



WESTMOUNT
SCHOOL

2017 COURSE SELECTION BOOK

YEAR 13

Contents

Course Overview	3	Planning My Courses	45
Awards	4	Making My Choices	46
Commerce Department	5	Subject Selection Form	47
English Department	11		
Languages Department	15		
Mathematics Department	18		
Physical Education Department	23		
Science Department	27		
Social Sciences Department	33		
Technology Department	38		

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.

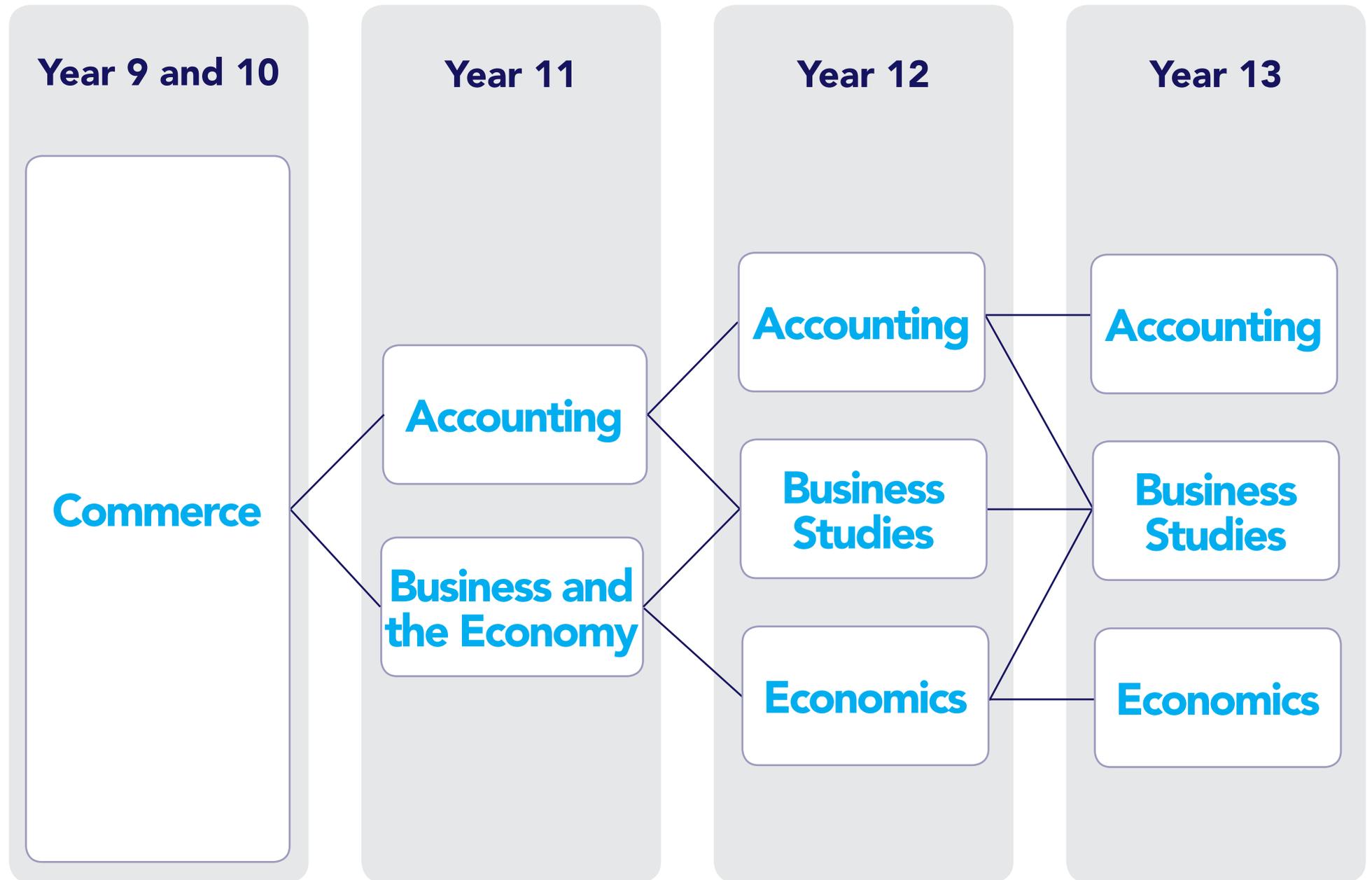
Year 12 Economics introduces students to key economic issues such as inflation, trade and growth. Students are then able to demonstrate understanding of these issues by using economic concepts and models. Students will also investigate how government policy and contemporary economic issues interact. 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: 13		Course: Accounting					Total Credits: 17			
<p>Course Description: This course provides a comprehensive study of accounting for partnerships and companies including manufacturing firms. The students will learn to process financial information for partnerships and companies following current legislation. They will also learn management accounting and job costing. This course is an excellent introduction to tertiary Accounting courses.</p> <p>Entry Guidelines: The students need to have gained 12 credits in Level 2 Accounting.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91405	1	3	4	Num	Accounting 3.2 - Demonstrate understanding of accounting for partnerships	Test	1	W7 T1	
2	91409	1	3	4	Num, L1 Lit	Accounting 3.6 - Demonstrate understanding of a job cost subsystem for an entity	Report	1	W9 T3	
3	91406	1	3	5	Num	Accounting 3.3 - Demonstrate understanding of company financial statement preparation	Exam	External	External	
4	91408	1	3	4	Num, L1 Lit	Accounting 3.5 - Demonstrate understanding of management accounting to inform decision-making	Exam	External	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: 13		Course: Business Studies					Total Credits: 17			
<p>Course Description: The focus of Year 13 Business Studies is on the students developing a sound business knowledge base, as well as applying that knowledge to real life business situations through the study of human resources, marketing, understanding strategic responses and complex problem solving. This course offers a mix of internal and external assessments. Business Studies at Year 13 provides students with the opportunity to further develop their critical analysis skills and is a good preparation for tertiary studies in the field of Commerce. The knowledge and skills gained in Business Studies along with the exposure to enterprise culture can help shape 'creative, energetic and enterprising' young people who will contribute to New Zealand's economic future.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91383	1	3	3	L1 Lit, R Lit	Business Studies 3.5 - Analyse a human resource issue affecting businesses	Assignment	1	W9 T1	
2	91382	1	3	6	L1 Lit, R Lit	Business Studies 3.4 - Develop a marketing plan for a new or existing product	Assignment	1	W10T2	
3	91381	1	3	4	L1 Lit, B Lit	Business Studies 3.3 - Apply business knowledge to address a complex problem(s) in a given global business context	Exam	External1		
4	91380	1	3	4	L1 Lit, B Lit	Business Studies 3.2 - Demonstrate understanding of strategic response to external factors by a business that operates in a global context	Exam	External1		

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Year: 13		Course: Economics					Total Credits: 19			
<p>Course Description: Level 3 Economics looks at how firms, markets and the economy function. We look at different types of markets such as monopolies, how firms compete, and how they set prices. We study how resources are allocated in both the public and private sectors. Then we focus on influences on the economy including the effect of interest rate changes, government spending and international influences. The Level 3 Economics course provides a solid foundation for future tertiary studies in Business, Economics and Marketing. For students already taking tertiary papers in 2016 Level 3 Economics will enhance understanding of business issues studied at tertiary level.</p> <p>Entry Guidelines: 10 credits at Level 2 Economics or Curriculum Leader discretion.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91401	1	3	5	L1 Lit, R Lit	Economics 3.3 - Demonstrate understanding of micro-economic concepts	Portfolio	1	W10 T1	
2	91399	1	3	4	L1 Lit, B Lit	Economics 3.1 - Demonstrate understanding of the efficiency of market equilibrium	Exam	External	T4	
3	91400	1	3	4	L1 Lit, B Lit	Economics 3.2 - Demonstrate understanding of the efficiency of different market structures using marginal analysis	Exam	External	T4	
4	91403	1	3	6	L1 Lit, B Lit	Economics 3.5 - Demonstrate understanding of macro-economic influences on the New Zealand economy	Exam	External	T4	

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

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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: 13		Course: English					Total Credits: 28			
<p>Course Description: This course builds on the skills developed in Year 12. The focus of this course is to develop the skills of critically responding to a range of written and visual literary texts.</p> <p>Entry Guidelines: None</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91476	1	3	3	L1 Lit	English 3.5 - Create and deliver a fluent and coherent oral text which develops, sustains, and structures ideas	Oral Presentation	1	T3 W8	
2	91478	1	3	4	L1 Lit	English 3.7 - Respond critically to significant connections across texts, supported by evidence	Assignment	1	T1 W12	
3	91480	1	3	3	L1 Lit	English 3.9 - Respond critically to significant aspects of visual and/or oral text(s) through close reading, supported by evidence	Assessment	1	T2 W10	
4	91101	2	2	6	L1 Lit, W Lit	English 2.4 - Produce a selection of crafted and controlled writing				
5	91106	2	2	4	L1 Lit, R Lit	English 2.9 - Form developed personal responses to independently read texts, supported by evidence				
6	91472	1	3	4	L1 Lit, B Lit	English 3.1 - Respond critically to specified aspect(s) of studied written text(s), supported by evidence	Exam	External		
7	91473	1	3	4	L1 Lit, W Lit	English 3.2 - Respond critically to specified aspect(s) of studied visual or oral text(s), supported by evidence	Exam	External		
8	91474	1	3	4	L1 Lit, B Lit	English 3.3 - Extension - Respond critically to significant aspects of unfamiliar written texts through close reading, supported by evidence	Exam	External		
9	91475	1	3	6	L1 Lit, W Lit	English 3.4 - Extension - Produce a selection of fluent and coherent writing which develops, sustains, and structures ideas	Portfolio	1	T3 W7	

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.

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: 13		Course: French					Total Credits: 21			
<p>Course Description: In this course students develop their competency in the French language and improve their listening, speaking, reading and writing skills.</p> <p>Entry Guidelines: This course builds on the knowledge and skills acquired at NCEA Level 2 and students should be familiar with Levels 1 to 7 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	91545	1	3	6		French 3.3 - Interact clearly using spoken French to explore and justify varied ideas and perspectives in different situations	Portfolio	1	T3W9	
2	91547	1	3	5		French 3.5 - Write a variety of text types in clear French to explore and justify varied ideas and perspectives	Portfolio	1	T3W9	
3	91543	2	3	5		French 3.1 - Demonstrate understanding of a variety of extended spoken French texts	Exam	External		
4	91546	1	3	5		French 3.4 - Demonstrate understanding of a variety of extended written and/or visual French texts	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.

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.

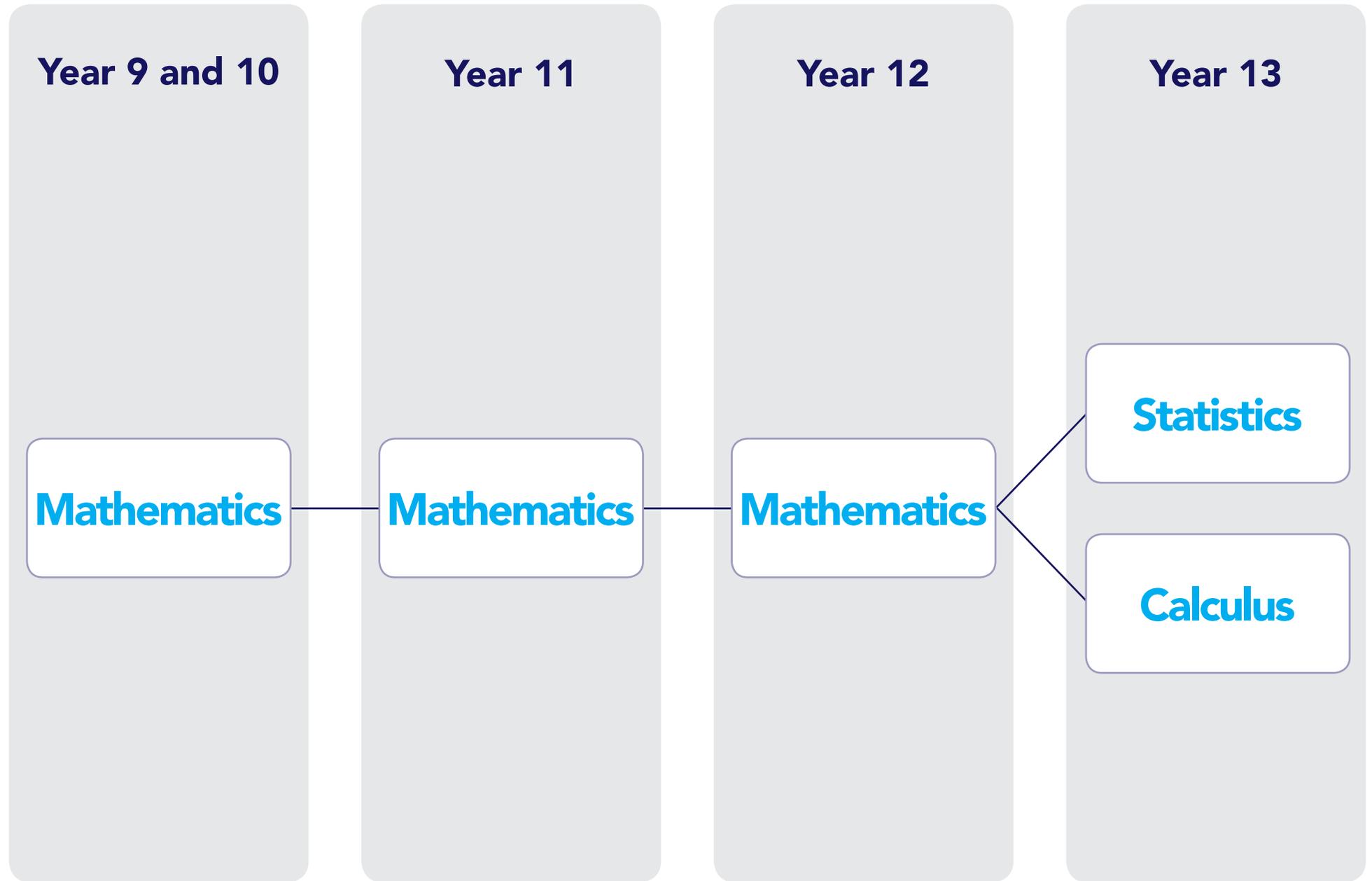
An electrical engineer uses integration to determine the exact

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: 13		Course: Mathematics with Calculus					Total Credits: 21			
<p>Course Description: Calculus. A challenging and rewarding thinking person's course extending Algebra and Equations from previous years.</p> <p>Entry Guidelines: Merit in two of Trig Equations, Algebra and Calculus from Year 12. These are guidelines only; seek advice from your Mathematics teacher. Homework book as instructed by your teacher. MOODLE/Canvas and Education Perfect will be used.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91575	1	3	4	Num	Mathematics and Statistics 3.3 - Apply trigonometric methods in solving problems	Test	1	T2 W2	
2	91577	1	3	5	Num	Mathematics and Statistics 3.5 - Apply the algebra of complex numbers in solving problems	Exam	External		
3	91578	1	3	6	Num	Mathematics and Statistics 3.6 - Apply differentiation methods in solving problems	Exam	External		
4	91579	1	3	6	Num	Mathematics and Statistics 3.7 - Apply integration methods in solving problems	Exam	External		

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Year: 13		Course: Mathematics with Statistics					Total Credits: 18			
<p>Course Description: Statistics has some spreadsheet work which includes understanding graphs and their shapes. It also investigates new ideas in using equations and probability.</p> <p>Entry Guidelines: Students should have passed the internal assessments and the majority of external assessments at Year 12. Homework books as indicated by your teacher. Education Perfect and MOODLE/Canvas will be used.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91580	1	3	4	Num, L1 Lit	Mathematics and Statistics 3.8 - Investigate time series data	Practical	2	T2 W7	
2	91574	1	3	3	Num	Mathematics and Statistics 3.2 - Apply linear programming methods in solving problems	Test	2	T1 W11	
3	91587	1	3	3	Num	Mathematics and Statistics 3.15 - Apply systems of simultaneous equations in solving problems	Test	2	T1 W6	
4	91585	1	3	4	Num	Mathematics and Statistics 3.13 - Apply probability concepts in solving problems	Exam	External1		
5	91586	1	3	4	Num	Mathematics and Statistics 3.14 - Apply probability distributions in solving problems	Exam	External1		

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

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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.

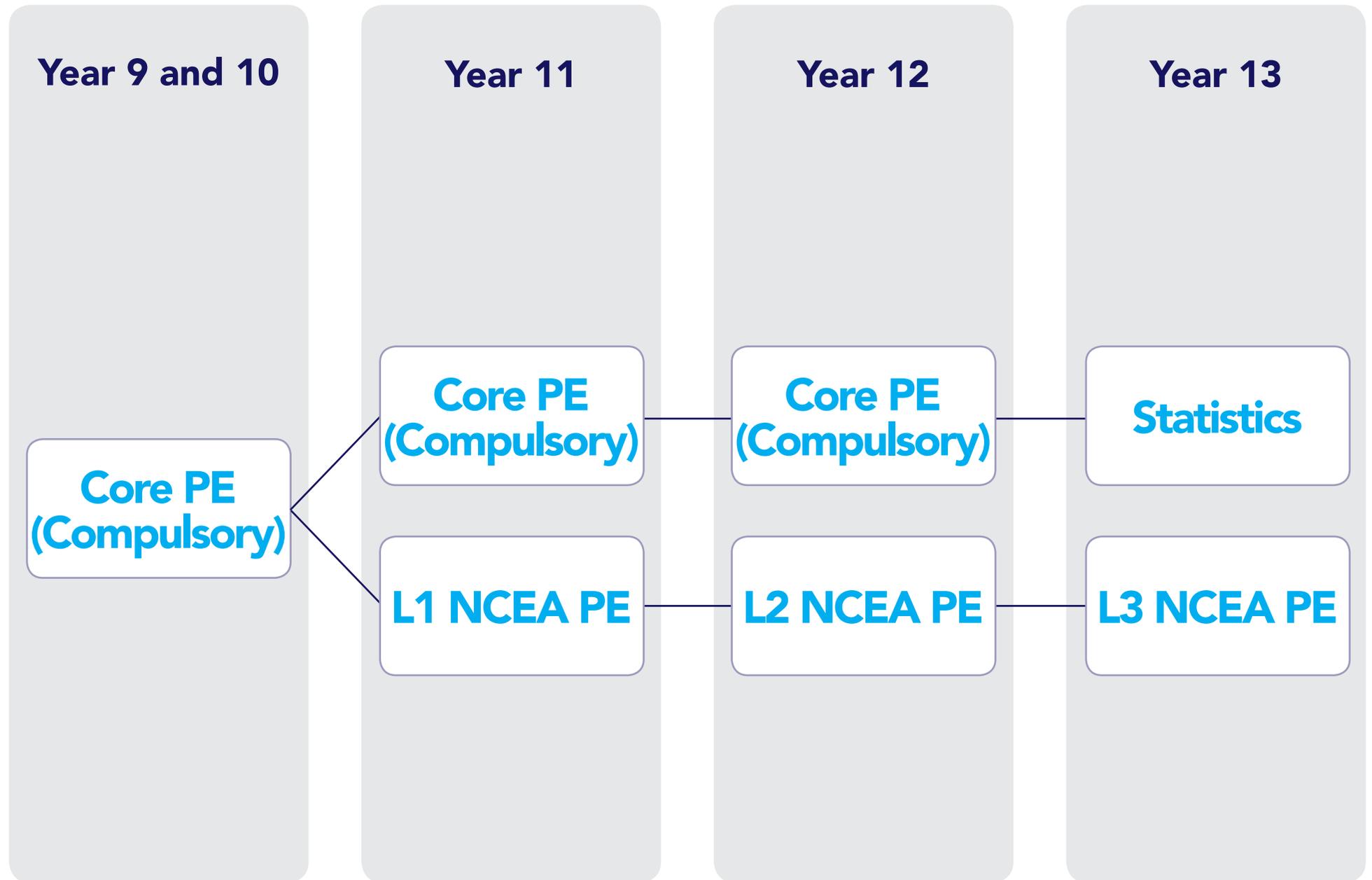
Reasons for selecting Physical Education:

- 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: 13		Course: Physical Education					Total Credits: 20			
<p>Course Description: The year 13 Physical Education course builds upon the biophysical principles covered in year 11 and 12. Aspects covered include appraisal of physical performance, performing physical activity to a national standard, encouraging participation of others in physical activity and more!</p> <p>Entry Guidelines: Students are preferred to have passed L1 or L2 PE. If student does not meet entry requirements, course entry at the Curriculum Leader's discretion. Please note that the Quality of performance standard is now open entry to all year 13 students through the compulsory PE course. NCEA students will automatically be entered in this standard.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91500	1	3	4	Num, L1 Lit	Physical Education 3.3 - Evaluate the effectiveness of a performance improvement programme	Practical/ Written	1	W8 T3	
2	91501	1	3	4	Num	Physical Education 3.4 - Demonstrate quality performance of a physical activity in an applied setting	Practical	2	W8 T3	
3	91503	1	3	5	Num, L1 Lit	Physical Education 3.6 - Evaluate the use of health promotion to influence participation in physical activity	Practical/ Written	1	W5 T2	
4	91498	1	3	4	Num, L1 Lit	Physical Education 3.1 - Evaluate physical activity experiences to devise strategies for lifelong well-being	Assignment	1	W12 T1	
5	91499	1	3	3	L1 Lit	Physical Education 3.2 - Analyse a physical skill performed by self or others	Practical/ Written	1	W4 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.

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.

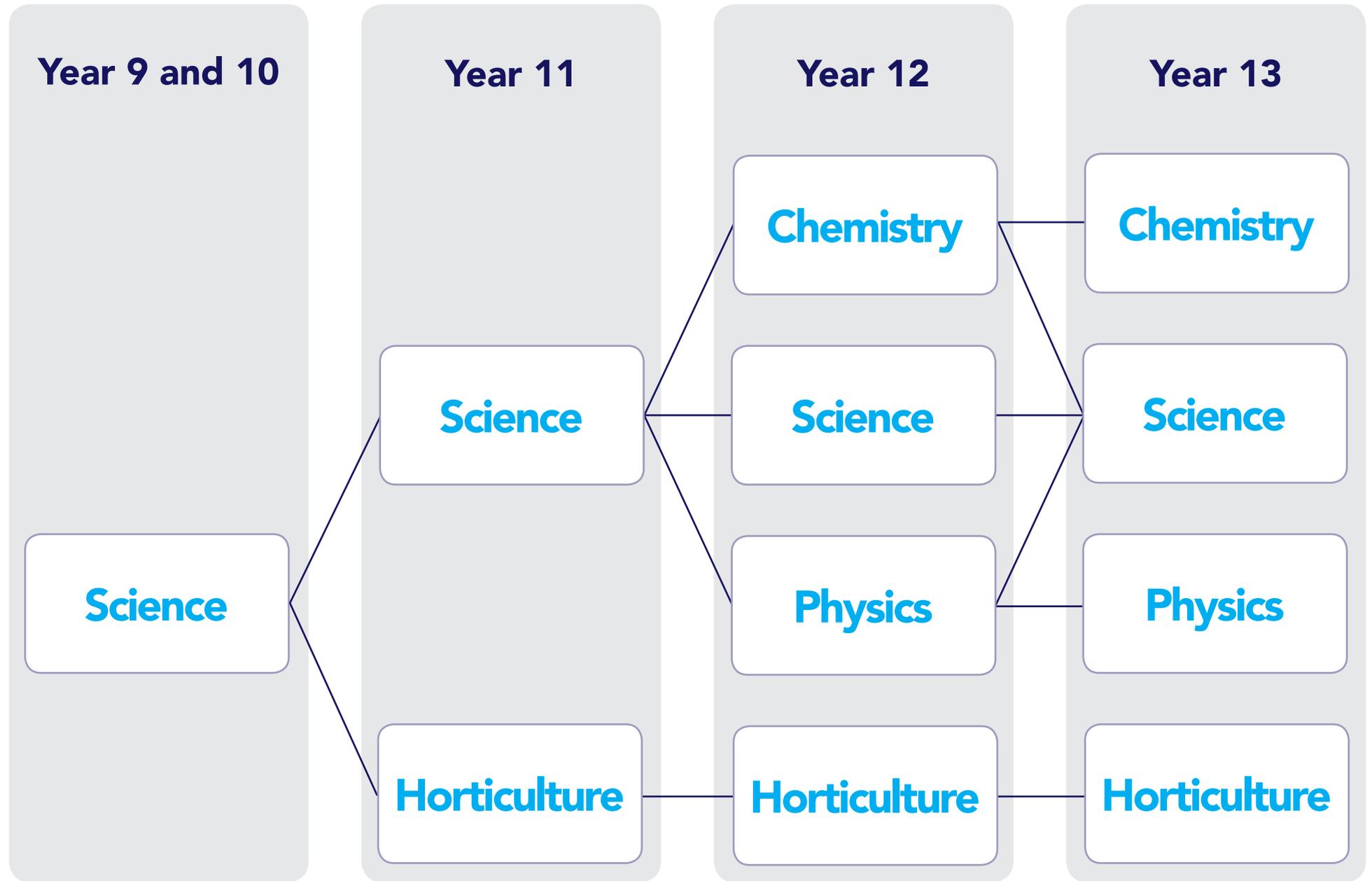
Skills you as a student will be gaining by taking these subjects.

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: 13		Course: Chemistry					Total Credits: 19			
<p>Course Description: Building on knowledge and understanding of level 2 Chemistry, this takes Chemistry theory to a greater depth and applies this knowledge in identifying compounds and evaluating the impact of chemical processes in our world.</p> <p>Entry Guidelines: At least 13 credits at Level 2 in Chemistry, including two external standards. If you do not meet these entry criteria, please contact 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	91388	1	3	3		Chemistry 3.2 - Demonstrate understanding of spectroscopic data in chemistry	Assignment	1	T3 W1	
2	91389	1	3	3	L1 Lit, B Lit	Chemistry 3.3 - Demonstrate understanding of chemical processes in the world around us	Assignment	1	T4 W1	
3	91393	1	3	3	L1 Lit	Chemistry 3.7 - Demonstrate understanding of oxidation-reduction processes	Assignment	1	T1 W6	
4	91390	1	3	5	L1 Lit	Chemistry 3.4 - Demonstrate understanding of thermochemical principles and the properties of particles and substances	External Exam	External	T4	
5	91391	1	3	5	L1 Lit	Chemistry 3.5 - Demonstrate understanding of the properties of 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: 13		Course: Horticulture					Total Credits: 23			
Course Description: This course builds on the concepts and skills gained in the Level 2 course.										
Entry Guidelines: Gaining at least Achieve in the majority of the Level 2 Horticulture Course.										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91528	1	3	4	Num, L1 Lit	Agricultural and Horticultural Science 3.1 - Carry out an investigation into an aspect of a New Zealand primary product or its production	Practical	1	T1 W10	
2	91529	1	3	6	Num, L1 Lit, R Lit	Agricultural and Horticultural Science 3.2 - Research and report on the impact of factors on the profitability of a New Zealand primary product	Assignment	1	T2 W11	
3	91530	1	3	5	Num, L1 Lit, B Lit	Agricultural and Horticultural Science 3.3 - Demonstrate understanding of how market forces affect supply of and demand for New Zealand primary products	External Exam	External	T4	
4	91531	1	3	4	L1 Lit, B Lit	Agricultural and Horticultural Science 3.4 - Demonstrate understanding of how the production process meets market requirements for a New Zealand primary product	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: 13		Course: Physics					Total Credits: 17			
<p>Course Description: This course builds on the skills and knowledge gained in the Level Two Physics course.</p> <p>Entry Guidelines: Students should have completed at least 13 Credits in NCEA Level 2 Physics, with at least one external paper passed. If you do not meet this criterion, please discuss this with the Teacher in Charge through the Campus Principal.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91521	1	3	4	L1 Lit	Physics 3.1 - Carry out a practical investigation to test a physics theory relating two variables in a non-linear relationship	Practical	1	T3 W3	
2	91525	1	3	3	L1 Lit	Physics 3.5 - Demonstrate understanding of Modern Physics	Test	1	T1 W7	
3	91524	1	3	6	L1 Lit	Physics 3.4 - Demonstrate understanding of mechanical systems	Exam	External1	T4	
4	91523	1	3	4	L1 Lit	Physics 3.3 - Demonstrate understanding of wave systems	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: 13		Course: Science					Total Credits: 19			
<p>Course Description: Builds on the knowledge gained in the Level 2 course while introducing students to new areas of Science. This is a broad course drawing from Biology and Earth and Space Science.</p> <p>Entry Guidelines: Gaining Achieved in majority of Level 2 Science course with at least one external paper passed. If you do not meet this criterion, please discuss this with the Curriculum Leader.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91601	1	3	4	Num, L1 Lit	Biology 3.1 - Carry out a practical investigation in a biological context, with guidance	Practical	1	T1W8	
2	91604	1	3	3	L1 Lit, R Lit	Biology 3.4 - Demonstrate understanding of how an animal maintains a stable internal environment	Assignment	1	T4 W2	
3	91411	1	3	4	L1 Lit, B Lit	Earth and Space Science 3.2 - Investigate a socio-scientific issue in an Earth and Space Science context	Assignment	1	T3 W3	
4	91413	1	3	4	L1 Lit, B Lit	Earth and Space Science 3.4 - Demonstrate understanding of processes in the ocean system	External Exam	External	T4	
5	91414	1	3	4	L1 Lit, B Lit	Earth and Space Science 3.5 - Demonstrate understanding of processes in the atmosphere system	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.

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

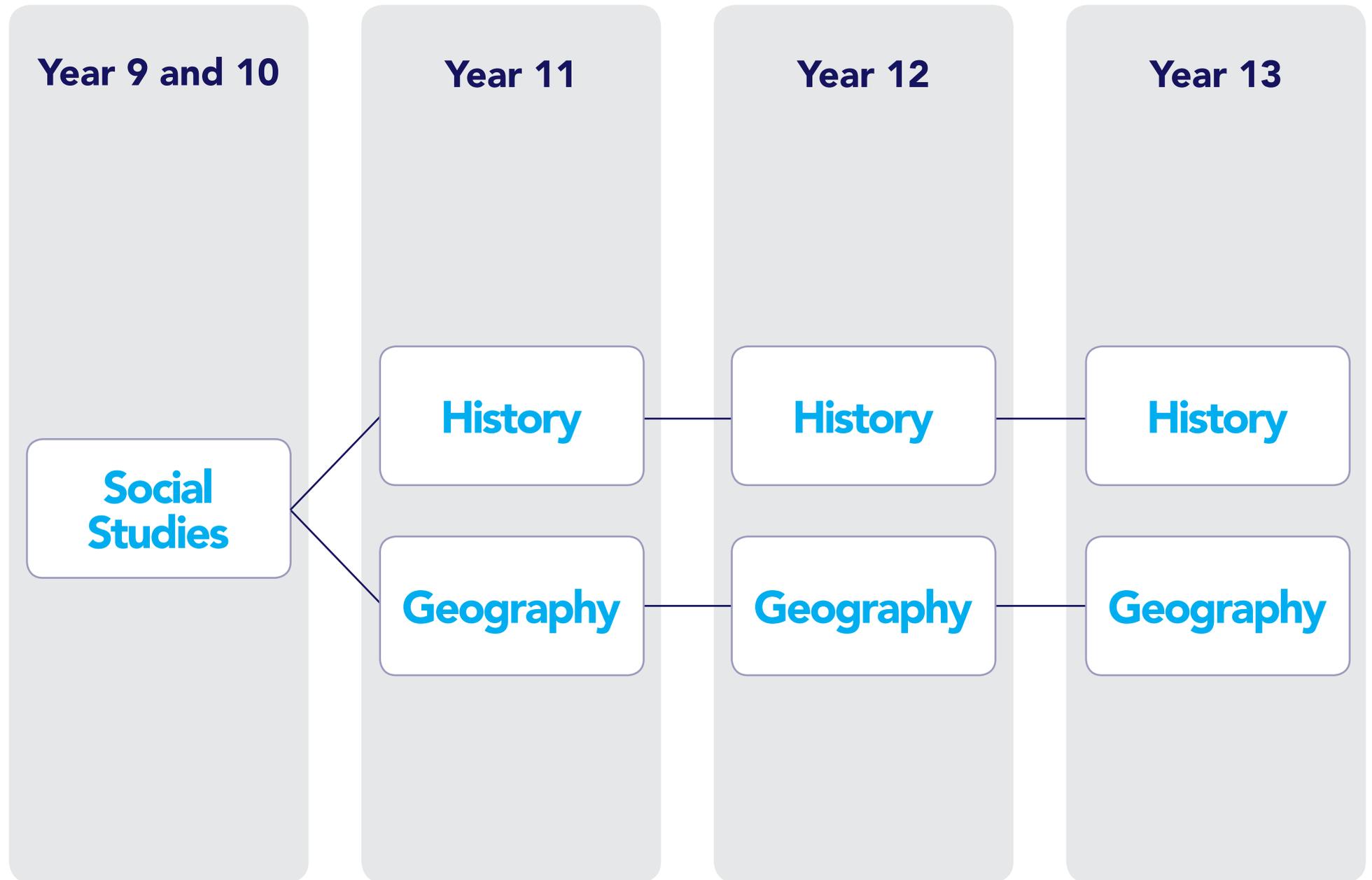
Year 11 is all about studying events that are of significance to New Zealanders. We examine forces such as the Civil Rights movement in America as well as significant events like the Second World War.

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: 13		Course: Geography					Total Credits: 19			
<p>Course Description: This course is open entry, but it is strongly advised that students have followed and succeeded in the level 2 geography course. The course covers coastal natural processes and the cultural process of tourism in New Zealand. Involved is a field study based on either tourism or a coastal environment. Skills covered include: mapping, processing and analysing data; making and justifying judgements; report writing. Generally, one assessment opportunity is possible per standard with resubmissions granted for borderline initial grades. Resubmission for the three internal achievement standards is twenty minutes.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91430	1	3	5	Num, L1 Lit	Geography 3.5 - Conduct geographic research with consultation	Assignment	1	T3 WK7	
2	91431	1	3	3	L1 Lit, R Lit	Geography 3.6 - Analyse aspects of a contemporary geographic issue	Assignment	1	T2 WK10	
3	91432	1	3	3	L1 Lit	Geography 3.7 - Analyse aspects of a geographic topic at a global scale	Assignment	1	T1 WK8	
4	91426	1	3	4	L1 Lit, B Lit	Geography 3.1 - Demonstrate understanding of how interacting natural processes shape a New Zealand geographic environment	External Exam	External		
5	91427	1	3	4	L1 Lit, B Lit	Geography 3.2 - Demonstrate understanding of how a cultural process shapes geographic environment(s)	External 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: 13		Course: History					Total Credits: 20			
<p>Course Description: The course covers nineteenth century New Zealand in the context of international colonialism, including such things as: pre-1840 interaction, the Musket Wars, the Treaty, post-1840 competition for sovereignty, migration, and social change. The internally assessed component covers independent historical research and communication showing an understanding of historical ideas using such things as cartoons, early photographs, maps and a variety of sources. There will be a comparative study involving student choice - not necessarily New Zealand. The external exams are one essay paper and one resource analysis paper.</p> <p>Entry Guidelines: Open entry, but it is suggested that students have at least 10 credits at Level 2 in History, Geography or English, preferably one external.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91434	1	3	5	L1 Lit, R Lit	History 3.1 - Research an historical event or place of significance to New Zealanders, using primary and secondary sources	Assignment	1	T1 Wk 11 - T2 Wk 2	
2	91435	1	3	5	L1 Lit, R Lit	History 3.2 - Analyse an historical event, or place, of significance to New Zealanders	Assignment	1	T2 Wk 6-10	
3	91438	1	3	6	L1 Lit, B Lit	History 3.5 - Analyse the causes and consequences of a significant historical event	Exam	External		
4	91436	1	3	4	L1 Lit, B Lit	History 3.3 - Analyse evidence relating to an historical event of significance to New Zealanders	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.

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.

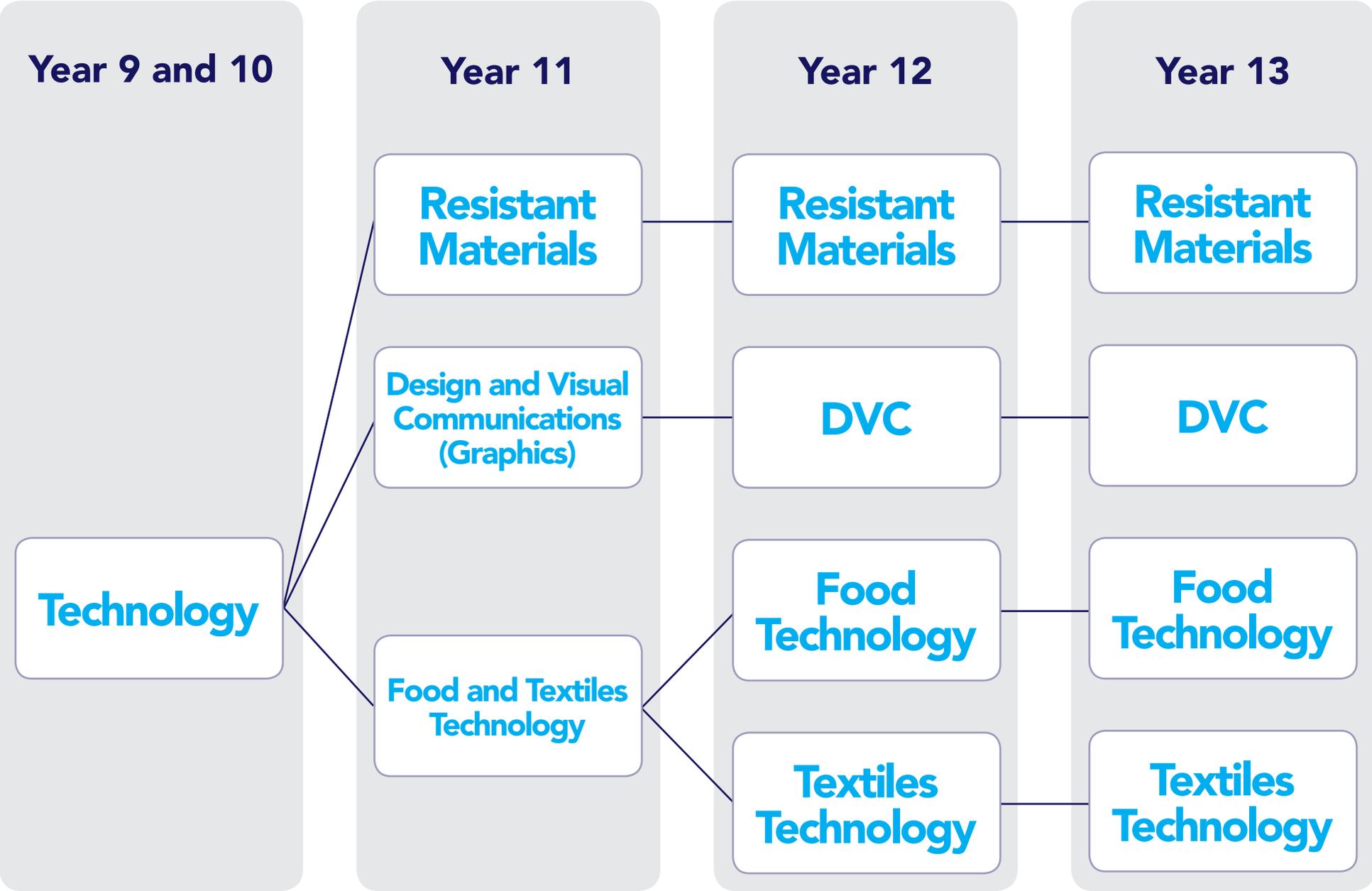
NOTE: Level 1 Food and Textiles is a combined one-year course

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: 13		Course: Design and Visual Communication					Total Credits: 22			
<p>Course Description: This level 3 course will build on the skills that the students have developed in Levels 1 and 2. There are 4 Achievements on offer. Students will decide at the start of the year if they want to do two or three internal standards, plus work for the compulsory 3.30 external standard which will be generated while working on the internal standards.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91628	2	3	6		Design and Visual Communication 3.31 - Develop a visual presentation that exhibits a design outcome to an audience	Portfolio	1	T4 W2	
2	91629	2	3	6		Design and Visual Communication 3.32 - Resolve a spatial design through graphics practice	Portfolio	1	T2 W4 or T3W5	
3	91630	2	3	6		Design and Visual Communication 3.33 - Resolve a product design through graphics practice	Portfolio	1	T4W2 T2 W4 or T3W5 or T4W2	
4	91627	2	3	4		Design and Visual Communication 3.30 - Initiate design ideas through exploration	Portfolio	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: 13		Course: Food Technology					Total Credits: 18			
<p>Course Description: Full year course focussed on food technology. All work to be completed and assessed in portfolio format. Credits can be used toward UE. During the course you will work on two different projects; Food Preservation and a Special Occasion Meal.</p> <p>Entry Guidelines: Year 12 Food Technology is strongly recommended. Preferably two years' experience in Food</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91644	2	3	4	L1 Lit	Processing Technologies 3.62 - Demonstrate understanding of combined preservation mechanisms used to maintain product integrity	Portfolio	1	May	
2	91609	2	3	4	L1 Lit	Generic Technology 3.2 - Undertake project management to support technological practice	Portfolio	1	October	
3	91610	2	3	6	L1 Lit	Generic Technology 3.3 - Develop a conceptual design considering fitness for purpose in the broadest sense	Portfolio	1	October	
4	91613	2	3	4	L1 Lit, W Lit	Generic Technology 3.6 - Demonstrate understanding of material 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: 13		Course: Technology Resistant Materials					Total Credits: 18			
<p>Course Description: Students will complete at least one practical project during the year which is assessed for the two internal standards 3.1 and 3.4. A 10-page report of work for both 3.6 and 3.10 will be sent away to NZQA at the beginning of November for external marking. There are no set exams in November for this subject.</p> <p>Entry Guidelines: Years 11 and 12 Technology is recommended.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91611	2	3	6	L1 Lit	Generic Technology 3.4 - Develop a prototype considering fitness for purpose in the broadest sense	Portfolio	1	T3 W2	
2	91608	2	3	4	L1 Lit	Generic Technology 3.1 - Undertake brief development to address an issue within a determined context	Portfolio	1	T3W2	
3	91613	2	3	4	L1 Lit, W Lit	Generic Technology 3.6 - Demonstrate understanding of material development	Report	External		
4	91617	2	3	4	L1 Lit, W Lit	Generic Technology 3.10 - Undertake a critique of a technological outcome's design	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: 13		Course: Textiles					Total Credits: 18			
<p>Course Description: Full year course comprising textiles technology only. All work to be completed in portfolio format. You will complete two projects; an item for a baby or young child and a garment for a client's special occasion. Credits can be used toward UE.</p> <p>Entry Guidelines: Year 12 Textiles Technology is strongly recommended. Preferably two years' experience in textiles.</p>										
NO	STD NUMBER	VERSION	LEVEL	CREDITS	LIT /NUM	FULL TITLE	METHOD OF ASSESSMENT	ASSESSMENT OPPORTUNITIES OFFERED	APPROXIMATE DATE	
1	91623	2	3	4	L1 Lit	Construction and Mechanical Technologies 3.23 - Implement complex procedures to create an applied design for a specified product	Portfolio	1	May	
2	91608	2	3	4	L1 Lit	Generic Technology 3.1 - Undertake brief development to address an issue within a determined context	Portfolio	1	October	
3	91611	2	3	6	L1 Lit, W Lit	Generic Technology 3.4 - Develop a prototype considering fitness for purpose in the broadest sense	Portfolio	1	October	
4	91612	2	3	4	L1 Lit	Generic Technology 3.5 - Demonstrate understanding of how technological modelling supports technological development and implementation	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.

My subject choices YEAR 11 (6 NCEA LEVEL 1 SUBJECTS)	Could lead to YEAR 12 (5 NCEA LEVEL 2 SUBJECTS)	Could lead to YEAR 13 (5 NCEA LEVEL 3 SUBJECTS)
Compulsory subjects	Compulsory subjects	Compulsory subjects
English	English	At least one of (English, Calculus or Statistics)
Mathematics	Mathematics	
Science	CAP	CAP
Physical Education (Skills)	Physical Education (Skills)	Physical Education (Skills)
Options	Options	Options
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

FULL NAME:		CAMPUS:	YEAR 13								
Year 13 Option Subjects <ul style="list-style-type: none"> • Accounting • Business Studies • Chemistry • DVC (Graphics) • Economics • Food Technology • French • Geography • Hard Materials Technology • History • Horticulture • Mathematics – Calculus • Mathematics – Statistics • Physical Education (NCEA) • Physics • Science • Textiles Technology 	I plan to take these five Level 3 NCEA subjects: <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.</td></tr> <tr><td style="height: 30px;">5. English, Statistics or Calculus (Compulsory)</td></tr> <tr><td style="height: 30px;">6. CAP (Compulsory)</td></tr> </table>		1.	2.	3.	4.	5. English, Statistics or Calculus (Compulsory)	6. CAP (Compulsory)	Other option subjects, in order of preference, I would be interested in if my choices are not available: <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.											
5. English, Statistics or Calculus (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 Friday 19th August, 2016.</p>									
STUDENT:		DATE:									
PARENT:		DATE:									
CP OR CSC:		Date:									