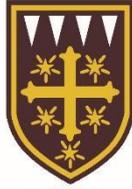


# Ōtorohanga College



Honour Before Honours  
Ko te mana mō mua i te whakamana



## Level 2 Course Selection Booklet 2022

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## Introduction

Welcome to the Level 2 Course Selection Booklet for 2022, a year that promises to be filled with new and exciting challenges.

The purpose of this Level 2 Course Selection Booklet is to indicate the range of courses available at Ōtorohanga College in preparation for course selection.

Every effort is made to ensure that as many students as possible are able to study the courses they want. When a student's first choice of courses are not possible due to a timetable clash, oversubscription or a course not running, further course counselling will be provided. Courses which do not attract a sufficient number of students will not run, however, every attempt is made to ensure the continuity of courses.

All students will be offered advice by their Dean to ensure that a sensible and realistic course of study is planned.

Use this booklet to plan a programme of learning that best suits your future ambitions. Please take time to read through the section titled Advice On Selecting Your Courses about what should determine your choices. We want you to take courses in 2022 for all the right reasons.

Think carefully, talk to your teachers and parents. Spend time and energy in the selection process to ensure that you have a course that is challenging and enriching. Choose wisely and plan to make 2022 your best year at Ōtorohanga College.

Deputy Principal, Senior

## Advice On Selecting Your Courses

When considering your courses for 2022 you should:

- Take into account your strengths and interests in the various areas of study
- Select courses that are within your capabilities
- Look at the learning approach in the courses and consider whether it suits your style of learning
- Give thought to the requirements for future qualifications and employment

**Choose a minimum of four courses that have a University Entrance pathway through to Level 3.**

Research shows that the two main influences on course choices are which courses your friends are taking and who is teaching a particular course. Neither of these should influence your course choice. Concentrate on what you need for your future career pathway.

Do not get caught up in the following myths:

- My friends are/are not doing it
- Mrs/Mr is/is not teaching it
- It will get me into University or it will get me a job
- Cannot think of anything else to take

Here is a formula that may help you:

**ABILITY + INTEREST + OCCUPATION = COURSE CHOICE**

In making decisions you should seek help. The choices you make now need to suit your abilities, your goals and your future. Seek advice from your Whānau Teacher, Dean, Head Of Faculty, Course Teacher, Pathways Team, parents or guardians, older brothers and sisters and people in the workplace. Look up career advice websites such as [www.careers.govt.nz](http://www.careers.govt.nz)

## All About Me

**My skills and interests outside school:**

**My achievements outside school:**

**What are you like as a person?**

**What is important to your future?**

**What are your family's expectations of you?**

**Courses I achieve well in:**

**My favourite courses are:**

**Things I need to work on are:**

## Planning

To help with your course selection, you need to complete this chart, in consultation with your parents and teachers. Have you checked recent course, degree, diploma, certificate and apprenticeship requirements? Visit [www.careers.govt.nz](http://www.careers.govt.nz) to help with your research.

**When I leave school I hope to:**

**My pathway to get there:**

2022	2023
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## National Certificate Of Educational Achievement

Each year, students study a number of courses. In each course, skills and knowledge are assessed against a number of standards.

The College uses a range of Internal and External assessments to measure how well students meet these standards.

When a student achieves a standard, they gain a number of credits. Students must achieve a certain number of credits to gain an NCEA Certificate. There are three levels of NCEA Certificate. In general, students work through Levels 1 to 3 in Years 11 to 13. Students are recognised for high attainment at each level by gaining NCEA with Merit or NCEA with Excellence.

### Certificate Requirements

**Level 1**  
**80 credits including 10 Literacy and 10 Numeracy**

**Level 2**  
**60 credits at Level 2 or above**  
**+ 20 credits from Level 1 or above**  
**+ Level 1 Literacy and Level 1 Numeracy**

**Level 3**  
**60 credits at Level 3 or above**  
**+ 20 credits from Level 2 or above**  
**+ Level 1 Literacy and Level 1 Numeracy**

Credits gained at one level count towards more than one Certificate. They may also be used towards other qualifications.

**All students should be working towards achieving 14+ credits per course to ensure they meet the criteria at each level of NCEA.**

**The importance of 14+ credits is:**

- o 14 credits x 6 subjects = 84 credits
- o 13 credits x 6 subjects = 78 credits

## **Internal And External Assessment**

Some standards are internally assessed by teachers during the year. Internal assessments are used to assess skills and knowledge that cannot be tested in an exam; for example, speeches, research projects and performances. External assessment examinations are held on fixed dates at the end of the year and students work within a given time frame.

## **Assessment Grades**

The grades that a student can earn depend on the type of standard being assessed. For Unit Standards:

- Achieved (A) for meeting the criteria of the standard
- Not achieved (N) if a student does not meet the criteria of the standard

Some Unit Standards may also include Merit or Excellence grades. These are used for the purpose of recognising differentiated performance.

For Achievement Standards, there are four grades:

- Achieved (A) for a satisfactory performance
- Merit (M) for very good performance
- Excellence (E) for outstanding performance
- Not Achieved (N) if students do not meet the criteria of the standard

## **Certificate Endorsement**

If a student gains 50 credits at Excellence, their NCEA Certificate will be endorsed with Excellence. Likewise, if a student gains 50 credits at Merit, or a combination of Merit and Excellence, their NCEA Certificate will be endorsed with Merit.

Credits earned can count towards an endorsement over more than one year and more than one level, however, they must be gained at the level of the Certificate or above. For example, Level 2 credits will count towards endorsement of a Level 1 NCEA Certificate, but Level 1 credits will not count towards endorsement of a Level 2 NCEA Certificate.

## **Course Endorsement**

A course endorsement provides recognition for a student who has performed exceptionally well in an individual course.

Students will gain an endorsement for a course if, in a single school year, they achieve: 14 or more credits at Merit or Excellence at the lower level that supports the endorsement. At least 3 of these credits must come from externally assessed standards and 3 credits from internally assessed standards.

## Studying At University?

University Entrance or UE is the minimum requirement to go to a New Zealand university. To be awarded UE you will need:

- NCEA Level 3.
- Three approved courses at Level 3 or above, made up of 14 credits in each.

### Literacy

- 10 credits at Level 2 or above made up of 5 credits in Reading and 5 credits in Writing.

### Numeracy

- 10 credits at Level 1 or above, made up of specified Achievement Standards available through a range of courses.

### OR

- A package of three Numeracy Unit Standards, all three of which are required.

Once you have met the requirements for University Entrance this will appear on your New Zealand Record Of Achievement.

Please be aware that these are minimum requirements and in some cases will not guarantee entry to certain courses. Please seek advice if you are unsure of course requirements.

## Approved Courses For University Entrance

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● Accounting</li><li>● Agriculture and Horticulture</li><li>● Biology</li><li>● Business Studies</li><li>● Calculus</li><li>● Chemistry</li><li>● Chinese</li><li>● Classical Studies</li><li>● Construction And Metal Technologies</li><li>● Cook Islands Maori</li><li>● Dance</li><li>● Design / Practical Art</li><li>● Design And Visual Communication</li><li>● Digital Technologies and Hangarau Matihiko</li><li>● Drama</li><li>● Earth And Space Science</li><li>● Economics</li><li>● Education For Sustainability</li><li>● English</li><li>● French</li><li>● Geography</li><li>● German</li><li>● Health Education</li><li>● History</li><li>● History Of Art</li><li>● Home Economics</li><li>● Indonesian</li></ul> | <ul style="list-style-type: none"><li>● Japanese</li><li>● Korean</li><li>● Latin</li><li>● Mathematics / Paangarau</li><li>● Media Studies</li><li>● Music Studies</li><li>● New Zealand Sign Language</li><li>● Painting / Practical Art</li><li>● Photography / Practical Art</li><li>● Physical Education</li><li>● Physics</li><li>● Printmaking / Practical Art</li><li>● Processing Technologies</li><li>● Psychology</li><li>● Religious Studies</li><li>● Samoan</li><li>● Science / Puutaiao</li><li>● Sculpture / Practical Art</li><li>● Social Sciences</li><li>● Spanish</li><li>● Statistics</li><li>● Technology / Hangarau</li><li>● Te Reo Maaori</li><li>● Te Reo Rangatira</li><li>● Tongan</li></ul> |
|---|---|

## ARTS / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Music (MUS)</b>		
<b>Course Outline</b>	This course covers solo and group performance, composition, theory, musical knowledge and aural work, building on skills learnt in Level One Music. Opportunities for instrument lessons are also available.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Music.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	4	20	

<b>Learning Area(s)</b>	<b>Level 2 Performing Arts (PER)</b>		
<b>Course Outline</b>	This course incorporates activities from the Arts disciplines of Dance and Drama. Students may choose to complete their assessments in Drama, Dance or both. The course includes dance performance, dance choreography, drama performance, script writing, elements of dance and drama techniques.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Drama and Dance.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> 4 Reading 4 Writing
	4	20	

<b>Learning Area(s)</b>	<b>Level 2 Photography (PHO)</b>		
<b>Course Outline</b>	This course is designed to introduce students to photographic practices. The course covers photography and involves research, theory, the investigation of ideas and methods and the production of original work in the form of a folio.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to the University Approved subject of NCEA Level 3 Photography.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	12	12	

<b>Learning Area(s)</b>	<b>Level 2 Visual Art (ART)</b>		
<b>Course Outline</b>	This course covers the disciplines of painting, sculpture and printmaking. It involves research, theory, generating and developing ideas and the production of original work in the form of a folio.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course which leads to the University Approved subject of NCEA Level 3 Art.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	12	12	

## LANGUAGES / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 English (ENG)</b>		
<b>Course Outline</b>	<p>The development of our language skills continues throughout our lives. Language is not only used for communication, but can enrich our lives through reading, viewing and listening about the experiences of others. English not only teaches us to communicate clearly, it also teaches us to value and respect others as we enquire into the human condition. The English courses at Ōtorohanga College focus on two key areas; the study of texts in their many different forms, we call this making meaning. The other key area is the creation of texts in their many different forms, we call this creating meaning. Text forms can take the shape of visual presentations, both moving and static, oratory, and writing. The construction of course content is based on the students' needs and interests in any one specific class. Where applicable vocational content will be included in programmes and staff will endeavour to work with other faculties in an holistic manner. For example; if a student is taking Agriculture then we will try to tap into their course work to strengthen their learning in both subjects.</p>		
<b>Pathway</b>	<p>When considering where to place students our priority is to enable students to achieve success. Students will select their courses in collaboration with the HOF, Deans and parents where necessary. The Standards and mix of internal and external assessments offered in these courses will depend on student needs and interests within the classes</p>		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> Reading 0 - 8 Writing 6 Both 0 - 8
	0-8	12-18	

<b>Learning Area(s)</b>	<b>Level 2 Te Reo Māori (MAO)</b>		
<b>Course Outline</b>	This course aims to further develop the language skills of listening, speaking, reading, writing and research in Te Reo Māori within familiar contexts so that they may be assessed appropriately. These contexts may include history, traditions, customs and leisure activities.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course which leads to the University Approved subject of NCEA Level 3 Te Reo Māori.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> Yes
	12	48	

## MATHEMATICS / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Mathematics / Mathsketeers (MAK)</b>		
<b>Course Outline</b>	Mathematics helps students think analytically. In this moderately paced course students will apply trigonometric, probability and networking methods to solve problems as well as statistical methods to make inferences. Furthermore, students will get an understanding of how Mathematics governs everything, from music and personal finance to traveling and sport.		
<b>Pathway</b>	This is an Internally assessed Achievement Standards course. The course work will set students up for the use of Mathematics in the workplace		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Numeracy</b>
	0	11	

<b>Learning Area(s)</b>	<b>Level 2 Mathematics / Mathletes (MAL)</b>		
<b>Course Outline</b>	Mathematics helps students think analytically. In this high paced, academic course students will apply algebraic, trigonometric and calculus methods in solving problems as well as statistical methods in making inferences. Furthermore, students can expect to apply all these mathematical concepts in everyday scenarios, realising that the laws of mathematics govern everything around us.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. The course work will set students up for Level 3 Calculus and Statistics		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Numeracy</b>
	8	11	

## PHYSICAL EDUCATION AND HEALTH / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Athlete Development Programme (ADP)</b>		
<b>Course Outline</b>	<p>Completely practically based course for those students who are committed and serious about fitness, training and Athlete Development. This course builds mental resilience through hard physical training that students can apply back to their own sports and areas of life. Each term will have an event goal to complete including; Tough Guy/Gal Challenge, 10km or half marathon run and ADP Brutality Fitness Tests.</p> <p>The course is designed to develop fundamental skills, strength and conditioning, good training habits, and develop the required mindset for successful participation in sport. It has a student-centred focus where particular attention is not only focused on the above, but on tracking well-being and wrapping support around the athlete when required. Participation in this course will develop a high level of understanding of what is required to become a successful sports person and a quality young sports person.</p>		
<b>Pathway</b>	This is an Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Physical Education.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	0	4	

<b>Learning Area(s)</b>	<b>Level 2 Health (HEA)</b>		
<b>Course Outline</b>	<p>The Health Program at Ōtorohanga College explores hauora/well-being and many health enhancing decisions. Students learn to think critically and to make meaning of the world around them by exploring health related contexts. We also look at contemporary health issues in both the world and New Zealand as well as Health Promotion.</p> <p>This course is aimed at preparing students for Health at Level 3. It consists of four theory lessons per week. Topics to be studied include analyse an adolescent health issue, evaluate factors that influence people's ability to manage change, analyse issues related to gender and sexuality to develop strategies for addressing the issues and analyse an interpersonal issue that places personal safety at risk.</p>		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Health.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	9	15	No

<b>Learning Area(s)</b>	<b>Level 2 Physical Education (PED)</b>		
<b>Course Outline</b>	<p>The Physical Education program at Ōtorohanga College is centered around making students active for life. Students will complete two practical and two theory lessons a week. Topics are focused around; anatomy, physiology, biomechanics, sports performance, fitness, interpersonal skills, sports promotion, outdoor education and safety. There is no better place to learn about life and character than in the gym and on the field of play. "When at play your character is on display!"</p>		
<b>Pathway</b>	This is an Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Physical Education.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	0	21	No

<b>Learning Area(s)</b>	<b>Level 2 Physical Education And Health (PHE)</b>		
<b>Course Outline</b>	Students learn that well-being is a combination of the physical, mental and emotional and social and spiritual aspects of people's lives. They learn to think critically and to make meaning of the world around them by exploring health-related and movement contexts. They learn how to bring about sustainable health-enhancing change for individuals, communities and society. In practical lessons students will explore fitness, team sports, methods of training and sports performance.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Physical Education and Health.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	5	16	

## SCIENCE / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Applied Science (ASC)</b>		
<b>Course Outline</b>	A practical Science course allowing students to have a wide Level 2 NCEA Science knowledge with a practical component. A collection of NCEA Level 2 Achievement Standards - That have practical assessments. From the domains Biology, Chemistry, Physics, Agriculture and Horticulture.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. The course work will set students up for a Diploma of Applied Science, Veterinary Nursing, Laboratory technician and relevant knowledge for Automotive technician, Healthcare Assistant and the armed forces.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	3	16	

<b>Learning Area(s)</b>	<b>Level 2 Biology (BIO)</b>		
<b>Course Outline</b>	Biology leads students to investigate and develop their understanding of diversity, structure, function and the interrelationships of living organisms and their interactions with the abiotic environment. This course covers planning, processing, interpreting and communicating scientific information, ecology – organisms and their environment, cell structure and processes, plant and animal processes, biological issues and gene expression.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. The Level 3 Biology course is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> 4 writing
	8	14	

<b>Learning Area(s)</b>	<b>Level 2 Chemistry (CHE)</b>		
<b>Course Outline</b>	Chemistry is about understanding the different properties of different substances and how these can change. Chemistry allows us to predict how substances may change when the surrounding conditions change or how they may react to form new substances. This course covers the areas of atomic structure and bonding, organic chemistry, physical chemistry, redox reactions and qualitative and quantitative chemistry.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Level 3 Chemistry is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	5	10	

<b>Learning Area(s)</b>	<b>Level 2 Physics (PHY)</b>		
<b>Course Outline</b>	Physics seeks to understand nature at its most fundamental level. Studying Physics attempts to discover and apply the general laws that govern force and motion, matter and energy and space. Topics to be studied include mechanics, waves, electricity and electromagnetism, atomic and nuclear physics, a practical physics investigation that leads to a non-linear mathematical relationship and physics relevant to a selected context.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Level 3 Physics is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	6	12	

## SOCIAL SCIENCES / NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Accounting (ACC)</b>		
<b>Course Outline</b>	Students will prepare financial statements for users and also analyse statements. You will use Accounting software to create financial records. Students that perform well can complete one Level Three Achievement Standard.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Level 3 Accounting is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	4	14	

<b>Learning Area(s)</b>	<b>Level 2 Agribusiness (AGB)</b>		
<b>Course Outline</b>	The focus of this course is equipping students with knowledge and skills to create a viable business, using pest control and farming management as contexts. Students in this course will be fully active in pest control methods, preparing the necessary equipment to support pest control, on a local farm. You will negotiate the natural environment, learn about pest control and health and safety measures. A small part of this will include farming management.		
<b>Pathway</b>	This is an internally assessed course and offers a combination of both Unit Standards and Achievement Standards. This course will also have strong links with Pathways to support learning in real environments such as farms and local native bush under the guidance of field experts.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	0	17	

<b>Learning Area(s)</b>	<b>Level 2 Business (BUS)</b>		
<b>Course Outline</b>	You will create a business plan to carry out a real business in groups. Students will be challenged to create innovative products or services that will be sold via local markets and/or via a website created by the group. Local entrepreneurs are invited in as guest speakers to enhance learning in Business.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Level 3 Accounting or business is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	4	12	

<b>Learning Area(s)</b>	<b>Level 2 History (HIS)</b>		
<b>Course Outline</b>	Students will study significant events in New Zealand and international history. The analysis of history builds strong research, critical thinking and writing skills while giving students a better understanding of the world. Good literacy skills are required to perform well in this subject.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Level 3 History is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	5	14	

<b>Learning Area(s)</b>	<b>Level 2 Tourism (TOR)</b>		
<b>Course Outline</b>	Tourism involves the study of international and domestic tourist destinations, the characteristics and needs of tourists, the impacts of tourism on a destination, and work roles within the tourism industry. There is opportunity for a curriculum field trip to enhance the learning in Tourism.		
<b>Pathway</b>	This is an Internally assessed Unit Standards course. Level 3 Tourism is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b>
	0	21	

# Technology

## NCEA Level 2

<b>Learning Area(s)</b>	<b>Level 2 Design And Visual Communication (DVC)</b>		
<b>Course Outline</b>	The future is visual. Visual communication is one of the most universal forms of design. It is at the heart of how our world works; guiding, informing, persuading and inspiring us every day. Design and Visual Communication will equip students with the fundamental skills to express their design ideas visually as well as gaining an understanding of design and the design process. Design and Visual communication offers huge scope and flexibility for creative problem based design solutions.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Design And Visual Communication.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	10	9	

<b>Learning Area(s)</b>	<b>Level 2 Digital Technologies (DTE)</b>		
<b>Course Outline</b>	Students learn to use computing technology to solve a range of problems alongside software solutions. They can choose a coding pathway or may prefer to lean towards more practical skills needed for a workplace setting.		
<b>Pathway</b>	This is an Internally assessed Achievement Standards course. This course leads to NCEA Level 3 Digital Technologies, workplace skills and tertiary studies.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	0	18	

<b>Learning Area(s)</b>	<b>Level 2 Hospitality (HOS)</b>		
<b>Course Outline</b>	Level 2 students will have opportunities to build on a solid foundation of practical and theoretical cookery and hospitality skills. This will include planning and problem-solving, menu item trials, costing, evaluation, customer consultation and successful production of dishes for a variety of food occasions for paying customers. Students will also receive Barista training through the Pathways programme.		
<b>Pathway</b>	This is an Internally assessed course. This course leads to NCEA Level 3 Hospitality.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	0	20	

<b>Learning Area(s)</b>	<b>Level 2 Technology (TEC)</b>		
<b>Course Outline</b>	The course builds on the foundation skills and knowledge gained in Level 1 Resistant Materials to refine student skills and develop understanding about best practice and manufacturing techniques. Largely practical in nature, based around construction projects such as furniture making, Building and Carpentry skills, and other hands-on activities. Students who have completed the Trades and Construction course will aim to achieve credits for Building, Construction and Allied Trades Skills Units.		
<b>Pathway</b>	This is an Externally and Internally assessed Achievement Standards course. Any Level 3 Technology course is the natural progression from this course.		
<b>Assessment</b>	<b>External</b>	<b>Internal</b>	<b>UE Literacy</b> No
	4	24	