



# Senior Course Book 2026

**Queen Elizabeth College**

**Course Selection Process**

Read the information provided in this booklet to help you choose appropriate courses in 2026 for NCEA Levels 1, 2 and 3. Choose wisely so you keep your options open for the future.

## Step 1

Think about what your end goal is when you leave high school e.g., a trade, university, polytechnic, NZ Defence Force (Navy, Air Force, Army)

Select subjects you are strong in and how they will help you achieve that goal. Check the prerequisites.



## Step 2

Read the detailed subject descriptions and to where these subjects lead



## Step 3

Discuss your subject choices with your whānau and Poutama teacher at Poutama Interviews.



## Step 4

Fill in your course choices on the KAMAR Portal.



## Step 5

Final Course Confirmation – January 2026

### Please note:

- At Year 11, English, Mathematics and Science are compulsory.
- At Year 12, English is compulsory.
- All Year 11 and 12 students will study six courses.
- See the next page which shows how subjects can progress from one level to another.
- The other pages describe the courses available at this school.
- Courses will only run if there are a sufficient number of students.

## Gaining NCEA Level 1, 2 or 3

NCEA Level	Requirements
<b>Level 1</b>	60 credits at Level 1 or above. + 20 credit literacy and numeracy co-requisite.
<b>Level 2</b>	60 credits at Level 2 or above.  Literacy and numeracy co-requisite must also be met.
<b>Level 3</b>	60 credits at Level 3 or above.  Literacy and numeracy co-requisite must also be met.

## University Entrance Requirements:

### Literacy requirement:

- 10 credits at Level 2 or above, made up of 5 credits in reading and 5 credits in writing.
- NCEA Level 3.
- Approved subjects: 14 credits in each of three approved subjects at Level 3.

For further information about the above requirements go to [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

Year 9	Year 10	Level 1	Level 2	Level 3
Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka
Art	Art	Visual Art	Visual Art	Visual Art
		Fashion & Textiles	Fashion & Textiles	Fashion & Textiles
		Jewellery Design & Construction	Jewellery Design & Construction	Jewellery Design & Construction
Music	Music	Music Production and Performance	Music Production and Performance	Music Production and Performance
Drama	Drama	Drama	Drama	Drama
Dance	Dance	Dance		
English	English	English	Academic English Vocational English	Academic English
Mathematics	Mathematics	Mathematics	Academic Mathematics	Academic Mathematics
			Vocational Mathematics	
Social Studies	Social Studies	Social Sciences	History Geography Classical Studies	History Geography Classical Studies
			Rights & Responsibilities	
Science	Science Rural Studies	Science Rural Studies	Chemistry Biology Physics Science	Chemistry Biology Physics Science
Food	Food	Hospitality  Food Technology	Hospitality  Barista and Cafe Skills  Home Economics	Hospitality/ Cafe  Home Economics
Technology	Wood Metal	Building Construction and Allied Trades skills	Building Construction and Allied Trades skills	Building Construction and Allied Trades skills
		Mechanical Engineering Technology	Mechanical Engineering Technology	Nga Toi  Whakairo
		Nga Toi	Nga Toi	
		Whakairo	Whakairo	
Digital Technology	Digital Technology	Computing and Digital Technology	Computing and Digital Technology	Computing and Digital Technology
Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
			Sports and Fitness	Sports and Fitness
Health	Health	Health and Development	Health and Development	Health and Development
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori
Service Academy	Service Academy	Service Academy	Service Academy	Service Academy

## Courses & Levels

STAR, Secondary-Tertiary (USkills) and Gateway courses are available based on students' needs in consultation with the student, parent and relevant staff.

# ENGLISH

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1ENGM 1ENGF 1ENGG</p> <p><b>Please select the right course – see codes to the right.</b></p>	<p><b>English is a compulsory subject at Year 11</b></p> <p>Ākonga will select one of three courses offered.</p> <p><b>Making music:</b> focuses on the impact of music on ourselves and society (1ENGM)</p> <p><b>Culinary English:</b> an English class you can really sink your teeth into by exploring why food is so important to us (1ENGF)</p> <p><b>Game On:</b> focuses on how sport can be an important part of identity &amp; culture (1ENGG)</p> <p>All options will be assessed by both internal and external achievement standards.</p>
<p><b>Level 2</b></p> <p><b>Course Titles:</b> 2ENA Academic English</p> <p>2ENV Vocational English</p>	<p><b>English is a compulsory subject at Year 12</b> <b>Ākonga will be placed into these courses based on their results in Level 1.</b></p> <p><b>Academic English</b> is an internal and external Achievement Standard course, looking at both written literature and film. All assessments will be based on those literature topics. This course can provide UE Literacy for those intending to go to University.</p> <p><b>Vocational English</b> is an internal unit standard course. It focuses on practical English skills to prepare ākonga for everyday life.</p>
<p><b>Level 3</b></p> <p><b>Course Titles:</b> 3ENA Academic English</p>	<p><b>Academic English bridges the gap between school and further education. The primary focus will be on exam/study skills, independent research, and text analysis.</b> Ākonga will create their own course with choice from a variety of internal and external achievement standards. This course offers University Entrance.</p> <p><u>Prerequisites:</u> Minimum of 12 Credits from the Level 2 Academic English class, unless prior arrangement with HOD.</p>
<p><b>Future Pathways:</b></p>	<p><b>Further Education:</b> University, Polytechnics, NZ Broadcasting School.</p> <p><b>Careers:</b> Journalism, Law, Broadcasting, Teaching, NZ Defence Force. English is recommended for many future pathways including trades, services, police, sciences, business, banking and many others. Most careers recommend taking English to Level 2 or higher if possible</p>

# MATHEMATICS

<p><b>Level 1</b></p> <p><b>Course Titles:</b> 1MAT Mathematics</p>	<p><b>Mathematics is a compulsory subject at Year 11.</b> This is an achievement standard course.</p> <p>All students will complete two internal assessments, Mathematical Methods and Statistical Enquiry, each worth 5 credits. This will allow students to gain Numeracy. These assessments cover a wide range of topics including Number, Algebra, Measurement, Geometry (Trigonometry), and Statistics.</p> <p>Most students will also complete the learning and be entered for an external assessment, based on their strengths and future pathway with Mathematics.</p>
<p><b>Level 2</b></p> <p><b>Course Titles:</b> 2MVO Vocational Mathematics</p> <p><b>2MAT</b> Academic Mathematics</p>	<p><b>Mathematics is an optional subject at Year 12.</b> Both Level 2 Mathematics options are achievement standard courses. Students will be placed into the correct class based on the pre-requisites below.</p> <p><b>Vocational Mathematics</b> This is a mostly internal assessment course, focused on working at Achieved level, with one optional external assessment at the end of the year. Students will cover a range of topics including Statistics, Graphing, Trigonometry, and Algebra.</p> <p><u>Prerequisites for Level 2 Vocational Mathematics:</u> Students must have gained a minimum of 10 credits in Level 1 Mathematics, or with the permission of the HoD Mathematics.</p> <p><b>Academic Mathematics</b> This is a mixed internal and external assessment course, focused on working at Merit and Excellence level, developed in consultation with students and what they wish/need to study for their future pathways. Students will cover a range of topics including Statistics, Graphing, Trigonometry, and Algebra.</p> <p><u>Prerequisites for Level 2 Vocational Mathematics:</u> Students must have gained at least 15 credits in Level 1 Mathematics, or with the permission of the HoD Mathematics.</p>
<p><b>Level 3</b></p> <p><b>Course Titles:</b> 3MAT Academic Mathematics</p>	<p><b>Mathematics is an optional subject at Year 13.</b> This is usually a combined class and the course can be developed in consultation with students to cover what they wish or need to study for future pathways. Two internal assessments are Statistics based, covering data analysis and report writing. Two internal assessments are Mathematics based covering some Algebra and Graphing skills. Students can opt in to a Probability external assessment. Any student wishing to complete Calculus external assessments must have completed the Algebra external assessment in Level 2 Maths.</p> <p><u>Prerequisites for Level 3 Academic Mathematics:</u> Students will have done well with either Level 2 Vocational Mathematics/ Academic Mathematics, gaining at least 12 credits and attempting an external, or with permission from the HOD of Mathematics.</p>
<p><b>Future Pathways:</b></p>	<p><b>Future Pathways: (further education, careers)</b> Mathematics is recommended for many future pathways including trades, services, police, sciences, business, banking and many others.</p> <p>Most careers recommend taking Mathematics to Level 2 or higher if possible.</p>

# SCIENCE

<p><b>Level 1</b></p> <p><b>Course Titles:</b> 1SCI 1RUS</p>	<p><b>Science is a compulsory subject at Year 11.</b> This is an achievement standard course.</p> <p>You can choose between General Science (1SCI) and Rural Studies (1RUS)</p> <p>The General Science will cover learning areas including Biology, Chemistry, Physics, Geology, Astronomy, Ag/Hort. This course can lead to Level 2 Biology, Chemistry, Science, or Physics.</p> <p>Rural Studies is an opportunity to explore the Primary Industries, covering agriculture and horticulture learning areas and skills, such as: soils, pasture, sustainability, primary products and farm locations. This course can lead to Level 2 Science or Biology.</p>	
<p><b>Level 2</b></p> <p><b>Course Titles:</b> 2SCI 2BIO 2CHE 2PHY</p>	<p><b>Science</b> Ag/Hort and Geology based course. All university accredited leading to Level 3 science. All Internally assessed giving 20 credits from 5 standards.</p> <p><b>Prerequisite</b> – 1SCI 15 credits</p>	<p><b>Biology, Chemistry, Physics</b> Mixture of Internal and External standards leading to Level 3 Biology, Chemistry, Physics. Possible course outline: 4 Internal Standards = 16 credits 1 External Standard = 5 credits</p> <p><b>Prerequisite</b> – 1SCI 16 credits</p>
<p><b>Level 3</b></p> <p><b>Course Titles:</b> 3SCI 3BIO 3CHE 3PHY</p>	<p><b>Science</b> Ag/Hort and Geology based course. All university accredited. All Internally assessed giving 20 credits from 5 standards.</p> <p><b>Prerequisites</b> - 2SCI 16 credits <b>University Entrance:</b> 14 credits</p>	<p><b>Biology, Chemistry, Physics</b> Mixture of Internal and External standards leading towards Tertiary study. Possible course outline: 4 Internal Standards = 16 credits 1 External Standard = 5 credits</p> <p><b>Prerequisites</b> – 2BIO/2CHE/2PHY 16 credits or HoD approval. <b>University Entrance:</b> 14 credits</p>
<p><b>Future Pathways:</b></p>	<p>Vocational or University Pathway Trades, Builders, Plumbers, Electricians, Hairdressers, Agriculture, Horticulture, Quarry workers, Services etc. Gain credits towards NCEA. Gain credits towards UE Literacy and Numeracy. University Accredited.</p>	<p>University, Polytechnic pathway: Military career, Medical career, Veterinary careers, Engineers, Architects, Pilots, Teachers, Agriculture, Horticulture, Food technology Gain credits towards NCEA. Gain credits towards UE Literacy and Numeracy. University Accredited.</p>

# DIGITAL TECHNOLOGIES

<p><b>Level 1</b></p> <p><b>Course Titles:</b> 1DTC Digital Technologies</p>	<p><b>This course is based on the Digital Technologies/Hangarau Matihiko New Zealand Technology Curriculum. The aim of technology education is to develop in students a broad technological literacy that will allow them to participate in society as informed citizens.</b></p> <p>This will be achieved through the two specific learning areas:</p> <ul style="list-style-type: none"> <li>• Computational Thinking enables the student to express problems and formulate solutions in a way that means a computer can be used to solve them.</li> <li>• Designing and Developing Digital Outcomes enables the student to become more efficient in manipulating and combining data, using information management tools to create an array of innovative outcomes.</li> </ul> <p>Academic and Vocational Pathways are offered via Achievement or Unit Standards.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2DTC Digital Technologies</p>	<p><b>The aim of technology education is to develop in students a broad technological literacy that will allow them to participate in society as informed citizens.</b></p> <p>This will be achieved through students:</p> <ul style="list-style-type: none"> <li>• Understanding advanced concepts of information and or digital systems</li> <li>• Evaluating and linking tools, techniques, design elements etc to digital media and/or digital information outcomes</li> <li>• Planning, producing and evaluating outcomes of digital media or computer science.</li> <li>• Developing overall knowledge, skills and techniques particularly in Digital Technology.</li> </ul> <p>Academic and Vocational Pathways are offered via Achievement or Unit Standards</p> <p><u>Prerequisites:</u> Academic Requirements: Study at Level One in Digital Technology provides a strong foundation of learning for Level Two and therefore is strongly recommended.</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3DTC Digital Technologies</p>	<p><b>The aim of technology education is to develop in students a broad technological literacy that will allow them to participate in society as informed citizens.</b></p> <p>This will be achieved through students:</p> <ul style="list-style-type: none"> <li>• Understanding complex concepts of Digital technologies</li> <li>• Describing the use of interactive digital software</li> <li>• Understanding differences in technological designs by undertaking comparisons and a critique process</li> <li>• Producing quality outcomes from a variety of digital media</li> </ul> <p>Academic and Vocational Pathways are offered via Achievement or Unit Standards</p> <p><u>Prerequisites:</u> Academic Requirements: Study at Level Two in Digital Technology provides a strong foundation of learning for Level 3 and therefore is strongly recommended.</p>
<p><b>Future Pathways:</b></p>	<p>Digital technologies is recommended for many future pathways including trades, services, police, sciences, business, banking and many others. There is almost no job or career these days that does not have a digital technology component.</p> <p>There is also a strong tertiary pathway into University, Polytechnic/UCOL or other tertiary organisations.</p>



# TE REO MĀORI




<b>Level 1</b>  <b>Course Title:</b> 1MAO Te Reo Māori	<p>Students will develop their skills and knowledge of listening, speaking, reading, presenting, viewing and writing in Te Reo Māori to communicate effectively for authentic purposes in Te Reo Māori against a background of Te Reo Māori culture and way of life.</p> <p><u>Prerequisites:</u> Year 10 Māori</p>
<b>Level 2</b>  <b>Course Title:</b> 2MAO Te Reo Māori	<p>Students will develop their skills and knowledge of listening, speaking, reading, presenting, viewing and writing in Te Reo Māori to communicate effectively for authentic purposes in Te Reo Māori against a background of Te Reo Māori culture and way of life.</p> <p><u>Prerequisites:</u> 12 credits at Te Reo Māori Level 1</p>
<b>Level 3</b>  <b>Course Title:</b> 3MAO Te Reo Māori	<p>Students will develop their skills and knowledge of listening, speaking, reading, presenting, viewing and writing in Te Reo Māori to communicate effectively for authentic purposes in Te Reo Māori against a background of Te Reo Māori culture and way of life.</p> <p><u>Prerequisites:</u> 12 credits at Te Reo Māori Level 2</p>
<b>Future Pathways:</b>	<p><b>Further Study:</b></p> <ul style="list-style-type: none"> <li>• Kapa haka – Māori Performing Arts &amp; Ngā Manu Kōrero external opportunities.</li> <li>• Accelerate students moving towards Te Reo Rangatira Level 1, 2 &amp; 3 Achievement Standards or Level 4 Unit Standards or Scholarship Te Reo Māori.</li> <li>• University or further tertiary education.</li> </ul> <p><b>Careers:</b> Students can pathway into almost any careers they wish: Education, Construction, Community &amp; Social Services, Creative or Services Industries, Primary Industries and Manufacturing and Technology. Acting, Arts Administration, Broadcast journalist, Cinematographer, Copywriter, Newspaper journalist, Teacher (Primary or Secondary), Television presenter, Television/film producer, Theatrical producer.</p>

# TE AO HAKA (MĀORI PERFORMING ARTS)




<p><b>Level 1</b></p> <p><b>Course Title:</b> 1TAH</p>	<p>Do you have experience in the arts like Kapa Haka, theatre or drama? Have you always wanted to learn about using voice, sound and movement? Māori Performing arts is an exciting and energetic programme. Learn how to produce and perform at a secondary level. You'll also build your self-confidence and an understanding of your identity. Immerse yourself in Te Āo Māori and watch your future open before your eyes!</p> <p><b>You'll learn about:</b> Performance skills, history, tikanga and cultural practices. You will learn to demonstrate knowledge and skill of performance components, people associated with Kapa Haka, perform whakaraka and many more. You can earn credits by performing in a classroom setting.</p> <p><b>Entry criteria:</b></p> <ul style="list-style-type: none"> <li>- Pono to Te Āo Māori and is wanting to learn more about whakapapa in Te Āo Haka</li> <li>- Committed to the kaupapa</li> </ul> <p><b>Homework:</b> This is where knowledge from home comes into their mahi. Learning kupu to waiata/haka. Taking home their mahi and asking whānau for some guide in what their iwi do in performance practices. Eg: Every iwi has their own unique tikanga of how they might takahi, wiri and pūkana.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2TAH</p>	<p>Do you have experience in the arts like Kapa Haka, theatre or drama? Have you always wanted to learn about using voice, sound and movement? Māori Performing arts is an exciting and energetic programme. Learn how to produce and perform at a secondary level. You'll also build your self-confidence and an understanding of your identity. Immerse yourself in Te Āo Māori and watch your future open before your eyes!</p> <p><b>You'll learn about:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a Discipline</li> <li>- Demonstrate Elements</li> <li>- Demonstrate Key features</li> <li>- Demonstrate Categories</li> <li>- Performances in a classroom setting</li> </ul> <p><b>Entry criteria:</b></p> <ul style="list-style-type: none"> <li>- Level 1 Te Ao Haka</li> <li>- Kapa Haka</li> </ul> <p><b>Homework:</b> This is where knowledge from home comes into their mahi. Learning kupu to waiata/haka. Taking home their mahi and asking whānau for some guide in what their iwi do in performance practices. Eg: Every iwi has their own unique tikanga of how they might takahi, wiri and pūkana.</p>

<p><b>Level 3</b></p> <p><b>Course Title:</b> 3TAH</p>	<p>Do you have experience in the arts like Kapa Haka, theatre or drama? Have you always wanted to learn about using voice, sound and movement? Māori Performing arts is an exciting and energetic programme. Learn how to produce and perform at a secondary level. You'll also build your self-confidence and an understanding of your identity. Immerse yourself in Te Āo Māori and watch your future open before your eyes!</p> <p><b>You'll learn about:</b></p> <ul style="list-style-type: none"> <li>- Reflect on a personal learning journey in a discipline of Te Ao Haka</li> <li>- Perform three categories within a discipline of Te Ao Haka</li> <li>- Perform two Te Ao Haka disciplines</li> <li>- Demonstrate understanding of a key role within Te Ao Haka</li> </ul> <p><b>Entry criteria:</b></p> <ul style="list-style-type: none"> <li>- Level 2 Te Ao Haka</li> <li>- Pono to Te Āo Māori and is wanting to learn more about whakapapa in Te Āo Haka</li> <li>- Committed to the kaupapa</li> </ul> <p><b>Homework:</b></p> <p>This is where knowledge from home comes into their mahi. Learning kupu to waiata/haka. Taking home their mahi and asking whānau for some guide in what their iwi do in performance practices. Eg: Every iwi has their own unique tikanga of how they might takahi, wiri and pūkana.</p>
<p><b>Future Pathways:</b></p>	<ul style="list-style-type: none"> <li>• Kapa haka – Māori Performing Arts &amp; Ngā Manu Kōrero external opportunities</li> <li>• Whitireia performing arts programme</li> <li>• Kahurangi performing arts</li> <li>• Kapa Haka tutor</li> <li>• Travel the world doing Kapa Haka</li> <li>• Kaiako in Māori Performing arts</li> <li>• Kaiako in Te Ao Haka</li> <li>• Being able to run wānanga</li> <li>• Hosting and giving back to your people</li> <li>• University or further tertiary education</li> <li>• Te Aho Tatairangi</li> <li>• Te Whare wānanga o Awanuiārangi (bachelors in MPA).</li> <li>• Kapa Haka performer (you can become a skilled performer, showcasing the art of haka)</li> <li>• Indigenous studies (explore courses that delve into Māori culture, traditions and performing arts)</li> <li>• Te Reo Māori me ōna tikanga</li> </ul>




# JEWELLERY DESIGN & CONSTRUCTION

<p><b>Level 1</b> 1JEWL</p> 	<p>This is an introduction to jewellery design and construction. Learn about past and present designers and their influence. Learn step by step, how to design jewellery from ideation to final design. Learn the skills and techniques of jewellery illustration. Work with a range of materials including silver, copper, brass, resin, art clay, wire. Learn how to create and draw designs from research, and make several pieces of jewellery, which you can gift, keep or sell.</p> <p>20 credits Includes UE and endorsement credits</p>
<p><b>Level 2</b> 2JEWL</p> 	<p>Learn about design influences, past and present. Learn step by step, drawing and visual communication skills to develop a design and make a piece(s) of jewellery with special features. Work with materials of your choice, ranging from silver, copper, wire, crystals, beads, resin, polymer clay, laser cut shapes from acrylic or wood. Keep, gift, or sell the jewellery you make.</p> <p>22 credits. UE and endorsement included.</p>
<p><b>Level 3</b> 3JEWL</p> 	<p>Learn about design influences, past and present. Learn and use, drawing and visual communication skills to develop a design and make a piece(s) of jewellery with special features. Work with materials of your choice, ranging from silver, copper, wire, crystals, beads, laser cut shapes. Keep, gift, or sell the jewellery you make.</p> <p>16 credits. UE and endorsement included.</p>
<p><b>Future Pathways:</b></p>	<p>Design led further education, Jewellery Designer, Bench Jeweller, Gemologist, Jewellery Entrepreneur, Restoration and Conservation Specialist, Jewellery Photographer, Jewellery Teacher/Instructor.</p>

# VISUAL ARTS - PAINTING

<p><b>Level 1</b> 1ART</p> 	<p>Visit local Marae, Te Manawa and the Manawatu river. Learn about NZ &amp; European artists past and present. Start off with sketchbook work, learning how to represent line, texture, positive and negative space, observation drawing and perspective drawing. Develop your skills over the course, learning how to use water colour, acrylic, printmaking and other processes. Conclude by producing large scale resolved paintings.</p> <p>20 credits Includes UE and endorsement credits</p>
<p><b>Level 2</b> 2ART</p> 	<p>Study past and contemporary artists, develop skills and processes to complete works, initially, in this style. Learn about colour use and consistency, perspective and composition. Learn how to use paint and painting tools to create a desired outcome. Develop your work into a personal theme, building a cohesive collection of artworks. The course concludes with 2 x A1 Visual Art boards for external moderation.</p> <p>16 Internal credits 12 External credits Includes UE and endorsement credits.</p>
<p><b>Level 3</b> 3ART</p> 	<p>Study past and contemporary artists, develop skills and processes to complete works, initially, in this style. Learn about colour use and consistency, perspective, and composition. Learn how to use paint and painting tools to create a desired outcome. Use your artwork to speak about issued important to you. Build a cohesive collection of artworks which will be submitted on 3 x A1 Art boards for external assessment.</p> <p>16 Internal credits 12 External credits Includes UE and endorsement credits.</p>
<p><b>Future Pathways:</b></p>	<p>University pathways, Fine Artist, Illustrator, Art Teacher/Instructor, Art Director, Museum/Gallery Curator, Set and Exhibit Designer, Art Dealer/Gallery Owner, Storyboard Artist.</p>

# FASHION & TEXTILES

<p><b>Level 1</b> 1FASH</p> 	<p>Design and make one (or more) item of clothing, costume, or cultural item of your choice. Experiment with different methods and materials to create a finished piece. Learn about design principles, how to research for design, fashion illustration, and how to present a design board to a client. Once complete the garment/s are yours to take home. Student work in 2024 included Korowai, ball gown, trenchcoat.</p> <p>20 credits Includes UE and endorsement credits</p>
<p><b>Level 2</b> 2FASH</p> 	<p>Learn about design influences, past and present. Learn how to draw fashion figures and how to present a design board. Design and make a garment(s) of your choice with an applied design, this can be print, embroidery or fabric paint. Experiment with materials and processes to achieve your desired features. Examples of students work in 2024 are ball gown, Puletasi dress, Korowai, Māori printed dress.</p> <p>There are 22 credits on the course. UE and endorsement credits.</p>
<p><b>Level 3</b> 3FASH</p> 	<p>Study Cultural and European fashion/costume designers. Develop your figure illustration skills and learn how to present a design board to a client. Design and make a garment(s) of your choice with an applied design, this can be print, embroidery or paint. Experiment with materials and processes to achieve your desired features. Students work in 2024 included a 15<sup>th</sup> Century costume and a hand painted Puletasi dress.</p> <p>16 credits. UE and endorsement.</p>
<p><b>Future Pathways:</b></p>	<p>University study, Fashion Designer, Textile Designer, Costume Designer, Fashion Illustrator, Pattern Maker, Fashion Buyer, Fashion Stylist, Sustainable Fashion Consultant.</p>

# EVENTS MANAGEMENT

<b>Level 3</b> 3EVM	<b>GET CREDITS FOR ORGANISING THE BALL.</b> Work as a team to co-ordinate the QEC ball 2026. Learn to plan, advertise, fundraise and organise an event. Learn how to oversee aspects such as the catering, music and photography. Create the decorations, decorate the hall, and tidy up afterwards. Includes 5-unit standards based around teamwork, communication, organisation, budgeting and leadership.  20 credits. Unit standards only.
<b>Future Pathways:</b>	Event Planner/Coordinator, Venue Manager, Catering Manager, Marketing and Communications Manager, Fundraising and Development Manager, Wedding Planner.

# PERFORMING ARTS – MUSIC

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1MUS Music</p>	<p><b>Standards offered include Composition (Song Writing), Solo and Group Performance and Music Technology (Production and Live Sound).</b></p> <p><u>Prerequisites:</u> 3 years of instrument tuition, Year 10 Music, 80% attendance or higher in 2025.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2MUS Music</p>	<p><b>There is a range of standards on offer including NZ Music Research, Composition, Solo and Group Performance, Instrumentation and Music Technology (Production and Live Sound).</b></p> <p><u>Prerequisites:</u> 4 years of instrument tuition, 15 credits Level 1 Music, Level 1 Literacy, 80% attendance or higher in 2025. <i>If not taken at Level 1, student must be approved by TIC.</i></p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3MUS Music</p>	<p><b>There is a range of standards on offer including Research, Composition, Solo and Group Performance, Second Instrument Performance, Arrangement and Music Technology (Production and Live Sound). These contribute towards a project-based outcome.</b></p> <p><u>Prerequisites:</u> 5 years of instrument tuition, 14 credits Level 2 Music, 80% attendance or higher in 2025. <i>Not available if student has not achieved credits for Level 2 Music.</i></p>
<p><b>Future Pathways:</b></p>	<p><b>Further Education:</b> Tertiary Studies.</p> <p><b>Careers:</b> Songwriter, Singer, Music Producer, Club DJ, Recording Engineer, Tour Manager, Music Therapist, Booking Agent, Composer, Roadie, Background Singer, Band member/musician, Instrument Repair, Restoration and Tuning, Record Label Entrepreneur, Music Writer/Journalist, Teacher (Primary or Secondary).</p>



## PERFORMING ARTS – DRAMA

<b>Level 1</b>  <b>Course Title:</b> 1DRA Drama	<b>Standards offered include Devising (creating) and Performing in an original play, Demonstrating Techniques of Drama in a scripted performance, and responding to a performance (Conventions, Elements, Technologies, and Techniques in Live Performance).</b>  <u>Prerequisites:</u> Minimum of 80% attendance in 2025.
<b>Level 2</b>  <b>Course Title:</b> 2DRA Drama	<b>There is a range of standards on offer including Devising (creating) and Performing in an original play, Demonstrating Techniques of Drama in performance and an External Examination (Conventions, Elements, Technologies, and Techniques in Live Performance).</b>  <u>Prerequisites:</u> Minimum of 80% attendance in 2025.
<b>Level 3</b>  <b>Course Title:</b> 3DRA Drama	<b>There is a range of standards on offer including Devising (creating) and Performing in an original play, Demonstrating Techniques of Drama in performance and an External Examination (Conventions, Elements, Technologies, and Techniques in Live Performance).</b>  <u>Prerequisites:</u> Minimum of 80% attendance in 2025, Level 2 English.
<b>Future Pathways:</b>	<b>Further Education:</b> Tertiary Studies. <b>Careers:</b> Actor, Arts Administration, Broadcast journalist, Cinematographer, Copywriter, Costume Designer, Newspaper journalist, Teacher (Primary or Secondary), Television presenter, Television/film producer, Theatrical producer, Theatrical producer.

## PERFORMING ARTS – DANCE

<b>Level 1</b>  <b>Course Title:</b> 1DAN Dance	<b>Standards offered include Performance of dance sequences (Solo or Group), Choreography of a dance (Solo or Group), and an External Exam to demonstrate understanding of Dance elements.</b>  <u>Prerequisites:</u> Minimum of 80% attendance in 2024.
<b>Future Pathways:</b>	<b>Further Education:</b> Tertiary Studies. <b>Careers:</b> Dancer, Choreographer, Teacher, Personal Trainer, Physical Therapist, Costume Designer, Dance Critic, Historian, Stage Manager.

# SOCIAL SCIENCES, GEOGRAPHY, HISTORY

<b>Level 1</b>  <b>Course Title:</b> 1SOS Social Sciences	<b>An introduction to the ways people interact with each other and the environment</b>  This course will introduce you to 4 different social sciences: History, Geography, senior Social Studies and Commerce. You will learn about how historical events have impacted people, how and why people use and change the environment, how people fight for social justice, and the decisions that social organisations make to help people.  <b>Successful completion of this course meets the requirements for NCEA literacy and numeracy co-requisites.</b>		
<b>Level 2</b>  <b>Course Title:</b> 2GEO Geography  2HIS History  2CLS Classical Studies	<b>Geography is the study of the environment as the home of people.</b> It seeks to interpret the world and how it changes over time – past, present, and future. It explores the relationships and connections between people and both natural and cultural environments <u>Prerequisites:</u> At least 5 credits in 1GEO OR 5 credits in any Level 1 Earth Science standards	<b>History is the study of past events that are significant to people</b> It seeks to learn the causes and consequences of events in the past to explain the present.  <u>Prerequisites:</u> At least 5 credits in 1HIS OR 5 external Level 1 English credits	<b>Classical Studies is the study of classical age Roman and Greek society.</b> It seeks to explain the influence these cultures have had on the modern world.  <u>Prerequisites:</u> At least 5 credits in 1HIS OR 5 external Level 1 English credits
<b>Level 3</b>  <b>Course Title:</b> 3GEO Geography  3HIS History  3CLS Classical Studies	This geography course involves detailed study of natural and cultural processes that show how people interact with the environment. 3GEO is a UE subject. <u>Prerequisites:</u> 8 credits in Level 2 Geography OR 8 credits in any Level 2 earth science standards	This history course allows you to choose the historical topics and events you would like to investigate so that you can explore the parts of history you are most interested in. 3HIS is a UE subject. <u>Prerequisites:</u> At least 8 credits in 2HIS	This classical studies course continues on from 2CLS and is academically demanding. We will cover aspects of classical art, drama, warfare and daily life. 3CLS is a UE subject.  <u>Prerequisites:</u> At least 8 credits in 2HIS
<b>Future Pathways:</b>	Many Social Sciences can be studied at tertiary level. Anthropology, Sociology, Museum Studies, Defence Studies, Linguistics, Social Work and Criminology are just some of the tertiary courses available in New Zealand.  Studying in the social sciences develops a wide range of transferable skills, such as research skills and critical thinking, which are important in many career fields from Forensic Psychology to International Aid Work, Social Media Strategy to Urban Planning.		

# RIGHTS AND RESPONSIBILITIES

<b>Level 2</b>  <b>Course Title:</b> 2RAR Rights and Responsibilities	<p>This course will cover some of the legal rights and responsibilities you have as a citizen of New Zealand.</p> <p>What are your legal rights when you buy a car? What legal responsibilities do you have when you rent a house? How is your employer legally required to treat you in the workplace? And what laws govern how you should treat other people?</p> <p>This course will help you understand the things you are entitled to and the things you are responsible for doing in some common situations you will encounter in your life.</p> <p><u>Prerequisites:</u> None</p>
<b>Future Pathways:</b>	<p>This course is useful preparation for any legal studies or social services courses. It also provides important life skills whatever career you go into.</p>

# PHYSICAL EDUCATION

<b>Level 1</b>  <b>Course Title:</b> 1PED Physical Education	<b>This course covers the following topics: Kayaking, Rafting, Camping, Risk Management, Participating in Physical Activities, Skill Learning and Development, Anatomy.</b>  <u>Prerequisites:</u> Participation-based (must commit to meeting both practical and theory components)
<b>Level 2</b>  <b>Course Title:</b> 2PED Physical Education	<b>This course covers the following topics: Kayaking, Camping, Risk Management, Tramping and Navigation, Abseiling and Adventure Based Learning</b>  <u>Prerequisites:</u> Level 1 Physical Education (or at the discretion of the HoD)
<b>Level 3</b>  <b>Course Title:</b> 3PED Physical Education	<b>This course covers the following topics: Safety Management, Physical Activity and Wellbeing, Sport Performance and Skill Analysis</b>  <u>Prerequisites:</u> Level 2 Physical Education (or at the discretion of the HoD)
<b>Future Pathways:</b>	<b>Further Education:</b> UCOL, Massey University, Victoria University of Wellington, Southern Institute of Technology, Auckland University, Lincoln University, Canterbury University, Otago University, Auckland University of Technology, Wintec, Manukau Institute of Technology, Unitec Institute of Technology, New Zealand Institute of Sport.  <b>Careers:</b> Outdoor Education Instructor, Fitness and Personal Trainer, Nutritionist, Physiotherapist, Sports Trainer, Referee, Coach, Community and Recreation Specialist, Sports Coordinator, Sports Manager, Professional Athlete, Hydration Technician, Physical Education Teacher.

# HEALTH EDUCATION

<b>Level 1</b>  <b>Course Title:</b> 1HEA Health Education	<b>This course covers the following topics: Goal Setting, Hauora (Wellbeing), Interpersonal Skills, Promoting Positive Sexuality, Drug and Alcohol Awareness.</b>  <u>Prerequisites:</u> None
<b>Level 2</b>  <b>Course Title:</b> 2HEA Health Education	<b>This course covers the following topics: Enhancing Wellbeing, Managing Change, Sexuality and Gender Issues, Analyse an Adolescent Health Issue.</b>  <u>Prerequisites:</u> Level 1 Health Education (or at the discretion of the HoD)
<b>Level 3</b>  <b>Course Title:</b> 3HEA Health Education	<b>This course covers the following topics: Evaluate NZ Health Practices, Analysing National and International Health Issues, Analyse an ethical health issue.</b>  <u>Prerequisites</u> Level 2 Health Education (or at the discretion of the HoD)
<b>Future Pathways:</b>	<b>Further Education:</b> UCOL, Massey University, Victoria University of Wellington, Southern Institute of Technology, Auckland University, Lincoln University, Canterbury University, Otago University, Otago Polytechnic, Auckland University of Technology, Wintec, Manukau Institute of Technology, Unitec Institute of Technology, New Zealand Institute of Sport.  <b>Careers:</b> Counsellor, Nurse (Assistant), Social Worker, Therapist, Psychiatrist, Youth Worker, Mentor, Drug and Alcohol Rehabilitation and Awareness, Community and Health Worker, Researcher, Advocate.

# SPORTS AND FITNESS

<b>Level 2</b>  <b>Course Title:</b> 2SPF Sport and Fitness	<b>This course covers the following topics: Anatomy and Physiology, Nutrition, Energy Systems, Fitness Training Methods and Exercise Prescription.</b>  <u>Prerequisites:</u> Participation-based (must commit to meeting both practical and theory components). Recommended Level 1 Physical Education.
<b>Level 3</b>  <b>Course Title:</b> 3SPF Sport and Fitness	<b>This course covers the following topics: Anatomy and Physiology, Nutrition, Energy Systems, Fitness Training Methods and Exercise Prescription.</b>  <u>Prerequisites:</u> Level 2 Sport and Fitness (or at the discretion of the HoD)
<b>Future Pathways:</b>	<b>Further Education:</b> UCOL, Massey University, Victoria University of Wellington, Southern Institute of Technology, Auckland University, Lincoln University, Canterbury University, Otago University, Auckland University of Technology, Wintec, Manukau Institute of Technology, Unitec Institute of Technology, New Zealand Institute of Sport.  <b>Careers:</b> Fitness and Personal Trainer, Nutritionist, Physiotherapist, Sports Trainer, Coach, Community and Recreation Specialist, Sports Coordinator, Sports Manager, Professional Athlete, Hydration Technician, Physical Education Teacher.

# SERVICE ACADEMY

<b>Level 1</b>  <b>Course Title:</b> 1SAS Year 11 Service Academy	<b>The Service Academy provides a structured military year-long programme for students to gain Level 1 credits and gain skills and knowledge to work towards a career in government departments.</b>
<b>Level 2</b>  <b>Course Title:</b> 2SAS Year 12 Service Academy	<b>The Service Academy provides a structured military year-long programme for students to gain Level 2 credits and gain skills and knowledge to work towards a career in government departments.</b>  <u>Prerequisites:</u> Students need to be 16 years or older and apply to take part in this course. Please see Staff Tahiwī to pick up an application form.
<b>Level 3</b>  <b>Course Title:</b> 3SAS Year 13 Service Academy	<b>This course allows students to complete Level 3 credits and work towards joining the military or planning an appropriate pathway beyond school.</b>  <u>Prerequisites:</u> Preferably experience in the Year 12 Service Academy
<b>Future Pathways:</b>	<b>Careers</b> Army, Navy, Air Force, Police, Fire Service, Customs, Army Reserves (Territorials), Fisheries.

# NGĀ TOI

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1NGA Ngā Toi</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in Ngā Toi at Level 2, 3 and beyond.</b></p> <p>Key skills will be taught which include Māori cultural designs and artwork. Students can achieve 24 credits at Level 1.</p> <p>A step-by-step booklet will be used to help tauira gain confidence in their drawing skills as well as enhancing their understanding of the Tikanga associated with this subject.</p> <p><u>Prerequisites:</u> Tikanga applies to this course and should be discussed with the teacher prior to commencement.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2NGA Ngā Toi</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in Ngā Toi at Level 3 and beyond.</b></p> <p>Key skills will be taught which include Māori cultural designs and artwork. Tikanga applies to this course and should be discussed with the teacher prior to commencement. Students can achieve 24 credits at Level 2.</p> <p>A step-by-step booklet will be used to help tauira gain confidence in their drawing skills as well as enhancing their understanding of the Tikanga associated with this subject.</p> <p><u>Prerequisites:</u> Tikanga applies to this course and should be discussed with the teacher prior to commencement.</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3NGA Ngā Toi</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in the art of Nga Toi at tertiary level.</b></p> <p>Key skills will be taught which include Māori cultural designs and artwork. Students can achieve 24 credits at Level 3.</p> <p>All students will undertake a legacy project in conjunction with a QEC staff member. This will involve consulting with that person to create a visual piece of work that will be displayed in that staff members learning area/office. See MOD for more Information if required.</p> <p><u>Prerequisites:</u> Level 2 Ngā Toi completed</p>
<p><b>Future Pathways:</b></p>	<p><b>Further education:</b> Wananga and tertiary studies.</p> <p><b>Careers:</b> Carver, Master carver, Lecturer (If done in conjunction with Tertiary studies subjects).</p>



# WHAKAIRO

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1WHA Whakairo</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in the art of whakairo at Level 2, 3 and beyond.</b></p> <p>Key skills will be taught including whakairo design, specialist hand tool use and carving. Students can achieve 24 credits at Level 1.</p> <p>A step-by-step booklet will be used to help tauira gain confidence in their drawing skills as well as enhancing their understanding of the Tikanga associated with this subject.</p> <p><u>Prerequisites:</u> Tikanga applies to this course and should be discussed with the teacher prior to commencement.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2WHA Whakairo</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in the art of whakairo at Level 3 and beyond.</b></p> <p>Key skills will be taught including whakairo design, specialist hand tool use and carving. Students can achieve 24 credits at Level 2.</p> <p>A step-by-step booklet will be used to help tauira gain confidence in their drawing skills as well as enhancing their understanding of the Tikanga associated with this subject.</p> <p><u>Prerequisites:</u> Tikanga applies to this course and should be discussed with the teacher prior to commencement.</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3WHA Whakairo</p>	<p><b>This is a practical hands-on course which is designed to prepare students for further study in the art of whakairo at tertiary level.</b></p> <p>Key skills will be taught including whakairo design, specialist hand tool use and carving. Students can achieve 24 credits at Level 3.</p> <p>All students will undertake a legacy project in conjunction with a QEC staff member. This will involve consulting with that person to create a visual piece of work that will be displayed in that staff members learning area/office. See MOD for more Information if required.</p> <p><u>Prerequisites:</u> Level 2 Whakairo completed. Tikanga applies to this course and should be discussed with the teacher prior to commencement.</p>
<p><b>Future Pathways:</b></p>	<p><b>Further education:</b> Wananga and tertiary studies.</p> <p><b>Careers:</b> Carver, Master carver, Lecturer (If done in conjunction with Tertiary studies subjects).</p>

# TECHNOLOGY – WOOD

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1BCAT Building</p>	<p><b>Students complete both practical and theoretical work throughout the year. Our workshop is well-equipped and offers a good range of hand tools and machinery.</b></p> <p>Projects are made mostly from timber and are of good ‘take home’ value. Theory work is provided by BCITO. All work is marked by the teacher and then moderated by BCITO. As with all unit standards, project and theory must be 100% completed to achieve any unit standards that are offered.</p> <p><u>Prerequisites:</u> Year 10 Resistant Materials Technology – Wood or Metal.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2BCAT Building</p>	<p><b>Students complete both practical and theoretical work throughout the year. Our workshop is well-equipped and offers a good range of hand tools and machinery.</b></p> <p>Projects include but not limited to building a transportable cabin, building fences, Decks, concreting plus more. Theory work is provided by BCITO. All work is marked by the teacher and then moderated by BCITO. As with all unit standards, project and theory must be 100% completed to achieve any unit standards that are offered. This course is an extension to Level One, with the complexity of the project work stepping up a level.</p> <p><u>Prerequisites:</u> Level 1 BCATS</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3BCAT Building</p>	<p><b>This is a large project-based course. Students must be self-motivated. The project is set by the students and worked on together as a group. Students will negotiate with a client, discuss and record the client needs, design and construct the project through to completion as a team.</b></p> <p>Students will be required to:</p> <ul style="list-style-type: none"> <li>• Demonstrate some operational and theoretical knowledge in a field of work.</li> <li>• Apply a range of standard processes relevant to the field of work.</li> <li>• Select from and apply a range of known solutions, select and apply them to familiar problems.</li> <li>• Apply literacy and numeracy skills relevant to the role in the field of work.</li> <li>• Work under limited supervision.</li> <li>• Demonstrate major responsibility for own learning and performance.</li> <li>• Contribute to group performance.</li> <li>• Personal time management skills are a must.</li> </ul> <p><u>Prerequisites:</u> Level 2 BCATS (Building &amp; Construction). Students must be self-motivated.</p>
<p><b>Future Pathways:</b></p>	<p><b>Further Education:</b> UCOL/Polytechnics</p> <p><b>Careers:</b> Various apprenticeships</p>

# TECHNOLOGY - ENGINEERING

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1MET Engineering</p>	<p><b>Students will complete both practical project work and theory associated with engineering. Our workshop is well-equipped and offers a good range of engineering hand tools and machinery. Projects are made from a variety of metal, mild steel, aluminium and brass.</b></p> <p>Projects are of good 'take home' value. Theory work is provided by Competenz. All work is marked by the teacher and then moderated by Competenz. As with all unit standards, project and theory must be 100% completed to achieve any unit standards that are offered. There are 20 L1 NCEA credits on offer in this course.</p> <p><u>Prerequisites:</u> Year 10 Resistant Materials Technology – Wood or Metal.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2MET Engineering</p>	<p><b>Students will complete both practical project work and theory associated with engineering. Our workshop is well-equipped and offers a good range of engineering hand tools and machinery. Projects are made from a variety of metal, mild steel, aluminum and brass.</b></p> <p>Projects are of good 'take home' value. Theory work is provided by Competenz. All work is marked by the teacher and then moderated by Competenz. As with all unit standards, project and theory must be 100% completed to achieve any unit standards that are offered. This course is an extension of Level 1, with the complexity and accuracy of the work stepping up a level. There are 24 Level 2 NCEA credits on offer in this course.</p> <p><u>Prerequisites:</u> Level 1 Metal</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3MET Engineering</p>	<p><b>Students will complete both practical project work and theory associated with engineering. Our workshop is well-equipped and offers a good range of engineering hand tools and machinery. Projects are made from a variety of metal, mild steel, aluminum and brass.</b></p> <p>Projects are of good 'take home' value. Theory work is provided by Competenz. All work is marked by the teacher and then moderated by Competenz. As with all unit standards, project and theory must be 100% completed to achieve any unit standards that are offered. This course is an extension of Level 1, with the complexity and accuracy of the work stepping up a level. There are 24 Level 3 NCEA credits on offer in this course.</p> <p><u>Prerequisites:</u> Level 2 Metal</p>
<p><b>Future Pathways:</b></p>	<p><b>Further education:</b> UCOL courses for pre-apprenticeship training in General Engineering, Automotive Engineering, Car painting, Panel beating. University courses in Engineering and Technology.</p> <p><b>Careers:</b> Straight into employment in the engineering sector, apprenticeships.</p>

# FOOD TECHNOLOGY & HOME ECONOMICS

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1FDT Food Technology</p>	<p>In Food Technology students work on three projects throughout the year. One focuses on demonstrating manaakitanga, the second focuses on celebration and the final assessment focusses on sustainable practices around kai. It is important to realise that the results of their products may look quite different from the start point, and it is the development processes that are important.</p> <p>Assessment one on manaakitanga focuses on burgers; assessment two on celebration develops a biscuit for the school ball and assessment three on sustainability develops a meal utilising rescued tortillas for clients who frequent Just Zilch Food Rescue.</p> <p>There are 16 credits at Level 1. One of these standards is external.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2HEC Home Economics</p>	<p>Students investigate societal issues related to the sale, preparation and consumption of food and drink in New Zealand. These include Food Insecurity, Sustainability and catering for people with Dietary Requirements.</p> <p>There are 15 internally assessed credits at Level 2. These are available at achieved, merit or excellence.</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3HEC Home Economics</p>	<p>At Level 3 the students are required to work more independently in their research and investigations, as well as their report writing. Students again investigate societal issues related to the sale, preparation and consumption of food and drink in New Zealand. They include a nutritional issue around the increase in consumption of Ultra Processed Foods; how Multinational Food Companies are altering our eating patterns and ethical dilemma focussing on Food Fortification. All the reports also include how these issues affect the well-being of an individual, communities and New Zealand Society.</p> <p>There are 15 internally assessed credits available on this course which contribute to University Entrance.</p>
<p><b>Future Pathways:</b></p>	<p>University Entrance:</p> <p>Food science, prototyping, sustainability, environmental areas. The future of food. Nutritionists, Health Care and local/national government.</p>

# HOSPITALITY

<p><b>Level 1</b></p> <p><b>Course Title:</b> 1HOS Hospitality</p>	<p>Complete practical, industry-based unit standards in Hospitality. They are based on Level 1 credits totalling approximately 23. The unit standards cover a range of different topics from knowledge in cooking to practical presentation of different foods. You will learn to be safe and confident in all areas of the kitchen and have fun doing it.</p> <p>Hospitality Level 1 leads heavily into levels 2 and 3 in years 12 and 13 and can also lead to jobs in the hospitality industry such as kitchen hand, waiter, catering assistant etc.</p>
<p><b>Level 2</b></p> <p><b>Course Title:</b> 2HOS Hospitality</p>	<p>Students will complete practical, industry-based unit standards involving practical and knowledge-based assessments. They could gain, approximately 22 NCEA Level 2 credits. Students will learn to move confidently around a working kitchen, cook a variety of different hot and cold food dishes and keep to hygiene standards of NZ cooking and kitchens. This course can lead to jobs in the hospitality industry such as kitchen hand, waiter, catering assistant, prep hand etc.</p>
<p><b>Level 3</b></p> <p><b>Course Title:</b> 3HOS Hospitality/ Café &amp; Barista</p>	<p>Students will complete industry-based unit standards involving practical and written knowledge-based assessments. They could gain approximately 20 NCEA Level 3 credits. Students will continue to grow confidence in the kitchen cooking various hot and cold dishes. Students will develop their knowledge of food contamination, nutrition, costing and commercial hospitality products, as well as more independent assessed work on the barista machine.</p>
<p><b>Future Pathways</b></p>	<p>Hospitality Level 1 leads heavily into Levels 2 and 3 in years 12 and 13 and can also lead to jobs in the hospitality industry such as kitchen hand, waiter, catering assistant etc.</p> <p>Level 2 Hospitality has the potential to gain entry into tertiary Hospitality courses.</p> <p>Hospitality Level 3 can lead to jobs in the hospitality industry such as kitchen hand, waiter, catering assistant, prep hand, catering assistant, and entry-level restaurant kitchen positions.</p>

# BARISTA SKILLS

<b>Level 2</b>  <b>Course Title:</b> 2CAF Café	<p>This course focuses on the practical skills needed to become a successful barista in the hospitality industry. Areas of importance include health and safety and good hygiene practice, knowledge and ability to prepare and present coffee-based beverages, teas, juices and food items. There are also theoretical assessments on menu design and cookery methods.</p> <p>Students will be expected to make and serve drinks to order and to deal with customers. Students will use commercial grade equipment and will be immersed in a simulated commercial environment, taking turns running the machine. The course offers Unit Standards. Students could gain 26 Level 2 credits.</p>
<b>Future Pathways:</b>	<b>Careers:</b> Hospitality and Service industries

# GATEWAY (Level 2 and 3 only)

<p><b>Level 2</b></p> <p>Course Title: 2GAT Gateway</p>	<p><b>The Gateway programme offers structured workplace learning opportunities to selected senior students. It is designed to strengthen the pathway from school to work or further study by providing students with first-hand experience of potential career pathways.</b></p> <p>Students complete a work placement and have their learning assessed by unit standards (approximately 20 credits).</p> <p><u>Prerequisites:</u> Students must have a genuine interest in a vocational pathway and meet the minimum attendance rate of no less than 80%. They must also be a good citizen in and out of school and ensure they represent Queen Elizabeth College with pride.</p> <p><b>If you are interested in a Gateway course, you need to see Sandie Clayton in the Student Centre to discuss your options this term as we need to make a plan for 2026.</b></p>
<p><b>Level 3</b></p> <p>Course Title: 3GAT Gateway</p>	<p><b>The Gateway programme offers structured workplace learning opportunities to selected senior students. It is designed to strengthen the pathway from school to work or further study by providing students with first-hand experience of potential career pathways.</b></p> <p>Students complete a work placement and have their learning assessed by unit standards (approximately 20 credits).</p> <p><u>Prerequisites:</u> Students must have a genuine interest in a vocational pathway and meet the minimum attendance rate of no less than 80%. They must also be a good citizen in and out of school and ensure they represent Queen Elizabeth College with pride.</p> <p><b>If you are interested in a Gateway course, you need to see Sandie Clayton in the Student Centre to discuss your options this term as we need to make a plan for 2026.</b></p>
<p><b>Future Pathways:</b></p>	<p><b>Further Education:</b> Tertiary study <b>Careers:</b> Trades apprenticeship, Hospitality and Service industries, paid work</p>