

2024



Year 12-Level Two  
Option Handbook

**CULLINANE COLLEGE**

# NCEA Level Two Courses

Accounting	History	Printmaking
Biology	Life Skills	Religious Education
Chemistry	Mathematics	Spanish
Dance	Mathematics with Statistics	Sports Studies
Digital Technologies	Media Studies	Te Ao Haka
Drama	Music	Te Reo Māori
Economics	Outdoor Education	Tourism
English	Painting	Workshop Technology
Food Technology	Photography	Work Ready
Geography	Physics	

## 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 Duxfield.

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](https://careers.govt.nz) website will give you information on job opportunities and pay scales

# Level Two Accounting

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement in Level 1 Commerce and English. However, students with a good work ethic can take this up at Year 12.
<b>Course Outline:</b>	Accounting offers three internal and two external standards over the course of the year. Internal assessments cover managing inventories in a business, control over accounts receivable and using an accounting software either MYOB or XERO. External standards involves preparing financial statements, cash budgets and analysing and interpreting reports for small or medium entities.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement. Some unit standards from financial capability can be offered.
<b>Teacher in Charge:</b>	L Dayal

# Level Two Biology

<b>Purpose:</b>	Biology studies 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.
<b>Recommended Entry:</b>	Satisfactory achievement in Year 11 Science – 12 credits is recommended.
<b>Course Outline:</b>	There are three internal assessments: one is practical, and two are written reports. There are two external papers offered.
<b>Assessment:</b>	Achievement Standards: a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	E Foster

# Level Two Chemistry

<b>Purpose:</b>	Chemistry develops an 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.
<b>Recommended Entry:</b>	Satisfactory achievement in Year 11 Science.
<b>Course Outline:</b>	Chemistry offers three internal and two external standards over the course of the year. Chemical concepts covered include oxidation, qualitative analysis, bonding, structure, and properties of ions in a solution.
<b>Assessment:</b>	Achievement Standards: a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A Morgan

# Level Two Dance

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Dance.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	S Riley

# Level Two Digital Technologies (Computers)

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Digital Technologies. Talk to Miss Penn if you have not taken 11 Digital
<b>Course Outline:</b>	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 game development, programming, electronics and databases depending on students' work ethic, interests, prior knowledge and time available.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	J Penn-Reina

# Level Two Drama

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Dance.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	S Riley

# Level Two Economics

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement in Years 10 Business Studies and English. Year 11 Commerce is an advantage.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement. Some of these credits can also be used to meet the literacy requirements of University Entrance.
<b>Teacher in Charge:</b>	L Dayal

# Level Two English

<b>Purpose:</b>	To develop a student's English skills in reading, writing, presenting, listening, viewing and speaking and extend their understanding and skills into curriculum Level 6. This course will also prepare students for the requirements of Level 2 NCEA English.
<b>Recommended Entry:</b>	Satisfactory achievement in Level 1 English
<b>Course Outline:</b>	Understanding, using, and creating oral, written and visual texts of increasing complexity is at the heart of English teaching and learning. Students will become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers. All standards offered are recognised as contributing to the literacy requirements needed for NCEA Level 1.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A Smee

# Level Two Food Technology

<b>Purpose:</b>	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 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.
<b>Recommended Entry:</b>	Students will have demonstrated an awareness of Food Health and Safety requirements at junior level and ideally have completed Level 1 Foods (although this is not essential). A discussion with the Food Technology teacher is recommended prior to option selection.
<b>Course Outline:</b>	This course is made up of Hospitality Unit Standards from the Technology Curriculum, and incorporates specific food processing standards, which will support students understanding the skills and knowledge related to the culinary arts, including identifying food safety hazards.
<b>Assessment:</b>	Hospitality Unit standard. This course is not eligible for endorsement
<b>Teacher in Charge:</b>	C England

# Level Two Geography

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement in Level 1 Geography and Level 1 English
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A-M Bullock

## Level Two History

<b>Purpose:</b>	History introduces the relationship between the causes and consequences of past events that  have significantly shaped the lives of people and society.
<b>Recommended Entry:</b>	Satisfactory achievement in Level 1 History and Level 1 English
<b>Course Outline:</b>	Historical skills will be used to understand the relationship between race relation issues that took place in 20th Century USA. A research topic will be investigated. Alternative topics may be negotiated with the teacher.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A-M Bullock

## Level Two Life Skills

<b>Purpose:</b>	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 the future. There will be a focus on individual development and students will explore options and set personal goals for their future.
<b>Recommended Entry:</b>	Students who are looking to gain essential skills to effectively navigate the various challenges of daily life.
<b>Course Outline:</b>	This course provides students with a range of transferable skills and knowledge. Topics covered will include basic computer skills, financial literacy, taxes and budgeting, communication skill, self management and resilience, problem solving, stress management, renting accommodation, accessing legal assistance, effects of alcohol and drugs, vehicle ownership, the role of police in the community, keeping safe online and recognising and responding to discrimination.
<b>Assessment:</b>	All assessments will be internally assessed.
<b>Teacher in Charge:</b>	EJ Goldsworthy



## Level Two Mathematics

<b>Purpose:</b>	To provide a sound basis for further study in Mathematics at Level 3 and beyond.
<b>Recommended Entry:</b>	Students need success in the MCAT at Level 1 and at least 14 Mathematics Achievement Standard credits, preferably at Merit level.
<b>Course Outline:</b>	This course follows on from Level 1 Mathematics with Algebra. 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.
<b>Assessment:</b>	Students are offered both internal and external standards at Level 2, covering Algebra, Graphing, Trigonometry and Calculus.
<b>Teacher in Charge:</b>	K O'Hara, B Davis

## Level Two Mathematics with Statistics

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Students need at least 14 Mathematics Achievement Standard credits at Level One. Students intending to continue on to do Statistics at Year 13 should select this course.
<b>Course Outline:</b>	This course covers some of the Statistics, Probability and Networks objectives from the NZ Curriculum Level 7. Students may choose both Level 2 Mathematics and Level 2 Mathematics with Statistics.
<b>Assessment:</b>	In this course, students are offered a range of standards both internal and external at Level 2, covering Probability and Statistical Methods.
<b>Teacher in Charge:</b>	K O'Hara, B Davis

# Level Two Media Studies

<b>Purpose:</b>	To study a range of media forms including: moving images, print media and social media.
<b>Recommended Entry:</b>	Students who have met the Literacy requirements for level 1.
<b>Course Outline:</b>	The course aims to discuss the conventions of media and how they have changed over time and in given contexts. Using this knowledge students will design, plan and then create their own types of media.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement. (Some Unit Standards may also be offered, dependant on the student's abilities)
<b>Teacher in Charge:</b>	A Smee

# Level Two Music

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Level 1 NCEA Achievement Standard credits in Music.
<b>Course Outline:</b>	<p>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</p> <p>is not expected for students to do every standard listed below but rather to choose a personal course of study within these possible standards.</p>
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	C Salazar

# Level Two Outdoor Education

<b>Purpose:</b>	<p>To develop students practical knowledge and skill development in a variety of outdoor settings and environments. This course will also help ākonga engage in outdoor pursuits that help foster an appreciation of their environment and factors that encourage kaitiakitanga.</p> <p>Outdoor Education develops the social, emotional, intellectual, and cultural capabilities of ākonga. These capabilities inform the ways in which ākonga understand tikanga in outdoor contexts, provide diverse ways of participating in physical activities, and contribute to movement's wider benefits to Hauora and the importance of Mātauranga Māori in line with acknowledgement of Te Tiriti o Waitangi.</p>
<b>Recommended Entry:</b>	Good organisational skills, communication skills and the ability to overcome challenges. A positive attitude needs to have been demonstrated throughout year 9-11 Physical Education. Participation in practical applications throughout this course is essential and will form a major component of most assessments with the support of theory.
<b>Course Outline:</b>	This is a practical course with some theory components. Students are able to gain credits on the National Framework (Unit standards) Qualifications system. Camping, Navigation, Weather, High Ropes, Tramping, Rock Climbing and Adventure based learning. Assessed by practical field trips and book work theory through Skills Active.
<b>Assessment:</b>	Unit standards - internally assessed. Practical components with supportive elements of written theory or booklets.
<b>Teacher in Charge:</b>	R Power (RP)

# Level Two Art Painting

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Art.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A Sinclair

# Level Two Art Photography

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Art.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A Sinclair

# Level Two Physics

<b>Purpose:</b>	Level 2 Physics, like other levels of science education, provides students with a solid foundation in physics principles and concepts while fostering scientific inquiry, critical thinking, and problem-solving skills. This aims to deepen students' understanding of fundamental physics principles, such as mechanics, electricity, magnetism, waves, and atomic and nuclear physics. Students learn about these topics in greater depth and complexity compared to Level 1.
<b>Recommended Entry:</b>	Satisfactory achievement in Year 11 Science.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards: a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	G Penafloida

## Level Two Printmaking

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement and participation in Year 11 Art.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	A Sinclair

## Level Two Religious Education

<b>Purpose:</b>	Religious Education helps students gain knowledge, understanding and appreciation of the Catholic faith and religion, within a formal educational setting.
<b>Recommended Entry:</b>	This is a compulsory subject
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Internal Achievement Standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	H Dougherty

# Level Two Spanish

<b>Purpose:</b>	To develop communicative skills and share simple information, ideas and opinions with others in a range of predictable situations. Also to develop a foundational awareness of the use of key linguistic building blocks and patterns of language, and recognise values and practices of Spanish-speaking cultures and communities. Overall, the goal is to equip students linguistically and culturally to communicate with a basic Spanish in a world of increasing global interdependence.
<b>Recommended Entry:</b>	You will have covered Levels 1 and 2 in Year 9 and Levels 3 and 4 in Year 10.
<b>Course Outline:</b>	There will be several assessments during the course, testing your skills in research, reading, writing, listening, and speaking in Spanish. The Year 11 course covers Level 5 and 6 of the NZ Spanish Curriculum.
<b>Assessment:</b>	Two internal and External assessments, value 5 credits each.
<b>Teacher in Charge:</b>	A Ceron

# Level Two Sports Studies

<b>Purpose:</b>	<p>Movement is integral to the human experience. It facilitates a lifelong understanding of our bodies, contributes to our Hauora, and allows us to live physically active lives. Movement is affected by and affects who we are, how we experience and interact with others, and our relationship to and place in society.</p> <p>Physical Education develops the social, emotional, intellectual, and cultural capabilities of ākonga. These capabilities inform the ways in which ākonga understand tikanga in movement contexts, provide diverse ways of participating in physical activities, and contribute to movement's wider benefits to Hauora and the importance of Mātauranga Māori in line with acknowledgement of Te Tiriti o Waitangi.</p>
<b>Recommended Entry:</b>	Good organisational skills, communication skills and the ability to overcome challenges. A positive attitude and understanding needs to have been demonstrated throughout the level 1 Sport Studies course. A high level of interpersonal skills and self management strategies is essential.
<b>Course Outline:</b>	This is a theory based course supported by elements of practical applications to enhance the context of the major pedagogical practices of Physical Education and Mātauranga Māori.
<b>Assessment:</b>	Achievement standards (Level 2 NCEA). Entire course is internally assessed through written assignments and 2 practical assessments with a total of 20 achievement standard credits.
<b>Teacher in Charge:</b>	L Johansson

## Level Two Te Ao Haka

<b>Purpose:</b>	Te Ao Haka is a culturally responsive art form, providing opportunities for all ākonga to engage in Māori culture, language and traditional practice. Te Ao Haka is founded on traditional knowledge, but is progressive in the development and evolution of the art form.
<b>Recommended Entry:</b>	Students will be expected to join the school kapa-haka group to develop performance skills across all disciplines. Students will be required to complete theory and practical components for all assessments. Satisfactory achievement in Level 1 - Te Ao Haka
<b>Course Outline:</b>	Te Ao Haka is an option for students at year 12, who demonstrate a strong interest in performance in all disciplines of Te Ao Haka including waiata, haka, poi, mōteatea, whakaraka and mau-rākau, Te Reo Māori me ona Tikanga.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	VR

## Level Two Te Reo Māori

<b>Purpose:</b>	Te Reo Māori provides students with a foundation of communicative skills and cultural knowledge to develop confidence through strong self-identity that will enable them to engage in quality bilingual/bicultural relationships with others.
<b>Recommended Entry:</b>	Satisfactory achievement in Level 1 Te Reo Māori.
<b>Course Outline:</b>	This full year course is delivered in a bilingual setting where students are engaged in a Māori orientated learning environment. The course provides students with NCEA Level 2 Te Reo Māori. There are 18 internal credits and 12 external credits available with Achievement Standards assessed against the curriculum. All standards will be assessments based on material covered in class.
<b>Assessment:</b>	Achievement Standards; a mixture of internal and external standards. This course is eligible for endorsement.
<b>Teacher in Charge:</b>	VR

## Level Two Tourism

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Satisfactory achievement in Year 11 English, Geography or History
<b>Course Outline:</b>	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.
<b>Assessment:</b>	Unit Standards; internal standards no external standards.
<b>Teacher in Charge:</b>	A-M Bullock

## Level Two Workshop Technology

<b>Purpose:</b>	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.
<b>Recommended Entry:</b>	Demonstrated awareness of Workshop Health and Safety requirements at lower levels. Satisfactory results in Level 1 Workshop course and/or other academic subjects..
<b>Course Outline:</b>	To continue developing skills acquired during Year 11. To complete a substantial project that satisfies the practical requirements of selected Level 2 Unit Standards. To prepare students for programmes in the Technology Department at Level 3.
<b>Assessment:</b>	BCITO Unit standard. This course is not eligible for endorsement
<b>Teacher in Charge:</b>	D Forsyth



# Level Two Work Ready

<b>Purpose:</b>	To provide a vocational pathway for Level 2 students that focuses on work ready skills. This course will support and prepare students for the workplace by helping them explore career options, teaching workplace skills, job searching and applications skills, exploring employee rights and exposing students to a variety of industries in the Whanganui region.
<b>Recommended Entry:</b>	Satisfactory attendance (85% or better) in Year 11 and the ability to work independently. Students who are wanting to prepare for the workplace and/or explore possible career options and have first-hand exposure to a range of industries.
<b>Course Outline:</b>	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.
<b>Assessment:</b>	
<b>Teacher in Charge:</b>	E Goldsworthy