

St Catherine's College



**COURSE SELECTION
HANDBOOK
YEAR 9
2012**

Deadline for return of selections:

*The Subject Option Form
at the back of this booklet should be returned to the College
on, or before, the
Orientation Evening for Year 9 students
Monday, 31 October, 2011*

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INTRODUCTION

The child is not a vessel to be filled, but a fire to be lit!
(Margaret Mooney, NZ author and educator)

Learning at St Catherine's is grounded in the Special Character of the College. Within that, we share the New Zealand Curriculum's vision of young people who will be "confident, connected, actively involved, lifelong learners". The principles of the New Zealand Curriculum underpin the teaching and learning at St Catherine's. The values of the New Zealand Curriculum are encouraged and modeled, and they are explored by the students as part of their exploration of the values of a Catholic, Mercy school.

Opportunities are given to develop the five Key Competencies which are seen as critical to lifelong learning:

Thinking,
Using language, symbols and texts,
Managing self,
Relating to others,
Participating and Contributing

YEAR 9

In Year 9 a broad course is offered, including all the Learning Areas.

All students will study Takitoru. This course integrates Religious Education, English and Social Studies (see page 1). All students also study Mathematics, Science, Physical Education and Health.

All students study for one term each, by rotation: Food Technology, Information Technology, Materials Technology and Core Music.

Students have two areas of choice:

- *In the Arts option*, they choose two half-year courses from Art, Drama, Music.
- *In the Languages option*, they have a choice of:
 - either* 1. a year-long course in French, English as a Second Language or Language Extension
 - or* 2. two half-year courses in Te Reo Maori and Japanese, both taught at St Patrick's College.

COURSES OF STUDY

Learning Areas	Year 9	Year 10	Year 11 NCEA Level 1	Year 12 NCEA Level 2	Year 13 NCEA Level 3
Spiritual Wellbeing, Attitudes & Values	<u>Religious Education</u>	<u>Religious Education</u>	<u>Religious Education</u>	<u>Religious Education</u> or: Ethics & Philosophy	<u>Religious Education</u>
English	<u>English</u> Language Extension	<u>English</u> Language Extension	<u>English</u> English for Literacy	<u>English</u> English for Literacy Media Studies	English Media Studies
Learning Languages	French ESOL <i>Te Reo Maori</i> (SPC) <i>Japanese</i> (SPC)	French ESOL <i>Te Reo Maori</i> (SPC) <i>Samoan</i> (SPC) <i>Japanese</i> (SPC)	French ESOL <i>Te Reo Maori</i> (SPC) <i>Samoan</i> (SPC) <i>Japanese</i> (SPC)	French Academic English (for NESB students) <i>Te Reo Maori</i> (SPC) <i>Samoan</i> (SPC) <i>Japanese</i> (SPC)	French Academic English (for NESB students) <i>Te Reo Maori</i> (SPC) <i>Samoan</i> (SPC) <i>Japanese</i> (SPC)
Mathematics	<u>Mathematics</u>	<u>Mathematics</u>	<u>Mathematics</u> <u>Applied Mathematics</u> Accounting	Mathematics Accounting	Maths with Calculus Statistics and Modelling Accounting
Science	<u>Science</u>	<u>Science</u>	<u>Science</u> <u>Science 2</u> (internal)	Biology Chemistry Health Science (Level 2) Physics	Biology Chemistry Health Science (Level 2) Physics
Technology	<u>Information Technology</u> <u>Textiles Technology</u>	Information Food Technology	Digital Technology	Digital Technology	Digital Technology
				Digital Design	Digital Design
	<u>Food Technology</u>			Food Technology	Food Technology
Social Sciences	<u>Social Studies</u>	<u>Social Studies</u>	Economics Geography History	Economics Geography History Media Studies <i>Classical Studies</i> (SPC)	Classical Studies Geography History Media Studies <i>Economics</i> (SPC)
The Arts	<u>Core Music</u> Art Drama Performance Music	Art Performance Music	Practical Art Performance Music	Practical Art Performance Music <i>Drama</i> (SPC)	Music Practical Art - Painting - Design - Photography } As required Art History (Corres) <i>Drama</i> (SPC)
Health & Physical Education	<u>Physical Education</u> <u>Health</u>	<u>Physical Education</u> <u>Health</u>	<u>Physical Education</u> <u>Health</u>	Physical Education <u>Career Education</u>	Physical Education

Core or compulsory subjects underlined

CORE COURSE

TAKITORU

LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9

ENTRY LEVEL: Year 9

PREREQUISITES: None

AIM:

- To develop students' ability to think critically, manage themselves and work independently and with others.
- To encourage students to see the natural connections which exist between learning areas.
- To link learning areas to the Special Character of the school and the values and key competencies of the New Zealand curriculum.
- To develop students' skills as speakers and listeners, writers and readers, presenters and viewers.
- To assist students to clarify their own identities in relation to their particular heritages and contexts.
- To encourage students to become actively engaged in their learning.

OBJECTIVES:

This course will assist students to:

- Work independently, managing self.
- Work in co-operative groups, participating, contributing and relating to others.
- Develop knowledge and understanding of the mystery of God and of Jesus Christ, of the Church and of central beliefs which Catholics hold.
- Develop awareness of the impact of Catholic belief on personal and social behaviour and of the relationship between life and faith.
- Read, understand and respond to a variety of literature and visual media, using critical thinking skills.
- Write with reasonable accuracy (with ability to self correct) in a range of formal and informal modes.
- Speak with confidence and communicate an effective and clear message.
- Create and respond to both the surface and deeper meanings of a range of spoken language.
- Explore ideas about how societies work and how people can participate as critical, active and informed citizens.
- Develop an understanding of cultures past and present.

COURSE CONTENT:

Students will study a variety of themes that incorporate content from the combined subject areas, e.g.

- **Inspiration, Innovation, Aspiration**
Where do people draw their inspiration from?
What impact have the ideas and actions of significant figures had on society?
How do you motivate and inspire yourself and others?
- **Order and Chaos**
How do we create order out of chaos?
Creation and Decreation
Systems of government
Structure in writing and debating
Related texts

ASSESSMENT:

Teachers will use a range of assessment approaches both during and towards the end of units of work. Students will develop their capacity for self-assessment and peer-assessment. Students will receive feedback on agreed learning goals from their mentors. The programme will be flexible so that changes can be made in response to evidence gained from a range of approaches.

LEADS TO: Year 10

OPTION COURSE

ART

LENGTH OF COURSE: 2 Terms; 3 periods per week of 50 minutes each

TIMETABLE CODE: 9AR

AIM:

To develop skills and knowledge which will form a sound base for further study in Art.

ENTRY LEVEL: Year 9

PREREQUISITES: None

COURSE STATEMENT:

Students will learn about art terms, techniques, methods and materials while applying them in a number of projects. Artist's techniques will be explored in a variety of media to give students an interesting experience of art.

OBJECTIVES:

On completing the course students should be able to:

- Use selected art terms appropriately
- Follow processes needed when intending to make artworks
- Use a variety of media and techniques to make artwork
- Interpret some meaning and context in other peoples' artwork

COURSE CONTENT:

- Learning to tone objects to look 3D
- The composition of a space drawing
- Designing your name in graffiti style
- Learning colour theory
- Making a cave painting
- Learning to paint a landscape
- Modelling using clay

ASSESSMENT:

Assessment will be based on the Achievement Standard system in preparation for senior art classes.

LEADS TO:

Year 10 Art and all art courses above this level.

MATERIALS:

Course fee: \$25

Students will receive an art pack containing tools and materials needed for this course when payment is received.

OPTION COURSE

DRAMA

LENGTH OF COURSE: 2 Terms

TIMETABLE CODE: 9DR

ENTRY LEVEL: Year 9

AIM:

To provide an introduction to the theory and practical basics of dramatic performance.

PREREQUISITES: None

COURSE STATEMENT:

Drama gives access to a world of creative interaction through a series of unit studies. Students will learn the basics of physical performance, which will be practised through learning to free their imaginations and interact in positive, creative ways.

OBJECTIVES:

On completing this course students should be able to:

- Utilise improvisation in the creative process.
- Control a variety of basic performance strategies, including awareness of space, freeze-frame and flocking.
- Have greater control over physical expression.
- Have an understanding of the means to control vocal expression.
- Identify and produce the key elements required to build a scene.
- Perform solo and group improvised and devised pieces.

COURSE CONTENT:

- Improvisation
- Acting and physical expression
- Mime
- Voice work
- Physical exchange
- Theme development
- Rehearsal techniques
- Experience of one professional theatre production, if possible.

ASSESSMENT:

Assessment is on-going and is based on progress, understanding and performance. All assessments are practical and reflect individual and group skills.

MATERIALS:

None

OPTION COURSE

LANGUAGE EXTENSION

LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9LE

AIM:

To provide an opportunity for students to undertake additional concentrated study on their English skills. This course is part of the language learning option – Extra English students do not usually undertake a foreign language course.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

On completing this course students should be able to:

- Read, understand and respond to a variety of literature and visual media;
- Write with reasonable accuracy (with ability to self correct) in a range of formal and informal modes;
- Speak with confidence before small groups, and communicate an effective and clear message to the class;
- Use library and other resources for independent research;
- Independently extend vocabulary knowledge and use;
- Employ a range of strategies to improve spelling;
- Work independently and in co-operative groups, taking charge of their own learning needs and progress.

COURSE CONTENT:

Students will complete thematic units, which strengthen reading, writing, speaking and listening and grammar and vocabulary.

ASSESSMENT:

- Unit tests.
- End of year exam

LEADS ON TO: Year 10 English
Year 10 Language Extension

ASSESSMENT:

Students are assessed in class across the range of skills, with more weighting on reading and writing.

OPTION COURSE

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

LEVEL: 9

TIMETABLE CODE: 9 ESOL

AIM:

To increase students' fluency across the skills of listening, speaking, reading and writing to the level that they are able to operate independently and achieve in mainstream classes.

PREREQUISITES: Student's first and/or second language is not English
OR students come from a non-English speaking background

OBJECTIVES ON COMPLETING THIS COURSE:

- gain competence in communicative English across the four skills.
- have a course of study that meets individual needs
- are encouraged and assisted to become familiar with New Zealand culture
- accept error (their own and others') as part of learning.

COURSE CONTENT:

Each week students will undertake activities strengthening reading, writing, speaking and listening, and grammar and vocabulary. This is integrated into thematic units of work. Students will acquire language learning strategies to enable them to self-manage their English language learning. Foundation students will receive extra, intensive help.

ASSESSMENT:

Internal

- Ongoing in-class testing as part of thematic units.
- A writing portfolio.
- A reading log.

LEADS ON TO: ESOL at Year 10 and 11.
Competence in mainstream classes.

CORE COURSE

FOOD TECHNOLOGY

LENGTH OF COURSE: 1 Term

TIMETABLE CODE: 9FT

AIM:

This course aims to introduce secondary students to the technology curriculum through the medium of food and technology studies.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

On completing this course students should be able to:

- Understand the technological processes of investigation, design, production and evaluation of foods
- Understand issues in marketing and advertising foods
- Understand multicultural foods and eating patterns
- Develop skills in food preparation
- Understand the effect technology has on society

COURSE CONTENT:

- Introduction to food technology skills
- Food studies relating to nutrition
- Advertising and marketing of food
- Designing and producing food

ASSESSMENT:

Worksheets
Assignment
Practical tasks



LEADS ON TO: Hospitality Courses

OTHER DETAILS:

- A course fee of \$25.00 applies to this course.
- A Clear File Folder (20-25 pages) required.
- Students will also need **one** 1B5 exercise book to use in their technology classes.
(Note: One book will be adequate to cover the three courses: Information Technology, Materials Technology and Food Technology)

OPTION COURSE

FRENCH

LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9FR

AIM:

To give students the opportunity to learn a second or third language:

1. to develop their acceptance of people who speak other languages;
2. to provide an enjoyable learning experience;
3. to increase their awareness of their own language;
4. to provide the skills which will enable other languages to be learned.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

On completing this course students should be able to:

- use French to carry out everyday language functions, such as asking for information, expressing likes and dislikes, or describing things, people and places
- understand that there are differences between cultures which should be valued

COURSE CONTENT:

- Meeting and greeting people
- At school
- At home
 - Describing self and family
- In Town
 - Basic introduction to France and French-speaking countries
 - Getting around town

ASSESSMENT:

All skills are assessed; listening and speaking to begin with, reading and writing phased in gradually. Speaking is assessed in a one-to-one situation with the teacher.

LEADS TO:

The course is a pre-requisite for Yr 10 French.

Learning a foreign language is a skill that can eventually lead to careers in tourism and hospitality, diplomacy, teaching and business.

CORE COURSE

HEALTH

LENGTH OF COURSE: 1 Term

TIMETABLE CODE: 9HT

AIM:

For students to develop an understanding of the concept of Hauora/Wellbeing that includes physical, mental and emotional, social and spiritual dimensions of health. The focus is on developing skills, understandings and attitudes, which enhance their ability to make decisions which promote their personal health and wellbeing and foster positive relationships with other people.

OBJECTIVES:

By the end of this course the students will be better able to:

- Demonstrate ways of dealing with changes in relationships with peers and adults and use assertive communication to deal with conflict situations.
- Identify important nutritional needs for growth and activity, evaluate personal food choices and identify influences on the food choices of adolescents.
- Understand and describe the physical and emotional changes of puberty, identify concerns regarding aspects of puberty and consider strategies for managing these concerns.
- Reflect on and identify personal feelings, goals, strengths and unique characteristics.
- Identify sources of change and stress in their lives and employ strategies that may be used to manage these changes and difficult times.
- Understand the harmful effects of smoking on all aspects of wellbeing (Hauora).

PREREQUISITES: None

COURSE CONTENT:

- Building Friendships / Communication Skills / Being Assertive / Handling Peer Pressure/Smoking
- Pubertal Change / Managing Change / Personal Care & Hygiene / Rights and Responsibilities of Adolescents
- Food and Nutrition / Influences on food choices / Healthy Snacking / Food Choices
- Mental Health / Coping with change and stress

ASSESSMENT:

End of unit evaluation tasks throughout the year.

LEADS TO:

Year 10 Health
Work in the health and helping fields, teaching,
social work, counselling

OPTION COURSE

INFORMATION TECHNOLOGY (IT)

LENGTH OF COURSE: 2 Terms

TIMETABLE CODE: 9IT

AIM:

To introduce students to core computer skills such to develop digital literacy by using a variety of software, both industry software and open source.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

To develop life skills, creating an interest and understanding of working with a computer. They will learn basic terminology, keyboarding skills, file management, design principles and the design process. This will be taught using word processing, spreadsheet and photo editing software. Students will be encouraged to develop creative ideas and problem solve.

COURSE CONTENT:

- **Kiwiana Magazine Article:** Develop design skills and typography skills to produce a professional, exciting magazine cover.
- **ID Card:** Produce the 2013 Student Identity Card (ID).
- **Interactive Presentation:** Develop an understanding of technology and the effects on society
- **Website:** Develop a website based on a wiki format while learning about connectivity and website development.
- **ID Card:** Produce the 2013 Student Identity Card (ID).
- **SCC Promotional Project:** students will engage in a project where they will create a range of products for a Wellington business.

ASSESSMENT:

- Ongoing class work and homework (students are encouraged to personally and peer assess their work before handing it in)
- Project work
- Orally during the course of the project and in individual teacher conference.

LEADS TO:

Year 10 Information Technology, Digital Technology and Design Technology in senior years. Careers increasingly recognise the need for core IT skills.

OTHER DETAIL:

Students are required to pay a printing & materials fee of \$30. This needs to be paid early in the academic year.

Studying IT in junior years is essential for students. Transferable IT skills are used in all subject areas throughout St Catherine's College.

CORE COURSE

MATERIALS TECHNOLOGY

LENGTH OF COURSE: 1 Term

TIMETABLE CODE: 9MT

AIM:

To develop a sense of achievement and a positive attitude to the use of sewing skills in recreational activities and in the work place.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

To develop lifeskills, creating an interest in the many aspects of working with fabric, an understanding of terminology and the importance of evaluation. Encouraging development of creative ideas. Ensuring students set achievable personal standards.

On completing this course students should be able to:

- Decorate fabric.
- Use textiles in creative applications.
- Use a sewing machine confidently.
- Use hand sewing techniques for function and decoration.
- Design, make and evaluate a variety of projects.

COURSE CONTENT:

An introduction to many methods of putting colour and design on plain fabric (includes embroidery, quilting, appliqué, machine stitching, embellishments, painting, stamping etc). Researching, designing, making and evaluating useful articles.

ASSESSMENT:

- Orally during the making of an article and in individual teacher conference.
- Students assess their own work before final marking and submit written plans and evaluations with their practical work.
- Written notes from the teacher during a process and in final marking.
- Work is assessed on a four-point scale ranging from 'Not Achieved' to 'Excellence'.

NOTE:

- A fee of \$10 applies, payable at the beginning of the course.
- Students are encouraged to provide their own scissors, thread, pins and needles.
- Students will also need **one** 1B5 exercise book to use in their technology classes (one book will be adequate to cover the three courses: Information Technology, Materials Technology and Food Technology).

CORE COURSE

MATHEMATICS

LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9MA

AIM:

To provide students with skills, knowledge and processes to solve every day problems.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

On completing this course students should be able to:

- estimate and calculate appropriate answers;
- choose appropriate units for measurements tasks;
- explore patterns in number and algebra;
- collect and display data in number and graphical forms.

COURSE CONTENT:

- Number – fractions, decimals, integers, percentages
- Geometry – angles, shapes
- Measurements – metric system, Perimeter Areas and Volumes
- Algebra – patterns, expressions, equations and linear graphs
- Statistics – graphs, collections, surveys, averages
- Probability – experimental and theoretical probability

ASSESSMENT:

Projects, assignments, tests for each topic covering:

Basic Skills	Applications	Problem Solving
Information Processing	Communication	

LEADS TO: Year 10 Mathematics

CAREERS: Most careers require Maths to Year 11 or higher

OTHER DETAILS:

Students need a protractor, ruler, compass and a scientific calculator.

Students are required to pay a fee of \$12 to purchase a Write-On Homework Book.

CORE COURSE

CORE MUSIC

LENGTH OF COURSE: 1 Term

TIMETABLE CODE: 9MU

AIM:

To enhance students' music appreciation, to develop basic music literacy and to show students the musical opportunities available at St Catherine's College.

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

On completing this course students should be able to:

- Read and write music at a fundamental level;
- Participate actively in practical music-making in the class;
- Have an understanding of the musical elements: rhythm, pitch, harmony, timbre, texture, form and dynamics.
- Compose simple music

COURSE CONTENT:

- Practical music – singing and playing
- Theory – musical elements
- Composition – in groups

ASSESSMENT:

- Participation in class activities
- Practical guitar and keyboard assessment
- Theory test

LEADS TO:

Year 10 *Performance Music in conjunction with Year 9 Performance Music

(* *Students cannot do Year 10 music just having done Core Music.*)

FEES: \$9 for course books.

OPTION COURSE

PERFORMANCE MUSIC

LENGTH OF COURSE: Half Year

TIMETABLE CODE: 9MP

AIM:

To identify and describe the elementary aspects of music, focusing on performance.

ENTRY: Year 9

PREREQUISITES:

Students get the opportunity to learn an instrument through the itinerant scheme. This is compulsory if they want to continue with music as a subject in Years 10 and above.

OBJECTIVES:

On completing this course students should be able to:

- identify and categorise orchestral instruments visually and aurally;
- perform as a soloist and in a group;
- compose individually and in groups;
- recognise and use basic theory techniques;
- understand musical style.

Aural

- write down simple rhythms, melodies and chord progressions.

COURSE CONTENT:

Standards Achievement

- | | | |
|---------------------|---|---|
| • Performance | - | as a soloist and in a group |
| • Composition | - | rhythmic composition <i>and</i> melodic composition |
| • Theory | - | complete <i>Essential Theory Grade 1 (& 2)</i> |
| • Aural | - | listening skills |
| • Musical Knowledge | - | various topics |

ASSESSMENT:

- Performances
- Compositions
- Written Assignments

LEADS TO: Year 10 Performance Music

Fees:

\$8 Theory Workbook
\$50 per term for Instrumental/vocal tuition fees
\$30 per term for instrument hireage (where applicable)

CORE COURSE

PHYSICAL EDUCATION

LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9PE

AIM:

The aim of the Physical Education Department is to present students with a challenging, stimulating and enjoyable environment. Through this, students will gain experience in, and develop an awareness of, their personal health and a variety of physical, social and leadership skills.

OBJECTIVES:

On completing this course students should be able to:

- develop positive attitudes towards physical activities;
- enjoy a range of recreational activities that may lead to leisure pursuits out of school;
- develop attitudes and practices for safe participation;
- encourage students to challenge themselves and to enjoy controlled competitive and non-competitive activities;
- develop co-ordination, social interaction, games and knowledge skills which draw from and reflect the various cultures in the school community.

COURSE CONTENT:

The following is an example of what may be available in the year 2010.

TERM 1	TERM 2	TERM 3	TERM 4
Adventure Based Learning	Netball	Basketball	Volleyball
Games	Gymnastics	Badminton	Touch
	Hockey	Fitness	Swimming
	Healthy Lifestyles	Football	

ASSESSMENT:

- Student self and peer assessments
- Fitness testing
- Teacher observation

COURSE FEES:

There will be small charges for pool visits and other activities where outside trainers are used.

CORE COURSE

SCIENCE



LENGTH OF COURSE: 1 Year

TIMETABLE CODE: 9SC

AIM:

To assist our students to explore how both the natural physical world and science itself work, so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role. (The New Zealand Curriculum)

ENTRY LEVEL: Year 9

PREREQUISITES: None

OBJECTIVES:

Science is able to inform problem-solving and decision-making in many areas of life. Many of the major challenges and opportunities that confront our world need to be approached from a scientific perspective, taking into account social and ethical considerations. (Source: The New Zealand Curriculum)

By studying science, our students can:

- develop an understanding of the world, built on current scientific theories
- learn that science involves particular processes and ways of developing and organising knowledge and that these continue to evolve
- use their current scientific knowledge and skills for problem-solving and developing further knowledge
- use scientific knowledge and skills to make informed decisions about how to communicate and apply ideas learnt in science, as they relate to their own lives and cultures and to the sustainability of the environment.

(The New Zealand Curriculum)

COURSE CONTENT:

The course covers a selection of objectives from the New Zealand Curriculum (Science learning area), from 'Living World', 'Physical World', 'Material World', and 'Planet Earth and Beyond'. The 'Nature of Science' strand is the overarching, unifying strand through which students learn what science is and how scientists work. They develop the skills, attitudes, and values to build a foundation for understanding the world.

The course is taught in four parts, one each term, with a student-directed element in each, where students make choices about what and how they will learn to help them solve a problem, design a solution or maybe earn a Science Badge.

The key competencies are integral to the teaching and learning, and students set their own personal goals and evaluate their progress at the start and end of each term.

ASSESSMENT:

We use a range of assessment tools including success criteria (student self and peer assessment), project outcomes, and traditional tests and an end of year examination.

Individual student progress through the curriculum levels is monitored and reported on.

COST:

Students purchase a high quality workbook that contains homework, laboratory practicals and a CD for use at home particularly to aid revision, at a cost of approx. \$15-\$20.

ST CATHERINE'S COLLEGE
COURSE SELECTION
for
YEAR 9, 2012

NAME: _____
(Please print)

<p>1. All students in Year 9 will take the following CORE courses: Takitoru, Mathematics, Science, Physical Education and One term each of: Food Technology, Health, Materials Technology, Core Music</p>
<p>2. <i>In addition</i>, students choose one full-year option from: 2a. French 2b. Language Extension 2c. ESOL or: 2d. a half-year of Maori (at SPC*) plus a half-year of Language Extension</p>
<p>3. <i>Plus</i> students should choose two half-year options from the following selection: 3a. Art 3b. Drama 3c. Information Technology 3d. Music</p>

* SPC = St Patrick's College

MY PREFERENCE FOR OPTION SUBJECTS

(please place a tick beside the options you prefer):

	Options	Please tick
Choose ONE option from:	2a. French	<input type="checkbox"/>
	2b. Language Extension	<input type="checkbox"/>
	2c. ESOL	<input type="checkbox"/>
	2d. Maori and Japanese	<input type="checkbox"/>
Choose TWO options from:	3a. Art	<input type="checkbox"/>
	3b. Drama	<input type="checkbox"/>
	3c. Information Technology	<input type="checkbox"/>
	3d. Music	<input type="checkbox"/>

Parent/Guardian Name: _____

Signature: _____ Date: _____

This form should be returned to the College at the Orientation Evening on 31 October 2011. If this is not possible, please fax the form to the College on 939-8985 or email to: office@stcatherinescollege.school.nz by 31 October, at the very latest.