



HUANUI COLLEGE  
*vincit qui se vincit*

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## COURSE & SUBJECT HANDBOOK FOR JUNIOR STUDENTS - 2016

## **PRINCIPAL'S INTRODUCTION**

Dear Parents and Students

This guide has been produced to help students and parents make subject option choices for 2016. This initially can be very daunting for both students and their parents as most students do not have a clear idea of their future career pathway. Don't worry this is quite normal.

My advice is to gather information about the courses on offer. Talk to your child's teacher's and career advisor Mrs Young. Choose your subjects wisely and don't be swayed by what friends are taking, or who you think the teacher may be. Be aware of what your strengths are, what you enjoy and what you are most successful at.

When it comes to making subject choices for 2016, I would encourage our junior students to make use of this guide in conjunction with the advice of teachers, parents and career advisor.

Mr Peter Ackers

**Principal**

## **Introduction**

This guide aims to inform students and parents of subjects on offer at Huanui College for Year 9 and 10 students in 2016

Please be aware that some courses may not run because of insufficient numbers and staffing availability. It is not always possible to accommodate every combination of subjects. The timetabling team work hard to minimise the number of clashes.

If you require more information about any of the courses in this guide, go to [www.cie.org.uk](http://www.cie.org.uk) or contact the following heads of department:

### **Head of Art and Technology**

[Carolyn.evans@hc.school.nz](mailto:Carolyn.evans@hc.school.nz)

### **Head of Commerce and ICT**

[Vernice.young@hc.school.nz](mailto:Vernice.young@hc.school.nz)

### **Head of English and Languages**

[Viv.smith@hc.school.nz](mailto:Viv.smith@hc.school.nz)

### **Head of Humanities**

[mark.copeland@hc.school.nz](mailto:mark.copeland@hc.school.nz) acting

### **Head of Mathematics**

[Patrick.dodd@hc.school.nz](mailto:Patrick.dodd@hc.school.nz)

### **Head of Physical Education**

[Callum.mather@hc.school.nz](mailto:Callum.mather@hc.school.nz)

### **Head of Science**

[Fiona.boorer@hc.school.nz](mailto:Fiona.boorer@hc.school.nz)

## **Career Guidance**

Choosing subjects at school is an important part of your future. All subjects open the doors to interesting and varied career pathways. The trick is to make sure you choose the right subjects to open the right doors for you. There are many aspects that need to be taken into account when you choose, including compulsory subjects, our school timetable, what you enjoy and, most importantly what you might need to enter a particular degree or tertiary course.

As many students have not yet settled on a career path especially at Year 10/11 level it can be hard to decide which are the 'best' subjects to be studying. Apart from a number of specialised areas it is generally better to keep your options as broad as possible. You will have an extensive choice of study pathways on leaving school, many of them unrelated to school subjects or offering learning areas you may have missed that is important for the qualification you are seeking. Medicine, Engineering, Veterinary Science and Art/Design courses are the traditional areas where school subject choice can have an impact but there are an increasing number of Degrees where entry can depend on you having studied a specific subject to a certain level at school.

If you are uncertain about the requirements for a particular course which you may be interested in studying, it is a good idea to talk to Mrs. Young or research the course entry requirements on university websites. This is very important if you are planning on studying overseas because they may have different entry requirements to New Zealand universities. Knowledge is the key to choosing the right subjects.

Huanui College will organise visits from various universities and tertiary providers; as well as career-specific talks. It is up to the student, firstly, to take advantage of these opportunities and secondly, to be proactive in asking for information about particular careers which they would like to investigate in depth.

Mrs. Young is available for career and scholarship advice, as well as practical advice on how to enrol in courses and apply for halls of residence.

Mrs. Vernice Young

vernice.young@hc.school.nz

## **General Guidelines**

When making your subject choices we would encourage you to consider the following:

- Look closely at your current subjects. Think about which ones you enjoy and you do well at.
- Maintain a broad range of subjects and avoid specialising too early in your schooling
- Plan your option choices carefully, think ahead to what you may study in Years 11, 12 and 13. Some of these subjects may have prerequisites.
- If you have a future career path in mind. Take the time and trouble to find out which subjects would help you to reach your career goals.

## Year 9

### Compulsory subjects for Huanui College Year 9 students

- English
- Mathematics
- Science
- Social Studies
- Physical Education

### Year 9 Options

Each subject is studied for two periods a week (double periods). Subjects can be studied for half a year or full year.

Course Outline	For more information contact
<b>Media Studies</b> This would involve studying the film-making process, including looking at techniques and styles inherent with different genres. The course would lead up to and involve students writing and directing their own short films.	Mark.copeland@hc.school.nz
<b>Fashion Creative</b> Learn how to draw fashion figures, high fashion garments and a variety of textures. Explore Wearable Art and how to use a variety of unusual materials to create innovative wearable art. Learn how to create unusual fabrics with a variety of techniques eg applique, quilting, knitting etc. Design your own T-shirt and explore the world of creative labelling & packaging.	Margaret.crichton@hc.school.nz
<b>Video Game Development</b> Students will have the opportunity to develop and create a video game using a professional development environment. There are some maths and logical thinking skills required. Scratch programming in addition as a warm-up and/or alternative to the complex programming development environment. Many skills that are applicable outside of game development will be developed.	Chris.lewis@hc.school.nz
<b>Robotics</b> Students will have the opportunity to build and program robots to work in 4 different scenarios, including one of their own choosing. Students will use the Vex IQ robotics kits, plus online programming software to create these projects. Projects to be considered are a race track with an automated car, medieval castle that can defend itself and a marble run. In the final term, student will come up with their own project, in concert with the teacher to develop and create. You will work in pairs to consider how a particular scenario might be developed, created and programmed for that task. Skills such as research, engineering and programming along with the presentation of ideas will be developed.	<a href="mailto:Chris.lewis@hc.school.nz">Chris.lewis@hc.school.nz</a>
<b>Graphics</b> Graphics at Year 9 is essentially about the ability to generate appropriate and creative design solutions, and to effectively communicate these visually. The Year 9 Course is an introduction to Graphics, and aims to develop the skills of problem solving, designing and graphic communication. Students will undertake a journey through the stages in the design process to create and design in their chosen interest area.	<a href="mailto:Sharon.cole@hc.school.nz">Sharon.cole@hc.school.nz</a>

<p><b>Agriculture/ Horticulture *</b> To introduce students to basic livestock management processes and fundamental soil science practices. It also develops skills in plant propagation techniques, investigative techniques and looks at the relationship between management practices and the environment. Visits to farms, orchards and growing your own vegetables will be an integral part of this course.</p>	<p><a href="mailto:Elizabeth.Askew@hc.school.nz">Elizabeth.Askew@hc.school.nz</a></p>
<p><b>Art and Design</b> The Junior Art and Design course focuses on Painting, Drawing and Printmaking techniques as they learn about visual perception and aesthetic experience. An awareness of historic and contemporary art in New Zealand and around the world is promoted. Most of the work for this syllabus is practical or studio based to ensure they learn the skills required for the senior curriculum areas.</p>	<p><a href="mailto:Terese.storey@hc.school.nz">Terese.storey@hc.school.nz</a></p>
<p><b>Drama</b> Through practical and theoretical study, students develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the final assessment.</p>	<p><a href="mailto:Denise.irwin@hc.school.nz">Denise.irwin@hc.school.nz</a></p>
<p><b>Music</b> In Music there is a focus on practical and creative music making with an emphasis on mainly whole-class group-work. You will:</p> <ul style="list-style-type: none"> <li>• learn to play an instrument as part of a group</li> <li>• rehearse pieces for a final concert at the end of year</li> <li>• reflect on the rehearsal and performance process</li> <li>• demonstrate basic knowledge of music theory</li> </ul>	<p><a href="mailto:Cathy.senescall@hc.school.nz">Cathy.senescall@hc.school.nz</a></p>
<p><b>Maoritanga</b> The study of Maori culture, traditions, and way of life. This course may include activities such traditional Hangi methods, Hakinakina (Sports) and Haka.</p>	<p><a href="mailto:Cathy.senescall@hc.school.nz">Cathy.senescall@hc.school.nz</a></p>
<p><b>Sports Skills</b> Sports Skills is a practical subject designed to specifically improve each student's individual fundamental movement skills through a range of training regimes and sports. There will be a small element of theory to support the practical learning. Sports Skills will specifically examine through practical sport</p> <ul style="list-style-type: none"> <li>• The fundamental movement skills required to improve performance.</li> <li>• The factors which affect performance.</li> <li>• The role of leadership in sport.</li> </ul> <p>Sports Skills will lead directly into IGCSE PE in year 10 /11 which is 60% practical and 40% theory.</p>	<p><a href="mailto:Callum.mather@hc.school.nz">Callum.mather@hc.school.nz</a></p>

\* Full year only

# Year 10

## Compulsory subjects for Huanui College Year 10 students

- English
- Mathematics
- Science
- Social Studies
- Physical Education

## Year 10 Options

### Agriculture and Horticulture

#### Pre-requisites

None

#### Description/Aims

- To understand the opportunities available in the Agricultural/Horticultural sectors in New Zealand
- To gain skills in plant propagation techniques.
- To gain skills in investigative techniques.
- It provides a great springboard for those interested in a career in any aspect of New Zealand's leading industry.

#### Course outline

To introduce students to basic livestock management processes and fundamental soil science practices. It also develops skills in plant propagation techniques, investigative techniques and looks at the relationship between management practices and the environment. Visits to farms, orchards and growing your own vegetables will be an integral part of this course.

#### Methods of Assessment

- A practical agricultural or horticultural investigation.
- Demonstrate knowledge of basic plant propagation techniques.
- Demonstrate knowledge of the impact on the environment of primary production management practice
- Demonstrate knowledge of soil management practices.
- Demonstrate knowledge of livestock management practices.

#### Special Equipment and Cost

Students will be required to purchase a text book, workbook and notebooks. The costs of field trips will vary according to the nature of the excursion.

#### Continuation of subject at School

Leads to NCEA Level One Agriculture / Horticulture

#### Career Opportunities

##### Dairy

Farm assistant, Herd manager, Farm Manager, Variable order sharemilker and contract milker, Share-farming, 50/50 sharemilker, Dairy Farmer

### **Sheep and Beef**

Shearer, Farm Manager, Stock Manager, Stock Agent, Fencer, Farm Worker, Shepherd, Agricultural Technician, Rural Valuation, Agricultural Contractor, Rural Banker, Rural Banking Consultant, Rural Bank Manager, Agricultural Engineer

### **Horticulture**

Nursery Grower / Worker, Packhouse Worker, Arborist, Landscape Gardener, Crop Farmer  
Production Manager, Beekeeper

### **Equine (Horses)**

Horse Trainer, Stable Assistant

**Reference Person** – Mrs Elizabeth Askew

# **Art and Design: Painting and Drawing**

## **Pre-requisites**

Students should have studied Visual Art and/or Graphics in Year 9. Others will be accepted by TIC approval. Year 11 Entry: Students should have studied IGCSE Art & Design at Year 10 level.

## **Description/Aims**

The two year course for IGCSE Art and Design at Huanui considers expression and communication. Students focus on Painting and Related Media as they learn about visual perception and aesthetic experience. An awareness of historic and contemporary art in New Zealand and around the world is promoted. Most of the work for this syllabus is practical or studio based, so that students can develop their abilities of observation and analysis of the visual world, sensitivity, skill, personal expression and imagination. They also learn how to relate their skills to an enhanced knowledge of their own cultures, past and present.

## **Course Outline**

The aim of Year 10 Art and Design is for students to begin to develop a personal style and awareness of Visual Art elements and art styles. Students study several artist and experiment with a variety of artistic techniques to one theme.

The aim of Year 11 Art and Design is for students to develop their own personal styles and personal vision within art and extend these within the creation of a large body of two dimensional artworks, demonstrating their skills and awareness of historical and current art practice.

## **Methods of Assessment**

Students will be required to enter in two papers. The first is a coursework component that is developed throughout Year 10 and the first two terms of Year 11. The second is the Painting and Related Media examination, where student produce a body of artwork on a particular theme throughout Year 11 Term Three and sit the eight hour examination in Year 11, Term Four.

## **Special Equipment and Cost**

Texts:

- GCSE Bitesize: Art and Design (Approximately \$20)
- Art Materials (Approximately \$50)
- There will be opportunities for students to go on exhibition visits (to Auckland and Whangarei Art Galleries) throughout the IGCSE course.

## **Continuation of subject at School**

Students can go on to study Art and Design at Cambridge AS and A Level in Years 12 and 13 at Huanui College.

**Reference Person** Carolyn Evans (TIC Art)

# Business Studies

## Pre-requisites

None

## Description/Aims

Cambridge IGCSE Business Studies is accepted by universities and employers as proof of an understanding of business concepts and techniques across a range of different types of businesses. Successful IGCSE Business Studies students gain lifelong skills, including:

- Understanding different forms of business organisations, the environments in which businesses operate
- and business functions such as marketing, operations and finance;
- An appreciation of the critical role of people in business success;
- Confidence to calculate and interpret business data;
- Communication skills including the need to support arguments with reasons;
- Ability to analyse business situations and reach decisions or judgements.

## Course outline

1. Business Activity
2. Business Structure, Organisation and Control
3. Business Activity to Achieve Objectives
4. People in Business
5. Regulating and Controlling Business Activity

## Methods of Assessment

- **Paper 1** 1¾ hours  
Short-answer questions and structured/data response questions. 50% of total marks.
- **Paper 2** 1¾ hours  
Questions arising from a given case-study (not pre-released). 50% of total marks.

## Special Equipment and Cost

Students will be required to purchase a text book, workbook and notebooks. The costs of field trips will vary according to the nature of the excursion.

## Continuation of subject at School

IGCSE Business Studies

## Career Opportunities

Business Studies can feed comfortably into a variety of business degree specialisations such as Management Studies, Marketing and Finance, and lead to successful careers in financial management, human resources management, information systems marketing and product management.

## Reference Person

Vernice Young (HOD Commerce)

# **Design and Technology ( Graphics)**

## **Pre-requisites**

Nil

## **Description/Aims**

- awareness, understanding and expertise in those areas of creative thinking which can be expressed and developed through investigation and research, planning, designing, making and evaluating, working with media, materials and tools
- the ability to solve practical and technological problems using processes of analysis, synthesis and realisation
- a range of communication skills which are central to design, making and evaluation
- a range of making skills
- the desire to relate their work to their personal interests and abilities by learning and experimenting with materials in practical areas
- greater curiosity, enquiry, initiative, ingenuity, resourcefulness and discrimination
- improved technological awareness, attitudes of co-operation and social responsibility and abilities to enhance the quality of the environment
- the ability to make value judgements of an aesthetic, technical, economic and moral nature

## **Course outline**

The course will be based around two components. The first component is made up of knowledge based teaching and learning. The second component is a coursework project which involves an individual design problem and production of a design model.

## **Special Equipment and Cost**

All students will require

- A4 Visual Diary
- The basic graphics kit (approximate cost \$35) or similar.
- Printing & modelling costs \$20

## **Continuation of subject at School**

IGCSE Level Design and Technology Graphic products

**Reference Person** Sharon Cole (TIC Graphics)

# **Drama**

## **Pre-requisites:**

An aptitude for the subject shown in the junior school either through taking Drama as a subject or taking part in extra-curricular Drama

## **Description**

Through practical and theoretical study, students develop an understanding and enjoyment of drama, developing group and individual skills and studying ways to communicate ideas and feelings to an audience. Students learn how to discover the performance possibilities of a text and other stimuli, and devise dramatic material of their own. Students also develop their performance skills, the demonstration of which will form part of the final assessment.

## **Aims**

The syllabus aims to:

- develop candidates' understanding of drama through practical and theoretical study
- enable candidates to understand the role of actor, director and designer in creating a piece of theatre
- develop candidates' acting skills, both individually and in groups
- enable candidates to develop their skills in devising original drama
- help candidates communicate feelings and ideas to an audience
- foster understanding of the performance process and enable candidates to evaluate the various stages of that process
- encourage enjoyment of drama.

## **Course outline**

Candidates should be able to analyze and apply knowledge of drama processes and performance, using clear and accurate English, and appropriate terminology and demonstrating understanding of the production process (roles of actor, director, design, set, lighting, sound, costume, make-up) in relation to the chosen theatre genres and periods.

## **Special Equipment and Cost (include cost of field trips)**

- Students will be expected attend theatre trips over the year – this will include ticket and transport costs

## **Reference Person**

Denise Irwin (TIC Drama)

# Music

## Pre-requisites

Learners beginning this course are expected to have as a minimum some background in practical music making.

## Description/Aims

Music is accepted by universities and employers worldwide as providing proof of musical skills, knowledge and understanding. This syllabus offers students the opportunity to develop their own practical musical skills through performing and composing. They also develop their listening skills by studying music from the main historical periods and styles of Western music as well as from selected non-Western traditions. The emphasis within the syllabus is as much on developing lifelong musical skills as on acquiring knowledge.

## Course outline

- Enable candidates to acquire and consolidate a range of basic musical skills, knowledge and understanding, through the activities of listening, performing and composing
- Help candidates develop a perceptive and critical response to the main historical periods and styles of Western music
- Help candidates to recognise and understand the music of selected non-Western traditions, and thus to form an appreciation of cultural similarities and differences
- Provide a foundation for the development of an informed appreciation of music • provide a foundation for further study in music at a higher level.

## Special Equipment and Costs

Nil

## Continuation of subject at School

IGCSE Music

## Reference Person

Cathy Senescall

# Information & Communication Technology

## Pre-requisites

None

## Description/Aims

Through the study of these subjects students will grow in their awareness of how applications are used in the workplace and will consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues. Students find their developing skills are useful to them in their work across the curriculum and will prepare them for future employment. The course combines a number of practical and theoretical units of study. The practical topics focus on enhancing student skills in commonly used software applications such as word processing, spreadsheets, interactive presentations, databases, electronic mail, web browsers, image manipulation and website design.

## Course outline

The IGCSE ICT curriculum is split between eight theory and eight practical units. The theory units cover a wide range of topics including:

1. Types and components of computer systems
2. Input and output devices
3. Storage devices and media
4. Computer networks
5. Data types
6. The effects of using ICT
7. The ways in which ICT is used
8. Systems analysis and design

## Practical units

1. Communication
2. Document production
3. Data manipulation
4. Integration
5. Output data
6. Data Analysis
7. Website authoring
8. Presentation Authoring

## Special Equipment and Cost

There may be a possibility that students must have their own laptops. Details to follow.

## Career Opportunities

The importance of good technological skills can never be underestimated and trained people with applied skills in all areas of trades and technology continue to be in high demand as skill shortages remain even in times of recession. The skills imparted in school-based technology courses give a sound basis for further training across the board in either traditional trades or applied technology for industry and information services.

**Reference Person** Chris Lewis (TIC Computing)

# **Languages: Spanish**

## **Pre-requisites**

Students who have excelled at Year 9 Spanish

## **Description/Aims**

The two year course for IGCSE aims to further build on skills of oral and written communication with pupils learning to use Spanish to enable them to cope in a variety of common everyday situations.

## **Course outline**

While the level of mastery will depend on the particular pupil, the IGCSE course is based on five subject areas:

- Everyday Activities
- Personal Social Life
- The World Around Us
- The World of Work
- The International World

## **Special Equipment and Cost**

To undertake the IGCSE course, at the start of Year 10, students must own:

- LISTOS 3 Cuaderno (approximately \$8.00)
- BBC Bitesize GCSE Revision Guidebook and CD. (approximately \$25.00)
- GCSE Spanish Vocabulary Booklet (approximately \$15.00)

There may be opportunities for students to go on local and/or overseas trips throughout the IGCSE course.

## **Continuation of subject at School**

IGCSE Spanish

**Reference Person** Selva Calvo (TIC Spanish - acting)

# **Languages: Te Reo Māori**

## **Pre-requisites**

Students who have produced acceptable test results in Year 9 Te Reo Māori or have prior knowledge will be considered for Year 10. Please make contact with the teacher in charge for further clarification.

## **Description/Aims**

The two-year course is intended for learners to further their knowledge and the advancement of Te Reo Māori. It aims to build on skills in oral and written communication with pupils learning to use Te Reo Māori to enable them to communicate in familiar everyday situations and in order to participate in Te Ao Māori.

## **Course outline**

Graduates of this qualification will be able to demonstrate Te Reo Māori through their ability to use all modes of language including: whakarongo - listening, pānui - reading, mātakitaki - viewing, kōrero - speaking, tuhituhi - writing and whakaatu - presenting. Students will also participate in, understand and follow tikanga Māori with guidance. Students will participate in relevant and carefully sequenced learning tasks providing multiple opportunities for learning. Connections with our local marae will be continued and identified as an important element of learning.

## **Methods of Assessment**

Speaking, listening and written examinations will take place in Term 4.

## **Special Equipment and Costs**

Students will be expected to own a comprehensive Māori dictionary as well as have access to a computer at home. A range of trips will be organised as part of the course and there may be costs associated with these outings. Notification of these costs will be communicated to families well in advance.

## **Continuation of subject at School**

Students wishing to continue taking Te Reo Māori at Huanui College will have the opportunity to do so if class numbers permit.

## **Reference Person**

Cathy Senescall (Kaiako, Te Reo Māori)