

2022



Year 12-Level Two
Option Handbook

CULLINANE COLLEGE

NCEA Level Two Courses

| | | |
|----------------------|-----------------------------|-----------------------|
| Accounting | Gateway | Physics |
| Biology | Geography | Printmaking |
| Chemistry | History | Religious Education |
| Dance | Life Skills | Spanish/Languages |
| Digital Technologies | Māori Performing Arts | Sports Studies |
| Drama | Mathematics | Sports and Recreation |
| Economics | Mathematics with Statistics | Te Reo Māori |
| English | Music | Tourism |
| Food Technology | Painting | Workshop Technology |
| | Photography | |

Future Pathways: How to Select Your Options

- Subject selection will be made via the KAMAR online portal.
- Please ensure you select ONE subject for all 6 lines and select two alternate subjects. The alternate subjects will be considered if you have clashes.
- Religious Education is **COMPULSORY**. All other options are **OPTIONAL**. Refer to the pages in this booklet for more details about each of the courses.
- You should, however, consider how you plan to attain your *UNIVERSITY ENTRANCE LITERACY* requirements if you opt. not to take English or Te Reo Māori at this level. Some courses, particularly those at tertiary level require you to have 5 UE Reading and 5 UE Writing credits in addition to your NCEA Level 2 or 3. If you are unsure of your pathway to attaining these vital credits talk to your Dean or Mrs Cox.
- Knowing which subjects to take in your next year of school can be difficult. Here are some tips to help with your decision making:
 - Know your options talk to teachers, parents, other adults
 - Think about your abilities and interests at school
 - Consider how your choices will affect your future. Ask the guidance counsellor for advice.
 - Look into what you may need to study to go into a particular career. The 'Job Profile' section on the careers.govt.nz website will give you information on job opportunities and pay scales

Level Two Accounting

Purpose: Students will manage the financial affairs of individuals, whānau and local or regional, small or medium entities, including community organisations that operate accounting subsystems, while acting with integrity. They will also make use of appropriate communication tools and skills to process, report and interpret information for individuals, whānau and local or regional small or medium entities that operate accounting subsystems.

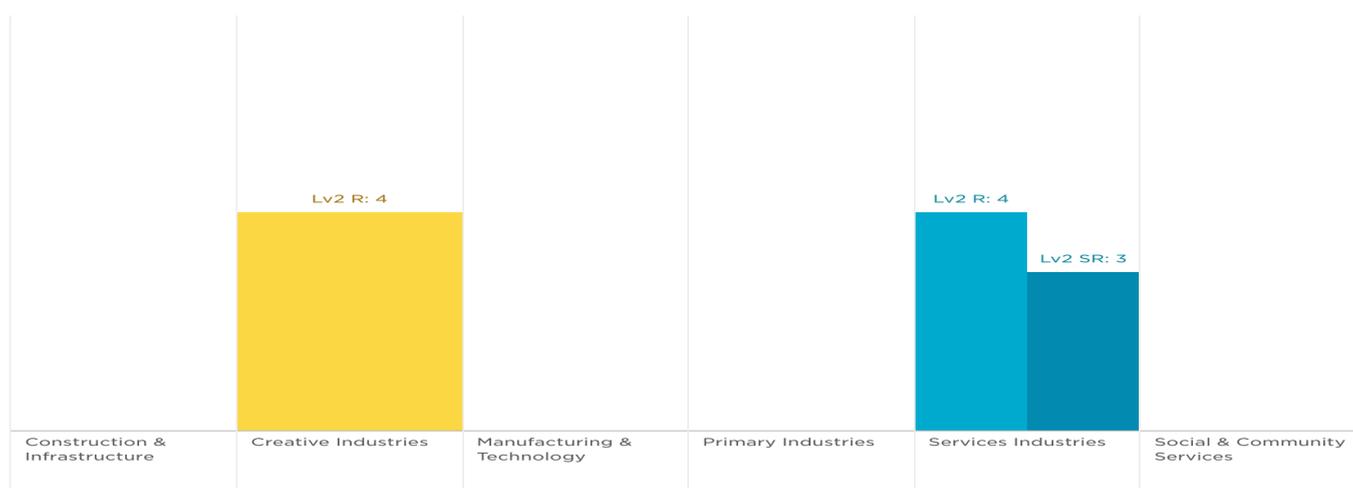
Vocational Pathway: Manufacturing and Technology, Service Industries, Social and Community Service, Creative Industry.

Recommended Entry: Satisfactory achievement in Year 11 Accounting is an advantage. However, students with a good work ethic can take this up at Year 12.

Course Outline: Accounting offers three internal and two external standards over the course of the year. An additional internal is on offer for those students who want to gain some more credits. Internal assessments cover managing inventories in a business, control over accounts receivable and MYOB SKILLS. It also involves preparing financial statements, cash budgets and analysing and interpreting reports for small or medium entities.

Assessment Information: 19 Credits (9 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate understanding of an inventory subsystem for an entity | 2 | 91386 | AS | Internal | 3 | |
| Demonstrate understanding of an accounts receivable for an entity | 2 | 91179 | AS | Internal | 3 | |
| Demonstrate understanding of accounting processing using accounting software | 2 | 91175 | AS | Internal | 4 | |
| Prepare financial information for an entity that operates accounting subsystems | 2 | 91176 | AS | External | 5 | |
| Interpret accounting information for entities that operate accounting subsystems | 2 | 91177 | AS | External | 4 | |



Vocational Credits: 7 | Other Credits: 12 | Total: 19

R = Recommended SR = Sector Related

Level Two Biology

Purpose: Biology is the study of living things and how they interact with each other and the environment. Students develop an understanding of the diversity of life and life processes with a strong emphasis on Genetics, and how flora and fauna are adapted for survival in their environments. This is an ideal course of study for students interested in careers in the medical and sport science professions.

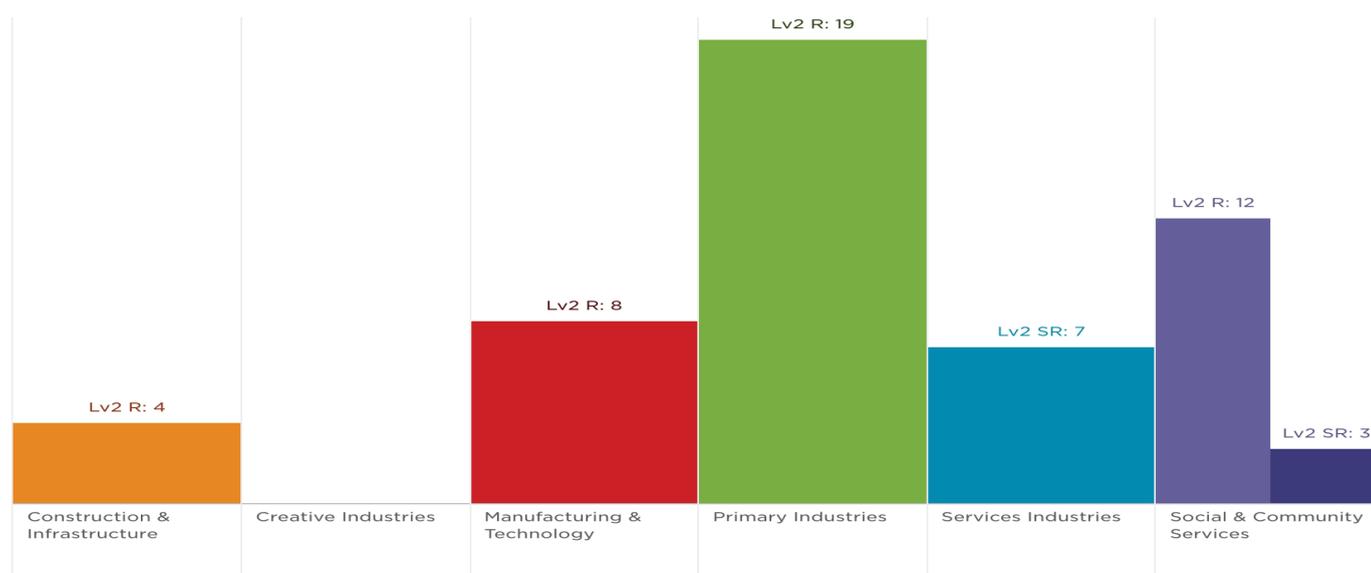
Vocational Pathway: Community and Social Industries, Primary Industries, Manufacturing and Technology.

Recommended Entry: Satisfactory achievement in Year 11 Science – 12 credits is recommended.

Course Outline: There are three internal assessments, one is practical and two are written reports. There are two external papers offered.

Assessment Information: 19 Credits (8 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate understanding of adaptations of plants or animals to their way of life | 2 | 91155 | AS | Internal | 3 | |
| Carry out a practical investigation in a biology context, with supervision | 2 | 91153 | AS | Internal | 4 | |
| Demonstrate understanding of genetic variation and change | 2 | 91157 | AS | External | 4 | |
| Demonstrate understanding of gene expression | 2 | 91159 | AS | External | 4 | |
| Investigate a pattern in an ecological community, with supervision | 2 | 91168 | AS | Internal | 4 | |



Vocational Credits: 19 | Other Credits: 0 | Total: 19

R = Recommended SR = Sector Related

Level Two Chemistry

Purpose: Chemistry develops understanding of the composition and properties of matter, the changes it undergoes and the energy involved. Students use their understanding of the fundamental properties of chemistry to make sense of the world around them. They learn to interpret their observations by considering the properties and behaviour of atoms, molecules and ions. They learn to communicate their understanding using the symbols and conventions of chemistry.

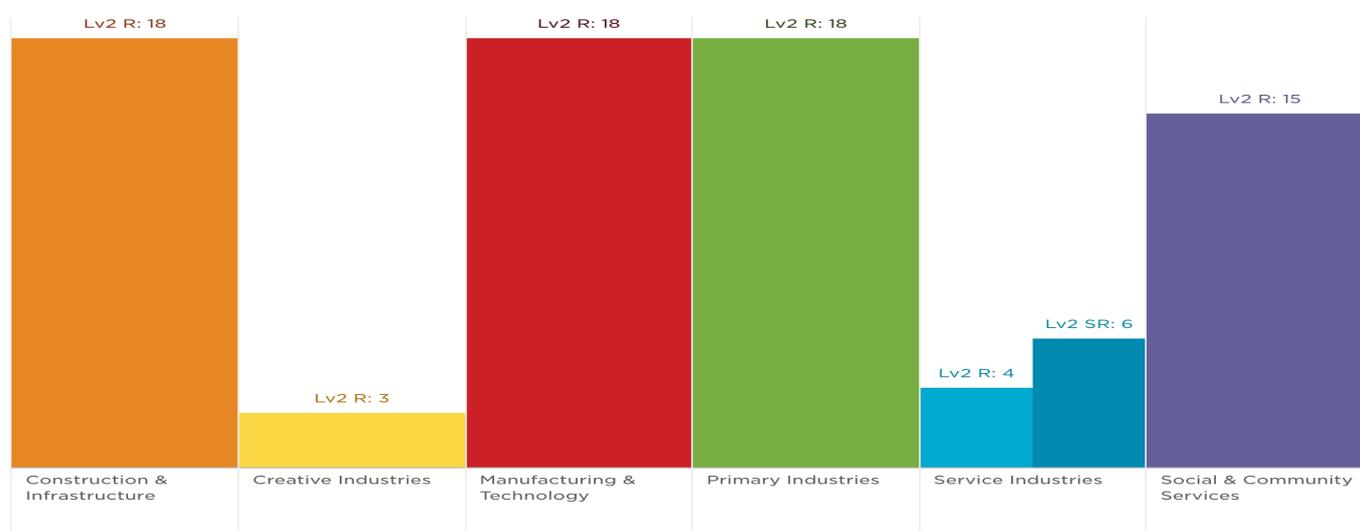
Vocational Pathway: Creative Industries, Community and Social Industries, Manufacturing and Technology, Primary Industries, and Construction and Infrastructure.

Recommended Entry: Satisfactory achievement in Year 11 Science.

Course Outline: Chemistry offers three internal and two external standards over the course of the year. Chemical concepts covered include oxidation, qualitative analysis, bonding, structure, properties of ions in a solution.

Assessment Information: 18 Credits (9 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Carry out an investigation into chemical species present in a sample using qualitative analysis | 2 | 91911 | AS | Internal | 3 | |
| Demonstrate understanding of the chemistry used in the development of current technology | 2 | 91163 | AS | Internal | 3 | |
| Demonstrate understanding of bonding, structure, properties and energy changes | 2 | 91164 | AS | External | 5 | |
| Demonstrate understanding of oxidation-reduction. | 2 | 91167 | AS | Internal | 3 | |
| Demonstrate understanding of chemical reactivity | 2 | 91166 | AS | External | 4 | |



Vocational Credits: 18 | Other Credits: 0 | Total: 18

Level Two Dance

Purpose: Students who take Dance at Level 2 develop the skills they have learnt around dance creation and performance. They will be given a variety of briefs to help generate movement; they will look at style and genre and analyse the work of Choreographers to influence their own work and the knowledge required for their external examination.

Vocational Pathway: Following the secondary school dance there are many outlets that support people who are passionate about movement and movement creation. Subsequently, vocational prospects in dance and dance performance are abundant, these include – Dance Performance for Stage and Screen, Choreographing and Composition, and Aural Design.

Recommended Entry: Satisfactory achievement and participation in Year 11 Dance or a willingness to develop their passion for dance.

Course Outline: The focus in Year 12 Dance is the generation of work for internal assessments. The students will use a number of different briefs and stimuli to create movement sequences. They will then use their knowledge to analyse the work of a Choreographer.

Assessment Information: 20 Credits (4 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Choreograph a group dance to communicate an intention. | 2 | 91205 | AS | Internal | 4 | |
| Choreograph a solo dance to communicate an intention. | 2 | 91206 | AS | Internal | 4 | |
| Perform a theatre dance to communicate understanding of the dance | 2 | 91208 | AS | Internal | 4 | |
| Demonstrate understanding of a range of choreographic processes | 2 | 91210 | AS | Internal | 4 | |
| Provide an interpretation of a dance performance with supporting evidence. | 2 | 91211 | AS | External | 4 | |



Vocational Credits: 20 | Other Credits: 0 | Total: 20

R = Recommended SR = Sector Related

Level Two Digital Technologies

Purpose: The aim of this course is to provide students with an opportunity to develop the skills to use a range of digital tools to design, create, manage and present information in a digital context.

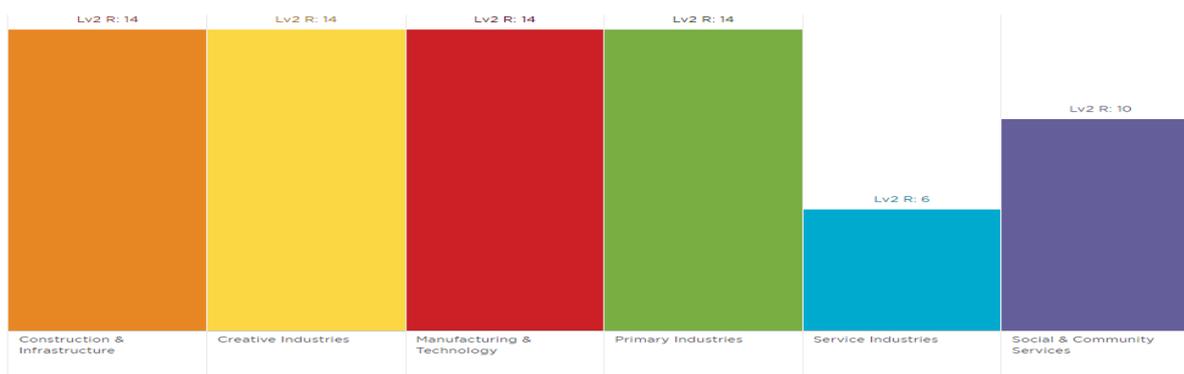
Vocational Pathway: Manufacturing and technology, service industries, social and community service, creative industry.

Recommended Entry: Satisfactory achievement and participation in Year 11 Digital Technologies (Media or Robotics, Electronics & Programming).

Course Outline: Digital Technologies at this level provides students with a good understanding of the main software programs used in business and industry. It also provides students with the skills necessary to confidently and competently use information technology in order to solve problems. We will be using the industry leading Adobe Creative Cloud suite of Applications. Opportunities will also be given to explore other topics, such as programming, electronics and databases depending on students' interests, prior knowledge and time available.

Assessment Information: A selection of credits from the following (Students are expected to complete a minimum of 14 Credits (including 3 External) during the year).

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Apply conventions to develop a design for a digital technologies outcome | 2 | 91891 | AS | Internal | 3 | |
| Use advanced techniques to develop a digital media outcome | 2 | 91893 | AS | Internal | 4 | |
| Use advanced techniques to develop a database | 2 | 91892 | AS | Internal | 4 | |
| Use advanced processes to develop a digital technologies outcome | 2 | 91897 | AS | Internal | 6 | |
| Use advanced techniques to develop an electronics outcome | 2 | 91894 | AS | Internal | 6 | |
| Use advanced programming techniques to develop a computer program | 2 | 91896 | AS | Internal | 6 | |
| Present a summary of developing a digital outcome | 2 | 91899 | AS | External | 3 | |



Vocational Credits: 14 | Other Credits: 0 | Total: 14
R = Recommended SR = Sector Related

Level Two Drama

Purpose: Students in Year 12 Drama will be developing new skills and refining the skills learnt in Year 11. They will be studying drama process and creation; they will examine the work of playwrights and further understand the techniques involved in learning and portraying characters in scripts.

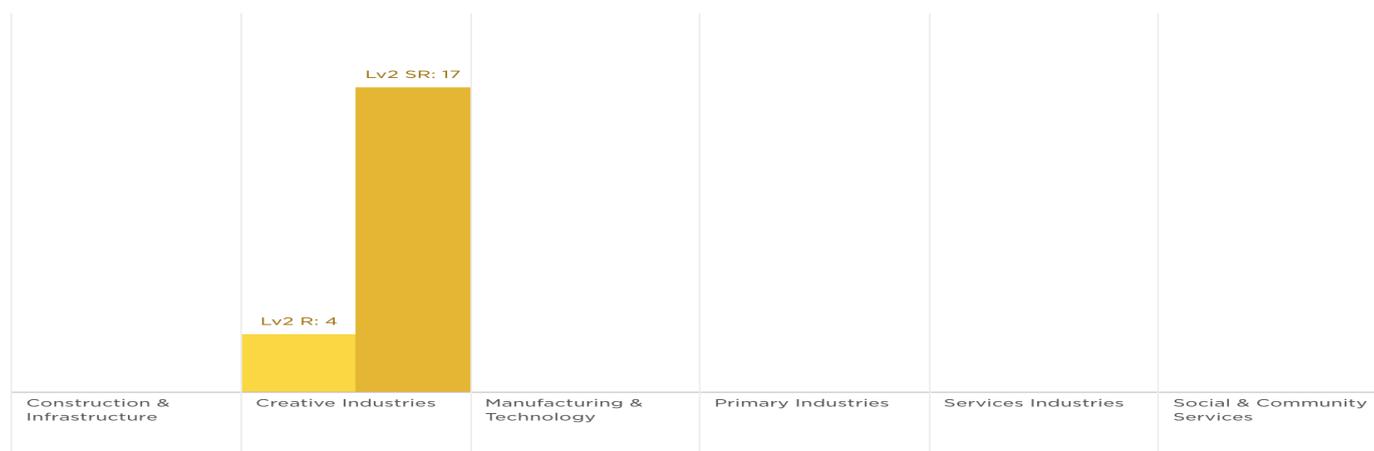
Vocational Pathway: Following secondary school performing arts there are many outlets that support people who are passionate about creative arts. Subsequently, vocational prospects in creative arts are abundant, these include – acting for stage and screen, directing, script / play writing, lighting design, costume construction and design, set construction and design, and sound design.

Recommended Entry: Satisfactory achievement and participation in Year 11 Drama.

Course Outline: The Year 12 Drama curriculum focuses on the creation and performance of Drama through different mediums. The students use different techniques to develop their own work. They also have the opportunity to see theatre in both amateur and professional settings.

Assessment Information: 21 Credits (4 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Apply Drama techniques in a scripted context. | 2 | 91213 | AS | Internal | 4 | Reading |
| Perform features of a complex drama or theatre form or period | 2 | 91216 | AS | Internal | 4 | Reading |
| Devise and perform a drama to realise an intention. | 2 | 91214 | AS | Internal | 5 | |
| Perform a substantial acting role in a scripted production. | 2 | 91218 | AS | Internal | 5 | Reading |
| Discuss drama elements, techniques, conventions and technologies within live performance. | 2 | 91219 | AS | External | 4 | Writing |



Vocational Credits: 21 | Other Credits: 0 | Total: 21

R = Recommended SR = Sector Related

Level Two Economics

Purpose: To understand how economic concepts and models provide a means of analysing contemporary New Zealand issues. To understand how government policies and contemporary issues interact.

Vocational Pathway: Creative Industries, Service Industries, Primary industries, Community and Social Industries.

Recommended Entry: Satisfactory achievement in Years 9 and 10 Business Studies and English. Year 11 Economics is an advantage.

Course Outline: The focus is contemporary macroeconomic issues such as unemployment, inflation, economic growth, child poverty. Students define and use statistical data to measure these issues. They use models to assist them in gaining an understanding of cause and effect. At this level, students will recognise the interdependent nature of the New Zealand economy by examining the impact government policies designed to address contemporary economic issues have on various groups in society. They will also understand that government policies may have unequal effects.

Assessment Information: 22 Credits (8 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Analyse unemployment using economic concepts and models | 2 | 91225 | AS | Internal | 4 | Reading |
| Analyse how government policies and contemporary economic issues interact | 2 | 91227 | AS | Internal | 6 | Reading |
| Analyse a contemporary economic issue of special interest using economic concepts and models | 2 | 91228 | AS | Internal | 4 | Reading |
| Analyse economic growth using economic concepts and models | 2 | 91224 | AS | External | 4 | Writing |
| Analyse inflation using economic concepts and models | 2 | 91222 | AS | External | 4 | Writing |

| Lv2 R: 8 | | | | | |
|-------------------------------|---------------------|----------------------------|--------------------|---------------------|-----------------------------|
| Construction & Infrastructure | Creative Industries | Manufacturing & Technology | Primary Industries | Services Industries | Social & Community Services |

Vocational Credits: 8 | Other Credits: 14 | Total: 22

R = Recommended SR = Sector Related

Level Two English

Purpose: To develop students English skills in reading, writing, viewing, listening, presenting and speaking and extend their understanding and skills into curriculum Level 7. Prepare students for the requirements of Level 3 NCEA English, University Entrance and further learning beyond secondary school.

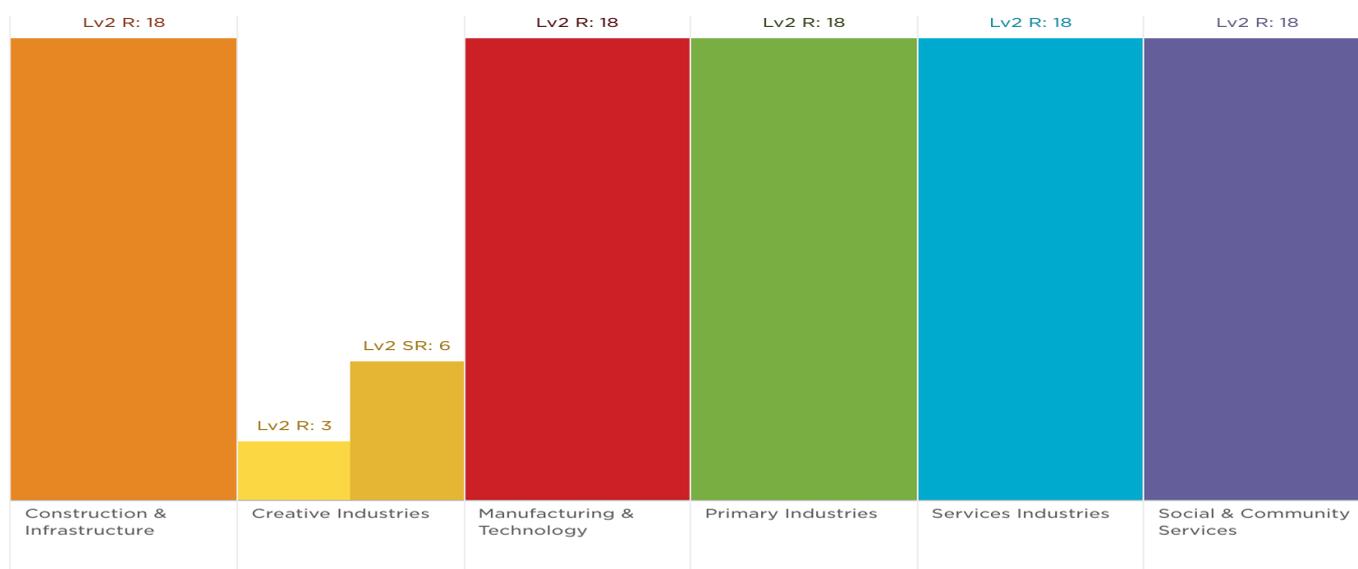
Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

Recommended Entry: Satisfactory achievement in the Level 1 External course.

Course Outline: This course has a strong literature focus and requires independent reading. Students should be able to analyse ideas or information they receive through the skills of listening, reading and viewing. They should be able to craft and develop meaning for themselves or others through the skills of speaking, writing and presenting.

Assessment Information: 21 Credits (8 External)

| Standard Title | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|--------|------|-------------------|---------|-----------------------------|
| Analyse specified aspect(s) of studied written text(s), supported by evidence | 91098 | AS | External | 4 | Reading & Writing |
| Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence | 91099 | AS | External | 4 | Writing |
| Produce a selection of crafted and controlled writing | 91101 | AS | Internal | 6 | Writing |
| Form developed personal responses to independently read texts, supported by evidence | 91106 | AS | Internal | 4 | Reading |
| Analyse aspects of visual and/or oral text(s) through close viewing and/or listening, supported by evidence | 91107 | AS | Internal | 3 | |



Vocational Credits: 21 | Other Credits: 0 | Total: 21

R = Recommended SR = Sector Related

Level Two Food Technology

Purpose: The aim is for students to continue to develop a broad technological literacy that will equip them to participate in society as informed citizens, and give them access to Food Technology and hospitality related careers. They consolidate practical skills as they develop and test food products and processes. They also learn historical and contemporary frameworks relating to food and food production in a variety of contexts.

Vocational Pathway: Food Production, Education, Hospitality and Service Industries, Social and Community Services.

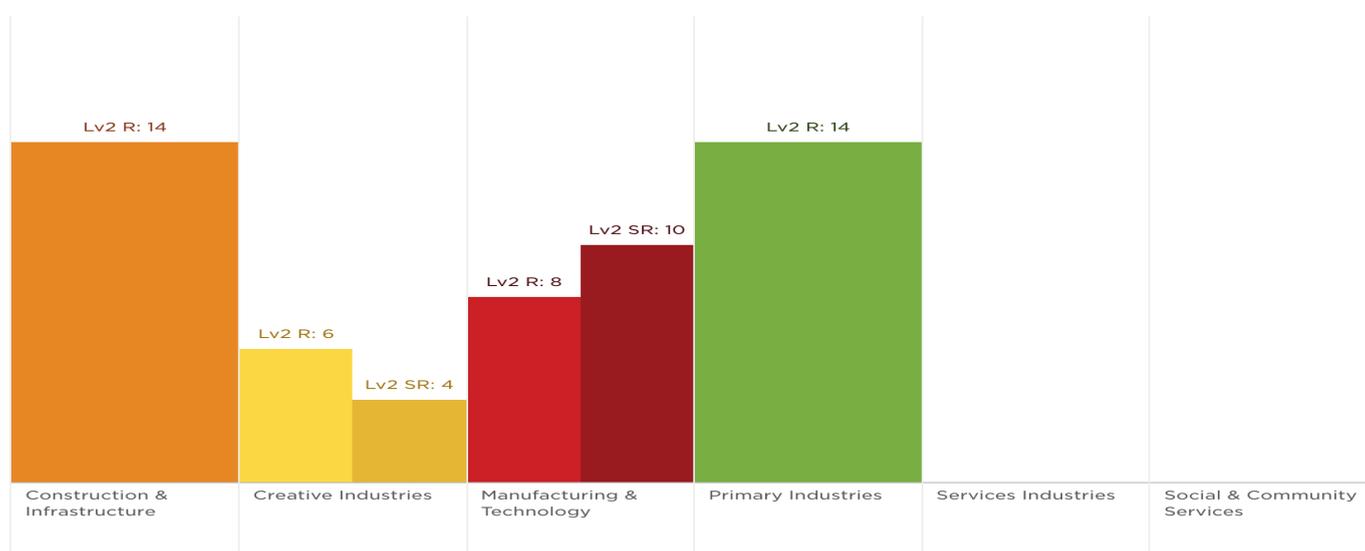
Recommended Entry: Students will have demonstrated an awareness of Food Health and Safety requirements at junior level and ideally have completed Level 1 Food Technology Standards (although this is not essential). A discussion with the Food Technology teacher is recommended prior to option selection.

Course Outline: This course is made up of Standards from the Technology Curriculum, and incorporates Generic Standards as well as specific food processing standards, which will support student understanding the skills and knowledge related to the culinary arts, including identifying food safety hazards and HACCP systems. Some hospitality standards may be offered

Assessment Information: 20 Credits (4 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Implement advanced procedures to process a specified product. | 2 | 91351 | AS | Internal | 4 | |
| Undertake brief development to address an issue | 2 | 91354 | AS | Internal | 4 | |
| Undertake effective development to make and produce a prototype | 2 | 91357 | AS | Internal | 6 | |
| Practice food safety methods in a food business under supervision | 2 | 167 | US | Internal | 4 | |
| Demonstrate understanding of how technological modelling supports risk management | 2 | 91358 | AS | External | 4 | |

Possibility of offering some hospitality standards (depending on the students).



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

Level Two Gateway

Purpose: Gateway supports students to undertake learning and assessment in the workplace. The aim is to give broader educational options which strengthen pathways for students into further education and training or employment.

Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries, Construction and Infrastructure, Manufacture & Technology, Primary industries.

Recommended Entry: Satisfactory attendance (85% or better) in Year 11 and the ability to work independently. There is an application process that students need to go through in order to be considered for the Gateway program. This is then followed by an interview with the Gateway co-ordinator and Dean. As schools are only funded for a certain number of Gateway student enrolments, places are limited for this program.

Course Outline: Students on this program will be required to **work one day per week** with a local employer in order to gain experience of what the workplace is like and what it means to work in the particular industry chosen. It is a requirement for each student to gain a **minimum of 20 credits** on this program. These credits can be achieved a range of ways and can be a mixture of Level 2 and Level 3 credits. Gateway students will complete unit standards that are connected to careers and transition programs, specific industry related standards that are related to the work experience students are participating in as well as courses run by outside providers. They will also complete a number of compulsory courses such as First Aid and Workplace Safety.

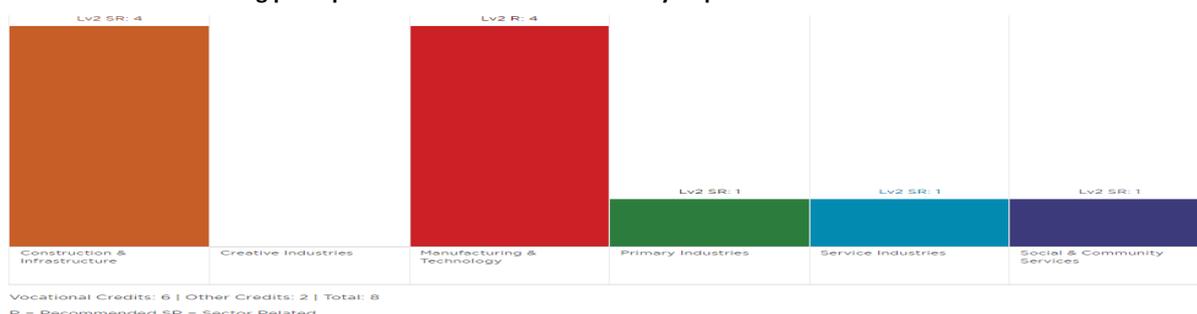
Assessment Information: Compulsory unit standards:

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Produce a personal targeted CV | 2 | 4252 | US | Internal | 2 | |
| Explore career options and their implications | 2 | 12383 | US | Internal | 3 | |
| Demonstrate knowledge of job search skills | 2 | 4253 | US | Internal | 3 | |
| Be interviewed in a formal interview | 2 | 1294 | US | Internal | 2 | |
| Explain taxation and other deductions relating to personal income | 2 | 24695 | US | Internal | 2 | |
| Evaluate options to increase personal income | 3 | 28098 | US | Internal | 3 | |
| Describe from an employee perspective, ways of dealing with employment relationship problems | 3 | 1980 | US | Internal | 3 | |
| Plan a career pathway | 3 | 4251 | US | Internal | 3 | |

Compulsory qualifications delivered by an external provider:

| Certificate / Qualification |
|---|
| Health and Safety in the workplace |
| Hearing conservation and manual lifting |
| Advanced work-based first aid |

The remainder of the program credits will be made up of individual unit standards specific to the vocational pathway chosen by the student. Every student will have a learning plan specific to them and their Gateway requirements.



Level Two Geography

Purpose: Geography introduces the relationship between people and the environment. The course also looks to build understanding around Geographical skills and concepts, whilst looking to apply such to global issues.

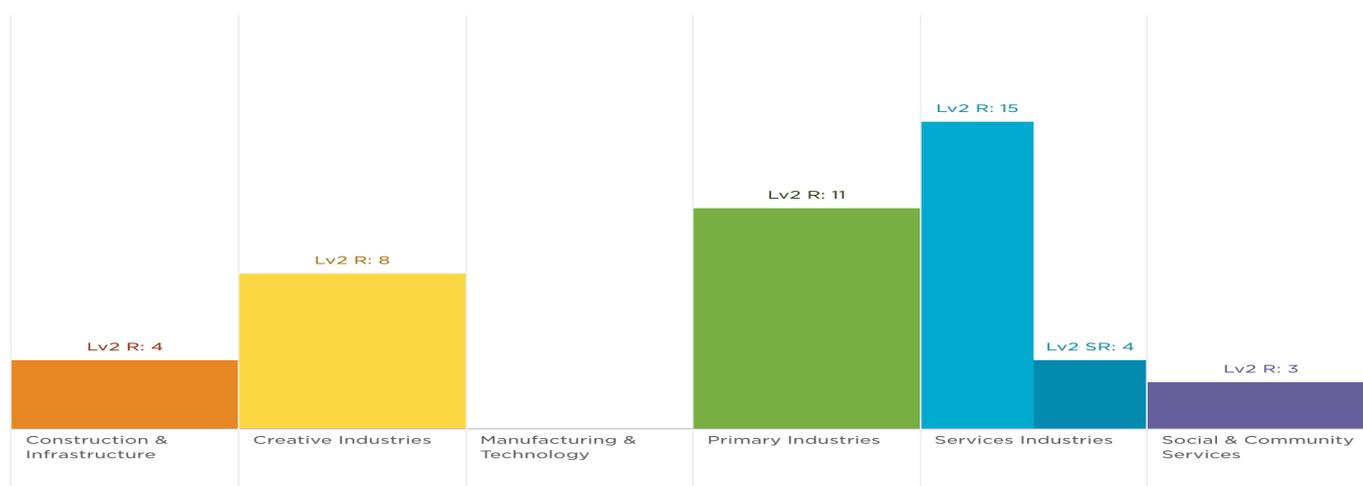
Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

Recommended Entry: Satisfactory achievement in Year 11 Geography or English.

Course Outline: Geography offers four internal and two external standards over the course of the year. Geographical skills will be looked at in all units of work and in a small starter unit. A field trip is planned to the Tongariro Volcanic Plateau. This field trip is for two Achievement Standards (one internal and one external). Other topics include: Malaria, Human Trafficking and Affluenza.

Assessment Information: 18 Credits (7 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Conduct geographic research with guidance | 2 | 91244 | AS | Internal | 5 | |
| Explain aspects of a contemporary New Zealand geographic issue. | 2 | 91245 | AS | Internal | 3 | |
| Explain aspects of a geographic topic at a global scale. | 2 | 91246 | AS | Internal | 3 | |
| Demonstrate geographic understanding of an urban pattern | 2 | 91241 | AS | Internal | 3 | |
| Demonstrate geographic understanding of a large natural landscape. | 2 | 91240 | AS | External | 4 | Reading & Writing |
| Apply geography concepts and skills to demonstrate understanding of a given environment. | 2 | 91243 | AS | External | 4 | |



Vocational Credits: 19 | Other Credits: 0 | Total: 19

R = Recommended SR = Sector Related

Level Two History

Purpose: History introduces the relationship between the causes and consequences of past events that have significantly shaped the lives of people and society.

Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

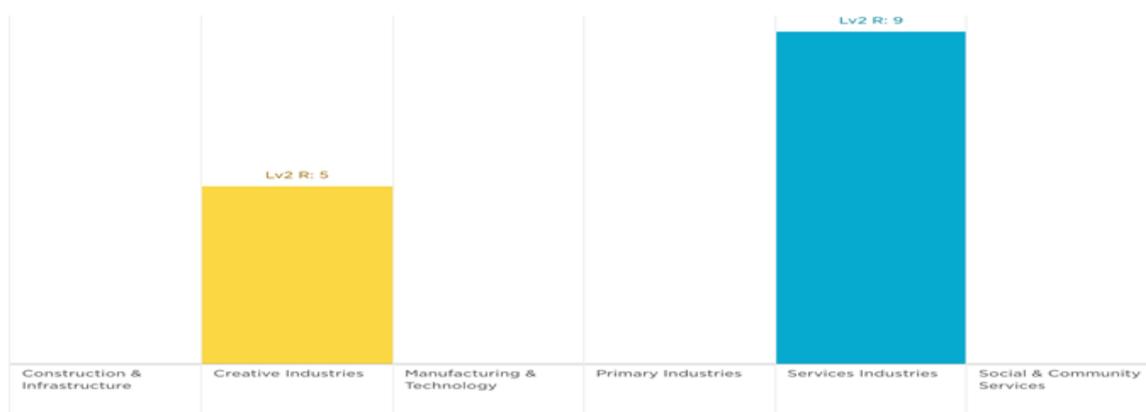
Recommended Entry: Satisfactory achievement in Year 11 History, Geography or English.

Course Outline: Historical skills will be used to understand the relationship between Maori and Pakeha in 19th Century NZ, particularly the 1860's Wars period. Research will be undertaken to delve into any aspect of New Zealanders at war from 1843 to modern day. The third optional project will be a contentious issue where students will have to consider two sides of an event from the perspective of people involved such as the conscientious objection to WWI. Alternative topics may be negotiated with the teacher.

Related Cost: Nil

Assessment Information: 23 Credits (9 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Carry out an inquiry of an historical event or place that is of significance to New Zealanders | 2 | 91229 | AS | Internal | 4 | Reading |
| Examine an historical event or place that is of significant to New Zealanders. | 2 | 91230 | AS | Internal | 5 | Reading |
| Interpret different perspectives of people in an historical event of significance to NZers. | 2 | 91232 | AS | Internal | 5 | Reading |
| Examine sources of an historical event that is of significance to NZers. | 2 | 91231 | AS | External | 4 | Reading & Writing |
| Examine the causes and consequences of a significant historical event. | 2 | 91233 | AS | External | 5 | Reading & Writing |



Vocational Credits: 14 | Other Credits: 9 | Total: 23
 R = Recommended SR = Sector Related

Level Two Life Skills

Purpose: To help prepare and provide students with skills to manage everyday living. This course will help students develop skills to be independent, improve communication, focus on their health and wellbeing and plan for their future. There will be a focus on individual development and students will explore options and set personal goals for their future.

Recommended Entry: There is open entry to this course for all students.

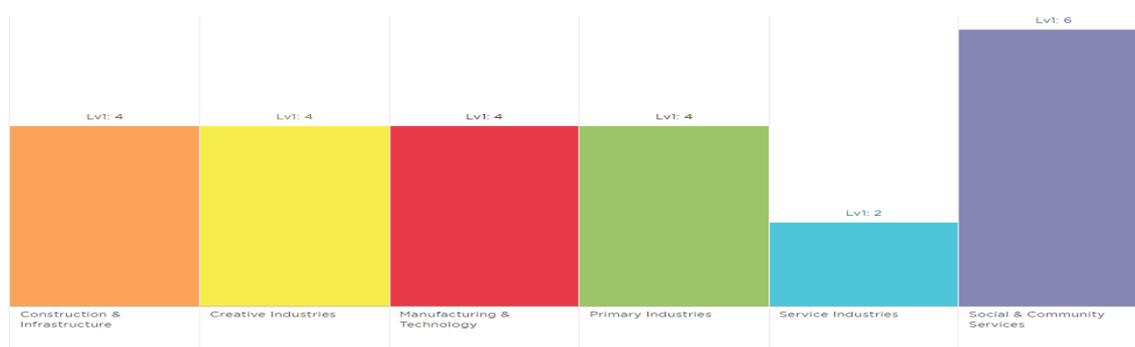
Course Outline: This course provides students with a range of transferable skills and knowledge. Topics covered will include basic computer skills, planning a learning programme, financial literacy skills, employment skills and consumer rights.

Assessment Information: 20 credit course selected from the following standards:

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy |
|--|-------|--------|------|-------------------|---------|-------------|
| Produce a plan for your future | 2 | 10781 | US | Internal | 3 | |
| How to recognise and respond to discrimination | 2 | 542 | US | Internal | 3 | |
| Vehicle ownership and operation | 2 | 4261 | US | Internal | 2 | |
| The police in the community | 2 | 30907 | US | Internal | 3 | |
| Renting accommodation in New Zealand | 2 | 12354 | US | Internal | 4 | |
| Banking products and services | 2 | 28097 | US | Internal | 3 | |
| Complete complex forms | 2 | 24871 | US | Internal | 2 | |
| Care practices for infants and toddlers | 2 | 29856 | US | Internal | 2 | |
| Explain income tax and other deductions | 2 | 24695 | US | Internal | 2 | |
| How to manage your time | 2 | 12349 | US | Internal | 3 | |
| Describe strategies for managing stress | 2 | 12355 | US | Internal | 3 | |

Other qualifications, trips and presentations offered in this course:

- Cooking/baking lessons
- Opportunities for volunteering in our community
- First Aid Certificate training
- Presentations from local organisations/people in conjunction with certain standards - eg police, finance officers, real-estate broker, mechanic.



Vocational Credits: 8 | Other Credits: 8 | Total: 16
R = Recommended SR = Sector Related

Level Two Māori Performing Arts

Purpose: The course is designed to further increase student knowledge and skill of kapahaka disciplines including moteatea, haka, poi, whakaraka and waiata-a-ringa.

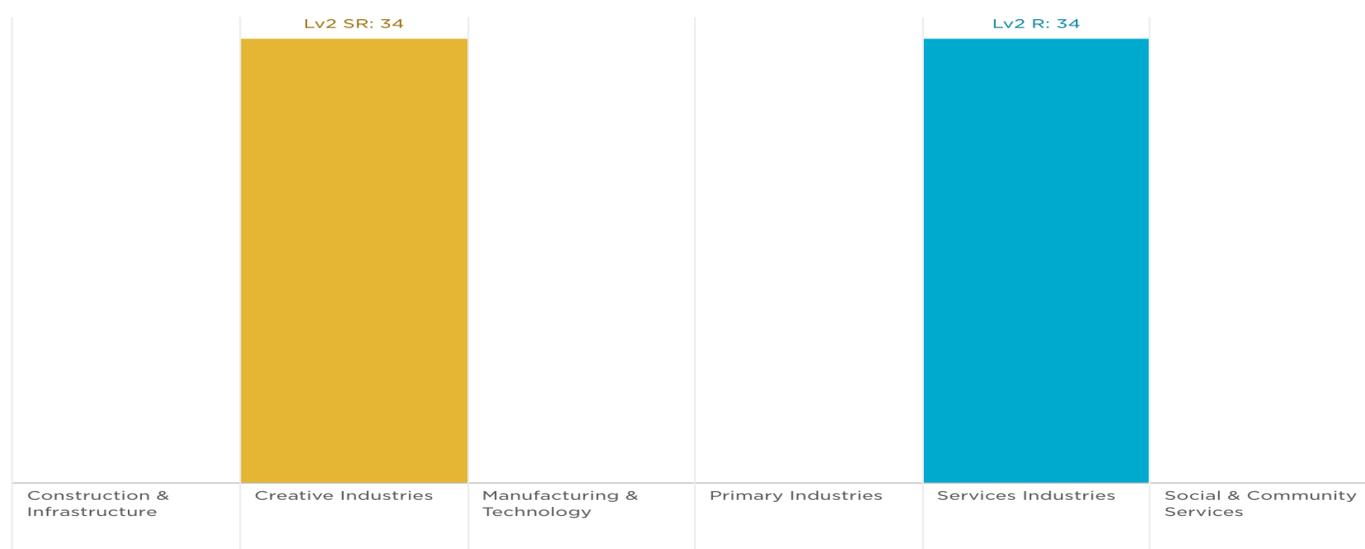
Vocational Pathway: Creative Industries, Service Industries.

Recommended Entry: Level 1 Māori Performing Arts or previous discussion with the HOD of Māori.

Course Outline: Students will combine their written skills and Māori Performing Arts skills to achieve in this course. By the conclusion of the year, students would have learnt the words to perform, learnt the history, learnt about the reasons for performing, and learnt about all the different genres of haka, waiata-a-ringa, moteatea and whakaraka. It is a requirement for students to join the school kapahaka team if selecting this option to develop practical skill and knowledge.

Assessment Information: 28-32 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate knowledge and skills of Haka | 2 | 13371 | US | Internal | 6 | |
| Demonstrate knowledge and skills of waiata a-ringa | 2 | 13363 | US | Internal | 6 | |
| Demonstrate knowledge and skills of Mōteatea | 2 | 13359 | US | Internal | 6 | |
| Demonstrate knowledge and skills of Poi | 2 | 13367 | US | Internal | 10 | |
| Perform Māori Performing Arts Bracket | 3 | 22756 | US | Internal | 10 | |



Vocational Credits: 34 | Other Credits: 0 | Total: 34

R = Recommended SR = Sector Related

Level Two Mathematics

Purpose: To provide a sound basis for further study in Mathematics at Level 3 and beyond.

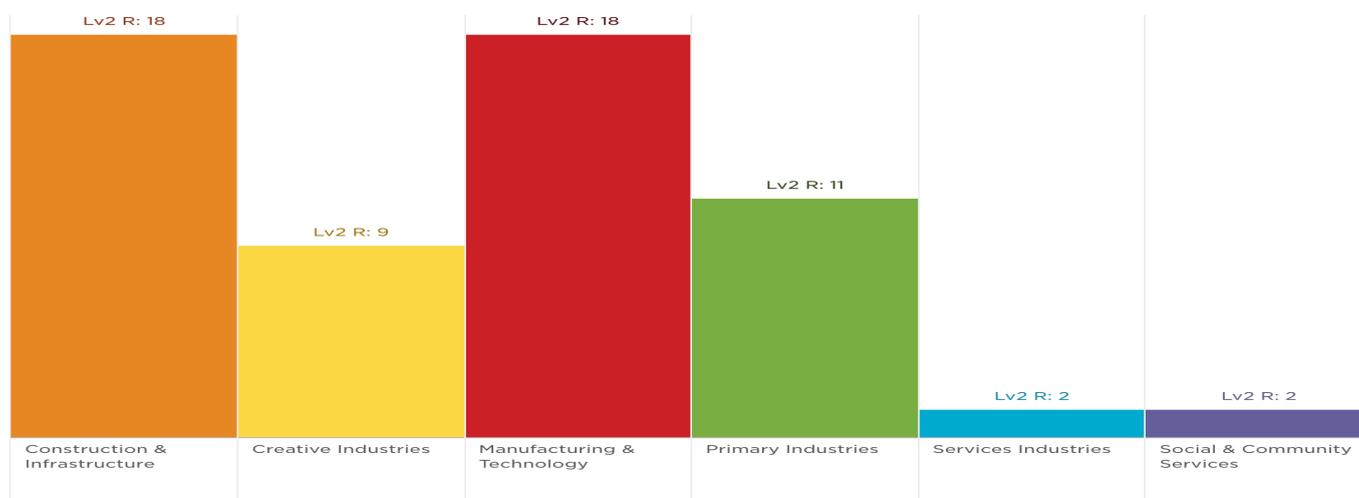
Vocational Pathway: Primary Industries, Service Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, Creative Industries.

Recommended Entry: Students need success in the MCAT at Level 1 and at least 14 Mathematics Achievement Standard credits, preferably at Merit level.

Course Outline: This course follows on from Level 1 Mathematics with Algebra. Students are offered both internal and external standards at Level 2, covering Algebra, Graphing, Trigonometry and Calculus. Those who want to continue on to do Calculus at Year 13 must select this course. It is intended as a preparation for Level 3 and eventually tertiary mathematics at University or Polytechnic. Students may choose both Level 2 Mathematics and Level 2 Mathematics with Statistics.

Assessment Information: 18 Credits (9 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Apply systems of equations in solving problems | 2 | 91269 | AS | Internal | 3 | |
| Apply coordinate geometry methods in solving problems | 2 | 91256 | AS | Internal | 2 | |
| Apply trigonometric relationships in solving problems | 2 | 91259 | AS | Internal | 3 | |
| Apply sequences and series in solving problems (if time) | 2 | 91258 | AS | Internal | 2 | |
| Apply algebraic methods in solving problems | 2 | 91261 | AS | External | 4 | |
| Apply calculus methods in solving problems | 2 | 91262 | AS | External | 5 | |



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

Level Two Mathematics with Statistics

Purpose: To provide a sound basis for further study in Statistics and Probability at Level 3 and beyond. Statistics is a useful companion to many fields of study.

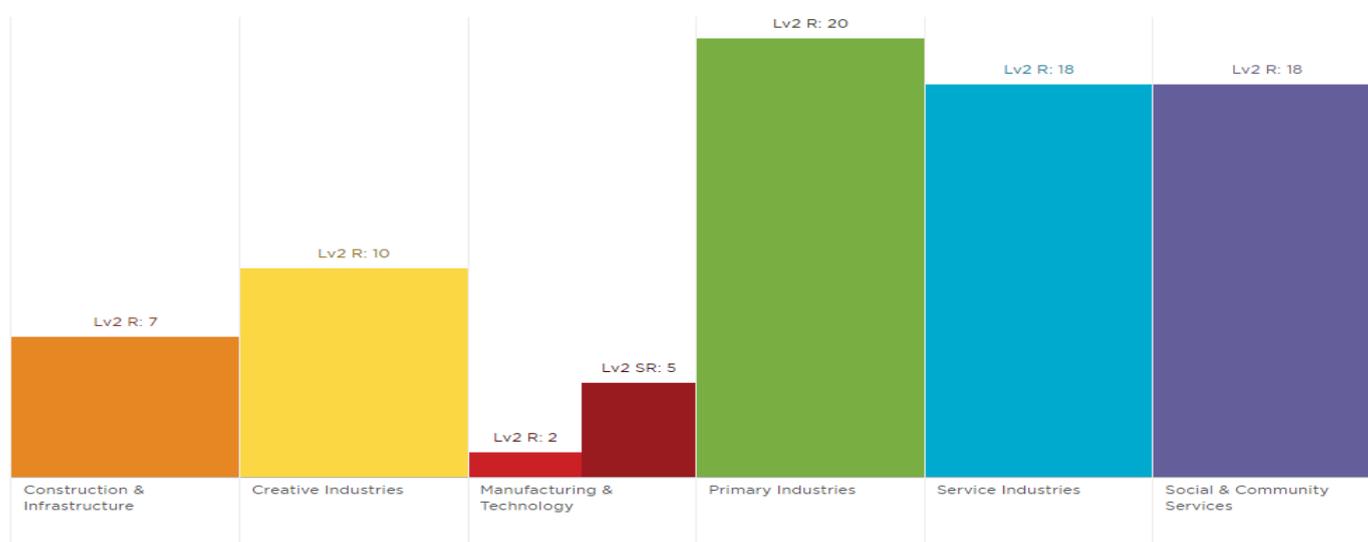
Vocational Pathway: Primary Industries, Service Industries, Social and Community Services, Manufacturing and Technology, Construction and Infrastructure, Creative Industries.

Recommended Entry: Students need at least 14 Mathematics Achievement Standard credits.

Course Outline: In this course, students are offered a range of standards both internal and external at Level 2, covering Probability and Statistical Methods. Students intending to continue on to do Statistics at Year 13 should select this course. Students may choose both Level 2 Mathematics and Level 2 Mathematics with Statistics.

Assessment Information: 20 Credits (4 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Investigate a situation involving elements of chance using a simulation | 2 | 91268 | AS | Internal | 2 | |
| Use statistical methods to make an inference | 2 | 91264 | AS | Internal | 4 | |
| Design a questionnaire | 2 | 91263 | AS | Internal | 3 | |
| Evaluate a statistically based report | 2 | 91266 | AS | Internal | 2 | Reading |
| Conduct an experiment to investigate a situation using statistical methods (if time) | 2 | 91265 | AS | Internal | 3 | |
| Use networks to solve problems | 2 | 91260 | AS | Internal | 2 | |
| Apply probability methods in solving problems | 2 | 91267 | AS | External | 4 | |



Vocational Credits: 20 | Other Credits: 0 | Total: 20

R = Recommended SR = Sector Related

Level Two Music

Purpose: The Year 12 Music class focuses on Achievement standards covering composition, music analysis and performance. It is expected that Year 12 music students will also engage in music theory and aural to prepare for the external examinations at the end of the year.

Vocational Pathway: Composer, DJ, Music Journalist, Music Teacher, Musician, Performer, Radio Producer, Recording Engineer, Sound Designer/Engineer, Recording Engineer, Singer/Songwriter, Sound or Multimedia Designer, Television, Film.

Recommended Entry: Level 1 NCEA Achievement Standard credits in Music.

Course Outline: Students will complete several self-directed internals throughout the course of the year while preparing for the external examinations by examining several music works in class, going over music theory and learning aural skills. The self-directed assessments are based around composition, performance (both group and solo) and research and will be completed by various deadlines set throughout the term. It is not expected for students to do every standard listed below but rather to choose a personal course of study within these possible standards.

Assessment Information: 35 Credits (12 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate ensemble skills by performing a substantial piece of music as a member of a group. | 2 | 91272 | AS | Internal | 4 | |
| Perform two substantial pieces of music as a featured soloist | 2 | 91270 | AS | Internal | 6 | |
| Investigate an aspect of New Zealand music. | 2 | 91278 | AS | Internal | 4 | |
| Perform a substantial piece of music as a featured soloist on a second instrument. | 2 | 91274 | AS | Internal | 3 | |
| Compose two substantial pieces of music | 2 | 91271 | AS | Internal | 6 | |
| Demonstrate knowledge of conventions in a range of music scores. | 2 | 91276 | AS | External | 4 | |
| Demonstrate understanding of two substantial and contrasting music works | 2 | 91277 | AS | External | 4 | Writing |
| Demonstrate aural understanding through written representation | 2 | 91275 | AS | External | 4 | |



Vocational Credits: 21 | Other Credits: 0 | Total: 21

Level Two Art Painting

Purpose: This course takes a student through a series of student selected artist models influences which are used for practice based development, that bridge the student to a self-orientated pathway of original artwork.

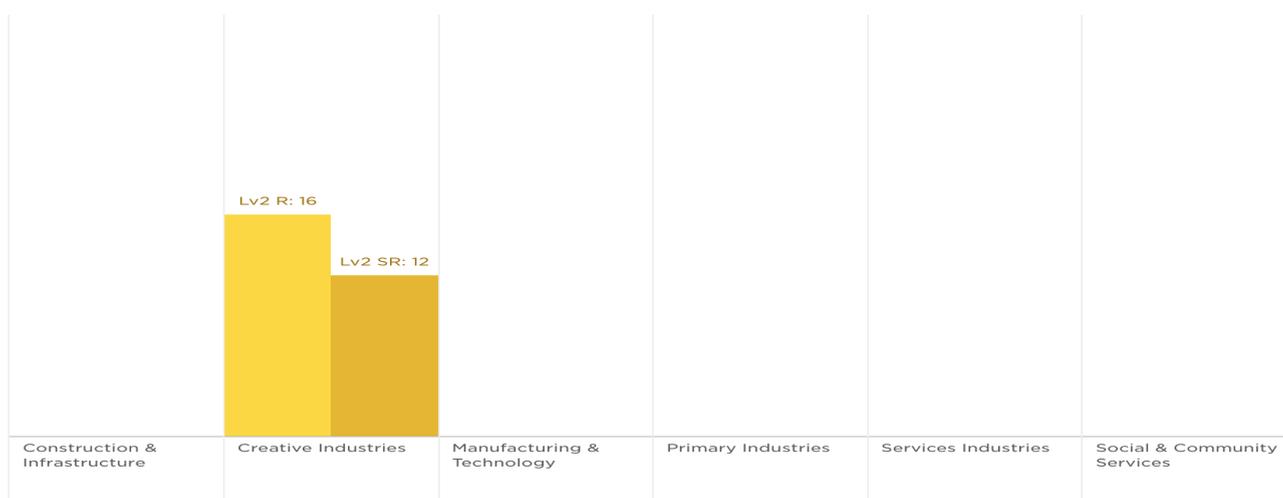
Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by the media. Indeed, everything manufactured (from websites to lawn ornaments and everything in between), has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

Course Outline: The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.1.

Assessment Information: 28 Credits (12 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate an understanding of methods and ideas from established practice appropriate to painting. | 2 | 91306 | AS | Internal | 4 | |
| Use drawing methods to apply knowledge of conventions appropriate to painting. | 2 | 91311 | AS | Internal | 4 | |
| Develop ideas in a related series of drawings appropriate to established painting. | 2 | 91316 | AS | Internal | 4 | |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | AS | Internal | 4 | |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within painting. | 2 | 91321 | AS | External | 12 | |



Vocational Credits: 28 | Other Credits: 0 | Total: 28

R = Recommended SR = Sector Related

Level Two Art Photography

Purpose: The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios so that they will be prepared for the Level 3 portfolio. Achievement Standard 2.2 and 2.1 are offered as an extension course.

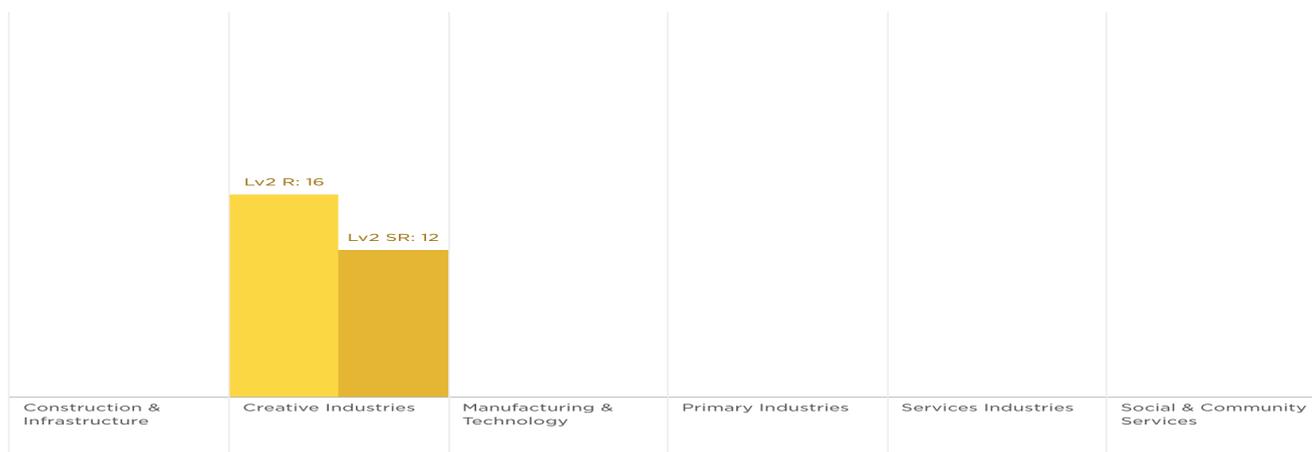
Vocational Pathway: If you are interested in the act of creativity you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured (from websites to lawn ornaments and everything in between), has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

Course Outline: This course offers instruction in the use of digital photography. They will learn a range of studio photography techniques and have the opportunity to explore Still Life and Portrait Photography.

Assessment Information: 28 Credits (12 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate an understanding of methods and ideas from established practice appropriate to Photography. | 2 | 91307 | AS | Internal | 4 | |
| Use drawing methods to apply knowledge of conventions appropriate to Photography. | 2 | 91312 | AS | Internal | 4 | |
| Develop ideas in a related series of drawings appropriate to established Photography. | 2 | 91317 | AS | Internal | 4 | |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | AS | Internal | 4 | |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within Photography. | 2 | 91322 | AS | External | 12 | |



Vocational Credits: 28 | Other Credits: 0 | Total: 28

R = Recommended SR = Sector Related

Level Two Physics

Purpose: Physics seeks to provide explanations for a wide range of physical phenomena, including light, sound, heat, electricity, magnetism, waves, forces, and motion, united by the concept of energy which is transformed from one form to another without loss. By studying Physics, students gain an understanding of interactions between parts of the physical world and of the ways in which they are represented. Knowing about physics enables people to understand a wide range of contemporary issues and challenges and potential technological solutions.

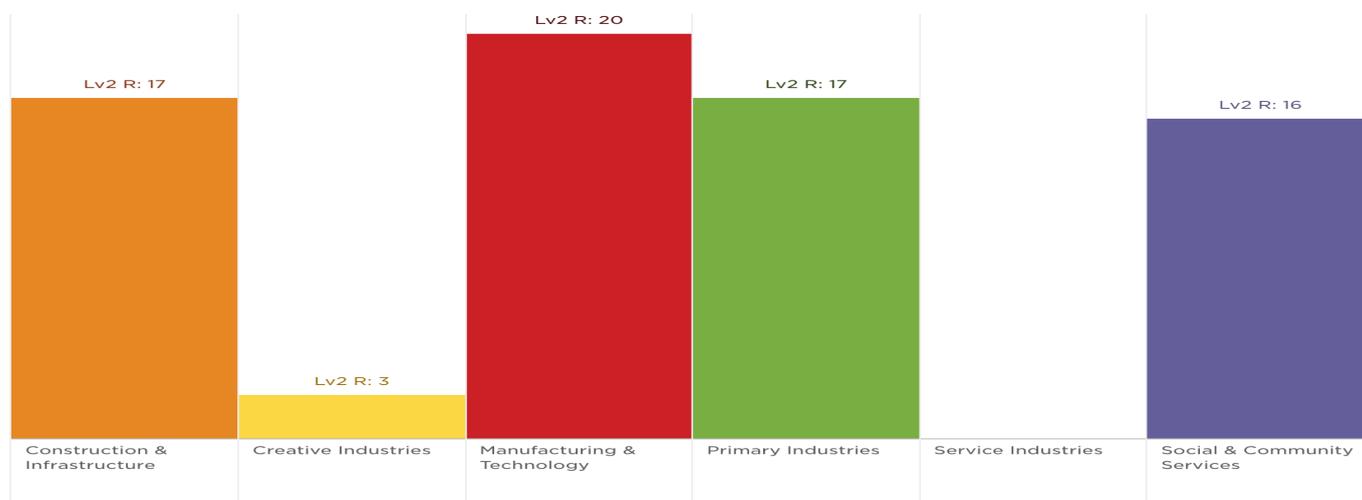
Vocational Pathway: Creative Industries, Community and Social Industries, Construction and Infrastructure, Engineering, Manufacturing and Technology, Primary Industries, Medical Professions, Sports Science, Physiotherapy, Veterinary Sciences, Teaching.

Recommended Entry: Satisfactory achievement in Year 11 Science

Course Outline: This subject requires a good basic mathematical ability, and confidence in algebra is extremely useful. Physics graduates are in demand in many areas including Engineering and Teaching, Veterinary Science, Medicine, Sports Science, Physiotherapy and other scientific fields.

Assessment Information: 20 Credits (10 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Carry out a practical physics investigation that leads to a non-linear mathematical relationship | 2 | 91168 | AS | Internal | 4 | |
| Demonstrate understanding of physics relevant to a selected context | 2 | 91169 | AS | Internal | 3 | |
| Demonstrate understanding of atomic and nuclear physics | 2 | 91172 | AS | Internal | 3 | |
| Demonstrate understanding of waves | 2 | 91170 | AS | External | 4 | |
| Demonstrate understanding of mechanics | 2 | 91171 | AS | External | 6 | |



Vocational Credits: 20 | Other Credits: 0 | Total: 20

R = Recommended SR = Sector Related

Level Two Printmaking

Purpose: The focus in the Arts curriculum in Year 12 is the generation of work for the external portfolios. The students gain knowledge of artist models that they would like to use in their portfolio through studying towards Achievement Standard 2.2. It is important that the students experience how much work is involved in producing the Level 2 portfolios to ensure they are prepared for the Level 3 portfolio. Achievement Standard 2.2 and 2.1 are offered as an extension course.

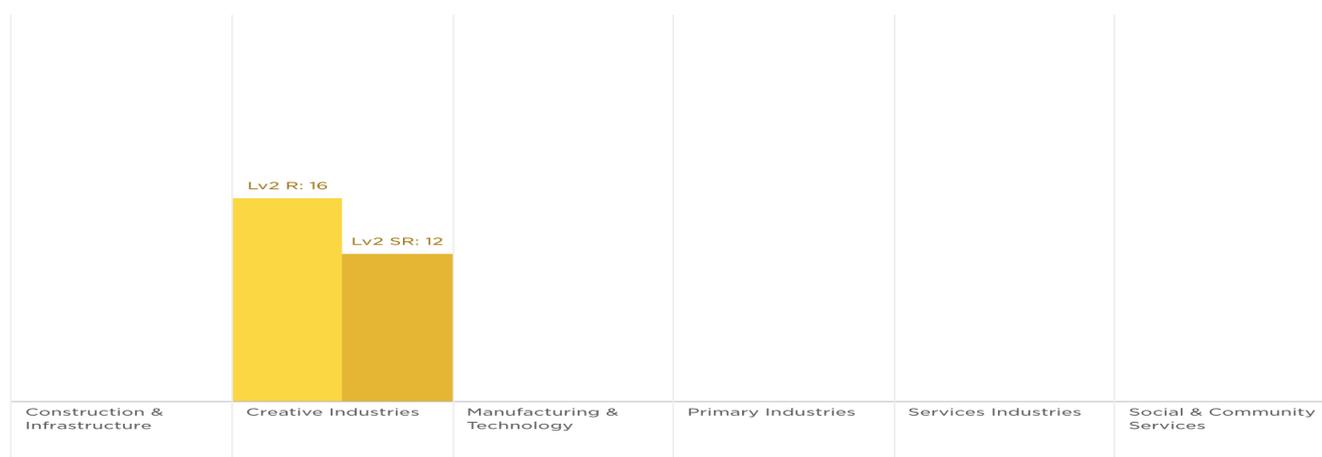
Vocational Pathway: If you are interested in the act of creativity, you are fortunate enough to be living in a moment in time not only inundated, but virtually defined by media. Indeed, everything manufactured (from websites to lawn ornaments and everything in between), has at some point been touched by the hand, mind, or eye of a creative person. Consequently, job prospects in the fields of Art, Applied Art, Art History, Art Education, and Architecture are better than they've ever been.

Recommended Entry: Satisfactory achievement in Year 11 Visual Arts.

Course Outline: Students will study in depth modernist and contemporary artists. Students will complete Drawing in Ink Pen and Pencil, Printmaking Dry Point, Etching, Woodcut, Stencil, Screen Print and Foam Board.

Assessment Information: 28 Credits (12 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate an understanding of methods and ideas from established practice appropriate to Printmaking. | 2 | 91308 | AS | Internal | 4 | |
| Use drawing methods to apply knowledge of conventions appropriate to Printmaking. | 2 | 91313 | AS | Internal | 4 | |
| Develop ideas in a related series of drawings appropriate to established Printmaking. | 2 | 91318 | AS | Internal | 4 | |
| Produce a resolved work that demonstrates control of skills appropriate to cultural conventions | 2 | 91325 | AS | Internal | 4 | |
| Produce a systematic body of work that shows understanding of art making conventions and ideas within Printmaking. | 2 | 91323 | AS | External | 12 | |



Vocational Credits: 28 | Other Credits: 0 | Total: 28

R = Recommended SR = Sector Related

Level Two Religious Education

Purpose: Religious Education helps students gain knowledge, understanding and appreciation of the Catholic faith and religion, within a formal educational setting.

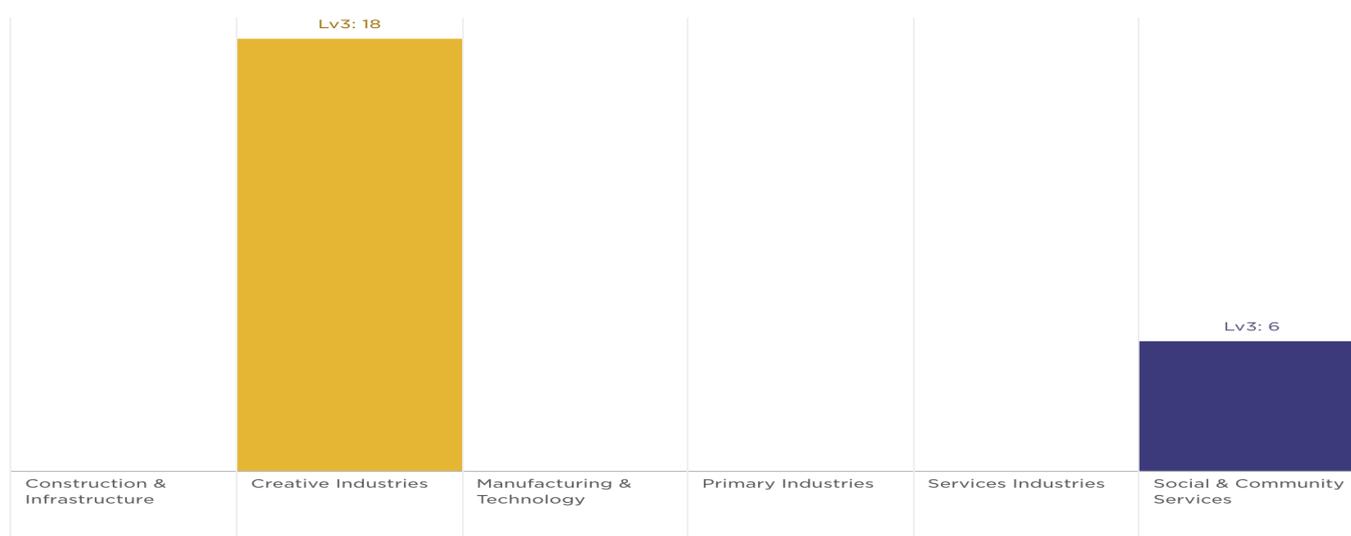
Vocational Pathway: Creative Industries

Recommended Entry: This is a compulsory subject

Course Outline: Students will explore Morality and Moral Development in greater depth while considering key Catholic teaching about Social Justice. Processes surrounding Loss, Death, Grief & Dying will be examined as well as Catholic beliefs and rituals surrounding life after death. Other World Religions will be investigated with particular reference to their beliefs about life after death. The concept that each person has a vocation in life will be considered during the topic Commitment & Ministry with different vocations being explored. The theme of servant leadership in the New Testament will be investigated. A high level of critical thinking will be required throughout the course.

Assessment Information: 24 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Explain how a contemporary social action derives from the ethical principles of a religious tradition. | 2 | 90822 | AS | Internal | 6 | |
| Explain the key beliefs within two religious traditions in relation to a significant religious question | 2 | 90823 | AS | Internal | 6 | |
| Explain the changes in an expression(s) of a religious tradition | 2 | 90821 | AS | Internal | 6 | |
| Explain a significant theme in a sacred text within a religious tradition | 2 | 91724 | AS | Internal | 6 | |



Vocational Credits: 18 | Other Credits: 0 | Total: 18

R = Recommended SR = Sector Related

Level Two Spanish/Languages

There is the opportunity to learn other languages in this option line eg: French, Japanese etc. Please see Señora Penn-Reina for additional details.

Purpose: This year you will use Spanish in familiar, complex, varied and formal contexts, advance your knowledge of Spanish vocabulary, grammar and structures and understand more of Hispanic life and culture. The Year 12 course covers Level 7 of the NZ Spanish Curriculum. You will have covered Levels 1 and 2 in Year 9, Levels 3 and 4 in Year 10 and Level 5 and 6 in Year 11.

Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

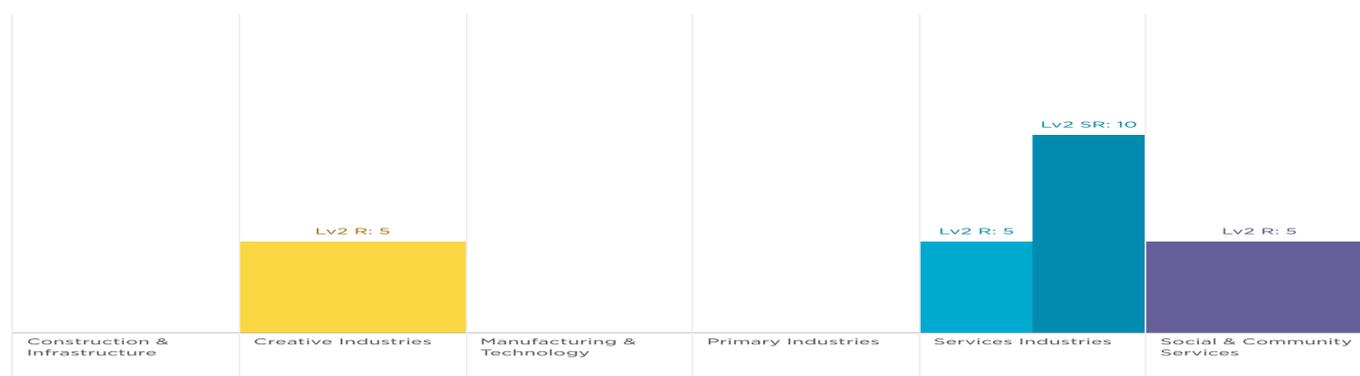
Recommended Entry: Satisfactory achievement in Level 1 Spanish internal and external Achievement Standards.

Course Outline: There will be several assessments during the course, testing your skills in research, reading, writing, listening and speaking in Spanish and the course will finish with an external exam.

- Communication: Communicate information, ideas and opinions through increasingly complex and varied text. Explore the views of others, developing and sharing personal perspectives. Engage in sustained interaction and produce extended text.
- Language Knowledge : Analyse ways in which Spanish Language is organised in different texts and for different purposes. Explore how linguistic meaning is conveyed across languages.
- Cultural Knowledge : Analyse which Spanish/Latin-American culture is organised for different purposes and for different audiences. Analyse how the use of Spanish Language expresses cultural meanings.

Assessment Information: 24 Credits (10 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Given a spoken presentation in Spanish that communicates information, ideas and opinions | 2 | 91150 | AS | Internal | 4 | |
| Interact using spoken Spanish to share information and justify, ideas and opinions in different situations | 2 | 91149 | AS | Internal | 5 | |
| Write a variety of text types in Spanish to convey info ideas and opinions in genuine contexts | 2 | 91152 | AS | Internal | 5 | |
| Demonstrate understanding of a variety of spoken Spanish relating to areas on familiar matters | 2 | 91148 | AS | External | 5 | |
| Demonstrate understanding of a variety of written/visual Spanish texts relating to areas on familiar matters | 2 | 91151 | AS | External | 5 | |



Vocational Credits: 15 | Other Credits: 9 | Total: 24
R = Recommended SR = Sector Related

Level Two Sports Studies

Purpose:

- Participate in a variety of physical activities
- Develop understanding of the application of biophysical principles to training for physical activity.
- Evaluate leadership strategies that contribute to the effective functioning of a group.
- Apply and analyse risk management strategies to challenging outdoor activities.

Vocational Pathway: Creative Industries, Community and Social Industries, Service Industries, Primary Industries.

Recommended Entry: Level 1 Sports Science, Level 1 English.

Course Outline: This course focuses on Level 7 of the Health and Education curriculum. This course is a distinctive option at NCEA Level 2 and is a challenging but satisfying course for those who choose to be rewarded. The course involves a mixture of theoretical and physical components which will challenge students in a variety of settings. All standards are internally assessed and require the student to work consistently throughout the year. This course leads to NCEA Level 3 and further tertiary study in the Health and Physical Education field. As a stand-alone course, students will gain valuable practical skills, knowledge and insight into improving personal performance and improving personal and social responsibility.

Assessment Information: 15 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate understanding of the application of biophysical principles to training for physical activity. (Individual Training Plans) | 2 | 91329 | AS | Internal | 4 | |
| Perform a physical activity in an applied setting (Ki O Rahi) | 2 | 91330 | AS | Internal | 4 | |
| Examine the significance for self, others and society of a sporting event, a physical activity, or a festival. (Super Rugby) | 2 | 91331 | AS | Internal | 4 | |
| Examine the role and significance of physical activity in the lives of young people in New Zealand. (Cullinane College Physical Activity Survey) | 2 | 91332 | AS | Internal | 3 | |



Vocational Credits: 19 | Other Credits: 0 | Total: 19
 R = Recommended SR = Sector Related

Level Two Sports and Recreation

Purpose:

- Participate in a variety of physical activities
- Develop understanding of the application of biophysical principles to training for physical activity.
- Evaluate leadership strategies that contribute to the effective functioning of a group.
- Apply Principles of training to muscular conditioning and methods of training.

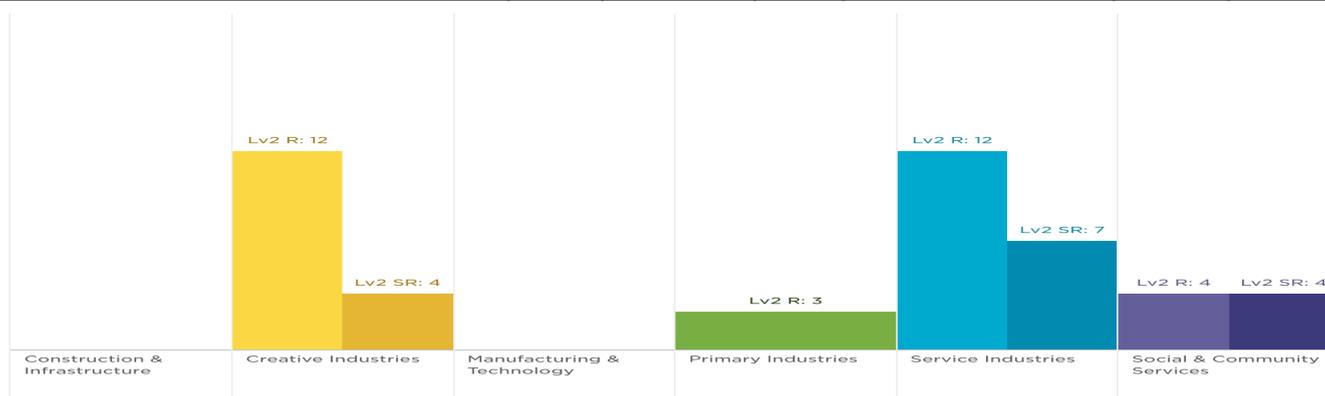
Vocational Pathway: Creative Industries, Community and Social Industries, Service Industries, Primary Industries.

Recommended Entry: Level 1 English

Course Outline: This course focuses on Level 7 of the Health and Education curriculum. This course is a distinctive option at NCEA Level 2 and is a challenging but satisfying course for those who choose to be rewarded. The course involves a mixture of theoretical and physical components which will challenge students in a variety of settings. All standards are internally assessed and require the student to work consistently throughout the year. This course leads to NCEA Level 3 Sport and Recreation course. As a stand-alone course, students will gain valuable practical skills, knowledge and insight into improving personal performance and improving personal and social responsibility.

Assessment Information: 16 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|--|-------|--------|------|-------------------|---------|-----------------------------|
| Analyse group processes in physical activity. | 2 | 91336 | AS | Internal | 3 | |
| Perform a physical activity in an applied setting (Ki O Rahi) | 2 | 91330 | AS | Internal | 4 | |
| Analyse the risk management strategies to challenging outdoor activity (tramping). | 2 | 91333 | AS | Internal | 3 | |
| Demonstrate personal and social development through adventure based learning | 2 | 467v5 | US | Internal | 3 | |
| Demonstrate, instruct and monitor static stretching. | 2 | 21794 | US | Internal | 3 | |



Vocational Credits: 19 | Other Credits: 0 | Total: 19

R = Recommended SR = Sector Related

Level Two Te Reo Māori

Purpose: To further develop student knowledge and understanding of Te Reo Māori through Panui, Tuhituhi, Whakarongo and Mātakitaki and extend their understanding and skills into Level seven of the curriculum. To prepare students for the requirements of Level 3 Te Reo Māori and University Entrance.

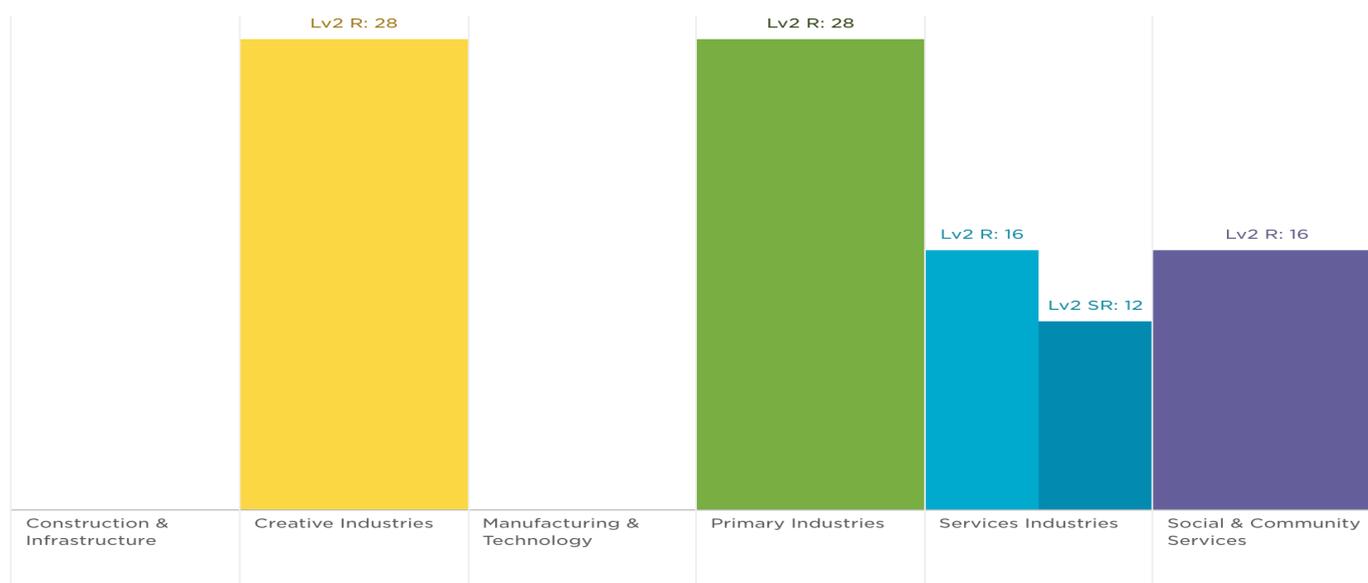
Vocational Pathway: Creative Industries, Primary Industries, Service Industries, Community and Social Industries.

Recommended Entry: Level 1 Te Reo Māori or by discretion of the HOD Māori.

Course Outline: Students are required to complete three portfolios of work. Each portfolio will consist of at least three examples of work from a range of different contexts and for different purposes. The three portfolios will focus on the following three areas: Whakarongo, Kōrero and Waihanga Tuhinga.

Assessment Information: 28 Credits (12 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Whakarongo kia mohio ki te reo o te ao torotoro. | 2 | 91284 | AS | Internal | 4 | |
| Kōrero kia whakamahi i te reo o te ao torotoro. | 2 | 91285 | AS | Internal | 6 | |
| Waihanga tuhinga auaha i te reo o te ao torotoro. | 2 | 91288 | AS | Internal | 6 | Writing |
| Panui kia mohio ki te ao torotoro. | 2 | 91286 | AS | External | 6 | Reading |
| Tuhi i te reo o te ao torotoro. | 2 | 91287 | AS | External | 6 | Writing |



Vocational Credits: 28 | Other Credits: 0 | Total: 28

R = Recommended SR = Sector Related

Level Two Tourism

Purpose: This course provides students with an introduction to the tourism industry. This course is designed to help students take the first step into careers in travel and Tourism Industries: Aviation, Travel, Tourism, Museums, retail, Wholesale and Hospitality.

Vocational Pathway: Creative Industries, Service Industries, Community and Social Industries.

Recommended Entry: Satisfactory achievement in Year 11 English, Geography or History.

Course Outline: This course aims to cover an introduction to the tourism industry and to provide scope for travel investigations. The tourism industry topics cover things such as job roles and basic skills and attitudes required in these jobs, while the travel section requires you to investigate transport, accommodation, government regulation and attractions in various tourist destinations.

Assessment Information: 19 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate knowledge of world tourist destinations | 2 | 24729 | US | Internal | 4 | |
| Demonstrate knowledge of tourist characteristics and needs | 2 | 24732 | US | Internal | 3 | |
| Demonstrate knowledge of New Zealand as a tourist destination | 3 | 18212 | US | Internal | 8 | |
| Demonstrate knowledge of the history of tourism | 2 | 24724 | US | Internal | 4 | |

| Construction & Infrastructure | Creative Industries | Manufacturing & Technology | Primary Industries | Services Industries | Social & Community Services |
|-------------------------------|---------------------|----------------------------|--------------------|---------------------|-----------------------------|
| | | | | Lv2 SR: 11 | |

Vocational Credits: 11 | Other Credits: 0 | Total: 11

R = Recommended SR = Sector Related

Level Two Workshop Technology

Purpose: The aim of the course is to allow students to further develop and enhance a range of workshop related skills and knowledge and apply to meet the requirements of a brief.

Vocational Pathway: Building/Construction, Timber Manufacturing Industries.

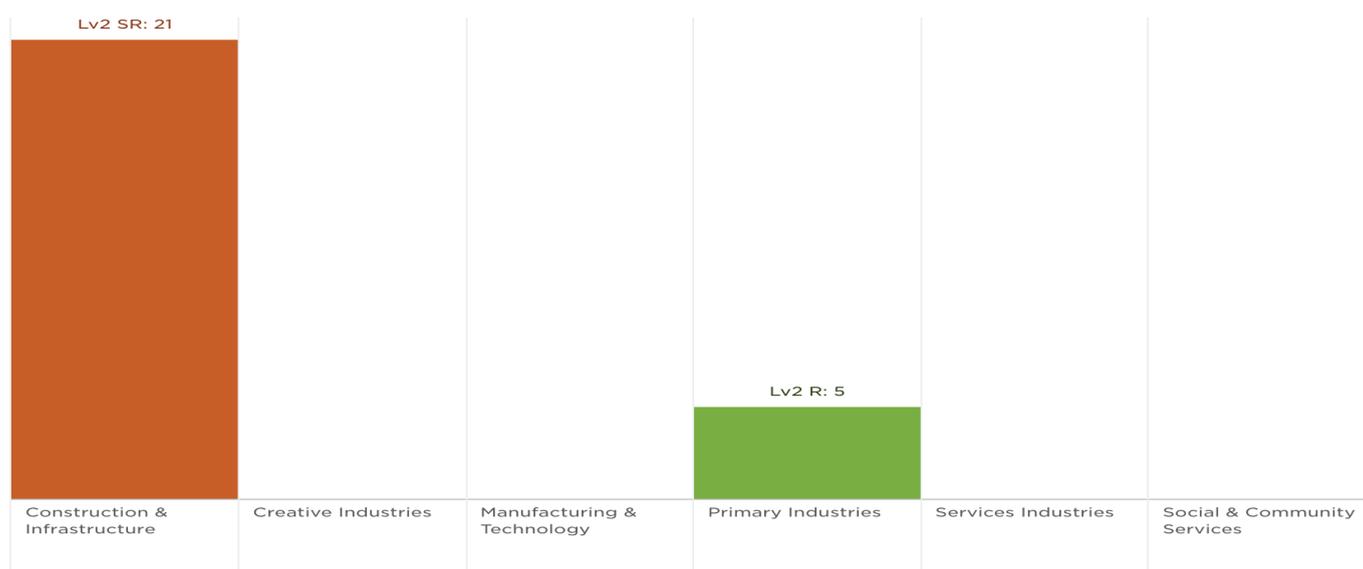
Recommended Entry: Demonstrated awareness of workshop Health and Safety requirements at lower levels.

Course Outline: To continue developing skills acquired during Year 11.

To complete a substantial project that satisfies the practical requirements of selected Level 2 Achievement Standards and Unit Standards. To prepare students for programmes in the Technology Department at Level 3.

Assessment Information: 21 Credits (0 External)

| Standard Title | Level | Number | Type | Internal/External | Credits | UE Literacy Reading/Writing |
|---|-------|--------|------|-------------------|---------|-----------------------------|
| Demonstrate knowledge of and apply safe working practices in a BCATS workplace. | 2 | 24354 | US | Internal | 4 | |
| Demonstrate knowledge of timber and other construction materials used in BCATS projects. | 2 | 24360 | US | Internal | 5 | |
| Complete a BCATS project. | 2 | 31812 | US | Internal | 6 | |
| Demonstrate knowledge of and use specified fixed machinery in the construction of BCATS projects. | 2 | 24351 | US | Internal | 6 | |



Vocational Credits: 21 | Other Credits: 0 | Total: 21

R = Recommended SR = Sector Related