



**PUKEKOHE**  
HIGH SCHOOL

**Course  
Information  
Year 10  
2025**

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## YEAR 10 in 2025

At Year 10 there are five CORE subjects, which are compulsory for everyone to take, and a range of OPTION subjects.

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

- English OR ESOL
- Maths
- Science General
- Social Science
- PE/Health

**\*\*NOTE:** In Year 10 Te Reo Maaori as a CORE subject is for speakers of Te Reo Maaori as a first language or have fluency in Te Reo Maaori. Placement into this subject will follow a discussion with our Kaihautuu Maaori and whaanau.

**OPTION SUBJECTS:** You need to select options from the following learning areas:

- Arts
- Languages
- Maaori
- Technology
- Science
- Social Science/Business

**^NOTE:** If you intend to select Music or one of the Visual Arts when you are in Year 11, it is recommended to select the whole year option for Year 10. However, similar skills will be covered in the semester option.

**\*\*NOTE:** If you intend to select a whole year course, please be aware that it is a commitment for the duration of the year and changes will be unlikely. E.g. French, Japanese and Music Band etc.

You need to select **FOUR** options below (NOTE: Whole-year courses count as TWO options) and TWO options for reserve/backup.

Learning Area	Semester A	Semester B
<b>Technology Semester Classes</b>	Design and Visual Communication Digital Technology Food Technology Multi-materials (Hard) Technology	Design and Visual Communication Digital Technology Food Technology Multi-materials (Hard) Technology
<b>Arts Semester Classes</b>	Music Core Visual Arts Dance/Drama combined Digital Creative Art Creative Enterprise	Music Core Visual Arts Dance/Drama combined Digital Creative Art Creative Enterprise
<b>Arts Full Year</b>		*Music Core *Music – Band *Visual Arts *Dance *Drama
<b>Te Wahaanga Semester Classes</b>	Maatauranga Maaori (Semester) Te Ao Haka (Semester)	Maatauranga Maaori (Semester) Te Ao Haka (Semester)
<b>Te Wahaanga Full Year</b>		*Te Reo Maaori (Whole year) *Ngaa Toi (Whole year)
<b>Languages Full Year</b>		*French *Japanese
<b>Science Semester Classes</b>	Electronics (Semester) STEM (Semester) Production Studies (Semester)	Electronics (Semester) STEM (Semester) Production Studies (Semester)
<b>Social Science/Business</b>	Money Matters (Semester)	Money Matters (Semester)

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

### Combination Course Selection notes:

You need to choose according to the following combinations:

- **TWO** whole-year courses OR
- **ONE** whole-year course **AND TWO** semester courses **OR**
- **FOUR** semester courses.

Your FIFTH & SIXTH choice (**TWO** semester **OR ONE** whole-year course) is used as a reserve/backup in case there is a timetable clash.

## Course Selection Process Overview

*Support for students' **Pathway Planning** and in their **Course Selection** will be provided in Whaanau Roopuu (Form Class) time. Further information about the subjects is available in SchoolPoint and as a part of the Opening Evening/ Subject Information Evening, Wednesday 7 August 2025.*

YEAR 9 in 2025	YEAR 10 in 2025	YEAR 11 in 2025	YEAR 12 in 2025	YEAR 13 in 2025
<p><b>CORE SUBJECTS:</b></p> <ul style="list-style-type: none"> <li>English (OR ESOL)</li> <li>Maths</li> <li>Science</li> <li>Social Science</li> <li>PE/Health</li> <li>Te Ao Maaori (Semester) OR Te Reo Maaori (full year course)</li> </ul> <p><b>OPTION SUBJECT CHOICES</b></p> <p>Choose</p> <ul style="list-style-type: none"> <li>ONE Technology</li> <li>TWO Arts</li> <li>ONE Language</li> <li>ONE other from either Technology OR Art</li> <li>ONE backup</li> </ul>	<p><b>CORE SUBJECTS:</b></p> <ul style="list-style-type: none"> <li>English <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> <li>Maths</li> <li>Science General</li> <li>Social Science</li> <li>PE/ Health</li> </ul> <p><b>OPTION SUBJECT CHOICES</b></p> <p>Choose</p> <ul style="list-style-type: none"> <li>TWO x whole year courses <b>OR</b></li> <li>ONE x whole year course + TWO x semester courses <b>OR</b></li> <li>FOUR x semester courses <b>AND</b></li> <li><b>ONE</b> x whole year course <b>OR</b></li> <li><b>TWO</b> 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 Science/Business</li> </ul> </li> </ul>	<p><b>COMPULSORY SUBJECT CHOICES:</b></p> <ul style="list-style-type: none"> <li>English <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> <li>Mathematics with Statistics</li> <li>General Science</li> </ul> <p><b>OPTION SUBJECT CHOICES</b></p> <p>Choose FOUR other subjects from any Learning Area.</p>	<p><b>COMPULSORY SUBJECT CHOICES:</b></p> <ul style="list-style-type: none"> <li>English <b>OR</b> ESOL <b>OR</b> Te Reo Maaori</li> </ul> <p><b>OPTION SUBJECT CHOICES</b></p> <p>Choose SIX other subjects from any Learning Area.</p>	<p>Choose SIX subjects from any Learning Area.</p>
<p><b>NOTE:</b> Some selections may be subject to Learning Progression Guidelines <b>OR</b> Subject Combination restrictions. Exemptions can be applied for via SchoolPoint during the Course Selection process. Kaihautuu are responsible for reviewing exemptions.</p>				
		<b>NCEA LEVEL 1</b>	<b>NCEA LEVEL 2</b>	<b>NCEA LEVEL 3/ UNIVERSITY ENTRANCE</b>
	<b>Year 9 (2024) Student Course Selection CLOSES: Friday 20 September 2024</b>	<b>Year 10 – 12 (2024) Student Course Selection CLOSES: Friday 30 August 2024</b> <b>Year 9 (2024) - Student Course Selection CLOSES: Friday 20 September 2024</b>		

# Arts



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

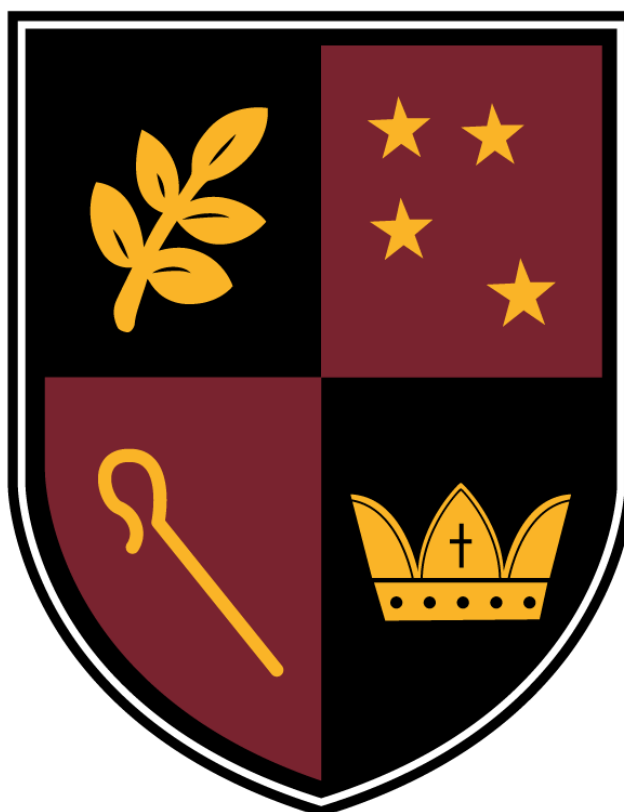
Students have the opportunity to enrol in a short taster course in each of these four disciplines in Year 9. For many students this will be the first time they have the opportunity to learn in a specialist environment with a specialist teacher. Many students discover they have ability, potential, or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

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

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

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

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



# Year 10 ART - Core

10ARTF

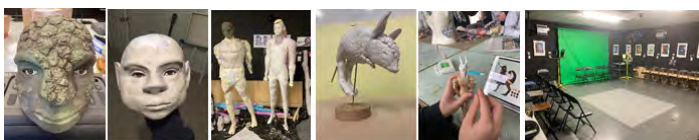


Head of Faculty - Kaihautuu: [Vicky Moore-Allen](#)

## Recommended Prior Learning

Year 9 art

## Course Description



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

Alternate course: Year 10 ART SEMESTER which runs for two terms only.

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

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



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

- **DRAWING** using a range of materials and approaches
- Experimental drawing
- Mixed media works
- Portraiture
- Still life drawing
- Stencil making
- digital and analogue drawing processes
- Drawing animals from real life
- Illustration - creative character concepts & animals real and imagined
- **VISUAL RESEARCH SKILLS**
- Idea gathering
- Collecting imagery
- Planning and developing ideas
- Studying artists' works
- **MURAL PAINTINGS** in school and out of school
- Intro to acrylic painting
- Work with digital & mixed media drawing processes to create mural compositions
- Stencils, acrylic paints & spray paints

- Group murals on and off-site; working with visiting artists
- **PAINTING**
- water colour painting
- acrylic painting
- **PRINTMAKING**
- Screen printing (can link to Enterprise studies unit)
- Social action-related theme
- Reduction lino-printing – make and sell an edition of prints to raise money for a cause
- Dry point etching
- May also cover cyanotype or collograph printing
- **PHOTOGRAPHY** – “The Selfie” and “My Whakapapa”
- Portrait unit (self, important others, still life objects, my culture)
- animate your photos
- Create a selfie Zine
- **TRIP** to the Art Gallery or Museum, and to local sites of interest linked to topics
- **3D WORK**
- Opportunity to make Wearable Art and enter Show Quest
- Clay work
- Other 3D processes
- **INTRODUCTION TO PHOTOSHOP**
- Layered Images unit – my heritage and whakapapa
- Mixed media art project
- multi-media printed works combined with hands-on art making processes
- **MOVING IMAGE**
- animation, introduction to photo shop, digital tilt brush and VR technologies.





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



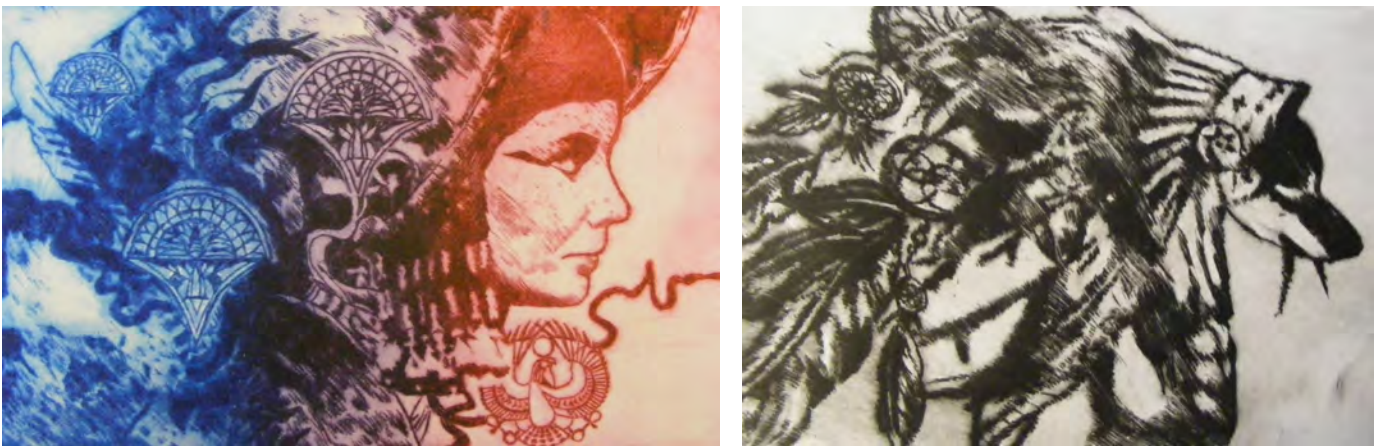
Learning encompasses the four Visual Arts Curriculum Strands: Practical Knowledge, Developing Ideas, Communicating and Interpreting and the Visual Arts in Context. In Year 10 Art, ākonga learn to **work independently and collaboratively** to construct meanings and produce artwork. Ākonga learn through making practical work and the study of others' art. They learn to make objects and images, to research, source and develop ideas, and to communicate and interpret meaning.

10 Art focuses on the concepts of creativity and connection. This course is divided into four interrelated areas that all explore a common 'big picture' idea: **observing nature and our place in nature, culture and heritage, identity, and social activism**.



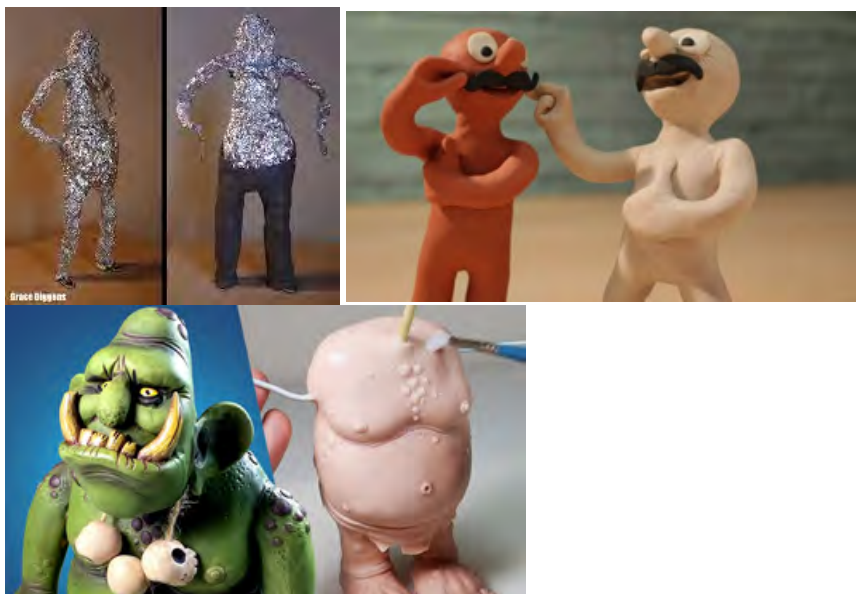


This course has been created as an foundational course for the specialist courses available in the senior school. It is the best foundation for Year 11 Visual Art, Year 11 Photo-Design and further senior visual arts courses.



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





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

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#### Learning Areas:

[Arts](#)

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#### Pathway

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

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

#### Contributions and Equipment/Stationery

Students are encouraged to purchase their own art journal and a basic kit of materials, such as pencils, eraser, brushes. Other useful items to own are coloured pencils and a small set of paints.

#### Assessment Information

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

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# Year 10 Art - Semester

10ART



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

## Recommended Prior Learning

Year 9 art

## Course Description

**Year 10 Art Semester will run for two terms .**

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

## 10 ART SEMESTER

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

**There are two main themes:**

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

- o **DRAWING** using a range of materials and approaches.
- o **VISUAL RESEARCH SKILLS**
- o Idea gathering
- o Collecting imagery
- o Planning and developing ideas
- o Studying artists' works
- o **PRINTMAKING** - one of several options per semester:
- o etching, tetra-pack or collograph prints
- o **PAINTING**
- o water colour or acrylic painting
- o **3D Unit**



Creativity is essential in a global economy that needs a workforce that is **knowledgeable, imaginative and innovative**. Making and participating in the Arts aids the development of skills that will be necessary for our ākonga (students') futures. Leading people in any field are those who can **think creatively and innovatively**.

Creativity is cited by business leaders as the top leadership competency for the future. Studying the arts teaches **determination and resilience** – qualities useful to any career. It teaches us to **experiment and be curious**, that it is okay to fail, to not get things right the first time and to have the courage to start again. **Not to mention, it is**

## lots of fun and always hands-on!

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



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

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

### Learning Areas:

[Arts](#)

### Pathway

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

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

### Contributions and Equipment/Stationery

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

### Assessment Information

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

# Year 10 Creative Enterprise

10ACE



Head of Faculty - Kaihautuu: [Lisa Purda](#)

## Recommended Prior Learning

It would help if students have taken Year 9 Art.

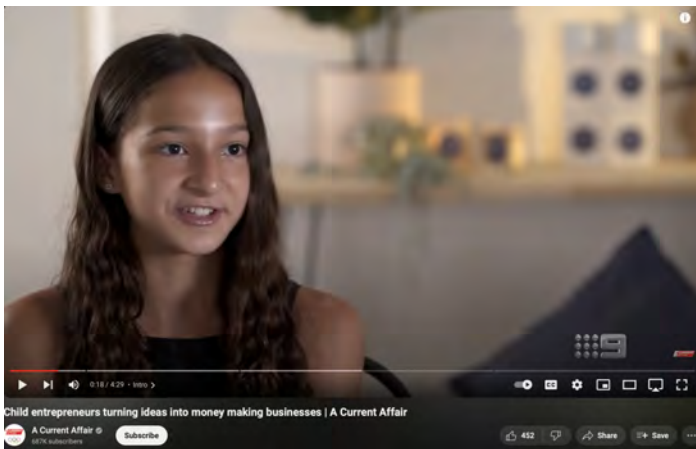
## Course Description

# Welcome To Year 10 Creative Enterprise!

## What is an entrepreneur?

"An entrepreneur is an individual who identifies a need in the marketplace and works to fulfil it. The term, historically, has been applied to an individual who starts a business, seeing the ability to fulfil that identified need as an economic opportunity."

Creative entrepreneurs could be musicians playing at an event for money, artists making art and selling prints to people at a market, a crafts person making something to sell at a market, a photographer capturing an event or selling prints of images, a designer selling posters or creating a design for a customer... the list goes on.....



## Who is this course for?

Are you creative and want to have a go at making your own art works to sell?

Are you a creative and think you could sell your skills to clients who need them?

Are you creative and are curious about the world of advertising and want to know more about creative careers in that space?

Are you creative and considering taking business but not sure about how you might fit in?

Are you creative and think you have what it takes to run your own business using your creative skills?

Are you a creative and like to take photos and design promotional material?

Are you creative and don't mind working outside of class to make sales to earn money for your artwork or creative skills?

Then this course is for you!

Students who are both artistic and have a desire to learn about how creativity fits into the entrepreneurial world including social enterprise should take this course. Creative minds and skills are a powerful combination in the modern marketplace. Creativity is a broad term. Think arts, crafts, baking, making and or creating.... what can you create that will allow you to make a product or a range of products and then sell them to make some money?

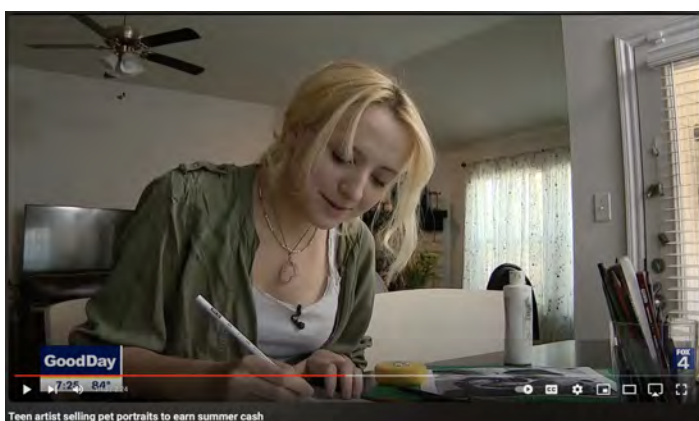
## What will I do and learn in this course?

In this course students will investigate creative career pathways and how the creative industry contributes to the business landscape. We will explore how to advertise and market our own products through our own creative practice and we will learn some business theory that sits behind the world of advertising. Students will create their own marketing campaign and launch their own products.

The course is a semester course so students will spend the first term developing their product and exploring a range of creative ways to make a product. In the second term students will learn about marketing (advertising) and also how to sell their products. We will take our products to the public and see if we can make some money. Students will be able to keep the profit they make after covering their expenses. We will look at the cost of production and how we can price our products. We will also investigate who our target audience is and places we can sell our creations. Many of the skills students develop support the learning in the Year 10 Social Studies module, "Becoming an Entrepreneur," and vice versa.

## What is the workload like?

Students who take this course should be prepared to work outside of class and this will include sale of their products to the friends, family and or the wider public. They may need to attend local markets and have a stall. Students will do this as a group activity and learn together. Students must be reliable and committed to making their business work. Students will be willing to take time to create their own creative products and work to create advertising for their product. This may take time over and above normal classroom hours. Students can work as individuals or as a group.



### Learning Areas:

[Arts](#)

### Pathway

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

### Contributions and Equipment/Stationery

Students will be encouraged to buy their own Art journal, pencils, pen, SD card, coloured pencils or graphic pens

# Year 10 Dance - Core

10DANF



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

## Recommended Prior Learning

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

## Course Description

### Year 10 Dance - Core

**Year 10 Dance (Core) is a full year course** that is designed to be a stepping stone towards NCEA Level 1 Dance in Year 11. Within the safe environment of the classroom students will build relationships with their classmates through collaborative group work, and participate in a variety of performance opportunities.

Any movement and dance skills students already have, linked to their own cultural experience, or developed in dance classes out of school are valued. Year 10 Dance (Core) students will complete research and perform dance from a variety of cultures of your own choice, learn to manipulate the dance elements to create interesting movement pathways, learn and perform dances from a variety of different genres, and perform in the PHS Dance Showcase. You will have opportunities to work individually, in small groups and as a whole class while you grow your knowledge through movement and practicing dance every lesson. Assessments are largely practical, though there will be a written component to accompany each assessment.

Watch of this [video](#) of a dance class in action!



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

## Course Overview

### Term 1

Whakawhanaungatanga - building a class relationship

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

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

**Term 2**

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

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

**Term 3**

Perform dance sequences - Learn and master dance styles

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

**Term 4**

Dance Project

Students will use all the knowledge that they have gained in Dance this year and use it to develop a creative project of their choice based around an important idea.

**Learning Areas:**

[Arts, Arts - Dance](#)

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**Pathway**

[NCEA Level 1 Dance](#), [NCEA Level 1 Drama](#)

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

**Assessment Information**

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

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# Year 10 Dance-Drama - Semester

10DDR



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

## Recommended Prior Learning

This course is an open-entry course - no pre-requisites required. However, students must be willing to participate positively in all aspects of the course, interacting with others.

Students might pathway through to this course after taking Year 9 Dance-Drama. But students can also begin learning Dance-Drama without any previous experience at all.



## Course Description



**Year 10 Dance-Drama** is a semester course that provides students the opportunity to develop their skills in both Drama and Dance. It is suited to ākonga of all abilities. Students can continue their learning in both Dance and Drama, or can choose to major in one subject and minor in the other.

Please note: that the best foundation courses for NCEA Level 1 Dance or Drama in Year 11 are the full year course options. However some students may need to take this Semester combination course to accommodate their other timetabled option choices.

The course is ideal for students who are creative, enjoy performing, group work, and enjoy learning by being in action. Students will build relationships with their classmates through collaborative group work, and participate in a variety of performance opportunities. Students will work individually, in small groups and as a whole class while they learn about and explore ideas through Dance and Drama.

**Course content will focus these dimensions:**

- \* Drama conventions and performance skills, study of a theatre form, leading to students devising and performing original drama in response to a given idea.
- \* Dance conventions and performance skills, learning a dance from a choice of styles, leading to students creating their own choreography and performance.

Students who are more interested in one of these subjects (that is, either Dance or Drama) will be able to focus on their main interest once they have covered the foundational elements of the course. Students will collaborate to create original pieces of Dance-Drama, performing creative projects by the end of the semester.

Assessments are practical, with a small written component to accompany each assessment. Assessments are practical, with a small written component to accompany each assessment.

**Learning Areas:**

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

**Pathway**

[NCEA Level 1 Dance](#), [NCEA Level 1 Drama](#)

**Assessment Information**

Assessments are practical, with a small written component to accompany each assessment.

# Year 10 Digital Creative

10ADC



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

## Course Description

### Welcome To Year 10 Digital Creative!

Project Based & Time Based Learning

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

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

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

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

### The way it will work.....

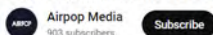
We will work on a class project to make and produce a digital showcase LIVE outcome at the end of the course that you can present to your year level at assembly and if it is good enough our school social media pages. This is a **real world-based project** class so you must come prepared to engage and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

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

See This Professional Show Reel



Digital Agency Showreel 2021 #digitalmarketingagency #airpopmedia #socialmediamarketing



2K likes, Share, Save, ...

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

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

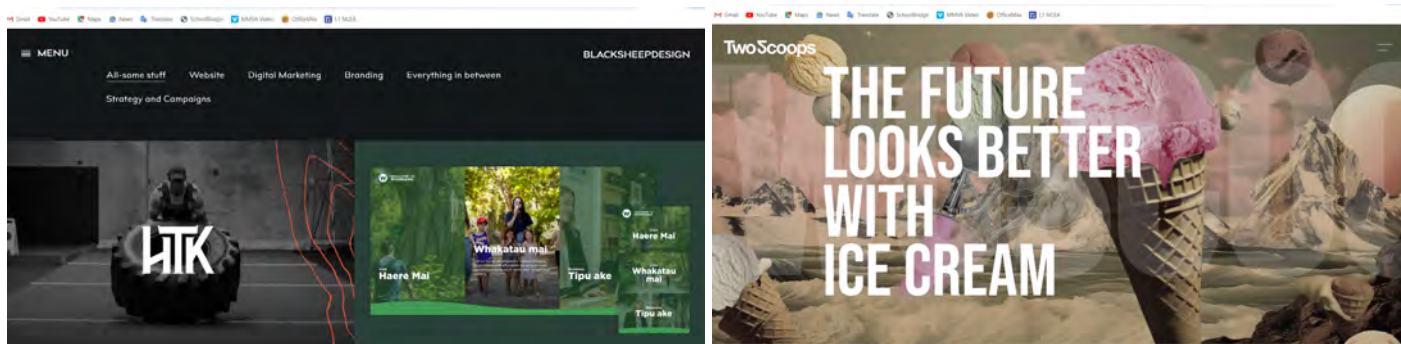
2D Illustration / Animation (Procreate or Adobe Fresco)

3D Modeling / Animation (Blender)

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

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

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



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

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

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

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

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



What are the Creative Industries?

### Learning Areas:

[Arts](#)

### Pathway

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

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

# Year 10 Drama - Core

10DRAF



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

## Recommended Prior Learning

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

## Course Description

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

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

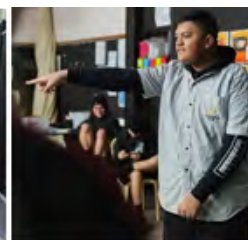


## HERE'S WHAT YOU WILL LEARN IN THIS COURSE:

10 Drama is an interactive, practical course that focuses on drama techniques and conventions linked to stage or screen. Within the safe environment of the classroom students will participate in a variety of performance opportunities that gradually build skills and knowledge of drama elements, techniques, and conventions. Learning activities in Drama are responsive to students' needs, interests, and prior learning.

### You will:

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



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

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

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



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#### Learning Areas:

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

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#### Assessment Information

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

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# Arts - Music



## Arts - Music Learning Area

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

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

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

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

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



# Year 10 Music - Core

10MUSF



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

## Recommended Prior Learning

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

## Course Description

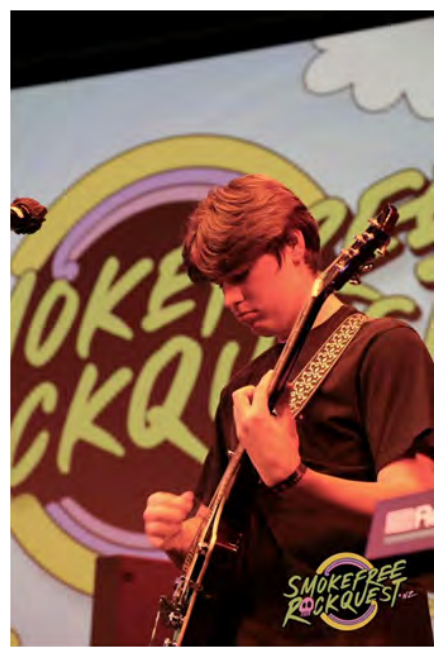


Music Core - is a full year course covering both semesters. 10Mus is a good choice if you want to continue on your musical journey and think you may study music at NCEA level.

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

You will learn more challenging pieces as you develop as a musician. You will participate in regular live performances as part of a group, and develop your abilities individually as a solo musician. You will gradually increase your confidence and expertise as a musician and performer. Many of our 10 MUS students form bands that go on to compete in the Rock Quest or Tangata Beats competitions.

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





**Learning Areas:**[Arts - Music](#)

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**Pathway**[NCEA Level 1 Performance Music](#)

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

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

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

**Assessment Information**

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

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# Year 10 Music - Semester

10MUS



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

## Recommended Prior Learning

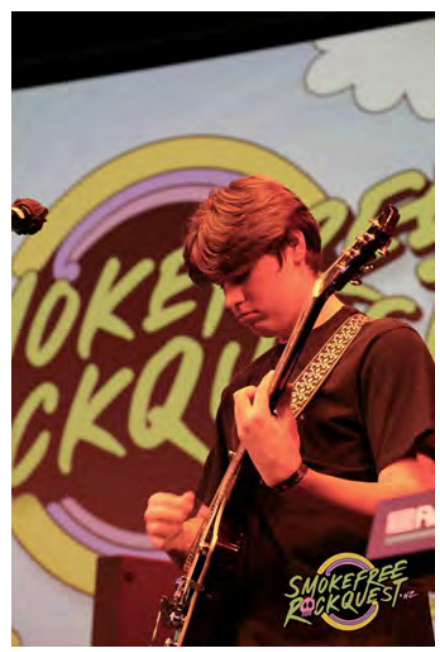
Completion of the 9MUS or 9MUB courses. Also ideal for students who have developed/have been developing instrumental or vocal skills inside and outside of school. Experience and skill in Music other than Year 9 Music courses will also provide a great foundation for this course.

## Course Description

10MUS (Semester) is a practical music making course that will develop or enhance your performance skills on acoustic guitar and rock band instruments including bass, drums and vocals. You will create compositions using live instruments and industry-standard software such as ProTool, and Soundtrap. The practical aspects of this course will be underpinned by the study of music theory and compositional techniques including song writing.

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

10MUS (Semester) runs for two terms only. If you know that you will not take music at NCEA level 1, but would like to develop your musical ability, this 10 Music Semester course could be an option for you. It is a good option to follow on from the 9MUS course if you are unable to, or do not wish to take a full Year 10 course in Music.. Please note that the full year Music courses provide the best foundation for Year 11. Please discuss with a Music Teacher if you are uncertain.



## Learning Areas:

[Arts - Music](#)

## Pathway

[NCEA Level 1 Performance Music](#)

Students have a choice to select either 10 MUS or 10 MUB. If you are uncertain about which course is best for you, please talk to Ms Kikuno or Mr Granshaw. Many Pukekohe High School graduates have gone on to study Music at tertiary level, training to become professional musicians, tutors, or sound and studio technicians. Many others have continued to pursue life-long active enjoyment of music in their personal lives.

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

**Assessment Information**

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

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# Year 10 Music Band

10MUB



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

## Recommended Prior Learning

Ideally you may have completed 9MUB and be an active musician in one of the school music groups. You will be attending itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school. Please talk to a Music teacher if you do not have prior learning but are keen to take this course.

## Course Description



Music Band is a full year course covering both semesters.

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

As a participant in this course you will also be an active musician in one of the school music groups. You will attend in-school itinerant music lessons and have an instrument at home to use for practicing every day. Instruments are available from the school FREE of charge. Students will choose from the following: Trumpet, trombone, clarinet, saxophone, bass or percussion.

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





**Learning Areas:**

[Arts - Music](#)

**Pathway**

[NCEA Level 1 Performance Music](#)

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

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

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

**Assessment Information**

You will be assessed in a range of ways from live performance work, composition assignments and theory tests.

Performance, Composition and Musical Theory are assessed. Some assessments will be as part of a group, and others will be as a solo musician.

# English

English Learning Area



# Year 10 English

10ENG



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

## Course Description

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

The main skills and knowledge gained on this course are:

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

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

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

## Course Overview

### Term 1

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

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

Personal reading challenges will also begin to promote individual reading.

### Term 2

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

#### Unfamiliar texts

Familiar written texts

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

Personal reading challenges will continue to promote individual reading.

### Term 3

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

#### Formal writing

Creative writing

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

Personal reading challenges will continue to promote individual reading.

### Term 4

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

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

Create a visual/oral text

Personal reading challenges will continue to promote individual reading.

**Learning Areas:**

[English](#)

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**Pathway**

[NCEA Level 1 English](#)

**Contributions and Equipment/Stationery**

1 B5 Exercise book x 2

Pen

**Assessment Information**

Students will be assessed in a number of ways:

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

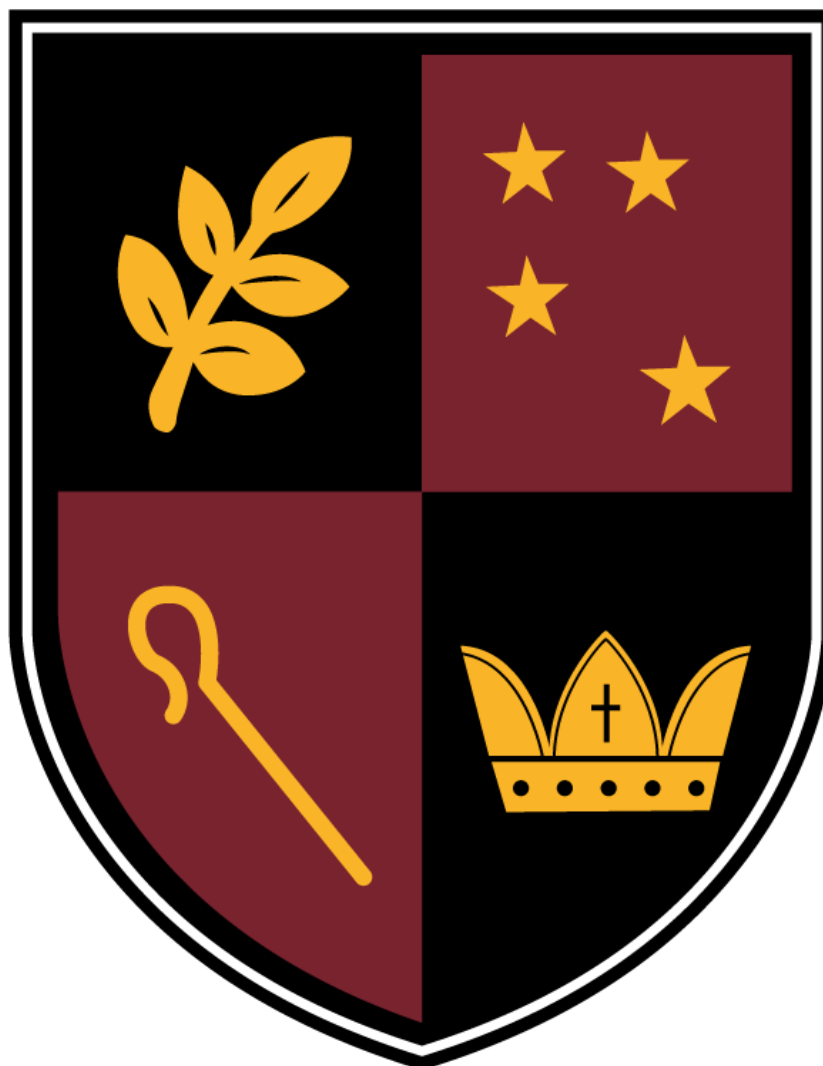


# ESOL - English for Speakers of Other Languages



## ESOL Learning Area

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



# Year 10 English for Speakers of Other Languages

10ESOL



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

## Recommended Prior Learning

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

## Course Description

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

## Learning Areas:

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

## Pathway

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

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

## Contributions and Equipment/Stationery

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

## Assessment Information

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

# Health and Physical Education



## What is health and physical education about?

He oranga ngākau, he pikinga waiora.

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

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

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

### Why study health and physical education?

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

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

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

### The four strands are:

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

### The seven key areas of learning are:

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



# Year 10 Health & Physical Education

10PED



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

## Course Description



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

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

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

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



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## Course Overview

### Term 1

Physical Education - 'Whanaungatanga'

Health - 'Taha Hinengaro' - Mental Well-being

### Term 2

Physical Education - Innovative Games

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

Health - Sexuality

### Term 3

Physical Education - 'Everyone's an athlete'

Health - Sexuality Continued til Week 8

### Term 4

Physical Education - 'The Great Outdoors'

Health - Alcohol and other drugs

### Learning Areas:

[Health and Physical Education](#)

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## Pathway

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

# Languages

Languages Learning Area

Students will

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



# Year 10 French

10FRE



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

## Recommended Prior Learning

It is recommended to have completed one semester of French at Year 9

## Course Description

Students will:

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

Topics covered:

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

Focus is :

- a) on speaking being able to use simple French sentences and questions for the purpose of every day conversation and recording video presentations for future penpals.
- b) on reading from authentic texts such as magazines, online articles, lyrics on songs and simple videos
- c) on experiencing the culture with activities such as food ie French lunch and easy recipes, buying food and tickets and music and films.

## Course Overview

### Term 1

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

### Term 2

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

### Term 3

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

### Term 4

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

## Learning Areas:

[Languages](#)

## Pathway

[NCEA Level 1 French](#)

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

## Contributions and Equipment/Stationery

1B5 / a device / headphones

# Year 10 Japanese

10JPN



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

## Recommended Prior Learning

Achievement in Year 9 Japanese

## Course Description

Students will

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

Topics covered are:

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

Focus is :

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

## Learning Areas:

[Languages](#)

## Pathway

[NCEA Level 1 Japanese](#)

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

## Contributions and Equipment/Stationery

1B5 / a device / Headphones

## Assessment Information

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



# Mathematics

Mathematics Learning Area



# Year 10 Mathematics and Statistics

10MAT



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

## Course Description

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

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

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## Learning Areas:

[Mathematics](#)

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## Pathway

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

# Science

Science Learning Area



# Year 10 Science

10SCI



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

## Course Description

In the Year 10 Science course we develop the skills needed to carry out scientific investigations using all four strands of science: chemistry, physics, biology and Earth and space. These strands will be integrated into topics that have localised, contextual, and relevant contexts. These contexts include the biological and chemical analysis of local waterways, plant structure and function, and how these are linked to food production, materials and house design, and the practical application of all the strands of science to provide scientific evidence in forensic science to solve crime. These topics will help students develop their skills in using the scientific method to carry out practical investigations, literacy and numeracy, working together, overcoming challenges and developing resilience.

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

**Plants and Genetics:** We will learn about the structure of plants and how these adaptations help plants to survive and reproduce. We will compare and contrast asexual and sexual reproductive methods in horticulture and agriculture. We will learn about the basics of DNA and genetic information and how this is inherited between generations.

**Waterways:** We will learn about the chemistry of waterways in New Zealand. This will involve learning about atoms and ionic compounds, acid and base chemistry and chemical reactions. Students will carry out different chemical reactions to assess water quality and investigate the impacts of changing water quality on different environments.

**Materials and House Design:** We will learn about the different materials used in construction and how the properties of these materials influence their use. We will learn the concepts of electricity and how electrical circuits can be configured.

**Energy and Light:** We will learn about the different types of energy and how these are transformed and transferred. We will learn about how light behaves, including the eye works.

**Shaky Ground:** We will learn about the causes and effects of earthquakes, volcanic eruptions and tsunamis.

**Matariki and Astronomical Cycles:** We will learn about astronomical cycles and Matariki, linking this knowledge to harvesting and planting crops.

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## Learning Areas:

[Science](#)

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# Year 10 Electronics

10SEL



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

## Course Description

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

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## Learning Areas:

[Science](#)

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# Year 10 Production Science

10SPS



Head of Faculty - Kaihautuu: [Meghan Ashford](#) , [Molly Vale](#)

## Course Description

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

Learn about Agriculture & Horticulture production in NZ, how to propagate plants from seed, farm safety and possible careers in primary industry sectors.

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## Learning Areas:

[Science](#)

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## Pathway

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

Primary Industries - Agriculture, Horticulture and related industries.

## Assessment Information

People credited with this unit standard are able to identify and describe legislative rights and responsibilities for workplace health and safety; describe the systems approach to workplace health and safety; explain how risks and hazards are defined in the HSWA.

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## Related Videos

[https://www.youtube.com/watch?v=wstW5jy\\_WAU](https://www.youtube.com/watch?v=wstW5jy_WAU)

# Year 10 STEM

10STE



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

## Course Description

Year 10 STEM is for students who enjoy problem solving and want to discover real-world applications of Science, Engineering and Technology to spark their creativity and develop 21st-century skills.

STEM stands for Science, Technology, Engineering and Mathematics. This course is not about being an expert in each of those subjects - instead it is about harnessing the essential and transferrable skills behind them.

Scientists know how to hypothesise, experiment, analyse and evaluate what they discover. Technology can make our lives better and designers work to make everyday tasks more effective and more fun. Engineers are problem solvers who work on some of the biggest challenges in construction, biomechanics and automation. Mathematics teaches us how to quantify data and how physics rules the world around us.

This is a full-year course where students will take 1 semester of Science STEM and 1 semester of Technology STEM.

### Science STEM:

Students will learn mini-topics of Science and Engineering and then work in groups to complete a STEM project. Topics studied could include microbiology, building miniature self-driving cars, kitchen chemistry, biodiversity and pest-control.



### Technology STEM:

Students will explore the Science and Engineering principles behind the inventions that have shaped humankind's history and some of our possible futures.

In addition to examining 'how things work', students will unpack and examine the wider societal and ethical impacts of STEM creations. Students will then look at future opportunities and engage in problem-solving design and construction. Topics studied could include robotics, 3D design and printing, genetic manipulation and biohacking, space exploration, and AI.

### **Learning Areas:**

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

### **Pathway**

[NCEA Level 1 Science General](#)

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

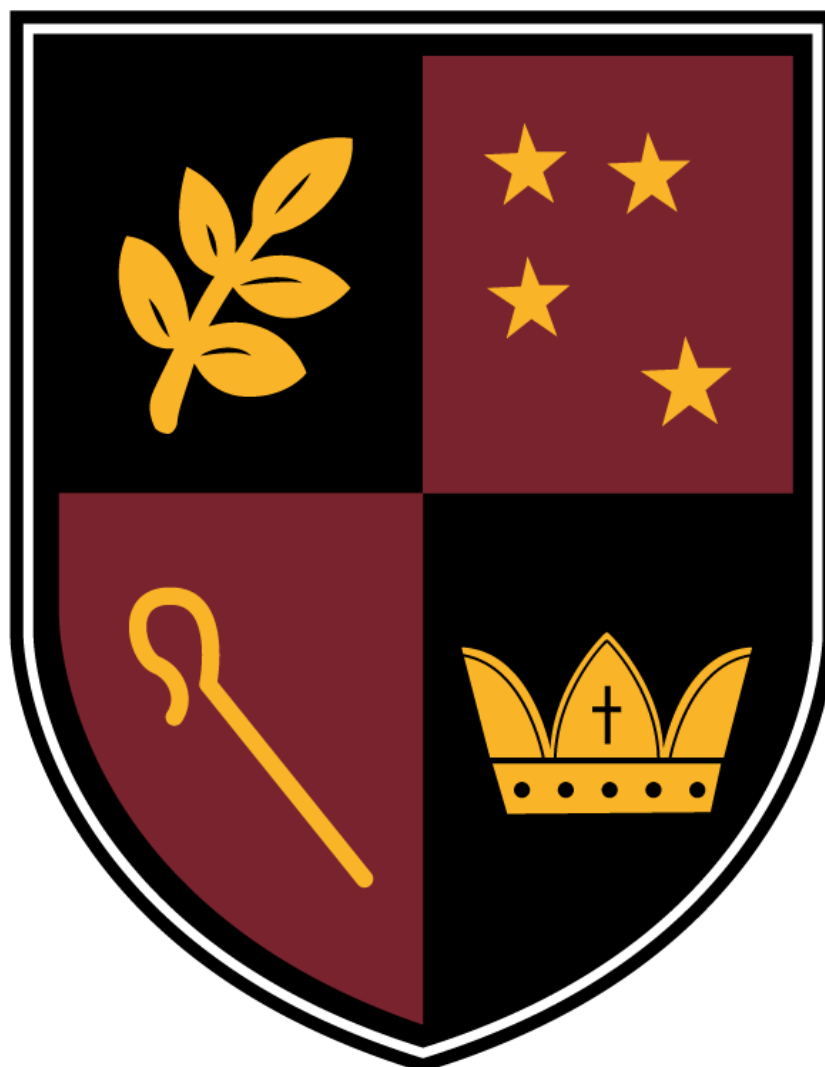
### **Contributions and Equipment/Stationery**

Students will need access to a device.

# Social Sciences



Puutaiao Paapori - Social Sciences Learning Area





# Year 10 Social Studies

10SOC



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

## Course Description

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

A variety of topics will be covered throughout the year.

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

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

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

Students will also gain skills in the business area to be able to plan for, and carry out, their **own small business**, selling creating and producing products or services for a school-based **market day**.

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

Social Studies is a subject that provides many skills in literacy (writing and interpreting information) and numeracy (collecting, interpreting data and graphing).

It provides a range of knowledge that links to senior Social Science Subject area.

## Course Overview

### Term 1

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

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

### Term 2

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

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

### Term 3

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

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

### Term 4

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

## Learning Areas:

[Social Sciences](#)

## Pathway

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

## Contributions and Equipment/Stationery

2B5 exercise book, digital device - laptop preferred

## Assessment Information

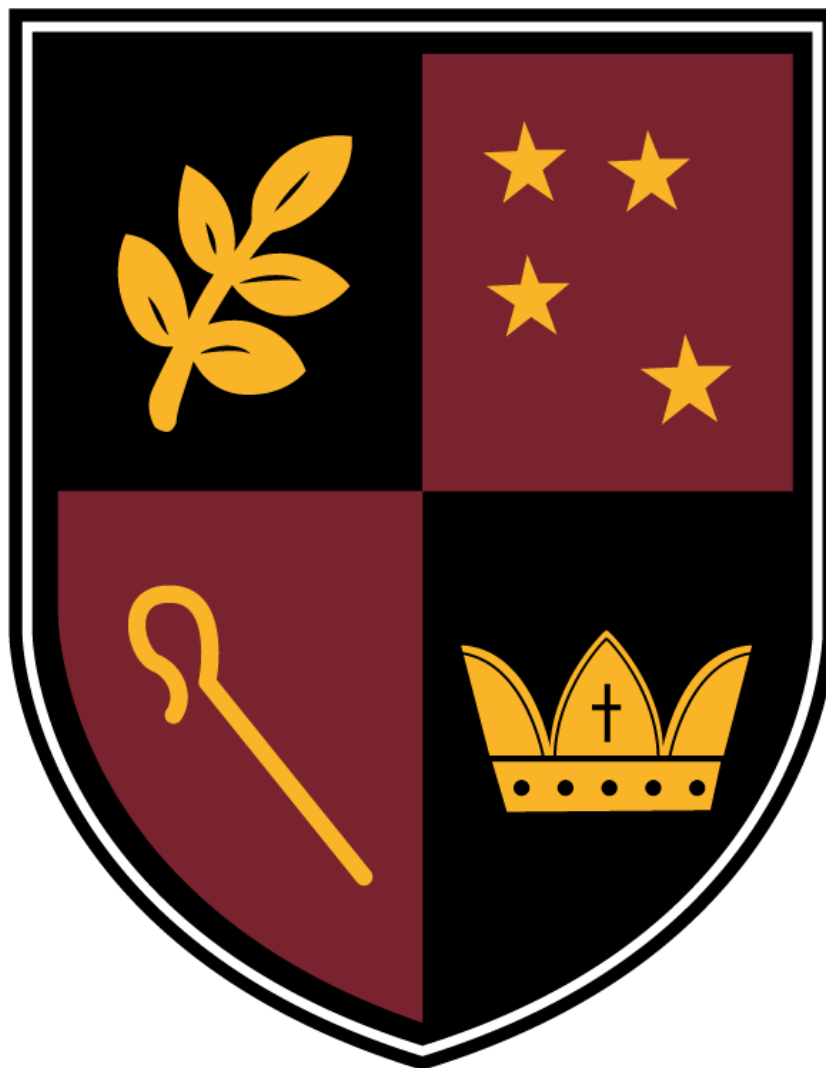
A range of methods of assessment are used and in many cases students are able to chose the way that they would like to present their knowledge and skills for marking.

## Related Videos

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

# Social Sciences - Business Hub

Social Sciences - Commerce Learning Area



# Year 10 Money Matters

10BMM



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

## Recommended Prior Learning

None

## Course Description

Money Matters Course be for TWO SEMESTERS (2 TERMS ONLY). It will equip students with the financial literacy skills, knowledge, and capability to make well-informed financial decisions throughout their lives. These courses assist students in becoming responsible, confident, and independent managers of money, enabling them to live, learn, work, and contribute as active members of our community.

## Year 10 Money Matters

To be active and productive participants in our community, it is vital that students are prepared for a complex and fast-paced financial world. Students need to have a basic knowledge and understanding of financial organisations, how to use credit effectively, and make wise investment choices. They will become confident in making sound financial and economic decisions.

*Financial Literacy Skills through Banqer:*

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

## Accounting:

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

**Topics covered include:**

- **What is Accounting?** Understanding the basics and importance of accounting.
- **Getting Started in Business:** Initial steps and considerations in starting a business.
- **Recording Financial Information:** Understanding and recording assets, liabilities, income, expenses, and equity; preparing and interpreting financial statements.

## Economics:

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

**Topics covered include:**

- **The Market:** Understanding supply and demand.
- **Types of Economies:** Exploring various economic systems from communism to capitalism and considering economic sustainability, climate change, and resource depletion.
- **Behavioural Economics:** Studying consumer psychology and market behaviours.
- **Share Market:** Learning about market dynamics, from bubbles to busts, including historical examples like the Tulip bubble and the Global Financial Crisis.

## Learning Areas:

[Social Sciences - Business Hub](#)

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**Pathway**[NCEA Level 1 Commerce](#)

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

**Contributions and Equipment/Stationery**

A personal laptop is essential for this course. If obtaining one is a barrier, please contact Ben Silk, the Kaihoutu/Head of Social Sciences, at [BSilk@pukekohehigh.school.nz](mailto:BSilk@pukekohehigh.school.nz).

**Assessment Information**

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

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**Related Videos**

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

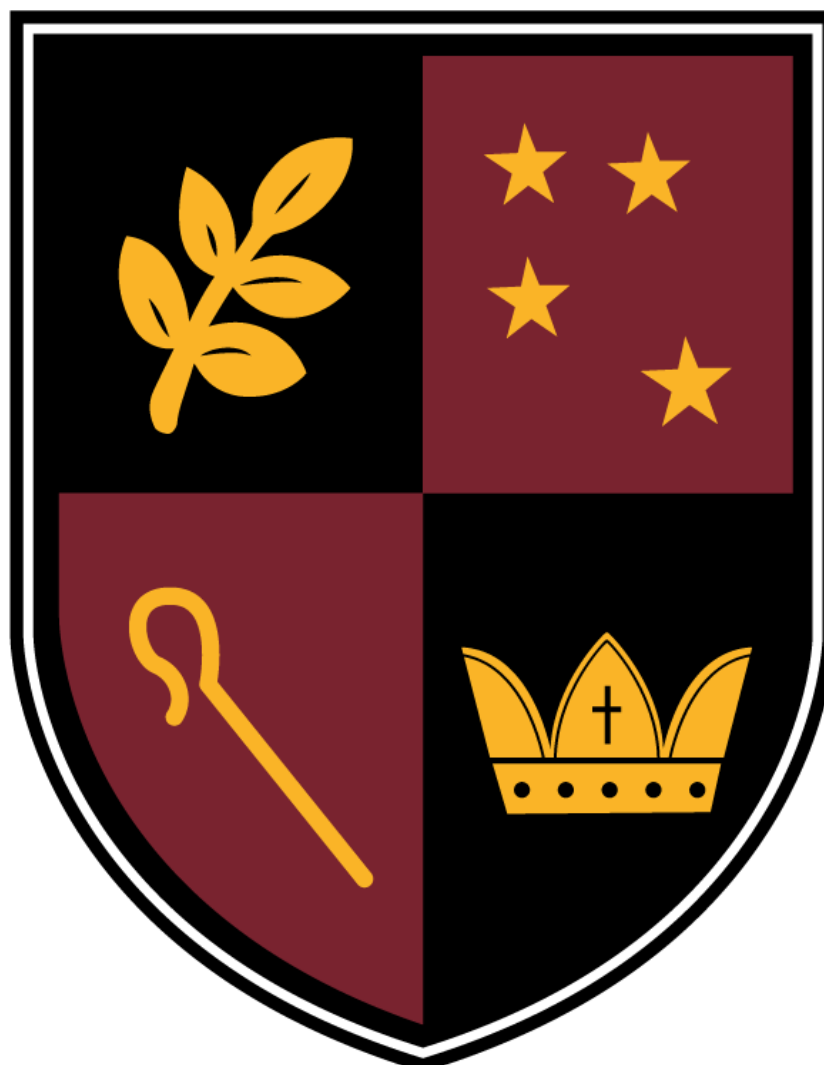
# Te Wahanga Whakaako



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

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

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



# Year 10 Te Ao Haka

10TAH



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

## Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

## Course Description

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

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

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

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

## Learning Areas:

[Arts](#)

## Pathway

[NCEA Level 1 Te Ao Haka](#)

## Assessment Information

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

# Year 10 Maatauranga Maaori

10WMM



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

## Recommended Prior Learning

It is not necessary that students have prior learning. However if a student already has an understanding of the Maaori World then they will find this course to their liking

## Course Description



## Year 10 Maatauranga Maaori

In this course Students will engage with the following aspects of Te Ao Maaori.

Te Whaanau, Haakinakina, Ngaa Kai Maaori and Ngaa Hui.

Each Topic is taught through and with a Maaori lens on the Family, Traditional Sports, Food that comes from our Waterways along with Hui and Poowhiri.

Students who are successful in this course will have acquired credits towards their Level 1 NCEA program. The number of credits will be 10 for the Semester as this is a half year program.

## Learning Areas:

[Te Wahanga Whakaako](#)

## Pathway

[NCEA Level 1 Te Manaaki Taangata Ki Te Maaori](#)

## Contributions and Equipment/Stationery

1B5

Computer access.

Clearfile

## Assessment Information

Each Topic will be assessed through a Power point Presentation.

# Year 10 Ngaa Toi - Core

10TOI



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

## Recommended Prior Learning

Studying Year 9 Art will be a helpful foundation, but aakonga are welcomed into this course without prior learning in Year 9.

## Course Description



**This is an exciting new visual arts course which was introduced for the first time in 2024.**

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

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



## Learning Areas:

[Arts](#)



## Pathway

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

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

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

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

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

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

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

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

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

## Assessment Information

Assessment will be based on practical work and development of a student art journal. Students will make work individually and collaboratively.

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# Year 10 Te Reo Maaori

10MAO



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

## Recommended Prior Learning

Year 9 Te Ao Maaori or Year 9 Te Reo Maaori

## Course Description

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

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

Students are given this option in Year 10 so they can build on the Year 9 program. Inside the program Year 10 students will have a sound understanding that Te Reo Maaori [Language] and Tikanga 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.

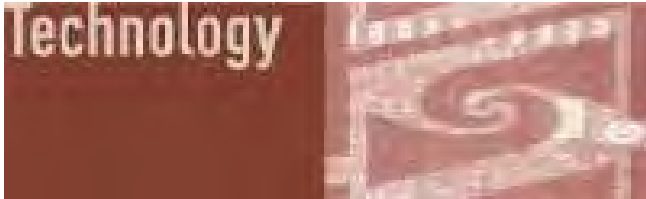
## Learning Areas:

[Te Wahanga Whakaako](#)

## Pathway

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

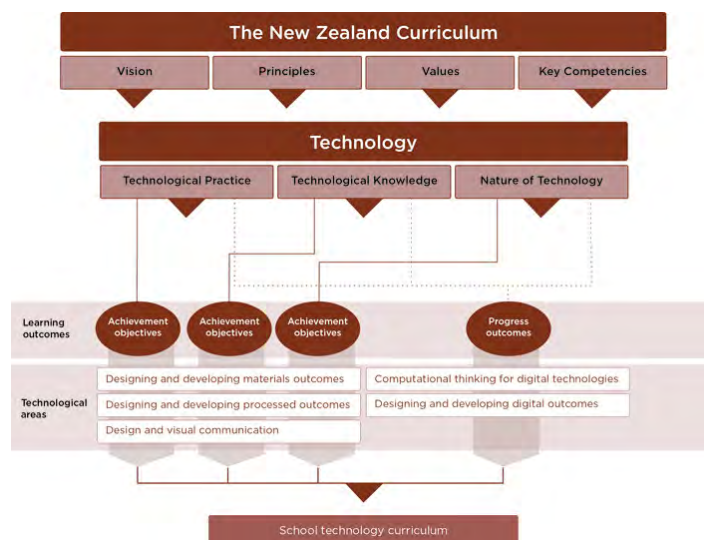
Technology is associated with the transformation of energy, information, and materials. Technological areas include structural, control, food, and information and communications technology and biotechnology. Relevant contexts can be as varied as computer game software, food products, worm farming, security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

10DVC



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

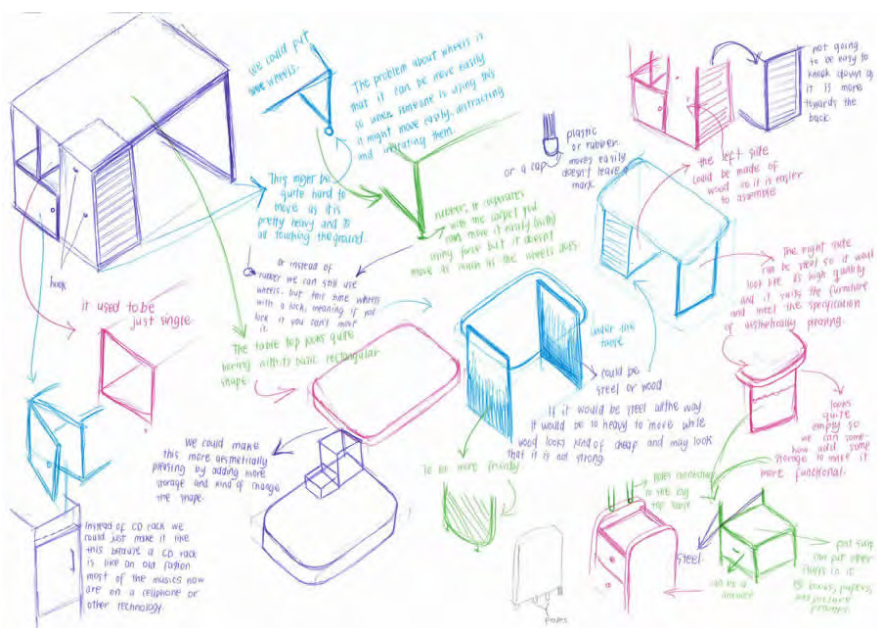
## Course Description

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

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

## WHAT WILL I LEARN?

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



## Learning Areas:

[Technology](#)

## Pathway

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

## Assessment Information

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

# Year 10 Digital Technologies

10DIT



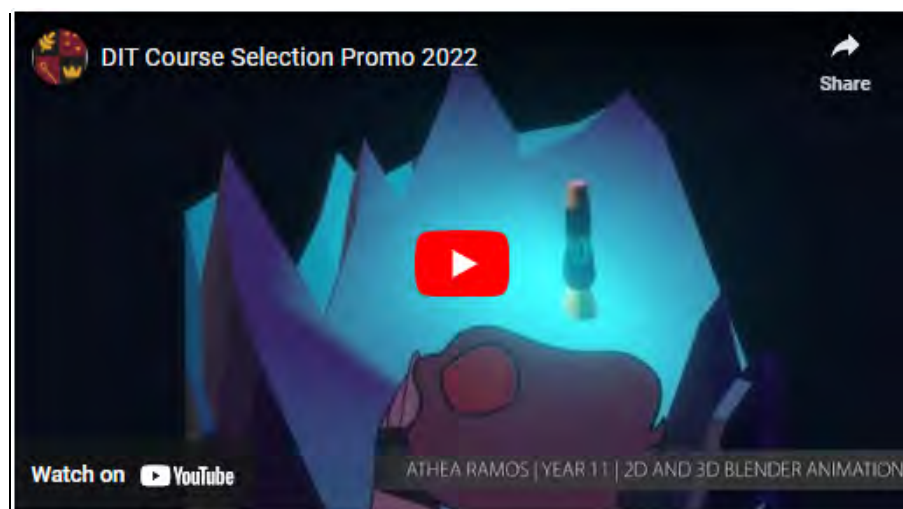
Head of Faculty - Kaihautuu: [Salman Qureshi](#)

## Course Description

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

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

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



## Course Overview

### Term 1

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

### Term 2

Group Project for 3D Modelling and Animation  
Spreadsheets and Databases

## Learning Areas:

[Technology](#)

## Pathway

[NCEA Level 1 Digital Technologies](#)

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

## Assessment Information

Classwork will be submitted as evidence of learning.

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

# Year 10 Food Technology

10FNT



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

## Course Description

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

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



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## Learning Areas:

[Technology](#)

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## Assessment Information

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

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# Year 10 Multi Materials Technology

10TEC



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

## Recommended Prior Learning

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

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

## Course Description

HOW WILL I LEARN?



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

## Learning Areas:

[Technology](#)