

Y9

Students will study up to 4 options over the period of the two Semesters at three periods a week per option.

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## Learning Support

### International Baccalaureate (IB) Diploma

If you think you may want to select the IB Diploma in Year 12 and 13, it is recommended you take French or Japanese in Years 9, 10 and 11. Alternatively you can study Spanish in Year 12 and 13 for IB without prior language study.



## Academic Options

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**Course objectives**

Education in English at Year 9 aims at assisting students to:

- Use written, oral and visual language purposefully and effectively.
- Develop an understanding of the grammar and conventions of English.
- Respond personally to and think critically about a range of texts, including New Zealand literary texts.
- Use language skills to find, use and communicate information.

**Course overview**

Students in Year 9 study a selection of the following literary genres:

The Novel, Non-fiction, Short Stories, Poetry, Drama, Film, Graphic Novel

- All students engage in various types and styles of writing, both creative and formal.
- All students are encouraged to maintain personal reading.
- All students critically view film.
- All students have their own write-on copies of the Year 9 English Learning workbook. This text has valuable notes on a number of topics and also assists students in the development of their understanding of grammar and reading comprehension.
- All students have a computer device and use it to access moodle and on line resources such as google docs and grammar tools. Devices are also used for meaningful research and word processing.
- All students have the opportunity to develop oral language skills through class discussion and presentations and through the delivery of a formal debate speech.
- All students undertake research relevant to their studies.

**Assessment**

Production-type activities are assessed using the appropriate NCEA derived criteria.

Writing and Response to Texts activities are summatively assessed by common tests and end-of-year examinations.

Grammar and conventions of English are assessed in a Common Test.

**Pre-requisites/Class structures/along with information from contributory schools**

- The results of the Entry Examination determine students' placing in Year 9 classes.
- Year 9 results are used to determine the placing of students in Year 10 classes.

**Where does the course lead to**

NCEA Levels 1, 2 and 3 and Scholarship English. It also leads to the English course of the International Baccalaureate.

**Subject specific costs**

*Year 9 English Learning Workbook* \$29.

**Students take both English for Academic Purposes as a Core subject and English as a Second Language as an Option subject for the whole year.**

### Course objectives

To develop English language so that students can communicate effectively in all social contexts and successfully cope with the language requirements of academic subjects, especially those tasks involving reading and writing. Some assistance is given with mainstream subjects.

### Course overview

This course uses communicative methods, while focusing on the key tasks of developing reading and writing skills, vocabulary knowledge, accurate language structures and listening and speaking competence. The research process is introduced.

### Assessment

Assessment involves cumulative records based on class observation and journal writing as well as end of unit testing and formal examinations.

### Pre-requisites

Students participate in some mainstream academic classes concurrently with this course, normally Social Studies, Mathematics, Science and an option; therefore they need to have achieved a pre-intermediate language level prior to commencing the course. In some cases it may be recommended that students attend a recognised Language School before entering St Peter's School.

### Where does the course lead to

Students who have successfully completed this course should be able to participate at the Year 10 level in most mainstream academic subjects.

### Subject specific costs

International students have the cost of this course included in their fees.  
NZ Permanent Residents needing this course will not be charged extra.

**Mathematics education aims to:**

The objectives of this course are to enable students to:

- Develop a belief in the value of Mathematics and its usefulness to them, to nurture confidence in their own mathematical ability, to foster a sense of personal achievement, and to encourage a continuing and creative interest in Mathematics
- Develop the skills, concepts, understanding and attitudes which will enable them to cope confidently with the Mathematics of everyday life
- Develop a variety of approaches to solving problems involving Mathematics, and to develop the ability to reason logically
- Achieve the mathematical and statistical literacy needed in a society which is technologically orientated and information rich
- Gain the mathematical tools, skills, understandings, and attitudes they will require in the world of work
- Provide a foundation for continuing studies in Mathematics or other learning areas where mathematical concepts are central
- Develop mathematical talent

**Course overview**

The New Zealand Curriculum identifies five key competencies:

- Thinking
- Using Language, symbols, and text
- Managing self
- Relating to others
- Participating and contributing

The first two competencies are the obvious areas where Mathematics fits into with the other three also contributing to Mathematics. Words like "creative, critical and metacognitive thinking", and "symbols"; phrases like, "making meaning of the codes in which knowledge is expressed", "recognise how choices of symbol affect people's understanding" are used in the New Curriculum to show where the emphasis needs to be.

**Course assessment**

Each topic taught is assessed by the classroom teacher. There is also an end of year exam.

**Pre-requisites/Class structures**

Students sit an entry examination and, along with information from the contributing schools, use this to determine which class they will be placed into. An appropriate number of classes are selected to take part in the IGCSE programme in Year 10, which has a greater emphasis on Algebra and less on Statistics. The other classes follow the New Zealand curriculum, which is designed for the modern world, with a greater focus on the uses of technology in Mathematics and the manipulation of real life data to useful information. One class caters for students whose ability in Mathematics is below that of their peers.

**Where does the course lead to**

Year 10 Mathematics for IGCSE or Year 10 Mathematics for NCEA (which will offer some NCEA Achievement Standards).

**Subject specific costs**

Additional resources \$70.

**Students will take this subject for two periods a week for half a year.**

The Performing Arts course encompasses Drama, Dance and Music in two periods a week, for half a year. Students enjoy the opportunity to direct and perform short plays, choreograph contemporary dance, and explore Music through rhythm and instrumental work.

### Course objectives

- To develop skills in the three key areas of Performing Arts (Drama, Dance, Music).
- To enable students to gain pleasure and enjoyment from the Performing Arts.
- To involve students in the active and creative processes of the Performing Arts.
- To enable students to realise their potential in the Performing Arts

### Course overview

The course covers a wide range of topics within the three disciplines which are taught. Students use and develop key skills and understandings, as follows:

- Practical Knowledge.
- Developing Ideas.
- Communication and Interpretation.
- Understanding Ideas in Context.

### Assessment

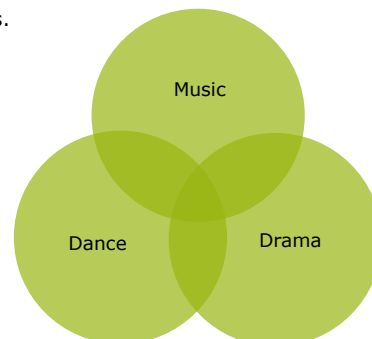
There is one major assessment task per topic.

### Where does the course lead to

St Peter's School offers a wide variety of Performing Arts based activities, both in competition and on the stage. Activities include the School production, the STARS concert, Stage Challenge, Performing Arts Week (House Music, Bevan Cup, Kammermusik Competition), and multiple other Cultural/Performing Arts activities.

### Subject specific costs

Performing Arts Manual - \$10.



Physical Education is a compulsory subject taken at all levels from Year 7 – Year 13.

Classes in Year 9 have two periods per week of physical education and one period of health.

**Course objectives**

Physical Education is education for life. It is based around the concepts of “total well-being”, health promotion, and the socio-ecological perspective. It helps develop physical and mental awareness through learning new skills involved with sport, recreation, and discovery of how the body works and what it is capable of doing, and how people relate to each other. Through frequent and enjoyable Physical Education we aim to develop total-wellbeing in students.

**Course overview**

The programme covers a wide range of activities that cover the four interrelated learning areas of the New Zealand Health and Physical Education Curriculum:

	Developing and Maintaining Personal Health and Physical Development	
Developing Movement Concepts and Motor Skills		Enhancing Interactions and Relationships with Others
	Creating Healthy Communities and Environments	

The Physical Education Units in Year 9 are;

- Athletics
- Aquatics
- Fitness Studies
- Tennis
- Gymnastics
- Sports Education Soccer or Basketball
- Rugby
- Netball
- Golf
- Hockey

The Health Education units in Year 9 are;

- Hauora / Wellbeing
- Managing states of Health
- Etiquette
- Resilience
- Grief
- Being Thankful
- Powerpoint presentation on a topical issue effecting New Zealand society
- Stress
- Respect
- Relationships
- Puberty
- Smoking

**Students take this subject for two periods a week for half a year with a specialist Religious Studies Teacher.**

### **Course objectives**

This wide-ranging syllabus aims to promote an enquiring, critical and sympathetic approach to the study of religion. Students will reflect on religious responses to moral issues, identify and explore questions about the meaning of life, and recognise the contribution of religion to patterns of belief and behaviour.

### **Course overview**

Students study Christianity, Islam and Judaism, providing an introduction to the challenging and varied nature of religion.

The purpose of this syllabus is that, through an encounter with the practices and other expressions of the major beliefs of three contemporary world religions, students will be able to have an understanding of the nature of religion and of its expression in and influence on the lives of individuals and society.

### **Assessment**

An assessment at the end of the course will consist of a one hour examination with structured questions based upon stimulus material. Candidates will be expected to answer three questions selected from a total of five questions drawn from the curriculum.

### **Where does the course lead to**

Study of world religions at higher level.

**Course objectives**

Year 9 Science course covers the five strands of Science – Biology, Chemistry, Physics, Planet Earth and Beyond and Nature of Science.

The course aims to develop a knowledge of the basic facts, principles and theories of Science. Opportunities exist to learn about and apply the scientific method – which is the basis of all problem solving.

**Course overview**

Subject		Topic	Assessment
<b>Biology</b>	Making sense of the living world	Plants	Topic text
		Biodiversity	Project and field trip
<b>Chemistry</b>	Making sense of the material world	Matter	Topic test
		Chemical and Physical Change	Practical test
<b>Physics</b>	Making sense of the physical world	Force and Energy	Topic test
		Light	Topic test
<b>Astronomy</b>	Planet Earth and Beyond	Space	Project
Investigative skills are an important part of all the units of work			

Science students are encouraged to recognise the importance of Science in society, and to develop a continuing interest in Science. Students will be encouraged to participate in the Waikato Science Fair.

**Assessment**

There is a mixture of end of unit test and project based assessment for each topic; and an end-of-year examination covering the entire year's content.

**Where does the course lead to**

The Year 7-10 Science course provides students with a good overall knowledge of scientific principles and experimental techniques. From this course, and after Year 10 Science, students can take up any of the Science subjects that are on offer at Year 11.

**Subject specific costs**

Approximately \$40 for the field trip to Hamilton Zoo as part of the Biodiversity unit and also for SciPad workbook.



### Course objectives

The major aim of Social Studies is to help foster students' understanding of their world, and develop the skills and knowledge to play their part in society. Social Studies is a compulsory curriculum subject in New Zealand for all students up until Year 10.

### Course overview

Units of work studied at Year 9:

- Introduction To Our World (to develop the basic processing skills, and knowledge about our world).
- People on the Move (develops an understanding of migration and its effects through global case studies).
- When Cultures meet (to develop an understanding of how cultural interactions impact on cultures and societies).
- Systems of Government (a comparison between New Zealand's democratic system and Hitler's dictatorship in Nazi Germany).
- People coping with economic crisis (1930's depression).

### Assessments

There is a wide range of assessment activities that all students will complete. These include tests, speeches, research work, making pamphlets and paragraph writing.

### Where does the course lead to

Social Studies branches into more specific courses of study in the senior school. Geography, History, and Economics are senior subjects with links back to Social Studies.

## Options Choices - Year 9

Students will study up to 4 options over the period of the two Semesters at three periods a week per option. Using the On-Line facility students must select 5 options, ranked in order of preference. The 5th Option is a Spare Option in case the first choices don't fit the timetable.

If a student selects either French, Chinese, Te Reo Māori, Japanese, ESoL or the Elite Athlete Course then he/she will study that for the whole year. That means the languages are chosen twice.

For example these are possibilities:

	1	2	3	4	5 (Spare)
<b>Student A</b>	French S1	French S2	Art	Graphics	Food and Nutrition
<b>Student B</b>	Equine	Performance Drama	Performance Dance	Design Tech Wood	Art
<b>Student C</b>	Fashion Design	Japanese S1	Japanese S2	Performance Music	Art

### Performance Music vs Contemporary Music

The Performance Music course and Contemporary Music course contain similar content as they both cover the following areas of musical study:

- Performance
- Composition
- Theory
- Aural
- Musical Knowledge.

#### **The main differences between the two courses are the approach to teaching and the content.**

The Contemporary Music course focuses more on rock and pop music with a greater emphasis on performance, song writing and has the addition of recording and use of electric equipment. The Performance Music course focuses more on classical music, film music, musical theatre and jazz and contains a higher theoretical content than the Contemporary course.

The Performance Music course does contain some contemporary music, however, and aims to cover a wide range of music styles from a variety of times and contexts. Contemporary Music focuses more on music written in the last 50 years.

Students who play the guitar, bass guitar and drums are better suited to the Contemporary Music Course, unless particularly learning in a classical style (e.g. classical guitar). Students who would use voice as their main instrument need to decide which styles they are better suited to from above.

Students who are considering taking both Music courses would require the ability to play two instruments (i.e. trumpet and guitar) or have flexibility in one instrument to cover both course requirements (i.e. singing).

**Course objectives**

To introduce and reinforce basic art skills.

To develop an appreciation and joy in art.

**Course overview**

To involve the students in a variety of art experiences; drawing, painting, printmaking, three-dimensional activities and animation.

**Assessment**

Based on projects completed throughout the course.

**Pre-requisites**

No pre-requisites required.

**Where does the course lead to**

- To prepare students for Year 10 and subsequent examination art in years 11, 12 and 13 and later a career in Visual Arts and related creative fields.
- There are numerous employment opportunities. Please refer to the Visual Arts career guide for information.

**Subject specific costs**

\$40 Consumables.

*This course will be offered for the first time in 2015, subject to a sufficient number of students selecting it and availability of staffing. It is a full-year course.*

### Course objectives

By the end of the course students will be able to understand and use familiar expressions and everyday vocabulary in Chinese (Mandarin). They will be able to interact in a simple way in supported situations. They will be able to understand and construct simple texts using Chinese characters. They will have an understanding of the cultural practices of the Chinese world.

### Course overview

The course involves the study of the first three levels of the eight-levels of the NZ Curriculum. This includes topics such as :

- Introductions and greetings
- Numbers, dates and time
- Residence and nationality
- Personal information
- Daily routines
- Places and Activities
- Family
- Customs, festivals and cultural events

Topics will be taught using the communicative approach, where the focus lies in using language for real, everyday situations. Intercultural elements are woven through the course and presented as part of the language study.

### Assessment

The four language skills of listening, speaking, reading and writing are assessed throughout the course through a variety of formative tasks. Summative assessment of the four skills occurs at key points.

### Pre-requisites

No prior knowledge required – this is a beginning language course.

### Where does the course lead to

With sufficient numbers this could lead through all secondary levels to Year 13, with NCEA Level 1 being offered in Year 11.

### Subject specific costs

Student workbook and vocabulary software licence (\$30 approx).

**Course Objectives**

The Year 9 Contemporary Music course focuses on:

- Developing basic songwriting and composition techniques
- Encouraging student's abilities on their respective instruments (guitar, bass guitar, drums, keyboard, vocals only)
- Developing basic recording skills
- Developing the use of rock/pop based musical equipment
- Aural/listening skills

Most importantly, an atmosphere of enjoyment and satisfaction through the study of contemporary music will be fostered and developed in students with a rock or pop music background/interest.

Students **may** choose this option as well as Performance Music. Queries regarding suitability should be directed to the HOD Music or HOF Performing Arts.

**Course overview**

Students will have the opportunity to perform in groups as well as present individual performances. Students will have the opportunity to use basic recording technology and rock band equipment as part of the performance aspect of the course. Students will develop background knowledge and aural and theory skills to complement their practical work.

**Course content**

- Songwriting
- Working in a Covers Band
- Contemporary Music around The World
- Basic equipment set up skills
- Basic recording skills
- Concert preparation and organisation

**Assessment**

Students will have practical assessments and unit/topic tasks on course content.

**Pre-requisites**

Students intending to take this course are expected to have a basic level of skill on their chosen instrument (guitar/bass guitar/drums/keyboard/vocals). Previous music tuition and musical experience is advantageous.

Students intending to enrol in Contemporary Music are expected to participate fully in musical activities (e.g. the School production, choirs, rock bands, jazz bands) within St Peter's School. Students must be receiving individual tuition in their chosen instrument (this includes voice).

**Where does the course lead to**

Students who complete this course may have the opportunity to follow on to a Year 10 course in Contemporary Music which would include topics like Concert preparation and organization; band performance, organization and management; and live performance. A higher level of performance and audio recording will also be aspects which students will have the opportunities to develop and experience.

**Subject specific costs**

Possible concert and field trip costs (up to \$50).

### Course objectives

Students will be expected to gain knowledge in communication and design in its many forms including graphics communication and creative problem solving.

Design & Visual Communication focuses on communicating ideas and precise information through drawing. Through this students give directions to others, plan a procedure or system of operation, exactly describe a mechanism, or realistically portray the shape and form of any object.

### Course overview

Year 9 Design & Visual Communication is a basic course containing five sections:

- Freehand sketching
- Formal drawing
- Basic design
- Computer-aided drawing

One practice NCEA unit will be included in the course content.

### Where does the course lead to

Design and Visual Communication involves a rich variety of learning experiences leading to a wide range of career opportunities.

Students completing this course will have gained a basic knowledge in computer aided drawing and computer presentation techniques for project work and a knowledge of sketching and formal drawing techniques and constructions which will allow them to enter the Year 10 Design and Visual Communication course with confidence.

Design and Visual Communication is a subject which can be carried on to Year 13 NCEA Level 3, Scholarship and/or IB Visual Arts.

### Subject specific costs

Approximately \$60.

Please note this is a FULL YEAR COURSE.

### Course objectives

This course is for a small group of elite students who are striving to reach national honours in their chosen sport during their time at St Peter's and have already proven they have exceptional ability in the sporting arena. Students can stay in this programme for two years, but will need to re-apply for the Year 10 course. They would then be monitored in their final three years at the school.

Students cannot choose this option as well as Physical Education Studies.

### Entry criteria

The Year 9 Elite Athlete Course is an advanced course for students who will always give their very best both physically and mentally.

It is a generic course that can apply to athletes from a variety of sports. Its aim is to offer a holistic view of what it takes to become an "Elite athlete".

This course is not designed for students who want three extra periods a week to train for their specific sport(s).

Students must apply in writing on the application form available at Reception. Once the application form has been received and processed successful applicants will be contacted to attend an interview with the HOF and TIC Elite Athlete Course. Applications will be discussed at the interview stage.

Students who are accepted into this course at the beginning of the year will be monitored closely and any student who is not performing well may have to choose another option.

### Course overview

Material covered in this option will include:

- Fitness training and programming; triathlon or duathlon focus
- Motivation
- Motor Skill Learning
- Dietary factors
- Sports Injuries & Prevention
- Goal Setting

### Where does the course lead to

This leads to the Year 10 Elite Athlete Course. The advanced level of this course will see the students integrated back into the Year 11 PE Studies course, and they will be referred to the Waikato Young Achievers Sports Academy.

***N.B. Please see application form***

### Subject specific costs

Approx \$250 for Field trips and camp.

Entry and bike hire for the Triathlon Event and training.

**Students take both English as a Second Language as an Option subject and English for Academic Purposes as a Core subject for the whole year.**

### Course objectives

To develop English language so that students can communicate effectively in all social contexts and successfully cope with the language requirements of academic subjects, especially those tasks involving reading and writing. Some assistance is given with mainstream subjects.

### Course overview

This course uses communicative methods, while focusing on the key tasks of developing reading and writing skills, vocabulary knowledge, accurate language structures and listening and speaking competence. The research process is introduced.

### Assessment

Assessment involves cumulative records based on class observation and journal writing as well as end of unit testing and formal examinations.

### Pre-requisites

Students participate in some mainstream academic classes concurrently with this course, normally Social Studies, Mathematics, Science and an option; therefore they need to have achieved a pre-intermediate language level prior to commencing the course. In some cases it may be recommended that students attend a recognised Language School before entering St Peter's School.

### Where does the course lead to

Students who have successfully completed this course should be able to participate at the Year 10 level in most mainstream academic subjects.

### Subject specific costs

International students have the cost of this course included in their fees.

NZ Permanent Residents needing this course will be charged extra.



**Course objectives**

This course aims to produce enterprising students who have a knowledge and understanding of what being enterprising is about. The development of the essential skills of self-confidence that will allow students to take an active and responsible role in their community and New Zealand economy is a priority.

**Course overview**

This is a half-year course with a focus on experiential learning which will involve the students in the planning and execution of their own enterprising projects.

The course will culminate in a market day when students will present their projects to the wider school community. Students may also be given the opportunity to participate in the BP Innovation and the BP Community Enterprise Project Competitions. Students taking this course need to come with a "can-do" attitude and be fully prepared to work cooperatively with their peers.

**Subject specific costs**

Photocopying \$5 and class trips to be confirmed.

Students require \$10 - \$30 to invest in their company.

**Course objectives**

To introduce the student to variety of topics covering the theory and practical skills associated with the handling and care of horses at an introductory level.

- Year 9 Equine Studies is a non-riding programme of self-directed, self-paced study.
- Students will be provided with a study room with computer access if necessary.
- Students will have regular contact with a tutor, but as this is a self-paced, self-directed course of study, students will also be expected to work by themselves as directed.

Students do not need to own a horse or be part of the Equestrian Academy Riding Programme in order to enter this option. However, they will have access to horses and coaches where needed and where any practical components from within their course are required to be carried out.

**Course content**

At Year 9, introductory modules of work will be selected from: horse identification, safety factors when handling horses, grooming, catching and turning out, tacking up, care and cleaning of saddlery, foot care and shoeing, stable management, pasture management and fencing, preparing for show, horse health, breeds, travel, lunging for exercise, poisonous plants, tree, preparation for clipping, and feeding.

Students will need to successfully complete one module at a time. The number of modules completed each year will vary from student to student. Year 9 students are assigned three periods per week.

**Assessment**

Each unit includes self-directed study, written or oral questions and most contain practical exercises. Assessment of the written work and practical skills will take place for each module of work. Students will be expected to keep a folder of their completed written work and tests. There will not be an end-of-year exam.

**Pre-requisites**

Students need to have a high interest in horses and be confident to learn about handling them, plus be prepared to work and achieve in the self-directed, self-paced environment.

**Where does the course lead to**

Students successfully completing this year of study will be well prepared to continue on to study the NZQA Equine Unit Standards giving credit towards the National Certificates in Equine, (Introductory Skills Level 2, Care and Handling Level 3, Stable Procedures Level 3, and Sporthorse Level 4).

**Subject specific costs**

There are no additional subject costs.

### Course objectives

After completing this course students will be able to;

- Design and make simple textile items using the sewing machine confidently and correctly
- Experiment and use materials effectively and creatively in a given situation

### Course overview

This course focuses on Fashion Design.

- Students are introduced to the basics of sewing.
- Through a range of practical projects students will gain confidence in reading and using paper patterns and using the sewing machine correctly to construct textile items.
- Through the technological approach students will be exposed to a variety of different methods of applying colour to fabric and encouraged to develop and produce creative outcomes.
- Introduction to design elements and application to apparel and textile design.

### Assessment

Each project will be marked individually and will focus on design work, practical skills and creativity.

### Where does the course lead to

Fashion Design continues in Year 10, Year 11 – NCEA Level 1 and Year 12 – NCEA Level 2, NCEA Level 3. Scholarship is available in Year 13.

Approved University Entrance subject for Technology

### Subject specific costs

Approximately \$60 for consumables, plus fabric and pattern of the student's choice.

The Year 9 Food and Nutrition programme covers both Food Technology from the Technology curriculum and Food and Nutrition from the Health and Physical Education Curriculum.

This course introduces students to nutrition, practical food preparation skills and technological practice.

#### Course objectives

- Develop knowledge and understanding of nutrition.
- Develop knowledge, understanding and skills for selecting and preparing food and eating patterns that reflect positive healthy attitudes towards food.
- Develop the skills needed to prepare food successfully and safely for themselves and others.
- Design, develop and create food using the technological process.

#### Where does the course lead to

Food and Nutrition continues in Year 10. There is an NCEA Year 11 course in Food & Nutrition which continues to Year 12 and Year 13 Food Technology NCEA Level 3.

Approved University Entrance subject for Technology.

#### Subject specific costs

Charges will cover the cost of materials used in class. Approximately \$90 per term.

**Course objectives**

The aim is to stimulate interest in the French language and French everyday life and to build confidence in exchanging simple information in French. The course will enable students to hold a simple conversation in French, with a good French pronunciation, to write simple letters to French-speaking penfriends and to understand simple spoken and written French on familiar topics.

**Course content**

The Year 9 course is a full-year course and is based on Levels 1 to 3 based on Levels 1 to 3 of the New Zealand Curriculum. It provides basic structures and vocabulary to communicate in the following contexts and on the following topics:

- Greetings and introductions
- Family
- Daily routines
- Describing people

The course includes some geographical and cultural background information featuring, especially:

- Region of France
- Describing people (physically, age)
- Family
- Time
- Festivals
- Greeting people / school objects
- Animals
- Housing
- One's home and town / directions

The emphasis is on using language to communicate, and extensive use is made of pair-work and group activities to practise speaking skills.

**Assessment**

Regular class tests target reading, writing, listening and speaking skills as well as vocabulary acquisition. A mid-year and end-of-year examination testing competence in the language skills and cultural knowledge is also included in the assessment programme.

**Pre-requisites**

Students need no prior knowledge of French. Students in the top Year 9 English class are required to select a language as one of their options.

**Where does the course lead to**

The Year 9 course is complete in itself as an introduction to the language but it also leads on through Year 10 to NCEA Level 1 French in Year 11.

**Subject specific costs**

A student workbook (\$15) accompanies the textbook and is an essential component of the course. A nominal cost of about \$10 may be levied, as required, to cover outings and activities. An optional subscription to Language Perfect (vocabulary learning software) costs \$20.

**Course objectives**

By the end of the course students should be able to introduce themselves in Japanese and hold simple conversations about their interests and activities. They will also be able to read and write the first of the three writing systems: *hiragana*. Students will also learn approximately 20 *kanji* characters.

**Course structure**

Year 9 Japanese involves the study of the first three levels of the eight level achievement regime, upon which Japanese at secondary schools is based. This regime defines a natural progression of difficulty as the years of study progress, and thus allows for the overlapping of levels.

The topics to be studied are:

- Introductions and Greetings
- School Life
- Places and Activities
- Personal Information and Numbers
- The Classroom
- Transport and Leisure
- Residence and Nationality
- Daily Routine

All of these topics are taught using the communicative approach in which the focus lies in using the language of real, everyday situations.

**Assessment**

The study and assessment is based on the following Language Skills:

- Listening
- Reading
- Speaking
- Writing

There will be regular topic tests focusing on these skills.

**Pre-requisites**

Students need no prior knowledge of the Japanese. Students in the top Year 9 English class are required to take a language as one of their options.

**Where does the course lead to**

Students who successfully complete this course will be able to continue on to study Year 10 Japanese.

**Subject specific costs**

The course requires the purchase of the following:

- 1 x set of *hiragana* cards and workbooks \$20
- Language Perfect Licence \$15.

**Course objectives**

This is an exciting and stimulating course involving designing, planning, testing and making some fascinating and rewarding projects. The students gain knowledge and skills to help them go on to Levels 1 and 2 Engineering. Engineering and associated professions are keenly sought after by industry and students are thoroughly prepared for entry into these disciplines if they continue with their studies.

**Course overview**

A challenging course covering a range of materials and skills. Students also develop design and planning skills. Students attempt one take home project. Students work in groups on mechatronics/robotics briefs and challenges.

**Assessment**

Emphasis is on design, planning and workmanship, there is also a theory component. Group work is also an aspect of assessment.

**Pre-requisites**

No pre-requisites are required.

**Where does the course lead to**

Year 10 Materials Technology; metal. Then Levels 1 and 2 Engineering.

**Subject specific costs**

Approximately under \$30.

**Course objectives**

After completing this course, students will be able to;

- Apply basic design skills to practical outcomes and gain confidence in the workshop.
- Experiment and use materials and processes effectively in a given situation.

**Course overview**

A challenging course which may cover a range of materials and skills. Projects are 'design and make'.

**Assessment**

The emphasis is on Design, Craft and Evaluating.

**Pre-requisites**

No pre-requisites required.

**Where does the course lead to**

This leads to Materials Technology Level 1, engineering degrees, trades, farming and skills for life.

**Subject specific costs**

Approximately \$50.



### Course objectives

The course aims to give students the opportunity to develop basic terminology of dance, broaden student's knowledge of dance genres and styles, and develop skills in solo, paired and group choreography and performance.

### Course overview

The course will include a mix of practical and theoretical activities. Students will participate in the following units:

- Exploring elements of dance and safe dance practice.
- Exploring choreographic devices and structures.
- Exploring cultural movement (Maori, Pacific Island, South African and Indian dance styles).
  - Hip Hop study and choreography.
- Choreographing a mini-dance production as a class.
- Performance of dance to family and friends.

### Assessment

The course is internally assessed – there is no end of year examination.

### Pre-requisites

Students intending to take this course must be prepared to participate fully, and with enthusiasm, in the Cultural and Performing Arts scene offered by St Peter's.

### Where does the course lead to

Students completing this course will be able to continue on to the Year 10 Performance Dance option.

### Subject specific costs

- The course will require the purchase of basic stationery, tickets to at least 2 professional shows (this may include travel to Auckland), and costs for any extra workshops or trips

### Course objectives

The course covers a range of units but specifically the aim is to:

- Develop skills of voice, body, movement, devising, performance of role and technical craft
- Develop basic skills and terminology of Drama
- Provide opportunities for the development of important life skills such as: communication, interpretation, analysis, problem-solving, decision making, research, evaluation, self-discipline and team work
- Build confidence and self esteem through the Drama process

### Course overview

Students will have the opportunity to perform in groups but will be assessed individually. Students will develop background knowledge and skills of Drama to support their performance work and reflect on processes within a written learning portfolio.

### Assessment

All units/topics listed above are assessed internally on performance and supported with written portfolio.

### Pre-requisites

Students intending to take this course must be prepared to participate fully, and with enthusiasm, in the Cultural and Performing Arts scene offered by St Peter's.

### Where does the course lead to

Students who have successfully completed this course will:

- Have the skills to continue onto the Year 10 Performance Drama course.
- Have a greater level of performance confidence.

### Subject specific costs

The course will require the purchase of basic stationery, along with the following:

- Tickets to at least 2 theatre shows or visiting performances.
- Payment for Optional workshops.

**Course objectives**

The Year 9 Performance Music course focuses on:

- Developing creativity
- Musical literacy
- A vast range of musical styles
- Encouraging students abilities on their respective instruments
- Aural perception

Most importantly, an atmosphere of enjoyment and satisfaction through the study of music will be fostered and developed in students.

**Course overview**

Students will have the opportunity to perform in groups as well as presenting individual performances. Computer software will be used to compose and arrange music. Students will develop background knowledge and aural and theory skills to complement their practical work.

**Course content**

- Theory & Aural Training
- Performance (solo and group)
- Composition
- Study of Music Works (era, composers, and their works)  
e.g. World Rhythms, Musicals - Phantom of the Opera.

**Assessment**

Every aspect of the course (listed above) is assessed with unit/topic tests or assignments, as well as an end of course examination.

**Pre-requisite**

Students intending to take this course are expected to have some knowledge and understanding of music theory, while also having some level of skill on their chosen instrument(s). Previous music tuition and musical experience is advantageous.

Students intending to enrol in Performance Music are expected to participate fully in musical activities (e.g. the School production, choirs, orchestras, bands, chamber music) within St Peter's School. Students must be receiving individual tuition in their chosen instrument (this includes voice).

**Where does the course lead to**

Students completing this course will be able to continue on to the Year 10 Performance Music option.

**Subject specific costs**

Possible concert and field trip costs (up to \$50).

**Course objectives**

PE Studies is an optional subject that can be taken at Years 9 and Year 10. By taking this option students will receive three hours of PE Studies per week in addition to the two hours spent in core Physical Education.

This course is a PE extension subject for students with a particular interest in Sport, Physical Fitness and Physical Challenge.

**Course overview**

This subject will provide students with the opportunity to develop sport skills and knowledge through in-depth study of a range of sporting activities, events and adventure based learning challenges. There will be a cost involved with field trips in the course (e.g. two day wind sports camp to Papamoa), and duathlon/triathlon bike hire.

**Note: This course has a practical emphasis. Students wishing to take this option must be prepared to participate in all practical activities.**

The programme covers a wide range of activities that cover the four interrelated learning areas of the New Zealand Health and Physical Education Curriculum.

A suggested topic outline for 2014:

- Duathlon/Triathlon/Aquathon
- Sailing & Wind Sports
  - Windsurfing
  - Sea Kayaking
  - Sailing
- Fitness Training for Sport - Age appropriate Fitness training exploring a range of fitness training modalities
- Rowing - introduction to land based training and Lake work at Karapiro

**Subject specific costs**

The programme and estimated costs will be confirmed at the beginning of each semester.

Approximately \$250 camp costs.

Approximately \$80 for bike hire and tuition to train for duathlon/triathlon.

*This course will be offered as a full-time option subject for the first time in 2015, subject to a sufficient number of students selecting it and availability of staffing. It is a full-year course.*

*For a student at this year level who has great prior learning in Te Reo Māori, courses are available through the Correspondence School (Te Aho O Te Kura Pounamu), subject to the Correspondence School's enrolment criteria. This allows students to follow a course at any level, including NCEA Levels 1 to 3.*

### **Course objectives**

The course is designed for learners who have had little or no previous formal study of Te Reo Māori. The programme offers an opportunity to learn basic greetings, everyday words and simple sentence structures. Students develop an awareness of Māori culture and concepts through the four skills of listening, speaking, reading and writing. The work includes topics such as waiata, whakapapa and Māori legends. The course takes learners to Curriculum Level 3 of the New Zealand Curriculum.

### **Pre-requisites**

No prior knowledge required – this is a beginning language course