



**Onslow  
College**

**Year 9 Curriculum  
Handbook 2022**

# YEAR 9 COURSE INFORMATION

## YEAR 9 SUBJECTS

At Onslow College, Year 9 students study across all eight learning areas of the New Zealand Curriculum. All students take English, Mathematics, Physical Education and Health, Science, and Social Studies. These courses occupy 19 of the 25 hours in a school week. Students choose four optional subjects.

Students choose one optional subject from:

- Languages
- Arts
- Technology

and the fourth either from these three learning areas or the additional subjects offered.

Two options are studied in each half year.

The optional subjects are shown in the table below. Please refer to the course descriptions on pages 6 – 11 for further information about each option.

## PLANNING YOUR PROGRAMME

- You must select a Language, an Arts, and a Technology subject. Your fourth choice can be a second Language, Arts or Technology subject OR one of Digital Literacy, Financial Literacy or
- The chart on page 12 shows the progression of subjects across the Year levels.
- Complete the form on page 13 for your own records.
- Send the blue option selection form in with your enrolment application.

Year 9 Options	Code
<b>Languages</b>	
English Language Support (new learners of English)	9ELS
French	9FRE
Japanese	9JAP
Mandarin	9MRN
Māori - Te Reo Māori Foundation	9MRI
Spanish	9SPA
<b>Arts</b>	
Art	9ART
Dance	9DAN
Drama	9DRA
Music	9MUS
<b>Technology</b>	
Design Technology	9DTE
Digital Technologies	9DIT
Design & Visual Communication	9DVC
Nutrition and Food Technology	9NFT
Textiles and Design	9TXD
<b>Additional</b>	
Digital Literacy	9DLT
Financial Literacy	9FNL
Integrated Studies	9INS

## COURSE CONTRIBUTIONS

### Various Workbooks, Materials and Activities

There may be resources and activities associated with the subject a student has selected that enhance the student's understanding of the subject area by providing an opportunity for learning which is enjoyable and challenging. The School requests a voluntary contribution for these items.

### Additional Voluntary Items

Some departments may provide recommendations to purchase additional materials (i.e. study books). These items are not required and can be purchased on a voluntary basis. Students who choose to purchase these additional materials must pay the associated fee.

### Stationery

A full stationery list will be sent in December. Families need to purchase required stationery from a commercial supplier. Stationery lists are also available on the Onslow College website later in the year. Some courses list specific stationery requirements that may be purchased through the school.

**Please note: all amounts are approximate at the time of printing  
and may be subject to change.**

## THE ONSLOW COLLEGE CURRICULUM

*The New Zealand Curriculum* sets the direction for teaching and learning in New Zealand schools. Every school curriculum must be clearly aligned with the intent of this document. Schools have considerable flexibility when determining the detail.

*The New Zealand Curriculum* specifies eight learning areas: English, the Arts, Health and Physical Education, Learning Languages, Mathematics and Statistics, Science, Social Sciences, and Technology. At Onslow College, Year 9 students study across all eight learning areas of the New Zealand Curriculum.

### Learning Area Descriptors

- **English** is the study, use, and enjoyment of language and literature. We look at oral, visual, and written texts which are created for a range of purposes and audiences. Learning English encompasses learning the language, learning through the language, and learning about the language.
- **The Arts** are powerful forms of expression that recognise, value, and contribute to the unique bicultural and multicultural character of Aotearoa New Zealand, enriching the lives of all New Zealanders. The arts have their own distinct languages that use both verbal and non-verbal conventions, mediated by selected processes and technologies.
- In **Health and Physical Education**, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts.
- Learning a new language provides a means of communicating with people from another culture and exploring one's own personal world. **Languages** are inseparably linked to the social and cultural contexts in which they are used. Languages and cultures play a key role in developing our personal, group, national, and human identities. Every language has its own ways of expressing meanings; each has intrinsic value and special significance for its user.
- **Mathematics** is the exploration and use of patterns and relationships in quantities, space, and time. **Statistics** is the exploration and use of patterns and relationships in data. These two disciplines are related but they use different ways of thinking and of solving problems. Both equip students with effective means for investigating, interpreting, explaining, and making sense of the world in which they live.
- **Science** is a way of investigating, understanding, and explaining our natural, physical world and the wider universe. It involves generating and testing ideas, gathering evidence – including by making observations, carrying out investigations and modelling, and communicating and debating with others – in order to develop scientific knowledge, understanding, and explanations.

- The **Social Sciences** learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. Contexts are drawn from the past, present, and future and from places within and beyond New Zealand.
- The **Technology** learning area incorporates a range of specialist subjects which use practical and intellectual resources to develop and communicate a range of products and systems (technological outcomes). Technology education explores how; beginning with a need or opportunity, new products and systems are developed and how these developments impact on our world. Quality outcomes result from thinking and practices that are informed, critical, and creative.

# YEAR 9 – COURSE DESCRIPTIONS

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## ENGLISH

**CODE: 9ENG**

### Course Description

Learning in Year 9 English is focused on exploring a range of different texts with an emphasis on students being able to build their confidence in reading, writing, speaking, presenting as well as creative and critical thinking. Throughout the year, students will study novels, short stories, films, poetry, speeches and articles. There will be a number of opportunities for students to create their own written, oral or visual texts.

### Skills Acquired

- Show an understanding of how texts are shaped for different purposes and audiences
- Select, develop, and communicate purposeful ideas on a range of topics
- Select and use a range of language features appropriately, showing an understanding of their effects
- Organise texts, using a range of appropriate, effective structures

**Contributions: \$15**

**Stationery:** 1B8 exercise book, glue stick, 14B8 A4 Refill, Highlighters

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## MATHEMATICS

**CODE: 9MAT**

### Course Description

Learning in Year 9 Mathematics and Statistics is focused on the consolidation and development of numeracy skills and statistical literacy needed to be an effective citizen, with an emphasis on thinking and communication skills. Numeracy support will be provided to students who have been identified as needing extra help and support. Topics covering the three curriculum strands (number and algebra, geometry and measurement, statistics) lay the foundation for the study of Mathematics and Statistics in the senior school and beyond.

### Skills Acquired

- logical reasoning and problem solving
- Making sensible estimates and calculating with precision
- Communicating clearly using symbols, text and graphs

- Self-management and perseverance
- Cooperating and relating to others

**Contributions: \$23**

**Stationery:** 1E5 quad book, geometry set (ruler, compass, protractor), scientific calculator, highlighter pen, document wallet

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## PHYSICAL EDUCATION & HEALTH

**CODE: 9PED**

### Course Description

In Physical Education & Health, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Through learning and by accepting challenges in these contexts, students reflect on the nature of well-being and how to promote it. The aim is to help students develop the ability to take responsibility for themselves and contribute to the well-being of those around them and of the wider society.

### Skills Acquired

- Knowledge, skills and attitudes needed to maintain and enhance their personal well-being and physical development
- Knowledge and understanding of movement
- Ability to apply complex motor skills
- Positive attitude towards physical activity
- Self-management and perseverance
- Cooperating with and relating to others.

**Contributions: \$10**

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## SCIENCE

**CODE: 9SCI**

### Course Description

Learning in Science is focused on the development of scientific literacy and capabilities. Students will explore key science concepts in a range of contextual units including Communities (with a focus on our school's Waipahihi restoration area), Sights and Sounds (which investigates the cross-over between physical aspects of sound and light and the biological senses of hearing and sight), Scale (which explores the very small and the very big dimensions of our universe, ranging from

Nanotechnology to Cosmology and involves students creating their own scale models to demonstrate a science concept).

#### **Skills Acquired**

- Students begin the year with practical experiences of what it is to “work scientifically”. These involve observing, making inferences and using evidence to reach a justifiable conclusion. Hands-on activities engage and extend students so they work confidently and safely in our laboratories.
- Students develop science capabilities that include gathering and interpreting data and using and critiquing evidence. Interpreting representations and engaging in discussions about science are other key aspects of scientific literacy.

**Contributions:** \$20 for course workbook

**Stationery:** 1B8 exercise book

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## **SOCIAL STUDIES**

**CODE: 9SST**

#### **Course Description**

In Social Studies, students explore contemporary issues that societies are responding to. In year 9 core issues include: Climate Change, Significant places, Government and Ethical Consumerism. In exploring these issues, students will engage with concepts and develop the critical thinking skills to be active citizens. There is a focus on exploring values and viewpoints, making decisions and applying concepts. Social Studies is a two-year course continuing in Year 10.

**Contributions:** Nil

**Stationery:** 1B8 exercise book, 14B8 A4 refill, A4 document folder, highlighters

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## **TE AO MĀORI**

#### **Course Description**

Every Year 9 student at Onslow College will take part in a Te Ao Māori course which consists of 9 - 10

lessons which focus on Tikanga Māori, Pōwhiri, understanding the whenua Onslow College is on and the whakapapa of this area and students developing their understanding of their pepeha. This is to support our understanding of living in a bicultural nation and the role tauwiwi and tangatawhenua have in regards to Te tiriti o Waitangi.

# YEAR 9 – OPTIONS COURSE DESCRIPTIONS

Courses for all year levels will only run if there are sufficient numbers of students interested in the course.

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## LANGUAGES

### ENGLISH LANGUAGE SUPPORT (ELS)

#### CODE: 9ELS

##### Entry Requirements

Students must be new learners of English at ELLP\* stages Foundation to Stage 3. Students will be assessed by the Subject Leader, EL, or the Dean of International Students, before they are admitted to the course.

##### Course Description

This is an intensive course. It aims to teach students the language skills they need to manage in the mainstream classroom environment. The course covers listening, speaking, reading, vocabulary and writing skills, with an emphasis on the language used in curriculum subjects.

**Contributions:** \$20

**Stationery:** 1B4 exercise book, 1B8 exercise book, 3B1 notebook, 14B8 A4 refill, 20page A4 clearfile

\* *English Language Learning Progressions*

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### FRENCH

#### CODE: 9FRE

##### Course Description

Students will learn to understand and use common French expressions and everyday language. By the end of the course they will be able to carry out simple interactions in French with their teacher and classmates. Students will be introduced to French culture, and will begin to understand that language is a system with rules and regularities. They will be encouraged to reflect on the similarities and differences between French culture and language, and the languages and cultures that they know.

##### Skills Acquired

- Speaking, listening, reading and writing are developed through a range of activities such as reading and listening to simple texts, learning songs, playing games, doing worksheets and exercises, writing short paragraphs or captions, viewing video clips, learning vocabulary.
- Social awareness and co-operative skills are developed through group and pair work.

- Learning about the language and the places where the language is spoken leads to an understanding of cultural difference and culturally appropriate behaviours.

**Contributions:** \$30 for subscription to vocabulary-learning app.

**Stationery:** 1B8 exercise book, gluestick, headphones/earbuds

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### JAPANESE

#### CODE: 9JAP

##### Course Description

Students will learn to understand and use common expressions and everyday vocabulary in Japanese, and to interact appropriately in supported situations. Students will be introduced to Japanese culture, and will be encouraged to reflect on the similarities and differences between Japanese culture and language, and the languages and cultures that they know.

Students will communicate with others about themselves e.g. birthdays, telephone numbers and address, the weather, classroom items, their likes and dislikes, activities and games they do or play, and they will learn culturally appropriate greetings and farewells.

##### Skills Acquired

- Speaking, listening, reading and writing (Hiragana and some Kanji) are all developed through a range of activities such as role plays, viewing video clips or PowerPoint presentations, conversations, interviews, songs, games, reading short texts, short paragraph or caption writing in the target language, vocabulary learning.
- Social awareness and co-operative skills are developed through group and pair work.
- Learning about the language and the places where the language is spoken leads to an understanding of cultural difference and of culturally appropriate behaviours.

**Contributions:** \$30 for subscriptions to vocabulary-learning app.

**Stationery:** 1H5 quad book

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## **MANDARIN CODE: 9MRN**

Students will learn to understand and use common Mandarin expressions and everyday language. By the end of the course they will be able to carry out simple interactions in Mandarin with their teacher and classmates. Students will be introduced to Chinese culture and will begin to understand that language is a system with rules and regularities. They will be encouraged to reflect on the similarities and differences between Chinese culture and language, and the languages and cultures that they know.

### **Skills Acquired**

- Speaking, listening, reading and writing are developed through a range of activities such as reading and listening to simple texts, learning songs, playing games, doing worksheets and exercises, writing short paragraphs or captions, viewing video clips, learning vocabulary.
- Social awareness and co-operative skills are developed through group and pair work.
- Learning about the language and the places where the language is spoken leads to an understanding of cultural difference and of culturally appropriate behaviours.
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**Contributions:** \$30 for subscription to vocabulary-learning app.

**Stationery:** 1H5 quad book

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## **MĀORI - TE REO MĀORI FOUNDATION CODE: 9MRI**

### **Course Description**

In this course students will develop an understanding of Māori language and culture. It is recommended that students who wish to study Māori at Year 10 and above complete this course.

Topics covered include -

- Te mihi me te whakapapa – Greetings and introductions
- Te whānau me te kāinga - Home
- Ngā pūrākau Māori – Māori myth and legends
- Kura – School
- Kēmu Māori – Traditional Māori games

**Skills Acquired** through activities such as -

- Speaking - mihi, role plays, interviews
- Listening - bingo, songs, on-line activities
- Reading - conversations, paragraphs, on-line activities
- Writing - short descriptions
- Understanding of cultural differences - Māori customs and protocol

**Contributions:** \$5 for classroom materials

**Stationery:** 1B5 exercise book, 3B1 notebook

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## **SPANISH CODE: 9SPA**

### **Course Description**

Students will learn to understand and use common Spanish expressions and everyday language. By the end of the course they will be able to carry out simple interactions in Spanish with their teacher and classmates. Students will be introduced to Spanish culture and will begin to understand that language is a system with rules and regularities. They will be encouraged to reflect on the similarities and differences between Spanish culture and language, and the languages and cultures that they know.

### **Skills Acquired**

- Speaking, listening, reading and writing are developed through a range of activities such as reading and listening to simple texts, learning songs, playing games, doing worksheets and exercises, writing short paragraphs or captions, viewing video clips, learning vocabulary.
- Social awareness and co-operative skills are developed through group and pair work.
- Learning about the language and the places where the language is spoken leads to an understanding of cultural difference and of culturally appropriate behaviours.
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- **Contributions:** \$30 for subscription to vocabulary-learning app.

**Stationery:** 1B8 exercise book, glue stick, headphones/earbuds

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# ARTS

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## ART

### CODE: 9ART

#### Course Description

9Art is a two-term course that covers the basic skills and fundamental ideas of the visual arts. Through a variety of techniques and themes students will investigate, communicate and develop visual ideas to explore their creative abilities.

Practical work may include:

- Drawing
- Painting
- Printmaking
- Sculpture
- Design

#### Skills Acquired

- Students will apply their understanding of the elements of art and design to produce finished works using a variety of ideas, methods, and conventions.
- They will investigate, communicate and develop visual ideas through the study of artists and art works.

**Contributions:** \$44 for Art pack and course materials

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## DANCE

### CODE: 9DAN

#### Course Description

A general introduction to movement, dance and choreography. This will involve exploring a range of dance styles. There will be an emphasis on students being given an opportunity to experiment with types of movement. No prior experience in dance needed.

#### Skills Acquired

- Greater self-confidence
- Communication through dance
- Body awareness
- Dance styles
- Interpreting dance
- Using choreographic devices
- Cooperative group skills
- Developing creative ideas

**Contributions:** Small charges for workshops/field trips.

## DRAMA

### CODE: 9DRA

#### Course Description

A general introduction to Drama, the course provides students with the skills and knowledge to proceed to Year 10 and Senior Drama. The course includes improvisation, solo and group performance, creating drama, and producing and performing a play.

#### Skills Acquired

- Cooperative and group work skills, communication skills, self-confidence and self-motivation skills
- Performing technique, developing creative ideas, using critical judgement
- Understanding of theatre and drama history

**Contributions:** \$20 for workshops/field trips

**Stationery:** 1B5 exercise book, 20 page A4 clearfile

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## MUSIC

### CODE: 9MUS

#### Course Description

Students will explore the four fundamental areas of the curriculum

- Performance
- Composition
- Musical knowledge
- Theory

These will be explored in a variety of practical and written tasks, focusing on

- Rhythm and melody
- Keyboard, guitar and vocal skills
- Writing and performing your own work
- Composing for film
- Solo and group performance
- Musical studies

**Contributions:** \$10

**Stationery:** 2 x 2B pencils, 14MS manuscript refill, 20 page A4 clear

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# TECHNOLOGY

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## DESIGN TECHNOLOGY

### CODE: 9DTE

#### Course Description

Students will learn essential research, design and manufacturing skills to work with a range of hard materials. This will enable students to produce creative, functional and aesthetic solutions to the design briefs offered.

#### Skills Acquired

- Application of the Design Process
- Woodworking skills
- Jewellery making skills
- AD/CAM skills: using laser cutter and 3D printer
- Metalworking and welding techniques
- Plastic forming techniques
- Using hand and machine tools
- High quality finishing
- Safe practice

**Contributions:** \$60 for materials

**Stationery:** 20 page A4 clearfile, HB pencils, protractor, 30cm ruler, set squares and compass

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## DIGITAL TECHNOLOGIES

### CODE: 9DIT

#### Course Description

"The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce." (Chris Hipkins, 2018)

The course focuses on the two strands of the Digital Technologies curriculum:

- Computational thinking, to develop an understanding of computer science principles and learn core programming concepts.
- Designing and developing digital outcomes, to learn how to design quality, fit-for-purpose digital solutions.

#### Skills and knowledge acquired:

- Independently decompose problems into algorithms
- Implement algorithms by creating programs to solve problems
- Plan for the development of a digital outcome

- Follow a defined process to develop a digital outcome.

#### Topics covered:

- **Robotics**  
Program an Edison programmable robot

**Programming** Plan and develop computer programs in Scratch

- **Image manipulation**  
Create a range of animations and still images using Adobe CC

#### Course Materials:

Students will be expected to have sufficient print balance for this course, approximate value \$5.00.

**Contributions:** \$10 to cover software subscriptions

**Stationery:** 8GB USB stick, earphones.

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## DESIGN AND VISUAL

## COMMUNICATION

### CODE: 9DVC

#### Course Description

The course teaches visual communication skills, design thinking and an awareness of design heritage. Students will learn new visual communication skills, study design heritage and then apply these skills and this knowledge in a range of stimulating 2D and 3D design briefs.

#### Skills and knowledge acquired

- 2D and 3D freehand sketching
- Orthographic projection
- Instrumental drawing
- Application of design thinking
- Digital design skills: Adobe creative cloud
- Design heritage

**Contributions:** \$63 Graphpak / Creative Cloud

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## NUTRITION AND FOOD TECHNOLOGY

### CODE: 9NFT

This course is about nutrition, food safety, food product design and production, Additionally, students learn food

preparation techniques and processes to advance their food literacy and enhance their wellbeing

#### Course description

In the study of Nutrition, students will

- explore current food issues
- explore models of wellbeing
- identify, and reflect on the factors that influence food choice and wellbeing
- use nutritional knowledge to make informed decisions when selecting food for themselves
- develop their creativity and experience a sense of accomplishment through the processes of preparing, cooking, and serving food.

In Food Technology students develop knowledge and skills related to the use and manipulation of ingredients, and apply this to the design of food products.

#### Skills Acquired

- Use of food preparation equipment
- Time management
- Food preparation and presentation techniques
- The design process

**Contributions:** \$45 for materials. Students may also bring additional food supplies.

**Stationery:** 1B8 Exercise Book

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## TEXTILES AND DESIGN

### CODE: 9TXD

#### Course Description

Focusing on fabric, this course aims to build skills and explore creative and innovative ways of designing a variety of fabric products. Students will incorporate their own decorative designs and plan and construct one off functional items and garments. This course could be the first step on a career pathway in design, or for those who love to design and sew as a creative outlet.

Each student is given the opportunity to learn and extend important skills, explore their own interest in textiles and develop their individual style.

During this half year option course students will complete two projects:

1. A social action/community/Kaitiakitanga focused project: "ONE FOR ME – ONE FOR THE PLANET"

In recent years the class has collaborated with Wellington Boomerang Bags to consider the impact of fashion and textiles on our world and using waste textiles to create plastic bag alternatives

2. A personalised Sleepwear project: "DESIGNED AND MADE BY ME!"

Fashion has a huge, and often negative impact on our world. But we can make change. One way is to get a better understanding of how our clothes are made and to design and make items that we love – one off, creative garments that we will wear for ever!

Career Opportunities linked to this subject include:

- Fashion designer
- Textiles designer
- Fashion retail/buying
- Teaching
- Machinist
- Pattern maker/cutter
- Costume design
- Interior design
- Stylist
- Fashion journalism
- Self-employment

**Contributions:** \$40 for general materials and basic sewing equipment (machine needles/interfaces/thread/ /mock-up fabric etc.)

**Stationery:** 1A5 exercise book, 20-page A4 clearfile  
Students also need to provide a Bernina bobbin, pins, fabric and extras for two projects.

## ADDITIONAL OPTIONS

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### DIGITAL LITERACY

#### CODE: 9DLT

##### Course Description

This course focuses on digital fluency, enhancing students' capability in using digital technologies to achieve desired learning outcomes.

A digitally literate person knows **how** to use digital technologies and **what** to do with them. A digitally fluent person can decide **when** to use specific digital technologies to achieve their desired outcome. They can articulate **why** the tools they are using will provide their desired outcome. Students will be able to apply these skills to support their learning in their other subjects across the curriculum.

At the completion of this course of learning students should be able to:

- Know where and how to find and access information quickly and accurately
- Critique the relevance and accuracy of information being accessed
- Be an adept producer of digital content
- Recognise and use the most effective methods of reaching their intended audience
- Understand and demonstrate how use digital technologies responsibly including – digital security (self-protection), and copyright.

##### Course Materials:

Students will be expected to have sufficient print balance for this course, approximate value \$5.00.

**Contributions:** \$10 for subscription software

**Stationery:** 8GB USB stick, earphones.

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### FINANCIAL LITERACY

#### CODE: 9FNL

##### Course Description

This course will prepare students for the choices and challenges of financial decision making. A better understanding of personal finance will help students make more informed monetary decisions. The course will focus on:

- Financial Decisions
- Income
- Money Management
- Spending

- Saving & Investing

##### Skills Acquired

- Thinking skills
- Using language, symbols and texts
- Managing Self
- Relating to others

**Contributions:** \$10 for BanqerHigh subscription TBC

**Stationery:** Laptop and calculator

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### INTERGRATED STUDIES

#### CODE: 9INS

##### Course Description

Integrated Studies is a project-based, highly student-centred course that lets students customise a mixture of Science, Mathematics and English. Students will be encouraged to think in many different ways, developing projects spanning across all three curriculum areas.

There will be strong focus on skill development and student choice. But even so, students are expected to utilise this authentic approach to meet the achievement objects of the NZ Curriculum. Students will identify, with guidance from their teacher, what skills and content each of their projects cover. As the course progresses the students will move from being given a selection of projects to choose from to one that is entirely of their own creation. The groups will be expected to justify their process and show their findings in a presentation.

##### Skills Acquired

- Critical thinking
- Relating to others
- Managing-self
- Participating and contributing
- Using language, symbols and text

## ONSLOW COLLEGE SUBJECT CURRENT STRUCTURE

Year 9	Year 10	Year 11	Year 12	Year 13	Half Year (Yr12/13)
<b>Arts Learning Area</b>					
Art	Art	Art	Art	Art - Design	
				Art - Painting	
			Art - Photography	Art - Photography	
				Art History	
Dance	Dance	Dance	Dance	Dance	
Drama	Drama	Drama	Drama	Drama	
Music	Music Performance	Music	Music	Music	
	Music Composition		Performing Arts Technology		
<b>English Learning Area</b>					
English*	English*	English*	English*	English	Social Action
			Media Studies	Media Studies	
<b>Languages Learning Area</b>					
ELS	ELS/ELA	ELS	ELS		
		ELA – Academic Eng.	ELA – Academic Eng.	ELA – Academic Eng <sup>(NUA)</sup>	
French	French	French	French	French	
Japanese	Japanese	Japanese	Japanese	Japanese	
Spanish	Spanish	Spanish	Spanish	Spanish	
Mandarin	Mandarin	Chinese	Chinese	Chinese (Correspondence)	
Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	Te Reo Māori	
		Curric. Based Learning	Curric. Based Learning	Curric Based Learning <sup>(NUA)</sup>	
<b>Mathematics Learning Area</b>					
Mathematics*	Mathematics*	Mathematics <sup>^</sup>	Mathematics	Mathematics: Calculus	
		Practical Maths 1 <sup>^</sup>	Mathematics Practical 2	Mathematics & Statistics	Mathematics Practical 2
			Mathematics & Statistics	Mathematics: Statistics	
				Mathematics: Advanced Statistics	
<b>Physical Education/Health Learning Area</b>					
PE/Health*	PE/Health*	Physical Education	Physical Education	Physical Education	Outdoor Education
					PE Practical
<b>Science Learning Area</b>					
Science*	Science*	Science <sup>^</sup>	Earth and Space Science	Earth and Space Science	
		Science - Strategies for Understanding Science <sup>^</sup>	Biology	Biology	
		Science - Understanding Everyday Science <sup>^</sup>	Chemistry	Chemistry	
		Science Extension <sup>^</sup>	Physics	Physics	
					Electronics
<b>Social Sciences Learning Area</b>					
Social Studies *	Social Studies *	Geography	Geography	Geography	Geography
		History	History	History	History
			Classical Studies	Classical Studies	NZ Studies
	Consumer Studies & Business Studies	Business and Economics	Economics	Economics	
		Accounting	Accounting	Accounting	
			Business Studies	Business Studies	
			Tourism	Tourism <sup>(NUA)</sup>	Tourism
		Transition	Transition		
			Gateway		
		Supported Learning			Supported Learning
<b>Technology Learning Area</b>					
Design Tech – Found.	Design Tech – Adv.	Design Tech - Materials	Design Tech - Materials	Design Tech - Materials	
	Design Tech - Found	DTE – Pre-Apprenticeship			
Nutrition & Food Tech – Found.	Nutrition & Food Tech – Adv.	Nutrition & Food Tech	Nutrition & Food Tech	Nutrition & Food Tech	Café Cuisine
	Nutrition & Food Tech – Found.				
Design & Visual Communication	Design & Visual Communication	Design & Visual Communication	Design & Visual Communication	Design & Visual Communication	
Textiles & Design – Found.	Textiles & Design – Adv.	Fashion & Design	Fashion & Design	Fashion & Design	Sewing 101
	Textiles & Design – Found.				Fashion Studio
Digital Technologies (DIT)	Digital Technologies (DIT)	Digital Technologies (DIT)	DTC - Computer Sci & Prog	DTC - Comp Sci & Prog	Information Technology
			DTM – Media	DTM – Media	
<b>Non-aligned</b>					
Digital Literacy - Found	Digital Literacy - Found				
Financial Literacy					
Integrated Studies					

\* Compulsory course (see Course Descriptions for precise details)

<sup>^</sup> Compulsory course – choose one English, one maths and one science course  
(NUA) Not a university approved course in 2022

# SUBJECT PREFERENCES FOR 2022

## USE THIS FORM FOR PLANNING AND KEEP FOR YOUR RECORDS.

Please complete the blue 'Year 9 Subject Selection' form and return it with your enrolment form. (This is not required if you are using the online Enrolment Form as you will complete your subject selections online).

### PLANNING YOUR PROGRAMME

- Students select four optional subjects. You must select a Language, an Art, and a Technology subject. Your fourth choice can be a subject from across these learning areas OR one of **Digital Literacy, Financial Literacy**.
- When choosing your options you should plan a two-year programme.
- Rank each column in the option choices table in order of preference in the space provided.
- Enter your top four option choices, that is, first choice for Languages, first choice for Arts, first choice for Technology and your fourth option as specified above. Please enter two reserve options in lines R1 and R2. Your reserve subjects and your rankings will guide us in the event of some of your first four choices being unavailable.

Note: All courses are dependent upon staffing and student numbers. You will be contacted in the event of any problems with your option choices.

Year 9 Option choices											
Languages			The Arts			Technology			Additional		
Subject	Code	Rank	Subject	Code	Rank	Subject	Code	Rank	Subject	Code	Rank
English Language Support	9ELS		Art	9ART		Design Technology	9DTE		Digital Literacy	9DLT	
French	9FRE		Dance	9DAN		Digital Technologies	9DIT		Financial Literacy	9FNL	
Japanese	9JAP		Drama	9DRA		Design and Visual Communication	9DVC		Integrated Studies	9INS	
Mandarin	9MRN		Music	9MUS		Nutrition and Food Technology	9NFT				
Māori	9MRI					Textiles and Design	9TXD				
Spanish	9SPA										

Year 9 Subject Preferences*	Code
English	9ENG
Mathematics	9MAT
PE/Health	9PED
Science	9SCI
Social Studies	9SST
1. Languages	
2. Arts	
3. Technology	
4.	
R1.	
R2.	

\*Subjects already entered are compulsory.