SOUTH OTAGO HIGH SCHOOL

Quality Education in a Supportive Community

NCEA Level 1 course information book 2024

How NCEA works

To achieve overall students need to gain a total of 60 credits at Level 1. Each piece of work a student complete is worth credits. The bigger the piece of work the greater the number of credits it is worth.

For a Merit endorsement overall students need to gain 50 credits at Merit or above.

For an Excellence endorsement overall students need to gain 50 credits at Excellence.

Merit and Excellence credits are the same piece of work as usual but completed to a higher standard.

To gain a Merit subject endorsement students need to gain 14 credits or more at Merit or above in that subject. At least 3 must come from an internal assessment and at least 3 must come from an external assessment.

To gain an Excellence subject endorsement students need to gain 14 credits or more at Excellence in that subject. At least 3 must come from an internal assessment and at least 3 must come from an external assessment.

An internal assessment is a piece of work that a teacher marks at school.

An external assessment is a piece of work the school sends away and is marked elsewhere.

Numeracy and Literacy

Students need to have gain 10 numeracy and 10 literacy credits to be awarded an NCEA qualification overall. These numeracy and literacy credits can come from work completed in 2023, a common assessment task completed in 2023 or from standards studied in 2024 that have numeracy and literacy attached to them. Any credits earnt in 2023 will carry over to 2024.

Choosing subjects

Students will choose 5 subjects to study from Monday to Thursday. In the days after the NCEA option night I will provide students the opportunity to select their subjects once they have had time to read this book and consider their choices. Students need to select subjects based on what they wish to achieve in future and not based on what their friends are doing or on teachers.

Friday information

On a Friday we have a range of options available to students. Most Year 11 students will stay on site and choose from the range of subjects we offer. These range from extension classes in Science, additional time to complete Art Boards to sports based options or creative endeavours such as Rock Quest. The full list of Friday options will come out in January and students will select these at the start of the year when we invite you into school to do so. The main off site option for out Year 11 students is work experience. Students can work for an employer, without being paid during school time, to gain experience in an area they are interested in.

Our Friday courses are for students over 16 and so we offer these at Year 12 and Year 13. I have included a page at the end with all the options available in 2023. This is so students can see wht will be available in their future.

Glossary

As part of the changes to NCEA mātauranga māori now has equal status in the curriculum. Literally translated this means 'Māori knowledge'. It's a modern term that broadly includes traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural points of view. Below is a glossary of terms from Te Aka the Maori dictionary:

Tūrangawaewae - domicile, standing, place where one has the right to stand - place where one has rights of residence and belonging through kinship and whakapapa

Whakapapa - genealogy, genealogical table, lineage, descent - reciting whakapapa was, and is, an important skill and reflected the importance of genealogies in Māori society in terms of leadership, land and fishing rights, kinship and status.

Ākonga - student, pupil, learner, protégé.

Kotahitanga - unity, togetherness, solidarity, collective action.

Hauora - be fit, well, healthy, vigorous, in good spirits.

Māramatanga - enlightenment, insight, understanding, light, meaning, significance, brainwave.

Taiao - world, Earth, natural world, environment, nature, country.

Tikanga - correct procedure, custom, habit, lore, method, manner, rule, way, code, meaning, plan, practice, convention, protocol - the customary system of values and practices that have developed over time and are deeply embedded in the social context .

Tangata - to be a person, man, human being, individual.

Whanaungatanga - relationship, kinship, sense of family connection - a relationship through shared experiences and working together which provides people with a sense of belonging.

Manaakitanga - hospitality, kindness, generosity, support - the process of showing respect, generosity and care for others.

Auahatanga - creativeness, creativity.

Kaitiakitanga - guardianship, stewardship, trusteeship, trustee.

Arts

Visual Art

Visual Art is a creative course that explores Self Identity and Place. Students explore their selected Turangawaewae. Students explore different Visual Art disciplines, printmaking, photography, painting and mixed media. Level 1 is a foundation course for studying Visual Art at higher levels.

Costs / donation: $50.00 Installation Art / Portfolio Fee.

Paint sets are ordered through National Art Supplies OR students can purchase their own paints.

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 AS 91912 - Use Visual Arts practice to Aotearoa New Zealand's Māori foundational context and another cultural context.	Internal	5	No	Yes
1.2 AS 91913 -Produce resolved artwork within an authentic context	Internal	5	No	No
1.3 AS 91914 Exploring Visual Arts processes and conventions to inform your own art making.	External	5	No	No
1.4 AS 91915 Create a sustained body of related artworks.	External	5	No	No

Contact Mrs Williams for more information.

Drama

In Drama, learners tell stories and express their identity. They discover how drama can challenge and/or reinforce the status quo. Drama provides opportunities for learners to explore and express Māori, Pacific, and other indigenous heritages.

Title of standard	Internal or External	Credits	Numeracy	Literacy
Explore the function of theatre Aotearoa. 1.1	Internal	5	No	No
Participate in creative strategies to create a drama. 1.2	Internal	5	No	No
Use drama techniques to perform a scripted role for an audience. 1.3	External	5	No	No
Respond to a drama performance. 1.4	External	5	No	No

Contact Mr Bertanees for more information

Music

Music is a creative form of communication through organised sound that has its own concepts and whakapapa, and can be created and experienced by people from any cultural context. By recognising that music is a language, ākonga can learn to understand the signs and symbols of the language of sound. When, where, and by whom a music work was created influences how music concepts are used to convey meaning.

Title of standard	Internal or External	Credits	Numeracy	Literacy
Use music skills in a music style. 1.1	Internal	5	No	No
Demonstrate performance skills. 1.2	Internal	5	No	No
Demonstrate and apply knowledge of sound technologyfor a performance context. US 26687	Internal	4	No	No
Demonstrate and apply introductory knowledge of music technology equipment and techniques. US 27656	Internal	2	No	No

Contact Mr Bertanees for more information

Commerce

Accounting and Economics

Students will explore key decisions made by local businesses to better understand how they operate and respond to challenges. The focus will also be on how two sectors of the economy (businesses and consumers) interact in the market. Students will then apply their knowledge and skills by creating and evaluating their own business. This course provides a grounding in economic theory, and the opportunity to apply this knowledge in a practical context.

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 (AS92028) Demonstrate understanding of an organisations financial decision making.	Internal	5	Yes	Yes
1.2 (AS92029) Demonstrate understanding price determination for an organisation.	Internal	5	No	Yes
1.4 (AS92031) Demonstrate understanding of how an organisation's financial viability is affected by an event.	External	5	No	Yes
Optional - (AS92030) (1.3) Demonstrate understanding of how interdependent financial relationships are affected by an event.	External	5	No	Yes

Contact Mr Douglas for more information

English and languages

English

English is the study of language, texts, people and ideas. The skills gained through the study of English are essential to support all learning in this ever-changing world. You will read and write, speak and listen, view and present on a range of topics which develops your literacy skills and supports your learning in all other subject areas.

The step into Year 11 English is the beginning of more developed critical thinking and analysis than you have done in Years 9 and 10. You will learn how to make sense of different people, ideas and texts in the world around you by looking at how authors, directors, speakers and other types of content creators make meaning and communicate ideas.

You will further your own practise of communication in different mediums for specific purposes and understand how language changes depending on the purpose and audience.

The big ideas in the English curriculum are:

- Language and identity are inextricable
- Making and creating meaning are processes that occur when we interpret and when we produce text
- Engaging with text is a source of enjoyment and enrichment

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Demonstrate understanding of how context shapes verbal language use - 91924	Internal	5	No	Yes
1.2 Demonstrate understanding of specific aspects of studied text - 91925	Internal	5	No	Yes
1.3 Develop ideas in writing using stylistic and written conventions - 91926	External	5	No	Yes
1.4 Demonstrate understanding of significant aspects of unfamiliar texts - 91927	External	5	No	Yes

Contact Ms Beaumont for more information

Te Reo Māori

Students will learn the basics of Te Reo Māori, with a focus on everyday sentence structures, Kupu (words) and exploring Te Ao Māori. The ideas, values and attitudes developed from a Māori worldview expressed through te reo Māori will enable students of Te Reo Māori to be culturally confident and competent to participate in and contribute to Māori language and culture revitalization within the community. Students will become confident in speaking te reo every day, will develop an understanding of Māori concepts and apply them to their own lives, build knowledge around the history of the language and immerse themselves in tikanga.

Topics: Mihi mihi, Marae, The History of the Language.

The big ideas in the Te Reo Māori curriculum are:

- Te Tika o te Reo - Language Accuracy
- Te Rere o te Reo - Language Fluency
- Te Māori o te Reo - Cultural integrity of the Language
- Te Ora o te Reo - Language Vitality

Title of standard	Internal or External	Credits	Numeracy	Literacy
Te kōrero mō te ora o te reo i mua i te tau 1970 - Students will communicate about the vitality of the language before 1970.	Internal	6	No	Yes
Te whakapuaki whakaaro i runga i te āta rere o te reo - Students will communicate ideas with emerging fluency.	Internal	4	No	Yes
Te tautohu i ētahi mātāpono Māori kei roto i te reo - Students will identify Māori principles embedded in the language.	External	4	No	Yes
Te whakapuaki whakaaro i runga i te tika haere o te reo - Students will communicate ideas with emerging accuracy.	External	6	No	Yes

Contact Mr Williams for more information

Mathematics

Statistics - Mathematics

To give students the opportunity to cover knowledge, skills, competencies and develop the attitude to explore mathematical and statistical concepts within a local context. This course leads onto a possible entry into Level 2 Mathematics (Statistics). Course entry will be advised based on achievement in Year 10.

Costs: Optional revision book - $8

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1Explore data using a statistical enquiry process AS 91944	Internal	5	Yes	No
1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or the Pacific AS91945	Internal	5	Yes	No
1.3 Interpret and apply statistical information AS91946	External	5	Yes	No

Contact Mr Sibley for more information

Algebra - Mathematics

To students the opportunity to develop critical thinking skills and to work systematically to solve problems, form generalizations and reach conclusions. Course entry will be advised based on achievement in Year 10. This course leads on to possible entry into level 2 mathematics (Algebra).

Costs: Optional revision - $16

Title	Internal or External	Credits	Numeracy	Literacy
1.1 Explore data using a statistical process AS 91944	Internal	5	Yes	No
1.2 Use mathematical methods to explore problems that relate to life in Aotearoa New Zealand or Pacific AS 91945	Internal	5	Yes	No
1.3 Interpret and apply mathematical and statistical information AS 91946	External	5	Yes	No
1.4 Demonstrate mathematical reasoning AS91947	External	5	Yes	No

Contact Mr Sibley for more information

Physical Education

Physical Education

Course description: Physical Education is about the significance of movement, which is affected by and affects who we are, how we experience and interact with others, and our relationship to and place in society. It also aims to develop the social, emotional, intellectual, and cultural capabilities of ākonga. Students will need to engage in a variety of diverse activities. Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it.

The big ideas in the Physical Education curriculum are:

- Movement is essential to hauora
- Participation in movement enriches our lives
- Through movement we develop diverse capabilities
- There are diverse ways of understanding movements contexts and the moving body

Costs/donations: Approx $40 Leap Trip

Title of standard	Internal or External	Credits	Literacy	Numeracy
1.1 Apply movement strategies in an applied setting 92016	Internal	5	No	No
1.2 Demonstrate understanding of how kotahitanga is promoted in movement through application of strategies 92017	Internal	5	No	No
1.3 Demonstrate understanding of the influence of a personal movement experience on hauora 92018	External	5	No	No
1.4 Demonstrate understanding of influences on movement in Aotearoa New Zealand or the Pacific 92019	External	5	No	No

Contact Ms Bonney or Miss Stephens for more information

Science

Science

Science learning is both theoretical and practical, with a huge diversity of areas of specialisation, each with its own symbols, languages. Through developing our scientific literacy and inquiry methods, and understanding different knowledge systems and perspectives, ākonga will be further empowered to make decisions, and act in an ever-changing world.

Level 1 Science at SOHS is about giving students the skills to be able to carefully observe, ask questions, investigate, explore perspectives and develop models to understand the taiao (natural environment) in which we live. In an age where a range of information is so accessible, ākonga will also develop the skills required to critically evaluate the validity and reliability of the information they receive, and thus be more equipped to contribute to the community and wider world in an informed and positive way.

We will work together, both in class and in our rohe (local area), to learn about how the taiao works, using place based contexts to give you many opportunities to explore a diverse range of skill sets and kete of knowledge that is applicable for any of the future careers and pathways you may choose to explore in the future. The knowledge and skills learned will also prepare them for any Level 2 Biology, Chemistry, Physics, and General Science if they should choose to continue study in the Sciences.

Costs / donation: TBC - field trip costs to be communicated during the year.

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Develop a science-informed response to a local socio-scientific issue - 91920	Internal	5	No	Yes
1.2 Use a range of scientific investigative approaches in a taiao context - 91921	Internal	5	No	No
1.3 Describe features of science involved in the development of a scientific idea in an Aotearoa New Zealand or Pacific context - 91922	External	5	No	No
1.4 Demonstrate understanding of science claims in communicated information using māramatanga - 91923	External	5	No	Yes

Contact Mr Sly for more information

Social Sciences

Geography

Geography is the study of te taiao (the environment) and interconnections within it. It seeks to understand where things are, why they are there and why we need to care. In Year 11 Geography we will study a number of phenomena including mountains, rivers, Stewart Island, the weather, population, economic development and local infrastructure. Where necessary we will take a break from our coursework to stop and look at current events and how Geography can aid in understanding what you see in the news.

The key big ideas in Geography are:

- Te taiao connects people and people connect to te taiao
- Te taiao can be shaped by natural processes.
- Tikanga informs the relationships between tangata and te taiao
- Perspectives and power influence te taiao

Costs / donation: 2023 Stewart Island fieldtrip $265

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Demonstrate understanding of the spatial distribution of phenomena and its impacts within te taiao. 91332	Internal	5	No	No
1.2 Explore te taiao using data 91333	Internal	5	Yes	Yes
1.3 Demonstrate understanding of how natural processes operates within te taiao 91334	External	5	No	Yes
1.4 Demonstrate understanding of geographic decision making in Aotearoa New Zealand or the Pacific.	External	5	No	Yes

Contact Mr Beeby for more information

History Level 1

History allows students to understand what shapes our past and how the past influences our understanding of ourselves and the world around us. History allows students to understand causes and effects, the shaping of narratives, significance, perspectives and the process of researching these.

In Year 11 History students will follow the theme of human rights and political forces. They will study a range of contexts including WW2, the holocaust, post-war migration and the Springbok's tour. Where necessary we will take a break from our coursework to stop and look at current events and how History can aid in understanding what you see in the news.

The big ideas in History are:

- Nature of History: Historical narratives are constructed.
- Nature of History: Historical narratives are contested
- Knowledge: Power relationships often drive history
- Knowledge: Place shapes the historical narratives of peoples
- Knowledge: History is interwoven with identity and is shaped by tūrangawaewae, whakapapa, and whanaungatanga

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Engage with a variety of primary sources in a historical context. 92024	Internal	5	No	No
1.2 Demonstrate understanding of the significance of a historical context.	Internal	5	No	Yes
1.3 Demonstrate understanding of historical concepts in contexts of significance to Aotearoa New Zealand	External	5	No	Yes
1.4 Demonstrate understanding of perspectives on a historical concept.	External	5	No	Yes

Contact Mr Beeby for more information

Technology

Building and Technology

The Building Technology course is a vocational based learning opportunity. The course aims to provide students with the initial skills and knowledge to enter any sector in the construction industry. The qualification focusses on carpentry skills, workshop procedures, understanding job specifications, health and safety, materials knowledge (including timber and metal), hand tools and power tools.

The big ideas in the Building and Technology curriculum are:

- The importance of safety in construction work.
- The need for attention to detail when working with wood.
- The necessity of being able to follow instructions accurately.
- The importance of problem-solving skills when working on construction projects.

Costs / donation: $175

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Demonstrate knowledge of safe working practices in the construction of a BCATS project. - US24352	Internal	2	No	No
1.2 Use hardware and fastenings for a BCATS project - US25919	Internal	2	No	No
1.3 Use joints for a BCATS project - US25920	Internal	3	No	No
1.4 Apply elementary workshop procedures and processes for a BCATS project - US24356	Internal	8	No	No
1.5 Construct timber garden furniture and items of basic construction equipment as a BCATS project - US12932	Internal	5	No	No

Contact Mr Doherty for more information

Design and Visual Communications

Within Design and Visual Communication, design consists of product design and spatial design. Product design focuses on the development of tangible items that have a specific function within people's everyday lives. It does not include graphic identity, therefore logo design is not part of Design and Visual Communication.Spatial design is about the designing of three-dimensional spaces in terms of how they are experienced, occupied, or used by people. These spaces can range from those defined by walls and physical elements to those more permeable and determined by ritual, activity, or occupancy. Spatial design incorporates concepts from such fields as architecture, interior design, landscape architecture, and urban design.

The big ideas in the Design & Visual Communications curriculum are:

- Design, as an act of manaakitanga, seeks new ways to improve the lives of people and their places
- Design tikanga weaves together both divergent and convergent thinking in the generation, exploration, refinement, and resolving of design ideas and outcomes
- Designers bring their own unique voice that draws from their personal experiences, cultures, values, and perspectives as well as those of other people
- Design has a whakapapa – heritage, philosophies, and knowledges, both functional and aesthetic, in relation to product and spatial design
- Visual communication is a set of visual literacy skills that allow designers to think about, evaluate, and appropriately present design ideas and outcomes

Costs / donation: $100

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Generate product or spatial design ideas using visual communication techniques in response to design influences - 92000	Internal	5	No	No
1.2 Use representation techniques to visually communicate own product or spatial design outcome - 92001	Internal	5	No	No
1.3 Develop product or spatial design ideas informed by the consideration of people 92002	External	5	No	No
1.4 Use instrumental drawing techniques to communicate own product or spatial design outcome - 92003	External	5	No	No

Contact Mr Doherty for more information

Digital Technology

Technology is intervention by design. Digital Technologies focuses on building ākonga capability to apply technological ideas within a digital environment. Digital Technologies is a broad subject that covers many domains, for example:

- software programming
- electronic environments and embedded systems
- digital information systems
- digital media.

As they study, ākonga will develop computational thinking skills and the ability to design and develop digital outcomes. They will also learn how computers represent and process data — the fundamental material of the subject. Ākonga will develop an understanding of how data can be organised and the ethical issues surrounding its use. They will learn about the digital design and development processes used to create, test, and evaluate digital outcomes. Ākonga will practise manaakitanga as they learn to prioritise users in the outcomes they develop, and understand how Digital Technologies outcomes impact on the people who use them.

The big ideas in the Digital Technology curriculum are:

- The discipline of Digital Technologies embodies whanaungatanga. Outcomes are made by people, for people, within cultural, social, and environmental contexts
- Digital outcomes are created for a purpose by following established processes
- All digital technologies are underpinned by algorithms and computer science principles

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Create a computer program - 92004	Internal	5	No	No
1.2 Develop a digital technologies outcome - 92005	Internal	5	No	No
1.3 Demonstrate understanding of usability in human-computer interfaces - 92006	External	5	No	No
1.4 Design a digital technologies outcome - 92007	External	5	No	No

Contact Mr Hynds for more information

Engineering and Technology

The Engineering and Technology course is a vocational based learning opportunity. The course aims to provide students with the initial skills and knowledge to enter Engineering industry. The qualification focusses on fabrication and machining capabilities, workshop procedures, understanding job specifications, health and safety, materials knowledge, hand tools and power tools.

The big ideas in the Engineering and Technology curriculum are:

- The importance of understanding material properties, including the differences between steel and aluminium.
- The need for accuracy and precision when working with steel and aluminium, including the importance of proper measurement and cutting techniques.
- The necessity of understanding how to use and operate a range of machinery for fabrication and machining tasks.
- The importance of good communication and team work skills, since engineering projects often require coordination and collaboration among multiple individuals.

Costs / donation: $175

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Demonstrate basic engineering workshop skills under close supervision. - US22923	Internal	12	No	No
1.2 Develop a simple product using engineering materials - US22924	Internal	10	No	No
1.3 Demonstrate knowledge of safety procedures in a specific engineering workshop - US22926	Internal	2	No	No

Contact Mr Doherty for more information

Hospitality

Course description:

This course will offer Foundation training skills around Food Safety and Cookery. This course offers students with an interest in entering the Hospitality Industry with a vocational pathway to do so.

The big ideas in the Hospitality curriculum are:

- The importance of food and hygiene safety in the hospitality industry, including proper food handling and storage practices.
- The importance of teamwork and collaboration in the hospitality industry through manaakitanga.
- The need for problem-solving and critical thinking skills to deal with unexpected situations.
- The importance of being able to work under pressure and manage time effectively.

Costs / donation: $175

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Identify career pathways in the hospitality industry - US21058	Internal	2	No	No
1.2 Prepare and present meat in the hospitality industry - US15900	Internal	4	No	No
1.3 Prepare and present egg and cheese dishes in the hospitality industry - US19770	Internal	2	No	No
1.4 Prepare and present fruit and vegetables in the hospitality industry - US15901	Internal	3	No	No
1.5 Demonstrate knowledge of knife care, use, storage and carrying for the hospitality industry. - US21059	Internal	2	No	No
1.6 Prepare and present sauce and soup in the hospitality industry - US15920	Internal	2	No	No
1.7 Prepare and present hot finger food in the hospitality industry - US15919	Internal	2	No	No
1.8 Prepare, construct, and garnish mocktails for the Hospitality industry - US20157	Internal	2	No	No

1.9 Demonstrate knowledge of boiling and baking in the commercial catering industry Service Sector/Hospitality - US15895	Internal	3	No	No
1.10 Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry Service Sector/Hospitality - US15921	Internal	3	No	No

Contact Miss Brown for more information

Materials & Processing Technology

Materials and Processing Technology is a hands-on, creative subject that encourages ākonga to explore the three strands of the technology curriculum through the design and creation of fit-for-purpose outcomes. The practice of technology is grounded in intervention by design and ākonga will have multiple opportunities to demonstrate this.

Ākonga who study Materials and Processing Technology will develop knowledge about materials, techniques, and processes which are intrinsic to their application and use. They will learn to plan projects and develop specifications through design concepts and the use of briefs. They will create outcomes that address a need or opportunity.

The big ideas in the Materials Processing Technology curriculum are:

- Outcomes are developed to respond to people's needs through Materials and Processing Technology practice.
- Purposeful outcomes encourage auahatanga of Materials and Processing Technology practice.
- Authentic Materials and Processing Technology contexts inspire fit-for-purpose outcomes through manaakitanga
- Sustainability through kaitiakitanga underpins ethical intervention by design in Materials and Processing Technology practice

Costs / donation: $175

Title of standard	Internal or External	Credits	Numeracy	Literacy
1.1 Develop a Materials and Processing Technology outcome for an authentic context - 92012	Internal	6	No	No
1.2 Develop a Materials and Processing Technology outcome by transforming, manipulating, or combining different materials - 92013	Internal	6	No	No
1.3 Demonstrate understanding of sustainable practices in the development of a Materials and Processing Technology design - 92014	External	4	No	No
1.4 Demonstrate understanding of materials and techniques for a feasible Materials and Processing Technology outcome - 92015	External	4	No	No

Contact Mr Doherty for more information

Friday off site options for Year 12 and Year 13

Opportunities in Balclutha

Big River homes Y12 and Y13 (Level 3 and 4 credits) students learn by building a house. 2 days a week Wednesday and Thursday

Engineering experience Y11 to Y13 work with a range of local employers in an engineering context on Fridays

Gateway Y13 (Level 3 credits) – be supported in a local work place that suits your interests we recommend a Friday although this can be flexible – some places maybe offered to Y12

Work experience Y11 to Y13 – gain experience in the workplace and develop your skills we recommend a Friday although this can be flexible

Transport will be provided for all of the following:

Opportunities at Telford

Farm skills (Level 2 credits) learn hands on learning farm skills such as working with and looking after livestock

Equine (Level 2 credits) learn about grooming, exercising, body systems, good health and treatment of horses

Opportunities in Gore

Engineering (Level 2 credits) build and race a grass cart

Beauty therapy (Level 2 credits) learn a range of salon skills

Hospitality - café / bar (Level 2 credits) learn front of house skills

Opportunities in Dunedin

Automotive (Level 2 credits) learn to become a Mechanic

Cookery / Chef (Level 3 credits) learn to become a chef and gain an NZ certificate (2 days a week later in the year)

Cookery (Level 2 credits) learn to become a chef and produce food in "real world" situations for Polytech students

Sport, exercise and health (Level 3 credits) learn to become a physiotherapist or a personal trainer

Police pathway (Level 3 credits) start looking at a career working in the Police

Construction (Level 2 credits) gain the NZ Certificate in Building, Construction and Allied Trades

Beauty Therapy (Level 2) beauty, make-up and fashion

Salon skills and hairdressing (Level 2) hair styling, customer service, safe practices

Manaaki Tauira a marae and classroom based food and hospitality course with a strong emphasis on Maori Culture and tradition

Opportunities in Invercargill

A range of options including: **Audio / Music Technology, Electrotechnology, Digital Design and Animation, Outdoor skills for emergency services, Art and Design, Hospitality, Health and Support services, Animal Care, Individual and group fitness, Massage therapy**