



**WESTMOUNT**  
EDUCATION

# 2018 Course Selection Book

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**Year 12**

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# INTRODUCTION

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 Areas:

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

# **COURSE OVERVIEW**

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.

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.

# COURSE ENDORSEMENTS

## 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.
- Course Endorsement will be recorded on your NZQA Record of Achievement and is available on application to NZQA.

## Dux and Runner up at Y13,

## Top Scholar at Y12 and Y11

These Academic awards will be awarded to the student at each year level with the best academic record and calculated using the Westmount Grade Point Average system.

# COMMERCE DEPARTMENT OVERVIEW

## 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 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 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.

**Business and the Economy combines achievement standards from both Economics and Business Studies.**

Year 11 Business & the Economy 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.

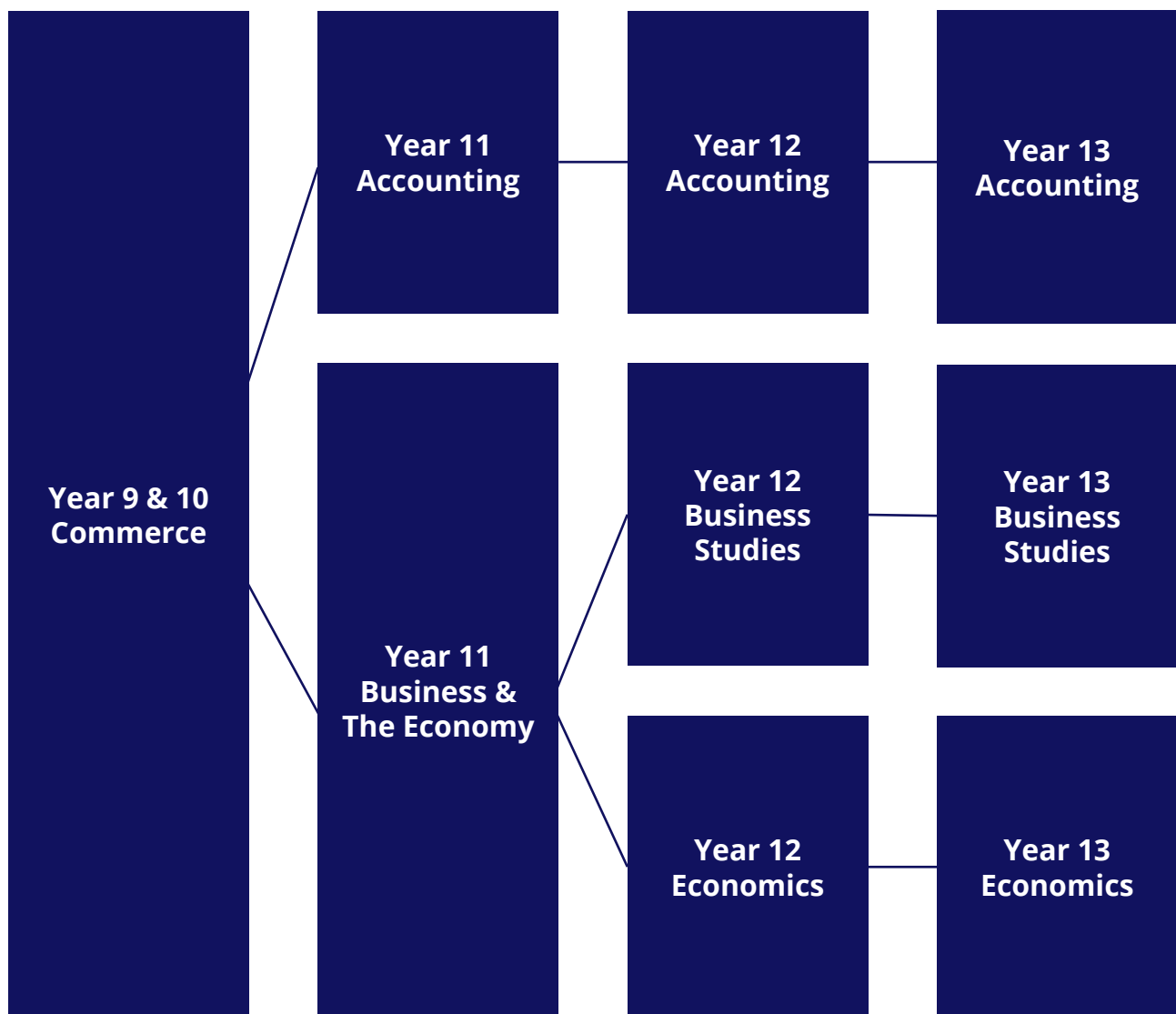
Year 13 Economics looks at how firms, markets and the economy function. Students will study different types of markets, such as monopolies and oligopolies, how firms compete and how they set prices. The course at this level also focuses on other factors which influence the economy including interest 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, 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.

# Commerce Year Level Structure





## COMMERCE 12ACC ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Accounting				Total Credits :16				
<p><b>Course Description:</b> This 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	Standard Number	Version	Level	Credits	Lit /Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	
1	91175	2	2	4	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.



## COMMERCE 12BUS ASSESSMENT STATEMENT 2018

Course is endorsable

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	Standard Number	Version	Level	Credits	Lit /Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	90846	2	2	3	Num, L1 Lit	Business Studies 2.4 - Conduct market research for a new or existing product	Assignment	1	W10 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	W10 T3		
3	90843	2	2	4	L1 Lit	Business Studies 2.1 - Demonstrate understanding of the internal operations of a large business	Exam	External	External		
4	90844	3	2	4	L1 Lit	Business Studies 2.2 - Demonstrate understanding of how a large business responds to external factors - Extension only	Exam	External	External		

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## COMMERCE 12ECO ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12					Course: Economics			Total Credits :18			
<b>Course Description:</b> 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.											
No	Standard Number	Version	Level	Credits	Lit /Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date	Grade	Teacher Signature
1	91227	2	2	6	L1 Lit, R Lit	Economics 2.6 – Analyse how government policies and contemporary economics issues interact	Report	1	W9 T3		
2	91222	2	2	4	L1 Lit, W Lit	Economics 2.1 – Analyse inflation using economic concepts and models	Exam	External	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 concept and models	Exam	External	T4		

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# ENGLISH DEPARTMENT OVERVIEW

## 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.

### Year 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 literature at secondary level.

Students are expected to undertake a wide and thoughtful reading programme. In addition, they are assisted to write accurately and effectively in a range of registers. Through explicit inclusion of the Key Competencies in the unit planning, students are encouraged to develop self-directed learning behaviours.

### 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. Writing skills are developed throughout the year in the preparation of assessments. Students are encouraged to develop their oral skills by taking part in class discussions, speech delivery and cooperative learning activities. Students are supported to continue developing the skills required to become self-directed, lifelong learners.

### Year 12 (NCEA Level 2)

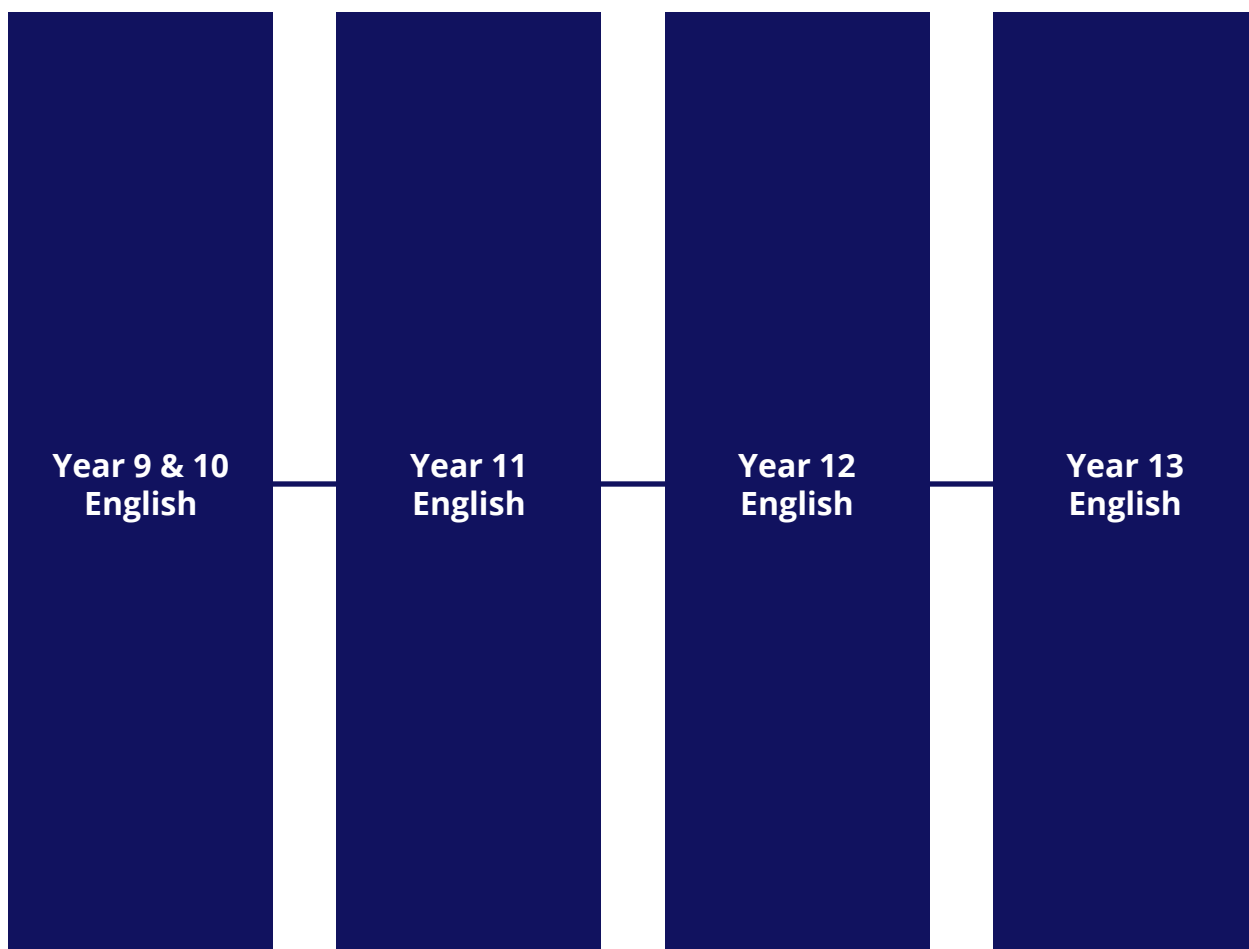
Description: The study of language and literature are key elements in this course. An in-depth analytical study of academic poetry, short stories, non-fiction, Shakespearean Drama and a feature length film can be undertaken in this course. Students will continue to build on the writing skills developed 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 and a feature length film. 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.



# English Year Level Structure



## ENGLISH 12ENG ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12						Course: English		Total Credits :18	
<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. Each teacher will select a class programme from the standards below.</p> <p><b>Entry Guidelines:</b> None</p>									
No	Standard Number	Version	Level	Credits	Lit /Num	Full Title	Method of Assessment	Assessment Opportunities Offered	Approximate Date
1	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	Assessment	1	T1 W8
2	91106	2	2	4	L1 Lit, R	English 2.9 - Form developed personal responses to independently read texts, supported by evidence	Portfolio	1	T3 W1
3	91102	2	2	3	L1 Lit	English 2.5 - Construct and deliver a crafted and controlled oral text	Assessment	1	T2 W9
4	91098	3	2	4	L1 Lit, B	English 2.1 - Analyse specified aspect(s) of studied written text(s), supported by evidence	Exam	External1	T4 W5
5	91099	3	2	4	L1 Lit, W	English 2.2 - Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	Exam	External1	

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# FRENCH DEPARTMENT OVERVIEW

## 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. 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 performance 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. 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 once of the easiest languages for English speakers to learn. France is one of the world’s largest economies and there is significant French investment in New Zealand.

### What can I expect?

The Westmount French programme is designed to improve students’ confidence and fluency in four key skills: speaking, listening, reading and writing. 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.

## LANGUAGES 12FRE ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: French					Total Credits :24		
<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	Standard 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	
5	91120	2	2	4		French 2.2 Give a spoken presentation in French that communicates information, ideas and personal opinions	Presentation	1	T2 W9

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# MATHEMATICS DEPARTMENT OVERVIEW

## 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.

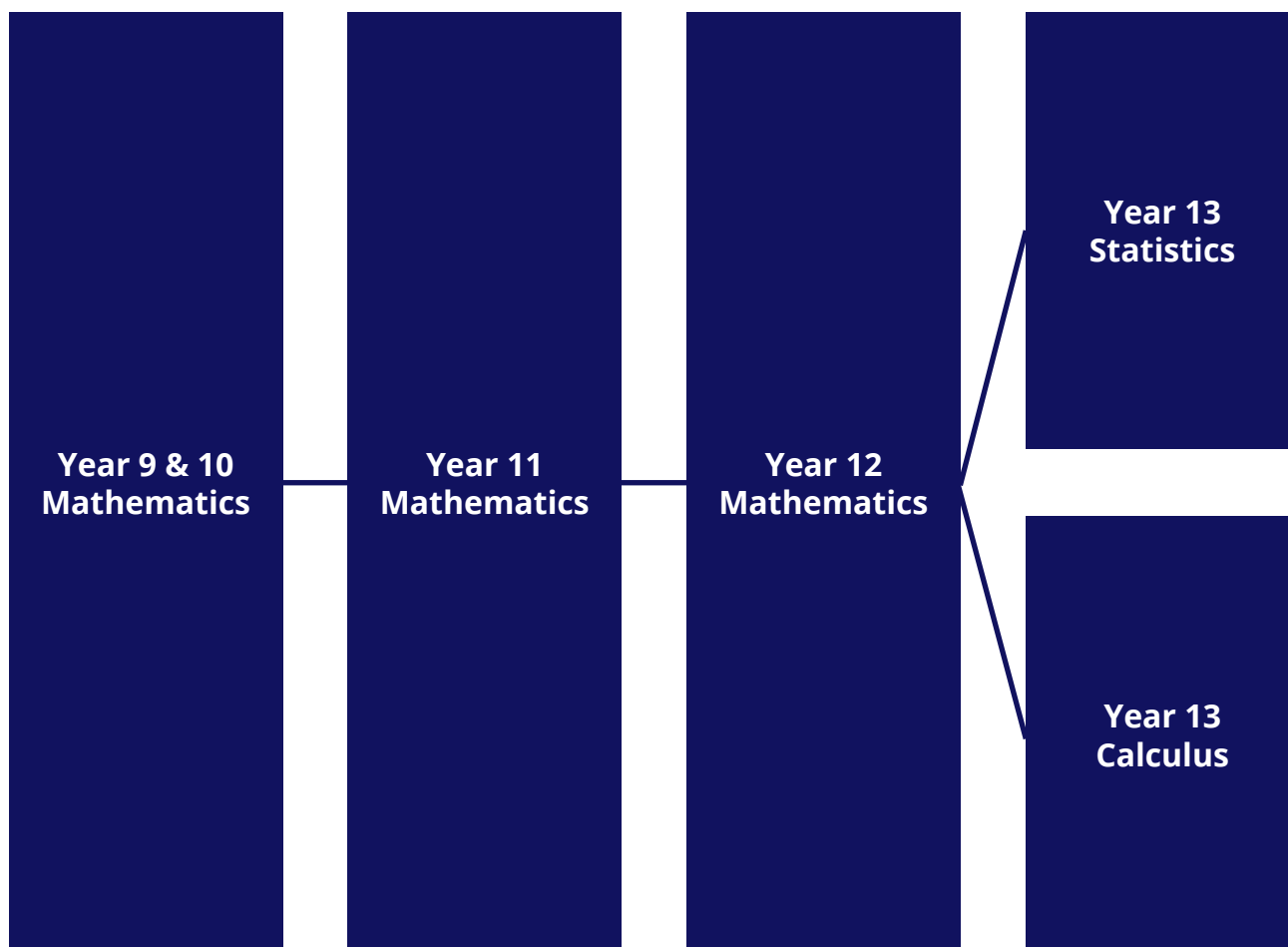
In year 13 students can choose to specialise by taking the Calculus course.

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 Westmount School Exams near 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.



## Mathematics Year Level Structure



## MATHEMATICS 12MAT ASSESSMENT STATEMENT 2018

Course is endorsable

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. The Algebraic Methods standard 91261 is an extension standard for those who choose it, and those who want to continue with Calculus in the following year.</p> <p>Work books as indicated by your teacher. Education Perfect and Canvas will be used.</p>										
No	Standard 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	91261	3	2	4	Num	Mathematics and Statistics 2.6 - Apply algebraic methods in solving problems	Exam	External	(Extension standard)	
4	91262	3	2	5	Num	Mathematics and Statistics 2.7 - Apply calculus methods in solving problems	Exam	External		
5	91267	3	2	4	Num, L1 Lit	Mathematics and Statistics 2.12 - Apply probability methods in solving problems	Exam	External		
6	91258	2	2	2	Num	Mathematics and Statistics 2.1 - Apply sequences and series methods in solving problems	Test	1	T2 W4	

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

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# PHYSICAL EDUCATION DEPARTMENT OVERVIEW

## YEAR 11-13

### Overview of the department

- Westmount Physical Education Department offers a full NCEA accredited course at year 11, 12 and 13.
- Year 12 NCEA PE offers a standard course of 20 credits, this includes the 4 credit performance standard now being worked on across both the core PE and NCEA PE courses. There is an extension standard offered to suitable candidates, this is worth an additional four credits.
- 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

### Why a student would want to take these subjects

- 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!

### 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!)



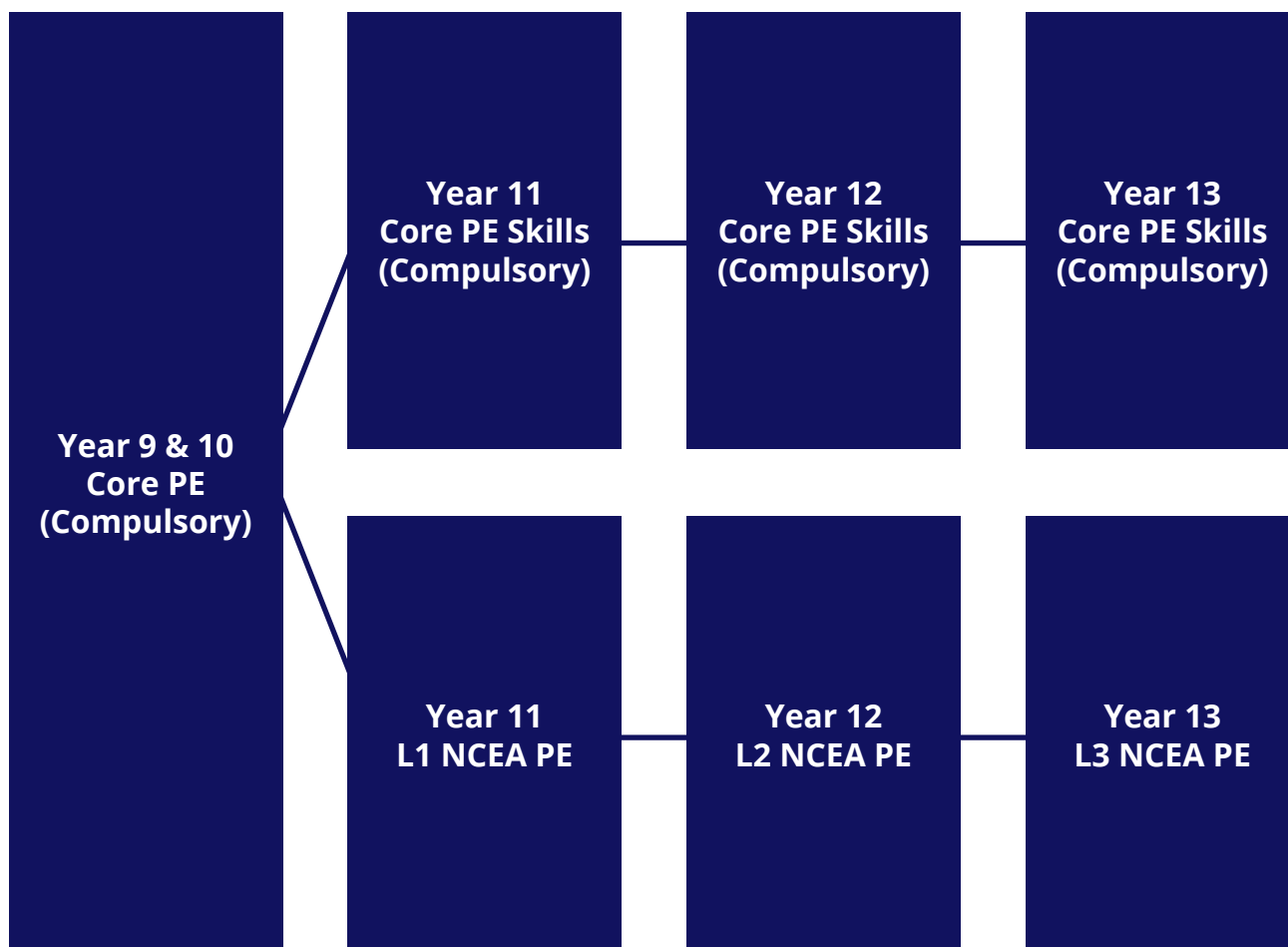
### Skills to be gained from the NCEA PE course:

- 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.



# Physical Education Year Level Structure





## PHYSICAL EDUCATION 12PEN ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Physical Education					Total Credits :20			
<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. Workbooks are provided by your teacher for each topic.</p>										
No	Standard 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	3	T1 W12 T3 W10	
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	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	

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# SCIENCE DEPARTMENT OVERVIEW

## 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:

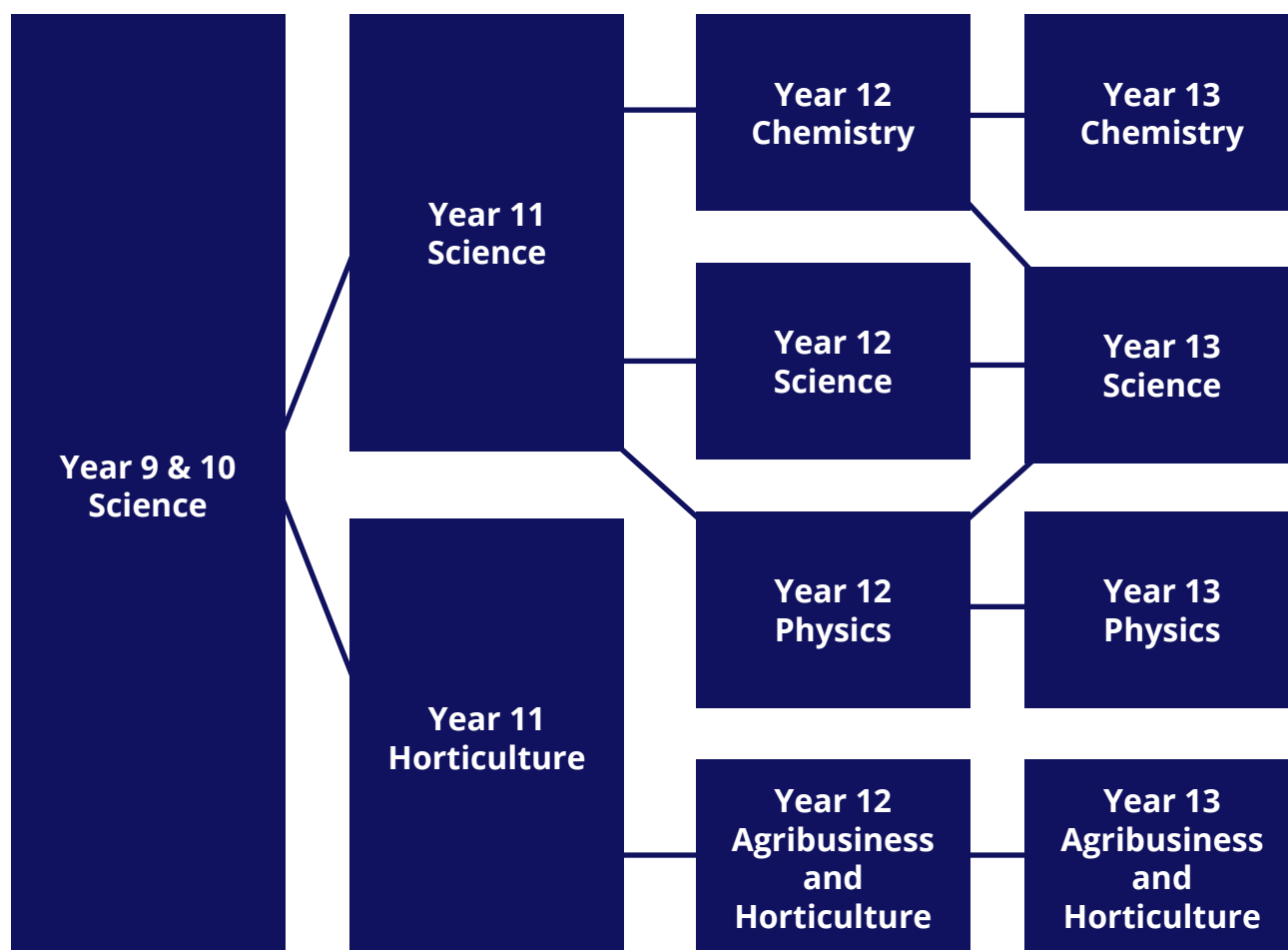
- Understanding – collecting evidence and forming logical discussion
- Investigating – Working through a problem in a Scientific way
- Communicating – Improving on literacy and broadening vocabulary
- Participating and contributing – Drawing evidence based conclusions and taking action

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.

**What is new** – Some new Agribusiness standards are being introduced in Year 12 Horticulture course. Agribusiness is defined as a course of study that integrates all the primary industries and businesses. Primary industries comprises a group of sectors including; agriculture, aquaculture, dairy manufacturing, equine, forestry, horticulture, seafood, and sports turf that form the basis of modern primary.



## Science Year Level Structure



## SCIENCE 12CHE ASSESSMENT STATEMENT 2018

Course is endorsable

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	Standard 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 W8	
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.



## SCIENCE 12HOR ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Agribusiness & 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	Standard 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 W10
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	T2 W6
3		2	2	4	L1 Lit	Agribusiness 2.2 – Using agribusiness knowledge & skills to conduct an inquiry into the use of organisms to meet future needs	Assignment	Internal1	T3 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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## SCIENCE 12PHY ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Physics				Total Credits :17			
<b>Course Description:</b> Builds on the Level 1 Physics component of the science course. Understanding physics to a greater depth.									
<b>Entry Guidelines:</b> At least 15 credits at Level 1 Science, including three external standards. If a student fail to get "Merit" in Level 1 Algebra and Mechanics, they will need to be interviewed for acceptance to the course. If you do not meet the criteria, please discuss with your Campus Principal.									
No	Standard 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	T3 W3
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	T1 W8
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

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

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## SCIENCE 12SCI ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Science					Total Credits :20			
<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 & Space Science.										
<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.										
No	Standard 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 W10	
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	1	Earth and Space Science 2.7 - Demonstrate understanding of physical principles related to the Earth System	External Exam		T4	

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

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# SOCIAL SCIENCES DEPARTMENT OVERVIEW

## Why Study History?

History is simply yesterday's news. It connects us to the past, gives meaning to the present and helps us try to avoid repeating the mistakes of the type that have caused large scale destruction and at times global chaos. History is not simply a series of events and dates. It helps us to understand ourselves and our society, gives us a sense of identity and an understanding of our place in the world. Historians are concerned with seeking explanations about what actions people have taken in the past as well as what has motivated them. History is especially relevant in a world where 24/7 coverage of events requires us to be able to detect fake news, work out what photographs have been photo-shopped, critique video footage, analyse perspectives, determine which web sites are reliable and which are not, identify bias, and sift out why one person's truth is another person's lies.

## Skills

History students will learn how to:

- Develop clear, critical thinking skills
- Research and collect information from a variety of sources
- Determine the reliability and usefulness of primary and secondary sources
- Recognise differing points of view
- Detect bias and propaganda
- Communicate effectively

Year 11 is all about studying events that are of significance to New Zealanders. We examine significant events leading up to the WWII and the Civil Rights movement in America.

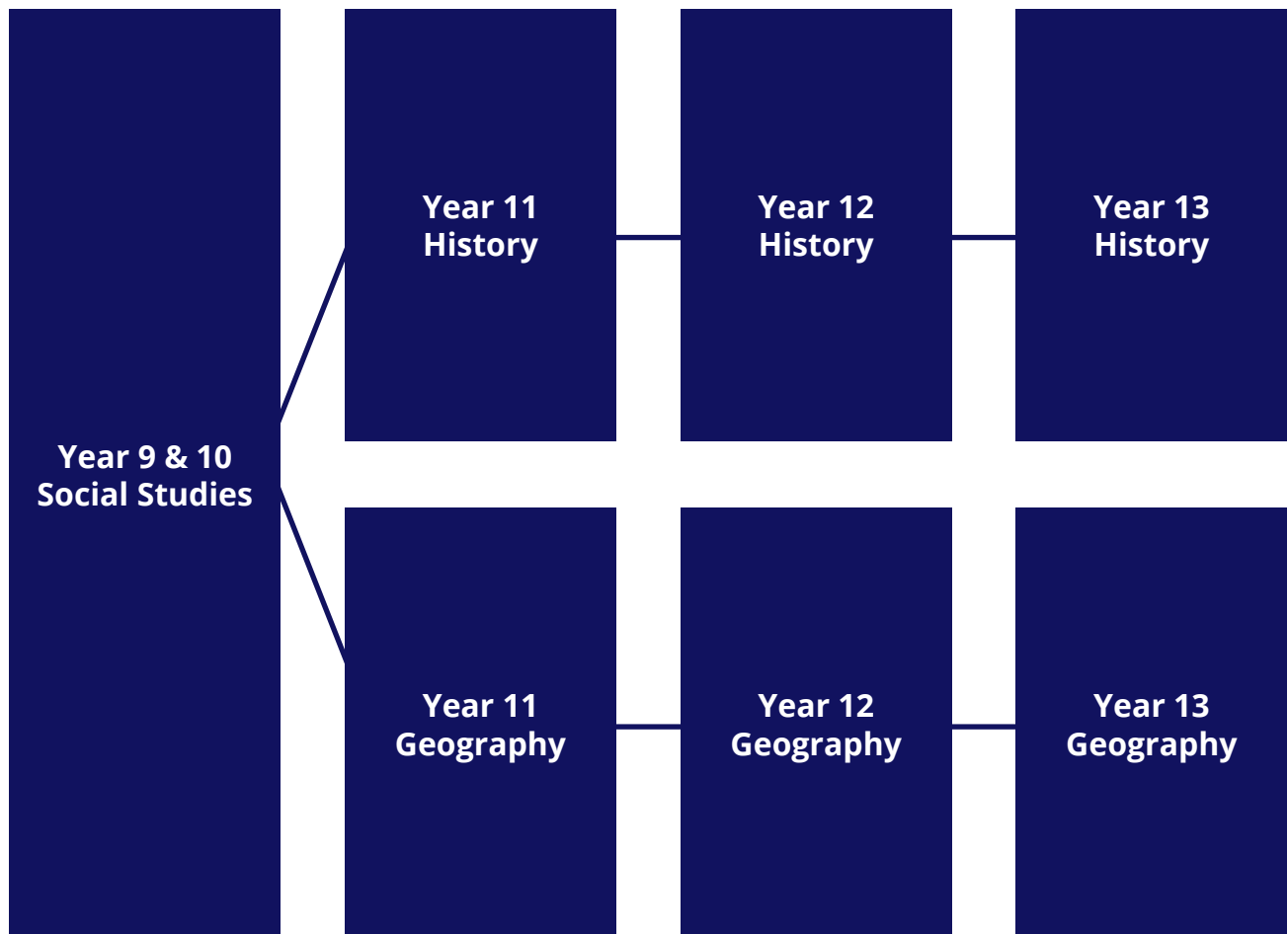
Year 12 focusses on historical events in the twentieth century which had a significant effect on New Zealand. Our main focus is the Russian Revolution and The Vietnam War.

Year 13 is about New Zealand's early History and place in the world. This help us understand how the issues we face in New Zealand today are linked to our past as well as our place in an increasingly mobile and inter-linked global community.





## Social Sciences Year Level Structure



## SOCIAL SCIENCES 12GEO ASSESSMENT STATEMENT 2018

Course is endorsable

Year 12		Geography			Credits 19	
<p><b>Course Description:</b> Year 12 study Natural Landscapes in New Zealand such as the South Island High Country and the Tongariro Volcanic Centre. Develop skills including practical investigations, writing reports, map and aerial photo interpretation, construction and interpretation of statistical diagrams, along with understanding cultural ideas and the perspectives of people. A range of field work skills are taught and are used.</p> <p><b>Entry Guidelines:</b> Open entry, but students should be confident in their writing skills.</p>						
Standard	Credits	Title	Method of Assessment	Assessment Opportunities	Approximate Date	
91244	5	Geography 2.5 - Conduct geographic research	Assignment	1	T2 W7	Internal
91245	3	Geography 2.6 - Explain a contemporary NZ geographic issue	Assignment	1	T1 W10	Internal
91246	3	Geography 2.7 - Explain a geographic topic at a global scale	Assignment	1	T1 W5	Internal
91240	4	Geography 2.1 - Demonstrate geographic understanding of a large natural environment	Exam			External
91243	4	Geography 2.4 - Apply geography concepts and skills to demonstrate understanding of a given environment	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.



## SOCIAL SCIENCES 12HIS ASSESSMENT STATEMENT 2018

Course is endorsable

Year 12		History			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 in an area of history which is of significance to New Zealanders.</p> <p><b>Entry Guidelines:</b> Open entry, but students should be confident in their writing skills.</p>						
Standard	Credits	Title	Method of Assessment	Assessment Opportunities	Approximate Date	
91229	4	History 2.1 - Carry out an inquiry of an historical event or place that is of significance to New Zealanders	Assignment	1	T2 W10	Internal
91230	5	History 2.2 - Examine an historical event or place that is of significance to New Zealanders	Assignment	1	T2 W4	Internal
91233	5	History 2.5 - Examine causes and consequences of a significant historical event	Exam			External
91231	4	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

## 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.**

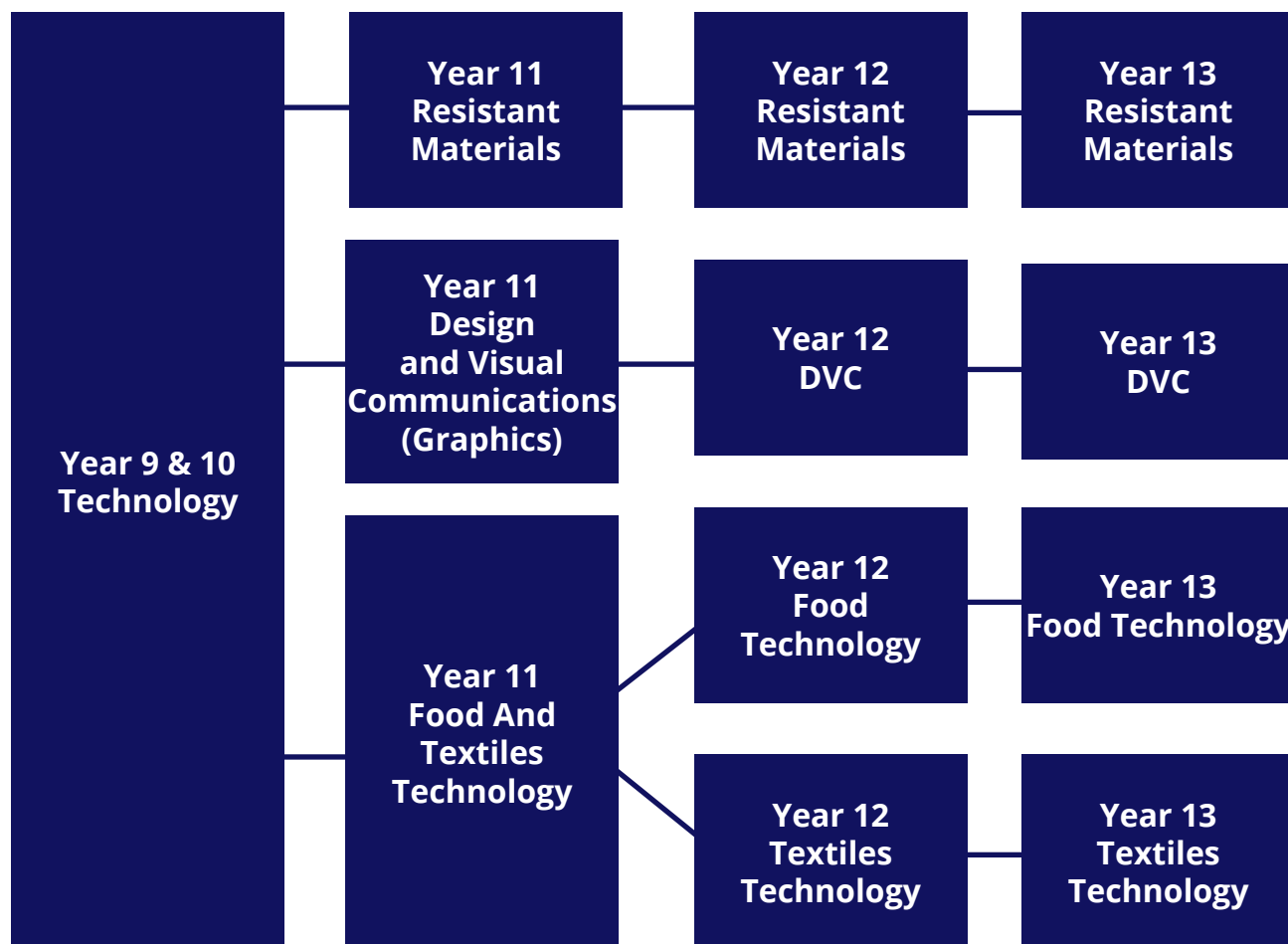
What is Design and Visual Communications (DVC)?

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



# Technology Year Level Structure



## TECHNOLOGY 12DVC ASSESSMENT STATEMENT 2018

Course is endorsable

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	Standard 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.

**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 12FOD ASSESSMENT STATEMENT 2018

Course is endorsable

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	Standard 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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## TECHNOLOGY 12TEC ASSESSMENT STATEMENT 2018

Course is endorsable

Year :12		Course: Technology Resistant Materials					Total Credits :18			
<p><b>Course Description:</b> Students will complete one set practical project during terms 1, 2 and part of term 3. This work will be assessed for the internal standards 2.1 and 2.4. For the rest of the year they will be working on 2.5 and 2.6, the two external standards which are sent away for marking by NZQA early November. There are no set exams in November for this subject.</p> <p><b>Entry Guidelines:</b> Students should have some prior knowledge gained through undertaking a technology programme in the junior school. It is recommended that students have completed Level 1 Materials Technology.</p>										
No	Standard 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	T3 Wk3	
2	91357	3	2	6		Generic Technology 2.4 - Undertake effective development to make and trial a prototype	Portfolio	1	32 W3	
3	91358	3	2	4	L1 Lit	Generic Technology 2.5 - Demonstrate understanding of how technological modelling supports risk management	Report	External1		
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.



## TECHNOLOGY 12TEX ASSESSMENT STATEMENT 2018

Course is endorsable

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	Standard 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.

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# MAKING MY CHOICES

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

<b>My Interests</b> What I like doing	<b>My Qualities</b> What I am like as a person
<b>My Skills</b> What I do well	<b>My favourite subjects</b>
<b>Questions I have about my subject choices</b>	



# PLANNING MY COURSE

Highlight the option subjects you are interested in for your 2018 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>		
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>		
Accounting	Accounting	Accounting
Business and the Economy	Economics	Economics
	Business Studies	Business Studies
	Science	Science
	Chemistry	Chemistry
	Physics	Physics
Horticulture	Agribusiness and Horticulture	Agribusiness and Horticulture
History	History	History
Geography	Geography	Geography
Food & Textiles Technology	Food Technology	Food Technology
	Textiles Technology	Textiles Technology
Resistant Materials Technology	Resistant Materials Technology	Resistant Materials Technology
DVC (Graphics)	DVC (Graphics)	DVC (Graphics)
Physical Education	Physical Education	Physical Education
French	French	French



# OPTION SUBJECT SELECTION FORM

Full Name:	Campus:	<b>Year 12</b>								
<p><b>Year 12 Option Subjects</b></p> <p>Accounting Business Studies Economics Chemistry Agribusiness and Horticulture Physics Science Geography History Physical Education (NCEA) French DVC (Graphics) Resistant Materials Technology Food Technology Textiles Technology</p>	<p>I plan to take these five Level 2 NCEA subjects:</p> <table border="1" style="width: 100%;"> <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> <p>Other option subjects, in order of preference, I would be interested in if my choices are not available:</p> <table border="1" style="width: 100%;"> <tr><td style="height: 30px;">1.</td></tr> <tr><td style="height: 30px;">2.</td></tr> </table> <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 18th August, 2017.</b></p>		1.	2.	3.	4. English (compulsory)	5. Maths (compulsory)	6. CAP (Compulsory)	1.	2.
1.										
2.										
3.										
4. English (compulsory)										
5. Maths (compulsory)										
6. CAP (Compulsory)										
1.										
2.										
Student:	Date:									
Parent:	Date:									
CP or CSC:	Date:									





**WESTMOUNT**  
SCHOOL

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