



MERCY COLLEGE

YEAR 9

Curriculum Handbook

2 0 2 3



Table of Contents:

Principals Address.....	3
Choosing Subjects	4
Drafting a Program	5
Religious Education.....	6
English.....	7
Mathematics	8
Advanced Mathematics.....	9
Science.....	10
Languages: Indonesian.....	11
Languages: Italian	12
Health and Physical Education	13
History	14
Geography.....	15
Electives - Block A (The Arts)	16
Drama	16
Media	17
Art	17
Rock Band	18
Visual Communication Design.....	18
Electives - Block B (Technology)	19
Design and Create.....	19
World Food Traveller.....	20
Electives - Block C (Health & Physical Education and STEM)	20
Outdoor Education.....	21
STEM - Sustainable Technology	21
Planning Your Year 9 Subjects.....	22

From our Principal

Lila McInerney



"Learning brings Hope...a journey of endless possibilities, where students are energised to seek meaning and explore questions about the world around them".

(Horizons of Hope: Catholic Education Melbourne)

Dear Parents/ Guardians and Students,

Our world is, and will continue to be, a rapidly changing one. Successful young people will be confident in themselves, creative, independent learners, self directed, ethical, spiritually centered and emotionally intelligent.

They will be effective communicators who are literate and numerate, able to collaborate and to operate confidently in an interconnected world. They will be responsible citizens ready to act for a just and caring world.

Year 9 is a time of change and development that allows students the opportunity for growth, exploration and independence. It is an important and exciting secondary schooling year with a wide range of learning opportunities and challenges for students. In offering a comprehensive and balanced selection of subjects at year 9, we provide the foundations that allow all students to achieve their personal best. These subject offerings are designed to challenge our learners to explore and consider deep questions, and big ideas.

The Mercy College Year 9 Curriculum Handbook is an important part of the course planning and subject selection process. The handbook is designed to inform students and parents/guardians of the requirements and expectations of studying Year 9 at Mercy College as well as providing an overview of the compulsory and individual program unit subjects that students study to complete their compulsory schooling.

Students should select subjects with an understanding of their learning strengths and interests, as well as keeping in mind the broad learning areas and potential pathways. We value and promote in student course planning a learning program that exposes students to both a breadth and depth of ideas, concepts and strategies for contributing to society.

Curriculum and wellbeing programs are complemented by the co-curricular activities and whole school cultural, sporting and religious celebrations. All of these contribute to a rich education experience and academic excellence in our students.

We believe wholeheartedly in the building of collaborative relationships to enhance College life. The home partnership is imperative to the academic and wellbeing growth of all students. In working together and in partnership with all members of our Mercy Community - we will find success and personal growth.

We look forward to working in partnership with you as together we prepare our students to realise their potential and maximise the achievement of future pathway goals.

Lila McInerney

College Principal

CHOOSING SUBJECTS

At Mercy College, all Year 9 students undertake six compulsory subjects for a full year, and two compulsory subjects for a semester (two terms).

Compulsory subjects:

YEAR LONG SUBJECTS

1. RELIGIOUS EDUCATION
 2. ENGLISH
 3. MATHEMATICS OR ADVANCED MATHEMATICS
 4. SCIENCE
 5. LANGUAGES: ITALIAN OR INDONESIAN
 6. HEALTH AND PHYSICAL EDUCATION
- * WELLBEING PROGRAM (HOMEROOM)

SEMESTER LENGTH SUBJECTS

1. HISTORY
2. GEOGRAPHY

Electives:

Year 9 students must also choose six elective subjects. Each elective subject is studied for one semester (two terms). Three elective subjects are undertaken each semester.

Individual program unit selections must include:

- at **least one unit** from Block A – The Arts
- at **least one unit** from Block B – Technology
- **one other unit** from either Block A – The Arts or Block B - Technology
- **three other elective units** from either Block A – The Arts, Block B – Technology or Block C – Health & Physical Education and STEM

BLOCK A - THE ARTS



BLOCK B - TECHNOLOGY



BLOCK C - HEALTH & PHYSICAL EDUCATION AND STEM



DRAFTING A PROGRAM

Students are required to design an individual program plan. Initial subject choices should reflect a well-considered plan that provides a balanced course of study.

Things to remember:

- The subject selection process requires students to be proactive in seeking out information about subjects, before they make final subject selection decisions.
- In addition to choosing six elective subjects, students also need to identify **three reserve elective** subjects that they wish to undertake, should their first preferences be unavailable.
- Students may be requested to discuss their subject selections with a variety of College staff - including their Homeroom Teacher, Learning and Wellbeing Level Leader, Director of Student Engagement and Wellbeing, the Deputy Principal: Learning and Teaching, or a member of the Leadership Team.
- Parents/Guardians and students are required to sign the Planning Your Year 10 Subjects selection form.

Some subject choices may not be possible, and some subjects not offered, due to reaching maximum class sizes, under or over subscription, or timetable clashes. In these instances, students will be guided on their course planning to make alternative subject selections.

Students must be aware of the requirements and expectations of the course planning and subject selection processes. Should they have any questions, they should consult their Homeroom teacher in the first instance.

RELIGIOUS EDUCATION

The Year 9 Religious Education program at Mercy College is based on Coming to Know, Worship and Love; the Religious Education Framework published by the Archdiocese of Melbourne. At Year 9 level, the focus of study aims to bring students to a better understanding of how they can accept responsibility in their lives, and how they can seek guidance and understanding in the Catholic tradition. As well as the classroom, students are also involved in the preparation and celebration of liturgy.

Students examine the Stations of the Cross and the Easter Story throughout the season of Lent. Following this, various genres and questions associated with the writing of the Bible are explored. Themes of good and evil are analysed, and the Gospel symbols of hope are compared to those promoted by popular culture.

Students also reflect on their own faith life, and how they might be inspired by significant women in the Church's history, considering Mary as a model of faithfulness. There is a historical unit studying the development of the Catholic Church in Australia, and a modern Prophets unit exploring the impact of Catholic social teachings on today's society.

Duration of study:

All year.

Topics studied:

- Stations of the Cross
- Reading the Bible
- Mary the First Disciple
- The Catholic Church in Australia
- Prophets and Social Justice

Examples of Learning Activities and Assessment tasks:

- Small and large group discussions
- Written responses
- Research assignments and presentations
- Analysis of issues
- Investigations of specific areas of interest
- Liturgy preparation
- Examination



ENGLISH

The Year 9 English course is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience. Students create a range of imaginative, informative and persuasive types of texts.

Duration of study:

All year.

Topics studied in Semester One:

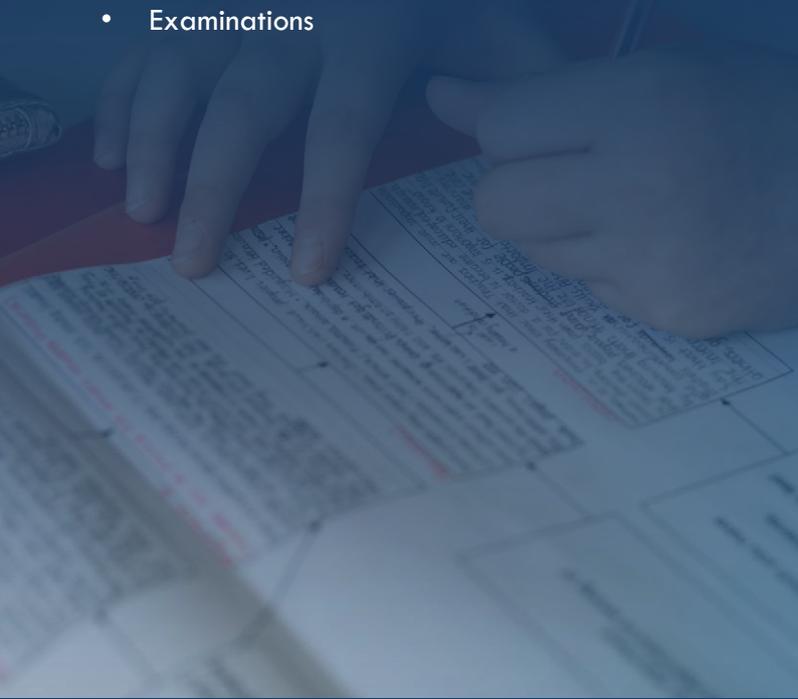
- Reading and Exploring Texts: The short story *Flowers for Algernon*, by Daniel Keyes
- Persuasive Language
- Reading and Exploring Texts: The novel *By The River*, by Steven Herrick
- Shakespeare: His life and times

Topics studied in Semester Two:

- Reading & Exploring Texts: the play *Romeo and Juliet*, by William Shakespeare
- Presenting a Point of View
- Exploring Argument
- Preparing for Year 10 English

Examples of Learning Activities and Assessment tasks:

- Reading/viewing and responding to a range of written, multimodal and visual texts
- Class discussion and small group activities
- Developing prepared oral presentations
- Creating and presenting original pieces of writing for a range of purposes and audiences
- Examinations



MATHEMATICS

The Year 9 Mathematics course is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students are introduced to the CAS calculators.

Duration of study:

All year.

Topics studied:

- Reviewing Number with CAS
- Linear Equations
- Pythagoras' Theorem & Trigonometry
- Linear Relations
- Measurement
- Indices
- Geometry
- Algebraic Techniques
- Probability & Statistics
- Algorithmic Thinking

Examples of Learning Activities and Assessment tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations



ADVANCED MATHEMATICS

The Year 9 Advanced Mathematics course is the first year of a two-year Mathematics program for students who have demonstrated a strong ability in Mathematics. Students who consistently achieve high results, and have a strong work ethic, are recommended by their Year 8 Maths teacher, and can apply in Term Three.

Students complete the Year 9 Mathematics course, as well as some components of the Year 10 Mathematics course as an extension. In Year 10, students complete the rest of the Year 10 Mathematics course, as well as the Year 10A Mathematics course as an extension. The Year 10A Mathematics course includes additional content in the Victorian Curriculum, which extends and prepares students for Mathematical Methods in VCE.

Mathematics is made up of three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. Each of these is further enhanced by the proficiency strands of Understanding, Fluency, Problem Solving and Reasoning. Students are introduced to the CAS calculators.

Duration of study:

All year.

Topics studied:

- Linear & Simultaneous Equations
- Linear Relations
- Pythagoras' Theorem
- Trigonometry (10)
- Geometry (10)
- Indices
- Measurement (10)
- Algebraic Techniques
- Quadratic Equations & Graphs
- Probability & Statistics
- Algorithmic Thinking

Examples of Learning Activities and Assessment tasks:

- Tests
- Summary notes
- Modelling tasks
- Problem solving tasks
- Investigations
- Calculator skills
- Examinations



SCIENCE

The Year 9 Science course is focused on developing students' understanding of fundamental scientific concepts from the four key areas of Science - Biology, Chemistry, Earth Science and Physics. The course also aims to develop students' ability to apply their understanding to real-world examples and deepen their thinking when encountering Science in their lives.

As part of the course, students analyse how biological systems function, and respond to changes in the environment. They explain how similarities in the chemical behaviour of elements and atomic structures are represented in the organisation of the periodic table, and compare the chemical properties of elements. They use the concepts of magnetic fields and electrical energy, and understand the operation of electric circuits.

Students further develop their skills of scientific inquiry by designing and conducting scientific investigations. They analyse trends in data, explain relationships between variables and identify sources of uncertainty. They construct evidence-based arguments, and use appropriate scientific language and representations when communicating their findings and ideas for specific purposes.

Duration of study:

All year.

Topics studied:

- Body Coordination - the Nervous and Endocrine System
- Magnetism and Electrical Circuits
- Atomic Structure and the Periodic Table
- Ecosystems and Energy Flow

Examples of Learning Activities and Assessment tasks:

- Designing experiments
- Constructing and interpreting models
- Predicting patterns in data
- Designing and constructing structures for a purpose
- Critically analysing information about scientific advances
- Research and development of scientific understandings
- Examinations



LANGAUGES: INDONESIAN

In the Year 9 course of study, students will further develop their communication skills by focusing on their speaking, listening, reading and writing skills. They will use a range of resources and strategies for extending their language, expressing opinions and organising information with consideration of audience and purpose. Students will also deepen their cultural understanding of Indonesia, and understand how an in-depth cultural knowledge is equally essential for effective communication.

Duration of study:

All year.

Topics studied:

- Weekend Plans
- Directions
- Indonesian cuisine
- Film and Entertainment

Examples of Learning Activities and Assessment tasks:

- Listening comprehension
- Reading comprehension
- Viewing comprehension
- Writing advertisement/role-play/letter/review/article/blog/diary entry
- Speaking interview/conversation/speech



LANGUAGES: ITALIAN

The Year 9 study includes listening, speaking, reading, viewing and writing. Students produce, study and respond to spoken, written and visual texts for a wide range of audiences and purposes. They develop communication skills and knowledge, and come to understand social, historical, familial relationships and other aspects of Italian culture. They examine aspects of life in Italy. They broaden their language awareness from the varied reading materials. They use language in a range of contexts, both written and oral, to express their own personal meanings. They conduct research and reorganise information to produce spoken and written responses in a range of forms. Activities include a wide range of listening, speaking, reading and writing tasks, as well as tasks that integrate these skills with intercultural understanding and language awareness. They use a range of strategies for extending their language, expressing opinions and organising information with consideration of audience, purpose and appropriate language for each communication task.

Duration of study:

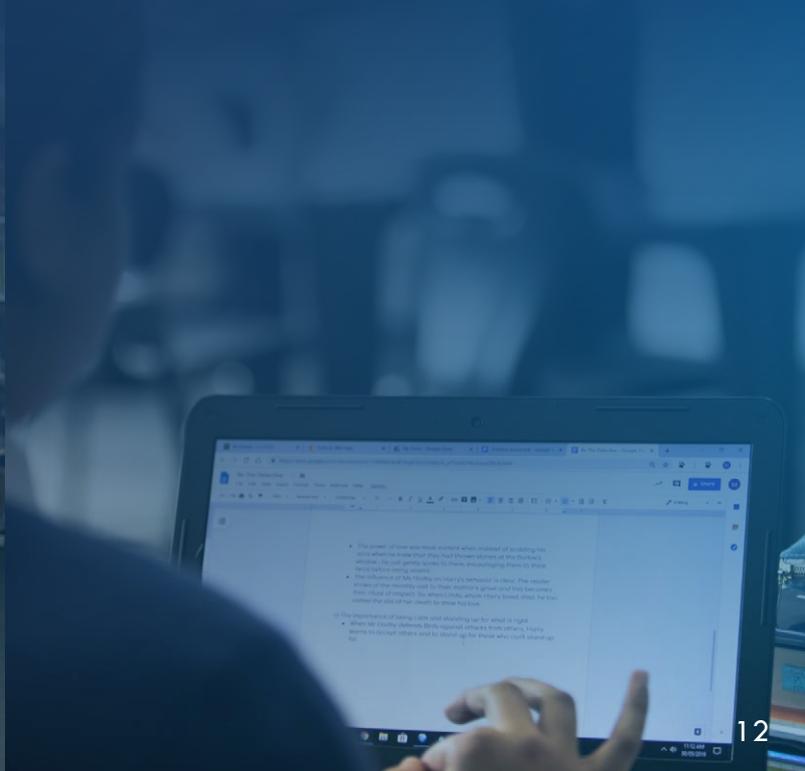
All year.

Topics studied:

- Celebrations in Italy
- Fashion
- Italian Cuisine
- Migration

Examples of Learning Activities and Assessment tasks:

- Listening and Viewing comprehension
- Reading and Viewing comprehension
- Writing
- Speaking



HEALTH & PHYSICAL EDUCATION

This Year 9 subject aims to encourage life-long participation in physical activity. Students continue to develop proficiency in a range of skills, attempting to identify and implement ways of improving performance through the application of tactics and strategies in a range of sport activities. Students also use critical enquiry skills to understand the influences on their own health and wellbeing, linking this with both the skeletal and muscular systems.

Learning is achieved through participation in newly introduced games and activities, as well as the adaptation of previously learnt skills in new contexts. Peer teaching scenarios will also enhance student understanding of leadership roles, skill development and the implementation of fair play and good sporting behaviours.

Within theoretical lessons, students develop their understanding of the skeletal and muscular system, and the importance of meeting physical activity guidelines. Students complete a range of hands-on learning activities and apply this knowledge to all practical sessions.

Duration of study:

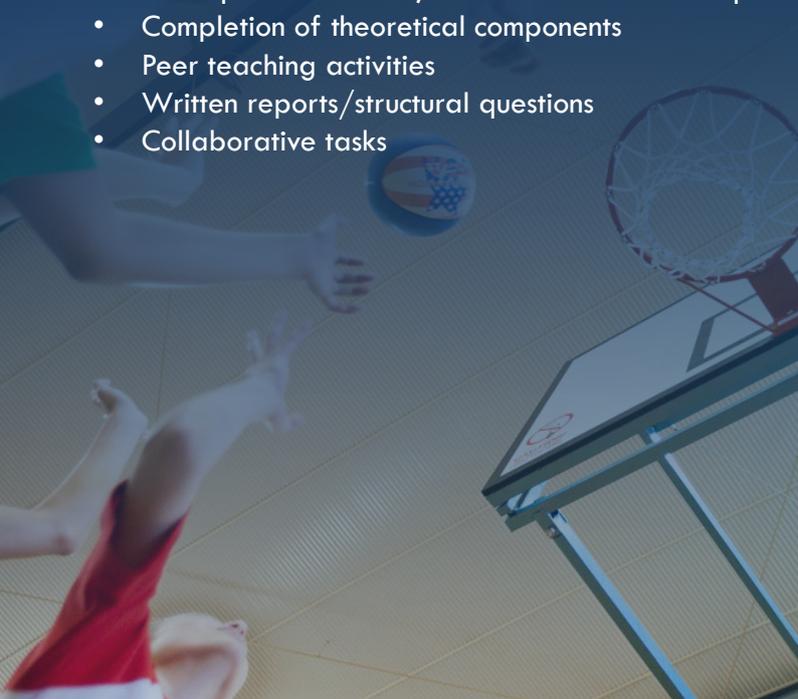
All year.

Topics studied:

- Physical Activity Guidelines
- Skeletal and Muscular Systems
- Present a Game
- Racquet Sports
- Striking Sports
- Target Sports
- Health Promoting Behaviours
- Barriers to Health and Wellbeing

Examples of Learning Activities and Assessment tasks:

- Participation in fitness, skill and tactical development activities/games
- Completion of theoretical components
- Peer teaching activities
- Written reports/structural questions
- Collaborative tasks



HISTORY

In this Year 9 subject, students explore the making of the modern world from 1750 to 1918, including the Industrial Revolution and the rapid change in the ways people lived, worked and thought. They focus on the changes that occurred with the migration of people from the United Kingdom to Australia, with an emphasis on the causes and effects of the colonisation of Australia. Students also examine the consequences of European Settlement on Indigenous Australians at the time, and use historical sources to analyse the historical significance of the Batman Treaty. Students consider the impact of the gold rush and the reasons for Federation, through examining the White Australia ideal. They also focus on Australia's involvement in World War I, with a focus on the experiences of soldiers and nurses during the Gallipoli campaign.

Duration of study:

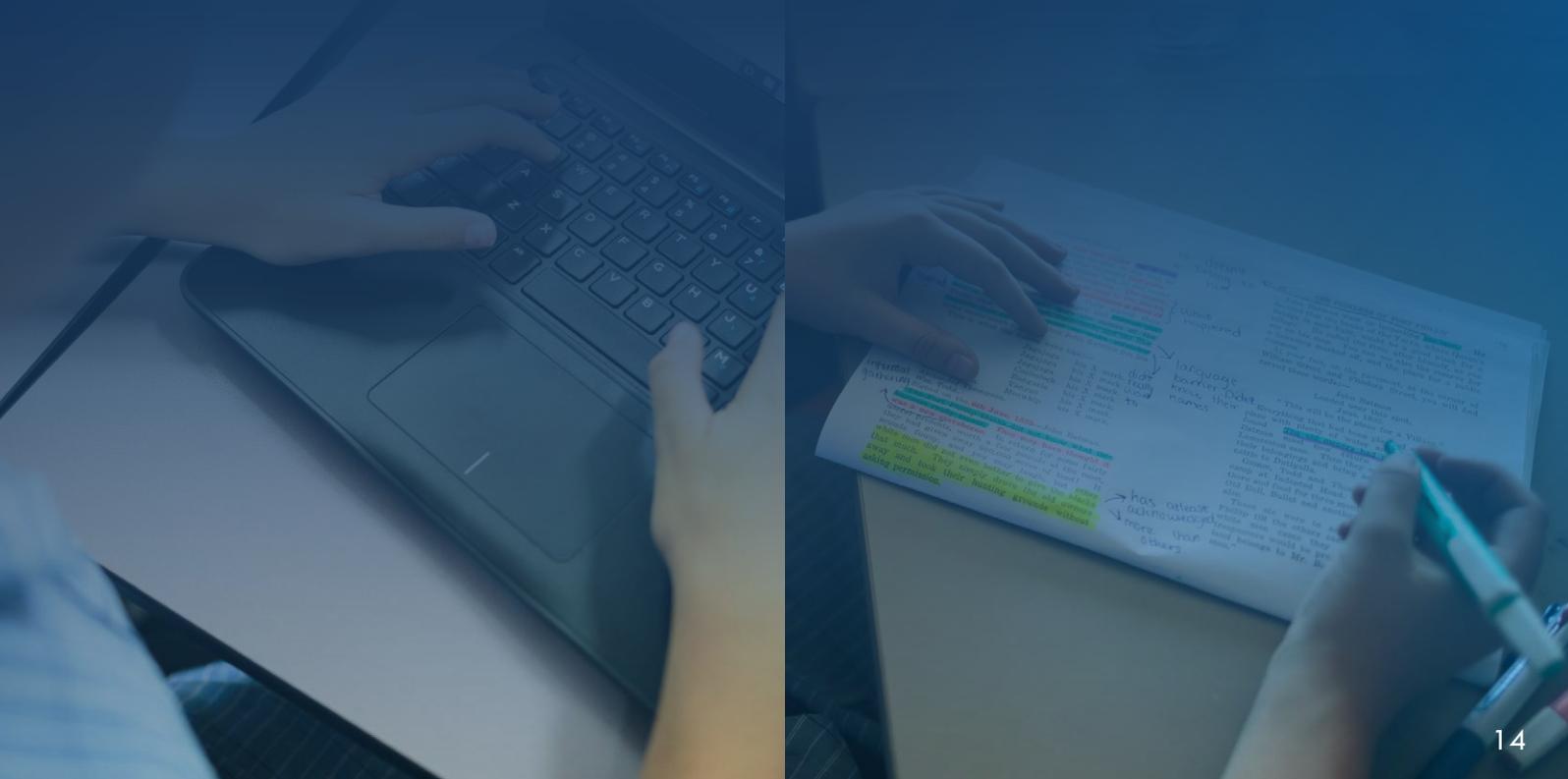
One semester.

Topics studied:

- Australia: 1750 - 1918
- Australia at War: World War I

Examples of Learning Activities and Assessment tasks:

- Explore historical sites
- Analyse and evaluate historical sources
- Present conclusions about historical interpretations
- Evaluate historical significance
- Research projects
- Presentations
- Historical empathy tasks



GEOGRAPHY

In this Year 9 subject, students explore how people and places around the world are interconnected. They focus on the concept of globalisation; its benefits and drawbacks for individuals, businesses, nations and the environment. Students also consider the way an increasing global workforce may influence future employment and standards of living. Students examine the factors that influence environmental change; in particular climate change, and how this has or may in the future threaten food security and the wellbeing of people and environments around the world. Consideration is given to strategies that may eliminate or reduce the harmful factors of climate change.

Duration of study:

One semester.

Topics studied:

- Geographies of Interconnections and Food Security
- Environmental Change and Management

Examples of Learning Activities and Assessment tasks:

- Annotated visual display
- Creating and interpreting maps and graphs
- Tests
- Field work
- Research projects
- Data Interpretation/analysis



ELECTIVES - BLOCK A

THE ARTS

Individual program unit selections must include:

- at **least one unit** from Block A – The Arts
- at **least one unit** from Block B – Technology
- **one other unit** from either Block A – The Arts or Block B - Technology
- **three other elective units** from either Block A – The Arts, Block B – Technology or Block C – Health & Physical Education and STEM



DRAMA

The Year 9 Drama course explores several different performance styles, allowing students to use their acting, design, performance and analysis skills. The unit begins by investigating influential and notable performance styles, looking at both Naturalism and Non-Naturalism. Students have the opportunity to examine and discover their talents, both on and off stage. Students also consider the meaning of performance texts in a heightened manner.

Duration of study:

One semester.

Topics studied:

- Stanislavski and Naturalism
- Eclectic Theatre
- Physical Theatre

Examples of Learning Activities and Assessment tasks:

- Naturalism scene study performance
- Eclectic theatre makeup design and terminology task
- Physical Theatre performance



MEDIA

The Year 9 Media course exposes students to a range of media products and media forms, whilst understanding the various codes and conventions that are associated with these. Students will analyse these codes and conventions in an established film, as well as their own film production. Students will also undertake their own personal production, that will involve showcasing their learning in the media production process. Students will use design software to create media products, with particular emphasis on creating meaning in response to their own personal production. This unit will also endeavour to enhance skills in the area of editing videos, images and design.

Duration of study:

One semester.

Topics studied:

- Film Analysis
- Film Production

Examples of Learning Activities and Assessment tasks:

- Film analysis task
- Film production
- Print media production

ART

The Year 9 Art course exposes students to a wide range of 2D and 3D art studies. Students will develop an awareness of the historical and cultural contexts of artists and their art movements; the materials, techniques and processes of various artforms, art elements and principles; develop an artistic vocabulary and understand specific terminology. Students will produce a folio of work incorporating the following techniques: ceramics, lino printing, various paints including acrylic and high flo, and digital formats. Students will explore a variety of themes, issues and ideas in their artworks, and examine the work of artists who have worked in a similar style or medium. The periods of art covered in this course will be Surrealism, Abstract Expressionism and Pop Art.

Duration of study:

One semester.

Topics studied:

- Art Period: Surrealism
- Art Period: Abstract Expressionism
- Art Period: Pop Art

Examples of Learning Activities and Assessment tasks:

- Surrealist Ceramic Tile
- Abstract Expressionist Painting
- Pop Art Lino Print



ROCK BAND

The Year 9 Rock Band course explores how to start a rock band. Students learn basic skills which allow them to play various rock band instruments, including the keyboard, electric guitar, bass guitar, drum kit or voice. Students choose an instrument to specialise in. They learn the role of the sound equipment used in a rock band, including how to set up the equipment, and how to tune their instruments. In a group, students arrange, practice and perform a rock song at the end of the semester. These are then recorded in the recording studio. Students also learn relevant musical theory and aural, and complete a rock song analysis. This subject is suitable for all students who love music, including those who already play an instrument, and those who haven't before.

Duration of study:

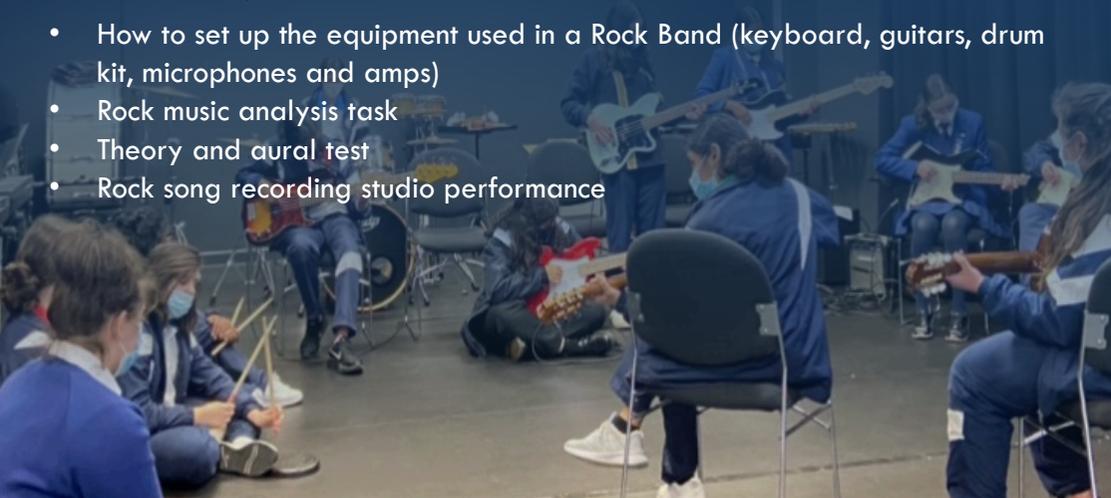
One semester.

Topics studied:

- How to Set up a Rock Band - Knowledge of Instruments and Equipment
- Song Arrangement and Effective Rehearsal Techniques
- Performance Skills
- Theory and Aural

Examples of Learning Activities and Assessment Tasks:

- How to set up the equipment used in a Rock Band (keyboard, guitars, drum kit, microphones and amps)
- Rock music analysis task
- Theory and aural test
- Rock song recording studio performance



VISUAL COMMUNICATION DESIGN

The Year 9 Visual Communication Design course develops freehand drawing and rendering skills; as part of the development of computer skills, using Adobe Illustrator software. A variety of design elements and principles are studied, and applied to both manual and computer aided drawing. Students start working to design briefs, through the application of the design process, in a variety of design fields.

Duration of study:

One semester.

Topics studied:

- Design Elements and Principles
- The Design Process
- Design Technical Drawing Systems

Examples of Learning Activities and Assessment tasks:

- Design folio task
- Technical drawing



ELECTIVES - BLOCK B

TECHNOLOGY

Individual program unit selections must include:

- at **least one unit** from Block A – The Arts
- at **least one unit** from Block B – Technology
- **one other unit** from either Block A – The Arts or Block B - Technology
- **three other elective units** from either Block A – The Arts, Block B – Technology or Block C – Health & Physical Education and STEM

DESIGN AND CREATE

WORLD FOOD TRAVELLER

DESIGN AND CREATE

The Year 9 Design and Create course engages students in the design and production of a product that meets the needs and wants of a client, with a focus on developing skills using a range of unfamiliar fabrics. The product is developed with a focus on the design process, and is influenced by a range of factors including innovation and creativity, design elements and principles, sustainability concerns, economic limitations, legal responsibilities, material characteristics and properties, and technology.

In the initial stage, a design brief is prepared, outlining the needs and requirements in the form of constraints and/or considerations. Students develop an understanding of techniques, in using the design brief as a springboard to direct research and complete design activities, and then use these skills to produce the final design.

Duration of study:

One semester.

Topics studied:

- Design and construction of a product
- Environmental issues in the Textiles industry

Examples of Learning Activities and Assessment tasks:

- Investigation and design tasks
- Production activities
- Analysis and evaluation of end products and processes used



WORLD FOOD TRAVELLER

The Year 9 World Food Traveller course introduces students to the global perspective of food. They investigate the origin and role of food around the world, taking into account ethics, social values, environmental considerations and sustainability factors. Students will investigate the cuisines that have helped to form Australia's culinary identity today, from indigenous foods through to European settlement and beyond. Students investigate food sustainability and ethical issues, whilst researching the impact that consumers and the food industry have on the environment. They will develop their practical food preparation and processing skills through the use of many different cooking methods and techniques, whilst using a range of complex tools and unfamiliar ingredients.

Duration of study:

One semester.

Topics studied:

- Shaping Australian Cuisine
- Food Sustainability
- Applying the Design Brief

Examples of Learning Activities and Assessment tasks:

- Investigation and design tasks
- Production activities
- Sensory analysis and evaluation of end products and processes used
- Written report



ELECTIVES - BLOCK C

HEALTH & PHYSICAL EDUCATION AND STEM

Individual program unit selections must include:

- at **least one unit** from Block A – The Arts
- at **least one unit** from Block B – Technology
- **one other unit** from either Block A – The Arts or Block B - Technology
- **three other elective units** from either Block A – The Arts, Block B – Technology or Block C – Health & Physical Education and STEM

OUTDOOR EDUCATION

STEM - SUSTAINABLE TECHNOLOGY

OUTDOOR EDUCATION

This Year 9 subject aims to encourage life-long participation in physical activity. Students will engage in a variety of recreational and outdoor adventure pursuits, with opportunities to develop skills, knowledge and behaviours which enhance safe participation, whilst encouraging respectful consideration of the natural environment in which activities take place. Learning is achieved through participation in newly introduced activities, as well as the adaptation of previously learnt skills in new contexts, including mountain biking, rock climbing, kayaking, archery and an overnight camp.

Participation in all activities, some of which are physically challenging, is compulsory in this subject. As assessment is an integral component of the excursions and camps undertaken in Outdoor Education, medical certificates will need to be provided for non-attendance of any of the scheduled excursions or overnight expeditions.

Duration of study:

One semester.

Topics studied:

- Bushwalking
- Kayaking
- Mountain Biking
- Qualities of Survival
- Rock Climbing
- Camp Craft

Examples of Learning Activities and Assessment tasks:

- Participation in a variety of activities and preparatory classes
- Exposure to and completion of theoretical components
- Reflection on and evaluation of experience and learning
- Participation in overnight expedition(s) and preparatory classes

STEM - SUSTAINABLE TECHNOLOGY

STEM at Year 9 exemplifies an inquiry-based approach through the study of global warming, and through the investigation of renewable energy sources. The use of STELR equipment will help demonstrate how the unifying ideals of sustainability, energy, evidence, models, explanations and theories can be developed further to improve current technologies.

Duration of study:

One semester.

Topics studied:

- Problem Based Inquiry into Renewable Energy and Design of Solutions to Improve the Efficiency of Sustainable Technology

Examples of Learning Activities and Assessment tasks:

- Use STELR equipment to conduct practical investigations
- Investigate the topic of sustainability and energy production
- Build on the evidence and practical results to improve the design of current renewable energy technologies



PLANNING YOUR YEAR 9 SUBJECTS

Use the following chart to plan your Year 9 studies. Your Homeroom Teacher will provide you with another copy for submission.

NAME:	HOMEROOM:	HOMEROOM TEACHER:
-------	-----------	-------------------

SEMESTER	COMPULSORY SUBJECTS							ELECTIVES
SEMESTER 1	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	LANGUAGE: ITALIAN OR INDONESIAN	HEALTH & PHYSICAL EDUCATION	HISTORY OR GEOGRAPHY	BLOCK A: BLOCK B: BLOCK A OR B:
SEMESTER 2	RELIGIOUS EDUCATION	ENGLISH	MATHS OR ADVANCED MATHS	SCIENCE	LANGUAGE: ITALIAN OR INDONESIAN	HEALTH & PHYSICAL EDUCATION	HISTORY OR GEOGRAPHY	BLOCK A, B OR C: BLOCK A, B OR C: BLOCK A, B OR C:

All students are required to select three additional reserve elective subjects that they would like to study, should their initial selections not be available.

ADDITIONAL SUBJECT CHOICE 1	ADDITIONAL SUBJECT CHOICE 2	ADDITIONAL SUBJECT CHOICE 3

SIGNATURES:

Student: _____ Parent / Guardian: _____ Homeroom teacher: _____

Date: _____ Date: _____ Date: _____

PLEASE GIVE A COPY OF THIS TO YOUR HOMEROOM TEACHER BY FRIDAY 5TH AUGUST 2022