



PUKEKOHE
HIGH SCHOOL

**Course
Information
Year 10
2026**

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Curriculum Map 2026

FACULTY	YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3 NZQA SCHOLARSHIP		
ART	Art	Art	Art – Painting & Printmaking	Art- Design	Art- Design	UE	
		Creative Enterprise		Art - Motion Special Effects	Art - Motion Special Effects	UE	
		Cinematography Or Motion Graphics & Animation		Art - Painting	Art - Painting	UE	
				Art - Photography	Art - Photography	UE	
	Dance	Dance	Dance	Art- Printmaking	Art- Printmaking	UE	
		Drama		Art - History	Art - History	UE	
		Music Band		Performance Music	Performance Music	Performance Music	UE
		Music Core			Performance Music	Performance Music	UE
ENGLISH	English	English	Contemporary Literature	Contemporary Literature	English	UE	
			World Literature	World Literature	English Scholarship	UE	
ESOL English for Speakers of Other Languages	ESOL	ESOL	ESOL	ESOL	ESOL		
HEALTH & PHYSICAL EDUCATION	Health & Physical Education	Health & Physical Education	Health	Health	Health	UE	
			Physical Education	Physical Education	Physical Education	UE	
			Outdoor Education	Outdoor Education			
			Sports Leadership	Sports Leadership			
MATHEMATICS	Mathematics & Statistics	Mathematics & Statistics	Mathematics Core	Mathematics with Algebra	Calculus*	UE	
			Mathematics with Statistics	General Mathematics	General Mathematics	UE	
				Mathematics with Statistics	Statistics	UE	
SCIENCE	Science	Science	Science General	Chemistry	Chemistry*	UE	
		STEM	Science in Context	Physics	Physics*	UE	
		Electronics		Biology	Biology*	UE	
				General Science	General Science	UE	
				Earth Science			
		Production Studies	Agriculture & Horticulture	Agriculture Science	Agriculture &	UE	
		Horticultural Science	Horticultural Science	UE			
Learning Support	Core Foundation	Core Foundations	Foundation Certificate	Foundation Certificate	Life Skills		
LANGUAGES	French	French	French	French*	French*	UE	
	Japanese	Japanese	Japanese	Japanese*	Japanese*	UE	
SOCIAL SCIENCES	Social Studies	Social Studies	History	History	History	UE	
			Geography	Geography	Geography	UE	
			People & Society	People & Society	People & Society	UE	
			Psychology	Psychology*	UE		
			Classical Studies	Classical Studies	UE		
			Tourism	Tourism			
			Media Studies	Media Studies	UE		
			BUSINESS HUB (Social Sciences)		Money Matters	Commerce	Accounting
Business Studies	Business Studies	UE					
Economics	Economics	UE					
Legal Studies	Legal Studies						
TECHNOLOGY	Design Thinking	Design Thinking	Spatial Design	Spatial Design	Spatial Design	UE	
	Digital Technology	Digital Technology	Computer Application	Computer Application	Computer Application		
		Digital Technology(P-Tech)	Digital Design	Digital Technology	UE		
			Computer Science				
	Food Technology	Food Technology	Food & Nutrition	Food & Nutrition	Food & Nutrition	UE	
	Multi Materials	Multi Materials	Catering	Catering	Catering		
	Technology	Technology	Engineering	Engineering	Engineering	UE	
			Building	Building			
CAREER DEVELOPMENT SERVICES			Future Pathways	Hard Materials Technology	Hard Materials Technology		
				Future Pathways	Future Pathways	Future Pathways	
				Hospitality Pathway			
				Engineering Pathway			
				Building Pathway			
				Primary Industries Pathway			
				Electrical Pathway			
TE WAHANGA WHAKAAKO	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	UE	
	Te Reo Maaori	Te Reo Maaori	Te Reo Maaori	Te Reo Maaori*	Te Reo Maaori*	UE	
	Te Ao Maaori	Maatauranga Maaori	Te Manaaki Taangata Ki Te Maaori	Te Manaaki Taangata Ki Te Maaori			
	Ngaa Toi	Ngaa Toi	Ngaa Toi	Ngaa Toi			

*The course has prerequisites

Whiria te taangata, whiria te angituu – Weave the people, create success

Course Selection Process Overview

Support for students' **Pathway Planning** and **Course Selection** will be provided in Whaanau Roopuu, NCEA Information Day, and Course Information evening.

Further information about the subjects is available in SchoolPoint and as part of the NCEA Information Day/ Subject Information Evening, on Wednesday, 6th August 2025.

YEAR 9 in 2026	YEAR 10 in 2026	YEAR 11 in 2026	YEAR 12 in 2026	YEAR 13 in 2026
CORE SUBJECTS: <ul style="list-style-type: none"> English OR ESOL Maths Science Social Science PE/Health Te Ao Maaori (OR Te Reo Maaori) OPTION SUBJECT CHOICES: Choose <ul style="list-style-type: none"> ONE Technology ONE Arts ONE Language TWO others from either Technology OR Art, OR Language ONE backup 	CORE SUBJECTS: <ul style="list-style-type: none"> English OR ESOL OR Te Reo Maaori Maths Science General Social Science PE/ Health OPTION SUBJECT CHOICES: Choose <ul style="list-style-type: none"> TWO x whole year courses OR ONE x whole year course + TWO x semester courses OR FOUR x semester courses AND ONE x whole year course OR TWO x semester courses as a backup from the following learning areas: <ul style="list-style-type: none"> Arts Languages Maaori Technology Science Social Studies/Business 	COMPULSORY SUBJECT CHOICES: <ul style="list-style-type: none"> English World Literature OR English Contemporary Literature OR ESOL OR Te Reo Maaori Mathematics with Statistics OR Core Mathematics General Science OR Core Science OR Agriculture & Horticulture OPTION SUBJECT CHOICES: Choose FOUR other subjects from any Learning Area.	Choose SEVEN subjects from any Learning area	Choose SIX subjects from any Learning Area.
		<div> NOTE: Some selections may be subject to Learning Progression Guidelines OR Subject Combination restrictions. Exemptions can be applied for via SchoolPoint during the Course Selection process. Kaihautuu are responsible for reviewing exemptions. </div>		
		NCEA LEVEL 1	NCEA LEVEL 2	NCEA LEVEL 3/ UNIVERSITY ENTRANCE
Year 8 2025 course Selection from 15 September.	Year 9 (2025) Course Selection from Friday, 29 August to Friday, 12 September 2025	Year 10 - 12 (2025) Student Course Selection from Thursday, 7 August to Thursday, 28 August 2025		

PUKEKOHE HIGH SCHOOL

Year 10 Course Selection 2026

Kia Tupu To Grow



Every Year 10 student is pre-enrolled in the following **5** core subjects:

- English or ESOL
- Mathematics
- General Science
- Social Science
- PE / Health

Choose to excel

Note: Te Reo Maaori is available as a core subject for fluent speakers following discussion with our Kaihautuu Maaori and whaanau.



Select 6 options

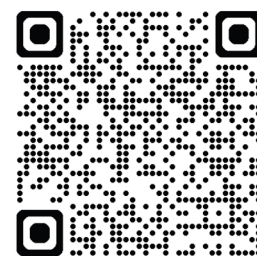
CHOOSE ACCORDING TO THE FOLLOWING COMBINATIONS

- TWO whole-year courses OR
 - ONE whole year course AND TWO semester courses OR
 - FOUR semester courses
 - Your FIFTH and SIXTH choices (TWO semester OR ONE whole year course) are used as a reserve/backup in case of a timetable clash
 - Full-year courses are a full-year commitment.
- CHOOSE CAREFULLY

1 FULL YEAR = **2** SEMESTERS

Semester options	Full year options
Design Thinking	Music Core
Digital Technology	Music Band
Food Technology	Visual Arts
Photo Design	Dance
STEM	Drama
Multi materials (Hard Technology)	Te Reo Maaori
Music Core	Ngaa Toi
Japanese	French
Visual Arts	Japanese
Te Ao Haka	
Money Matters	
French	
Electronics	
Production Studies	

Scan for more information & to do course selection



Course selection opens

29 Aug- 12 Sept

Whiria te taangata, whiria te angituu. Weave the people, create success



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 course, 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 people. 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



Head of Faculty - Kaihautuu: [Esther Hansen](#) , [Vicky Moore-Allen](#)

Recommended Prior Learning

Year 9 Art or Toi. You do not have to have prior art experience to enrol in this course if you are genuinely interested in Art making and learning.

Course Description

Year 10 ART - CORE is a full year course and is the best foundation for future learning.

Alternate courses are: Year 10 ART SEMESTER or 10 PHOTO-DESIGN - which both run for two terms only.

This course is a Creative Mix-It: of practical art media & techniques, photography, 3D work, and an introduction to exciting digital visual technologies.

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.

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 a foundation course for the specialist courses available in the senior school. It is the best foundation for Year 11 Visual Art, and further senior visual arts courses.

Course Content Overview ... here's what you will learn and do ...

- **DRAWING** using a range of materials and approaches
- Experimental drawing
- Mixed media works
- Portraiture
- Still life drawing
- Stencil making
- digital and analogue drawing processes
- Drawing animals from real life
- Illustration - creative character concepts & animals real and imagined
- **VISUAL RESEARCH SKILLS**
- Idea gathering
- Collecting imagery
- Planning and developing ideas
- Studying artists' works
- **MURAL PAINTINGS** in school or out of school
- Work with digital & mixed media drawing processes to create mural compositions
- Work with stencils, acrylic paints or spray paints
- **PAINTING**
- water colour painting and mixed media
- acrylic painting
- **PRINTMAKING** - students will learn and work in at least one print process such as
- Screen printing , lino-printing, dry point etching, collograph, cyanotype
- make and sell an edition of prints to raise money for a cause
- **PHOTOGRAPHY** – “The Selfie” and “My Whakapapa”
- Portrait unit (self, important others, still life objects, my culture)
- animate your photos
- Create a selfie Zine
- **TRIP** to the Art Gallery or Museum, and to local sites of interest linked to topics
- **3D WORK**
- Opportunity to make Wearable Art and enter Show Quest
- Clay work
- Other 3D processes
- **INTRODUCTION TO PHOTOSHOP**

- Layered Images unit – my heritage and whakapapa
- Mixed media art project
- multi-media printed works combined with hands-on art making processes
- **MOVING IMAGE**
- animation, introduction to photo shop, digital tilt brush and VR technologies.

Creativity is essential in a global economy needing 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 competency for the future**. Studying the arts teaches **determination and resilience** – qualities useful to any pathway in life. They teach us to **experiment and be curious**, that it is okay to fail, to not get things right the first time, to **persevere** and have the **courage** to start again. Not to mention, it is **lots of fun and always hands-on!**

Learning encompasses 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 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.

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 a foundational course for the specialist courses available in the senior school. It is the best foundation for Year 11 Visual Art, Year 11 Photo-Design and further senior visual arts courses.

Ākonga will have opportunities to participate in **exhibition opportunities** through Mural projects, Ngā Toi Show Quest Wearable Art show, The Auckland Zine festival, the Franklin Art festival and other various competitions.

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.





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 three courses in Year 11: Art Practical, Toi, or Photo-Design. There is a choice of six courses in Yr 12 & 13. They are: Painting, Printmaking, Toi, Photography, Design and Motion Special Effect. This full year 10 ART course gives students a rich base of experiences, skills & knowledge in each of these specialty areas ready for senior courses. It will cover much more content than the 10 ART SEMESTER course, offering more opportunities and in-depth learning.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal and a basic kit of materials, such as pencils, eraser, brushes. Other useful items to own are coloured pencils and a small set of paints. Advice on what to buy and where from will be provided on School Stationery lists and in class.

Assessment Information

Assessment will be focused on practical art work in students' art journals and finished works. Some tasks will involve note taking and research. This can be documented in a range of ways. Learning will be via a combination of individual and group work activities and tasks. Students will be assessed at Level 5 of the Art curriculum document.

Year 10 Art - Semester

10ART



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Year 9 Art or Toi - however this is not essential. If you are genuinely interested in Art, you are welcome.

Course Description

Year 10 Art Semester will run for two terms .

Note: the Year 10 ART CORE *is a full year course. It allows for students to learn and experience a much broader range of content and skills than this Semester Course, and to learn in greater depth. The full year course is the best foundation for any of our Year 11 Art courses: 11 ART or 11 PHOTO-DESIGN.*

10 ART SEMESTER

A Creative Mix-It taster course: learn a range of practical art, skills in drawing, painting, printmaking and a 3D media. Course content may vary slightly between first- half year and second-half year semesters, depending on opportunities that will best enrich students' learning.

Course Content Overview ... here's what you will learn and do ...

- **DRAWING** using a range of materials and approaches.
- **VISUAL RESEARCH SKILLS** - this involves planning and developing ideas, and gathering imagery or info for your project.
- Studying artists' works
- **PRINTMAKING** - one of several options per semester: learn one or more process such as etching, tetra-pack or collograph printmaking
- **PAINTING** - develop skills in using watercolour, acrylic paints and other wet media
- **3D / Sculpture Unit**
- **DIGITAL ART or PHOTOGRAPHY** - we hope to build in a short unit working with photography and/or photoshop, pending availability to resources.

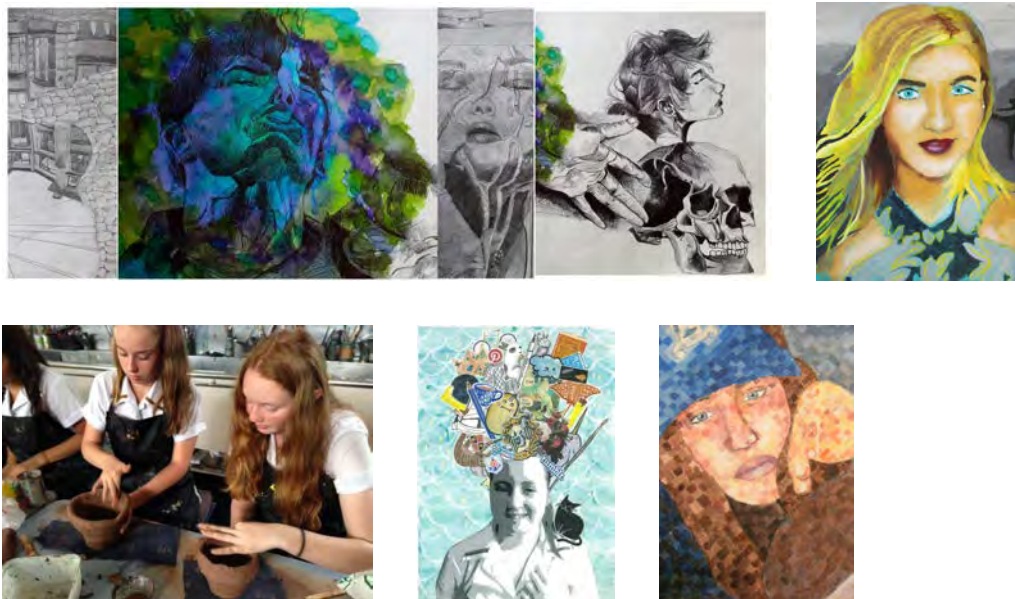
Creativity is essential in a global economy that needs a workforce that is **knowledgeable, imaginative and innovative**. Making and participating in the Arts aids the development of skills that will be necessary for our ākonga (students') futures. the people who lead and succeed in any field are those 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 experiment and fail, to not get things right the first time, and that we must have the courage to start again. **Not to mention, it is lots of fun and always hands-on!**

In Year 10 Art ākonga learn to **work independently and collaboratively** to construct meaning and produce art works. Ākonga learn through making practical work and the study of others' art. You 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.**

Learning encompasses the four Visual Arts Curriculum Strands: Practical Knowledge, Developing Ideas, Communicating and Interpreting, and Understanding 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.



Learning Areas:

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

Pathway

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

This is a half year course that runs for two terms. It is a good choice for learners who like to engage with physical art materials and creativity. Students who are more interested in digital creativity are encouraged to consider taking our other semester course, called Year 10 Art Digital Creatives. In Year 10 Art you will build on skills introduced in Year 9 Art. Course content covers: drawing, painting, printmaking, some 3D work and the development of creative thinking. The full year 10 Art course covers a wider range of art processes, media use, extended skill development, and covers more depth. If you want to continue to study Art in Year 11 or beyond, we encourage you to take the full year 10 Art course, but both courses can be a foundation for Year 11 Arts courses.

Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal, drawing pencils, eraser, paints and brushes.

Assessment Information

Assessment will be based on students' portfolios of finished art works and art journals. Some tasks will involve note taking and research. This can be documented in a range of ways. Learning will be via a combination of individual and group work activities and tasks. Students will be assessed at Level 5 of the Art curriculum document.

Year 10 Dance - Core

10DANF



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

Recommended Prior Learning

Experience as a dancer is not required, however students must be willing to participate in all learning activities, try new things, and want to dance.

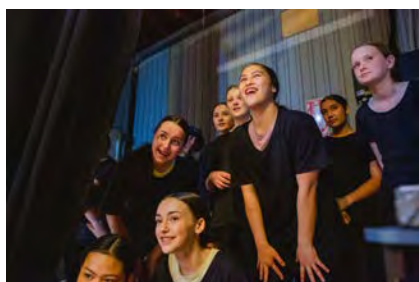
Course Description

Year 10 Dance

Year 10 Dance is a full year course that is designed to be a stepping stone towards NCEA Level 1 Dance in Year 11. Students will build relationships with their classmates through collaborative group work, and participate in a variety of performance opportunities.

Any movement and dance skills students already have, linked to their own cultural experience or developed in dance classes out of school are valued. Year 10 Dance students will complete research, learn and perform dance from a variety of genres, create your own choreography, creating new and interesting movement pathways, and perform in the PHS Dance Showcase. You will work individually, in small groups and as a whole class while you grow your knowledge through practical dance work every lesson. Most assessment are practical, with the opportunity to complete a Level 1 standard for credits at the end of the year.

Images: Year 10 Dance student Jayla Hurunui performing in PHS Dance Showcase 2022, Dance students performing in PHS Dance Showcase 2020



Course Overview

Term 1

Whakawhanaungatanga - building a class relationship

Dance Around The World - Explore Dance in a variety of different cultures and context.

You will complete research on 3-5 different dance genres/styles, some as a class and some are your own choice. With each dance that you research, you will also learn or create a short dance of that genre. By the end of the Term, you will have done 3-5 different dances.

Term 2

Create a Kanikani - Understand and manipulate the elements of dance.

Using images of kowhaiwhai patterns and tukutuku panels, your teacher will lead you through a number of tasks to help you to create your own, original movement. In this unit, you will work individually right at the beginning, and then build into working in pairs and larger groups. You will develop your choreography skills alongside your peers, the final product is a group dance that you have created yourselves that uses the elements of dance in interesting ways.

Term 3

Perform dance sequences - Learn and master dance styles

Students will be taught 2-3 dances of different genres. Students will learn to replicate movement and expand their knowledge. These dances will be rehearsed to a performance level, the Year 10 Core Dance class will perform these dances in the Dance Showcase at the end of this term

Term 4

Preparing for Year 11 - complete a Level 1 Dance standard

Learning Areas:

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

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 - Core

10DRAF



Head of Faculty - Kaihautuu: [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.

Course Description

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.

Year 10 Drama Core is a full year course. This course provides extended learning in Drama, and is an ideal foundation course for Year 11 Drama.

HERE'S WHAT YOU WILL LEARN IN THIS COURSE:

10 Drama is an interactive, practical course that focuses on drama techniques and conventions linked to stage or screen. 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. Learning activities in Drama are responsive to students' needs, interests, and prior learning.

You will:

- develop skills in the 4 important drama techniques - voice, body, movement and use of space.
- learn some important conventions of drama, and use these when performing and creating your own drama.
- learn how to devise your own drama, working in groups.
- learn how to develop and portray a character.
- create and perform scripted drama
- participate in a wide range of drama activities that will culminate in a performance showcase on stage. You will do this working as a whole class and in small groups.

In this course we will encourage you to bring knowledge and draw on connections from your own personal culture. We will explore and create stories together - real, imagined, the epic and the every day, from the past, the present, or even the future.

Through purposeful participation and play, drama students discover how to link imagination, ideas, thoughts and feelings. You will learn to interpret and communicate ideas, practice problem solving, and develop original and creative thinking skills. Learning through Drama 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 competency for the future. Studying Drama teaches communication, responsiveness, collaborative skills, determination and resilience – qualities useful to any pathway in life.

We can't wait for you to join this course, to create, learn, grow, achieve and have fun together.



Learning Areas:

[Arts, Arts - Drama](#)

Assessment Information

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

Year 10 Ngaa Toi - Core

10TOI



Head of Faculty - Kaihautuu: [Charlotte Manga](#) , [Vicky Moore-Allen](#)

Recommended Prior Learning

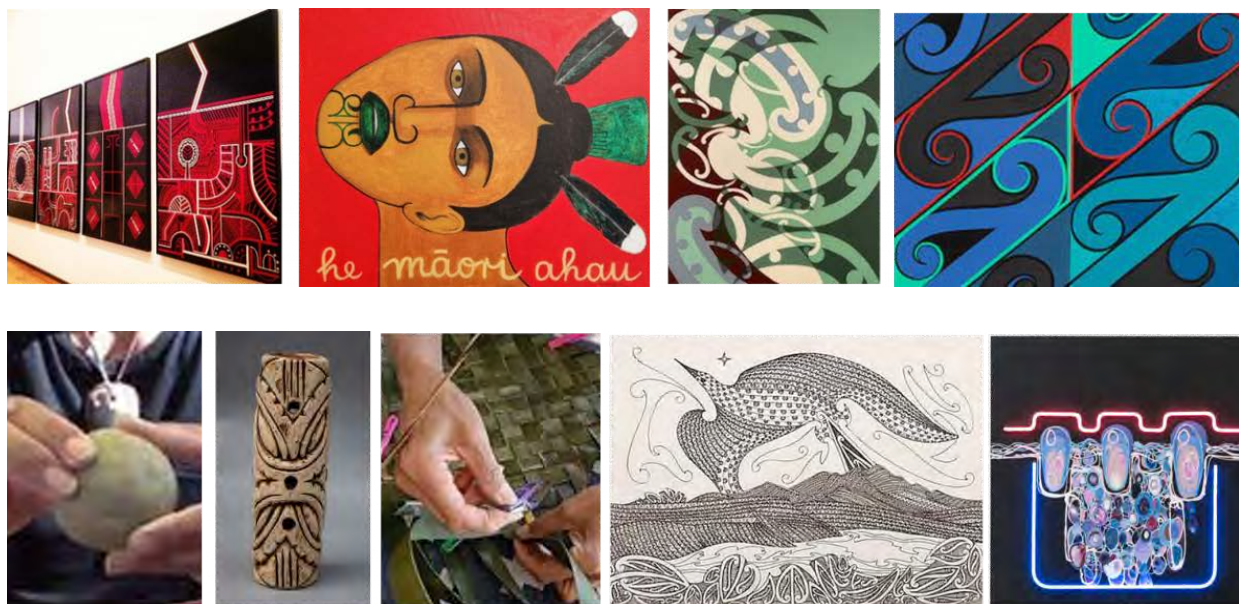
Studying Year 9 Art will be a helpful foundation, but aakonga are welcomed into this course without prior learning in Year 9. You do not have to be Maaori to gain entry into this course, however you do need to be interested in learning through a Te Ao Maaori lens.

Course Description

This is an exciting new visual arts course pathway, allowing students to learn about and develop skills in contemporary Maaori visual art. You can begin this journey in Year 9 Toi, and continue to learn and achieve right through to senior NCEA level.

Aakonga will learn about and make a wide range of art works using different materials and processes inspired by traditional and contemporary Maaori Art forms. You can look forward to learning about and making the following kinds of art works from your teacher, and maybe from guest Maaori artists:

- Harakeke and Weaving: learn about the protocols of caring for harakeke and kaitiakitanga. Weave a variety of materials, including harakeke, paper, or contemporary materials.
- Maaori Pattern – learn about traditional art forms that use pattern, such as koowhaiwhai, taaniko & tukutuku. Learn about patterns, symbolism, & their meanings. Explore pattern in drawing.
- Develop pattern into Painting. Learn about traditional and contemporary Maaori art forms and artists' work. Explore colour as meaning in composition. Develop painting skills. Make individual & collaborative art works.
- Develop patterns into woodcut and printmaking – look at traditional & contemporary Maaori artists' work. Develop woodcut skills using small chisels. Make an edition of prints.
- Make uku tangi from clay. Learn a little bit about traditional Maaori music.
- Make 3D sculpture from natural materials
- Learn about, share and discuss Maaori legends and local stories.
- Learn about metaphorical ways of thinking & expressing ideas, and about objects as taonga.



Learning Areas:[Arts](#), [Arts - Visual Arts](#)

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

This course will provide a pathway through to NCEA Year 11 Contemporary TOI, or alternatively to Year 11 Art or Photo-Design.

Learning and achievement in Visual Arts courses can pathway students on to a wide range of opportunities and tertiary pathways. There are several tertiary courses in the country which focus specifically on Ngaa Toi Maori Visual Arts diplomas and degrees:

- Massey University - 'Toioho Ki Aapiti Maaori Visual Arts' degree
- Massey University - Bachelor of Maaori Visual Arts - BVMA
- Te Waananga O Aoteroa - 'Maunga Kura Toi - Bachelor of Maori Arts - Visual Arts'
- Te Waananga O Aoteroa - 'Toi Paemataua - Diploma in Maaori and Indigenous Art - Visual Arts
- Eastern Institute of Technology (EIT) - Level 4 Certificate; Level 5 Diploma; Te Toi o Ngaa Rangi - Bachelor of Maaori Visual Arts
- NorthTec - Maunga Kura Toi (Bachelor of Māori Arts)
- Te Puia - NZ Maaori Arts and Crafts Institute, Rotorua

Learning and achievement in the Arts at PHS can deeply enhance the abilities and maturity of our aakonga in multiple ways.

- In this course you will develop knowledge and awareness of traditional and contemporary Maaori art forms, and the work of many Maaori artists.

- You will develop knowledge about yourself and your cultural connections.

- You will build your creativity, confidence, thinking, research and communication skills.

All of these are essential skills in any career pathway and in life.

Contributions and Equipment/Stationery

Aakonga are encouraged to purchase their own art journal, pencils, eraser, sharpener. Details about art materials and where to buy will be provided in class and on school stationery lists.

Assessment Information

Assessment will be based on finished art works made during the year, and the students' art journals. Students will make work individually and collaboratively.

Year 10 Photo Design

10PHD



Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#) , [Lisa Purda](#)

Course Description

Welcome To Year 10 Digital Creative!

Project Based & Time Based Learning

This course is designed to help you to explore and learn about digital art making processes. We will explore Photography, Design, Illustration and some moving image. We want to show you what is like to work for a client and present your work to the public as this is what happens in the creative digital industry in the real world. This is where your digital creative career pathway begins...

The class will learn a combination of digital art making skills and processes to create a 'Show Reel' about what Digital Art and how it can be used to share ideas with people and engage them to act, think and feel. Digital Creative is about learning about what it takes to be successful in this very demanding but rewarding field.

Some general things we will learn as we go will be:

- **Composition** - How images are put together to capture the viewers' attention and more importantly hold their attention.
- **Typography** - The art of using type to make things look cool.
- **Project Management** - Working together to plan your outcomes and holding each other accountable to get the job done so you can be proud of what you have accomplished.
- **Digital Art Making Skills** - You will work across at least two digital art making specialist areas while you are working on your contribution to the project.
- **Conceptual Development** - Coming up with cool ideas with meaning behind the work you are creating. (Learning to think creatively)
- **Creative Software Skills** - During your practical making of your contribution to the project you will be working across at least two digital creative software platforms. See more details below.

The way it will work.....

We will work on a class project to make and produce a digital showcase LIVE outcome at the end of the course that you can present to your year level at assembly and if it is good enough our school social media pages. This is a **real world-based project** class so you must come prepared to engage and be part of the production team.

You will each have some basic workshops within the first few weeks of the course so you can have a 'taster' of the different specialty areas within the digital creative space. You will then choose your 'specialty areas' (from the list below) that you are interested in learning more about. Then in your small groups of special interest areas you will set about planning and making your section of the show reel for our final live project at the end of the second semester. (Please note there will be competition as there are two of these classes running.... who's show reel will be the best?)

See This Professional Show Reel Below:

Specialty areas are:

Photo/Film (Adobe Photoshop, Premiere Pro & After Effects)

Photo/Design (Adobe Photoshop, Illustrator and or InDesign)

2D Illustration / Animation (Procreate or Adobe Fresco)

3D Modeling / Animation (Blender)

2D Illustration/Design (Adobe Photoshop, Illustrator & InDesign)

You will run your own specialty area agency (like we do in Industry)

Here is an example of a real life kiwi digital agency:

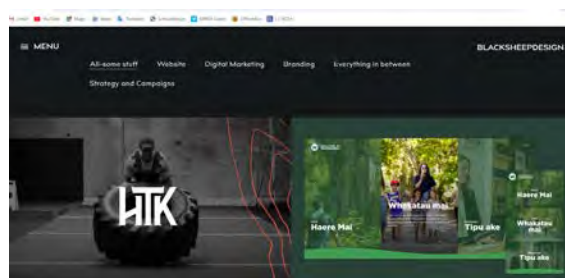
Each specialty group will take artistic direction of their own contribution to the show reel. You will be in charge of setting your work timeline, outcome goals and the standard of the work you create. (BUT KEEP IN MIND this is a LIVE project that other people are going to see so it has to be REAL & HIGH QUALITY)

This will take both teamwork and skill. You will be learning as you go! You will need to support each other and there will be times where you might need to put extra time in over and above class time so that you are able to meet the deadlines and complete your project in time to be shown live at assembly.

Where will this lead? Can I get a job through this pathway?

Heck yes! The creative industry is broad and wide and contributes millions of dollars to the economy. Look around... what can you see that is digital creative? Games, Movies, Apps, Branding, Billboards, Brochures, Magazines, Photographs, Films, Opening Title Sequences, Websites the list goes on....

Check out what the British Government has to say about the creative industry....



Learning Areas:

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

Pathway

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

This course provides a sound foundation for students to develop and explore their digital art making skills in preparation for Level 1 Photo/Design and beyond.

Assessment Information

Assessment will be based on the portfolio of work students will produce throughout the course.

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 10 Music - Core

10MUSF



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

Recommended Prior Learning

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

Course Description

Music Core - is a full year course covering both semesters. 10Mus is a good choice if you want to continue on your musical journey, building on skills learnt in year 9.

10MUS is a practical music making course that will help to develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums, keyboard and vocals. You will create compositions using live instruments and industry-standard software such as Logic and Soundtrap. You will also explore song-writing techniques, creating your own songs individually or with a group. The practical aspects of this course will be underpinned by the study of musical theory. In this class, you will choose an instrument and rehearse regularly at home and in the classroom.

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances as part of a group, and develop your abilities individually 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 or Tangata Beats competitions.

10MUS is an ideal option to follow on from the 9MUS course, and is a great foundation for studying Music in Year 11 at NCEA level 1.



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.

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, including live performance work, composition assignments and theory tests. Performance, Composition and Musical Theory are assessed. Some assessments will be group-based, and others will be as a solo musician.

Year 10 Music - Semester

10MUS



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

Recommended Prior Learning

Completion of the 9MUS or 9MUB courses. Also ideal for students who have developed/have been developing instrumental or vocal skills inside and outside of school. Experience and skill in Music other than Year 9 Music courses will also provide a great foundation for this course.

Course Description

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 Logic, and Soundtrap. The practical aspects of this course will be underpinned by the study of music theory and compositional techniques including song writing.

You will learn more challenging pieces to help you develop as a musician. You will participate in regular live performances, as part of a group and individually as a solo musician. You will gradually increase your confidence and expertise as a musician and performer.

10MUS (Semester) runs for two terms only. If you know that you will not take music at NCEA level 1, but would like to develop your musical ability, this 10 Music Semester course could be an option for you. Please note that the full year Music courses provide the best foundation for Year 11.



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 Ms Kikuno or Mr Granshaw. 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



Head of Faculty - Kaihautuu: [Steven Granshaw](#)

Recommended Prior Learning

Ideally you may 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. Please talk to a Music teacher if you do not have prior learning but are keen to take this course.

Course Description

Music Band is a full year course covering both semesters.

BE PART OF THE BAND! 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 Logic, Sibelius and Soundtrap. 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 FREE of charge. Students will choose from the following: trumpet, trombone, clarinet, saxophone, bass or percussion.

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.

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.

English



English Learning Area



Year 10 English

10ENG



Head of Faculty - Kaihautuu: [Shalini Saxena](#)

Course Description

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

Whakawhaanaungatanga - 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](#)

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
-

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 10 English for Speakers of Other Languages



10ESOL

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.

Course Description

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 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.

Learning Areas:

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

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 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.

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



Year 10 Health & Physical Education

10PED



Head of Faculty - Kaihautuu: [Sarah Hainsworth](#)

Course Description

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, their communities, and their environment (including natural environments).

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 - 'Taha Hinengaro' - Mental Well-being

Term 2

Physical Education - Innovative Games

Health - 'Taha Hinengaro' - Mental Well-being Continued til Week 3

Health - Sexuality

Term 3

Physical Education - 'Everyone's an athlete'

Health - Sexuality Continued til Week 8

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](#)

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 10 French (Full Year)

10FREF



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

You must have completed Y9 French Semester Course and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y10 French Full Year course without any prior knowledge or study of the French language. Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

If you want to study French in Senior year (Y11 / Y12 / Y13) you must do a Y10 French course

Why study French at school?



Course Description

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:

- Leisure and sports (discovering the most popular and typical French sports such as la pétanque, la pelote basque et le Tour de France
- Countries
- My town and the city of Paris
- School
- Food (describing what you eat for breakfast, lunch and dinner and typical French dishes)
- Organizing a party and going shopping

Focus is :

a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation and recording video presentations for future penpals in France and New Caledonia

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 lunch and easy recipes, buying food and tickets and music and films.

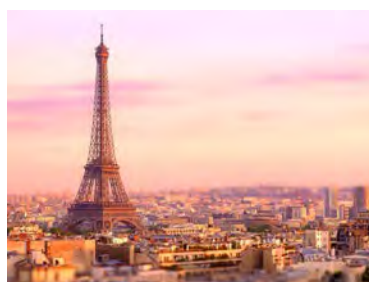
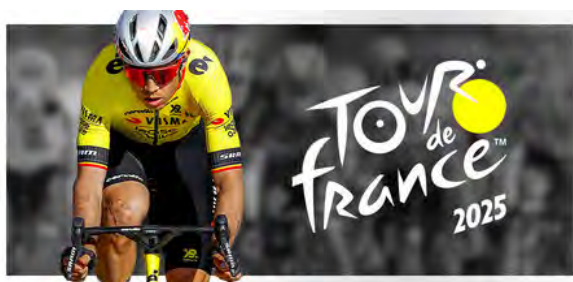
la pétanque la pelote basque le Tour de France
La Tour Eiffel La cathédrale de Notre Dame La Grande Arche de la Défense
Le petit déjeuner le repas à la cantine les pâtisseries

The French course not only teaches students how to communicate but it also introduces some key elements of the local culture.

You will be able to experience the French culture and use your communication skills when taking parts in school exchanges with our sister schools in Arras, France.

A school trip available to Y11 / Y12 / Y13 every 2- 3 years, a 2 months stay available every year to Y12 / Y13.

Why taking part in an exchange abroad?





Course Overview

Term 1

Introducing yourself (revision)
My favourite things and hobbies
Taking part the custom of pancake flipping during la Chandeleur
Discovering the tradition of April fool's day and Easter

Term 2

Physical appearance and personality
My favourite person
Discovering French personalities across the ages and iconic cartoon characters

Term 3

My style, my look
My school life
Discovering French meals and taking part in a French breakfast

Term 4

Organising an outing
Going shopping
Organising a French lunch for the end of the year
Taking part in cultural activities linked to Christmas and New Year celebrations

Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 French](#)

You must completed the Y10 French course in order to enroll in a senior French course ie Y11 / Y12 / Y13 French. You cannot enroll in a senior French course without any prior knowledge of the French language.

Contributions and Equipment/Stationery

1B5 / a device / headphones

Assessment Information

The 4 language skills : Listening, Reading, Writing and Speaking will be assessed twice in the year.

Listening : a class test in Term 1 and Term 3

Reading: a class test in Term 1 and Term 4

Writing : a task with resources in Term 2 and Term 4

Speaking: a reading aloud task in Term 2 and a conversation in Term 3

Year 10 French (Semester)

10FRE



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

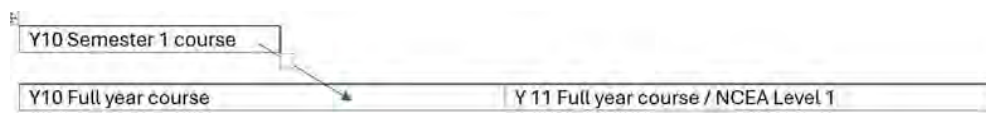
You must have completed Y9 French semester course and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y10 French course without any prior knowledge or study of the French language. Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

If you enjoyed the Y9 Semester Course and you think you might like to continue studying French in senior years but you are not sure yet, the Y10 French Semester 1 course is for you, however please note and be aware that:

- you must have completed a Y10 French Full Year course in order to enroll in a senior French course ie Y11 / Y12 / Y13 French. You cannot enroll in a senior French course without any prior knowledge of the French language.

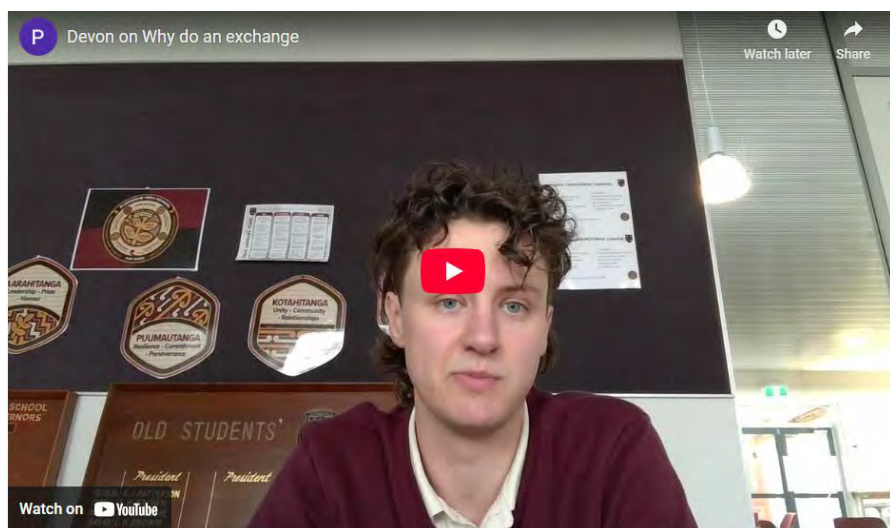
- Upon completion of Y10 French Semester 1 French course, you will have the opportunity to join the Y10 French Full Year course in Semester 2 if you wish.



Why studying French in general?



Why taking part in a school exchange abroad?



Course Description

Year 10 French (Semester)

The course will take place only in Semester 1. There will be no course in Semester 2.

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 answer and ask questions. learn more about French culture and relate it to their own.

Topics covered:

Leisure and sports (discovering the most popular and typical French sports such as la pétanque, la pelote basque et le Tour de France) My town and the city of Paris Food (describing what you eat for breakfast, lunch and dinner and typical French dishes) Going shopping at the market and for souvenirs

The focus is on using the French language by developing the oral / aural skills of speaking and listening while deepening your understanding of the French culture.



Learning Areas:

[Languages](#)

Contributions and Equipment/Stationery

1B5 notebook / device

Assessment Information

The 4 language skills : Listening, Reading, Writing and Speaking will be assessed once a term .

Listening : a class test in Term 1

Reading: a class test in Term 1

Writing : a task with resources in Term 2

Speaking: a reading aloud task or conversation in Term 2

Year 10 Japanese (Full Year)

10JPNF



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

You must have completed Y9 Japanese Semester Course and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y10 Japanese Full Year Course without any prior knowledge or study of the Japanese language. Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

If you want to study Japanese in Senior year (Y11 / Y12 / Y13) you must do a Y10 Japanese course

Why study Japanese?



Course Description

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.

Focus is :

- a) on speaking being able to use simple Japanese sentences and questions for the purpose of every day conversation.
- b) on reading the main 2 Japanese scripts of Hiragana and Katakana with basic kanjis
- c) on experiencing the culture with activities such as Ikebana, taiko and food.

The Japanese course not only teaches students how to communicate but it also introduces some key elements of the local culture.

You will be able to experience the Japanese culture and use your communication skills when taking parts in school exchanges with our sisters' schools in Japan.

A school trip available to Y11 / Y12 / Y13 every 2- 3 years, a 2 months stay available every year to Y12 / Y13.

Why taking part in an exchange abroad?



Learning Areas:

[Languages](#)

Pathway

[NCEA Level 1 Japanese](#)

You must completed the Y10 Japanese course in order to enroll in a senior Japanese course ie Y11 / Y12 / Y13 Japanese. You cannot enroll in a senior Japanese course without any prior knowledge

Contributions and Equipment/Stationery

1B5 / a device / Headphones

Assessment Information

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

Year 10 Japanese (Semester)

10JPN



Head of Faculty - Kaihautuu: [Pascale McMillan](#)

Recommended Prior Learning

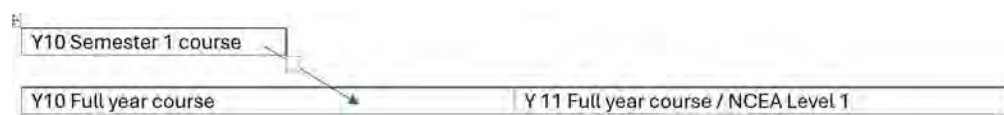
You must have completed Y9 Japanese semester course and gained Achieved in 2 of the 4 skills : Listening , Reading, Speaking or Writing.

You cannot enroll in Y10 Japanese course without any prior knowledge or study of the Japanese language. Any dispensation must be discussed with Head of faculty - Kaihautuu Mrs Mcmillan

If you enjoyed the Y9 Semester Course and you think you might like to continue studying Japanese in senior years but you are not sure yet, the Y10 Japanese Semester 1 course is for you, however please note and be aware that:

- you must have completed a Y10 Japanese Full Year course in order to enroll in a senior Japanese course ie Y11 / Y12 / Y13 Japanese. You cannot enroll in a senior Japanese course without any prior knowledge of the Japanese language.

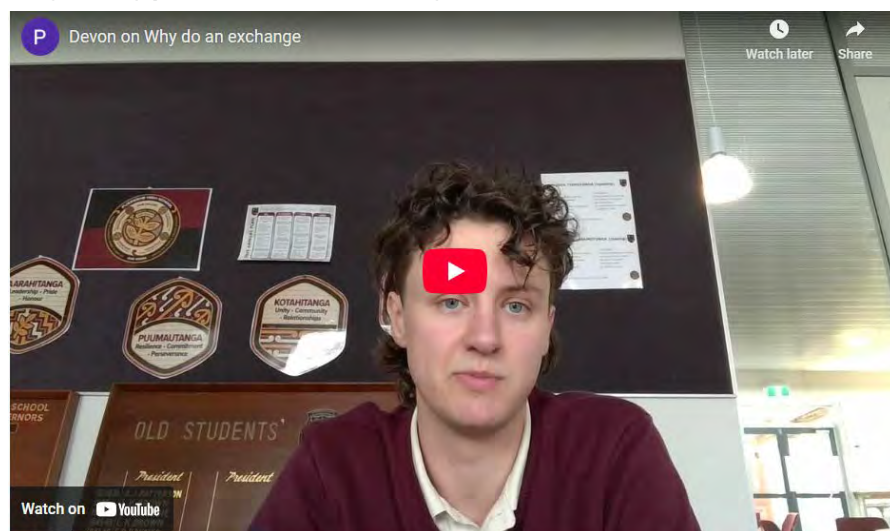
- Upon completion of Y10 Japanese Semester 1 course, you will have the opportunity to join the Y10 Japanese Full Year course in Semester 2 if you wish.



Why study Japanese ?



Why taking part in a school exchange abroad?



Course Description

The course will take place only in Semester 1. There will be no course in Semester 2.

Students will:

understand simple texts in Japanese 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 answer and ask questions. learn more about Japanese culture and relate it to their own.

Topics covered:

Leisure and sports (kendo, karate and sumo) My town (discovering Tokyo) Food (describing what you eat for breakfast, lunch and dinner and typical Japanese dishes) Going shopping



Learning Areas:

[Languages](#)

Contributions and Equipment/Stationery

IB5 / a device / headphones

Assessment Information

The 4 language skills : Listening, Reading, Writing and Speaking will be assessed twice in the year.

Listening : a class test in Term 1

Reading: a class test in Term 1

Writing : a task with resources in Term 2 (project based)

Speaking: a reading aloud task in Term 2

Mathematics



Mathematics Learning Area



Year 10 Mathematics and Statistics

10MAT



Head of Faculty - Kaihautuu: [Amy Price-Williams](#)

Course Description

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.

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

Learning Areas:

[Mathematics](#)

Pathway

[NCEA Level 1 Mathematics Core](#), [NCEA Level 1 Mathematics with Statistics](#)

Science



Science Learning Area



Year 10 Electronics

10SEL



Head of Faculty - Kaihautuu: [Molly Vale](#) , [Rajal Singh](#)

Course Description

Year 10 Electronics is an introductory course for people interested in Electronics and who may wish to pursue further training and employment in this area and/or related electrical engineering/electrician fields. Students will gain an understanding of fundamental electrical concepts to explain the behaviour and use of electronic circuits. Students will learn how to solder circuits both effectively and safely. Students will build circuits on prototype boards and transferring them on to Vero boards. They will learn the application of the above in the real world via a range of practical activities, experiments and demonstrations.

Learning Areas:

[Science](#)

Year 10 Production Science

10SPS



Head of Faculty - Kaihautuu: [Molly Vale](#) , [Rajal Singh](#)

Course Description

In this course you will have an introduction to Agriculture and Horticulture production in NZ. This will include how to propagate plants from seed, farm safety, and possible careers in primary industry sectors.

- Agriculture & Horticulture production in NZ
- Plant Propagation
- Pasture and crop production
- Livestock Farming
- Careers in Primary Industries
- Farm Safety

Learning Areas:

[Science](#)

Pathway

[NCEA Level 1 Agricultural and Horticultural Science](#)

Practices and key factors associated with Agricultural & Horticulture production

Year 10 STEM

10STE



Head of Faculty - Kaihautuu: [Molly Vale](#) , [Matthew Brachi](#)

Course Description

Year 10 STEM – Explore the Future Today!

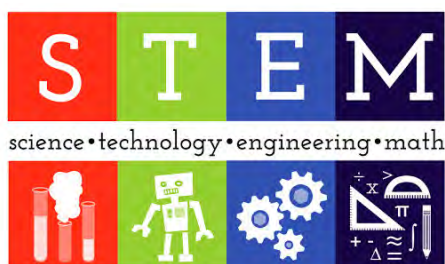
Are you curious about how science and technology shape our world? The Year 10 STEM course is a dynamic fusion of Science and Technology, designed to bring learning to life through real-world challenges and future-focused innovation.

Throughout the full year, you'll explore exciting topics such as genetic engineering and biotechnology, forensics, innovative materials and engineering, 3D printing and robotics, and even aviation and space travel.

This course is designed to extend your understanding of scientific ideas and stretch your thinking beyond the basics. It's aimed at students who want to question the "how does that work" and "why do we do that" about science and are considering selecting science specialty subjects in future years.

Year 10 STEM is hands-on, challenging, and inspiring – helping you connect classroom theory with real-world applications and career possibilities. From creating and designing to experimenting and problem-solving, this course is your launchpad into the future of science and innovation.

If you're ready to think big, dig deeper, and take your STEM learning to the next level, this is the course for you!



Learning Areas:

[Science](#), [Technology](#)

Pathway

[NCEA Level 1 Science General](#)

This course is for students who may be interested in pursuing Science, Technology, Engineering or Mathematics pathways.

Contributions and Equipment/Stationery

Students will need access to a device.

Social Sciences



Puutaiao Paapori - Social Sciences Learning Area



Year 10 Social Studies

10SOC



Head of Faculty - Kaihautuu: [Ben Silk](#)

Course Description

This course provides students with links to 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.

A variety of topics will be covered throughout the year.

Close to home, we look at the **Treaty of Waitangi** and the impacts of it still today. We also explore the **Pacific**, looking at the Dawn Raids and climate change in the Pacific.

Students will develop an understanding of how our **government** works while exploring other countries' different forms of government- such as North Korea.

There is a look at what **human rights** are. 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, their **own small business**, selling creating and producing products or services for 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 to senior Social Science Subject area.

Course Overview

Term 1

Human Rights - exploring case studies from around the world, past and present, of how people's human rights have been violated.

Government - exploring Aotearoa New Zealand's system of government and comparing it to other countries.

Term 2

Government - exploring New Zealand's system of government and comparing it with other countries.

Treaty of Waitangi - exploring the Treaty of Waitangi and the impacts it has had in the past and present.

Term 3

Pacific - exploring the Dawn Raids and Polynesian Panthers, along with climate change in the Pacific.

Becoming an Entrepreneur - exploring how to be an 'entrepreneur', creating your own small business and selling your groups products for a within-school market day.

Term 4

Extreme Natural Events - exploring extreme natural events in Aotearoa New Zealand and around the world.

Learning Areas:

[Social Sciences](#)

Pathway

[NCEA Level 1 Geography](#), [NCEA Level 1 History](#), [NCEA Level 1 People and Society](#)

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

Social Sciences - Business Hub



Social Sciences - Commerce Learning Area



Year 10 Money Matters

10BMM



Head of Faculty - Kaihautuu: [Ben Silk](#)

Recommended Prior Learning

None

Course Description

Year 1- Money Matters runs for TWO SEMESTERS (2 TERMS ONLY). It has been designed to equip students with the financial literacy skills, knowledge and capability to make well-informed financial decisions throughout their lives through the Banquer online platform. It is also useful to help prepare them for Level 1 Commerce, the gateway to our Year 12 and 13 Business Hub courses - Accounting, Business Studies, Economics and Legal Studies. These courses assist students in becoming responsible, confident, and independent managers of money which will enable them to live, learn, work and contribute as active members of our community.

Financial Literacy Skills through Banquer:

- **Banking:** Understanding interest rates and exchange rates.
- **Savings:** Learning about KiwiSaver, risk vs return, investments, and the share market.
- **Debt:** Managing credit cards, personal loans, hire purchases, bank overdrafts, and mortgages.
- **Income:** Understanding payslips and sources of income.
- **Taxation:** Learning about PAYE, GST, RWT, excise, and customs duty.
- **Budgeting:** Preparing for your first job and creating personal budgets.
- **Property:** Comparing renting vs owning and understanding flatting.
- **Insurance:** Exploring house, contents, vehicle, health, and life insurance.
- **Consumer Law and Financial Risk:** Understanding your rights and responsibilities.

Accounting:

The language of business is a way to communicate the financial health of a business, community organisation, or individual so that economic decisions can be made.

Topics covered include:

- **What is Accounting?** Understanding the basics and importance of accounting.
- **Recording Financial Information:** Understanding and recording assets, liabilities, income, expenses, and equity; preparing and interpreting financial statements.

Economics:

Economics is concerned with the production, distribution, and consumption of goods and services. It studies how individuals, businesses, governments, and nations make choices about how to allocate resources.

Topics covered include:

- **The Economic Problem:** Understanding scarcity, needs and want.
- **Demand:** Understanding how consumer decision making is influenced by price and non-price factors.
- **Values:** How our personal and commercial values affect decision making in the market.

Learning Areas:

[Social Sciences - Business Hub](#)

Pathway

[NCEA Level 1 Commerce](#)

Accounting, Finance, Marketing, Economist, Policy writer, Data Analyst, Statistician, Banking, Entrepreneur.

Contributions and Equipment/Stationery

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihautu/Head of Social Sciences, at BSilk@pukekohehigh.school.nz.

Assessment Information

You will be assessed at the end of each Semester.
The Course will have TWO Assessments

Related Videos

<https://www.youtube.com/watch?v=hLiUcanPF8E>

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 wharenuui, 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 10 Te Ao Haka

10TAH



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#)

Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

Course Description

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

Aakonga (students) taking this course will develop their understanding of the elements of Kapa Haka and Toi Whakaari (performance).

Aakonga may have the opportunity to gain some NCEA credits in Year 10 and be given a huge lift in preparing them to achieve NCEA Level 1. Any one interested in Te Ao Haka can take this course, although participation in our school Kapa Haka programme is encouraged.

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](#)

Assessment Information

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

Year 10 Te Reo Maaori

10MAO



Head of Faculty - Kaihautuu: [Tipene Frearson-Kirkwood](#)

Recommended Prior Learning

Students MUST have demonstrated an ability in either Year 9 Te Ao Maaori or Year 9 Te Reo Maaori to be able to select this course.

Course Description

This is a full year course that continues 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 has created a program that allows students to study the language for a full year.

Students are given this option in Year 10 so they can build on the Year 9 program. Inside the program Year 10 students will have a sound understanding 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:

[Te Wahanga Whakaako](#)

Pathway

[NCEA Level 1 Te Ao Haka](#), [NCEA Level 1 Te Reo Maaori A.S.](#), [NCEA Level 2 Te Ao Haka](#), [NCEA Level 2 Te Reo Maaori A.S.](#), [NCEA Level 3 Te Ao Haka](#), [NCEA Level 3 Te Reo Maaori A.S.](#)

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.

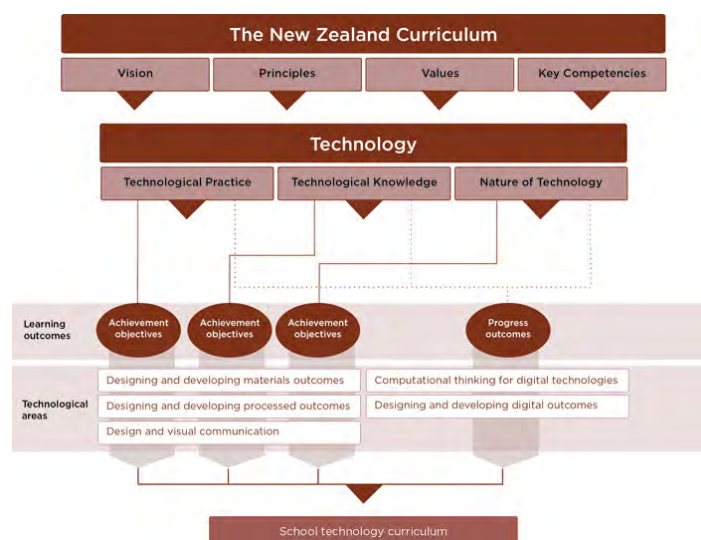
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security 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 10 Design Thinking

10DET



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Course Description

Year 10 Design Thinking is about solving real problems in creative ways. You'll build empathy, define challenges, and develop ideas through sketching, digital tools like SketchUp, Fusion, and AI, and hands-on modelling. Guided by Kotahitanga (unity) and Manaakitanga (respect), you'll explore your identity as a designer while collaborating and sharing ideas. Whether designing a tiny home or reimagining a product, this course helps you learn by doing, build confidence, and grow your creativity.

What You Will Learn:

Design basics

- Whakawhanaungatanga — building connections and understanding personal design identity
- Divergent thinking — generating multiple creative ideas in response to a design challenge
- Collage and visual research — collecting and presenting design influences visually
- Communication and presentation — explaining and showcasing ideas clearly to others

Freehand sketching and Instrumental drawing

- Paraline drawing techniques — drawing 3D forms accurately using projection methods
- 2D drawing conventions — creating clear orthographic drawings with correct line types and labels
- Perspective drawing — representing spatial designs in one-point and two-point perspective

Digital tools

- SketchUp and Fusion CAD modelling — creating and refining 3D digital models
- AI tools — safely and ethically using AI to generate and extend design ideas

Projects

- Architectural – design, floor plans, elevations
- Architectural scale and structure - applying correct proportions in digital and drawn work
- Product – design, ergonomics, anthropometrics and orthographic project
- Development and refinement — explore design options, select materials, improving ideas
- People's needs – showing how people use the designs
- Model making — producing physical, drawn, or digital models to present final design outcomes

THIS COURSE LEADS TO YEAR 11 SPATIAL DESIGN

Learning Areas:

[Technology](#)

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



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Course Description

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

Either way, you need to give this a go in Year 10! Get creative in Blender creating 3D models and animating them. Get programming in Python and compete with students in Australia and New Zealand. Get started in the world of game development making popular games such as Platformer.

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



Adobe
Illustrator



Course Overview

Term 1

Coding including opportunity to participate in programming competition with students from across the world

Introductory game development using the Godot game development engine

Term 2

3D Modelling and Animation in Blender

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, and programming.

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

10FNT



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

Course Description

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.



Learning Areas:

[Technology](#)

Assessment Information

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

Year 10 Multi Materials Technology

10TEC



Head of Faculty - Kaihautuu: [Salman Qureshi](#)

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.

Course Description

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 10 STEM

10STE



Head of Faculty - Kaihautuu: [Molly Vale](#) , [Matthew Brachi](#)

Course Description

Year 10 STEM – Explore the Future Today!

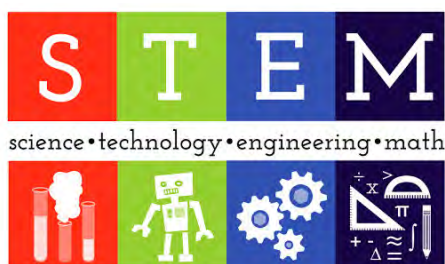
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Year 10 STEM is hands-on, challenging, and inspiring – helping you connect classroom theory with real-world applications and career possibilities. From creating and designing to experimenting and problem-solving, this course is your launchpad into the future of science and innovation.

If you're ready to think big, dig deeper, and take your STEM learning to the next level, this is the course for you!



Learning Areas:

[Science](#), [Technology](#)

Pathway

[NCEA Level 1 Science General](#)

This course is for students who may be interested in pursuing Science, Technology, Engineering or Mathematics pathways.

Contributions and Equipment/Stationery

Students will need access to a device.