

Y9

Students will study up to six options for the whole year

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Core Academic Subjects

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Enhanced Learning

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 will study a range of text types. Some possible text types are novel, non-fiction, short story, poetry, drama, film, graphic novel.

Curriculum Focus	Possible Examples
Listening, Reading, and Viewing	<ul style="list-style-type: none"> • Film Study • Novel Study • Research Skills
Speaking, Writing, and Presenting	<ul style="list-style-type: none"> • Debating • Static Image Production (e.g. DVD cover) • Creative Writing (e.g. diary entry, descriptive writing) • Response to Text Paragraphs

Assessment

There is a mixture of common assessments spaced throughout the year, and an end-of-year examination covering key aspects of the year's content.

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 \$30 (as at 1st June 2017, subject to change)

NOTE: *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 the St Peter's English for Academic Purposes Foundation course.

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 best 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 a mid-year and an end-of-year examination.

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. All 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. 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 NCEA.

Subject specific costs

Additional resources \$70.

NOTE: Physical Education is a compulsory subject taken at all Levels from Year 7 – Year 13.

Classes in Year 9 have three periods of Physical Education and one period of Health over seven days.

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 well-being 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
- Rowing
- Orienteering
- Sports Education Soccer or Basketball
- TGFU approach
- Cultural Games
- Golf
- Aquathon
- OED

The Health Education Units in Year 9 are

- Hauora/Wellbeing
- Emotional Intelligence
- Etiquette
- Resilience
- Grief
- Being thankful
- Powerpoint presentation on a topical issue affecting New Zealand society
- Stress
- Respect
- Relationships
- Puberty
- Social Media

NOTE: *Students take this subject throughout the 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 the meaning of sign and symbol and their representation across Christianity. Leading from this, students will explore some of the prominent sacraments in the Christian Church and how symbols are used in worship. Further to this, students will analyse the major episodes of division in the Christian Church with a view towards understanding the traditions on which the School is founded.

Course overview

This course introduces students to the study of Christianity as a World Religion. Students will examine the roots of the faith in Judaism and the Abrahamic tradition. They will explore key doctrines and practices, including baptism, confirmation and the Eucharist.

Assessment

An assessment at the end of the course will consist of a one hour examination with structured questions based upon stimulus material.

Where does the course lead to?

Study of world religions at a higher Level.

Course objectives

Year 9 Science 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
Biology	Making sense of the living world	Plants	Topic test
		Ecology	Project and field trip
Chemistry	Making sense of the material world	Matter	Topic test
		Chemical and Physical Change	Practical test
Physics	Making sense of the physical world	Force and Energy	Topic test
		Light	Topic test
Astronomy	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?

This 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 Level 1.

Subject specific costs

Approximately \$70 for the field trip to Maungatautari as part of the Ecology Unit, SciPad workbooks and Education Perfect.

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).
- Leading the Way (gain an awareness of how the ideas and actions of leaders impact on the lives of others).
- State of Conflict (understand causes and consequences of conflict at a range of scales).
- Systems of Government (a comparison between New Zealand's democratic system and Hitler's dictatorship in Nazi Germany).
- People coping with economic crisis (1930s 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 six options. Using the online facility, students must select seven options, ranked in order of preference. The seventh 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 Junior Sports Academy then he/she will study that for the whole year. That means these subjects are chosen twice.

For example, these are possibilities:

	1	2	3	4	5	6	7 (spare)
Student A	French S1	French S2	Art	Graphics	Sports Academy 1	Sports Academy 2	Food and Nutrition
Student B	Equine	Drama	Dance	Design Tech Wood	Computing	Equine Studies	Art
Student C	Fashion Design	Japanese S1	Japanese S2	Performance Music	Enterprise Studies	Drama	Art

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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

\$45 Consumables.

NOTE: This course will be offered in 2018, 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 students will develop an understanding of Computer Science and how we use computers.

The focus will be on digital media, digital information and programming.

Course overview

The design process of exploration and research, idea generation, prototype testing, presentation and evaluation of a project will be followed. Students will learn animation tools and techniques, photo manipulation and programming. Programming will use open source software.

Assessment

Assignments will be electronically submitted, and be based on the work done in class.

Pre-requisites

No subject pre-requisites.

Students will need a laptop or netbook, able to run Adobe Software, and use web based tools as required.

Where does the course lead to?

Year 10 Computing.

Subject specific costs

\$40 for a year's subscription to Adobe Creative Suite – Photoshop, Flash, Acrobat.

Course objectives

The course aims to introduce students to Dance performance, composition and reflection. Students learn to interact and through participation, develop their teamwork, self discipline and self confidence.

Course overview

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

- Developing a series of repertoire for performance.
- Introduced to choreography through exploring the elements of dance.
- 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 enrol in Dance are encouraged to participate in Dance activities (e.g. the School Production, Dance Troupes, Stage Challenge) within St Peter's School.

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 tickets to at least two professional shows (this may include travel to Auckland), and costs for any extra workshops or trips.

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 and 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 and Visual Communication is a basic course containing four 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 (up to 40% of the course content) 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.

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
- participate in theatre activities with confidence and expressiveness
- undertake improvisational scene work based on the principles of Drama
- critique their own and other students' work with appropriate terminology and analyse viewed performances with critical awareness.

Course overview

Year 9 Drama provides a basic introduction to skills and processes involved in creating and participating in theatre. Students will be given a foundation in ensemble, stage composition, and character work. Over the course of two units, students will have the opportunity to create and build their own world and characters, as well as use various types of scripts in order to develop characters. Students will also develop background knowledge and skills of Drama to support their performance work and reflect on processes within a written learning portfolio.

Assessment

Students are assessed individually both on the process and final performance. This assessment is also supported by a written portfolio.

Pre-requisites

Students intending to take this course must be prepared to positively participate. They are also encouraged to become a part of 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 and self confidence
- have developed stronger literacy skills.

Subject specific costs

The course will require the purchase of

- The course will require the purchase of tickets to at least two theatre shows or visiting performances
- Payment for Optional workshops.

NOTE: 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 the St Peter's English for Academic Purposes Foundation course.

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.

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 the 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 \$10 and class trips to be confirmed.

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

Course objectives

To introduce the student to a 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 and trees, 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 New Zealand Certificates in Equine Level 2, Level 3 (Sporthorse Stable Assistant) and Level 4 (Sporthorse Groom).

Subject specific costs

There are no additional subject costs.

This is an exciting and innovative course that involves learning the basics about designing clothing and exploring new technological equipment, while making some quality and unique garments.

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.
- Students will be introduced 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, and through Years 11-13 (NCEA Levels 1-3). IB Visual Arts Textiles is available in Years 12-13. 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 approved choice.

This is an exciting and innovative course using creative, transferable skills in the context of food. Development of the skills of cooking, product development and nutrition make up the components of this course.

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.

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 and 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 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

Workbook \$15.

Language Perfect vocabulary licence \$20.

Charge for outings, cultural activities (as required) \$10.

NOTE: This is a FULL YEAR COURSE.

Course objectives

This course is for elite students who are striving to reach national honours in their chosen sport/sports during their time at St Peter's and have already proven they have exceptional ability in the sporting arena and demonstrate the desire to challenge themselves. Students will learn and develop skills to become a balanced athlete and will be provided with support and guidance in areas such as sport psychology, media training, recovery training, mental and physical skills training.

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 Junior Sports Academy options (rugby, cricket, netball and football).

Entry criteria

The Year 9 General Academy 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 designed to assist students who want support and training for their own sport/s. This will be achieved through our specific skills sessions where students will identify areas to work on. They will work with a mentor who will assist.

Students must apply in writing on the application form available at Reception OR via Jess Patrick. An interview may take place once the application is received.

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 focus
- Motivation
- Motor Skill Learning
- Nutrition factors
- Sports Injuries & Prevention
- Goal Setting
- Setting Challenges as a Class
- High Performance Centre Visits
- Recovery Training

Where does the course lead to?

This leads to the Year 10 General Academy course. The advanced level of this course will see the students integrated back into the Year 11 PE Studies course.

N.B. Please see application form

Subject specific costs

Approx \$250 for Snow Camp, \$100 for Road Bike Hire (if required) and \$150 for other class activities.

Entry and bike hire for the Triathlon Event and training.

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 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.

NOTE: This is a FULL YEAR COURSE.

Course objectives

This course is for students who are striving to improve and compete in rugby, netball, football or cricket during their time at St Peter's. The course offers students a unique opportunity to develop both physical and mental sport specific skills under the tuition of experienced coaches and players. Enrolment in this course will see students receive expert guidance specific to rugby, netball, football or cricket such as individual core skills, game understanding and sport specific conditioning. The course runs for a whole year, four periods over seven days and focuses on ONE selected sport only.

Entry requirements

All students may apply for the course by submitting an application letter and sports CV, and acceptance will be at the discretion of the lead coaches for each sport. A trial may also be held if application numbers exceed capacity. Acceptance to the course requires students to commit to one of St Peter's teams for the year. Places will be reviewed annually.

Assessments

Students will be assessed in the four strands of the P.E. and Health curriculum – Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, Healthy Communities and Environments.

Classes will cover

- core sport skills
- game analysis and understanding
- tactical awareness and positional play
- muscle balance testing, physical conditioning, fitness testing - supervised introduction to strength training
- goal setting and time management
- observation and learning from High Performance teams/coaches/players in the region
- injury prevention and rehabilitation
- nutrition
- sport psychology
- leadership and team culture
- officials in sport.

Desired outcomes/pathway:

The Junior Academy system is designed to ensure all players reach their full potential in their chosen sport. Our ambition is to see students progress into

- top junior and senior St Peter's teams
- Regional and National age group teams.

Development of depth and foundations in each sport that leads to

- A culture of competition and excellence in the St Peter's sports programme
- A possible career path or life-long involvement in sport beyond school.

Subject specific cost

Junior Academy shirt.

Course objectives

This is an exciting and stimulating course involving designing, planning and making some fascinating and rewarding projects. The students gain knowledge and skills to help them go on to Year 10 and further in a 3 year course in Design 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 theory, materials and practical skills forming a strong foundation for further study at NCEA Level. There are two major projects for assessment. These set projects include a creative metal sculpture and a pop pop boat which is steam driven.

Assessment

Emphasis is on design, planning and workmanship. There is also a required theory component to set the foundation for NCEA success. Assessments follow the Achieved, Merit, Excellence format.

Pre-requisites

No pre-requisites are required.

Where does the course lead to?

Year 10 Materials Technology and NCEA Design Engineering.

Subject specific costs

Minimum of \$60. Additional costs are consumables which are charged out individually due to additional projects and/or special design features.

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'. Projects include slingshot and turned top seat.

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 \$60.

Course objectives

The Year 9 Music course focuses on

- developing creativity through composition and the study of music works
- encouraging students' abilities on their respective instruments
- musical literacy and aural perception
- a vast range of musical styles and engagement with Music Technology
- most importantly, an atmosphere of enjoyment and satisfaction through the study of music will be fostered and developed in students.

Course overview

Students will explore and discover a broad range of musical styles and genres in this course, from current popular music back through the ages. They will have the opportunity to develop practical knowledge and confidence on their chosen instrument through a range of performance opportunities. Students will also investigate the use of Music Technology and how this can be used to arrange, compose and record music in a variety of styles. Students will advance their theory and listening skills, providing a strong foundation for further study.

Course content

- Instrumental Performance
- Aural (listening) and Theory Training
- Arranging Composition, Song Writing and Music Technology
- Study of Music Works (era, composers, and their works)
e.g. Impact Rhythms, Vivaldi and the Four Seasons and Musicals - *The 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

Whilst it is advantageous for students to have previous instrumental and musical theory knowledge, this course will benefit and challenge beginning students through to more advanced students equally.

Students intending to enrol in 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 Music option.

Subject specific costs

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

This course will be offered as a full-time option subject in 2018, 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 significant 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.