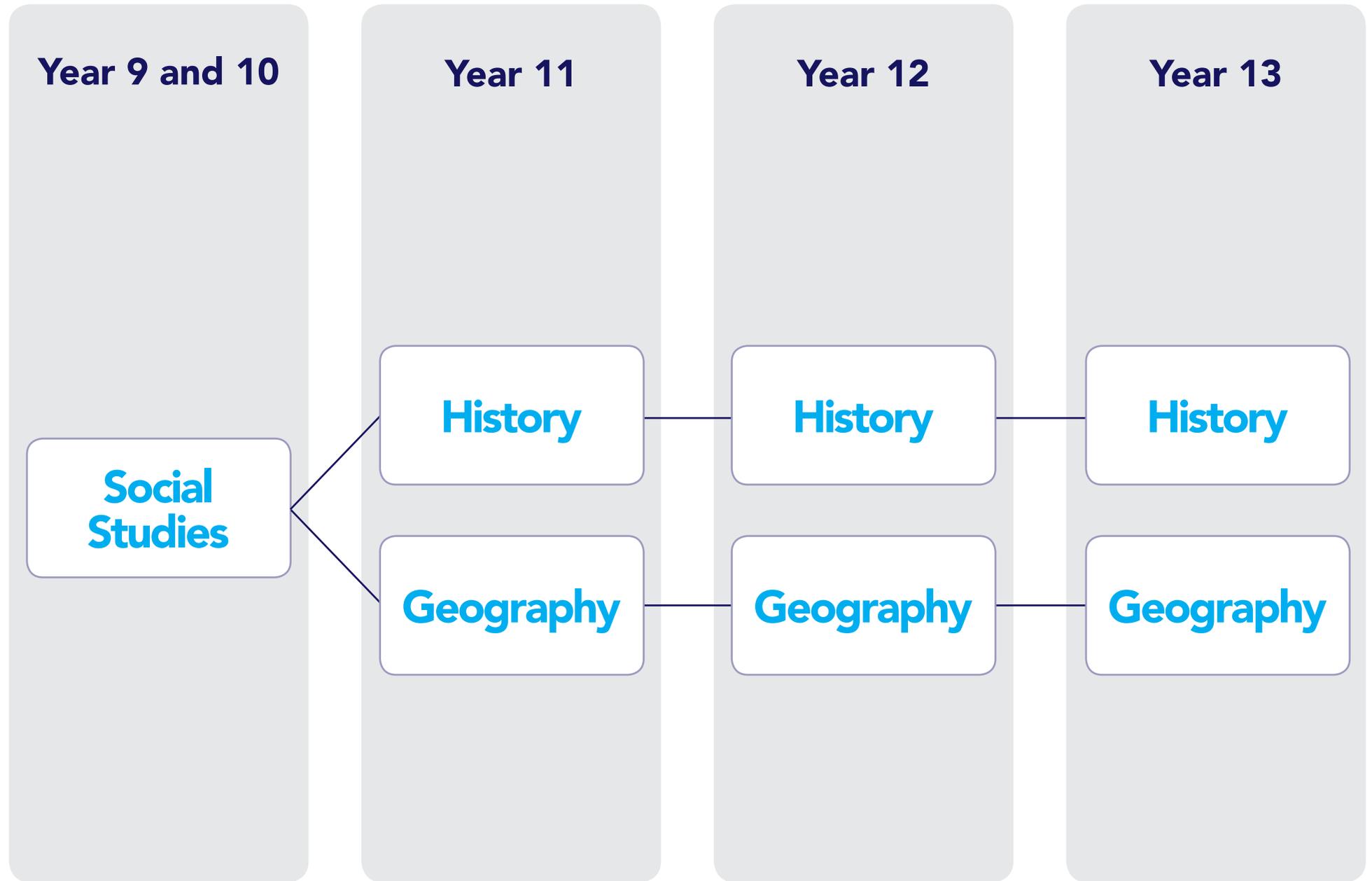
**Year 11** is all about studying events that are of significance to New Zealanders. We examine forces such as the Civil Rights movement in America as well as significant events like the Second World War.

**Year 12** is about major historical events in the twentieth century which had a significant effect on New Zealand

**Year 13** is about New Zealand's early History – Contact and Conflict in the 19th century and the wider world – The Russian Revolution and The Vietnam war.

*'All that we believe about the present depends on what we believe about the past'. - Professor Michael Howard*

**Note:** There are no prerequisites for entry in Social Science subjects although students should be aware that History does involve writing skills, particularly in Year 12 and Year 13.



Year: 12		Course: Geography					Total Credits: 19			
<p><b>Course Description:</b> This course includes studies of Natural Landscapes in New Zealand (South Island high Country/Tongariro Volcanic Centre) or overseas (The Amazon Basin of South America). You will learn how to write reports, analyse maps and information, carry out practical geographic investigations and the understanding of cultural ideas about the environment and perspectives of people. Central to Geography is the learning of Geographical skills such as Fourteen figure grid reference, Flo- line maps, Triangular graphs, etc.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91244	2	2	5	Num, L1 Lit	Geography 2.5 - Conduct geographic research with guidance	Assignment	1	T1W10 - T2W3	
2	91245	2	2	3	L1 Lit	Geography 2.6 - Explain aspects of a contemporary New Zealand geographic issue	Assignment	1	T2W9 - T3W3	
3	91246	2	2	3	L1 Lit	Geography 2.7 - Explain aspects of a geographic topic at a global scale	Assignment	1	T2Wk5 -T2Wk	
4	91240	2	2	4	L1 Lit, B Lit	Geography 2.1 - Demonstrate geographic understanding of a large natural environment	External Exam	External		
5	91243	2	2	4	L1 Lit	Geography 2.4 - Apply geography concepts and skills to demonstrate understanding of a given environment	External Exam	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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Year: 12		Course: History					Total Credits: 18			
<p><b>Course Description:</b> Year 12 History studies three forces that shaped the twentieth century - namely nationalism, imperialism and socialism. Our case studies are the Russian Revolution and the Vietnam War. In addition, students will carry out an inquiry and examination an area of history which is of significance to New Zealanders.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91229	2	2	4	L1 Lit, R Lit	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Assignment	1	T2 Wk 1-5	
2	91230	2	2	5	L1 Lit, R Lit	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Assignment	1	T2 Wk 7-10	
3	91233	2	2	5	L1 Lit, B Lit	History 2.5 - Examine causes and consequences of a significant historical event	Exam	External		
4	91231	2	2	4	L1 Lit, B Lit	History 2.3 - Examine sources of an historical event that is of significance to New Zealanders	Exam	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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# Technology Department Overview

## Technology Department Year 11-13

The Technology Department includes the subject areas of Materials Technology, Food and Textiles Technology and Design and Visual Communication (DVC).

### What is Technology?

Technology is intervention by design in which students design and develop products, systems or environments to meet peoples varying needs. A mix of knowledge, skills and resources are used to solve practical problems. The main technological areas are: food technology, materials technology including textiles and structures and mechanisms. Students research, plan and generate ideas for possible outcomes. They develop their own concepts and evaluate the outcomes. Practical outcomes are created with the use of a variety of materials and construction techniques.

Technology offers students the opportunity to work in an area that interests them. This could be in food technology, materials and textiles or Design and Visual Communications. Students are encouraged to plan and work with materials of their choice to help solve a variety of problems. Throughout the course students develop their technological practice and apply their technological knowledge to find out about the nature of technology in their selected field.

### Subject: Technology - Resistant Materials Levels 1 – 3.

**Course Outline:** These courses provide a progression each year with a major focus on product development using Resistant

Materials. Students will apply a technology process to the investigation of an issue and development of products to meet needs or opportunities which they identify. Practical skills, product trials and the production of final products form a major component of this subject. Students will also be required to present a portfolio documenting their process and providing evidence of their learning. Both practical product and portfolio contribute to assessments.

### Subject: Technology – Food Technology Levels 1 – 3.

**Course Outline:** Food technology provides students with an opportunity to work through the design process to use informed planning to guide them through the technological process. This will include planning and problem-solving, research, product trials, evaluation, stakeholder consultation and production of food products. Students will be encouraged to explore a range of foods and production processes relating to the issue(s) within the given context. Both practical product and portfolio contribute to assessments.

### Subject: Technology – Textiles Technology Levels 1 – 3.

**Course Outline:** Textiles Technology provides students with an opportunity to work through a design process and use informed planning to guide them through the technological process. This will include design and problem solving, research, evaluation and construction. They will be encouraged to explore a range of materials and processes relating to the issue(s) within given contexts. Both practical product and portfolio contribute to

assessments.

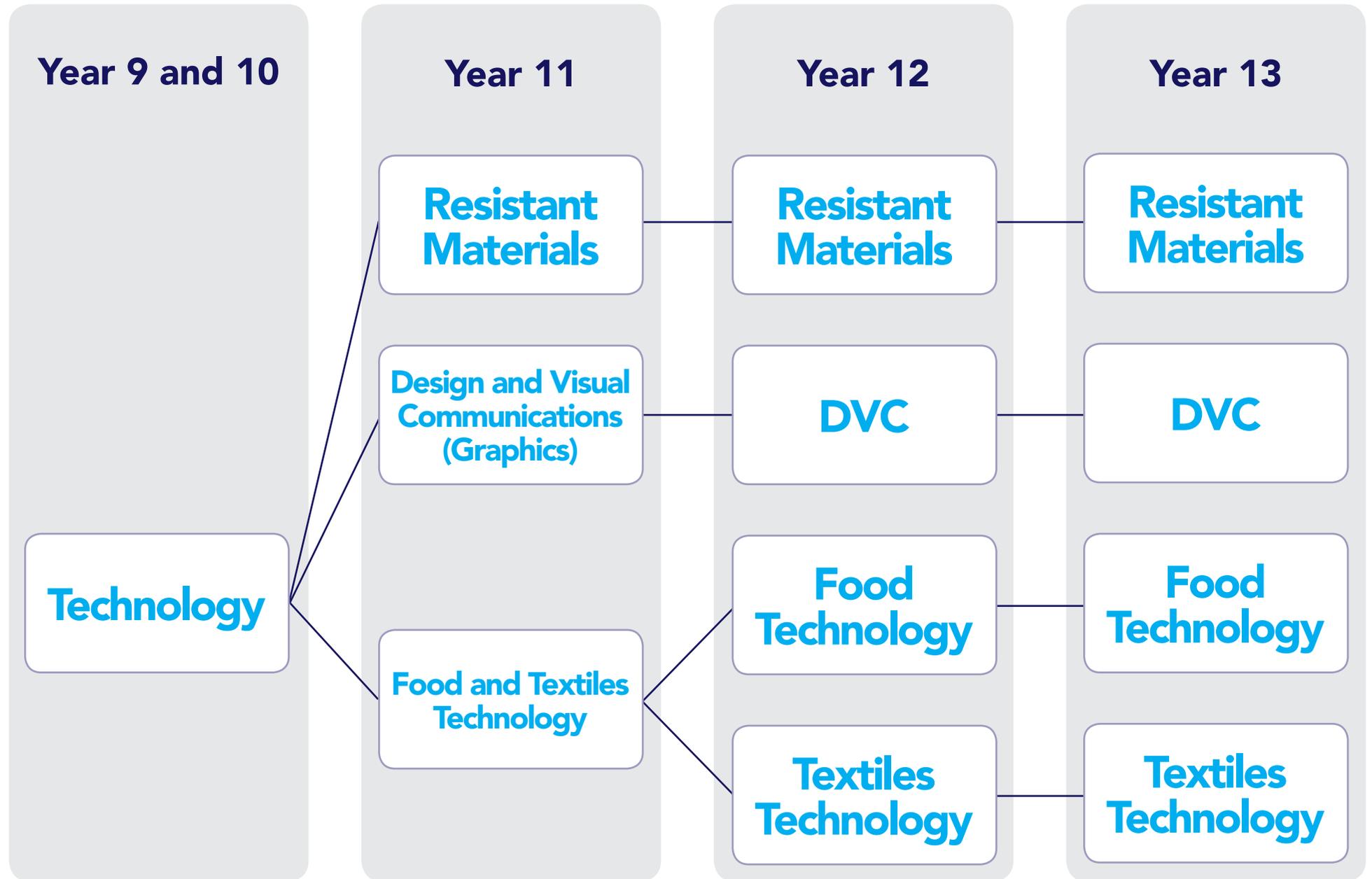
NOTE: Level 1 Food and Textiles is a combined one-year course

### **Subject: Design and Visual Communications Levels 1 – 3.**

#### ***What is Design and Visual Communications (DVC)?***

Design and visual communication connects strongly to the technology learning area and supports a particular form of technological practice that employs visual communication knowledge and techniques to develop conceptual designs or technological outcomes of a graphical nature. Graphics investigates the drawing and design process, to give students the necessary skills to solve a range of design problems. Design, sketching, colour rendering, formal working drawings and presentation techniques are used to find solutions to given design problems.

**Course Outline:** Students will engage in graphics practice to solve given problems following a recognised design process. This will involve researching, generating and testing ideas to solve real life problems or issues. Evidence will be documented in a variety of ways including sketching, rendering, annotation, making mock ups and models and instrumental drawings to convey information and solve real life problems. Design is an integral part of the technological process and involves identifying and analysing problems, developing briefs, creating, developing and evaluating ideas using logic and knowledge.



Year: 12		Course: Design and Visual Communication					Total Credits: 20			
<p><b>Course Description:</b> Students will work on a minimum of two set design projects during the year. One of these projects will be assessed for the internal standards and a selection of this work will be sent away to NZQA at the beginning of November for the assessment of the external standards. Students will also plan and present their design outcomes for 2.36. There is no formal exam in Graphics.</p> <p><b>Entry Guidelines:</b> Level 1 Graphics is recommended.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91342	3	2	6		Design and Visual Communication 2.35 - Develop a product design through graphics practice	Portfolio	1	T3 W4	
2	91343	3	2	4		Design and Visual Communication 2.36 - Use visual communication techniques to compose a presentation of a design	Portfolio	1	T4 W2	
3	91337	3	2	3		Design and Visual Communication 2.30 - Use visual communication techniques to generate design ideas	Portfolio	External1	28th October	
4	91338	3	2	4		Design and Visual Communication 2.31 - Produce working drawings to communicate technical details of a design	Portfolio	External1	28th October	
5	91339	3	2	3		Design and Visual Communication 2.32 - Produce instrumental perspective projection drawings to communicate design ideas	Portfolio	External1	28th October	

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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Year: 12		Course: Food Technology					Total Credits: 18			
<p><b>Course Description:</b> A full year course of Food technology. During the year you will work on 4 standards which will assess two different design projects, a picnic meal and a proposal for catering for the Westmount Teachers Conference Three standards are internally assessed and one is externally assessed in the form of a 10-page report which will be sent away to NZQA early November for marking. All work is to be completed and assessed in a portfolio format.</p> <p><b>Entry Guidelines:</b> Students wishing to take this subject will need to have had some prior experience gained through undertaking a technology programme at the junior school level. (Yr 9 or 10).</p> <p>It is recommended that students have completed food and textiles in year 11.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91355	3	2	4		Generic Technology 2.2 - Select and use planning tools to manage the development of an outcome	Portfolio	1	November	
2	91356	3	2	6		Generic Technology 2.3 - Develop a conceptual design for an outcome	Portfolio	1	November	
3	91352	3	2	4	L1 Lit	Processing Technologies 2.61 - Demonstrate understanding of advanced concepts used in processing	Portfolio	1	May	
4	91359	3	2	4	L1 Lit	Generic Technology 2.6 - Demonstrate understanding of the role of material evaluation in product development	Report	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

**Assessment Handbook** gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Talk to your NCEA Co-ordinator for details. Each student will receive a handbook at the beginning of the year.

Year: 12		Course: Technology Resistant Materials					Total Credits: 18			
<p><b>Course Description:</b> A full year course of Food technology. During the year you will work on 4 standards which will assess two different design projects, a picnic meal and a proposal for catering for the Westmount Teachers Conference Three standards are internally assessed and one is externally assessed in the form of a 10-page report which will be sent away to NZQA early November for marking. All work is to be completed and assessed in a portfolio format.</p> <p><b>Entry Guidelines:</b> Students wishing to take this subject will need to have had some prior experience gained through undertaking a technology programme at the junior school level. (Yr 9 or 10). It is recommended that students have completed food and textiles in year 11.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91355	3	2	4		Generic Technology 2.2 - Select and use planning tools to manage the development of an outcome	Portfolio	1	November	
2	91356	3	2	6		Generic Technology 2.3 - Develop a conceptual design for an outcome	Portfolio	1	November	
3	91352	3	2	4	L1 Lit	Processing Technologies 2.61 - Demonstrate understanding of advanced concepts used in processing	Portfolio	1	May	
4	91359	3	2	4	L1 Lit	Generic Technology 2.6 - Demonstrate understanding of the role of material evaluation in product development	Report	External		

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

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Year: 12		Course: Textiles					Total Credits: 18			
<p><b>Course Description:</b> A full year course of Textiles technology. During the year you will work on 4 standards which will assess 2 different design projects which are a bag design and a garment for winter wear. Three standards are internally assessed and one is externally assessed in the form of a report which will be sent away to NZQA early November for marking. All work is to be completed and assessed in a portfolio format.</p> <p><b>Entry Guidelines:</b> Students wishing to take this subject will need to have had some prior experience gained through undertaking a technology programme at the junior school level. (yrs 9 or 10).</p> <p>It is recommended that students have completed food and textiles in year 11.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91354	3	2	4	L1 Lit	Generic Technology 2.1 - Undertake brief development to address an issue	Portfolio	1	November	
2	91357	3	2	6		Generic Technology 2.4 - Undertake effective development to make and trial a prototype	Portfolio	1	May	
3	91346	3	2	4	L1 Lit	Construction and Mechanical Technologies 2.23 - Demonstrate understanding of advanced concepts used to make textile products	Portfolio	1	November	
4	91358	3	2	4	L1 Lit	Generic Technology 2.5 - Demonstrate understanding of how technological modelling supports risk management	Report	External	T3 W10	

**Subject Course Outline** will give details on further assessment opportunities, assessment conditions, and authenticity procedures.

**Assessment Handbook** gives details of the NCEA processes, including; resubmission, appeals, derived grade and special assessment conditions. Talk to your NCEA Co-ordinator for details. Each student will receive a handbook at the beginning of the year.

# Making My Choices

Use this page to list information that might help you decide which subjects to choose.

## My Interests

*What I like doing*

## My Qualities

*What I am like as a person*

## My Skills

*What I do well*

## My favourite subjects

## Questions I have about my subject choices

A Moodle course has been set up to allow you to contact the Curriculum Leader of a department with any questions you have.

<http://classes.westmount.school.nz/course/view.php?id=531> Enrolment key - **subsel2017**

# Planning my Course

Highlight the option subjects you are interested in for your 2017 year and the subjects you might take in future years.

<b>My subject choices</b> YEAR 11 (6 NCEA LEVEL 1 SUBJECTS)	<b>Could lead to</b> YEAR 12 (5 NCEA LEVEL 2 SUBJECTS)	<b>Could lead to</b> YEAR 13 (5 NCEA LEVEL 3 SUBJECTS)
<b>Compulsory subjects</b>	<b>Compulsory subjects</b>	<b>Compulsory subjects</b>
English	English	At least one of (English, Calculus or Statistics)
Mathematics	Mathematics	
Science	CAP	CAP
Physical Education (Skills)	Physical Education (Skills)	Physical Education (Skills)
<b>Options</b>	<b>Options</b>	<b>Options</b>
Accounting	Accounting	Accounting
Business and the Economy	Economics	Economics
	Business Studies	Business Studies
	Science	Science
	Chemistry	Chemistry
	Physics	Physics
Horticulture	Horticulture	Horticulture
History	History	History
Geography	Geography	Geography
Food & Textiles	Food Technology	Food Technology
	Textiles Technology	Textiles Technology
Hard Materials Technology	Hard Materials Technology	Hard Materials Technology
DVC (Graphics)	DVC (Graphics)	DVC (Graphics)
Physical Education	Physical Education	Physical Education
French	French	French

# Option Subject Selection Form

<b>FULL NAME:</b>		<b>CAMPUS:</b>	<b>YEAR 12</b>								
<b>Year 12 Option Subjects</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Studies</li> <li>• Chemistry</li> <li>• DVC (Graphics)</li> <li>• Economics</li> <li>• Food Technology</li> <li>• French</li> <li>• Geography</li> <li>• Hard Materials Technology</li> <li>• History</li> <li>• Horticulture</li> <li>• Physical Education (NCEA)</li> <li>• Physics</li> <li>• Science</li> <li>• Textiles Technology</li> </ul>	<b>I plan to take these five Level 2 NCEA subjects:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 30px;">1.</td></tr> <tr><td style="height: 30px;">2.</td></tr> <tr><td style="height: 30px;">3.</td></tr> <tr><td style="height: 30px;">4. English (compulsory)</td></tr> <tr><td style="height: 30px;">5. Maths (compulsory)</td></tr> <tr><td style="height: 30px;">6. CAP (Compulsory)</td></tr> </table>		1.	2.	3.	4. English (compulsory)	5. Maths (compulsory)	6. CAP (Compulsory)	<b>Other option subjects, in order of preference, I would be interested in if my choices are not available:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="height: 30px;">1.</td></tr> <tr><td style="height: 30px;">2.</td></tr> </table>	1.	2.
	1.										
2.											
3.											
4. English (compulsory)											
5. Maths (compulsory)											
6. CAP (Compulsory)											
1.											
2.											
		<p>If a Campus Learning Support Committee recommends a student to do only 5 subjects, application must be on an Alternative Course form to the National Learner Support Committee. Approval must be given before a student begins a course of study.</p> <p>Enter choices on KAMAR via the parent portal and return this page to your campus by <b>Friday 19th August, 2016.</b></p>									
<b>STUDENT:</b>		<b>DATE:</b>									
<b>PARENT:</b>		<b>DATE:</b>									
<b>CP OR CSC:</b>		<b>Date:</b>									