



YEAR 9 2022  
COURSE BOOKLET

TAUPO-NUI-A-TIA COLLEGE

ESTABLISHED  
1960

# Arts

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The Visual Art Faculty at Taupo-nui-a-Tia College is a healthy and vibrant part of the school that allows students to explore a wide range of creative fields. We aim to give our students the opportunities to develop original ideas that express themselves and the world they live in while successfully gaining NCEA qualifications. This is a rewarding subject that requires students to use their imagination and creativity, while acquiring a range of practical skills.

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## 9DAN - Year 9 Dance

The Year 9 option dance program is available to all Year 9 students **regardless of ability or level of dance**. The course covers:

- Introduction to dance terminology.
- Dance history.
- Introduction to choreography.
- A range of styles and genres.

Students who take this course will spend the semester learning a range of dance styles including contemporary, Samoan sasa, and Hip Hop. They will have a number of opportunities to work in groups to develop their own choreography and perform in front of their peers. **This course promises to be a fun, practical class in which students can be creative and express themselves.**

**Teacher in Charge:** Mr Rod Forrest

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

A4 refillable display book. Students are encouraged to bring their own laptop. Any associated workshop cost may be extra.

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## 9DRA – Year 9 Drama

**Recommended Cost - \$8.00**

Learning and assessment activities are based around the four strands from the Arts Curriculum. Students explore the following while developing their knowledge of dramatic conventions, elements and techniques, in the context of storytelling using Māori Myths and 18<sup>th</sup> Century society:

- Developing practical knowledge – using drama elements and conventions to create drama.
- Developing ideas – improvisation, drama creation.
- Communicating and interpreting – performing in role.
- Understand drama in context – theatre styles.

**Teacher in Charge:** Ms V Gowdy

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

It is recommended that students pay the subject fee of \$8.00. This covers the cost of all the take home materials used in the course and includes a professional performance or workshop. Students will need to bring a scrapbook or 1B5 exercise book to keep track of learning.

## **9MUS - Year 9 Music & Technology**

This course introduces the language of music through modules which are made up of music theory, practical music and music technology. Students are encouraged to be creative and expressive while learning the basics of reading and writing music. Learning assessment activities are based around the four strands in the Arts Curriculum and feedback and guidance are provided throughout the course:

- Developing practical knowledge - practical and written activities to explore music
- Developing ideas - research and understand a composer's music
- Communicating and interpreting - rehearse and perform tasks
- Understand music - listening and practical activities to understand musical genres

**Teacher in Charge:** Mrs L Wigram

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

It is recommended students purchase a music take-home theory workbook supplied in class. If the student has an Apple product (iPad, MacBook) then it would help to bring that to class. Other laptops for classroom use.

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## **9ART - Year 9 Visual Arts**

**Recommended Cost \$20**

During this course, students will work in a variety of areas and media. Observational drawings and developmental work leads to work in one or more of the following media:

- Paint.
- Design.
- Collage and mixed media.
- Printmaking.

**Teacher in Charge:** Mr G Lindsay

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

It is recommended that students pay the subject fee of \$20.00, which covers the cost of all the take home materials used in the course. A3 Visual diary, eraser, 6B pencil, sharpener, Coloured pencils, Scissors, Glue stick. Students are encouraged to bring their own laptop.

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# English

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Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

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## 9EN - Year 9 English

This is a full year course.

Year 9 students follow a course which integrates the English curriculum strands of Reading, Writing, Oral language and Visual language. Students will focus on developing their skills across these strands by completing a wide range of activities and assignments. The course will be adapted to meet the learning needs of students. There is a strong on focus on student progression from their current curriculum level towards level 5.

**Teacher in Charge:** Mrs S Andrews

**Contributions and Equipment/Stationery:**

2 Exercise Books (1B5), A4 Display Book (40pg)

# Health and Physical Education

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Physical Education applies a holistic approach to the concept of physical activity for young people. Students take part in a range of games, sports and adventure-based learning, which together teach inter-personal skills such as being inclusive and working in teams. Learning in Physical Education involves the acquisition of knowledge, concepts, skills, and attitudes central to physical education, together with recognition of its potential for integration with other curriculum areas.

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. In Health, students develop their understanding of the factors that influence the health of individuals, groups and society. In Physical Education, the focus is on movement and its contribution to the development of individuals and communities.

For any questions you can talk to Mrs MacLachan

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## 9HPE - Year 9 Physical Education & Health

Physical education contributes to personal and social development. Students are involved in activities that require individual endeavour and interaction with others, while learning and developing the skills, tactics, and strategies for various sports and activities. The course involves participation in:

- adventure based learning
- athletics, aquatics and water safety
- fitness, cross country
- gymnastics
- international games
- a variety of modified games centred around participation, leadership, social responsibility confidence, cooperation, inclusion, and competence.

Health units in this course will be a combination of the following topics:

- Sexuality
- Drug & Alcohol Education
- Resilience
- Hauora

**Teacher in Charge:** Ms J Smith

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

Laptop/tablet or 1 x 1B5. Students must have the correct PE uniform, as described in the uniform regulations, available for purchase online from Argyle.

# Languages

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The Languages Faculty encompasses four languages: Spanish, French, Te Reo Maori and Japanese. We teach how to speak the chosen language in a useful and appropriate way.

The majority of our students who learn a language or languages are complete beginners when they start in Year 9. A majority of languages can be studied through all Levels of NCEA.

Being bilingual or even multilingual bestows a distinct advantage upon our students for future studies and career opportunities. Many university faculties welcome a high level of competence in a second language as an indication of academic ability and are recommending a second language as a means of “having a difference, to stand out” from the majority of graduates.

Students who choose to learn and speak another language open doors to careers of wide diversity. Opportunities through business and commerce, law, medicine, the arts, teaching, engineering and architecture expand exponentially when another language is spoken.

In New Zealand’s increasingly multicultural society, it makes sense for those working in all professions and trades to be able to understand cultural differences and to appreciate them. Learning another language promotes awareness of the differences, and similarities, of those from other cultures that students will eventually work beside.

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## 9FRE - Year 9 French

An introduction to the French language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of the French-speaking world. Topics covered in the course are:

- Basic introductions and greetings.
- How to exchange basic information about yourself (name, age, feelings, birthdays, physical characteristics and personalities).
- Family, colours, animals, weather, school, telling time, free time, teenage life in France
- Cultural activities (cooking French food)

**Teacher in Charge:** Mrs C Feuillade

**Contributions and Equipment/Stationery:**

1 Exercise Book (1B5), coloured pencils, blue & black pens, glue stick

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## 9JAP - Year 9 Japanese

An introduction to the Japanese language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of Japan. Students will learn to communicate in simple Japanese with our Japanese visitors and exchange emails, texts and letters with sister school students. They will also learn to read and write most of the Hiragana script. Topics covered in this course are:

- Basic introductions and greetings and how to exchange basic information about yourself.
- Where you and others live in the world.
- Nationality and languages, important dates.
- Japanese traditional sports, likes and dislikes.
- Japanese food.
- Monthly culture activities.

**Teacher in Charge:** Ms R Ireland

**Contributions and Equipment/Stationery:**

2 x 1H5 Exercise books

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## **9MPA - Year 9 Maori Performing Arts**

This course will cover the basic skills required for Māori Performing Arts and Kapa Haka.

Skills will cover a range of theory, skills and concepts behind Maori performance.

Students will be introduced to the use of patu and rākau as well as foot movements unique to Ngāti Tuwharetoa. Students will learn about the history of Kapa Haka and look at the variety of performing arts costumes and regalia that are worn during a performance.

Students will also have the opportunity to gain a Toi Whakaari Māori Level 1 Unit Standard (Demonstrate knowledge of people associated with Maori Performing Arts). It is preferable that students are members of the school kapa haka group so that they achieve a high standard of training and purpose. It also assists them with the development of te reo Maori, which is essential in this course.

**Teacher in Charge:** Mr G Rameka

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## **9SPA - Year 9 Spanish**

An introduction to the Spanish language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of the Spanish-speaking world. Topics covered in the course are:

- Basic introductions and greetings.
- How to exchange basic information about yourself (name, age, feelings, birthdays, physical characteristics and personalities).
- Family, colours, animals, weather.
- Cultural activities.

**Teacher in Charge:** Mrs C Feuillade

**Contributions and Equipment/Stationery**

1B5 book

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## **9MAO - Year 9 Te Reo Maori**

**Recommended Cost \$15**

This course aims to introduce students to basic Te Reo and Tikanga Māori. Some of the topics covered are:

- Mihimihi/Pepeha (basic introductions and greetings).
- Whānau (family).
- Tīnana/Kākahu (Body & Clothes).
- Tikanga me ngā kawa o te marae (marae customs and marae protocol).
- Haka and waiata.

**Teacher in Charge:** Ms S Richards

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

Travel to Te Arawa Manu Kōrero speech competition \$15. 1B5 exercise book

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## **9MAO - Year 9 Te Reo Maori Full Year**

**Recommended Cost \$15**

This full year course aims to introduce students to basic Te Reo and Tikanga Māori. The aim is to extend this knowledge in the second semester further developing their skills. Some of the topics covered are:

- Mihimihi Pepeha (basic introductions and greetings)
- Whānau (family)
- Tikanga me ngā kawa o te marae (marae customs and marae protocol)
- Haka and waiata
- Tīnana (body)
- Kāinga (home)
- Pakiwaitara (legends)
- Kura (school)
- Whaikōrero (Māori oratory)

**Teacher in Charge:** Ms S Richards

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

1x 1B5 exercise book. Students will also travel to the Te Arawa Regional Manu Kōrero Speech Competition which may cost \$15.

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# Mathematics

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Mathematics is all about ideas, principles and concepts. Knowledge of numbers (numeracy) is important as a foundation, but mathematics is much more than this. The reasoning required for Mathematics is used in all walks of life, from music to sport, from languages to sciences.

Our aim is to prepare our students' minds to appreciate the importance and usefulness of Mathematics. Taupo-nui-a-Tia Mathematics staff endeavour to provide a positive work environment where each student can develop their personal excellence.

Year 11, Year 12 and Year 13 students can choose from a variety of courses that will address their skills and specific needs. Their choices arise from the progress they have made during each previous year level. Real progress in Mathematics is attained by students fully participating in class, making the most of all the opportunities that are offered, and having a positive attitude toward their studies.

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## 9MA - Year 9 Mathematics

The course is based on Mathematics in the New Zealand Curriculum (Level 4/5). The strands of number and algebra; geometry and measurement; and statistics and probability are covered, as well the mathematical processes of problem solving; developing logic and reasoning; and communicating mathematical ideas.

Teaching and learning in the classroom, and assessment, will reflect the needs and abilities of the students

Students will be given opportunities to:

- Gain confidence and competence in the use of numbers.
- Develop the skills of measurement.
- Develop geometrical knowledge and skills associated with shape and space.
- Generalise from patterns and relationships.
- Manipulate data.
- Participate in real mathematical situations so as to see the use of mathematics in every day life.

**Teacher in Charge:** Mr S Farrow

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

It is recommended that students have a scientific calculator with a fraction key. 2 Maths Book (1J8), blue or black and red pen, pencil, rubber and ruler.

# Science

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Science requires curiosity, imagination and inspiration. In science we learn to investigate, understand and explain our world and the wider universe. We do this through the generation and testing of ideas and gathering of evidence in various ways. A good foundation in science enables problem solving and decision making in many areas of life.

Students need a basic understanding of science for many different career paths and also to cope with the challenges of technology in the world.

In the junior school we study the nature of science in the context of the living world, the material world, the physical world and planet Earth and beyond. In the senior school it is possible for students to specialise in one or more of the science disciplines.

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## 9SC - Year 9 Science

Science at Year 9 aims to develop science skills and capabilities. Units of work are based on the Nature of Science in the New Zealand Curriculum.

Science education covers a series of context based topics offered throughout the year in suitably equipped laboratories.

By the end of this course students should be able to:

- Communicate in Science
- Investigate in Science
- Understand how scientists work
- Participate and contribute.

**Teacher in Charge:** Mrs L Brown

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

1x 1B8 exercise book or computer, calculator, pencil, 30cm ruler, blue and black pens, highlighter

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# Social Science

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Through studying Social Sciences, students develop the skills to engage as effective and responsible members of society. They acquire the skills to critically examine what they learn and draw conclusions after assessing the evidence. Theoretical components taught in the class are matched with various real-life activities that relate theory to practice. Students develop their ability to fit into society as responsible members, thereby contributing to their personal growth and development.

The Social Sciences faculty provides challenging learning programmes that meet the individual educational needs of all students in an authentic and engaging manner. We encourage students to draw on their prior knowledge in order to acquire a clear understanding of local, national and global issues.

Through Social Sciences students are offered not only a window into New Zealand but the world in which they live and will contribute to in the future. Students develop a global perspective over the years they study in the Social Sciences faculty developing a tolerance and appreciation of others and their viewpoints and can confidently discuss and debate a range of issues.

All year 9 and 10 students will study Social Studies. The subject is about people and how and why in different contexts they think, feel and act. It is about how they organise their way of life, interact with others and their environment, initiate and respond to change; and how they meet their political, social, economic, legal and spiritual needs.

Students will develop their inquiry skills to access information, interpret this information and communicate their findings using a range of technologies to do so.

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## 9SS - Year 9 Social Studies

The Social Studies programme is constantly evolving in order to develop the knowledge and skills that students will need in the 21st century. This will enable them to:

- Develop understanding of ideas about changing global societies as we enter a new technological age.
- Appropriately contribute in local, national and global communities.
- Evaluate the sustainability of alternative social, economic, political and environmental practices.
- Explore and analyse people's values and perspectives.
- Engage critically with societal happenings through an ongoing current events programme.
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**Teacher in Charge:** Mrs M Weston

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

1B8 exercise book, coloured pencils, glue stick, and a personal device is preferable.

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# Technology

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Technology is the intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities.

Adaptation and innovation are the heart of the technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative. Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important exploration for communication.

Each semester presents an opportunity to follow a specialised course of study in a technology specialism. The subjects offered will be product design technology (working with wood and metal), textiles technology (designing and making fashion related items), food technology (using food with a focus on nutrition), and computing (programming and web development). Each of these courses is designed to extend the students' technological competence and confidence and provide a useful foundation for the level 1-3 courses.

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## 9DT - Year 9 Digital Technologies

Digital Technologies is the term used to describe the subjects of learning which fall under the categories of Digital Information, Information Management, ICT and Computer Skills, Computer Studies and Computer Science.

Digital Technologies enables students to access, manage, integrate, critically evaluate, communicate, and create diverse information in an innovative and ethical way, and to meaningfully engage with a range of wider community stakeholders to solve problems and produce outcomes. Students will develop the skills, knowledge and ability to adapt themselves to an ever-changing global environment.

Students choosing digital technology pathways will develop the more specialised skills that industry partners say are in high demand. The new content covers two key areas, computational thinking and designing and developing digital outcomes.

Computational thinking is about understanding the computer science principles that underlie all digital technologies, and learning how to develop instructions, such as programming, to control these technologies.

Designing and developing digital outcomes is about understanding that digital systems and applications are created for humans by humans and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media.

**Teacher in Charge:** Mrs C Sunnex

**Contributions and Equipment/Stationery:**  
USB Flash Drive

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## **9FAS - Year 9 Fashion & Textiles Technology      Recommended Cost \$25**

The course follows the technology curriculum and involves designing and creating a number of projects. Students will gain a solid knowledge of the practical skills of textiles technology and fashion design. They will then apply these skills to produce a range of different projects based on student voice. The final project consists of sourcing an item of clothing from the second hand shop which they will re purpose—applying the skills they have learned during this course—to produce a contemporary fashion item. If you enjoy fashion and creating things with your hands, then this is the course for you.

**Teacher in Charge:** Mrs P Simmonds

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

It is recommended that students pay the subject fees of \$25.00 which includes all materials needed for at least three projects to take home. 1x 20page A4 clear file folder

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## **9DVC - Year 9 Design & Visual Communication      Recommended Cost \$20**

This semester course follows the technology curriculum and involves **designing** and **creating** physical products and prototypes using a mixture of manual and **digital methods**. In addition to manual **product design** skills, students will begin to develop skills in 3D modelling and basic computer aided design (CAD) to enable them to produce physical models, prototypes and outcomes using 3D printing, laser cutting and computer numeric control (CNC) technologies. A course suited to creative individuals interested in developing solutions for the present day or future problems.

**Teacher in Charge:** Mr R Forrest

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

It is recommended that students pay the subject fees of \$20.00 which includes all materials consumed on the laser cutter, 3D milling machine or 3D printers to take home. An A4 visual diary, pencil, eraser and colouring pencils.

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## **9FN - Year 9 Food & Nutrition**

Students learn about exciting developments in the world of food. A variety of skills are taught in the practical room where students get the opportunity to design, develop and cook a range of foods. Practical lessons are related to theory in the classroom where students get the opportunity to develop their knowledge, ideas and decision making.

**Teacher in Charge:** Mrs A Lamprecht

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

A workbook is supplied. Students may be expected to bring certain ingredients from home if it is not supplied. Basic ingredients will always be available.

## **9WMT - Year 9 Wood & Metal Technology**

**Recommended Cost \$15**

This course follows the technology curriculum and involves following a brief to design and build a prototype to solve a problem. This course is for students who are interested in how things are made, like thinking creatively and enjoy the hands-on process of making and building out of wood, metal, acrylic and composite materials to name but a few.

Testing and trialling your ideas to see if they work combined with problem-solving is the key to this course. This course is primarily workshop based and along the way you will learn how to safely use a range of powered and unpowered tools in this environment. So if you enjoy being creative and using your hands while learning new skills then this is the course for you.

**Teacher in Charge:** Mr C Simm

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

It is recommended that students pay the subject fees of \$15.00 which covers the cost of take home materials used in the course. 1x A4 Visual Diary with spiral spine.

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## 9EST - Year 9 Young Enterprise

The "Like A Boss" program is an exciting opportunity for year 9 students to build their own people or planet focused business over the course of two terms. Each student will be provided with \$20 of start-up capital to create, launch and operate their own venture. While they're building their empire, they are developing 21st century skills along the way: team work, tenacity, curiosity and creativity.

Student's will:

- Know how to develop, organise and manage an innovative venture or project.
- Be able to examine local and global issues and understand and appreciate different perspectives.
- Be able to make informed judgements and effective decisions on the use and management of money.
- Be able to work, plan and get things done in the face of obstacles.

**Teacher in Charge:** Ms G Sangster

**Contributions and Equipment/Stationery:**

A4 Clearfile

*Education Perfect is an online learning platform which is an integral resource to assist with formative testing, in class learning and homework. Teachers use this tool to identify gaps and design individual activities based on evidence. Students have found this helps make learning fun, engaging and interactive.*

*The licensing fee of \$50.00 for the Junior school and \$25.00 for the Senior school, is structured to cover all features relevant to the student's year levels of learning.*