



**PUKEKOHE**  
HIGH SCHOOL

**Course  
Information  
Year 9  
2024**

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## JUNIOR COURSE SELECTION 2023 – 2024 SUBJECT CHOICE INFORMATION

At each year level there is a specific way subject choice can be made to create a student's course of learning or learning programme. Our aim is to provide a range of engaging subjects which provide students the opportunity to explore the breadth and depth of our curriculum and pursue their chosen pathway.

### **YEAR 9 in 2024**

At Year 9 there are six **CORE** subjects, which are compulsory for everyone to take, and a range of **OPTION** subjects.

**CORE SUBJECTS:** Student programmes consist of SIX compulsory subjects (these are pre-selected):

- English (OR ESOL)
- Maths
- Science
- Social Science
- PE/Health
- Te Ao Maaori (OR Te Reo Maaori) \*

**\*NOTE: Te Ao Maaori is a Semester course**

**OPTION SUBJECTS:** You need to select options from the **Technology**, **Arts** and **Languages/ Maaori** learning areas. Each option is only able to be selected once. However, you may select more than one subject from each learning area as long as you have selected as below from each of the 8 curriculum areas:

- A minimum of **ONE** subject from the **Technology** curriculum (select this first)
- A minimum of **TWO** subjects from the **Arts** curriculum (select both next)
- A minimum of **ONE** subject from the **Languages/ Maaori** curriculum (select this after selecting the above)

ALL option subjects are single semester only (a semester is 2 terms). Each of these is only able to be selected once.

**NOTE: YOU MUST SELECT YOUR COURSES IN THE FOLLOWING ORDER on SchoolPoint** (to fulfil the compulsory requirements otherwise the system will not let you progress):

1. Select **ONE Technology** subject.
2. Select **TWO Arts** subjects.
3. **THEN** select **ONE Language** subject (\*remember if selecting either Japanese or French you will now need to select Te Ao Maaori (TAM) as well - this does not apply if you selected Te Reo Maaori)
4. Select **ONE** other subject from either **Technology** or **Art** learning areas (not Languages).
5. Select **ONE** backup subject.

You need to select **SIX** options in total from the learning areas below (your **SIXTH** choice is used as a backup in case there is a timetable clash):

Learning Area	Semester A	Semester B
<b>Arts</b>	Music Core Music – Band Visual Art Dance/Drama Combined	Music Core Music – Band Visual Art Dance/Drama Combined
<b>Languages</b>	French Japanese	French Japanese
<b>Te Waahanga</b>	Te Reo Maaori (whole year)	
	Te Ao Haka* (Semester)	Te Ao Haka* (Semester)
<b>Technology</b>	Design and Visual Communication Digital Technology Food Technology Multi-materials (Hard)Technology	Design and Visual Communication Digital Technology Food Technology Multi-materials (Hard) Technology

**\*NOTE:** Please note for course selection purposes Te Ao Haka counts as an Art curriculum subject.

## Course Selection Process Overview

<p>Support for new students' Course Selection will be provided through the enrolment process and on Open Evening, Thursday 2 August 2023.</p>		<p>Support for students' <b>Pathway Planning</b> and in their <b>Course Selection</b> will be provided in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint and as a part of the Opening Evening/ Subject Information Evening, Thursday 4 August 2023.</p>		
YEAR 9 in 2024	YEAR 10 in 2024	YEAR 11 in 2024	YEAR 12 in 2024	YEAR 13 in 2024
<p><b>CORE SUBJECTS:</b></p> <ul style="list-style-type: none"> <li>English (OR ESOL)</li> <li>Maths</li> <li>Science</li> <li>Social Science</li> <li>PE/Health</li> <li>Te Ao Maaori (OR Te Reo Maaori)</li> </ul> <p><b>OPTION SUBJECT CHOICES:</b> Choose</p> <ul style="list-style-type: none"> <li>ONE Technology</li> <li>TWO Arts</li> <li>ONE Language</li> <li>ONE other from either Technology OR Art</li> <li>ONE backup</li> </ul>	<p><b>CORE SUBJECTS:</b></p> <ul style="list-style-type: none"> <li>English (OR ESOL, OR Te Reo Maaori)</li> <li>Maths</li> <li>Science</li> <li>Social Science</li> <li>PE/ Health</li> </ul> <p><b>OPTION SUBJECT CHOICES:</b> Choose</p> <ul style="list-style-type: none"> <li>TWO x whole year courses <b>OR</b></li> <li>ONE x whole year course + TWO x semester courses <b>OR</b></li> <li>FOUR x semester courses <b>AND</b></li> <li>ONE x whole year course <b>OR</b></li> <li>TWO x semester courses as a backup</li> </ul> <p>from the following learning areas:</p> <ul style="list-style-type: none"> <li>Arts</li> <li>Languages</li> <li>Maaori</li> <li>Technology</li> </ul>	<p><b>COMPULSORY SUBJECT CHOICES:</b></p> <ul style="list-style-type: none"> <li>English <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> <li>Mathematics with Statistics</li> <li>General Science</li> </ul> <p><b>OPTION SUBJECT CHOICES:</b> Choose FOUR other subjects from any Learning Area.</p>	<p><b>COMPULSORY SUBJECT CHOICES:</b></p> <ul style="list-style-type: none"> <li>English <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> </ul> <p><b>OPTION SUBJECT CHOICES:</b> Choose SIX other subjects from any Learning Area.</p>	<p>Choose SIX subjects from any Learning Area.</p>
		<p><b>NOTE:</b> Some selections may be subject to Learning Progression Guidelines <b>OR</b> Subject Combination restrictions. Exemptions can be applied for via SchoolPoint during the Course Selection process. Kaihautuu are responsible for reviewing exemptions.</p>		
		NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3/ UNIVERSITY ENTRANCE
	<p><b>Year 9 (2023) Student Course Selection CLOSES: Friday 15 September 2023</b></p>	<p><b>Year 10 – 12 (2024) Student Course Selection CLOSES: Friday 25 August 2023</b></p>		

# Arts

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 ākonga is enhanced. Arts education values the culture and experiences of all ākonga 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."

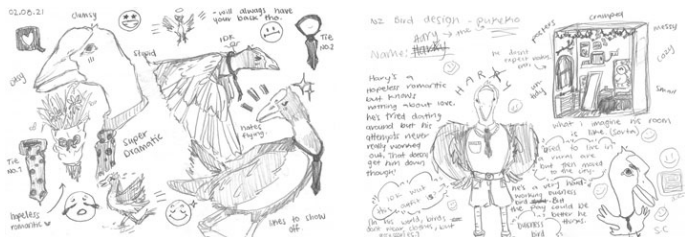


# Year 9 Art

9ART

## Course Description

Head of Faculty - Kaihautuu: Vicky Moore-Allen



## Why study Visual Art?

Much of our experience of the world is visual. The visual arts stimulate our thinking and feeling, and increase creativity and open-mindedness. Creativity is cited by business leaders as the most important competency for the future. Not to mention, learning in the Arts is **lots of fun and always hands-on!**

Year 9 Art focuses on developing a range of art skills, inquiry, and curiosity. Students learn to examine the world around them, and to express personal ideas. Through their art-making students strengthen creative thinking skills and understand themselves and others as culturally located people.



Students will work individually and collaboratively within the course at different times, and will learn by making art using a wide range of materials and processes.

## These include:

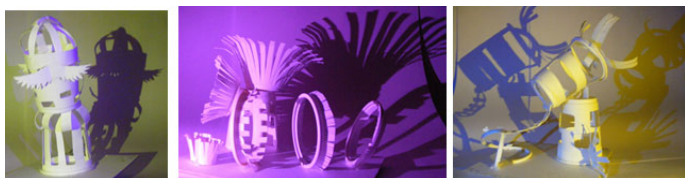
Drawing skills and media

Painting skills (water colour / acrylic)

Printmaking skills (woodcut, collograph or tetra pack)

3D sculptural processes

Year 9 Art is an ideal way to begin a learning journey in the visual arts that you can continue right through to Year 13, or beyond at tertiary level. It is an ideal foundation for Year 10 Art courses.



## Learning Areas:

[Arts](#)

## Pathway

[Year 10 ART - Core](#), [Year 10 Art - Semester](#)

There are multiple careers and future pathways linked to visual arts. Students can develop skills and pathways in a combination of digital and practical arts. Many jobs and future pathways require creative thinking skills and people with visual literacy. Visual art courses will develop these capabilities in increasingly specialised ways, and can open up exciting options for your future. They can support your enjoyment of school, and help you to grown and mature in many ways.

## 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.



# Year 9 Dance-Drama

9DDR

## Course Description

Head of Faculty - Kaihautuu: Nea Brink

## 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.

## YEAR 9 DANCE-DRAMA



In Year 9 Dance-Drama students will be introduced to 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 in Dance or Drama to join this course. You just need to be keen to learn and willing to participate in all activities.

By the end of the semester you will have learned how to work as a team and performed Drama and Dance live. You will have had fun, and you will know if you want to choose these subjects as an option for Year 10. You may find you are more interested in one of these subjects, and not both. That's OK. During the course you will need to participate in both, but you can work at your own level and bring your main interest and skills to each of the learning activities.



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

1. Developing personal creativity through creating and devising your own work. You will be stepped through a framework for learning that will ensure success.
2. Developing foundational skills and knowledge in use of the elements and conventions of Dance and Drama. You will interpret motivational stimuli, be supported to make work, and be challenged to participate in different forms of dance and drama.
3. Building self-confidence and self-esteem. You grow through increased exposure to informal performance situations in the safety of the classroom.
4. Developing important social and relational skills, including the ability to work collaboratively and tolerantly with others, and learning how to negotiate and compromise. These are essential skills for life.

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 individual and collaborative activities, students discover how to link imagination, thoughts, and feelings. You will learn to interpret and communicate ideas, practice problem solving, and will extend your creative thinking skills.





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## Course Overview

### Term 1

Semester A - Term 1

Students will complete 2 assessments this term:

1. Devise and perform a drama based on a Pūrakau (story / myth) in groups
2. Create and perform a group sāsā dance

### Term 2

Semester A - Term 2

Students will complete 2 assessments this term:

1. Choreograph a group dance using the five elements of dance
2. Learn and perform a scripted drama in groups

### Term 3

Semester B - Term 3

Students will complete 2 assessments this term:

1. Devise and perform a drama based on a Pūrakau (story / myth) in groups
2. Create and perform a group sāsā dance

### Term 4

Semester B - Term 4

Students will complete 2 assessments this term:

1. Choreograph a group dance using the five elements of dance
2. Learn and perform a scripted drama in groups

## Learning Areas:

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

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## Pathway

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

Year 9 Dance-Drama leads to half and full year courses in Dance or Drama in Year 10 . Students can then continue on and study Dance and / or Drama as full year courses at all senior levels. Dance and Drama are wonderful courses to build many essential capabilities, such as confidence, communication, collaboration and creative thinking.

## Assessment Information

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

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# Arts - Music

## Arts - Music Learning Area

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

Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures. In the Arts, ākonga learn to work both independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

By actively participating and learning in, through and about the Arts students make and respond to their own and others' work. They connect ideas, imagination, senses, and feelings. By participating in the Arts, the personal well-being of ākonga is enhanced. As they express and respond to works and ideas within creative, aesthetic, and technological frameworks, students' confidence to take risks is increased.

Arts education values the culture and experiences of all ākonga 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 - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

The Arts learning area comprises four disciplines: Drama, Music (Sound Arts), and Visual Arts (Painting, Photography, and Art Design). Within each, ākonga 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, ākonga artistic ideas are generated and refined through cycles of action and reflection.



# Year 9 Music

9MUS

## Course Description

**Head of Faculty - Kaihautuu:** Steven Granshaw

## 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 discover your love for Music and to begin developing 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 - Kaihautuu:** Steven Granshaw

## Recommended Prior Learning

This course is suitable for complete beginners, novice players or experienced musicians. No prior learning is necessary - just a desire to learn and try. Experienced musicians should make themselves known to their teacher who will organise extension through our co-curricular and itinerant program.

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 and music theory in a practical setting - that is, through playing a musical instrument.

**You can choose to learn an instrument from this list:**

*Flute, Clarinet, Alto 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 music theory (how to read music) in conjunction with learning a practical instrument. In addition, you will receive free weekly specialist itinerant lessons as part of a small group.

**This course is an amazing opportunity** to begin learning to play an instrument for the first time, take up a new instrument that you have never played before, 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 Wind Band, Jazz Big Band, the Stage Band, the Concert Band, rock bands and String Group.

Discover a love for Music and begin developing or extending your skills as a musician we support absolute beginners and experienced musicians and will provide you with an instrument to help get you started. Our Department and staff can't wait to meet you and help you on your own personal music-making journey.

**Music is fun! Come and enjoy our supportive Music Department.**

## Learning Areas:

[Arts, Arts - Music](#)

## Pathway

[Year 10 Music Band](#)

## 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 9 English

9ENG

## Course Description

**Head of Faculty - Kaihautuu:** 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.

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## 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](#)

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## 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
-



# ESOL - English for Speakers of Other Languages



ESOL Learning Area

ESOL classes are English language classes designed for students who are learning English as an additional language. They focus on developing skills and confidence in speaking, listening, reading and writing, as well as extending vocabulary knowledge. The aim is to improve English language skills for everyday life and to develop academic language skills to support achievement in other learning areas.





# Year 9 English for Speakers of Other Languages

9ESOL

## Course Description

**Head of Faculty - Kaihautuu:** 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.

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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 are similarities 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.

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## Learning Areas:

[ESOL - English for Speakers of Other Languages](#)

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## 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

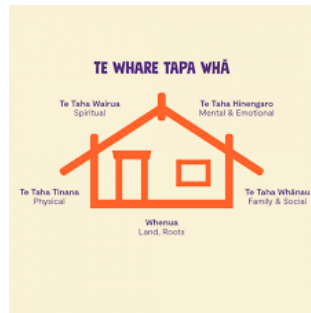
There is no additional cost associated with this course. Students are encouraged to use their digital devices (laptop or tablet) or exercise book and clearfile folder.

## 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.

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# Health and Physical Education



## 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



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# Year 9 Health & Physical Education

9PED

## Course Description

Head of Faculty - Kaihautuu: 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.







## Course Overview

### Term 1

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

### Term 2

Physical Education - 'Around the World'  
Health - 'Taha Hinengaro' - 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

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 9 French

9FRE

## Course Description

**Head of Faculty - Kaihautuu:** Pascale McMillan

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, while actively taking part in fun cultural activities like having a French breakfast.

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 (role-plays, making videos, singing)
- 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 as well as presenting your school day at Pukekohe High School

Focus is :

- a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation.
- b) on reading from authentic texts such as magazines, online articles, lyrics on songs and simple videos
- c) on experiencing the culture with activities such as food ie French breakfast, playing pétanque, flipping pancakes and calligraphy.

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## Learning Areas:

[Languages](#)

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## Pathway

[Year 10 French](#)



# Year 9 Japanese

9JPN

## Course Description

**Head of Faculty - Kaihautuu:** Pascale McMillan

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 second 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.

Focus is :

- a) on speaking being able to use simple Japanese sentences and questions for the purpose of introducing themselves and their family in short conversations
- b) on reading the 2 Japanese scripts of Hiragana and roomaji with basic kanji relating to numbers, days, months
- c) on experiencing the culture with activities such as songs, games ie chopsticks games, origami, calligraphy and food

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## Learning Areas:

[Languages](#)

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## Pathway

[Year 10 Japanese](#)

## Assessment Information

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

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# Year 9 Mathematics and Statistics

9MAT

## Course Description

**Head of Faculty - Kaihautuu:** 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.

As well as learning key skills, there will be an emphasis on reasoning with this skills and applying them to a wider context.

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## Learning Areas:

[Mathematics](#)

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## Pathway

[Year 10 Mathematics and Statistics](#)



# Year 9 Science

9SCI

## Course Description

**Head of Faculty - Kaihautuu:** 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 – adaptations and interactions of NZ species:** we will explore and describe the uniqueness of New Zealand in its formation and how this lead to our unique endemic species. You will understand and value your role in protecting New Zealand's unique species and geological landscape.

**Pukekohe V8s - gathering and interpreting data in a motion-based fair test:** we will learn about the motion, force and energy 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 navigation using the stars and other key wayfaring techniques.

**Ocean Emergency! – researching the impact of humans on our oceans:** we will learn about the role of the ocean for our planet, 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 our understanding of climate change and the impact of this on our planet.

**Healthy Bodies – linking understanding of our body systems to critical thinking:** we will learn about the cell - the building block of all life, and then how our the different systems in our bodies keep us alive. You will learn how to evaluate the credibility of different sources of information.

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## Learning Areas:

[Science](#)

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# Year 9 Social Studies

9SOC

## Course Description

**Head of Faculty - Kaihautuu:** Ben Silk

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.

Throughout the year programme, we will cover a variety of different topics.

Students will look at their own **turangawaewae and cultural identities** and that of others. They will develop an understanding of the impact **European migration** has had on both different groups and on Aotearoa New Zealand.

Students will gain knowledge and understanding of 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 an inquiry into **international conflicts**, such as World War I, World War II and the Vietnam War. Exploring war archives and comparing the similarities and differences between the wars.

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

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## Course Overview

### Term 1

Turangawaewae - students explore their own culture and what makes them, them.

European Migration - students explore why Europeans migrated to Aotearoa and what impact it had on New Zealand as a country.

### Term 2

Sustainability - students develop an understanding of what sustainability is by exploring case studies of 'e-waste' and 'green-washing'.

Social Action - students complete a mini social action from their learning on sustainability.

### Term 3

International Conflict - students compare and contrast international conflicts

Ancients - students develop an understanding of ancient Greece, Rome, and Egypt and the impact they have on us today.

### Term 4

Knowing Our Planet - students explore our oceans, continents, and countries.

## Learning Areas:

[Social Sciences](#)

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## Pathway

[Year 10 Social Studies](#)

Y10 social studies and 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 chose the way that they would like to present their knowledge and skills for marking.

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## Related Videos

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

# Te Wahanga Whakaako

Te Waahanga Whakaako o Te Kohekohe is the name of our Maaori Faculty here at Pukekohe High School.

Here in Te Waahanga Whakaako o Te Kohekohe we are passionate and encourage our rangatahi to become leaders of tomorrow. We are located at Gate 1 entrance and our classes are mainly facilitated within our learning area. Our whareniui, Te Hikoi along with S12 and S15 are our main learning areas for our programmes.

We welcome parents and staff to come and learn alongside our aakonga in a safe and engaging environment.



# Year 9 Te Ao Haka

9TAH

## Course Description

Head of Faculty - Kaihautuu: Murray Saunders

The Year 9 Te Ao Haka programme is for all students who want to participate in, and experience, the world of Māori performing arts. All students, whether they have a back ground in Te Ao Haka or not, are able to select this option. Year 9 Te Ao Haka compliments both the Year 9 Te Reo Māori and Year 9 Te Ao Māori programmes.

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## Learning Areas:

[Te Wahanga Whakaako](#)

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## Pathway

[Year 10 Te Ao Haka](#)

# Year 9 Te Ao Maaori

9TAM

## Course Description

**Head of Faculty - Kaihautuu:** Murray Saunders

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:

[Te Wahanga Whakaako](#)

# Year 9 Te Reo Maaori

9MAO

## Course Description

Head of Faculty - Kaihautuu: Murray Saunders

**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.

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## Learning Areas:

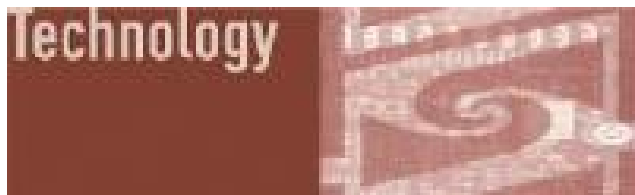
[Languages](#), [Te Wahanga Whakaako](#)

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## Pathway

[Year 10 Te Ao Haka](#), [Year 10 Te Reo Maaori](#)

# Technology



**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.

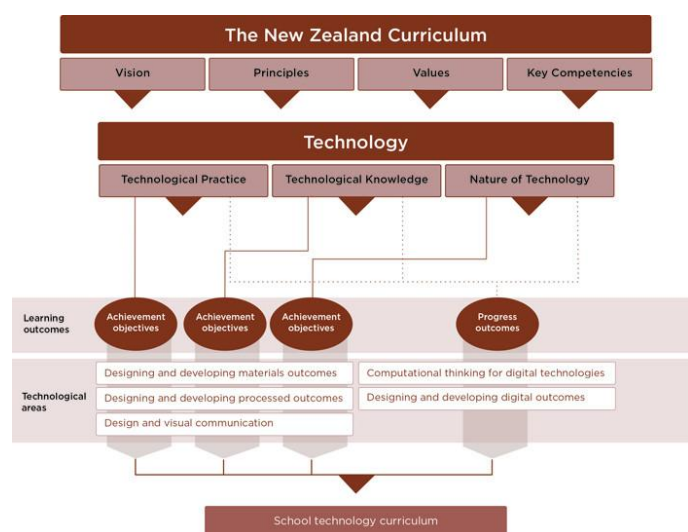
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security 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 9 Design and Visual Communication

9DVC

## Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

## Recommended Prior Learning

Students should have a love of drawing and wish to improve their skills in this area.

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Students become familiar with the various drawing techniques and skills required to communicate 3D objects and designs.

They will develop their ability to freehand sketch, render, and draw objects using standard drawing conventions such as; Oblique, Isometric, 1 point perspective, 2 point perspective and orthographic.

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## Learning Areas:

[Technology](#)

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## Pathway

[Year 10 Design and Visual Communication](#)

# Year 9 Digital Technologies

9DIT

## Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

In this course, students learn about digital citizenship, digital media with a focus on 3D Modelling, block programming, coding and game development.



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## Learning Areas:

[Technology](#)

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## Pathway

[Year 10 Digital Technologies](#)

# Year 9 Food Technology

9FNT

## Course Description

Head of Faculty - Kaihautuu: Salman Qureshi

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

### Term 1

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 Multi Materials Technology

9TEC

## Course Description

**Head of Faculty - Kaihautuu:** Salman Qureshi

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.

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## Learning Areas:

[Technology](#)

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