



Kerikeri High School

YEARS 9 and YEAR 10

CURRICULUM GUIDE FOR 2022

**OPTIONS EVENING
Tuesday 10 August 2021
4pm – 7pm
Years 8, 9, 10, 11, 12
ALL WELCOME**

KERIKERI HIGH SCHOOL CURRICULUM 2022 Full Guide Available at <http://www.kerikerihigh.ac.nz>

Learning areas	YEARS 7 & 8	YEAR 9	YEAR 10	YEAR 11	YEAR 12	YEAR 13
ENGLISH & LANGUAGES	English Māori Studies	English Māori Studies Spanish	English Māori Studies Spanish	English Modular English Māori Performing Arts Spanish – Beginner Spanish – Advanced Te Reo Māori	English Modular English Māori Performing Arts Spanish Te Reo Māori	English Modular English Spanish Te Reo Māori
MATHEMATICS	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics	Mathematics and Statistics Mathematics and Statistics - Bridging	Calculus Statistics
SCIENCE	Science	Science	Science	Science – General Science – Internally Assessed Science – Biological Science – Physical (Students may take just one of these or Biological & Physical Science together)	Biology Chemistry Physics Science	Biology Chemistry Physics
SOCIAL SCIENCE	Social Studies	Enterprise & Business History Social Studies	Business & Economics History Social Studies	Economics & Business Business Management Geography History Social Studies	Business Management Economics Geography History Social Studies	Business Management Economics Geography History Social Studies
HEALTH & PHYSICAL WELLBEING	Health Physical Education	Health Physical Education	Health Physical Education	Physical Education Physical Education – Advanced	Outdoor Education Physical Education Physical Education – Advanced	Outdoor and Environmental Education Physical Education Physical Education – Advanced
TECHNOLOGY	Life Technology Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Food Studies Design & Visual Communication Digital Technologies Technology	Design & Visual Communication Digital Technologies Hospitality Technology – Engineering Technology – Practical Technology (Design & Make) Technology – Systems & Control	Automotive Studies Design & Visual Communication Digital Technologies Hospitality Human Development Technology – Engineering Technology – Practical Technology (Design & Make) Technology – Systems & Control	Automotive Studies Design & Visual Communication Digital Technologies Hospitality – Essential Skills Hospitality - Advanced Human Development Technology – Engineering and Systems & Control
ARTS	Art Music	Art Drama Music	Art Drama Music	Art (Visual Art) Art (Design and Image) Drama Music	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music	Art (Design) Art (Painting) Art (Photography) Drama Entertainment and Event Technology Music
STUDENT SUPPORT SERVICES					Pathways Tourism	Pathways Tourism

Compulsory subjects are in bold

Year 11: Students must take an **English** and a **Mathematics** and at least one **Science** subject in Year 11

Year 12: Students must study **Level 1 English** or **Level 2 English**

YEARS 9 AND 10

Option Choices

In Years 7 and 8 you have had the opportunity to try a lot of different subjects. As you move into Year 9 you must decide which of these subjects you would like to continue studying.

All students study the following:

English
Mathematics
Social Studies
Science
Health
Physical Education

In addition, you will choose 3 options. While it is not compulsory, in the interests of a balanced education students should consider choosing one of the **Arts or Technology** subjects marked with a **Star***.

Because you will study 2 of your option choices also in Year 10 we want to help you choose wisely.

Students who choose a course that does not contain a balance of subjects will receive individual course counselling.

The options you can choose from are:

Art *
Business & Economics Year 10
Design & Visual Communication *
Digital Technologies *
Drama *
Enterprise & Business Year 9
Food Studies *
History
Māori Studies
Music *
Spanish
Technology *

Please note that student numbers, availability of staff and specialist rooms are all determining factors in deciding whether a course will proceed. There is no guarantee that any course will proceed until these factors are considered.

**REMEMBER:
YOU CHOOSE 3 OPTIONS AT YEAR 9,
AND REDUCE THESE TO 2 OPTIONS AT YEAR 10**

YEARS 9 AND 10 CURRICULUM GUIDE

This booklet tells you

- * What the subject is about
- * Where the subject can lead
- * Who can give you more information about the subject

HOW DO YOU DECIDE WHAT SUBJECT TO CHOOSE?

Consider

- How well you have done so far
- What other subjects you hope to study in the future
- What you enjoy
- Thinking how you can keep your career options open

WHO CAN HELP YOU DECIDE?

- You will make your initial choice with the help of your parents
- We will hold an information evening when you and your parents can come and talk to the teachers of the options
- Following this you and your parents, if they wish, will have the opportunity to discuss your course choice with a member of a Course Counselling Team
- Other people who can help you decide are subject teachers, your Dean and counsellors

REMEMBER:

**YOU CHOOSE 3 OF THE FOLLOWING OPTIONS AT YEAR 9,
AND REDUCE THESE TO 2 OPTIONS AT YEAR 10**

Online Student Option Choices

Students are being asked to submit their option choices for 2022 online.

We believe the best choices for each individual will be made through a process involving family, Form Teacher and Dean. Our process in 2021 has been streamlined to enable families to gather all the information needed to support a student in making the right choices.

Our Curriculum Guides contain course descriptions. Three Parent Evenings early in Term Three will provide opportunities to talk to subject teachers and our Options Evening allows an informal evening where you and your child can chat to our Careers Advisors and Leaders of Learning about subject choices and future pathways.

Once the student portal opens on Monday 9 August, students can enter their option choices from the range of available subjects. Entries can be changed up to ten times before the portal closes for course planning. After this date, any changes will need to be made in a meeting with the Year Level Dean.

For our students without email we will be organising meetings with the Year Level Dean who will enter student option choices online with them.

Term Three Options Process

Week 1	Parent Evening:	Tuesday 27 July 2021
Week 2	Course Guides out:	Tuesday 3 August 2021
Week 2	Parent Evening:	Thursday 5 August 2021
Week 3	Options Evening:	Tuesday 10 August 2021
Week 4	Parent Evening:	Thursday 19 August 2021
Weeks 4-5	Student Portal Opens:	Monday 9 August 2021
Week 6	Student Portal Closes:	6pm Monday 23 August 2021

How does it work?

You will receive an email to the address you selected for correspondence early in Term Three. The email will outline how to enter each student's subject preferences online and will look like the example below.

1 Internet Access	You will need a computer with an internet connection.
2 Log In	Log In to www.selectmysubjects.com.au using: Click here to open Web Preferences Student Access Code: This will be on the email sent to you in Term 3. Password:
3 Home Page	To view your subject information click " View Subject Details " at the top right of the screen. To select/change your preferences, click " Add New Preferences " at the top right of the screen.
4 Preference Selection	Select your subjects from the drop down lists, you have 30 minutes to do so. Once complete, click " Proceed ". Note: You are not finished yet.
5 Preference Validation	If you are happy with your preferences click " Submit Valid Preferences " which will open your "Preference Receipt". Or if you would like to make changes to your preferences click " Cancel " and this will take you back to the Preference Selection page.
6 Preference Receipt	You can print your "Preference Receipt" by clicking " Open Print View " and clicking " Print Receipt ". To continue click " Return to Home Page ". If you want to change your preferences, repeat the process by clicking " Add New Preferences ", otherwise exit by clicking " Log Out ". End of steps.

SUBJECTS OFFERED IN YEARS 9 & 10

- ART - Visual Art
- ECO - Business & Economics (Year 10)
- DVC - Design & Visual Communication
- DTC - Digital Technologies
- DRM - Drama
- ENT - Enterprise & Business (Year 9)
- FST - Food Studies
- HIS - History
- MAO - Māori Studies
- MUS - Music
- SPA - Spanish
- TEC - Technology

ART – VISUAL ART (ART) - Years 9 & 10

SUBJECT STATEMENT

Visual imagery is one of the most effective ways of communicating and interpreting our identity and culture as both individuals, groups and communities. Through studying and making Art, students respond to and make sense of themselves and their community, their society, and the world in new and different ways. Students learn to express their thoughts, feelings, ideas and actions through the development and creation of visual imagery.

Visual Arts students become reflective thinkers within the creative process. Through the process of generation, critique, and production, students develop skills transferable to other areas of their lives and build knowledge that informs critical exploration and invention.

COURSE CONTENT

- Throughout the course students will have the opportunity to work as designers, painters, printmakers, sculptors, and photographers. Students will create in-depth and interesting works and will be introduced to a variety of different ways of making Art, giving individuals an opportunity to express creativity and imagination, whilst developing their technical skills to a higher level.

WHERE DOES IT LEAD?

- NCEA Level 1 Visual Arts or Design and Image
- NCEA Level 2 and 3 Visual Arts - Design/Painting/Photography
- Beyond secondary school, the study of Visual Arts leads to a broad range of tertiary courses and career opportunities in the creative industries, which are becoming progressively more important to economic well-being. The industries of the twenty-first century will depend increasingly on the generation of ideas and knowledge through creativity and innovation.
- Career pathways in the Visual Arts may include Advertising, Architecture, Artist, Design (Concept, Graphic, Interior, Fashion, Landscape, Product, Transport), Signwriting, Technology Development (App, Animation, Software and Gaming Development), Performing Arts, Costume Design, Event Management, Public and Community Arts, Gallery or Museum Curator, Media, Television and Film Industry (Creative Technologies, Special Effects, Video and Photography), Online Publishing and Development.

FURTHER INFORMATION FROM

Mrs Wise, Mr Forstner or any member of the Art Department

BUSINESS & ECONOMICS (ECO) - Year 10

SUBJECT STATEMENT

This course is designed to give students an opportunity to experience Economics, Business and Enterprise. The course has both practical and theoretical learning opportunities. Authentic context helps students to develop both subject knowledge and transferable life skills including self-confidence, resilience, problem solving and enterprise.

COURSE CONTENT

The learning process may include, but will not be limited to content from the following list:

- Creative thinking and Entrepreneurship
- Developing ideas for a successful business
- Managing risk taking in business
- Writing and presenting a marketing and a business plan
- Producing a product or service for sale
- Problem solving and decision making strategies
- How to prepare a CV
- Financial skills
- Introduction to Economic concepts
- Consumer rights and responsibilities

WHERE DOES IT LEAD?

- NCEA Economics
- NCEA Business Management (Levels 1, 2 and 3)
- Young Enterprise Scheme at Year 12 and Year 13
- Self-Employment (Run your own business)
- Sales & Marketing, Advertising
- Banking & Finance
- Journalism, Law, Education
- Information Technology
- Business and Management
- Shares & Investment

FURTHER INFORMATION FROM

Mrs Dickson

DESIGN & VISUAL COMMUNICATION (DVC)

- Years 9 & 10

SUBJECT STATEMENT

Design and Visual Communication (DVC) is the study of product and spatial design with an emphasis on structured drawing styles, rendering, model making and the design process. Students will gain an understanding of what design is and learn a variety of freehand and ruled drawing.

COURSE CONTENT

- The Year 9 course introduces basic drawing styles and the design process. Year 10 extends these skills. The emphasis is for students to enjoy drawing and designing items that are relevant to them.
- Freehand isometric, oblique and perspective drawing
- Design process and model making
- Architecture and product design
- Media design briefs such as poster design, logo development and typography
- Computer aided design (Sketch Up, ArchiCAD, Photoshop, Minecraft)
- Fashion design

WHERE DOES IT LEAD?

- NCEA Design and Visual Communication
- Possible career opportunities in:

Engineering	Advertising	Product Design
Illustration	Surveying	Fashion Design
Sign Writing	Drafting	Graphic Design
Landscaping	Architecture	Building
- Further secondary and tertiary study

FURTHER INFORMATION FROM

Miss Crawford/ Mr Jarman

DIGITAL TECHNOLOGIES (DTC) – Years 9 & 10

SUBJECT STATEMENT

Computer Science and Digital Technologies underline almost all innovation today. This ability to innovate is important for students' future success and the ability to make a difference in a global society.

COURSE CONTENT

- Learn the basics of coding with Python and Minecraft: Make Code
- Build and code your own game through Te Hiko Takaro
- Use the BBC microbit and other micro electronics controllers to create autonomous robots
- Use breadboards to prototype basic circuits with logic
- Use and understand graphics and illustrations and Computer Generated Images

WHERE DOES IT LEAD?

This course builds essential skills for students wishing to continue into Year 11 Digital Technologies in Computing and on up into the senior school. After school, the opportunities are endless:

- NCEA Digital Technology
- NCEA Electronics
- Computer Science
- Game Design
- Animation
- Data Analysis
- Software Development
- UI/ UX Design
- Cyber Security
- Automation
- IT Careers
- Machine Learning
- Web Development
- Sys Admin
- Further secondary and tertiary study

Computational thinking – learning to code will equip you for a future where digital technologies will drive nearly every aspect of daily life.

Designing Digital Outcomes – Use computers and robotic to solve real world problems and design for a better future.

FURTHER INFORMATION FROM

Mr Ward

DRAMA (DRM) – Years 9 & 10

SUBJECT STATEMENT

Drama provides opportunities to act, devise, write scripts and direct performances for audiences. Students learn about backstage theatre technologies. Useful life skills are also developed; communication, collaboration, leadership, time management and problem solving. The focus is on building confidence, skills, and having fun.

COURSE CONTENT

In Year 9 this course:

- Builds teamwork and performance confidence.
- Introduces students to:
 - Theatre skills such as improvisation, and theatre styles such as Audio theatre.
- Facilitates students to create their own performances and to participate in class productions.
- Introduces students to theatre technologies – lightning, sound, costume, makeup, props and set.

In Year 10 this course:

- Develops theatre skills (improvisation, devising).
- Introduces students to a range of theatre styles, such as Physical theatre and Naturalism.
- Facilitates students to develop unique performances for public audiences.
- Develops the use of theatre technologies – lighting, sound, projection, costume, makeup, props and set.

SPECIAL REQUIREMENTS

- Occasional after school or evening rehearsals and performances

WHERE DOES IT LEAD?

- Drama at NCEA Levels 1, 2, 3 and Scholarship
- Entertainment and Event Technology Level 2 and Level 3
- Professional actor, director, scriptwriter
- Industry professional with specialisation in lighting, sound, costuming, makeup, set design/ construction
- Event Management/ Project Management
- Broadcasting/ Journalism
- Careers involving public speaking/ presentation/ public relations/ customer liaison
- Law/ Politics
- Entrepreneur
- Teacher/ Lecturer/ Early Childhood Educator
- Tourism, Hospitality

FURTHER INFORMATION FROM

Mrs Crooks or Ms Bowers

ENTERPRISE & BUSINESS (ENT) – Year 9

SUBJECT STATEMENT

Enterprise and Business provides an opportunity for students to develop self-confidence and resilience, and experience entrepreneurship through authentic learning with real life context. The course has both practical and theoretical learning opportunities and provides a foundation to continue learning Commerce subjects (Business and Economics) in future years.

COURSE CONTENT

Content may include but will not be limited to a range of the following topics:

- Enterprise and enterprising attributes
- Creative thinking
- Developing ideas for a successful business
- Managing risk taking in business
- Writing and presenting a marketing and a business plan
- Producing a product or service for sale
- Preparing effective advertisements
- Financial skills
- Economic concepts

WHERE DOES IT LEAD?

- NCEA Level 1 Economics
- NCEA Business Management (Levels 1, 2 and 3)
- Young Enterprise Scheme at Year 12 and Year 13
- Self-Employment (Run your own business)
- Sales & Marketing
- Advertising
- Banking & Finance
- Journalism
- Law
- Education
- Information Technology
- Business and Management
- Shares & Investment

FURTHER INFORMATION FROM

Mrs Dickson

FOOD STUDIES (FST) – Years 9 & 10

SUBJECT STATEMENT

The focus is on understanding the issues that affect the well-being of teenagers and families and action plans that can be taken to best meet their needs.

Practical experience forms the basis of these programmes. As students make, and do tasks, they use the theoretical knowledge to achieve their aims. Please note there is a degree of theory content included in this programme – it does not consist solely of practical cooking lessons.

COURSE CONTENT

A series of programmes is offered where students can develop practical cooking skills, prepare nutritious and attractive dishes and meals for families, use and understand the tools, skills and basic processes of Food Production, research and analyse current issues and theories around food and nutrition, create and evaluate their own culinary creations, and develop competence in the skills of self-management, collaboration and co-operation.

Year 9

- Baking unit incorporating and revisiting basic cooking skills
- Fantastic Food Processor – looking at each area of the Healthy Heart food groups, and the nutrients they provide our bodies with
- Snackactivities – students learn how to modify common snacks to make them more nutritious

Year 10

- Food safety
- All about meat
- Food around the world
- Cooking methods

Both Year 9 and Year 10 incorporate fun “Food Challenges” throughout the units.

SPECIAL REQUIREMENTS

- It would be preferable to do Year 9 and Year 10 if you are interested in Hospitality Level 1.

WHERE DOES IT LEAD?

- This course develops knowledge of efficient choices about family life.
- It leads on to Year 11-13 Hospitality and Human Development at Year 12 and 13.
- Practices the management of time and resources along with practical and people skills essential for all employment.
- Specific career areas - All areas of Hospitality, Food Research and Development, Nutrition (Dietician), Food technology, Psychology, Vocational careers such as Teaching, Child-care, Nursing and the Police Force.

FURTHER INFORMATION FROM

Mrs Andrews

HISTORY (HIS) – Years 9 & 10

SUBJECT STATEMENT

The study of History is a window into the past that provides understanding of the present day. However, the best thing about History is that it teaches students so much about the world they live in today. They will expand their general knowledge, learn to think critically about information, and be encouraged to ask questions about the past, present and future. There are no wrong answers in History - only ideas, backed up by evidence. In History, we learn about New Zealand History, Global History and how these past events help to shape our futures.

COURSE CONTENT

The following topics are covered in Year 9:

- Leaders in History; From Te Whiti o Rongomai to Nelson Mandela
- Local History; how and why Northland was shaped – including at least one field trip in Term Four
- World War Two in the Pacific
- Revolutions in History

The following topics are covered in Year 10:

- The Renaissance; Paintings and Inventions
- 'The United States of America: The Divided Union'
- World War Two in Europe
- Local History Continued – The Northern War, Ōhaeawai and Ruapekapeka
- Protest in History: Parihaka to the Springbok Tour

SPECIAL REQUIREMENTS

- A desire to learn about the world we live in and the people who inhabit that world

WHERE DOES IT LEAD?

- The subject is taught at all levels from Years 9 - 13.
- The study of History teaches students a whole raft of transferable skills. Students of History learn good habits of thought. They analyse ideas and data and develop original interpretations of such materials. They are also taught to express themselves well, both verbally and in writing; essential skills for becoming a teacher, doctor, lawyer, businessperson, consultant, or nurse.
- Historians can also expect to find employment in many fields including business, industry, trade, tourism and commerce; in Government departments - foreign affairs, trade and industry, treasury, justice, banking and law; in publishing, journalism, radio and television, social work etc.

FURTHER INFORMATION FROM

Mrs Jarman

MĀORI STUDIES (MAO) – Years 9 & 10

SUBJECT STATEMENT

Nau mai haere mai ki Te Ao Māori.

He akoranga tēnei hei whakawhanake i ō wheako ki roto i te ao Māori, kia kite ai koe i tōna hohonutanga, kia rongo ai koe i ōna reo katoa, kia whiti ai koe ki te ao mārama. Ko te reo kia tika, ko te reo kia rere, ko te reo kia Māori.

Welcome to Māori Studies. This course will allow you to experience te ao Māori through a range of contexts such as waiata and haka (traditional and contemporary), mihimihi, tauparapara, whaikōrero, mau rākau, rongoā Māori, pūrākau, pepeha, whakapapa, raranga etc. These contexts also provide a safe and inclusive space to practise and grow your te reo Māori should you choose to pursue te reo through NCEA.

COURSE CONTENT

- Karakia
- Waiata
- Haka
- Whaikōrero
- Pepeha
- Mihimihi
- Ngā Tikanga Māori
- Ngā āhuatanga o te ao Māori
- Kēmu Māori
- Rongoā Māori
- Raranga
- Kaupapa Māori
- Hītori Māori

WHERE DOES IT LEAD?

This course leads to Te Reo Māori at Levels 1 - 3 and Te Ao Haka (MPA) Levels 1 - 3

Career pathways include:

- Cultural Advisor (Government Department)
- Languages
- Performing Arts
- Kaiako
- Radio/ Television Journalist
- Police Officer
- Radio broadcaster, Television presenter
- Moko artist
- Personal, social, cultural development
- Advantages in a wide range of vocational areas

FURTHER INFORMATION FROM

Whaea Kara

MUSIC (MUS) – Years 9 & 10

SUBJECT STATEMENT

In Music, emotion, intellect, and imagination are articulated through sound. Music allows us to express feelings and ideas about ourselves and our place in the world, using symbolic notation, live performances, compositions, and analysis of existing pieces.

COURSE CONTENT

- Understand the fundamental elements of music
- Learn the Theory of Music - understand and use the symbolic language that music is written down with
- Practical Music Making - Many hands-on experiences making music
- History of Popular Music

This course covers:

- Creation of original music.
- Preparation and performance of a variety of music.
- Aural perception, theory, and music history.
- Basics of playing keyboard and guitar.

SPECIAL REQUIREMENTS

Students are recommended to undertake the study of a musical instrument, i.e. voice / woodwind / brass / string / drums / keyboard - either through the itinerant music scheme or private tuition. (Some instruments can be hired through the school or through other companies). The fee for taking lessons at school is \$25 for per term.

Drum, Bass and Guitar tuition is available to students taking Music as an option in Years 9 - 13. Piano tuition is available only for option music students.

WHERE DOES IT LEAD?

- Year 10 Music Option and Year 11 – NCEA Level 1 Music
- Year 12 &13 Music and Tertiary training at Polytechnics and Universities. Courses include Classical/ Jazz/ Rock/ Contemporary.

Music Careers, for example:

- Performer
- Technical aspect of music – recording, sound technician
- Teaching – at various levels
- Composer

FURTHER INFORMATION FROM

Mrs McGlinchey

SPANISH (SPA) – Years 9 & 10

SUBJECT STATEMENT

This course concentrates on developing proficiency through reading and storytelling. This course incorporates the receptive skills of listening to, reading, and viewing as well as the productive skills of speaking, writing, and performing.

COURSE CONTENT

- Year 9 students will learn through storytelling and reading using SOMOS, an exciting comprehensible input curriculum. This will include repetition of the super seven verbs in Spanish. Students will explore aspects of culture whilst learning Spanish through readings in each unit, a movie study and online homework. They will develop their proficiencies at different rates and the class structure will provide a safe place for their language to develop at their own pace. Students will also have access to a variety of comprehensible input-based websites that include stories, songs, and activities to further reinforce their learning.
- Year 10 students will continue to follow the SOMOS curriculum whilst allowing for more creative input from students. Culture is fully embedded into the curriculum in a form that students can comprehend. A movie study will be included for language and cultural content. Students will also have access to a variety of comprehensible input-based websites that include stories, songs, and activities to further reinforce their learning. Additionally, students will have the opportunity to interact through ImmerseMe to practise real-life communication with Spanish speakers. Successful completion of this course will enable students to be ready to undertake study at Year 11 (Level 1 NCEA).

WHERE DOES IT LEAD?

- Leads to all higher levels of Spanish
- Pre/co-requisite for other tertiary qualifications
- Travel industry
- International Affairs, External Affairs, Trade industry
- Interpreting/ translating
- The learning of other languages
- Video exchange with students from Lobos Argentina in Years 11 – 13
- The opportunity to take part in a Spanish Language Immersion Trip in Years 11 - 13

FURTHER INFORMATION FROM

Miss Williams

TECHNOLOGY (TEC) – Years 9 & 10

SUBJECT STATEMENT

This course is a practical one at heart where understanding of theory and design skills will be developed to improve the products students make. Students will learn how to use a wide range of materials to cut, shape and construct the products they design. They will encounter projects that focus on a range of different issues. Some will require consideration of visual features and aesthetics. Some will be more technical, focusing on the function a product has to perform. Others will require a careful balance between style and function. All projects will help to develop practical skills, the ability to design successful products and an understanding of current technology and materials. Portable speakers, up-cycled bird boxes, skateboard storage, decorative etching, computer-controlled machines and LED torches are examples of the type of products students will work on.

COURSE CONTENT

This course:

- Teaches students to design and make projects in an organised and well thought out manner.
- Develops practical skills in the use of a wide range of tools and machines.
- Explores how new technology can be used in innovative ways.
- Examines the effects of technology on society.
- Develops the ability to use creative and critical thinking skills.
- Introduces the use of 3D design software, Inventor Pro, to support 3D printing.

SPECIAL REQUIREMENTS

- Suitable workshop footwear. Open toed shoes, sandals and jandals are not allowed.
- All Health and Safety rules must be followed to take part in practical activities.

WHERE DOES IT LEAD?

- Level 1 Engineering
- Level 1 Practical Technology
- Level 1 Systems and Control

FURTHER INFORMATION FROM

Mr Clark