



PUKEKOHE
HIGH SCHOOL

**Year 9
Course
Information
Booklet**

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Pukekohe High School

Curriculum Map 2027



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

FACULTY	YEAR 9	YEAR 10	YEAR 11 NCEA LEVEL 1	YEAR 12 NCEA LEVEL 2	YEAR 13 NCEA LEVEL 3 NZQA SCHOLARSHIP	
ART	Art	Visual Art	Art – Painting & Printmaking	Art- Design Art - Motion Special Effects Art - Painting	Art- Design Art - Motion Special Effects Art - Painting	UE UE UE
			Art – Photography & Design	Art - Photography Art- Printmaking	Art - Photography Art- Printmaking	UE UE
	Ngāa Toi	Ngāa Toi	Ngāa Toi	Art – History Ngāa Toi	Art - History	UE
	Dance	Dance	Dance	Dance	Dance	UE
	Drama	Drama	Drama	Drama	Drama	UE
	Music Core	Music Core	Performance Music	Music Performance, Production & Songwriting	Performance Music	UE
	Music Band	Music Band		Music Band Ensemble & Composition		
ENGLISH	English	English	English World Literature English Contemporary Lit	English World Literature English Contemporary Lit	English	UE
ESOL English for Speakers of Other Languages	ESOL	ESOL	ESOL	ESOL	ESOL	
HEALTH & PHYSICAL EDUCATION	Health & Physical Education	Health & Physical Education	Health Physical Education	Health Physical Education	Health Physical Education	UE UE
				Outdoor Education	Outdoor Education	
				Sports Leadership	Sports Leadership	
MATHEMATICS	Mathematics & Statistics	Mathematics & Statistics	Mathematics Core	Mathematics with Algebra General Mathematics	Calculus* General Mathematics	UE UE
			Mathematics with Statistics	Mathematics with Statistics	Statistics	UE
	Science	Science STEM	General Science	Physics Chemistry	Physics* Chemistry*	UE UE
SCIENCE		Electronics	Science in Context	Biology General Science	Biology* General Science	UE UE
		Production Studies	Agriculture & Horticulture	Earth Science Agriculture Science Horticultural Science		
					Agriculture & Horticultural Science	UE 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 Geography People & Society	History Geography People & Society	History Geography People & Society	UE UE 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	UE
TECHNOLOGY	Design Thinking	Design Thinking	Spatial Design	Spatial Design	Spatial Design	UE
	Digital Technology	Digital Technology	Computer Application	Computer Application	Computer Application	
		Creative ZINE Project	Digital Design(P-Tech)	Digital Design	Digital Design	UE
	Food Technology	Food Technology	Food & Nutrition	Food & Nutrition	Food & Nutrition	UE
	Multi Materials Technology	Multi Materials Technology	Catering Engineering Building Hard Materials Technology	Catering Engineering Building Hard Materials Technology	Catering Engineering	UE UE
CAREER DEVELOPMENT SERVICES				Hospitality Pathway		UE
				Engineering Pathway		UE
				Building Pathway		UE
				Primary Industries Pathway		UE
				Electrical Pathway		UE
TE WAHANGA WHAKAAKO	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	Te Ao Haka	UE
	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori*	Te Reo Māori*	UE
	Te Ao Māori	Maatauranga Māori	Te Manaaki Taangata Ki Te Marae	Te Manaaki Taangata Ki Te Marae		

*The course has prerequisites

Things to think about:

- What are you interested in?
- What are you good at?
- What do you enjoy?
- If you know what you want to do/study when you leave school - what subjects will you need?

Who can you talk to for advice?

- Parents and caregivers
- Teachers
- Kaitiaki Aakonga / School Deans
- Your school's careers team

Additional Resources:

Find out as much information as you can about NCEA courses, the requirements for NCEA at each level, University Entrance requirements, approved subjects, careers, etc. by going to: www.ncea.govt.nz

Year 9 in 2027

Year 9 in 2027

Year 9

CORE SUBJECTS: Student programmes consist of compulsory subjects :

- **English** (pre-selected)
- **Maths** (pre-selected)
- **Science** (pre-selected)
- **Social Science** (pre-selected)
- **PE/Health** (pre-selected)
- **Te Ao Maaori** (TAM) OR **Te Reo Maaori** (MAO) - (you need to select an option) *NOTE: Te Ao Maaori is a Semester course and Te Reo Maori is a full year course. (If you are wanting to select French or Japanese, you need to select the Te Ao Maaori semester course FIRST)

You need to select options from the Languages, Technology and Arts curriculums. Each option is only able to be selected once. However, you may select more than one subject from each curriculum area as long as you have selected as below from each curriculum area.

- Select **ONE** subject from the Te Wahanga Whakaao Learning Area - either Te Reo Maaori (9MAO): full year course **OR** Te Ao Maaori (9TAM): semester course
- If you selected Te Ao Maaori (9TAM) you then need to select **ONE** other semester subject from the Languages learning area - French **OR** Japanese)
- Select **TWO** subjects from the Technology curriculum
- Select **TWO** subjects from the Arts curriculum
- **NOTE: YOU MUST SELECT YOUR COURSES IN THE FOLLOWING ORDER** (to fulfill the compulsory requirements otherwise the system will not let you progress) -
 1. Select **TWO** Technology courses
 2. Select **TWO** Art courses
 3. Select your compulsory course from the Te Wahanga Whakaako Learning Area (9MAO) OR (9TAM) - if you are wanting to take either Japanese or French you need to FIRST select Te Ao Maaori (9TAM)
 4. If you have selected Te Ao Maaori (9TAM) above THEN you can select either French OR Japanese as your Language course
 5. Select a backup course

9MAO full year course	Semester courses only
In addition: ◦ 2 x tech	9TAM In addition:

- | | |
|---|--|
| <ul style="list-style-type: none"> 2 x art (this would include 9TAH, 9TOI etc) 1 x backups | <ul style="list-style-type: none"> 1 x language (FRE or JPN) 2 x tech 2 x art (this would include 9TAH, 9TOI, etc) 1 x backup |
|---|--|

- You need to select **SIX** options in total from the Curriculum Areas below -

FACULTY & Course	
ART FACULTY	
Visual Art	
Dance/Drama combined	
Drama	
Music Band	
Music Core	
ENGLISH FACULTY	
English	Core
ESOL	Option Core
HEALTH & PHYSICAL EDUCATION FACULTY	
Health & Physical Education	Core
MATHEMATICS FACULTY	
Mathematics and Statistics	Core
SCIENCE FACULTY	
Science	Core
LANGUAGES FACULTY	
French	
Japanese	
SOCIAL SCIENCE FACULTY	
Social Studies	Core
TECHNOLOGY FACULTY	
Design Thinking	
Digital Technology	
Food Technology	
Multi Materials Technology	
TE WAHANGA WHAKAAKO FACULTY	
Te Ao Haka	
Te Ao Maaori (9TAM)	Semester/half year
Te Reo Maaori (9MAO)	Full Year
Te Manaaki Taangata Ki Te Maaori	
Ngaa Toi	

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

ALL option subjects are single semester only (a Semester is 2 terms), **except** Te Reo Maaori which is full year. Each of these is only able to be selected once.

Your SEVENTH choice is used as a reserve/backup in case there is a timetable clash.

[See courses for me](#)

Arts

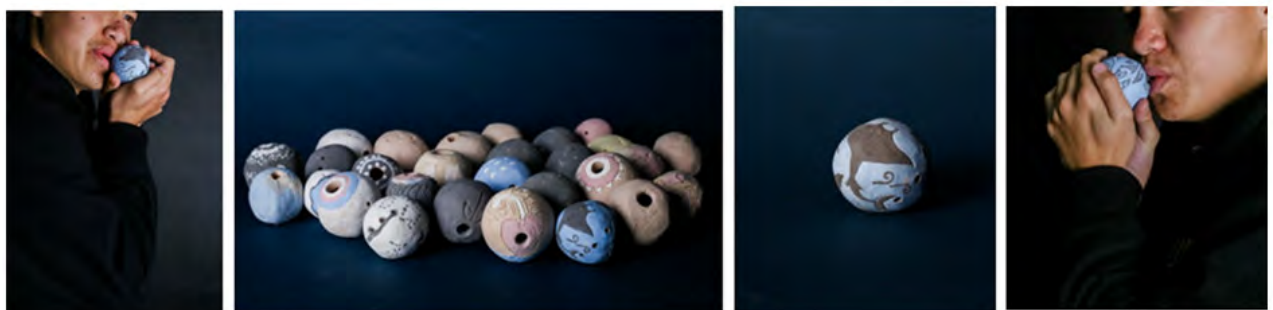
Year 9 Ngaa Toi (9TOI)



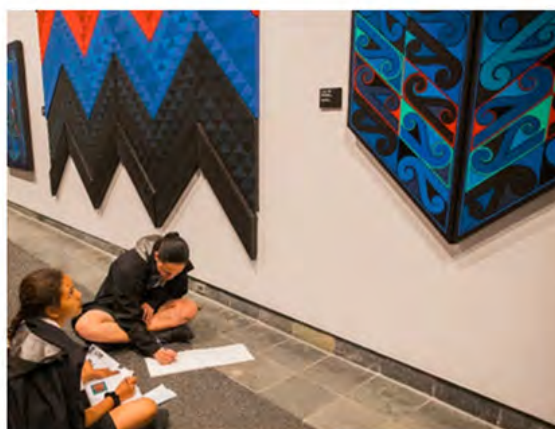
Year 9 Ngaa Toi is a new course, being offered for the first time at Pukekohe High School. By taking this course you can begin a journey of learning in Contemporary Maori Visual Arts that you could continue with right through to Year 13 if you want to. In 9 Toi, aakonga will look at and learn about some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



Develop these skills:	Explore this content:
• Creativity: You will explore a range of contemporary art making techniques and media, and apply these in the style of Māori artist models.	• Explore your own pepeha as a base for generating imagery.
• Visual Literacy: Learn to use Māori images/symbols and patterns to describe and express your own ideas about identity	• Contemporary Kowhaiwhai and taniko pattern design.
• Critical Thinking: Use Artist models and knowledge about your whanau/ancestry to create your own designs and outcomes.	• Effective Drawing and Painting and Carving techniques .
• Time Management: Develop time management skills to meet deadlines in a creative field.	• Extension into Print-making, Stencilling, Sculpture or Digital outcomes.
	• Produce quality finished outcomes to take home and share with your whanau.

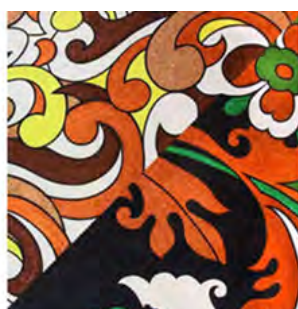


Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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



Learning Areas

Arts

Arts

Year 9 Te Ao Haka (9TAH)

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.



Pukekohe High School Māori Pathway Year 9–13 Timeline

Year Level	Te Ao Māori	Te Reo Māori	Te Ao Haka
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kingitanga • Local iwi history • Local History (Ngāti Tamaoho, Pukekohe) • Marae Protocol	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours • Days/Months • Sentence patterns • Reremahi	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette
Year 10	Understanding Te Ao Māori	Developing Communication • Conversations	Performance Development

Year Level	Te Ao Māori	Te Reo Māori	Te Ao Haka
	• Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	• Asking & answering questions • Describing people • Family • Daily routines • Directions	• Waiata-ā-ringā • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kīngitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga) • Māori media • Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rōpū • Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Vicky Moore-Allen
- Sylvia Patu

Learning Areas

Arts

Arts

Year 9 Dance-Drama (9DDR)

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.



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Prerequisites

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.

Learning Areas

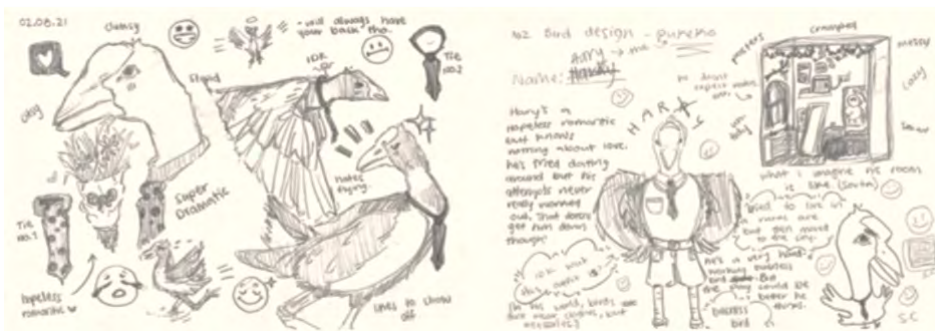
[Arts](#), [Arts - Dance](#), [Arts - Drama](#)

Pathways

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.

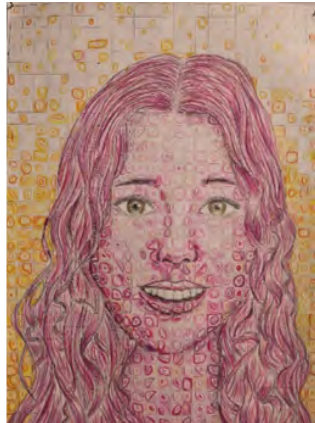
Arts

Year 9 Art (9ART)



Why study Visual Art?

In 9 Art students develop art-making skills and explore ideas in a range of ways. Through making art, you will learn to think about yourself, others and the world around us in creative ways, developing curiosity and creativity. We live and grow in a highly visual world. Studying Art grows visual intelligence and literacy. It increases creativity and open-mindedness, and essential aspects of who we are as human beings in an increasingly AI oriented world. Creativity is cited by business leaders as the most important competency for the future. **Grow your greatness by learning in the Arts!**



Learning in the Arts is **lots of fun and always hands-on!** You will work individually and collaboratively during the course. You will learn by making art using a wide range of materials and processes.

These include:

Drawing skills and media

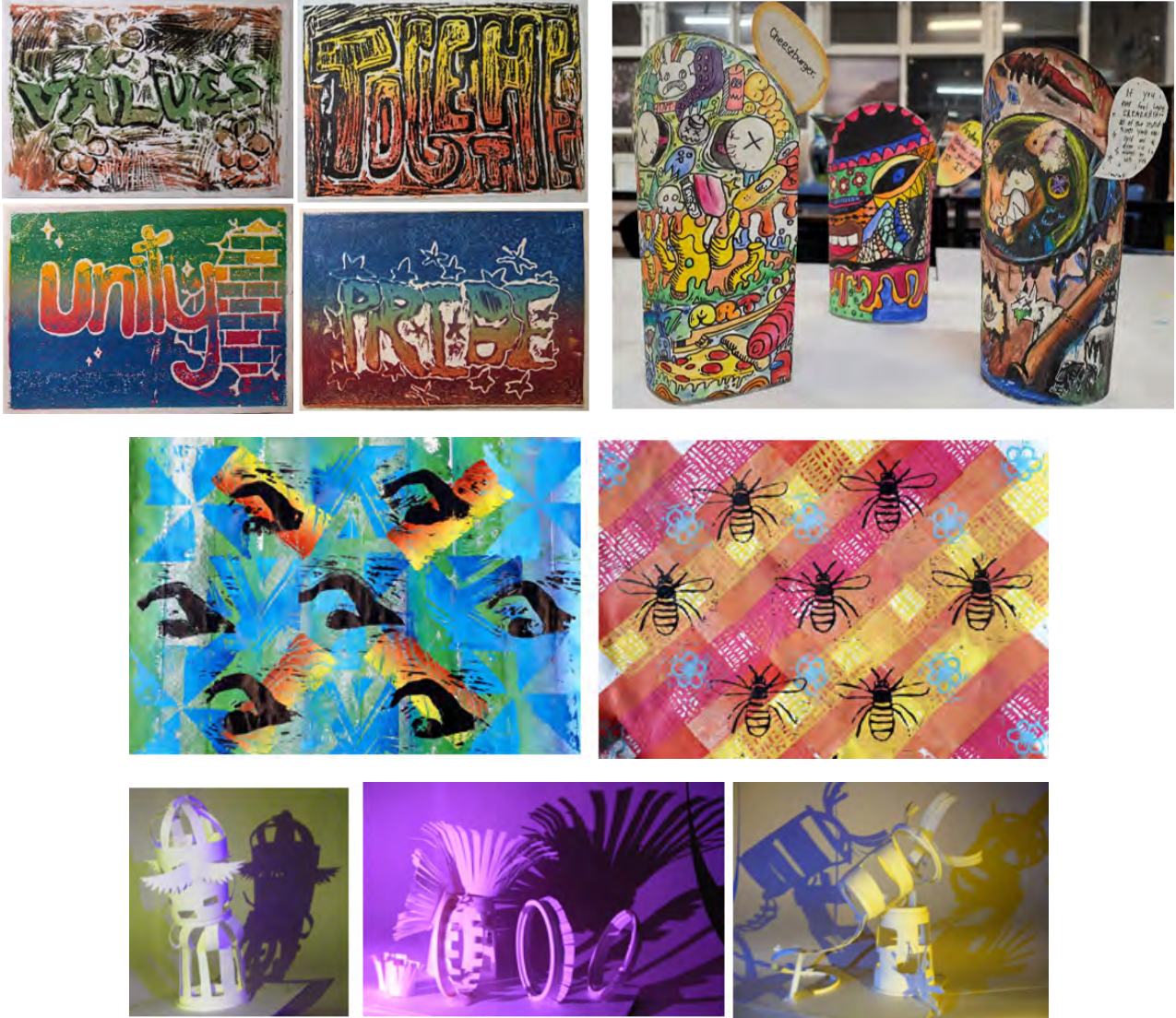
Painting skills (watercolour / acrylic)

Printmaking skills (linocut, collograph or tetra pack)

3D sculptural processes

... and more.

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



Head of Faculty - Pou Taahuu

- Vicky Moore-Allen

Learning Areas

Arts

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.

Pathways

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)

Arts - Music

Year 9 Music (9MUS)



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.

- Develop fundamental skills on guitar and bass guitar
- Learn how to play simple melodies, chords, and rhythms
- Explore digital music production using music technology software
- Build confidence performing music individually and in groups
- Learn to read and interpret basic music notation, chord charts, and TAB
- Listen to and analyse a variety of musical styles and genres
- Work collaboratively with others in practical music-making activities

This course provides a strong foundation for future music studies, participation in school music groups, achievement at NCEA levels and beyond.



Head of Faculty - Pou Taahuu

- Steven Granshaw

Prerequisites

No prior learning is necessary. This course is suitable for complete beginners, novice players or extension musicians.

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.

Learning Areas

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

Arts - Music

Year 9 Music Band (9MUB)



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.

Head of Faculty - Pou Taahuu

- Steven Granshaw

Prerequisites

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.

Learning Areas

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

ESOL - English for Speakers of Other Languages

Year 9 English for Speakers of Other Languages (9ESOL)

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.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Prerequisites

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.

Learning Areas

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

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.

Pathways

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

English

Year 9 English (9ENG)

Phase 4

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.

In Years 9–10, the focus shifts from foundational literacy development to the integrated and purposeful application and analysis of language. Building on the knowledge and skills developed within the Oral Language, Reading, and Writing strands in Years 0–8, students are taught to engage with texts more critically and creatively.

Years 9–10 is structured into two strands: Text Studies and Language Studies. Each element within these strands draws directly from the Years 0–8 strands: within Text Studies, the element of Textual and Critical Analysis deepens the skills developed in Reading; within Language Studies, the element of Crafting Texts builds on Writing, and the element of Oral Communication extends Oral Language.

Head of Faculty - Pou Taahuu

- Shalini Saxena

Learning Areas

English

Contributions and Equipment/Stationery

1 B5 x 2 exercise books

Pens

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

Health and Physical Education

Year 9 Health & Physical Education (9PED)



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.





Head of Faculty - Pou Taahuu

Sarah Hainsworth

Learning Areas

Health and Physical Education

Languages

Year 9 Japanese (9JPN)

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.



Kendo



Sumo



karate



Tokyo Tower



Senso ji Temple



Akihabara



Ramen



Konkatsu



Okonomiyaki

Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

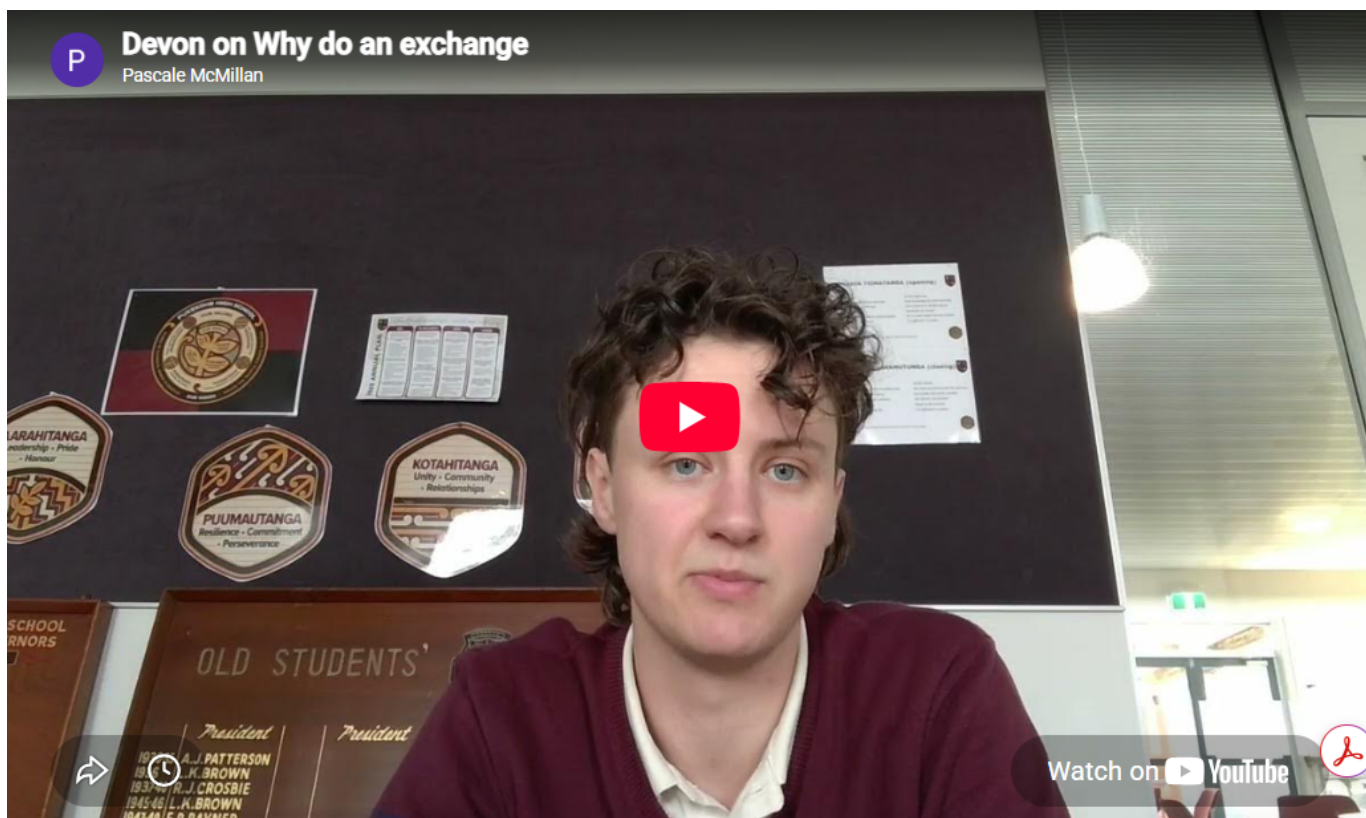
No prior knowledge required, the focus is on learning how to learn a second language

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?



Learning Areas

[Languages](#)

Contributions and Equipment/Stationery

A workbook and device

Pathways

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

Languages

Year 9 French (9FRE)

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.



Head of Faculty - Pou Taahuu

- Pascale McMillan

Prerequisites

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.

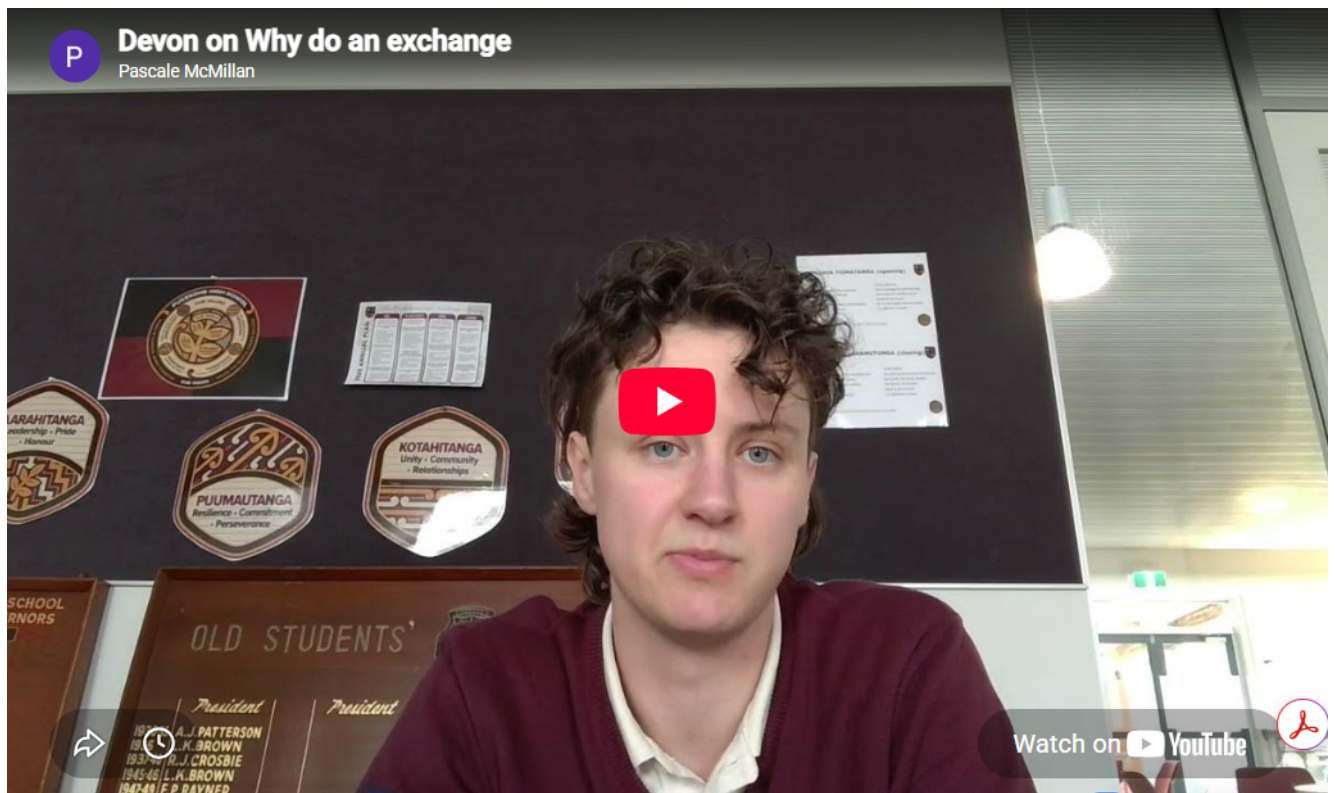
Here is a video from a student outlining the benefits of learning French as a second language



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?



Learning Areas

[Languages](#)

Contributions and Equipment/Stationery

A workbook and device

Pathways

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

Mathematics

Year 9 Mathematics and Statistics (9MAT)

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.

Head of Faculty - Pou Taahuu

- Amy Price-Williams

Learning Areas

[Mathematics](#)

Science

Year 9 Science (9SCI)

The Year 9 Science course equips students with the disciplinary knowledge and practices to understand, explain, and explore the physical and biological world. Structured around the curriculum's two core strands—**Physical Science** and **Biological Science**—this course supports students as they transition from concrete observations to structured, model-based reasoning. Students will develop essential skills in the scientific method, including managing variables in experiments, analysing data tables, and using scientific conventions to communicate findings within relevant, real-world contexts. Assessment tracks both knowledge and skill development through individual and group work.

Physical Science Strands

- **Chemistry & Matter:** Students learn to distinguish between pure substances, mixtures, and compounds using chemical formulas. They utilise the periodic table to locate metals and non-metals, predict the reactivity of specific groups, and use word equations to describe common chemical reactions and energy changes.
- **Motion, Forces & Fluids:** Students apply Newton's three laws of motion to practical contexts. They represent balanced and unbalanced forces using free body diagrams, calculate force relationships, plot motion graphs, and investigate how resistance forces and fluid pressure change with depth and altitude.
- **Earth Systems:** Students explore the atmosphere, lithosphere, biosphere, and hydrosphere. Using models, they investigate how Earth's spheres interact through global systems—including the water and carbon cycles—and compare energy transfers between polar and tropical regions.

Biological Science Strands

- **Organism Diversity & Traits:** Students explore how phenotypes (observable traits) are influenced by DNA, genes, chromosomes, and environmental factors. They graph continuous and discontinuous variation data and identify connections between gene activity, protein production, and the environment.
- **Transport Systems:** This unit investigates why multicellular organisms require specialised transport systems. Students study the human circulatory system, conduct heart rate experiments, model cellular transport (diffusion, osmosis, and active transport), and investigate how the xylem and phloem transport water and sugars in plants.
- **Ecosystems:** Students map interconnected species interactions using food webs and nutrient cycles. They collect field data using sampling techniques to calculate population sizes, evaluate how biotic and abiotic factors alter ecosystems, and observe local *ngā tohu o te taiao* (environmental indicators) to monitor ecosystem health.

Head of Faculty - Pou Taahuu

- Molly Vale
- Rajal Singh

Learning Areas

Science

Social Sciences

Year 9 Social Studies (9SOC)

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. The four key strands of Social Studies are:

- History
- Civics and Society
- Geography
- Economic Activity

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

This subject is compulsory at year 9.

Head of Faculty - Pou Taahuu

- Ben Silk

Learning Areas

[Social Sciences](#)

Contributions and Equipment/Stationery

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

Pathways

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

Te Wahanga Whakaako

Year 9 Te Ao Maaori (9TAM)

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).

If your child is wishing to learn to speak Te Reo Māori please select Te Reo (Full Year).

Te Ao Māori focusses on Pepeha, Kingitanga, Ngāti Tamaoho, Pukekohe Māori History and te reo Māori conversational kōrero.



This is a well-loved subject that our students enjoy and learn a lot about who we are and the stories about our area.

Pukekohe High School Māori Pathway

Year 9–13 Timeline

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kingitanga • Local iwi history	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
	- Local History (Ngāti Tamaoho, Pukekohe) - Marae Protocol	- Numbers - Colours - Days/Months - Sentence patterns - Reremahi	- Actions & posture - Performance etiquette
Year 9	Understanding Te Ao Māori - Atua Māori - Creation narratives - Matariki - Mana, Tapu, Noa - Māori values - Colonisation overview	Developing Communication - Conversations - Asking & answering questions - Describing people - Family - Daily routines - Directions	Performance Development - Waiata-ā-ringa - Haka composition - Poi development - Mōteatea introduction - Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge - Treaty of Waitangi - Kīngitanga - Local iwi history - Contemporary Māori issues - Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka - Perform haka and waiata - Explain tikanga within performance - Demonstrate movement skills - Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding - Māori leadership - Mātauranga Māori - Environmental sustainability (Kaitiakitanga) - Māori media - Social justice	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka - Advanced performance - Choreography - Composition - Leadership within rōpū - Performance analysis
Year 13 (NCEA Level 3 & UE)	Leadership & Research - Rangatiratanga - Indigenous knowledge - Māori world views - Contemporary issues - Research project - Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) - Lead a performance ensemble - Compose original haka/waiata - Evaluate performances - Mentor junior students - Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Sylvia Patu

Learning Areas

Te Wahanga Whakaako

Te Wahanga Whakaako

Year 9 Te Reo Maaori (9MAO)



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, Māori students strengthen their identities, while both Māori and non-Māori alike develop shared cultural understandings and at the same time have an improved chance of success with NCEA assessment at Levels 1-3.

All Students that select this course through to year 13, have the ability to gain university entrance in Te Reo Māori.

Pukekohe High School Māori Pathway

Year 9–13 Timeline

Year Level	Te Ao Māori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Māori University Entrance	Te Ao Haka University Entrance
Year 9	Whakapapa & Identity • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Kīngitanga • Local iwi history • Local History (Ngāti Tamaoho, Pukekohe) • Marae Protocol	Foundations • Pepeha • Whakapapa • Tikanga & Kawa • Treaty of Waitangi • Greetings & farewells • Pronunciation • Numbers • Colours • Days/Months • Sentence patterns • Reremahi	Introduction to Kapa Haka • Waiata • Haka basics • Poi basics • Titi Tōrea • Actions & posture • Performance etiquette
Year 9	Understanding Te Ao Māori • Atua Māori • Creation narratives • Matariki • Mana, Tapu, Noa • Māori values • Colonisation overview	Developing Communication • Conversations • Asking & answering questions • Describing people • Family • Daily routines • Directions	Performance Development • Waiata-ā-ringa • Haka composition • Poi development • Mōteatea introduction • Leadership roles
Year 11 (NCEA Level 1)	Applying Knowledge • Treaty of Waitangi • Kīngitanga • Local iwi history • Contemporary Māori issues • Leadership & Manaakitanga	NCEA Level 1 Students communicate confidently using familiar language. Assessment includes speaking, listening, reading and writing.	NCEA Level 1 Te Ao Haka • Perform haka and waiata • Explain tikanga within performance • Demonstrate movement skills • Reflect on performance
Year 12 (NCEA Level 2)	Critical Understanding • Māori leadership • Mātauranga Māori • Environmental sustainability (Kaitiakitanga)	NCEA Level 2 Students use increasingly complex language. Discuss opinions, events and cultural concepts in Te Reo Māori.	NCEA Level 2 Te Ao Haka • Advanced performance • Choreography • Composition • Leadership within rōpū • Performance analysis

Year Level	Te Ao Maaori Y9 Te Reo Unit Standards Yr 11-13 Manaaki Ki te Marae Yr 11-13	Te Reo Maaori University Entrance	Te Ao Haka University Entrance
	• Māori media • Social justice		
Year 13 (NCEA Level 3 & UE)	Leadership & Research • Rangatiratanga • Indigenous knowledge • Māori world views • Contemporary issues • Research project • Preparing for tertiary study	NCEA Level 3 (UE Approved) Students communicate with confidence across a wide range of contexts. Analyse language, culture and identity while demonstrating fluency in spoken and written Te Reo Māori.	NCEA Level 3 (UE Approved) • Lead a performance ensemble • Compose original haka/waiata • Evaluate performances • Mentor junior students • Demonstrate advanced cultural understanding

Head of Faculty - Pou Taahuu

- Sylvia Patu

Learning Areas

Languages, Te Wahanga Whakaako

Technology

Year 9 Multi Materials Technology (9TEC)

Make, Build, and Problem-Solve

You'll learn to think and work like a designer and maker by creating practical projects using a range of materials, tools, and processes. Through hands-on projects such as a folding stool, a simple picture frame, and an electronic circuit, you will develop confidence using hand tools, machines, and workshop equipment safely and accurately.

You will learn how to mark out, measure, cut, shape, join, assemble, and finish materials to create products that are functional, durable, and fit-for-purpose. You will also explore how different materials behave, how they are selected for specific uses, and how design decisions affect the way people use and interact with products.

Throughout the course, you will identify and manage risks, test ideas, solve problems, and use feedback to improve your outcomes. You will apply skills from Technology, Mathematics, Science, and Social Sciences to make informed choices about materials, construction methods, safety, sustainability, and product quality.

What You Will Learn:

Workshop safety and practical skills

Safe use of workshop spaces, tools, machines, and equipment
Identifying and managing risks during practical work
Accurate measuring, marking out, cutting, shaping, joining, and finishing
Developing confidence with hand tools and machine tools

Materials technology

Understanding the characteristics of materials, including appearance, strength, durability, performance, and function
Selecting appropriate materials for specific products and users
Exploring how traditional, smart, hard, and soft materials behave in different contexts
Considering sustainability, ethical choices, and responsible use of materials

Design and problem-solving

Using evidence-based thinking to make informed design decisions
Testing, modelling, and improving ideas during the design process
Using stakeholder feedback to improve practical outcomes
Creating products that are functional, safe, durable, and fit-for-purpose

Materials engineering

Choosing suitable joining methods and manufacturing processes
Applying knowledge from Mathematics, Science, and Social Sciences to support design decisions
Understanding how material choices affect safety, quality, sustainability, and user experience
Developing practical solutions through making, testing, and refinement

Projects

Folding Stool – design and manufacture a functional stool using accurate marking out, cutting, joining, assembly, and finishing techniques.

Simple Picture Frame – create a picture frame while developing measuring, cutting, joining, and finishing skills.

Electronic Circuit – construct a basic electronic circuit while learning about components, connections, testing, and safe practical work.

THIS COURSE LEADS TO YEAR 10 TECHNOLOGY

Head of Faculty - Pou Taahuu

Paul Reynolds

Learning Areas

Technology

Technology

Year 9 Food Technology (9FNT)

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



Head of Faculty - Pou Taahuu

Paul Reynolds

Learning Areas

Technology

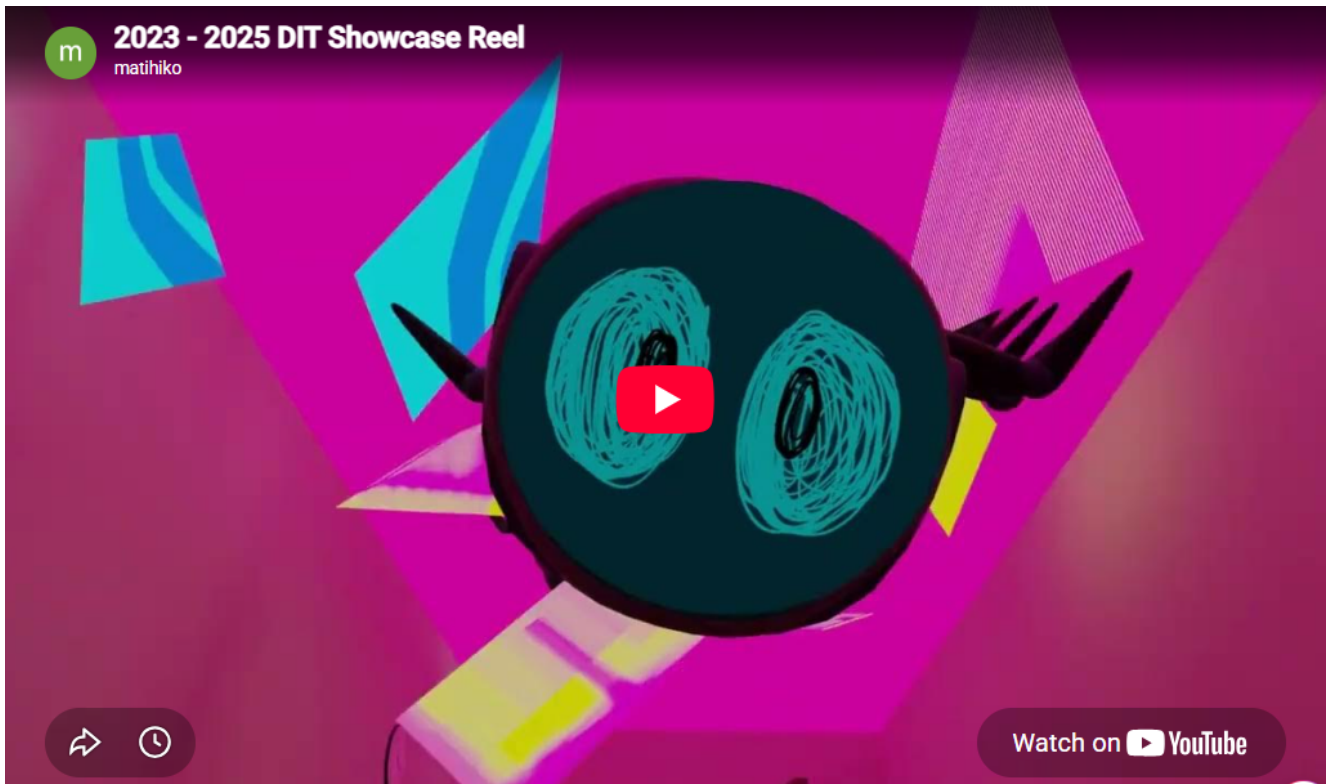
Pathways

The skills developed in Food Technology are important for those who wish to follow a career in the Food industry. It provides a base for students to build their practical skills on, beginning with measuring and basic cooking skills.

Technology

Year 9 Digital Technologies (9DIT)

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.



Head of Faculty - Pou Taahuu

- Paul Reynolds

Learning Areas

[Technology](#)

Technology

Year 9 Design Thinking (9DET)

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 water bottle, outdoor seating or designing your own tiny home, 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 – know how to use design principles to present your work.

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

Research

- Product and Architect research activities
- Maaori and Pasifika Design - Spatial and Product

Digital

- Digital tools – use programs like SketchUp and Floorplanner.
- Ai images - bringing your modelling to life

Projects

- Product Design - Water Bottle – design and model innovative bottle designs using simple materials.
- Spatial Design - Tiny Home – Design your own tiny home using Freehand sketching and SketchUp

THIS COURSE LEADS TO YEAR 10 DESIGN THINKING

Head of Faculty - Pou Taahuu

- Paul Reynolds

Prerequisites

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

Learning Areas

Technology