



**PUKEKOHE**  
HIGH SCHOOL

**Course  
Information  
Year 9  
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 Drama Music Band Music Core	Dance	Dance Drama Performance Music	Art- Printmaking	Art- Printmaking	UE	
		Drama		Art - History	Art - History	UE	
		Music Band		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	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	Accounting	UE	
				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			
				Hard Materials Technology	Hard Materials Technology		
				Future Pathways	Future Pathways	Future Pathways	
				Hospitality Pathway			
				Engineering Pathway			
				Building Pathway			
				Primary Industries Pathway			
Electrical Pathway							
Automotive 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
<b>CORE SUBJECTS:</b> <ul style="list-style-type: none"> <li>English OR ESOL</li> <li>Maths</li> <li>Science</li> <li>Social Science</li> <li>PE/Health</li> <li>Te Ao Maaori (OR Te Reo Maaori)</li> </ul> <b>OPTION SUBJECT CHOICES:</b> Choose <ul style="list-style-type: none"> <li>ONE Technology</li> <li>ONE Arts</li> <li>ONE Language</li> <li>TWO others from either Technology OR Art, OR Language</li> <li>ONE backup</li> </ul>	<b>CORE SUBJECTS:</b> <ul style="list-style-type: none"> <li>English OR ESOL OR Te Reo Maaori</li> <li>Maths</li> <li>Science General</li> <li>Social Science</li> <li>PE/ Health</li> </ul> <b>OPTION SUBJECT CHOICES:</b> Choose <ul style="list-style-type: none"> <li>TWO x whole year courses <b>OR</b></li> <li>ONE x whole year course + TWO x semester courses <b>OR</b></li> <li>FOUR x semester courses <b>AND</b></li> <li>ONE x whole year course <b>OR</b></li> <li>TWO x semester courses as a backup from the following learning areas:               <ul style="list-style-type: none"> <li>Arts</li> <li>Languages</li> <li>Maaori</li> <li>Technology</li> <li>Science</li> <li>Social Studies/Business</li> </ul> </li> </ul>	<b>COMPULSORY SUBJECT CHOICES:</b> <ul style="list-style-type: none"> <li>English World Literature <b>OR</b> English Contemporary Literature <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> <li>Mathematics with Statistics <b>OR</b> Core Mathematics</li> <li>General Science <b>OR</b> Core Science <b>OR</b> Agriculture &amp; Horticulture</li> </ul> <b>OPTION SUBJECT CHOICES:</b> Choose FOUR other subjects from any Learning Area.	Choose <b>SEVEN</b> subjects from any Learning area	Choose <b>SIX</b> subjects from any Learning Area.
		<div> <b>NOTE:</b> Some selections may be subject to Learning Progression Guidelines <b>OR</b> Subject Combination restrictions. Exemptions can be applied for via SchoolPoint during the Course Selection process. Kaihautuu are responsible for reviewing exemptions.           </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 9 COURSE SELECTION

Build your Year 9 programme for 2026

6 core subjects + 6 option choices



*Choose to excel*

### CORE SUBJECTS - Compulsory for all students

English (or ESOL)

- Mathematics
- Science
- Social Science
- PE / Health



- Te Ao Maaori (TAM)\* **OR** Te Reo Maaori (MAO)

\*Note: Te Ao Maaori is a one-semester course

### Technology

- Design & Visual Communication
- Digital Technology
- Food Technology
- Multi-materials (Hard Tech)

### Arts

- Music Core
- Music – Band
- Visual Art
- Dance/Drama Combined
- Te Ao Haka\*\*
- Ngaa Toi\*\*

\*\*Count as Arts for selection

### Languages

- French
- Japanese

### Choose in order

1. Select 1 Language/Maaori subject  
– If choosing French or Japanese, add Te Ao Maaori as well
2. Select 1 Technology subject
3. Select 1 Arts subject
4. Select 3 more subjects

Scan for more information & to select your courses



He Kaakano - The Seed

Course Selection opens 15 Sept - 24 Oct



# 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 9 Art

9ART



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

## Course Description

### Why study Visual Art?

Year 9 Art focuses on developing a range of art-making skills, developing ideas through inquiry, research, thinking and curiosity. Students learn to express personal ideas and examine the world around you. Through art-making students develop creative thinking and can understand themselves and others as culturally-located people. Not to mention, learning in the Arts is **lots of fun and always hands-on!**

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

These include:

**Drawing skills and media**

**Painting skills (water colour / acrylic)**

**Printmaking skills (woodcut, collograph or tetra pack)**

**3D sculptural processes**

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

Much of our experience of the world is visual. Studying Art stimulates our thinking and feeling. It increases creativity and open-mindedness.

Creativity is cited by business leaders as the most important competency for the future.





## Learning Areas:

[Arts](#)

## Pathway

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

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

"In a child's education, the doors need to be open to other universes, other modes of thinking, and art is a non-prescribed, dangerous world full of possibility. It is a vital space for children to have in the formative years of their education." (Cate Blanchett, Actor)

"From a top down level you don't have innovation if you don't have art. It's as simple of that." (Anne-Marie Imafadon, CEO of Stemettes)

## Contributions and Equipment/Stationery

2B and 6B pencils, eraser, pencil sharpener. Recommended to buy own A4 art journal. Students can purchase these through local suppliers, or cheaper through National Art Supplies online.

## Assessment Information

Year 9 Art is a portfolio based subject. Students will complete 4 modules of work combining a variety of skills and ideas: using drawing, illustration, painting, printmaking, sculpture. Students are assessed on finished work, combined with art journal developments. Assessment is based on technique, skill and development of ideas.

## Related Videos

<https://www.youtube.com/watch?v=vKjx6PzajE&t=227s>



# Year 9 Dance-Drama

9DDR



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

## Recommended Prior Learning

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

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

## Course Description

### YEAR 9 DANCE-DRAMA

In Year 9 Dance-Drama students will be introduced to Dance and Drama elements, conventions and techniques that will enable them to move, think and interact so they can create and perform short Dance and Drama works. Students do not need to have previous experience in Dance or Drama to join this course. You just need to be keen to learn and willing to participate in all activities.

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

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

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

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





## Course Overview

### Term 1

Semester A - Term 1

Students will complete 2 assessments this term:

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

### Term 2

Semester A - Term 2

Students will complete 2 assessments this term:

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

### Term 3

Semester B - Term 3

Students will complete 2 assessments this term:

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

### Term 4

Semester B - Term 4

Students will complete 2 assessments this term:

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

## Learning Areas:

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

## Pathway

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

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

## Assessment Information

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

# Year 9 Ngaa Toi

9TOI



**Head of Faculty - Kaihautuu:** [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#)

## Recommended Prior Learning

This course is open to aakonga from a range of cultural backgrounds, but the kaupapa of this course is focused on Maaori art forms and whakaaro.



## Course Description

Year 9 Ngaa Toi is a new course, being offered for the first time at Pukekohe High School. By taking this course you can begin a journey of learning in Contemporary Maori Visual Arts that you could continue with right through to Year 13 if you want to. In 9 Toi, aakonga will look at and learn about some customary and contemporary Maori artforms and motifs.

You will make work using a variety of media and processes ranging from 2D media (such as pencils, pastels, paints and woodcut) through to active use of more 3D materials and processes (such as harakeke, clay, weaving or construction).

You will make work responding to a range of ideas and starting points, such as your pepeha, stories, legends, history, whakatauki. A lot of our learning will be linked to work made by some of Aotearoa's amazing Māori Artists. You will learn about what, why and how they make their art, then use that learning to support your own art making.

## Learning Opportunities

Develop these skills:

**Creativity:** You will explore a range of contemporary art making techniques and media, and apply these in the style of Māori artist models.

**Visual Literacy:** Learn to use Māori images/symbols and patterns to describe and express your own ideas about identity

**Critical Thinking:** Use Artist models and knowledge about your whanau/ancestry to create your own designs and outcomes.

**Time Management:** Develop time management skills to meet deadlines in a creative field.

Explore this content:

Explore your own pepeha as a base for generating imagery.

Contemporary Kowhaiwhai and taniko pattern design.

Effective Drawing and Painting and Carving techniques .

Extension into Print-making, Stencilling, Sculpture or Digital outcomes.

Produce quality finished outcomes to take home and share with your whanau.





## Learning Areas:

[Arts, Te Wahanga Whakaako](#)

## Pathway

[Year 10 Ngaa Toi - Core](#)

# Year 9 Te Ao Haka

9TAH



**Head of Faculty - Kaihautuu:** [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#)

## Course Description

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

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## Learning Areas:

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

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## Pathway

[Year 10 Te Ao Haka](#)

# Arts - Music



## Arts - Music Learning Area

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

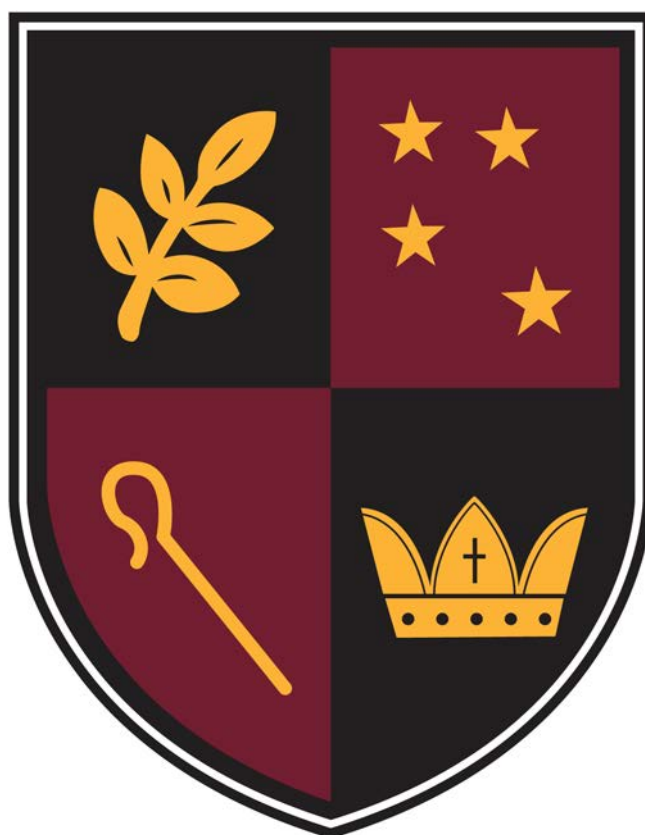
Arts education explores, challenges, affirms and celebrates unique artistic expressions of self, communities and cultures.

In the Arts, ākonga learn to work both independently and collaboratively to construct meanings, produce works, respond to and value others' contributions. They learn to use imagination to engage with unexpected outcomes and to explore multiple solutions.

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

Arts education values the culture and experiences of all ākonga and builds on these with increasing sophistication and complexity as their knowledge and skills develop. Learners develop their ability to view their world from new perspectives. Through the development of Arts literacies - as creators, performers and viewers - are able to participate in, interpret, value, and enjoy the creative Arts throughout their lives.

The Arts learning area comprises four disciplines: Drama, Music (Sound Arts), and Visual Arts (Painting, Photography, and Art Design). Within each, ākonga develop literacies as they build on skills, knowledge, attitudes, and understandings at each of the eight levels of the curriculum. Through Arts practices and the use of traditional and new technologies, ākonga artistic ideas are generated and refined through cycles of action and reflection.





# Year 9 Music

9MUS



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

## Recommended Prior Learning

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

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

## Course Description

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

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

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

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

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

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



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**Learning Areas:**

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

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**Pathway**

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

**Assessment Information**

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

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# Year 9 Music Band

9MUB



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

## Recommended Prior Learning

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

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

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## Course Description

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

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

*Flute, Clarinet, Alto Saxophone, Trumpet, Trombone, Bass Guitar.*

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

The course is designed to take you from learning one single note all the way up to playing as part of a large band.

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

**This course is an amazing opportunity** to begin learning to play an instrument for the first time, take up a new instrument that you have never played before, or extend your skills on an instrument you can already play. Many Pukekohe High School senior music students started learning Music for the first time ever in this course, without any prior experience or skills. Many of our Music graduates have gone on to study Music full-time at tertiary level, or continue to play in bands.

Next steps leading on from this course are pretty exciting and includes NCEA music as well as co-curricular pathways. At Pukekohe High School you can become a member of many great bands and ensembles, including the Wind Band, Jazz Big Band, the Stage Band, the Concert Band, Choir, rock bands and more.

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

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



### Learning Areas:

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

### Pathway

[Year 10 Music Band](#)

### Assessment Information

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

# English



English Learning Area



# Year 9 English

9ENG



**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 can strengthen your identity and enable you to effectively communicate and participate in society.

The main skills and knowledge gained on this course are:

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

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

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

## Course Overview

### Term 1

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

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

Personal reading challenges will also begin to promote individual reading.

### Term 2

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

#### Unfamiliar texts

Familiar written texts

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

Personal reading challenges will continue to promote individual reading.

### Term 3

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

#### Formal writing

Creative writing

Personal reading challenges will continue to promote individual reading.

### Term 4

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

#### Visual/Oral text - analysis of film

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

## Learning Areas:

[English](#)



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**Pathway**[Year 10 English](#)**Contributions and Equipment/Stationery**

1 B5 x 2 exercise books

Pens

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

**Assessment Information**

Students will be assessed in a number of ways:

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

# ESOL - English for Speakers of Other Languages



ESOL Learning Area

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



# Year 9 English for Speakers of Other Languages



9ESOL

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

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

## Learning Areas:

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

## Pathway

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

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

## Contributions and Equipment/Stationery

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

## Assessment Information

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

# 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 9 Health & Physical Education

9PED



**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 in a variety of movement contexts.

Through learning and by accepting challenges in health-related and movement contexts, students reflect on the nature of well-being and how to promote it. As they develop resilience and a sense of personal and social responsibility, they are increasingly able to take responsibility for themselves and contribute to the well-being of those around them, of their communities, of their environments (including natural environments), and of the wider society.

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

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



## Course Overview

### Term 1

Physical Education - 'Whanaungatanga' Getting to know each other through physical activity

Health - 'Whanaungatanga' Building positive relationships

### Term 2

Physical Education - 'Around the World'

Health - 'Taha Hinengaro' - Mental Well-being

### Term 3

Physical Education - Movement Skills

Health - Sexuality Education

### Term 4

Physical Education - 'Our Community'

Health - 'Nutrition'

## Learning Areas:

[Health and Physical Education](#)

## Pathway

[Year 10 Health & Physical Education](#)

# Languages



Languages Learning Area

Students will

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





# Year 9 French

9FRE



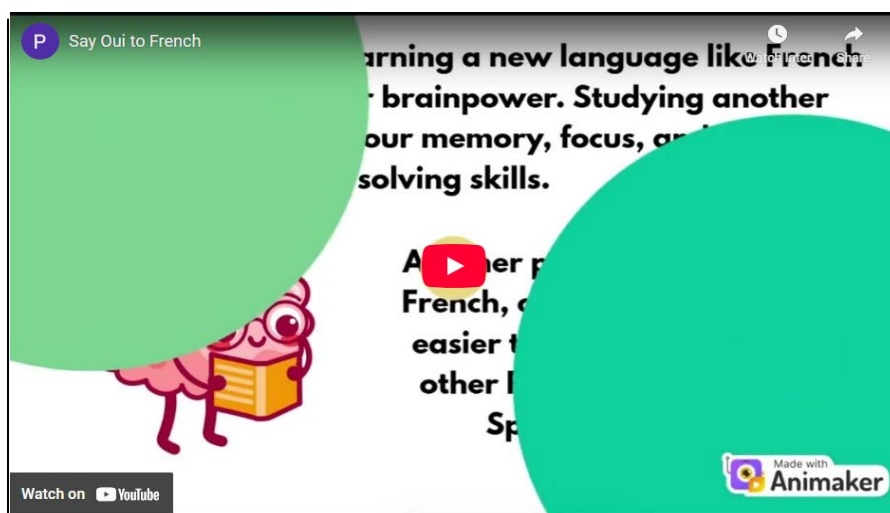
Head of Faculty - Kaihautuu: [Pascale McMillan](#)

## Recommended Prior Learning

No prior knowledge required, the focus is on learning how to learn a second language.

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

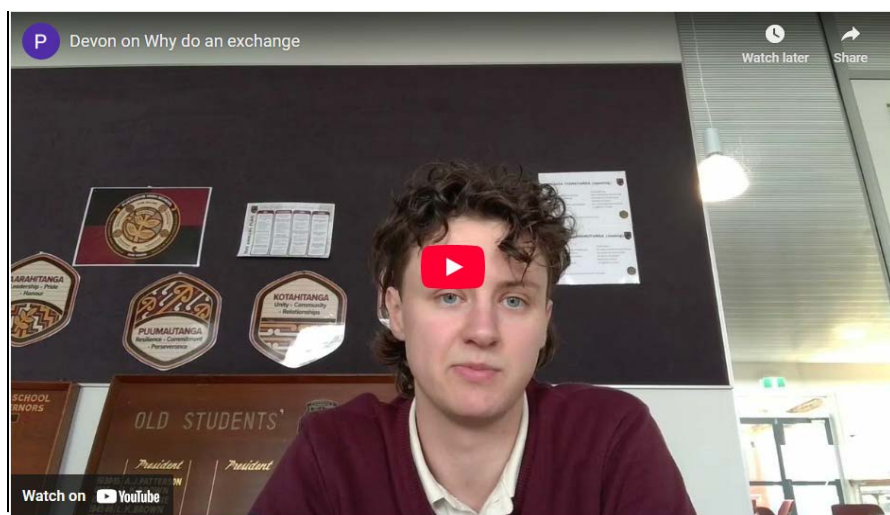
Here is a video from a student outlining the benefits of learning French as a second language



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 Description

**IF YOU ARE SELECTING FRENCH AS YOUR LANGUAGE SEMESTER COURSE, YOU MUST SELECT THE TE AO MAAORI SEMESTER COURSE FIRST, AND THEN SELECT THIS COURSE**

**The course will take place in Semester 1 or 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:

**Introducing yourself** (Saying your name, spell your name, mention your age, birthday, nationality and where you live) **Introducing others** (mentioning your teachers and friends' name, talking about your family members and pets) **Talking about your favourite things** (animals, colours, sports, music, food) **Discovering various aspects of French culture like food, festivals and sports** **You will be able to have short conversations in French**

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](#)

### Pathway

[Year 10 French \(Full Year\)](#)

You can study the French language course up to Year 13 at the college

### Contributions and Equipment/Stationery

A workbook and device

# Year 9 Japanese

9JPN



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

## Recommended Prior Learning

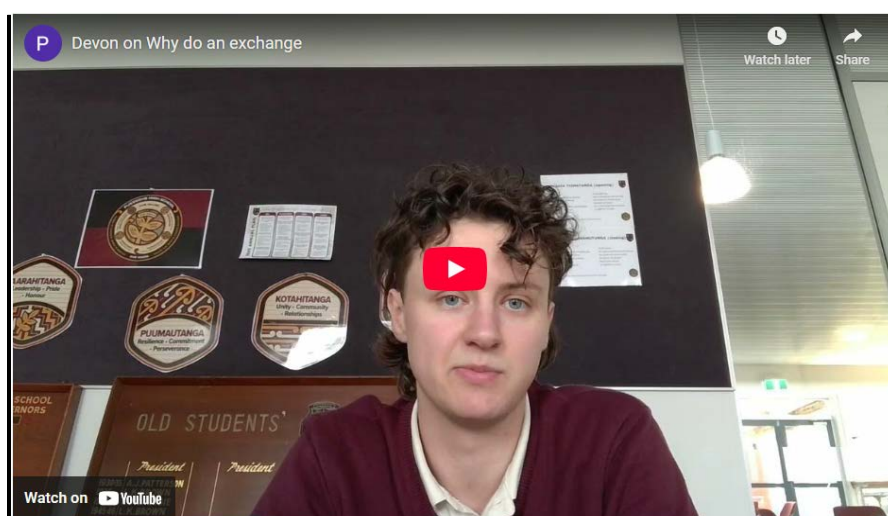
No prior knowledge required, the focus is on learning how to learn a second language

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?**



## Course Description

**IF YOU ARE SELECTING JAPANESE AS YOUR LANGUAGE SEMESTER COURSE, YOU MUST SELECT THE TE AO MAAORI SEMESTER COURSE FIRST, AND THEN SELECT THIS COURSE**

**The course will take place in Semester 1 or Semester 2**

## 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:

**Introducing yourself** (Saying your name, spell your name, mention your age, birthday, nationality and where you live) **Introducing others** (mentioning your teachers and friends' name, talking about your family members and pets) **Talking about your favourite things** (animals, colours, sports, music, food) **Discovering various aspects of Japanese culture like food, festivals and sports** **You will be able to have short conversations in Japanese**

## 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 Japanese script of Hiragana with basic kanjis

c) on experiencing the culture with activities such as Ikebana, taiko and food.



## Learning Areas:

[Languages](#)

## Pathway

[Year 10 Japanese \(Full Year\)](#)

You can study the Japanese language course up to Year 13 at the college

You can apply for an Internship in Japanese after completing Year 13

## Contributions and Equipment/Stationery

A workbook and device

## Assessment Information

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

# Mathematics



Mathematics Learning Area



# Year 9 Mathematics and Statistics

9MAT



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

## Course Description

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

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

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## Learning Areas:

[Mathematics](#)

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## Pathway

[Year 10 Mathematics and Statistics](#)



# Science



Science Learning Area



# Year 9 Science

9SCI



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

## Course Description

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

**Chemistry** - understanding the fundamentals of chemistry: we will learn the basics of atomic structure and how particles behave in the different states of matter. We will learn how to identify and observe chemical reactions. You will become confident using laboratory equipment and carrying out chemical reactions.

**Forces and Motion** - gathering and interpreting data in a motion-based fair test: we will learn about the motion, force and energy principles involved in race cars. You will develop your understanding of scientific method and how to carry out a scientific investigation.

**Matariki** – understanding the importance of Matariki, astronomical cycles and navigation using the stars and other key wayfaring techniques.

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

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

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## Learning Areas:

[Science](#)

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# Social Sciences



Puutaiao Paapori - Social Sciences Learning Area



# Year 9 Social Studies

9SOC



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

## Course Description

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

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

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

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

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

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

Students will develop their research skills through an inquiry into **international conflicts**, such as World War I, World War II and the Vietnam War. Exploring war archives and comparing the similarities and differences between the wars.

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

## Course Overview

### Term 1

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

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

### Term 2

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

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

### Term 3

International Conflict - students compare and contrast international conflicts

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

### Term 4

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

## Learning Areas:

[Social Sciences](#)

## Pathway

[Year 10 Social Studies](#)

Y10 social studies and then on into senior social science or commerce subjects.

## Contributions and Equipment/Stationery

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

## Assessment Information

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

## Related Videos

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

# 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 wharenuī, Te Hikoi along with S12 and S15 are our main learning areas for our programmes.

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



# Year 9 Ngaa Toi

9TOI



**Head of Faculty - Kaihautuu:** [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#)

## Recommended Prior Learning

This course is open to aakonga from a range of cultural backgrounds, but the kaupapa of this course is focused on Maaori art forms and whakaaro.



## Course Description

Year 9 Ngaa Toi is a new course, being offered for the first time at Pukekohe High School. By taking this course you can begin a journey of learning in Contemporary Maori Visual Arts that you could continue with right through to Year 13 if you want to. In 9 Toi, aakonga will look at and learn about some customary and contemporary Maori artforms and motifs.

You will make work using a variety of media and processes ranging from 2D media (such as pencils, pastels, paints and woodcut) through to active use of more 3D materials and processes (such as harakeke, clay, weaving or construction).

You will make work responding to a range of ideas and starting points, such as your pepeha, stories, legends, history, whakatauki. A lot of our learning will be linked to work made by some of Aotearoa's amazing Māori Artists. You will learn about what, why and how they make their art, then use that learning to support your own art making.

## Learning Opportunities

Develop these skills:

**Creativity:** You will explore a range of contemporary art making techniques and media, and apply these in the style of Māori artist models.

**Visual Literacy:** Learn to use Māori images/symbols and patterns to describe and express your own ideas about identity

**Critical Thinking:** Use Artist models and knowledge about your whanau/ancestry to create your own designs and outcomes.

**Time Management:** Develop time management skills to meet deadlines in a creative field.

Explore this content:

Explore your own pepeha as a base for generating imagery.

Contemporary Kowhaiwhai and taniko pattern design.

Effective Drawing and Painting and Carving techniques .

Extension into Print-making, Stencilling, Sculpture or Digital outcomes.

Produce quality finished outcomes to take home and share with your whanau.





### Learning Areas:

[Arts, Te Wahanga Whakaako](#)

### Pathway

[Year 10 Ngaa Toi - Core](#)

# Year 9 Te Ao Haka

9TAH



**Head of Faculty - Kaihautuu:** [Tipene Frearson-Kirkwood](#) , [Vicky Moore-Allen](#)

## Course Description

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

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## Learning Areas:

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

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## Pathway

[Year 10 Te Ao Haka](#)

# Year 9 Te Ao Maaori

9TAM



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

## Course Description

**IF YOU ARE SELECTING EITHER FRENCH OR JAPANESE AS YOUR LANGUAGE SEMESTER COURSE, YOU MUST SELECT THIS COURSE FIRST AND THEN SELECT FRENCH OR JAPANESE**

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

All Year 9 students will come to know that Te Reo Maaori [Language] and Tikanga 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 a greater understanding of practicable bi-culturalism (adapted New Zealand curriculum, Ministry of Education, 2007).

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## Learning Areas:

[Te Wahanga Whakaako](#)

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# Year 9 Te Reo Maaori

9MAO



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

## Course Description

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

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

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

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



## Learning Areas:

[Te Wahanga Whakaako](#)

## Pathway

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

# Technology



## What is technology about?

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

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

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

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

## Why study technology?

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

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

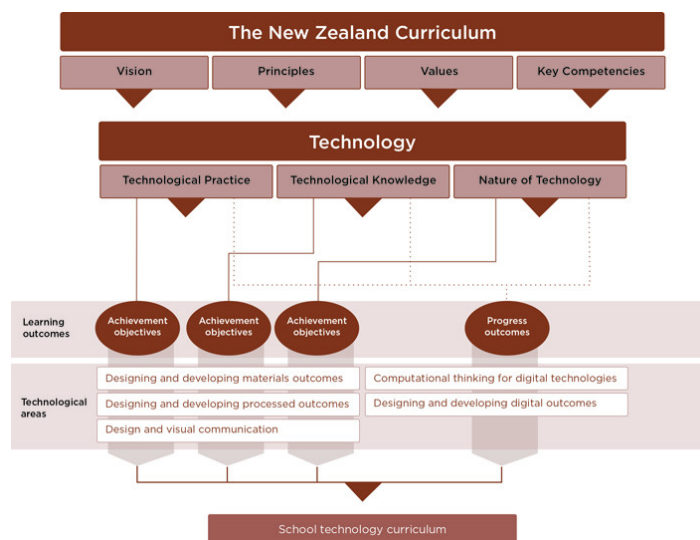
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security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

## Technology Learning area structure

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

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

The following diagram illustrates the structure of the learning area.



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

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





# Year 9 Design Thinking

9DET



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

## Recommended Prior Learning

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

## Course Description

Create, Connect, and Problem-Solve

You'll learn to think like a designer by exploring your identity, trying out new ideas, and working with others to bring your designs to life. Whether you're designing a cool popcorn box or inventing your own card game, you'll learn by doing, share your thinking, and grow your creative confidence – all while building strong connections with your classmates and community.

What You Will Learn:

### Design basics

Whakawhanaungatanga – understand your identity and what inspires your design style. Design thinking basics – how to generate creative ideas and solve problems. Visual storytelling – create collages and sketch ideas to show your thinking. Collaboration – work with others to develop and test your ideas. Presentation skills – showcase your products and evaluate them.

### Freehand sketching and Instrumental drawing

- Paraline drawing techniques — drawing 3D forms accurately
- 2D drawing — basic orthographic drawings with correct line types and labels
- Perspective drawing — representing designs in one-point and two-point perspective

### Digital

Digital tools – use programs like SketchUp and Floorplanner. Cool spaces – research and design your own cool space

### Projects

Popcorn Box – design and prototype fun packaging using simple materials. Card Game – create your own playable card game with rules and artwork. Cultural design elements – explore how to include local stories and Māori or Pasifika patterns in your work.

THIS COURSE LEADS TO YEAR 10 DESIGN THINKING

## Learning Areas:

[Technology](#)

## Pathway

[Year 10 Design Thinking](#)

# Year 9 Digital Technologies

9DIT



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

## Course Description

In this course, students learn about and develop basic programming skills by coding in the Python programming language. They also start to engage in 3D Modelling and Animation using the industry standard Blender software.



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## Learning Areas:

[Technology](#)

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## Pathway

[Year 10 Digital Technologies](#)

# Year 9 Food Technology

9FNT



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

## Course Description

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

Food Technology is aimed at giving students basic skills in the food area. These include: food safety, measuring, correct use of equipment, healthy eating choices, making a variety of food products.

## WHAT WILL I LEARN?

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



## Learning Areas:

[Technology](#)

## Assessment Information

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

# Year 9 Multi Materials Technology

9TEC



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

## Course Description

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

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

Students complete projects focusing on Design, Electronics, Metal and Woodwork.

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## Learning Areas:

[Technology](#)

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