



PUKEKOHE
HIGH SCHOOL

**Junior
Course
Information
2022**



At Pukekohe High School our students have the opportunity to be involved in learning and expressing themselves through **Dance, Drama, and Music and the Visual Arts**.

Students have the opportunity to enrol in a short taster course in each of these four disciplines in Year 9. For many students this will be the first time they have the opportunity to learn in a specialist environment with a specialist teacher. Many students discover they have ability, potential, or a particular enjoyment of one or more of these Arts. Students can select any one of these subjects in Year 10 as an option. Year 10 courses provide an important foundation of skills and learning in a broad range of processes and activities. From Year 11 onwards, the Arts courses start to become increasingly more specialised, and students will explore ideas and create works with more and more confidence and skill. Within each, ākonga (students) develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum.

Through Arts practices and the use of traditional and new technologies, students generate and refine ideas through cycles of action and reflection. Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts ākonga learn to work independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. By actively participating and learning in the Arts students learn to take risks, grow thinking skills and use imagination to engage with unexpected outcomes and to explore multiple solutions.

By participating in the Arts, the personal well-being of akonga is enhanced. Arts education values the culture and experiences of all akonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - students go on to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

Learning in the Arts can lead on to many related job opportunities and careers in creative fields. However the value of learning in the Arts goes well beyond this. Students grow themselves and their competencies in all sorts of important and life-giving ways as they participate actively in learning, such as thinking skills, self-management, commitment, the ability to collaborate, connect with and respond to others, to imagine, take risks, investigate, problem-solve, research, observe, listen, reflect and create.

Einstein said, "Imagination is more important than knowledge."

Year 10 ART - Core

10ARTF



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

Year 9 art

Year 10 ART - Core is a full year course, whereas, Year 10 ART - Semester is a semester course and runs for 2 terms only.

Year 10 Art is primarily a practical subject. Students learn through making finished art works and developing an artists' journal. They experience a wide range of techniques and processes, and develop wide range of skills and knowledge.

These are some of the materials and techniques covered: drawing skills and mixed media (pencils, pen, charcoal, pastels, markers, wet media); painting skills (water colour, acrylic); printmaking (single colour and reduction woodcut, dry point etching, collograph, cyanotype); 3D work (multiple choices); Photography; digital art making (using Adobe Photoshop software, rotoscoping).



Creativity is essential in a global economy that needs a workforce that is **knowledgeable, imaginative and innovative**. Making and participating in the Arts aids the development of skills that will be necessary for our ākonga (students) futures. Leading people in any field are those who can **think creatively and innovatively**. **Creativity is cited by business leaders as the top leadership competency for the future**. Studying the arts teaches **determination and resilience** – qualities useful to any career. It teaches us to **experiment and be curious**, that it is okay to fail, to not get things right the first time and to have the courage to start again.



Not to mention, it is lots of fun and always hands-on!

Ākonga are assessed against the four Visual Arts Curriculum Strands: Practical Knowledge, Developing Ideas, Communicating and Interpreting and the Visual Arts in Context

In Year 10 Art ākonga learn to **work both independently and collaboratively** to construct meanings and produce artwork. Ākonga learn through making practical work and the study of others' art. They learn to make objects and images, to research, source and develop ideas, and to communicate and interpret meaning.



Year 10 Art focuses on the concepts of creativity and connection. This course is divided into four interrelated areas that all explore a common 'big picture' idea – **Observing Nature and our place in nature, Culture and heritage, Identity, and Social Activism**.



This course has been created as an introductory course for the specialist courses available in the senior school – it is a prerequisite for the Year 11 Visual Art and Digital Arts courses.



Ākonga may visit the Auckland City art Gallery or the Auckland War Memorial Museum and they may visit sites for drawing and documenting information for projects such as the olcal marae or the zoo or a bush or stream area. The art-making processes that may be explored within Year 10 Art are drawing, contemporary painting, street-art (stencils using spray-paint), Wearable art, printmaking (etching and lino cut) and communicating visual metaphors through photography and design. All units of work explore relevant digital processes.



Ākonga may design and create artworks such as murals for the school environment. They will have opportunities to **engage with exhibition opportunities in school and in the world** through Mural projects, Ngā Toi Show quest Wearable Art show, The Auckland Zine festival, the Franklin Art festival and other various competitions.



Course Overview

Term 1

Unit: Ko wai koe? – Mixed Media drawings based on the theme of Water. Experiments with media and various drawing techniques - pencil, ballpoint pen, dye, water colour, felt tip, paint . This unit explores the symbolic translation is "Are you water?" or "What waters define who you are?" This could be representing your love of surfing or waka ama or look at myths and legends around water or deal with social issues of water pollution. These translations reflect how important water is to all of us, collectively as people - it makes us, it flows through us and connects us. This unit is about getting you thinking deeply and making art.

Term 2

Unit: Contemporary Kākahu – Exploring culture and heritage - Reduction Lino cuts and wearable art cloaks. The best to feature in Ngā Toi Showquest Wearable Art show.

Term 3

Unit: Ko wai tatou? - Exploring Identity - though Portrait and figure drawing, painting and photography. In this unit Ākonga will connect to the rich tradition of portraiture though art history.

Term 4

Unit: Social Activism – Etching, animation, and Installation, sculpture and digital art / design, VR and Group Murals

Teachers will plan to complete at least 4 units of learning in a variety of fields, completing at least one per term for reporting. These units may have multiple outcomes.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 1 Art](#), [NCEA Level 1 Photo Design](#)

This full year course is the best foundation for Year 11 Art and beyond. There is a choice of 2 courses in Year 11: Art Practical or Photo-Design.

There is a choice of 5 course in Yr 12 & 13: Painting, Printmaking, Photography, Design or Motion Special Effect.

This whole year 10 ART course gives students a rich base of experiences, skills & knowledge in each of these specialty areas ready for next steps.

Assessment Information

Students art-making will be assessed, both formatively and summatively in the following way:

Student workbooks: Workbooks could include practical studies in wet and dry media, development of ideas and artworks and research notes including artist studies – as relevant to the units of learning studied.

Final completed artworks: Finished artworks in 2 and/or 3 dimensions or documented using photography and/or moving image presented for assessment.

Group Work.

Moderation of student work between teachers will take place at the end of every unit when marking occurs.

Year 10 Art - Semester

10ART



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

Year 9 art

Year 10 Art Semester - runs for 2 terms only, whereas, Year 10 art Core is a full year course.

Year 10 Art is primarily a practical subject.



Creativity is essential in a global economy that needs a workforce that is **knowledgeable, imaginative and innovative**. Making and participating in the Arts aids the development of skills that will be necessary for our ākonga (students) futures. Leading people in any field are those who can **think creatively and innovatively**. **Creativity is cited by business leaders as the top leadership competency for the future**. Studying the arts teaches **determination and resilience** – qualities useful to any career. It teaches us to **experiment and be curious**, that it is okay to fail, to not get things right the first time and to have the courage to start again. Not to mention, it is lots of fun and always hands-on!



This course will provide experiences and develop skills in a wide range of media and processes: drawing; mixed media works; watercolour and acrylic painting; several types of printmaking (woodcut, collographs, etching); photography; digital works using Photoshop software and experiences such as animation or moving image work

In Year 10 Art ākonga learn to **work both independently and collaboratively** to construct meanings and produce artwork. Ākonga learn through making practical work and the study of others' art. They learn to make objects and images, to research, source and develop ideas, and to communicate and interpret meaning.



Year 10 Art focuses on the concepts of creativity and connection. This course is divided into four interrelated areas that all explore a common 'big picture' idea – **Observing Nature and our place in nature, Culture and heritage, Identity, and Social Activism**.



This course has been created as an introductory course for the specialist courses available in the senior school – it is a prerequisite for the Year 11 Visual Art and Digital Arts courses.



Ākonga may visit the Auckland City art Gallery or the Auckland War Memorial Museum and they may visit sites for drawing and documenting information for projects such as the olcal marae or the zoo or a bush or stream area. The art-making processes that may be explored within Year 10 Art are drawing, contemporary painting, street-art (stencils using spray-paint), Wearable art, printmaking (etching and lino cut) and communicating visual metaphors through photography and design. All units of work explore relevant digital processes.



Ākonga may design and create artworks such as murals for the school environment. They will have opportunities to **engage with exhibition opportunities in school and in the world** through Mural projects, Ngā Toi Show quest Wearable Art show, The Auckland Zine festival, the Franklin Art festival and other various competitions.



Ākonga are assessed against the four Visual Arts Curriculum Strands: Practical Knowledge, Developing Ideas, Communicating and Interpreting and the Visual Arts in Context.

We can't wait to have you join us in Year 10 Art, to help you develop exciting skills, to learn and think about important ideas, and to see you grow as amazing creative young people. If you have any questions, please connect.

Course Overview

Term 1

Unit: Ko wai koe? – Mixed Media drawings based on the theme of Water. Experiments with media and various drawing techniques - pencil, ballpoint pen, dye, water colour, felt tip, paint . This unit explores the symbolic translation is "Are you water?" or "What waters define who you are?" This could be representing your love of surfing or waka ama or look at myths and legends around water or deal with social issues of water pollution. These translations reflect how important water is to all of us, collectively as people - it makes us, it flows through us and connects us. This unit is about getting you thinking deeply and making art.

Term 2

Unit: Contemporary Kākahu – Exploring culture and heritage - Reduction Lino cuts and wearable art cloaks. The best to feature in Ngā Toi Showquest Wearable Art show.

Term 3

Unit: Ko wai tatou? - Exploring Identity - though Portrait and figure drawing, painting and photography. In this unit Ākonga will connect to the rich tradition of portraiture though art history.

Term 4

Unit: Social Activism – Etching, animation, and Installation, sculpture and digital art / design, VR and Group Murals

Teachers will plan to complete at least 4 units of learning in a variety of fields, completing at least one per term for reporting. These units may have multiple outcomes.

Learning Areas:

[Arts](#)

Pathway

[NCEA Level 1 Art](#), [NCEA Level 1 Photo Design](#)

This course is a more limited foundation course than the full Year 10 Art course. If you are clear you want to continue to study Art in Year 11 or beyond, we advise you to take the full year 10 Art course.

Assessment Information

Students art-making will be assessed, both formatively and summatively in the following way:

Student workbooks: Workbooks could include practical studies in wet and dry media, development of ideas and artworks and research notes including artist studies – as relevant to the units of learning studied.

Final completed artworks: Finished artworks in 2 and/or 3 dimensions or documented using photography and/or moving image presented for assessment.

Group Work.

Moderation of student work between teachers will take place at the end of every unit when marking occurs.



Course Description

Head of Faculty - Kaihautu: Nea Brink

YEAR 10 DANCE

Dance provides excellent opportunities for success for ākonga of all abilities. Dance is suitable for both male and female students of all backgrounds and prior experience.

This course is great for ākonga who are interested in movement, like working with other people and enjoy a physical challenge. You will have the opportunity to explore a range of types of dance, as well as try new things and make your own dances from your own movement. You are encouraged to draw on your own culture, skills and any experience you might have with movement. In this class, we create a safe space where we are supportive of our peers, and receive support in return. Through Dance, students have to opportunity to understand and appreciate their own heritage as well as other cultures. Experience as a dancer is NOT required, all you need is a willingness to participate and try new things.

Over the course of the year, we will cover the Dance Elements of body, space, time, energy and relationships, as well as Choreographic Devices that can be use to manipulate movements and create interesting dance sequences. Students are assessed against the four Dance Curriculum Strands: Understanding the Dance in Context, Developing Practical Knowledge, Developing Ideas and Communicating and Interpreting Dance in Context. To achieve these, students will collaborate, create, interpret movement in various ways, turning ideas into visual experiences.

Year 10 Dance students will have the opportunity to perform as a class in Pukekohe High School's annual Dance Showcase, as well as participate in any additional pieces they may like to show.

Year 10 Dance is largely about trying new things and exploring your creativity. You will need to be open to possibility and willing to work with your peers.

Some highlights from Year 10 Dance students include:

*Meeting new people
Making dances
Learning not to be shy/gaining confidence
Making new friends
Making dances with different people*



Image: Year 10 Dance students at PHS Dance Showcase 2020

Course Overview

Term 1

In Term 1, we have a large focus on whakawhanaungatanga - building relationships and forming a safe, creative space for all students. Dance will be introduced by small creative tasks before we begin on the main unit. The unit that is the main focus for Term 1 is Dance Performance, where you will learn 2-3 dances of different genres. These genres may vary depending on student experiences.

Term 2

Term 2 is about unleashing your creativity. You will re-visit creative tasks and be guided through processes using images of Kowhaiwhai patterns to create your own group dance. Here, we well focus on the Elements of Dance and how these can be manipulated to create interesting, authentic movement. This term we will also explore the ancestry and heritage within the classroom before expanding this knowledge to learn and perform a cultural dance.

Term 3

Term 3 follows on with a continuation of choreography, this time with duets (two people dancing). We will spend some time viewing and analysing dance videos, and extend our creative knowledge as we create duets that are based around relationships and portray conflict. At the end of this term, Year 10 Dance will have the opportunity to perform in the annual Dance Showcase.

Term 4

In Term 4, you have the opportunity to put your learning into action and draw on your wider skills. You will work in a groups to create music videos. You will create the choreography, film multiple shots and angles and edit everything together with music to create a finished product.

Learning Areas:

Pathway

[NCEA Level 1 Dance](#)

Ideal for students considering any career in which creativity, content creation, originality and collaboration are valued. This course not only provides many transferrable skills, but also aligns closely with many tertiary pathways that are specifically dance-related.

Assessment Information

Assessments in this course are largely practical with brief written element. Students will be assessed both formatively and summatively at the end of a unit. Assessments at the end of a unit follow exploration and refining of the ideas and rehearsal of the assessment dance.

Year 10 Drama

10DRA



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

No prior learning is needed. Students must be committed to participating, contributing and performing with all students in their class.

There are many important reasons to take Year 10 Drama. It is an active and fun way to learn, and develops many personal and interpersonal skills. Part of the joy of all Drama courses is that you don't just study Drama: you do it.

Through purposeful play, both individual and collaborative, drama students discover how to link imagination, ideas, thoughts and feelings. They learn to interpret and communicate ideas, practice problem solving, and develop original and creative thinking skills. Drama education increases creativity and open-mindedness. It teaches us that it is okay to fail, to not get things right the first time and to have the courage to start again. Drama enables us to understand ourselves, the people around us, and the world in which we live. Creativity is cited by business leaders as the top leadership competency for the future. Studying Drama teaches determination and resilience – qualities useful to any career.

This is an interactive, practical course. Within the safe environment of the classroom students will participate in a variety of performance opportunities that gradually build skills and knowledge of drama elements, techniques, and conventions. Students will learn about theatre forms and technologies. Working as a whole class or in small groups, students will participate in a wide range of drama activities including devising, improvisation, and scripted plays. The work covered will provide an ideal foundation for NCEA Level 1 Drama.

Course Overview

Term 1

Course introduction to Drama. Building team dynamics.

Interactive games.

Improvisation.

Learning the 4 basic techniques of Drama :voice, body,movement,space.

Applying these 4 techniques in performance using a short script.

Term 2

Learning key Drama conventions and how to work with them. These are established ways of working in Drama that explore meaning or deepen understanding. They include narrator, chorus, spoken thoughts, repetition, audience interaction, fast forward, freeze frame, flashback, split stage, slow motion..

Students devise original drama to deliver an intent using the conventions, working in small groups.

Work in small groups to perform a myth or legend.

Term 3

Students will learn about a theatre form, for example melodrama.

Characterisation - learning how to bring a character to life and stay in character.

Scripted drama work: students may write own short plays or will select from scripts provided.

Staging and direction.

Term 4

In groups students will perform short 10 minute plays applying all the learning from the year.

Analysing Drama: students learn how to discuss and write about drama performances and live theatre, and show their understanding of drama in a short written exam.

Learning Areas:

[Arts - Drama](#), [Arts](#)

Pathway

[NCEA Level 1 Drama](#)

Drama helps young people to understand how to appraise situations, think outside the box and be more reflective, responsive and confident going into unfamiliar situations. Students learn to trust their ideas and abilities, collaborate and take risks. Confidence and communication skills gained from learning drama apply to school, relationships, careers, and life.

Assessment Information

All assessments are performance based. A small amount of written work to support the performance work is required.



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen



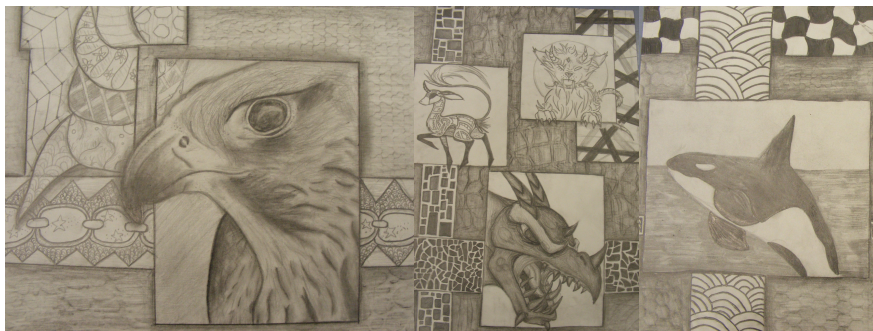
Why study Visual Art?

Much of our experience of the world is visual. The visual arts stimulate our thinking and feeling. The visual arts **enhance fine motor skills, hand-eye coordination, problem-solving skills, lateral thinking, complex analysis and critical thinking skills.** And art education increases **creativity and open-mindedness.** Creativity is cited by business leaders as the top leadership competency for the future.

Not to mention, it is **lots of fun and always hands-on!**

Part of the joy of an Art course is that you don't just study Art: you make it.

Year 9 Art focuses on innovation, inquiry, and curiosity. We encourage our ākonga (students) to examine the world around them, learning to interpret and communicate their ideas and responses. Ākonga, through their art-making, practice problem solving and strengthen their creative thinking skills and examine themselves as culturally located people.



Our Year 9 Art ākonga learn from example, practise ways of working and explore practical processes that are two-dimensional, three-dimensional practical art projects, and may include VR and time-based (moving image).



Students within this course may participate in a group virtual gallery exhibition – that will be shared with our students whānau and the local community.



Course Overview

Term 1

Introduction to Drawing
Character development and illustration
3D sculpture unit

Term 2

Printmaking and pattern making
Painting

Learning Areas:

Arts

Pathway

Year 10 Art - Semester

There are many varied careers and future pathways linked to visual arts. Many of these require a combination of digital and practical visual and skills. Many jobs and future pathways require creative thinking skills and people with visual literacies. The visual art courses at Pukekohe High School will develop these capabilities in increasingly specialised ways and open up exciting options for your future.

Assessment Information

Students will complete 4 modules of work combining a variety of skills and ideas: using drawing, illustration, painting, printmaking, sculpture and digital processes. They will be mark on the outcomes of these modules looking at technique and skill and the development of their creative ideas.

9 Dance-Drama

9ADDR



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

You do not need any prior Dance or Drama experience for this course, but you need to come ready to learn and be willing to participate. If you have been learning Dance or have dance and movement skills from your own culture, you will be able to bring that knowledge to the class and use it in your learning.

You might be more interested in either Dance or Drama, and not both. That's OK. You will need to participate in both aspects of the course, but you can do so at your own level and major on your main interest and skills as the course progresses.

This course promotes learning through active participation and creative risk-taking. Part of the joy of Dance and Drama is that you don't just learn : you actively engage and create. Through purposeful activities, both individual and collaborative, students discover how to link imagination, thoughts, and feelings. They will learn to interpret and communicate ideas, practice problem solving, extend their creative thinking skills.

In this course students will learn about important Dance and Drama elements, conventions and techniques that will enable them to move, think and interact so they can create and perform short Dance and Drama works. Students do not need to have previous experience to join this course, but you must be keen to learn and willing to participate in all activities. By the end of the semester you will have had some rich learning experiences in both Dance and Drama, you will have learned basic Dance and Drama techniques, you will have had fun, and you will know if you want to choose these subjects as an option for Year 10.



Question: Do I have to be good at Dance and Drama for this course?

You might be more interested in either Dance or Drama, and not both. That's OK. You will need to participate in both aspects of the course, but you can do so at your own level and major on your main interest and skills as the course progresses.

Question: Do I need to be able to Dance to join this course?

Answer: No - but come ready to learn and be willing to participate. If you have been learning Dance or have dance and movement skills from your own culture, you will be able to bring that knowledge to the class and use it in your learning.

What kind of things do we learn about in the Dance part of the course?

Dance elements are the aspects of movement that make up dance across a range of different styles, cultures and genres of dance. They allow ideas to be expressed. You will:

- Explore movement with a developing awareness of the dance elements of body, space, time, energy, and relationships.
- Improvise and explore movement ideas in response to a variety of stimuli.
- Share dance movement through informal presentations and share your thoughts and feelings in response to your own and others' dances.

Drama conventions are techniques that actors use to explore and express ideas and tell stories. You will:

- Explore the elements of role, focus, action, tension, time, and space through dramatic play.
- Contribute and develop ideas in drama, using personal experience and imagination.
- Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.

We will journey practically through various basic performance techniques, develop skills, create and participate in a cultural dance, contemporary dance movement, learn important drama techniques using body, voice, movement and space, and learn to perform short drama scripts.



The arts permeate our everyday lives and serve a variety of purposes. Dance and Drama can enable us to investigate and understand ourselves, the people around us, and the world in which we live. Dance and Drama education increases creativity and open-mindedness. Creativity is cited by business leaders as the top leadership competency for the future. Studying Dance and Drama teaches determination and resilience – qualities useful to any career. They teach us that it is okay to fail, to not get things right the first time and to have the courage to start again.

This course has a practical focus and emphasizes three essential skill areas:

- The building of self-confidence and self-esteem this emerging through the increased exposure to informal performance situations in the safety of the Drama classroom.
- Development of social skills and the ability to work collaboratively and tolerantly with others – learning how to negotiate and compromise.
- Development of creativity through the creation and devising of your own material given a framework or scaffolding, through interpretation of stimuli and being challenged to explore different forms.



Learning Areas:

[Arts](#), [Arts - Dance](#), [Arts - Drama](#)

Pathway

[Year 10 Dance](#), [Year 10 Drama](#)

Assessment Information

Students will be assessed at Level 4 of the NZ Arts Curriculum in their practical work. Practical work will be supported by notes from students in written or oral form.

Year 10 Music - Core

10MUSF



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

Completion of the 9MUS or 9MUB courses. Ideal for students who have developed instrumental or vocal skills outside of school.

Music Core - is a full year course covering both semesters. This 10Mus course is a good choice if you want to continue on your musical journey and think you may study music at NCEA level.

10MUS is a practical music making course that will develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums and vocals. You will create compositions using live instruments and industry-standard software such as ProTools, Ableton and Sibelius. The practical aspects of this course will be underpinned by studying musical theory that will also help you develop as a performer and composer. You will be an active musician in this course, and may take itinerant instrumental lessons. You will need to have an instrument (includes voice) available at home to practice each day.

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances, either as part of a group or as a solo musician. You will gradually increase your confidence and expertise as a musician and performer. Many of our 10 MUS students form bands that go on to compete in the Rock Quest, and some stay together as a band for several years.

10MUS is an ideal option to follow on from the 9MUS course and if you think you might wish to study music at NCEA level.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to a Music teacher or Mr Schofield.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 10 Music - Semester

10MUS



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

Completion of the 9MUS or 9MUB courses. Ideal for students who have developed instrumental or vocal skills outside of school.

Music Semester runs for 2 terms only and this option would suit you if you would like to continue your musical journey but also have the option to choose another subject in the other two terms of year 10. If you know that you will not take music at NCEA, this 10 Music Semester course would be a good choice for you.

10MUS (Semester) is a practical music making course that will develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums and vocals. You will create compositions using live instruments and industry-standard software such as ProTool, Ableton and Sibelius. The practical aspects of this course will be underpinned by studying musical theory that will also help you develop as a performer and composer. You will be an active musician in this course, and may take itinerant instrumental lessons. You will need to have an instrument (includes voice) available at home to practice each day.

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances, either as part of a group or as a solo musician. You will gradually increase your confidence and expertise as a musician and performer. Many of our 10 MUS students form bands that go on to compete in the Rock Quest, and some stay together as a band for several years.

10MUS (Semester) is an ideal option to follow on from the 9MUS course.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to a Music teacher or Mr Schofield.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 10 Music Band

10MUB



Course Description

Head of Faculty - Kaihautu: Vicky Moore-Allen

Recommended Prior Learning

You will have completed 9MUB and be an active musician in one of the school music groups. You will be attending itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school.

Music Band is a full year course covering both semesters.

10MUB is a practical music-making course and you will continue on from where you left off in 9MUB. The instrument you chose in 9MUB will likely be the one you play in 10MUB, but you may choose to change. The 10MUB course is going to help you develop your musicianship and enhance your skills as you tackle more challenging pieces of music, working as part of a large group or as a solo musician. You will compose musical pieces for your own and other instruments using specialist software for composition, such as ProTools, Sibelius or Ableton. The practical aspects of 10MUB will be underpinned by more advanced musical theory which will be used to enhance your compositions.

As a participant in this course you will also be an active musician in one of the school music groups. You will attend in-school itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school.

10MUB is an ideal option choice if you completed the 9MUB course.

Learning Areas:

[Arts - Music](#)

Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to a Music teacher or Mr Schofield.

Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

Studying Music at school is not just for students who wish to follow a career path in Music. Skills and key competencies learnt in this subject are transferable to a wide range of careers. Research has shown that students who take Music develop more self-confidence, are conditioned to work hard for results, are more creative, are better at problem-solving and analysing patterns (Mathematics), can work better in a group, and connect with others better.

Assessment Information

You will be assessed in a range of ways from live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

Year 9 Music

9MUS



Course Description

Head of Faculty - Kaihautu: Simon Schofield

Recommended Prior Learning

You may have some basic skills in guitar or singing, or you may have no skills. No prior learning is necessary. This course is suitable for complete beginners or novice players.

Students who want to learn other instruments are recommended to take the 9MUB course. Please check that subject description. If you are unsure which course is best for you, please contact the Music Department for a chat. We look forward to helping you.



This course gives you the opportunity to find out if you are good at Music, to discover your love for Music and to begin developing some skills as a musician. We will support you to discover your potential as you begin learning and support you to extend skills you already have. We have a wide range of musical instruments, great equipment and technology that you can try. Many of our wonderful senior music students started learning Music for the first time ever in this course, without any prior experience or skills. Our Music teachers can't wait to meet you and help you on your own personal music-making journey.

This is a practical music making course, mostly focusing on the acoustic guitar. You will learn to perform songs using basic TAB and chords in addition to creating short compositions using acoustic instruments as well as computer software.



You will develop some knowledge of music theory and extend any prior knowledge you bring to the course. You will develop skills in being able to write and read music using standard notation by engaging with online worksheets and activities.

In this course you can work at your own pace depending on your skills. You will participate in a variety of learning activities. You will listen to music, learn new songs, write short pieces of music using your own level of skill, and learn how to perform your work. You will start at your own level of learning, then grow your skills and confidence from there. It doesn't matter if you are completely new to Music and have no prior experience. Learning activities are a mixture of individual tasks and group work.

Music is amazing! Music is fun! Our Music Department is supportive and fun!

Get started on your learning journey in this 9MUS course so we can support you to grow your skills in all sorts of ways, beginning in Year 9 and on into the following years. You might even end up in a band!



Learning Areas:

[Arts](#), [Arts - Music](#)

Pathway

[Year 10 Music - Core](#), [Year 10 Music - Semester](#), [Year 10 Music Band](#)

Assessment Information

Assessment is via a mixture of playing music and writing simple short music pieces. Students will be assessed individually and in small groups as they grow their skills.

Year 9 Music Band

9MUB



Course Description

Head of Faculty - Kaihautu: Simon Schofield

Recommended Prior Learning

You may already have some skills in playing an instrument, or you may have no skill what-so-ever. No prior learning is necessary - just a desire to learn and try. This course is suitable for complete beginners or novice players.

If you are unsure which Year 9 Music course is best for you, please contact the Music Department for a chat. We look forward to helping you.



This course presents an opportunity to learn an instrument in a practical setting - that is, through playing a musical instrument.

You can choose to learn an instrument from this list:

Flute, Clarinet, Alto or Tenor Saxophone, Trumpet, Trombone, Bass Guitar.

Your instrument will be supplied by the school (for which there is no charge) and you will play it every lesson.

The course is designed to take you from learning one single note all the way up to playing as part of a large band. You will learn to read music, as well as compose pieces for your acoustic instrument. You can also learn to compose music using computer software.

You will learn music theory in conjunction with learning a practical instrument. In addition, you will receive free weekly specialist itinerant lessons as part of a group.

This course is an amazing opportunity to begin learning to play an instrument for the first time, take up a new instrument, or extend your skills on an instrument you can already play. Many Pukekohe High School senior music students started learning Music for the first time ever in this course, without any prior experience or skills. Many of our Music graduates have gone on to study Music full-time at tertiary level, or continue to play in bands.



Next steps leading on from this course are pretty exciting. At Pukekohe High School you can become a member of many great bands and ensembles, including the Junior Jazz Band, the Stage Band, the Concert Band, the Orchestra, the Wind Ensemble, or even a rock band.

Come and find out if you are good at Music. Discover a love for Music and begin developing or extending your skills as a musician. We will support you to fulfill your potential as you begin learning, or to extend any skills you already have. We have a wide range of instruments, great equipment and technology that you can try. Our Department staff can't wait to meet you and help you on your own personal music-making journey.

Music is amazing! Music is fun! Our Music Department is supportive and fun!

Get started on your learning journey in this 9MUB course and we will support you to grow your skills in all sorts of ways.





Learning Areas:

[Arts](#), [Arts - Music](#)

Assessment Information

Assessment in this course is mostly practical. You will be assessed on your ability to play your instrument as you gradually build your skills. Students will also be assessed on a composition task which can be using their instrument, or using digital technologies. Students are assessed individually and in small groups as their skills and confidence grow.



Year 10 English

10ENG



Course Description

Head of Faculty - Kaihautu: Shalini Saxena

We build and draw on our knowledge of how language works to interpret and produce text in English. Learning how to use the English language with control can strengthen your identity and enable you to effectively communicate and participate in society.

The main skills and knowledge gained on this course are:

- making meaning of ideas or information they receive (listening, reading, and viewing)
- creating meaning for themselves or others (speaking, writing, and presenting).

On this course, students will become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Course Overview

Term 1

Whakawhaaunga - getting to know each other and the world around us

Students will demonstrate understanding of language by exploring creating meaning and making meaning skills and knowledge.

Personal reading challenges will also begin to promote individual reading.

Term 2

Reading assessment focus to build knowledge and understanding of how written texts are created for specific purposes and audiences:

Unfamiliar texts

Familiar written texts

Various texts are explored, with a particular focus on texts that are local to Pukekohe and Aotearoa.

Personal reading challenges will continue to promote individual reading.

Term 3

Writing assessment focus to build knowledge and understanding of how to create texts for specific purposes and audiences:

Formal writing

Creative writing

Formal writing in Year 10 will also be future focused and may incorporate writing skills relating to careers and jobs.

Personal reading challenges will continue to promote individual reading.

Term 4

Visual focus to build knowledge and understanding of how visual/oral texts are created for specific purposes and how to create visual/oral texts:

Visual/Oral text - analysis of film

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

Learning Areas:

[English](#)

Pathway

[NCEA Level 1 English](#)

Contributions and Equipment/Stationery

1 B5 Exercise book x 2

Pen

Assessment Information

Students will be assessed in a number of ways:

- * assessment of written language
 - * evidence of learning
 - * oral and/or visual presentations
 - * assessment of reading skills
-

Year 9 English

9ENG



Course Description

Head of Faculty - Kaihautu: Shalini Saxena

We build and draw on our knowledge of how language works to interpret and produce text in English. Learning how to use the English language can strengthen your identity and enable you to effectively communicate and participate in society.

The main skills and knowledge gained on this course are:

- making meaning of ideas or information they receive (listening, reading, and viewing)
- creating meaning for themselves or others (speaking, writing, and presenting).

On this course, students will become more effective oral, written, and visual communicators. Using a set of underpinning processes and strategies, students develop knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts.

Course Overview

Term 1

Whakawhaanaungatanga - getting to know each other and the world around us

Students will demonstrate increasing understanding of language by exploring creating meaning and making meaning skills and knowledge.

Personal reading challenges will also begin to promote individual reading.

Term 2

Reading assessment focus to build knowledge and understanding of how written texts are created for specific purposes and audiences:

Unfamiliar texts

Familiar written texts

Various texts are explored, with a particular focus on texts that are local to Pukekohe and Aotearoa.

Personal reading challenges will continue to promote individual reading.

Term 3

Writing assessment focus to build knowledge and understanding of how to create texts for specific purposes and audiences:

Formal writing

Creative writing

Personal reading challenges will continue to promote individual reading.

Term 4

Visual focus to build knowledge and understanding of how visual/oral texts are created for specific purposes and how to create visual/oral texts:

Visual/Oral text - analysis of film

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

Learning Areas:

[English](#)

Pathway

[Year 10 English](#)

Contributions and Equipment/Stationery

1 B5 x 2 exercise books

Pens

Where possible, a device as per the school's BYOD policy.

Assessment Information

Students will be assessed in a number of ways:

- * assessment of written language
 - * evidence of learning
 - * oral and/or visual presentations
 - * assessment of reading skills
-



Year 10 English for Speakers of Other Languages



10ESOL

Course Description

Head of Faculty - Kaihautu: Shalini Saxena

Recommended Prior Learning

There is no recommended prior learning. Students are accepted at their current level of English language learning. However, they must not have English as their first language.

10ESOL is an alternative to year 10 English for students who are new to learning English or who need extra support with using English in an academic context. The course covers skills in reading, writing, listening, speaking and vocabulary learning. There may be some overlaps with mainstream English classes but the course is designed around gaining confidence and proficiency in English language learning based on the English Language Intensive Programme. It supports students in using English in everyday life and in their other subject classes.

Learning Areas:

[English](#), [ESOL](#)

Pathway

[NCEA Level 1 English for Speakers of Other Languages](#)

The 10ESOL course, offered as an alternative to 10EENG, may lead to 1EESL or to 1EENG, depending on English language confidence and proficiency.

Contributions and Equipment/Stationery

There is no additional cost associate with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

Assessment Information

Students are assessed using the English Language Learning Progressions (for listening, speaking, reading and writing) and NZC levels where appropriate. Their knowledge of English vocabulary is also assessed and monitored. Most assessment tasks are the culminating task for each topic along with ongoing informal assessment.

Year 9 English for Speakers of Other Languages



9ESOL

Course Description

Head of Faculty - Kaihautu: Shalini Saxena

Recommended Prior Learning

There is no recommended prior learning. Students are accepted at their current level of English language learning. However, they must not have English as their first language.

9ESOL is an alternative to year 9 English for students who are new to learning English or who need extra support with using English in an academic context. The course covers skills in reading, writing, listening, speaking and vocabulary learning. There may be some overlaps with mainstream English classes but the course is designed around gaining confidence and proficiency in English language learning based on the English Language Intensive Programme. It supports students in using English in everyday life and in their other subject classes.

Learning Areas:

[ESOL](#)

Pathway

[Year 10 English for Speakers of Other Languages](#)

9ESOL, an alternative to 9EENG, may lead to either 10ESOL or 10EENG depending on English language confidence and proficiency.

Contributions and Equipment/Stationery

There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

Assessment Information

Students are assessed using the English Language Learning Progressions (for listening, speaking, reading and writing) and NZC levels where appropriate. Their knowledge of English vocabulary is also assessed and monitored. Most assessment tasks are the culminating task for each topic along with ongoing informal assessment.



What is health and physical education about?

He oranga ngākau, he pikinga waiora.

In health and physical education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora1 – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Why study health and physical education?

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. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

This learning area makes a significant contribution to the well-being of students.

The learning activities in health and physical education arise from the integration of the four concepts above, the following four strands and their achievement objectives, and seven key areas of learning.

The four strands are:

- Personal health and physical development, in which students develop the knowledge, understandings, skills, and attitudes that they need in order to maintain and enhance their personal well-being and physical development
- Movement concepts and motor skills, in which students develop motor skills, knowledge and understandings about movement, and positive attitudes towards physical activity
- Relationships with other people, in which students develop understandings, skills, and attitudes that enhance their interactions and relationships with others
- Healthy communities and environments, in which students contribute to healthy communities and environments by taking responsible and critical action.

The seven key areas of learning are:

- mental health
- sexuality education
- food and nutrition
- body care and physical safety
- physical activity
- sport studies
- outdoor education

Year 10 Health & Physical Education

10PED



Course Description

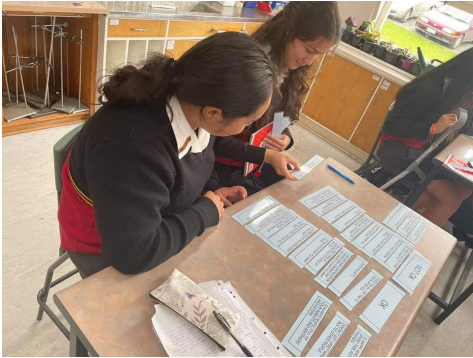
Head of Faculty - Kaihautu: Sarah Hainsworth

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. The main aim of Physical Education is to get students engaged in regular physical activity through a wide range of different contexts.

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. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

Students will part-take in a wide range of movement contexts throughout the year and utilise school and community resources.

Students will undertake 2 hours of Physical Education a week and 1 hour of Health Education a week.





Course Overview

Term 1

Physical Education - 'Whanaungatanga'
Health - Keeping myself safe online

Term 2

Physical Education - Innovative Games
Health - Mental Well-being

Term 3

Physical Education - My Best Self
Health - Sexuality

Term 4

Physical Education - The Great Outdoors
Health - Alcohol and other drugs

Learning Areas:

[Health and Physical Education](#)

Pathway

[NCEA Level 1 Health](#), [NCEA Level 1 Physical Education](#)

Year 9 Health & Physical Education

9PED



Course Description

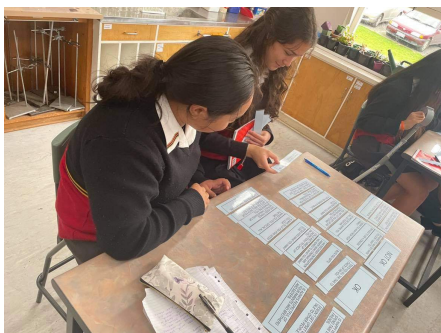
Head of Faculty - Kaihautu: Sarah Hainsworth

In Health and Physical Education, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. The main aim of Physical Education is to get students engaged in regular physical activity in a variety of movement contexts.

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. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

Students will part-take in a wide range of movement contexts throughout the year and utilise school and community resources.

Students will undertake 2 hours of Physical Education a week and 1 hour of Health Education a week.



Term 1

Physical Education - 'Whanaungatanga' Getting to know each other through physical activity
Health - 'Whanaungatanga' Building positive relationships

Term 2

Physical Education - International Games
Health - Mental Well-being

Term 3

Physical Education - Movement Skills
Health - Sexuality Education

Term 4

Physical Education - Our Community
Health - Nutrition

Learning Areas:

[Health and Physical Education](#)

Pathway

[Year 10 Health & Physical Education](#)



Languages Learning Area

Students will

- **be enriched intellectually, socially and culturally.**
- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.



Year 10 French

10FRE



Course Description

Head of Faculty - Kaihautu: Ann-Maree Bremner

Students will:

- understand simple texts in French both written and spoken.
- use prior knowledge to make connections with new language.
- build their confidence in using the language by participating, contributing and interacting.
- build their capacity to read and write in French.
- learn more about French culture and relate it to their own.

Topics covered:

- Sports and Leisure
- Countries
- House
- School
- Daily Routines
- Food

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 French](#)

Year 10 Japanese

10JPN



Course Description

Head of Faculty - Kaihautu: Ann-Maree Bremner

Recommended Prior Learning

Achievement in Year 9 Japanese

Students will

- understand simple texts in Japanese and use familiar language with some flexibility.
- use prior knowledge to make connections with new language.
- build their confidence in using the language by participating, contributing and interacting.
- Build their capacity to read and write in the Japanese alphabets
- learn more about the culture and customs of Japan and the relationship between culture and language.

Topics covered are:

Family, Morning Routine, School, Travel, Leisure and Hobbies, Inviting people out, Ordering food etc.

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 Japanese](#)

Assessment Information

Each of the 4 skills of listening, speaking, reading and writing will be assessed twice during the year.

Year 9 French

9FRE



Course Description

Head of Faculty - Kaihautu: Ann-Maree Bremner

Students will

- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.
- learn how to learn a language and understand more about their own language.
- learn by participating in and contributing to a variety of language activities, including peer interactions and self-managed online learning.
- learn about the relationship between language and culture and compare and contrast lifestyles and practices.

Students will

- develop an understanding of familiar expressions, everyday vocabulary and be able to use well-rehearsed sentence patterns. They will be able to have a conversation about personal details in supported situations.
- learn how to pronounce French and be introduced to the different French accents.
- Learn how to meet and greet, introduce themselves, talk about family and pets and describe themselves and others.

Learning Areas:

[Languages](#)

Pathway

[Year 10 French](#)

Year 9 Japanese

9JPN



Course Description

Head of Faculty - Kaihautu: Ann-Maree Bremner

Students will

- gain knowledge, skills and attitudes that will equip them for living in a world of diverse people, languages and cultures.
- learn how to learn a language and understand more about their own language.
- learn by participating in and contributing to a variety of language activities, including peer interactions and self managed on line learning.
- learn about the relationship between language and culture and compare and contrast beliefs and practices. They will be able to relate to people from another culture appropriately and respectfully.

Students will

- develop an understanding of familiar expressions, everyday vocabulary and be able to use well rehearsed sentence patterns. They will be able to have a conversation about personal details in supported situations.
- learn how to pronounce Japanese and be introduced to the Japanese written alphabets.
- Learn how to meet and greet, introduce themselves, talk about school subjects and sports, likes and dislikes and going places and doing activities.

Learning Areas:

[Languages](#)

Pathway

[Year 10 Japanese](#)

Assessment Information

At the end of each term, the four skills of listening, speaking, reading and writing will be tested.



Year 10 Mathematics and Statistics



10MAT

Course Description

Head of Faculty - Kaihautu: Amy Price-Williams

During Year 10 mathematics, students will get the opportunity to continue their understanding and make connections between the main strands of mathematics. Students will work collaboratively and individually to improve their understanding and apply their knowledge to solve problems that relate to the world around them.

Learning Areas:

Mathematics

Pathway

NCEA Level 1 Applied Mathematics for Numeracy, NCEA Level 1 General Mathematics, NCEA Level 1 Mathematics with Algebra, NCEA Level 1 Mathematics with Statistics

Year 9 Mathematics and Statistics



9MAT

Course Description

Head of Faculty - Kaihautu: Amy Price-Williams

During Year 9 mathematics, students will get the opportunity to build on their understanding and make connections between the main strands of mathematics. Students will work collaboratively and individually to improve their understanding and apply their knowledge to solve problems that relate to the world around them.

Learning Areas:

Mathematics

Pathway

Year 10 Mathematics and Statistics



Year 10 Science

10SCI



Course Description

Head of Faculty - Kaihautu: Meghan Ashford

In the Year 10 science course we develop the skills needed to carry out scientific investigations using all four strands of science: chemistry, physics, biology, and Earth and space. These strands will be integrated into topics that have localised, contextual and relevant contexts. These contexts may include a range of topics such as investigating local waterways, food production, materials and house design and forensic science. These topics will help students develop their skills in using the scientific method to carry out practical investigations, literacy and numeracy, working together, overcoming challenges and developing resilience.

The topics will be assessed in both knowledge and skill development, and will include individual and group assignments.

Learning Areas:

Science

Year 9 Science

9SCI



Course Description

Head of Faculty - Kaihautu: Meghan Ashford

In Year 9 Science, students will take a course which covers many different aspects of Science and develop their scientific capabilities using a range of different contexts.

Ahurei Aotearoa – exploring and describing the uniqueness of New Zealand in its formation, endemic species, and chemical composition. You will understand and value your role in protecting New Zealand's unique species and geological landscape.

V8 Supercars - understanding the forces and motion principles involved in race cars. You will develop your understanding of scientific method and how to carry out a scientific investigation.

Matariki – understanding the importance of Matariki, astronomical cycles and their role in the planting calendar.

Ocean Emergency! – understanding the role of the oceans, ocean chemistry and the impacts of our changing climate. You will develop critical thinking skills as you explain the attributes of science that have led to the development in understanding of climate change

Healthy Bodies – understanding the different systems in our body and evaluating the credibility of different sources of information.

Learning Areas:

Science



Year 10 Social Studies

10SOC



Course Description

Head of Faculty - Kaihautu: Sharon Grass

This course provides students with links into the world around them and how they fit into it. This will cover our place in Aotearoa New Zealand and how past events have influenced the country. This will also link to local points of history.

There is also a look at what human rights. By looking at case studies, both within New Zealand and around the world, students will gain confidence in understanding rights and responsibilities as citizens of the world.

Students will also gain skills in the business area to be able to plan for and carry out a small business activity in a school based market day.

Students will also look at the causes and effects of extreme natural events. They will look at some case studies and will gain knowledge and skills in knowing how to react to situations that may happen.

Social studies is a subject that provides many skills in literacy (writing and interpreting information) and numeracy (collecting, interpreting data and graphing). It provides a range of knowledge that links into senior Social Science Subject area.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 1 Accounting](#), [NCEA Level 1 Economics](#), [NCEA Level 1 Geography](#), [NCEA Level 1 History](#), [NCEA Level 1 Social Science Studies](#)

Contributions and Equipment/Stationery

2B5 exercise book, digital device - laptop preferred

Assessment Information

A range of methods of assessment are used and in many cases students are able to choose the way that they would like to present their knowledge and skills for marking.

Related Videos

<https://www.youtube.com/watch?v=vGQQbuIRUjY>

Year 9 Social Studies

9SOC



Course Description

Head of Faculty - Kaihautu: Sharon Grass

Social Studies is about how societies work and how people participate in them as active, informed and responsible citizens. You will look at issues relating to Aotearoa New Zealand, the Pacific and beyond – set in the past, present and look at the future possibilities.

Students will look at their own cultural identities and that of others, who have migrated to Aotearoa New Zealand. They will develop an understanding of the impact that migration has had on both different groups and on Aotearoa New Zealand.

Students will gain knowledge and understanding about the world around them by learning about continents, oceans and countries.

Students will further their understanding of environmental sustainability and the causes and effects of e-waste. They will then carry out their own social action and reflect upon the effectiveness of this action in relation to environmental sustainability.

Students will also look at the ancient world and gain an understanding of how these cultures have impacted our lives today.

Students will develop their research skills through their own inquiry into an innovation or exploration and present their findings to their peers.

Social Studies is collaborative, relevant and helps to develop our future leaders by looking at the societal issues of the past, present and future.

Learning Areas:

[Social Sciences](#)

Pathway

[Year 10 Social Studies](#)

Then on into senior social science or commerce subjects.

Contributions and Equipment/Stationery

2B5 exercise book and digital device (laptop preferred).

Assessment Information

A range of methods of assessment are used and in many cases students are able to choose the way that they would like to present their knowledge and skills for marking.

Related Videos

<https://www.youtube.com/watch?v=vGQQbuIRUjY>



Year 10 Te Ara Kee

10TAK



Course Description

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

This is a Semester course that has a focus on the understanding of Tikanga Maaori rather than Te Reo only.

We understand that Second Language Learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at Pukekohe High School our waahanga [department] has created a program that allows students to study tikanga for a full year.

Students are given this option in year 10 so they can gain NCEA credits at Year 10 and be given a huge lift in preparing them to achieve NCEA Level 1. Inside the program Year 10 students will continue to engage with Te Reo but will be offered the opportunity to complete Unit Standards from the Maaori Tikanga framework which present for learning a variety of topics like Marae, Haakinakina, Hui, Poohiri and Mau Raakau. Tikanga Maaori [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. All who learn and understand tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Course Aims: By the end of the year, students will have had an opportunity to achieve about 23 Level 1 NCEA credits

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Ara Kee](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Ara Kee](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Ara Kee](#)

Year 10 Toi Whakaari

10TOI



Course Description

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

This is a Semester course that has a focus on the understanding of Toi Whakaari and Tikanga Maaori rather than Te Reo only.

We understand that Second Language Learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at Pukekohe High School our waahanga [department] has created a program that allows students to study Toi Whakaari for a full year.

Students are given this option in Year 10 so they can gain NCEA credits in Year 10 and be given a huge lift in preparing them to achieve NCEA Level 1.

Toi Whakaari and Tikanga Maaori [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. All who learn and understand tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Toi and Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Learning Areas:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Ara Kee](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Ara Kee](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Ara Kee](#)

Assessment Information

By the end of the year, students will have had an opportunity to achieve about 23 Level 1 NCEA credits

Year 9 Te Ao Maaori

9TAM



Course Description

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

This is a one-semester/18-20 week course that focuses on developing a basic understanding of Te Reo Maaori and Tikanga Maaori.

All Year 9 students will come to know that Te Reo Maaori [Language] and Tikanga Maaorii [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. Te Reo Maaori also has significant status as one of 3 official languages of Aotearoa [New Zealand]. All who learn Te Reo Māori and understand Tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and a greater understanding of practicable bi-culturalism (adapted New Zealand curriculum, Ministry of Education, 2007).

Learning Areas:

[Languages](#), [Te Wahanga Whakaako](#)

Year 9 Te Reo Maaori

9MAO



Course Description

Head of Faculty - Kaihautu: Nga Rangi Kahiwa Moeau

This is a full year course that focuses on developing understanding of Te Reo Maaori and Tikanga Maaori.

We understand that second language learners of Te Reo Maaori struggle with the current NCEA assessment format. To assist these students to have a good chance with assessment at NCEA Levels 1-3 Pukekohe High School as created a program that allows students to study the language for a full year.

Inside the program Year 9 students will come to know that Te Reo Maaori [Language] and Tikanga Maaori [Culture] are taonga [treasures] recognised under the Treaty of Waitangi. Te Reo Maaori also has significant status as one of 3 official languages of Aotearoa [New Zealand].

All who learn Te Reo Māori and understand Tikanga help to secure their future as a living, dynamic, and rich language and culture. By learning Te Reo and becoming increasingly familiar with Tikanga, Maaori students strengthen their identities, while both Maaori and non-Maaori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

Learning Areas:

[Languages](#), [Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Ara Kee](#), [NCEA Level 1 Te Reo Maaori](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Ara Kee](#), [NCEA Level 2 Te Reo Maaori](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Ara Kee](#), [NCEA Level 3 Te Reo Maaori](#), [Year 10 Te Ara Kee](#), [Year 10 Te Reo Maaori](#)



What is technology about?

**Kaua e rangiruatia te hāpai o te hoe;
e kore tō tātou waka e ū ki uta.**

Technology is intervention by design. It uses intellectual and practical resources to create technological outcomes, which expand human possibilities by addressing needs and realising opportunities.

Design is characterised by innovation and adaptation and is at the heart of technological practice. It is informed by critical and creative thinking and specific design processes. Effective and ethical design respects the unique relationship that New Zealanders have with their physical environment and embraces the significance of Māori culture and world views in its practice and innovation.

Technology makes enterprising use of knowledge, skills and practices for exploration and communication, some specific to areas within technology and some from other disciplines. These include digitally-aided design, programming, software development, various forms of technological modelling, and visual literacy – the ability to make sense of images and the ability to make images that make sense.

Why study technology?

With its focus on design thinking, technology education supports students to be innovative, reflective and critical in designing new models, products, software, systems and tools to benefit people while taking account of their impact on cultural, ethical, environmental and economic conditions.

The aim is for students to develop broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As they learn in technology, students draw on and further develop the key competencies.

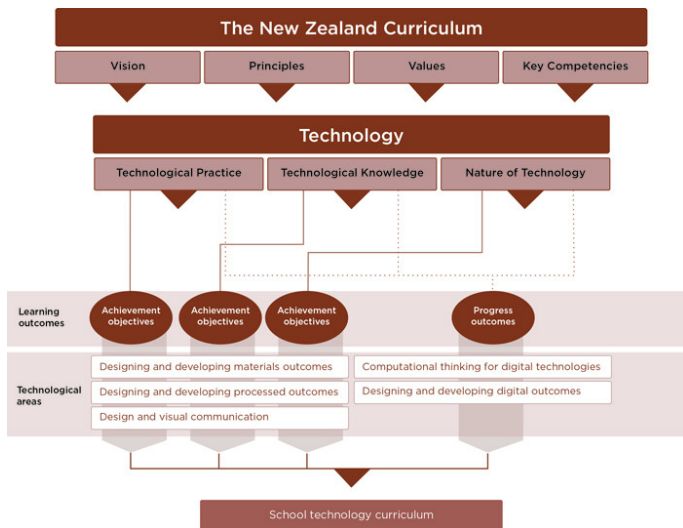
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security systems, costumes and stage props, signage, and taonga.

Technology Learning area structure

The technology learning area has three strands: Technological Practice, Technological Knowledge, and Nature of Technology. These three strands are embedded within each of five technological areas:

- computational thinking for digital technologies
- designing and developing digital outcomes
- designing and developing materials outcomes
- designing and developing processed outcomes
- design and visual communication.

The following diagram illustrates the structure of the learning area.



In years 11–13, students work with fewer contexts in greater depth. This requires them to continue to draw fully on learning from other disciplines. For example, students working with materials and/or food technology will need to refer to chemistry, and students working on an architectural project will find that an understanding of art history is invaluable. Some schools may offer courses such as electronics and horticulture as technology specialisations.

Learning for senior students opens up pathways that can lead to technology-related careers. Students may access the workplace learning opportunities available in a range of industries or move on to further specialised tertiary study.

Year 10 Design and Visual Communication

10DVC



Course Description

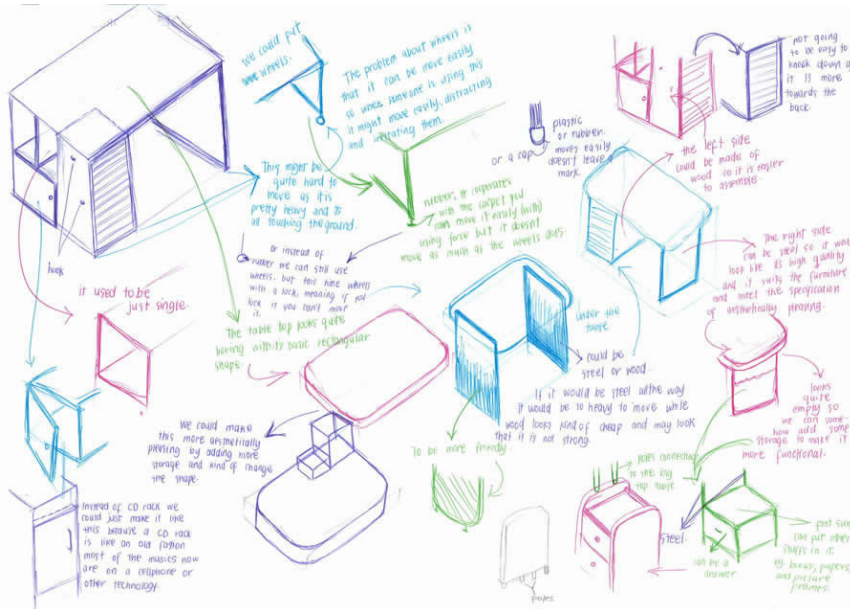
Head of Faculty - Kaihautu: Malcolm Ali

We recommend that students who enjoy and are interested in design, drawing and developing their ideas study Design and Visual Communication.

This course continues from Year 9 DDT. This is a semester course with two terms. First term covers the main drawing and design topics. Second term is applying these skills to a range of drawing projects.

WHAT WILL I LEARN?

- All stages of the design process – brainstorm, research, concepts, design development, evaluation
- Drawing skills – freehand, paraline (pictorial), orthographic projection, rendering and presentation, CAD



Learning Areas:

[Technology](#)

Pathway

[NCEA Level 1 Design and Visual Communication](#)

Assessment Information

Students will be working on Product and Spatial design ideas and follow the NZ Technology curriculum at level 5.

Year 10 Digital Technologies



10DIT

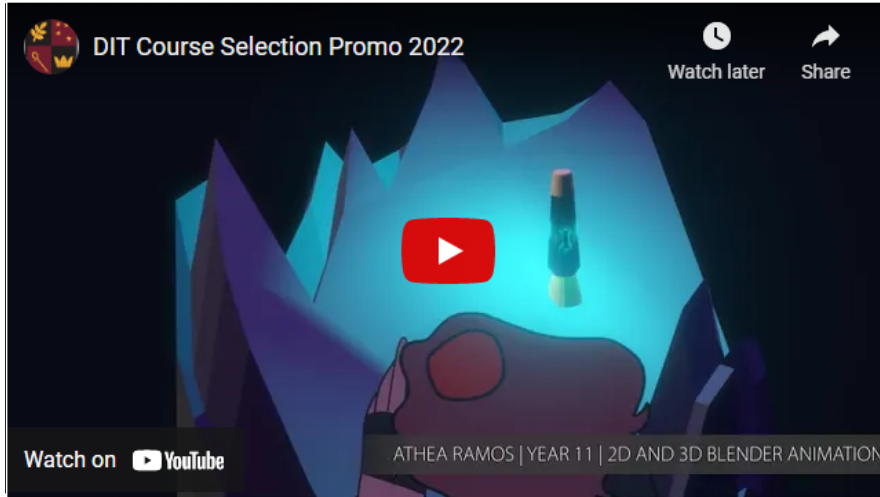
Course Description

Head of Faculty - **Kaihautu**: Malcolm Ali

Loved Digital Technologies in Year 9...
Or missed out on Digital Technologies in Year 9?

Either way, you need to give this a go in Year 10! Get creative in Adobe Illustrator creating 2D images and animation, Blender 3D modelling and animation, program in Python to create simple solutions to everyday situations. 3D print one of your models to create a keytag.

This is a sample of what you could be doing in Years 11-13 if you get started now...



Course Overview

Term 1

Adobe Illustrator - 2D Drawing and Design
Blender - 3D Modelling and Animation
Python Programming

Term 2

Group Project for 3D Modelling and Animation
Spreadsheets and Databases

Learning Areas:

[Technology](#)

Pathway

[NCEA Level 1 Digital Technologies](#)

Set the foundation for university study and a career in the digital creative industries - game design, graphic design, programming, web design.

Assessment Information

Classwork will be submitted as evidence of learning.

A group project will also be undertaken as a summary of learning and to develop collaboration skills.

Year 10 Food Technology

10FDT



Course Description

Head of Faculty - Kaihautu: Malcolm Ali

We recommend that students who are interested in developing their practical skills, learning about food and designing and making food products study Food Technology.

- Food technology is aimed at giving students basic skills. How to measure ingredients, read recipes, design food for a client and to develop food products.
- All stages of the design process-brainstorm, research, concepts, design development, final design and evaluation. Designing products for a client. Learning about food, where it comes from and how to use it.
- You will be taught about safe food and how to use the equipment safely. You will design a breakfast for a teenager, develop burgers, methods of cookery, making biscuits for a client and international foods.



Course Overview

Each Semester

1. Planning for Practice:

Unit - Safety – Personal and Food safety practice – observations, hygiene practice and theory

Assessment – Poster and/or PowerPoint on Safety requirements in the Kitchen

2. Brief Development:

Unit - Burger Development -developing a healthy burger from a basic recipe, considering Nutrition

Unit - Burger Production and Evaluation -Burger Production and Outcome

Unit - Snack Food Labelling and Packaging – understanding and producing food labels and the packaging for their own product

Unit - Snack Food creating a product - is it a fit for purpose? – tasty and healthy – using the “Green Box” resource

Assessment – Presentation of a Healthy Hamburger with Nutritional choices justified

3. Characteristics of Technology:

Unit - Herbs and Spices Practical - the outcome from their research and trials

Unit - Herbs and Spices Theory - research and nutrients

Unit - Cultural Foods – Introducing staple foods and cultural flavours: Pasifika, Maori, Indian, Italian, etc

Assessment – Detailed research of chosen Culture in the form of a PowerPoint

4. Characteristics of Technological Outcomes:

Unit - Gingerbread Dwellings - planning, designing, constructing and decorating dwelling – can be a Xmas theme or cultural Design – contemporary, Whare, etc

Assessment – Final outcome of Gingerbread Dwelling

Learning Areas:

Technology

Assessment Information

All assessments are assignment based. Practical skills are assessed throughout the course

Year 10 Multi Materials Technology



10TEC

Course Description

Head of Faculty - Kaihautu: Malcolm Ali

Recommended Prior Learning

You will have completed the Y9 technology programme to give you a good start for the Y10 Technology Multi Materials course.

This course continues to develop the technical skills that involve technology practice (planning and making), knowledge (materials and processes) and the effects these can have on society. Workshop safety is important to us and to you, so we require a safe learning environment for everyone. The course is project based, which means that as you design and make the projects you also cover related studies topics.

HOW WILL I LEARN?



- Technology Multi Materials is all about exploring design ideas and developing them to a solution
- The course covers the planning and developing of your ideas, understanding materials and processes involved in making your projects, and evaluating and understanding the impact of this work.
- The course covers the planning and developing of your ideas, understanding materials and processes involved in making your projects, and evaluating and understanding the impact of this work.

Learning Areas:

Technology

Year 9 Digital Design Technologies

9DDT



Course Description

Head of Faculty - Kaihautu: Malcolm Ali

Recommended Prior Learning

None required - this is an introductory course designed to show students what they will learn in their high school years if they choose Digital Technologies or Design Visual Communication - see pathways...

This is an introductory course to digital creative technologies. Learning will include a wide range of freehand and digital skills, applications and creative design scenarios.



Digital Media:

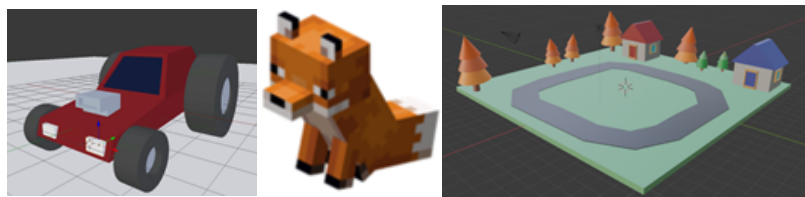
Learn photo editing skills using Adobe Photoshop to create new images from combining photos
Learn 3D modelling in Blender app to create objects and environments

Programming:

Create game features using Scratch block programming
Create short programs using Python computer language

Freehand Drawing Skills:

Sketching, tracing, rendering
Spatial design - exterior building planning - design a building inspired by nature/Aotearoa



```
main.py
1 #####
2 #Program: Choose 9DDT
3 #####
4 print("Hello, whaanau")
5 reason_to_do_ddt = input("Why do DDT? ")
6 print(reason_to_do_ddt)
7 print("")
8 print("This is an example of Python programming using the
9 print function, a variable and input function.")
10 print("It's that simple and fun!")
```

```
Console Shell
Hello, whaanau
Why do DDT? DDT is the BEST!
DDT is the BEST!

This is an example of Python programming using the print function, a variable
and input function.

It's that simple and fun!
> []
```

Course Overview

Term 1

Digital Technologies specific content:
- Digital Citizenship
- Digital Media
- Programming

Term 2

Design Visual Communication specific content:
- freehand drawing and rendering
- spatial design

Learning Areas:

[Technology](#)

Related Videos

<https://www.youtube.com/watch?v=BAZlTqm94Y0>

Pathway

[Year 10 Design and Visual Communication](#), [Year 10 Digital Technologies](#)

From your Year 9 Digital Design Technologies experience, you are now prepared to move into Year 10 Digital Technologies and/or Year 10 Design Visual Communication. Digital Technologies specialises in programming using Python computer language and computer design using Adobe Creative Cloud and Blender. While Year 10 Design Visual Communication specialises in freehand drawing, spatial design and product design.

Contributions and Equipment/Stationery

Nil required

Assessment Information

A selection of classroom tasks are submitted as a portfolio of evidence of learning through Microsoft TEAMS throughout the semester.

Year 9 Food Technology

9FFT



Course Description

Head of Faculty - Kaihautu: Malcolm Ali

We recommend that students who are interested in designing, planning and developing food products study this Technology area

Food Technology is aimed at giving students basic skills in the food area. These include: measuring, healthy eating choices, design and production.

WHAT WILL I LEARN?

- Practical skills – following a recipe/pattern, improving your practical skill base, recipe and food preparation
- Accuracy with measuring, following the design process in the creation of a new product, packaging and labeling information.



Course Overview

Each Semester

There are two practical lessons in the kitchens and one theory lesson a week

All theory work is done digitally on teams, using class notebook.

• Planning for Practice

The assessment for this objective is the quality of the cooking outcomes in the kitchen practicals (teacher observation) with the goals for each lesson on hygiene and relevant skills.

• Outcomes and Evaluation

The assessment is student online recipe booklets, notes on skills and adaptations and quality of detail within student evaluation.

Learning Areas:

Technology

Assessment Information

Your work book and practical's are assessed during the semester.

Year 9 Technology

9TEC



Course Description

Head of Faculty - Kaihautu: Malcolm Ali

Recommended Prior Learning

Most of you will have completed some Technology work in Y7 and 8.

This course continues to develop the technical skills that involve technology practice (planning and making), knowledge (materials and processes) and effects these can have on society. Workshop safety is important to us and to you, so we require a safe learning environment for everyone.

Learning Areas:

Technology
