

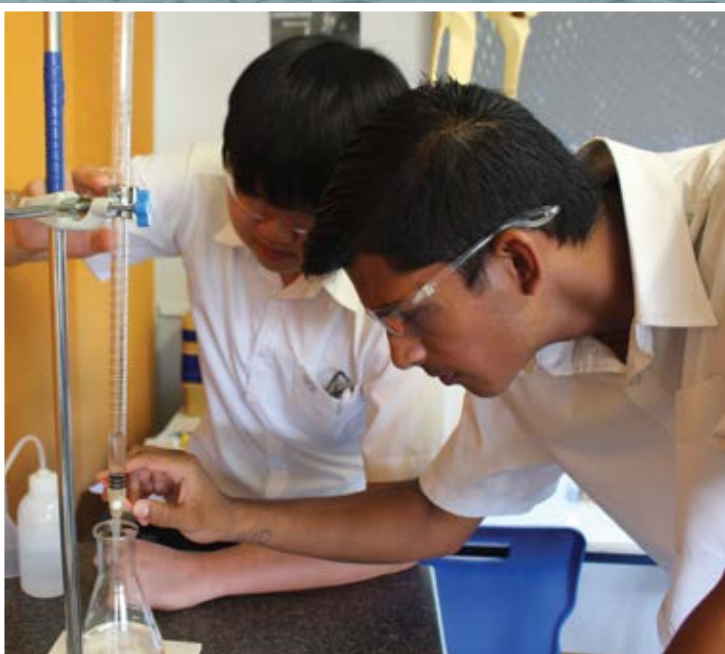
10
Year Anniversary
2010 - 2020

Celebrating 10 years of
helping our students reach
their true potentials.



HUANUI COLLEGE
vincit qui se vincit

Courses of Study 2021



Letters from our HEAD PREFECTS

Vincit qui se vincit - He conquers who conquers himself

Our Student Leaders seek to help others and are involved in peer mentoring, tutoring, coaching, community, social, sporting and cultural activities within and outside of the College.



EVA MCILHINNEY

Head Girl

As a Head Prefect, I encourage students to embrace the opportunities offered to them and to find a healthy balance between academics and extracurricular activities. More importantly, I wish for students to approach each challenge with resilience and a 'can-do' attitude.



CUCHULAINN HOWARD

Head Boy

As a student and leader of the school, I would advise students to find the things they enjoy and give these passions the fullest efforts they can. As each student goes on a passage through to adulthood they should focus on becoming the best they can be, at the things they most value, so they may live and enjoy a long and happy life.



RUTU HEBBAL

Deputy Head Girl

The pulse of our school is our motto, "vincit qui se vincit" and, as Head Prefect, I urge every student to open your heart and seek out your own weaknesses. With grit & resilience, I invite you to strive to acknowledge, rise up and consistently choose to conquer and compete against yourself in all academic, sporting & cultural aspects of Huanui College.



COOPER RINTOUL

Deputy Head Boy

My perspective as Huanui College's Deputy Head prefect is to help engage and inspire the younger students of Huanui College to strive for excellence. This cannot be achieved with only passion, it will also require perseverance and organisation.

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INTRODUCTION

This course handbook outlines, for students and parents, the courses of study available to students in Year 7 to Year 13. The selection of an appropriate course of study is critical in preparing students for their lives beyond the College and I encourage an open dialogue between students, parents and teachers.

I hope that the information in this course handbook will assist in the planning for future courses of study and possible career options. The essential ingredient to this process is to make informed decisions and to seek advice from a range of people. Students who thrive in their studies will have a genuine curiosity for their chosen course and will enjoy the process of learning, by challenging themselves.

The Junior School provides a foundation for students to gain capability across a wide range of learning opportunities. The Senior School is a time for exploring emerging interests and abilities. It is important to maintain 'multiple options' for as long as possible. Selection of options requires careful consideration and planning so that students do not restrict their opportunities in their later years of secondary study and early years of tertiary enrolment.

At Huanui College academic standards are high and we take intellectual life seriously. At the College students operate in a 'high challenge, high support' environment.

Sometimes students start with a specific career in mind and try to choose their subjects accordingly. You should, however, take the time to research your course fully and to think about the time required to spend working on it at Huanui College.

No matter how keen you are to follow a particular career path, you also need a genuine passion for your subject as an academic discipline.

Those who focus too narrowly on career prospects in choosing their course may not find the intensive work at Huanui College enjoyable enough and, as a consequence, struggle to retain their motivation.



All students will liaise with our Careers Education and Futures Leader to ensure they have selected an appropriate course of study.

Most of our students go to further study and research, using the material that they have covered in their courses directly in subsequent degree and career. Do remember, however, that employers are interested in your capacity for study at degree level, which includes general skills such as ability to learn quickly, analyse problems, communicate effectively and meet high expectations under pressure, to name just a few.

Students should be aware that tertiary courses of study are adapting to a rapidly changing career world and that they need to be aware of changing course entrance requirements and available courses of study.

It is the responsibility of students to keep current with tertiary course entry requirements.

With so much choice available to students in the Senior School, and the very real possibility that they may not have determined their future career direction, it is understandable if they have difficulty selecting their courses; however, it is necessary to begin the process of selecting options and potential career pathways as early as possible.

To cater for a wide range of student interests Huanui College provides a dual curriculum and qualification pathway – Cambridge International and Te Huarahi o Huanui.

All courses offered in this booklet are subject to a minimum number of students selecting a particular course. Every endeavour has been made to ensure that the information in this booklet is accurate at the time of printing. Students and parents are alerted to the practice of courses under ongoing review, which may result in some changes.

Students' choice of options will determine next year's College timetable and enable the College to plan for staffing and department resources. The College timetable is constructed on the initial student selection of options.

Therefore, the first choice of subjects selected by the student is very important and students should consider their selections very carefully and be realistic in their planning for 2021.

The College will endeavour to meet all student option choices, although this cannot be guaranteed and students should maintain some flexibility in their course planning with reserve options. This also applies to students wishing to change their original selections. Once the timetable is constructed, the scope for changing a subject is limited.

I wish our students every success in their 2021 academic studies.

Philip Coombe

Principal

MISSION STATEMENT

Vincit Qui Se Vincit

A literal translation of our motto is: "He conquers who conquers himself". Anyone can succeed through overcoming those difficulties which so often lie within ourselves. This philosophy underpins every aspect of the school and every student will be encouraged to undertake activities that challenge and inspire them in this way.

We are dedicated to providing Northland children with a uniquely individual educational experience. We believe that every child must be valued as an individual. Our shared vision is to develop self-confidence, self-worth and happiness in our students, within a special atmosphere of encouragement and support.

The range of educational opportunities and learning approaches is designed to help each student discover and develop their strengths and weaknesses and identify areas where assistance may be needed. Opportunities for student leadership in all years will foster students' self-confidence and promote responsibility for their own actions.

Huanui College welcomes the involvement of parents and is committed to developing a strong sense of community. We aspire to provide a place of learning where achieving personal excellence is the aim and expectation of every child.

CORE VALUES



We strive for **personal excellence**



We take **responsibility** for our **actions** and **outcomes**



We **care** and we are **fair**



We **respect ourselves, others** and our **environment**



We show **grit** and **resilience**

SHARED VISION

Huanui College is a New Zealand leader in the field of **positive education** and we are known for our focus on developing young people who contribute beneficially to society. At Huanui the **well-being of our whānau** is vital. Developing **robust relationships**, founded on mutual trust and respect, is at the core of what we do. Clear communication and genuine interest in each child's development helps build a strong connection between family, child and teacher, creating trust and providing everyone with **a sense of belonging**.

Huanui College's pastoral care programme provides dedicated time for discussion between students, parents and teachers. We provide a **safe environment** where students feel comfortable discussing and sharing. Knowing students as individuals and allowing them to choose the teacher they feel connected to, as a support person, allows students to flourish. Understanding family circumstances and the community environment helps to further build connections.

Huanui College provides **innovative academic pathways** for all abilities, enabling us to grow good people. We are known for excellent resources, creative opportunities and strong results. We provide alternatives to academia, including **outdoor education, practical opportunities** and we are also leaders in the field of **agricultural education**. Clear pathways and planning are provided for each individual student, helping them to attain personal and academic goals.

Huanui College prides itself on having a staff with strong **professional integrity**. Our teachers are passionate about their jobs and **genuinely care for students and their outcomes**.

Our teachers also have excellent curriculum knowledge and are up-to-date with best teaching practice. They are enthused and excited about the subjects they teach, providing inspiring lessons, linking subject matter to real life. They have high expectations for behaviour and academic outcomes, share core values and have student well-being at the forefront of everything they do. Teachers are on time, prepared and have good classroom behaviour management, modelling what they expect. **Students are also accountable for their actions** and are expected to engage with each other, the teacher and their learning.

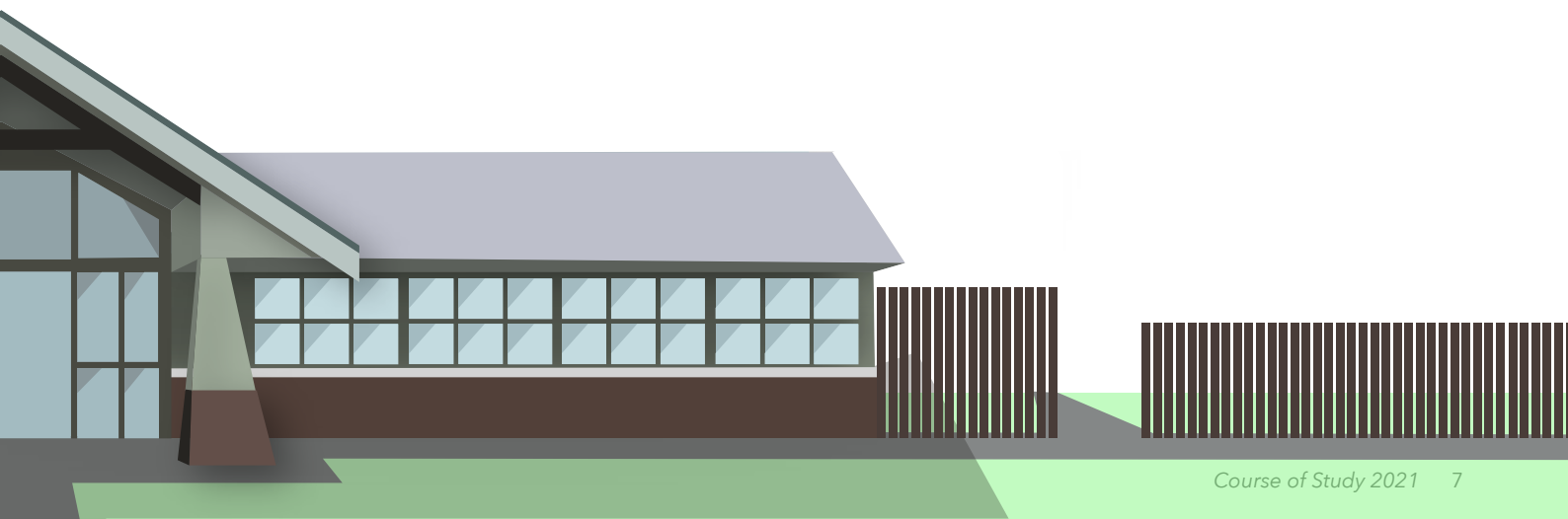
We gather data and **track individual progress** in order to measure the value added to each of our students. We value examinations, using this data to measure the achievement of our students, based on international standards. Not only do we value academic success but also the well-being of our students and staff. The analysis of our well-being data provides valuable information.

Huanui College provides an environment in which everyone has a **strong sense of belonging**.

Whānaungatanga is at the heart of what we do.

Huanui fosters a genuine interest in each child's development and maintains the pledge of **never giving up on any individual**.

At Huanui College we value our alumni and care that we are **producing good citizens** through a solid academic and pastoral programme, **providing career pathways and networks for students** heading into the future. It also enables us to reflect on our practices and make informed decisions for our students.



Schools that deliver RESEARCH IMPLEMENTATION

To enable our Shared Vision to become a reality, during the 2019-2020 academic years, four research teams of teachers, administrative staff, Board members, past and current parents, investigated a key aspect of the life of Huanui College.

These key aspects were **'relationships and well-being; planning and pathways; staff professional integrity'; 'what makes learning successful?'** Some of this ongoing research has led to changes already implemented at the College, both in the short-term as well as planning for the future. Each research team presented two key recommendations in March 2020, one year after undertaking their research. These eight recommendations will all be implemented over a three-year timeframe.

The three recommendations selected to begin the process of implementation were those deemed to have the greatest impact on student learning. These are 'learner agency'; 'well-being'; 'student leadership.' Participants have selected one of these recommendations to form new teams. These teams are planning to construct design prototypes to trial and test throughout the remainder of the 2020 academic year. These will be continually refined, even after implementation in 2021.

DESIGN TEAMS

Learner Agency

Dan Opie, Ash Rouse, Hilary Scheffer, Oliver Tattersfield, Ane Zabaleta, Gretchen Dainty, Vicki Haverkort, Rebecca-Amy Muir, Eva McIlhinney, Guy Ocle-Brown

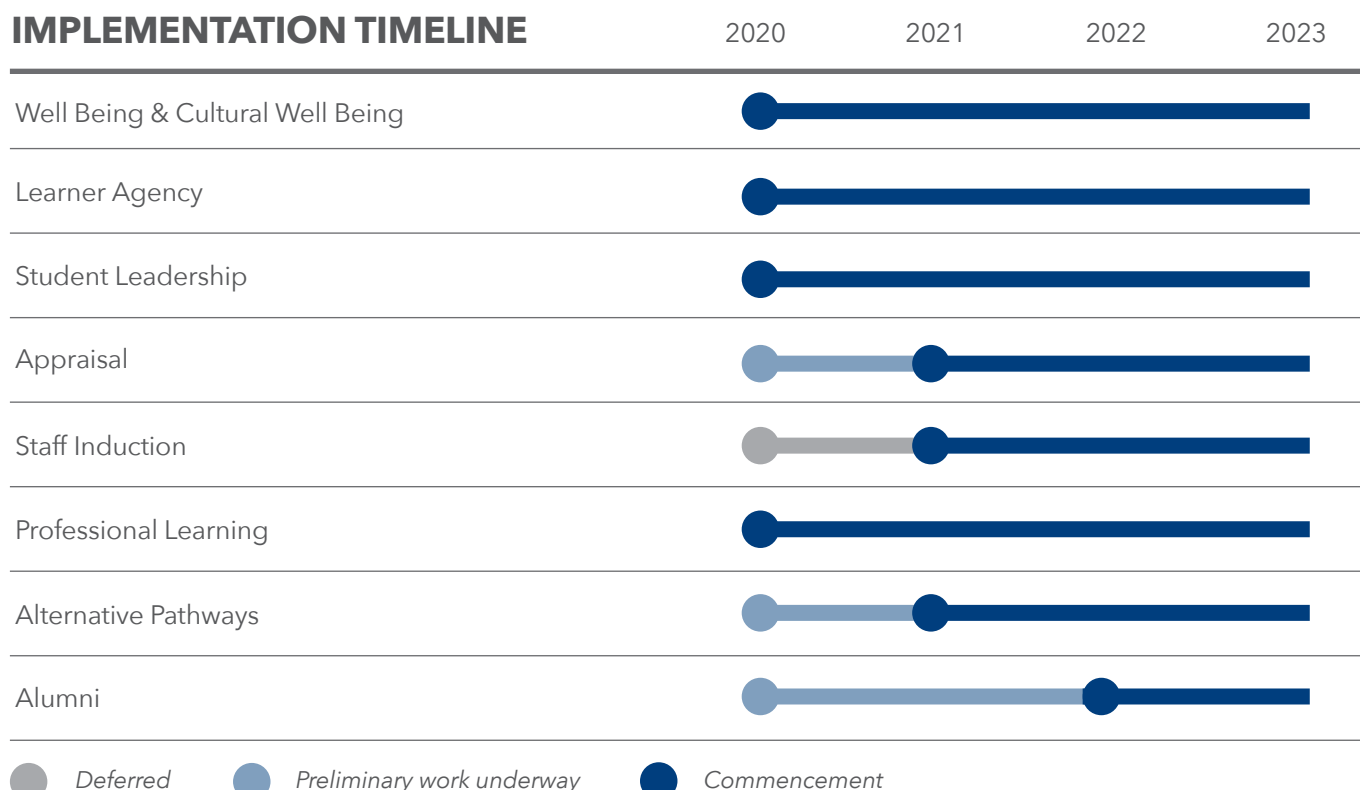
Student Leadership

Geoff Hamp, Cuchulainn Howard, Callum Mather, Rakesh Tyagi, Cooper Rintoul, Gretchen Dainty, Tracey McNamara

Relationships / Well-being

Sarah Butler, Kay Budd-Fletcher, Carolyn Evans, Rutu Hebbal, Toni Koning, Patrick Dodd, Nic Horsley

IMPLEMENTATION TIMELINE



CURRICULUM PHILOSOPHY

Students really only need to study a curriculum based on three questions:

- **What is it to be human?**
- **How did we become so?**
- **How can we become more so?**

So, at Huanui College, the learning curriculum is based on two guiding principles:

- **Learning is a consequence of thinking - and good thinking is learnable by all students**
- **Learning should include deep understanding, which involves the flexible, active use of knowledge**

This focus on building learning dispositions is not at odds with the traditional school concerns of numeracy, literacy and the mastery of examinable bodies of knowledge. An important strength of 'traditional' academic teaching is that it recognises learning not just as the collation of competencies but also as the emergence of an identity.

Learning is about being able to take up a personal stance in relation to subject knowledge and expertise. In a digital age, learners need to practice and experiment with different ways of enacting their identities and adopt subject positions through different social technologies and media.

The role of the curriculum, then, is to provide the time and space for this to occur at school and to prepare students for when they leave the College.

Students will need '21st Century Thinking and Learning' capabilities. Our aim is to send students from the College who can, whatever their career path and subject experience:

- Take active responsibility for their own learning and behaviour
- Develop and share high quality information

- Generate lasting solutions to fundamental problems where they think for themselves and articulate their own conclusions / decisions
- Learn by acting and reflecting to generate knowledge and develop effective strategies to resolve problems

These core thinking and learning capabilities can manifest themselves with some specific learning dispositions that enable them:

1. To be able to receive, retrieve and express increasingly complex ideas and information in written, visual and spoken form. This requires them to be proficient in assembling, manipulating and interpreting numbers, listening, reading, writing, viewing and speaking, and presenting information in a variety of forms and using a variety of media.

Why? Because creativity, imagination, adaptability, social competence, problem identification and problem-solving, and the capacity for informed decision-making, depend upon a good facility in language, reading, interpretation of number-based information, and the presentation and communication of ideas and findings.

2. Personal and interpersonal skills, to be able to sustain a healthy lifestyle and build positive relationships with others; establish a values framework that embraces a concern for others; understand and reflect on their personal motives and behaviours; and if need be, change these to sustain personal well-being and support the well-being of others.

Why? Poorly developed skills in these areas affect self-esteem, happiness and the capacity to participate in a rich, social community and work life. Well developed skills in these areas open up relationship opportunities, enhance job prospects and build respect, trust and self-esteem.

3. An understanding of human society, asking questions such as "Where have we come from?"; "What innovations changed civilisations?"; "What accounts for economic differences, religious differences, political differences, or differences in traditions and values?"; "How do our minds work?"

Why? Political, economic, social, philosophical and religious theories and beliefs are some of the key shapers of our world. Young people need to know this and to understand how differences in these domains play out in a society in terms of values, social behaviour and civic institutions.

4. A basic knowledge of psychology and philosophy is needed to help understand what it means to be human.

An understanding of science and technology with some knowledge of the history and philosophy of science; key figures in the development of scientific understanding; how science and technology contribute to and impact the world.

Why? An understanding of the place of science and technology in society is necessary for an understanding of our world, as the big ideas of science have shaped significantly our understanding of nature, of space, and of our past and possible future.

5. To be familiar with cultural activities and artefacts; to know who have been significant contributors to cultural life in its various forms; and to be supported to become engaged as participants in cultural life.

Why? Everyone should be equipped to participate in, appreciate and benefit from the cultural and artistic life of societies.

6. To be global in outlook; to see themselves as citizens of the world; to be culturally aware and sensitive; and to acquire skills in other languages.

Why? There is a danger that the next divide will be between those students who do have a global outlook and skills in international language and those who do not.

7. To be aware environmentally and responsible ecologically. In one sense, this is a subset of the impact of the actions that nations take in response to economic and political beliefs and pressures, and of the need to understand science and technology both for their 'content' and for their possible 'contributions' to destroying or salvaging our planet.

Why? The contamination of the planet depends upon how nature's resources are used. The environment, therefore, deserves to be singled out as an essential area for study and action. It can be argued that our current generation and previous ones did not want this responsibility.

Our students will then be able to operate successfully in a world of change, risk and ambiguity whilst appreciating the value of academic endeavour. How will we know that students are developing these capabilities when they are still at the College? Well, one key way is to look at what is happening in our classrooms. Our classrooms have students that:

- Are offered tasks that draw on and stretch what they can already do
- Work together and so deal with disagreement, which entails reconstructing their thinking
- Are supported and challenged to solve problems.
- Control what they can control, in order to pursue their own goals
- See the 'big picture' and pay timely attention to details and sub-skills
- Grasp the purpose of their activity and make decisions about it
- Receive affirmative feedback, enabling them to learn from setbacks as well as triumphs
- Look at what goes well and build on that, rather than concentrating on what does not go well
- Know what to do when they do not know what to do

Thus, the Huanui College Curriculum is based on not just the subjects students undertake and the qualifications they gain, but the development of learning behaviours in and out of the classroom.

ONLINE LEARNING



Huanui College offers a blended approach to learning which encompasses a number of integrated pedagogies. With the national lockdown of March/April 2020 the College became, in effect, a 'virtual school.' Our teaching and learning online is based on the following principles:

Presence

Students expect online lessons to be available when they are ready, no matter the day or time. Students are explicitly taught how to use our online provision effectively. When teachers actively interact and engage students in face-to-face classroom, the class evolves as a group and develops intellectual and personal bonds. The same type of community bonding happens in an online setting where teachers show they care about who each student is, cares about their questions and concerns, and is generally present for them to do the mentoring, guiding and challenging that teaching is all about.

Creating a Supportive Online Community

A learning community in a face-to-face environment often develops spontaneously as students generally have more opportunities to get to know one another and develop friendships. More careful nurturing and planning is required in the online community.

Explicit Expectations

Developing a set of explicit expectations for learners and teachers reduces uncertainty. Online learning is just as intensive as face-to-face, and the work needs to be scheduled and planned for..

Course Design

Focus is on the learner and away from the content, a shift that encourages us all to develop a habit of asking questions such as, "what is going on inside the learner's head?" "How much of the content and the tools can she or he actually use?" "What are learners thinking and how did they arrive at their respective positions?"

Using Synchronous and Asynchronous Activities

When online courses were introduced, they were only an updated version of correspondence distance learning. Now we can offer students virtual live classrooms, spontaneous collaboration tools, and Web tools and devices that support synchronous chat, video messaging and more. These tools allow us to do everything that we do in the classroom as well as engaging learners through collaboration and reflection.

Early Informal Feedback

Early feedback surveys or informal discussion are effective in reflecting-in-action as to what is working well in a course, and to solicit suggestions and ideas on what might help students have a better digital course experience.

Using Content Sources in Digital Format

If content is not digital, it is as if it does not exist for many students. This means that students will more likely use content, resources, and applications that are online, digital and readily available.

Core Concept Learning with Customised and Personalised Learning

This means design options and choices within learning experiences, assignments, and special projects. Effectively learning concepts requires a focus on patterns and relationships, not only on individual facts or vocabulary. By making students' thinking visible we require our students to create, talk, write, explain, analyse, judge, report, and inquire. These types of activities make it clear to learners what they know or do not know, what they are puzzled about, and about what they might be curious. Such activities stimulate students' growth from concept awareness to concept acquisition.

Variety

A learning community is more effective when a variety of activities and experiences is offered. Small group, large group and individual learning adds richness to the online learning experience.

POSITIVE EDUCATION

The Positive Education model is based on the principles of PERMA: positive emotions, positive engagement, positive relationships, meaning and accomplishment.

Our aim is to enable our students and staff to recognise and develop their strengths and talents. Research shows that knowing and following ones strengths:

- Helps us to flourish
- Encourages insight and perspective in one's life
- Generates options
- Promotes a sense of direction
- Develops confidence
- Generates a sense of visibility
- Encourages a sense of fulfilment
- Helps us to achieve our goals
- Builds resilience



We want our students to develop growth mind-sets where they realise that they can make changes and that while they cannot do something yet, with patience, perseverance and self-belief, they can grow and develop into the person they want to be.

We also want our students to develop resilience and realise that the road will not always be smooth. We want to encourage our students to take these obstacles in their stride and be able to bounce back from disappointment. This is an important life skill which will help develop the resilience needed in the future.

ACTIVITIES EDUCATION

All activities in the College are curricular and are thus represented in the College timetable.

Community services, cultural and club education and sports education are integral components of the Huanui curriculum. Therefore, these components are in the College's courses of study programme and compulsory for students Years 7 to 12, and optional for Year 13.

Each year group will have time allocated in the weekly timetable for their academic subjects, community service, cultural and club education and sports education; students will select from a range of activities in which to participate.

For activities education, students participate in sports, cultural and community services.

SUPPORT *for* LEARNING

Huanui College is committed to promoting achievement, raising standards and to providing an environment that encourages all students to develop their abilities to the fullest. We aim to provide a rich education for every student, working with them to extend and maximise their talents and interests and encouraging them to take pride in their accomplishments, by celebrating their successes.

We believe that the role of the College is to provide a wide range of stimulating and enjoyable learning opportunities that will enable each individual to realise their potential. It is also our role to support our students to meet the challenges we set for them.

Different students will need different levels of support and we are committed to understanding the individual needs and circumstances of each student; building their confidence and providing strategies that will enable them to become more independent and assured in their daily lives and for whatever lies ahead.



SUPPORT AT HUANUI COLLEGE FOCUSES ON FIVE KEY ELEMENTS TO HELP STUDENTS ACHIEVE THEIR HIGHEST POTENTIAL:

Communication



- Identify and monitor a student's needs at the earliest possible stage
- Make teachers aware of additional / specific needs of the student they teach and provide support for both the teacher and student to meet their needs
- Involve parents at an early stage - Whānau are encouraged to be involved in the education of their tamariki. Open dialogue through regular contact is considered to be a key priority
- Close liaison with education assessment and learning support services and, where necessary, social services, educational welfare and medical services
- Develop adequate, accessible records that follow the student through the school, which are clear, factual, up-to-date and reliable

Support



- Help students with their intellectual, emotional and social development, working with them to develop their personal skills and abilities so that they feel recognised, valued and supported
- Meet the particular social and emotional needs associated with students with a learning difference
- Work for quality and equality of opportunity
- Work to ensure students with a learning difference develop a positive self-image
- Give students the pastoral support they need to maximise their potential

Curriculum



- Provide lessons which take account of both the student's ability and his/her learning preference
- Continuously improve classroom-based provision for students with learning differences
- Help students to reach their potential in all aspects of the curriculum by ensuring there is an efficient system of identification, programme planning and monitoring
- Provide a full and balanced curriculum and interactive opportunities which are aimed to meet the diverse learning needs of all students
- Devise strategies for learning as part of a differentiated, extended and enriched experience

Achievement



- Raise students' levels of achievement
- Recognise under-achievement through appropriate teaching and learning programmes
- Increase the level of engagement of all students
- Enable students to reach their potential in all aspects of College life

Monitoring Progress



- Make use of learning analytics to interpret data from the College's Learning Management System, providing insights into each student's learning behaviours and tracking their academic attainment. This information assists in enabling teachers to provide personalised, targeted advice for each student and helps to identify when and where extra learning support is needed
 - Share information about learning and behaviours and academic attainment with students, encouraging them to set realistic goals and take responsibility for their own learning and achievement, building confidence and competence
-

TE HUARAHI O HUANUI

Huanui College is developing an **integrated secondary-tertiary programme** that will support learners in accessing Vocational Education options that are not currently available in the Huanui curriculum.

This programme will commence in 2021 and will expand and evolve over the next few years.

Following the passing of legislation to support the Reform of Vocational Education on 1 April 2020, all Institutes of Technology and Polytechnics in New Zealand have become subsidiaries of the New Zealand Institute of Skills and Technology (working title).

New Centres of Vocational Excellence are being established, with Northland selected to be one of these centres. The College is taking the opportunity to seek partnerships with tertiary providers who offer qualifications as well as applied practical experience in the courses they provide.

The Industry Training Organisations and Polytechnics that you may be familiar with are a thing of the past. The emphasis from the government is to provide opportunities to develop a highly skilled and employable work force.

The key benefits for students selecting this curriculum pathway will be:

- Improvements in their meta-cognitive learning confidence and self-efficacy; ownership of and motivation for learning; disciplinary content knowledge; improved academic performance
- Raised awareness of graduate attributes
- Improved employability
- Engagement and empowerment

In terms of the development of a fuller Huanui curriculum there are also benefits to the College:

- Access to a breadth of knowledge and experience along with highly skilled research expertise
- Access to specialist learning areas and equipment
- Working with a range of diverse organisations
- Greater leverage in pooling resources

The College will take the responsibility to provide strong support for students with mentoring and resourcing; ensuring course delivery meets expectations; that students engage in positive learning experiences; there is regular monitoring and feedback of progress.

Students interested in enrolling in a tertiary focused applied course of study should, in the first instance, see Mrs Koning – Careers Education and Future Leader.



How to UNDERSTAND CAMBRIDGE

Cambridge International (**CI**) has been developed by a department of the University of Cambridge to provide high-quality qualifications that meet the demands of employers and educators around the world. Cambridge has been offered internationally for almost two decades and Cambridge programmes are currently taught in more than 160 countries. The Cambridge syllabuses and assessments aim to encourage independent learning, self-reliance, problem-solving and enquiry-based approaches to teaching and learning.

How does Cambridge work?

The CI qualifications offered at Huanui College are IGCSE, AS and A Levels.

IGCSE, AS and A Levels are subject qualifications – students can enter for as many or a minimum set number of subjects as they wish. They will get results reported separately for each subject.

Students should, as much as possible, plan their senior Cambridge courses over the two years of Year 12 and Year 13 so they are aware of prerequisites and workload.

Cambridge assessment

External examinations are the main means of assessment used by CI – the examinations are set and marked by Cambridge appointed examiners. Usually there are two or three papers per syllabus requiring a total time of approximately three hours, though this varies from subject to subject.

Many IGCSE syllabuses and some AS/A Level syllabuses have a coursework component. Coursework is an internal assessment and this component allows schools to introduce local material and to assess skills not tested by the examinations. Science syllabuses include practical tests covering experimental and observational skills; languages have listening and speaking tests; and there are performance or practical assessments in Music, Physical Education and Computing.

Results

Marks for the various components and papers are totalled for each subject and the grade boundaries are then determined. These grade boundaries differ from year-to-year and from subject to subject. Cambridge does not report these 'raw' marks to students but they do provide a scaled mark.

Results for the November examinations are available from approximately the third week of January and the final certificates are posted out in March/April.

Cambridge does not return examination papers to candidates.

Cambridge results overseas

Cambridge's international A and AS Levels satisfy the entry criteria for every university around the world and are considered equal in value to UK A and AS Levels.

They are recognised by universities in New Zealand, Australia, Canada, United Kingdom (including Oxford and Cambridge) as well as throughout the European Union. In the US they are accepted by all Ivy League universities (such as Harvard) and can earn students course credits up to one full year of credit.

Cambridge publishes comprehensive lists of all institutions that recognise its qualifications, including details about entry criteria and the grades needed for entrance. If you are considering overseas study, you are advised to include three A Level subjects in your course of study.

IGCSE

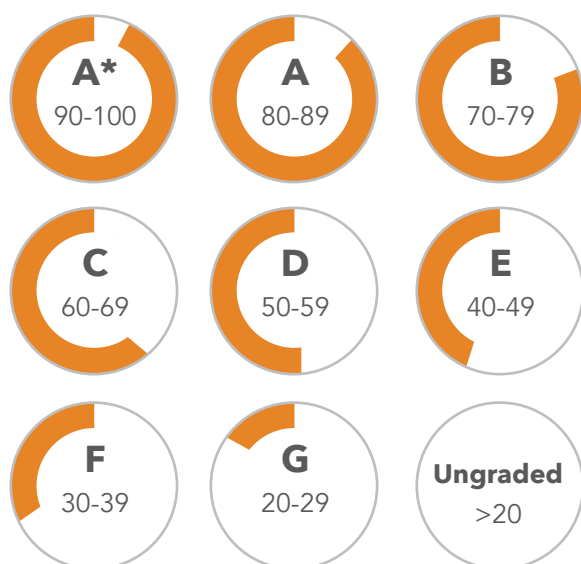
(International General Certificate of Secondary Education)

IGCSE courses are suitable for Years 10 and 11 students. Some subjects offer a choice of 'Core' and 'Extended' papers to cater for students with differing abilities. Students who enrol for 'Core' can only attain a maximum grade of C.

Results are graded on an eight-point scale from A* to G (see the table below). In New Zealand, a scaled mark is provided along with the grade.

The results for each subject stand alone - they are not aggregated in any way, though the results are printed on a single certificate.

IGCSE GRADING STRUCTURE



AS LEVEL

(Advanced Subsidiary Level)

AS Level courses can be taken by both Year 12 and Year 13 students. The courses can be quite challenging (particularly in Mathematics and the Sciences) and students must be well organised with good study disciplines and routines if they are to complete the courses successfully.

Some of the courses run over 18 months or two years with examinations being taken in June or November of the second year. Results are graded on a five-point scale from A to E and, in New Zealand, a scaled mark is provided along with the grade.

A2 LEVEL

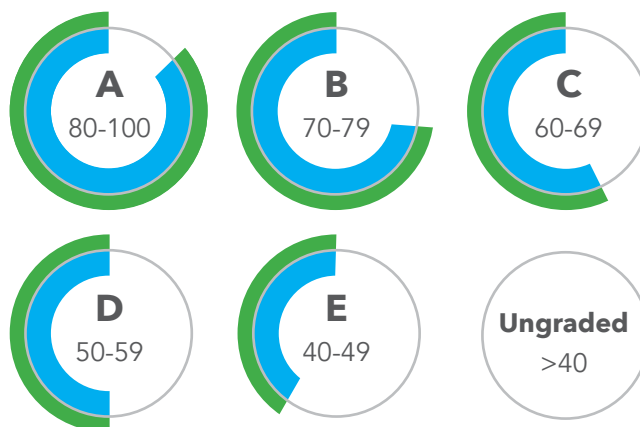
(Advanced Level)

A Level (sometimes called A2) is the second half of the AS Level course. Students wishing to complete the full A Level award complete the second part in their final year at school. The results from the AS and A Level examinations are combined to produce a single grade on a six-point scale from A* to E. New Zealand students are given a mark as well as a grade using the same scale as the AS results. Students can repeat their AS examinations if they are unhappy with their performance.

The AS/A Level structure gives students the opportunity to broaden their subject choices at Year 12 and Year 13. They can do two AS subjects instead of one A Level and, for University Entrance purposes, the two AS results are, in general, 'equal' to an A Level result.

In planning a course of study for Year 12 and Year 13, it may be useful to think of AS and A Level as similar to Stage I and Stage II courses at university. In the second year of university a student carries on to Stage II in some subjects but would also pick up some new subjects at Stage I. Similarly, Year 13 students do not need to go on to complete A Levels in all their subjects but can take up some new AS Level courses to gain greater breadth in their studies.

AS/A2 GRADING STRUCTURE



How to GAIN UNIVERSITY ENTRANCE

ENTRY TO A TERTIARY COURSE OF STUDY

A rank score will be set each year by tertiary providers which will guarantee entry to a tertiary course of study. The required rank score for admission to courses generally increases each year.

Some students may feel that Cambridge International is 'too difficult' with which to gain tertiary entrance. Students who possess a strong work ethic select the appropriate subjects and positively engage with their courses, almost universally succeed at this level. It is important to note that a 'D' grade is the standard for tertiary entrance at AS/A Level, such is the rigour of the Cambridge pathway. Students must take a long term view of their academic journey – Cambridge International will establish an excellent foundation for students to succeed at tertiary level.

The great advantage of Cambridge International is that it is designed with the purpose of ensuring student success in their first year at tertiary level. The higher the level of performance in Cambridge at secondary school correlates very closely with the higher level of success attained in first-year tertiary studies. Students should not aim to attain the minimum tertiary entrance requirement but should always aim to maximise their rank score. This rank score is calculated from CI AS and A Level grade scores. **For the purposes of tertiary entrance in New Zealand, universities only calculate the best six CI AS/A Level grades, which are then converted to an overall points total.** It is also very important to check out entry requirements and prerequisite subjects for your chosen university degree (or for any degrees you are considering if you are still undecided). You can check the most up-to-date requirements via the university websites.

Each tertiary provider and each specific course will have its own entrance requirements. Students should not assume these are uniform - different universities can set different entry requirements for the same programme. Research clearly shows that students are better prepared for success in their first year at University by maximising their Year 13 results. Therefore, students must aim to reach their academic potential and not just settle for an 'entry standard' to gain University Entrance.

INTERNATIONAL STUDENTS

International students will be required to achieve higher rank scores than New Zealand students.

Any international students entering Huanui College at Year 12 or Year 13 will need to complete the Numeracy and Literacy requirements through either the Cambridge or NCEA pathways. Qualifications obtained overseas cannot be combined with qualifications earned through the Cambridge pathways to gain University Entrance.

FIRST YEAR UNIVERSITY

Some universities will guarantee entrance to a course of study if a student attains a minimum required number of points, calculated from their CI grades (Guaranteed Entry Score (GES)). Students entering university with a GES should note that their chosen university will be expecting them to attain a calculated Grade Point Average (GPA) or Grade Point Equivalent (GPE) in their first-year course of study. Therefore, it is important that students seek to attain the highest grade possible in their first year, and subsequent years, at tertiary level.

HOW TO GAIN UNIVERSITY ENTRANCE WITH CAMBRIDGE

University Entrance

Requirements for Cambridge

PART A – a minimum of 120 points on the UCAS Tariff at A Level or AS Level from the Cambridge approved list of subjects, at least three subjects, in which no grade is lower than D.

A UCAS Tariff calculator is available at www.ucas.com.ucas.tariff-calculator.

PART B – Numeracy and **Literacy** must be satisfied as follows:

Numeracy either

1. D grade or better in IGCSE or IGCSE Mathematics, **or**
2. Any Mathematics passed at AS Level. D grade or better will satisfy one of the subject requirements of Part A **or**

As prescribed for University Entrance with NCEA

Literacy either

1. E grade or better in any one of the AS English Language and Literature in English **or**
2. Literature in English - a D grade or better will satisfy one of the subject requirements of Part A.

*The University of Auckland has set alternative Literacy entrance requirements. Literacy comprises a D grade in AS English or 17 credits at Level 2 or Level 3 English. This is a requirement for unconditional entry. Students who do not meet this requirement will be offered places but will be required to do a Literacy course **or** As prescribed for University Entrance with NCEA.

Important note

IGCSE grades do not earn University Entrance points but Mathematics at this level provides the Numeracy requirement for tertiary entrance. Students planning to enrol in tertiary studies overseas should check the Numeracy and Literacy requirements for their intended course of study.

HOW YOUR RANK SCORE IS CALCULATED USING CAMBRIDGE

The rank score will be calculated from your UCAS Tariff points by awarding the following points for each approved subject (to a maximum of six subject units). The maximum rank score is 420.

Subject A*	A	B	C	D	E	
A (points)	140	120	100	80	60	40
AS (points)	60	50	40	30	20	

Example of how a rank score for Cambridge is calculated:

SUBJECT	Level	Subject Units	Grade	Tariff Points	Rank Score
Chemistry	A	2	B	100	100
Mathematics	A	2	B	100	100
Physics	AS	1	B	50	50
English	AS	1	C	40	40
Biology	AS	1	D	30	Nil*
Rank Score					290

Note: Maximum six subject units. If more achieved, the best six scores are used.

An A Level counts as two subject units. Where a student has studied more than six subject units, the best six scores will be used.

FAQ's

This looks complicated...?

Choosing your course is important, and you should spend a reasonable amount of time preparing to make your choices. As long as you stay organised and seek advice, however, weighing your options is not as complicated as it first appears. Follow your heart but also follow the guidelines required for each course.

How do students select courses for next year?

Students will be sent an online enrolment form and indicate their selected courses for 2021 on this form. The enrolment form will provide instructions that students must follow to enrol in courses. The form will be sent to the students school email address, as will all correspondence about subject options, so students should check this on a regular basis.

What type of decisions go into course selection?

Courses should be selected that are aligned with students' academic and career plans. Students should select the most challenging courses possible consistent with their abilities and work ethic. Some courses require prerequisites to be met. Consult with the Careers Education and Futures staff for questions concerning course selection.

How does the Careers Education and Futures Leader assist with course selection?

The Careers Education and Futures Leader assists students in deciding what career(s) they wish to pursue and develops plans to achieve those goals. Advice is given to select courses aligned with academic and career plans. Assistance is provided to ensure prerequisites are met for various courses, tertiary requirements and career opportunities.

How are student timetables finalised and when are they available to students and parents?

After all student course selections are submitted, a computerised timetable programme is used to develop a master schedule. This programme is designed to find the best arrangement and balance of courses to meet the maximum number of student requests. The Timetabler may make additional adjustments after various versions of a master schedule has been developed. Once complete, teaching staff receive their class timetables in December to allow them to prepare for their classes in 2021. Students will receive their individual timetable when they return for the new school year and this will be posted on the parent portal.

What courses are recommended by teachers?

Teachers make recommendations based on students' classroom performance, aptitudes and work ethic. Generally students will be advised to keep a core foundation of English, Mathematics, Humanities and Sciences until they are sure of the career path they wish to follow and/or the subjects they are passionate about and wish to pursue.

What is a prerequisite?

Some courses require students to meet one or more prerequisites in order to get into the course. A prerequisite is a requirement or condition that must be met before you are able to enrol in a course. These might include a required grade, enrolment in another course of study either previously or at the same time, mastery of specific skill sets. For example, students wishing to enter into a Cambridge International AS course must have at least a 'C' grade at IGCSE level in that subject. Subjects such as Mathematics have a higher prerequisite.

To enter a Cambridge International A level course, students must have a 'D' grade (the minimum university entrance standard) at AS level in that subject. Different courses have different requirements so students should plan at least a year ahead in selecting their courses.

Can I enrol in a course if I do not have the appropriate prerequisites?

Students will require a convincing reason(s) to enrol in a course of study where they have not met required prerequisites. They will need to meet with the appropriate Curriculum Leader to seek approval for course entry and this must be confirmed by the Careers Education and Futures Leader. Approval is not automatic, nor is it guaranteed. The prime reason for this is to ensure students are not setting themselves up for failure.

Can I take a reduced course load?

It is possible to take a reduced course load with the approval of both the Support for Learning Leader and the Careers Education and Futures Leader. All student programmes are tailored to customise the learning needs of each individual student.

What if I take the 'wrong' course?

There is no such thing. Make thoughtful, responsible decisions and work with your parents, friends, teachers. Discovering that a particular field is not right for you is every bit as important as discovering your core intellectual passion. There is value in every course and you can learn as much about yourself from the ones you find less manageable.

Will the timetable change?

The timetable may change at the commencement of the second semester. This will be to ensure an equal allocation of curriculum time in the junior school.

Can I take two courses if they clash on the timetable?

If you are interested in two courses that meet at the same time, you will have to choose between them! In exceptional circumstances an alternative arrangement may be made for self-study but students will need to provide evidence of an excellent academic history.

SUBJECT SELECTION

Year level outline

● **YEARS 7, 8 and 9 (Junior School)**

- Students follow a compulsory course which introduces a broad range of subjects and offers a strong foundation for future learning at the College
-

● **YEARS 10 and 11 (Middle School)**

- Students are to take English and Mathematics and 3 other subjects. They can apply to do a sixth subject.
 - Students are encouraged to achieve breadth in their subject selection by selecting as many different learning areas as possible – this ensures you do not unduly limit future study pathways by narrowing your subject choices now
 - If you are unclear about future study and career aspirations do not discard subjects studied as part of the Junior School curriculum, continue with a broad subject selection
 - Students contemplating overseas tertiary study need to understand that their Year 11 results will be considered in their application
 - Students should identify entry requirements for university degree programmes they are interested in
 - Students should select subjects that prepare them for the widest range of programmes in their field (or fields) of interest
 - Students may select a sixth subject with permission from the Careers Education and Futures Leader, Mrs Koning
-

● **YEAR 12 (Senior School)**

- All students must select an English course and three other subjects
 - Students should select subjects, if possible, that are going to lead them to a definitive tertiary pathway
 - At this level, students should look ahead to their subject options for Year 13 and make a plan for the final two years of study at the College – this will help to ensure you meet course prerequisites
 - Year 12 results will be a key determinant in successful applications to New Zealand Halls of Residence and overseas placement
-

● **YEAR 13 (Senior School)**

- There are no compulsory courses at Year 13. All students must select four subjects, although students who have attained University Entrance at Year 12 may enrol in three full A Level courses
 - Care should be taken in deciding which subjects to continue or discard. Students should not enrol in a subject if they have not met the criteria for success in Year 12 – many courses have set prerequisites
 - Some subjects are 'stand-alone' at this level. That is, students can enrol in these without prior study. Students should consult with the appropriate Curriculum Leaders to ascertain whether selecting such a subject is in the students best interests
-



ADVICE
for selecting your subjects

ADVICE ON CAREERS

Huanui College has a Careers and Future Learning Room located off the main foyer where students can gain careers advice and guidance, as well as access careers resources.

The Careers Leader is Mrs Koning who can be contacted on: toni.koning@hc.school.nz

Students are encouraged to do career research to help them make informed decisions about subject choices. There are many excellent websites to assist with this. For each of our students, understanding where they want to go next in their studies – and ultimately which career pathway they want to follow – will help them choose the subjects and course options that are right for them.

The 'Parents as Career Educators' material on the following pages (adapted from the University of Canterbury's Careers, Internships & Employment Centre), provides advice for parents on questions they can ask and steps they can take to help their son/daughter identify future study and career options. We also have some simple tips to help with subject selection - the most important piece of advice is to leave yourself enough time to choose your subjects. Read this guide.

Talk to family, friends and teachers about your career interests, skills, abilities and talents and the pathways that fit with your strengths and interests. When choosing your subjects make sure you look ahead and consider the prerequisites you will need for future tertiary study options. This guide includes information on how to gain university entrance but students and parents need to check the specific entry requirements for different universities and degree programmes by visiting the university websites.

We hope this information helps students make informed, well-researched decisions about the subjects they take now so they can realise their study and career aspirations in the future. Parents will have the opportunity to discuss future pathways with their children and a senior teacher, early in Term three.



General career and decision making information

www.careers.govt.nz - Just about everything you need to know about jobs and study

www.nomajordrama.co.nz - If you intend to apply for University, you can find all of the subjects on offer and which school subjects will be required. Do the quiz and find out from your interests and subjects which degree pathway may suit you best.

www.schoolconnect.co.nz - Useful information about trades, tertiary providers and scholarships.

www.justthejob.co.nz - Short video clips providing information about most jobs.

University Study

Auckland University www.auckland.ac.nz	Auckland University of Technology www.aut.ac.nz
Canterbury University www.canterbury.ac.nz	Lincoln University www.lincoln.ac.nz
Massey University www.massey.ac.nz	Otago University www.otago.ac.nz
Southern Institute of Technology (zero fees) www.sit.ac.nz	Waikato University www.waikato.ac.nz
Victoria University www.victoria.ac.nz	

Careers in Agriculture

www.getahead.co.nz

www.dairynz.co.nz

www.primaryito.ac.nz

www.growingnz.org.nz

Including 'on farm', Agri-Business, Agri-Science

Careers in Science, Engineering and Technology

www.futureintech.org.nz - Professional Engineering

Careers in the Trades

www.gotatrade.co.nz - For everything you want to know about the trades.

www.competenz.org.nz - For careers in Engineering, Bakery, Butchery, Fire Protection, Forestry, Furniture, Glass, Locksmithing, Plastics, Printing, Signmaking, Refrigeration and Air Conditioning.

www.bcito.org.nz - For careers in Brick and Blocklaying, Carpentry, Tiling, Masonry, Painting and Decorating, Joinery, Flooring, Kitchen and Bathroom design, Cement and Concrete, Exterior Plastering, Glass and Glazing, Interior Systems, Frame and Truss manufacturing.

www.getreal.co.nz - Other useful information from the BCITO.

www.skills.org.nz - For careers in Electrical, Telecommunications, Real Estate, Rigging, Security, Contact Centre, Ambulance, Plumbing, Roofing, Gasfitting, Drainlaying, Crane Operating, Scaffolding, Offender Management, Financial Services.

www.connexis.org.nz - For careers in Civil Plant Operating, Pipelaying, Surveying, Civil Engineering, Rural Contracting, Roadmarking, Project Management.

www.etc.co.nz - For careers in Electrical Supply, electrical apprenticeships.

www.hito.org.nz - For careers in Hairdressing and Barbering.

www.mito.org.nz - For careers in Aviation, Travel, Tourism, Museums, Hospitality, Retail and Wholesale sectors of New Zealand's Service Industry.

Careers in the Forces

www.defencecareers.mil.nz - Information for careers in the Army, Air Force and Navy plus a practice aptitude test and application dates.

www.newcops.co.nz - For all information regarding a career with the NZ Police.

Parents as CAREER EDUCATORS

Helping our children make the right career and education decisions can feel like a heavy responsibility.

The best role parents/guardians can play in these decisions is a supportive one, acting as a sounding board and advisor to allow your son/daughter to find the options that are right for them. Below are some steps we recommend working through with your son or daughter to help them identify study and career options that are a good match with their interests and strengths.

- Ask your son/daughter questions that will help them to look at themselves. Focus on their interests, things they are good at and their personal values about work
- If your son/daughter does not know what career they want, ask them to define broad areas of interest, such as helping people or scientific work. Then encourage them to investigate lots of options within each field. Pursuing work or study in an area of interest is vital for maintaining satisfaction and getting through tough times
- Discuss what your son/daughter needs or wants from their career. Attitudes to the need for money, security or self-development vary from person to person
- Try not to impose your ideas, but help by using questions that will clarify the issues i.e. "This job does not have much physical activity in it, and you have said that is important to you. How much will that matter?"
- Point your son/daughter towards sources of information about careers and encourage them to see their Careers Advisor and to look at websites such as the ones suggested on the Careers Advice page
- Encourage your son/daughter in any activity that develops skills. Many of the important transferable skills that employers look for are developed at school through the general curriculum. Skills are also gathered from part-time or holiday jobs and from leisure or sporting activities
- Discuss subject choice with your son/daughter each year. Which subjects best suit their plans for the future? Do you agree with their thinking? If you have concerns, sit down with their Careers Advisor or teachers and find out what they think

KEEP AN OPEN MIND - AND BE POSITIVE

We are often limited by our own experience. There are hundreds of different sorts of jobs that we have never heard of, let alone considered. Try to cast your son's/daughter's net as wide as possible.

- Do not discourage with comments like "You are not bright enough to do that" or "I thought you hated that subject". It is amazing what people can achieve when they want something, and many people are 'late career developers', growing into skills as they get older
- Most importantly of all, encourage your son/daughter in all aspects of their lives - school, home, hobbies, sport and part-time employment. The greatest gift you can give them is a belief in themselves
- No career decision is final or fatal! It is okay not to know! A career is a journey, not a destination, so let's enjoy the trip!

SKILLS & ABILITIES

USEFUL IN HELPING YOUR CHILD EXPLORE
THEIR SUBJECT AND CAREER OPTIONS



Guiding Ability

Suggest ideas without forcing them in one direction.

Asking Ability: Ask questions that help your son/daughter think about their likes and dislikes – their interests, sports, hobbies and academic subjects.



A 'Sounding Board':

Encourage one-on-one or family discussions to help your son/daughter work through various ideas and get feedback.
(Remind family members to keep it positive).

Assessment Ability:

Assist your son/daughter to assess the information they have collected about subject and career options, using categories such as 'really interested', 'it is okay' and 'not really my thing'.



Lateral Thinking Ability:

Help them see the links between different jobs, between skills and jobs, and between interests and jobs.



Listening Skills:

Listen uncritically and patiently, and try not rush to solutions.

Encouragement Skills: Support and encourage your son/daughter to do the necessary research to come to a good, informed decision.

Source: Adapted from www.canterbury.ac.nz/careers



SUBJECT CHOICES

Use the following formula and decision making model to help you make your subject choices.

INTEREST	+	ABILITY	+	CAREER IDEAS	=	SUBJECT CHOICES
What do you enjoy?		How good are you at a subject?				
Do not choose a subject just because you like the teacher, or because your friends are in the class.		Assessment will help you to determine your ability.		If you have some career options in mind, as the Careers Advisor which subjects you should take.		After following all the advice provided, you should be able to make an informed decision about your subject choices.
If you are interested in a subject, you're most likely to do well.		Discuss your ability level with your teachers.		If you are not clear about future careers, keep your options open by not specialising too soon. Ask for assistance.		

Check that you have met Literacy and Numeracy requirements and that you have chosen the required subjects for University Entrance if appropriate.

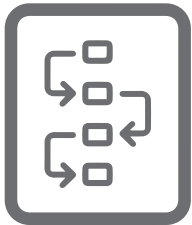
TIPS

TO HELP YOU SELECT YOUR SUBJECTS



Set aside enough time

Give yourself plenty of time to select your subjects and use this guide.



Look ahead - check prerequisites

If you know the subjects you want to take over the next couple of years and/or the University course you want to apply for, then research the prerequisites – entry to some subjects and courses will depend on your subjects and achievement levels in previous years.



Ask for help

Visit career educators, talk to your teachers, ask your parents and family. Discuss your subject strengths and what you enjoy and ask them to share their ideas on subjects and career pathways.

Think about what you enjoy

Interest and enthusiasm for your subjects are important motivators for study and success.

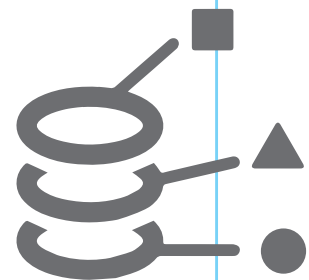


Challenge your assumptions

If you decided on your ideal career or qualification while you were still in Year 9 or 10, think about whether your areas of interest are still the same now. Ask yourself which subjects you really enjoy, and where else they could lead.

Pick a mix of subjects

Even if mathematics is your passion, try to choose at least one or two subjects from another area of study such as the humanities or the arts – many university competitive programmes are looking for a breadth of interests in their candidates.



HOW TO ENROL *in your 2021 course of study*

Read the Courses of Study Guide

Before making your subject selections for 2021 we ask that you read this Courses of Study Guide in full.

Attend the Subject Options Evening

We recommend you attend our Subject Options Evening on the **30 July** to gain more information.

Consult with Careers staff member, Teachers, Mentors and Parents

Other resources to help you make your course selections include the "Careers" section in this booklet, as well as talking to your teachers and other staff at the College.

Check you have met entry criteria for your selected subjects

Students can only enrol in a course if they have met the entry requirements for that course – prerequisites are outlined in the course descriptions. In addition, the College sets a standard to be attained by students to move to the next academic level – any exceptions will be determined by the relevant subject Curriculum Leader (CL) – Careers, Education and Futures Leader, Mrs Koning.

Submit subject selections

Subject selections need to be submitted during the course enrolment date of **7 August 2020**. We rely on this information to develop the College timetable for next year and to enable planning for staff and department resources. Students who do not meet the prerequisite will not be able to select the subject.

Submitting a course change request

Students wishing to make a subject or course change request after they receive their 2020 examination results must complete a 2021 Course/Subject Change Request Form. A copy of a Course Subject Change Request form will be emailed to you at the end of Term 4.

All request forms must be submitted to Mrs Koning.

Subject changes may only be requested by students with parent approval. Students will need to arrange a meeting with Mrs Koning. Students may not request subject changes after the academic year commences.

IMPORTANT REMINDERS FOR COURSE ENROLMENT

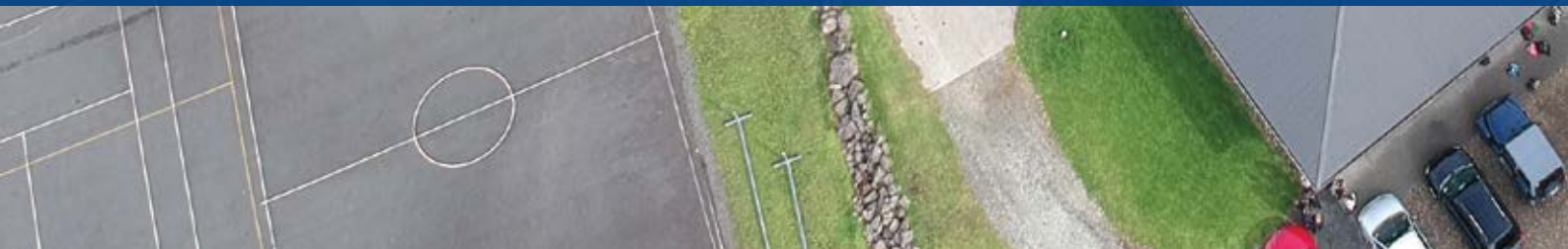
- Students are more likely to receive their preferred course of study if they do not require changes to their original course selection. If current students do not submit their selections by **7 August 2020**, they are unlikely to receive their preferred options
- Requested changes to original course selections will be processed according to availability on the timetable. There is limited flexibility to meet requested changes
- **All courses offered in this booklet are subject to a minimum number of students selecting the course**
- The College will endeavour to provide students with their selected course options but subject selections are not guaranteed. Timetable clashes, limits to class sizes or available staffing can mean students are required to choose a different subject – students should maintain some flexibility in their course planning

COURSE ENROLMENT TIMELINE 2021

July 2020	Huanui College Courses of Study Guide 2021 distributed
30 Jul	Subjects, Careers and Futures Evening
1-6 Aug	Subject Option interviews
7 Aug	Subject Selections submitted
10 Sep	Senior School Qualifications Examinations
16 Nov	Junior School Examinations
28 Jan 2021	Requested Subject Changes submitted
29 Jan 2021	Student Meetings with Curriculum Leaders
2 Feb 2021	Commencement of the 2021 Academic Year



SUBJECTS



CURRICULUM OVERVIEW

Years 7 to 13

Faculty / Year			
	● 7+8	● 9	● 10
ARTS, DESIGN TECHNOLOGY & MUSIC	<ul style="list-style-type: none"> • Art • Design Technology • Digital Media • Music 	<ul style="list-style-type: none"> • Art • Design Technology • Digital Media • Music 	<ul style="list-style-type: none"> • IGCSE Level Art • Design Technology • Music
COMMERCE			<ul style="list-style-type: none"> • Accounting • Business Studies
ENGLISH & LANGUAGES	<ul style="list-style-type: none"> • English • Spanish • Te Reo Māori 	<ul style="list-style-type: none"> • English • Spanish • Te Reo Māori 	<ul style="list-style-type: none"> • NCEA Level 1 Te Reo Māori • English • Spanish
HUMANITIES	<ul style="list-style-type: none"> • Global Futures 	<ul style="list-style-type: none"> • Global Futures 	<ul style="list-style-type: none"> • Global Perspectives • Geography • History
MATHEMATICS	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • IGCSE Level Core Mathematics • IGCSE Level Extended Mathematics
PHYSICAL EDUCATION	<ul style="list-style-type: none"> • Physical Education • Experiential Education • Health & Nutrition 	<ul style="list-style-type: none"> • Physical Education • Experiential Education • Health & Nutrition 	<ul style="list-style-type: none"> • Physical Education
SCIENCE	<ul style="list-style-type: none"> • Junior Science • CASE • Agriculture & Horticulture 	<ul style="list-style-type: none"> • Agriculture & Horticulture • IGCSE Level Biology • IGCSE Level Chemistry • IGCSE Level Physics 	<ul style="list-style-type: none"> • IGCSE Level Biology • IGCSE Level Chemistry • IGCSE Level Physics
TE HUARAHI O HUANUI			

**Notes: Students who have failed to meet the prerequisite for entry into a course/subject - and who still wish to enrol in that subject - will be required to meet with the respective Head of Department to gain approval for entry into the course/subject. Course/subject changes can only occur if students meet the prerequisites, and the timetable allows.*

● 11

● 12

● 13

<ul style="list-style-type: none"> • IGCSE Level Art • IGCSE Level Architectural Design • IGCSE Level Music 	<ul style="list-style-type: none"> • AS Level Art • AS Level Architectural Design • AS Level Music 	<ul style="list-style-type: none"> • A2 Level Art • A2 Level Architectural Design
<ul style="list-style-type: none"> • IGCSE Level Accounting • Business Studies 	<ul style="list-style-type: none"> • AS Level Accounting • AS Level Business Studies 	<ul style="list-style-type: none"> • A2 Level Accounting • A2 Level Business Studies
<ul style="list-style-type: none"> • NCEA Level 1 Te Reo Māori • IGCSE Level English & Literature • IGCSE Level First Language English • IGCSE Level Spanish 	<ul style="list-style-type: none"> • NCEA Level 2 Te Reo Māori • NCEA Level 2 English • AS Level English & Literature • AS Level Spanish 	<ul style="list-style-type: none"> • NCEA Level 3 Te Reo Māori • A2 Level English & Literature • A2 Level Spanish & Literature
<ul style="list-style-type: none"> • IGCSE Level Global Perspectives & Research • IGCSE Level Geography • IGCSE Level History 	<ul style="list-style-type: none"> • AS Level Global Perspectives & Research • AS Level Geography • AS Level History • AS Level Environmental Management 	<ul style="list-style-type: none"> • A2 Level Global Perspectives & Research • A2 Level Geography • A2 Level History
<ul style="list-style-type: none"> • IGCSE Level Core Mathematics • IGCSE Level Extended Mathematics • AS Level Mathematics 	<ul style="list-style-type: none"> • NCEA Level 2 Mathematics • AS Level Mathematics 	<ul style="list-style-type: none"> • NCEA Level 2 Mathematics • A2 Level Mathematics • MATH199
<ul style="list-style-type: none"> • IGCSE Level Physical Education 	<ul style="list-style-type: none"> • AS Level Physical Education 	<ul style="list-style-type: none"> • A2 Level Physical Education
<ul style="list-style-type: none"> • AS Level Biology • AS Level Chemistry • AS Level Physics 	<ul style="list-style-type: none"> • AS Level Biology • AS Level Chemistry • AS Level Physics • AS Level Marine Science • AS Level Psychology 	<ul style="list-style-type: none"> • A2 Level Biology • A2 Level Chemistry • A2 Level Physics • A2 Level Marine Science • A2 Level Psychology

• Applied curriculum courses in Agriculture, Business, Engineering, Food Technology, Sport and Recreation are currently being developed and will be presented for consideration for students as they are finalised.

Arts

Studying the Arts does not just help with understanding our visual and historical world. Evidence also suggests that studying the arts improves academic achievement by helping students develop critical and creative thinking, analysis, synthesis, evaluation, and problem finding and solving skills.

Today medical schools seek out art students, as they now have realised the importance the Arts play in training observational and pattern recognition skills and encouraging students to think outside the box. Art students have a unique advantage in today's competitive market with many graduate employers looking for people who are lateral thinkers and creative problem-solvers.

At Huanui College we celebrate the Arts which aid our students to grow, develop and enhance. We are committed to providing high-quality art education and transformative learning experience in pursuit of artistic expression and excellence. We feel all benefit from the unlocking of individual creative potential as it impacts positively on personal wellbeing and aid with societal development and economic health. We see our role as arts educators is to guide and facilitate an environment to help our younger generation express themselves and to make sense of our world. We offer students a broad curriculum taught by specialist teachers in stimulating and nurturing environments. We believe that students flourish when they are happy and when they are challenged.

Subjects included in the Arts:

Art
Digital Media
Design Technology
Music



ART

JUNIOR LEVEL YEARS 7 to 9

Students are set class and distance learning tasks to enable them to complete one coursework folio each term. Their coursework folio consists of supporting work/ideas and one final outcome.

Skills studied include, but are not limited to:

- Sketching
- Collage
- Clay hand building
- Printmaking
- Painting
- Sculpture
- Research of Art Movements
- Research of Artists as inspiration

They complete art literacy tasks to enhance their understanding of artists intentions and analyse why art is created. Students will also have an opportunity at the end of the year to work with two local ceramic artists.



IGCSE LEVEL ART

Prerequisites: An enjoyment of Art

IGCSE Art has two components completed over 2 years:

1. *Coursework Folio and Final Piece (6 Terms)*
2. *Exam Folio and Exam Piece (8 Weeks + Exam)*

1. YEAR 10: Coursework Folio (4 Terms)

For Year 10 Art, students produce 4x A2 boards consisting of a series of artworks and written analysis theory based on the theme of self-portraiture. Each board requires investigation into an artist or art movement, with written research, completed artist copies, and styled original works. The techniques focused on to complete these personal works include, but are not limited to:

- Pencil, ink and charcoal sketching
- Hand built clay mask making
- Wood cut printmaking
- Painting - acrylic and watercolour

1. YEAR 11: Complete Coursework Folio and Final Outcome (2 Terms)

For Year 11 Art, students create the remaining 3x A2 boards of work. Students could focus on a medium of their choice (acrylic, watercolour, mixed media) to study, and will choose their own artist models as influence. At the completion of this coursework folio, students create **one final outcome** that sums up their intentions/theme.

2. Examination Folio (1 Term + Exam)

Students are expected to produce a personal response in painting and related media. This is an externally set assignment which is marked by Cambridge. There are two parts to this component:

2a. The supporting studies

Students choose one question from the exam question paper and produce three sheets of A2 supporting work in response to the art exam question.

2b. The Final Outcome (Exam Piece)

This is produced during the 8hr examination (over a three-day period). In the 8hr exam, students are required to complete their final outcome (painting) that sums up their intentions.

AS LEVEL ART

Prerequisites: Students should have studied and passed with a B or above grade in Visual Art & Design at IGCSE level.

AS Art has two components:

1. *Coursework Folio (2 Terms)*
2. *Exam Folio and Exam Piece (8 Weeks + Exam)*

1. Coursework Folio (2-3 Terms)

There are two parts to the coursework folio:

1a. Practical work

This should be an in-depth study using multiple media and techniques that demonstrates the student's ability to carry out independent research. Students identify a theme informed by an aspect of art and design for the investigation. In consultation with their teacher, students set themselves a specific brief which clarifies the content, direction and research material to be explored.

It is expected students will submit at least ten A2 boards of supporting work and one final outcome that sums up their intentions/theme.

1b. Written analysis of the personal study

Students must submit a written analysis of research to their selected artist influences and art movements that have aided to the development of their Coursework Folio.

2. Examination Folio (1 Term + Exam)

This is an externally set assignment which is marked by Cambridge. There are two parts to this component:

2a. The Supporting Studies

Students are expected to produce seven A2 boards of supporting work demonstrating evidence that all of the assessment objectives have been met in response to the chosen question.

2b. The Final Outcome (Exam Piece)

Students choose one theme to explore and develop from the exam question paper. This is set at the start of Term 3. This is produced during the 15hr examination (over a four-day period).

A2 LEVEL ART

Prerequisites: AS Art

Personal investigation

This is an internally set assignment that is marked by Cambridge International (CI). There is no question paper for this component. AS Coursework and Examination Folio carries 25% each of the overall mark, with 50% being given to the Personal Investigation.

There are two parts to this component:

- Practical work
- Written analysis of between 1000 and 1500 words

The Personal Investigation should be an in-depth study that demonstrates the student's ability to carry out independent research from a starting point of their choice, through to a fully realised and coherent conclusion. Students identify a theme informed by an aspect of art and design for the investigation then, in consultation with their teacher, set themselves a specific brief which clarifies the content, direction and research material to be explored. During their investigation, students produce practical work supported by written analysis containing detailed research. First-hand studies from primary sources such as visits to local galleries, studios or buildings, or contact with local artists, designers or crafts-people must form at least part of the research.

DIGITAL MEDIA

Digital Media is an opportunity for students to use their creativity to become fluent with online learning through a creative lens. Students will learn to apply the elements and principles of design, enabling them to create and share original, purposeful, aesthetically pleasing content.

An emphasis on developing adaptable device skills and fluency is an important skill for students to have in our fast paced technological world.

Students will need a device for this class, and should have capacity to download free apps.

The aims for this class is to:

- Teach our students how to find, analyse, sort and access content that is fit for purpose
- Be socially responsible online
- Communicate and collaborate with others in the digital realm
- Troubleshoot online
- Source digital tools and software for specific tasks, and be confident in searching for self-help resources
- Improve awareness of how to “be healthy” while working on a computer

JUNIOR LEVEL **YEARS 7 to 9**

Each term students will focus on a single discipline and complete a coursework folio to support this, as well as produce a final outcome demonstrating their learning in the discipline.

Through class exercises and home learning tasks, students will build their literacy and understanding of terminologies and strategies for delivering quality work in each topic.

Students will cover topics such as:

- Photography + Stop Motion
- Principles + Elements of Design
- Basic video and photo editing
- Collaborative work
- Online resourcing and content creation
- Presentation and formatting skills
- Computer etiquette



DESIGN TECHNOLOGY

Technology is a practical and valuable subject. It enables students to actively contribute to the creativity, culture, wealth and well-being of themselves, their community and New Zealand. It teaches how to take risks and so become more resourceful, innovative, enterprising and capable. Students develop a critical understanding of the impact of design technology on daily life and the wider world.

New Zealanders have long been technological innovators and creators. Our economy has been driven and still is, by creative problem-solvers, designers and inventors. The study of technology gives students skills that can be used to bring about change in their own lives and communities at the national or international level and opens up a wealth of future career opportunities.

Additionally, it provides excellent opportunities for students to develop and apply value judgements of an aesthetic, economic, moral, social, and technical nature both in their own designing and when evaluating the work of others.

JUNIOR LEVEL YEARS 7 to 9

Our Junior design program aims to develop skills of problem-solving, innovation and creativity in graphic communication. Students use design knowledge, understanding and skills to communicate their ideas with a specific purpose.

By researching designers and their practice plus evaluating their peers work, students develop an appreciation of the means by which others use design ideas to communicate information.

Students use design practices and technologies to help them to generate ideas and develop and refine their concepts, sketches, technical drawings, models and design products.

IGCSE LEVEL DESIGN TECHNOLOGY

At Years 10 and 11, the Design Technology course gives a strong foundation for students to build on in their senior years.

The students gain skills in three main areas:

- Designing products, including using CAD (Computer-aided Design)
- Design process including evaluation of products and outcomes
- Manufacturing processes making 3D models using a range of materials.

This is a great lead-in to AS / A Level Design Technology, providing students with hands-on experience and a good base of knowledge of materials and processes.

Assessment is 50% coursework and 50% examination.

AS LEVEL ARCHITECTURAL DESIGN

Prerequisites: IGCSE Design Technology or IGCSE Visual Art

Students are assessed on one major project and an end of year written and design drawing examination.

This course looks at:

- Aspects of spatial design where clients and site combine to create a unique solution
- Sketching, Computer-aided Design (CAD) and modelling allowing students to develop analytical skills to evaluate the design and material decisions in an evolutionary manner
- Materials Technology is a major part of the course, ensuring the design is fit for purpose

A2 LEVEL ARCHITECTURAL DESIGN

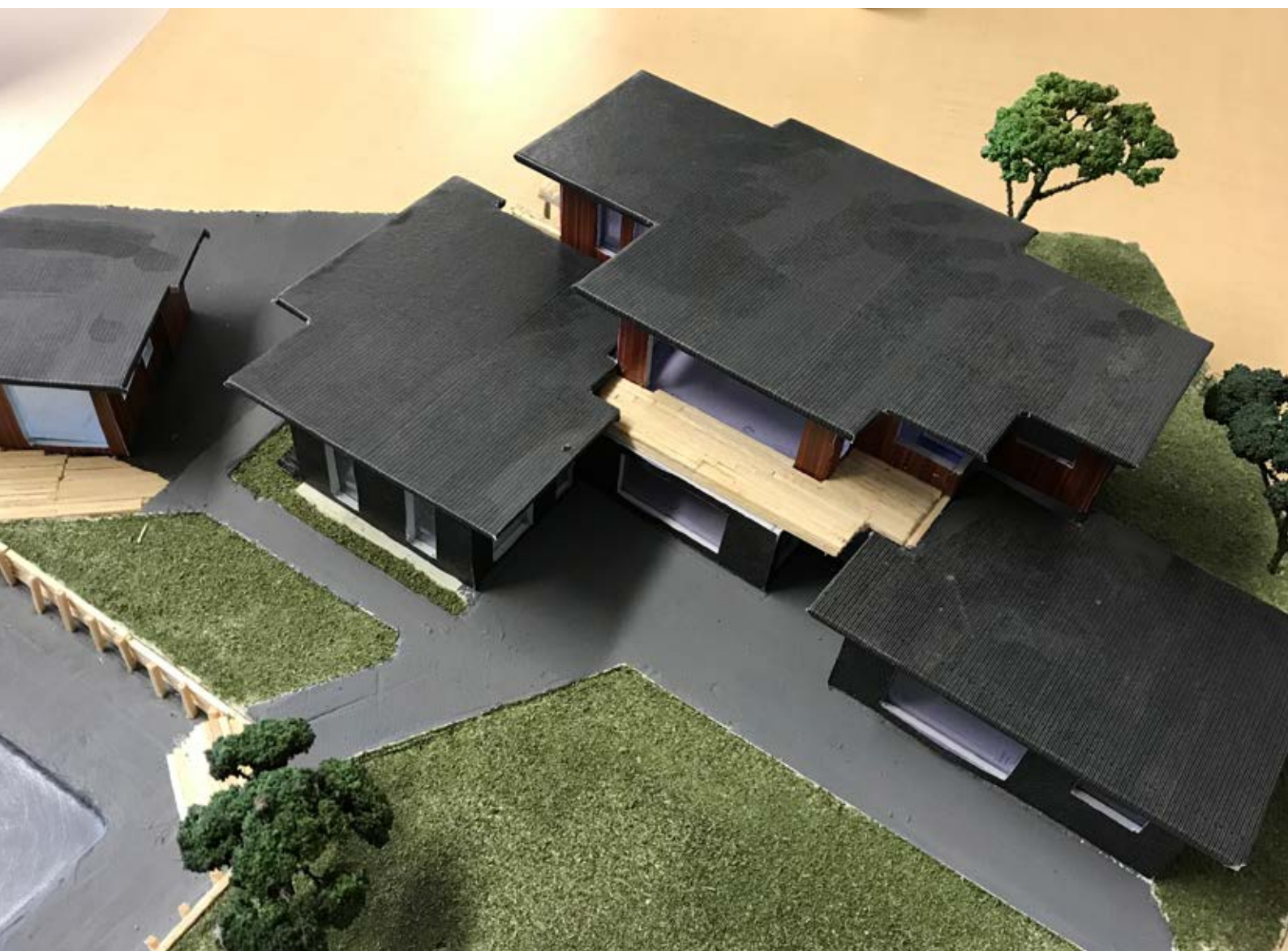
Prerequisites: AS Level Architectural Design

This course encourages learners to be innovative and creative and to develop their ability to design high-quality architectural designs.

This course follows on from AS Level Architectural Design. Students extend their knowledge and understanding to the next level and study other aspects of design to enhance client experience and interaction with the design process.

Coursework including CAD contributes 40% of the final grade.

The end-of-year examination counts for 60% and is based on materials, technology and production methods of many different products, not just architecture.



MUSIC

Music is a unique form of communication that influences the way students feel, think, act and understand their world. Music is an important part of each young person's identity both as an individual and as a citizen. Music education fosters in students the qualities and skills necessary to develop a diverse set of interests and participate in artistic citizenship. The insights provided by music education enable students to recognise the importance of cultural traditions and contemporary aesthetic concepts in societal development.

Students are required to get involved in performance/events run by the School, both on campus and in public venues. These events include school assemblies, Showcase, Talent Quest, Night of the Arts, as well as Rockquest and competitions.

During the Night of the Arts, students are required to perform in front of an audience. They can choose to do a musical number, a cultural performance, a drama piece, a dance, or any type of performance that exemplifies the Arts. There is an accompanying art and design exhibition to showcase the amazing pieces of work our students produce in their creative subjects. This night encourages our students to show bravery, perseverance, grit and collegiality.

JUNIOR LEVEL YEARS 7 to 9

At **Years 7 and 8**, students learn the first stages of music theory and notation that will assist them to be able to read sheet music, to use dynamics and follow simple chord charts and chord progressions.

In **Year 9** students are exposed to a more rigorous performance-based approach to music where the student's aural skills are developed, and they learn to perform a piece of music effectively as a member of a group.

IGCSE LEVEL MUSIC

Prerequisites: Students should have learnt an instrument or sung for several years; a basic knowledge of music theory is essential.

The work completed at this level encourages aesthetic and emotional development, self-discipline and, importantly, creativity. Students study world music and must place it in its historical and cultural context. They are examined on their listening skills and intensifying key concepts that have been taught throughout the two-year course.

Students are also required to compose an original piece and perform publicly. A video recording of their performances is sent to Cambridge, England where their technical competence and performance skills are externally assessed.

AS LEVEL MUSIC

Prerequisites: Students should have studied and passed with a B or above grade in Music at IGCSE.

The AS level course is a versatile and very well-respected academic option that encourages students to be creative within a supportive atmosphere as well as leading them to develop a fuller understanding of the theory and history of the discipline in order to aid their own creativity. It combines well with both science and arts subjects and is accepted by universities as an academic qualification to read many degree subjects.

The aim of the AS level is to provide a balanced course in music and at the same time give scope for the development of individual interests and aptitudes. Students are encouraged to listen to and appreciate a wide range of music genres, study and practice critical listening, and develop performing skills.

This course offers opportunities for practical musicians and is also designed to challenge students who wish to deepen their musical understanding and technical skills.



Commerce

Commerce subjects encourage students to develop the skills and knowledge to participate in today's ever changing business world.

Accounting is the process of gathering and preparing financial information that enables decisions to be made about a business. Having financial knowledge is a crucial skill of an individual, household and business. Accounting is not just for people who want to become Accountants. It is for anyone who wants to develop financial literacy.

The study of business is about how individuals and groups of people organise, plan, and act to create and develop goods and services to satisfy customers. The knowledge and skills gained in Business Studies can help shape 'creative, energetic and enterprising young people' who will contribute to New Zealand's economic future.

"The entrepreneur always searches for change, responds to it and exploits it as an opportunity."
Peter F Drucker

Subjects included in Commerce:

Accounting
Business Studies





ACCOUNTING

Accounting is no longer all about balance sheets and tax returns. The 21st Century accountant is required to be an analyst, a risk assessor and solution provider, business advisor and coach.

Accounting gives students the tools to make real life financial decisions in a constantly changing and uncertain world. It is the process of preparing and communicating financial information to a wide range of users. Accounting enhances financial literacy and helps individuals and organisations to be accountable to stakeholders for their actions.

In addition to being a core prerequisite for almost every commerce degree in Australasia, accounting skills are important in all industries and highly valued in university graduates.

This is a valuable message to convey to secondary students who are looking to make decisions on their career pathway from High School to University.

Accounting is not a job description, but a set of indispensable business skills to lead tomorrow's economy. Professionals in accounting and finance hold some of the best and most influential positions in New Zealand and throughout the world. In Accounting, students enjoy the challenges of learning new skills and appreciate the relevance of topics covered.

IGCSE LEVEL ACCOUNTING

This programme is traditionally where students begin their study of Accounting.

The aims are to enable students to develop:

- Knowledge and understanding of the principles and purposes of accounting for individuals, businesses, non-trading organisations and society as a whole
- An understanding of accounting concepts, principles, policies, techniques, procedures and terminology
- Improved skills of numeracy, literacy, communication, enquiry, presentation and interpretation
- Improved accuracy, orderliness and the ability to think logically
- An excellent foundation for advanced study

Contents Overview - Fundamentals of Accounting:

- Sources and recording of data
- Verification of accounting records
- Accounting Procedure
- Preparation of Financial statements
- Analysis and Interpretation
- Accounting Principles and Policies

AS LEVEL ACCOUNTING

This course is for students who have a C grade or above in IGCSE Accounting or approved by the Curriculum Leader.

It provides a suitable foundation for the study of Accounting or related courses in higher education. Learners will develop:

- An understanding of how to plan, budget and manage financial resources
- An ability to critically apply, analyse and evaluate accounting policies and practices
- An understanding how to use accounting information to make viable business decisions
- A solid foundation for further study.

Contents Overview

- Financial Accounting for sole traders, partnerships and limited companies
- Analysis and communication of accounting information to stakeholders
- Costs and management accounting.

A2 LEVEL ACCOUNTING

Prerequisites: AS Level Accounting

A Level Accounting forms the second half of a two-year, pre-university course. In addition to the topics covered at the AS Level, students will cover:

- Business purchase
- Cashflows
- Standard , and Activity-based costing
- Budgeting
- Investment appraisal
- Consignment
- Joint venture accounts

BUSINESS STUDIES

An understanding of the business environment prepares student's to contribute to a range of business ventures. It can be studied as a stand-alone course, or as a useful compliment to the traditional courses of Accounting. A wide range of topics is studied. These include:

- Human resources
- Finance
- Marketing
- Operations
- Decision-making

Case studies provide students with real-life examples of how local and international businesses have developed, and the decision-making needed to overcome common business problems.

IGCSE LEVEL BUSINESS STUDIES

This programme is where students begin their studies in Business Studies. The aims are to enable students to;

- Apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts
- Develop an awareness of the nature and significance of innovation and change within the context of business activities
- Make effective use of relevant business terminology
- Appreciate the perspective of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise
- Develop skills in numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation

Content Overview:

- Business audits environment
- People in Organisations
- Marketing
- Operations and Project Management
- Finance and Accounting
- Strategic Management

AS & A2 LEVEL BUSINESS STUDIES

Completing IGCSE Business Studies will help you but is not a prerequisite.

This study of Cambridge International AS and A Level Business allows learners to take the first step towards a career in private or public organisations or progress with confidence to a degree in business and management related subjects.

Cambridge learners will develop:

- The capacity to analyse characteristics and activities of business organisations and how they respond to the changing demands of their environments
- An understanding of how effective managers and leaders develop successful organisations in terms of customer focus and the products/ service they offer
- The opportunity to reflect on how successful business organisations engage in financial and accounting practices to maximise value for stakeholder's value
- Development of knowledge that relates to strategic planning and decision-making to ensure business survival, change and sustainable success
- A solid foundation for further study

Content Overview:

- Business audits environment
- People in Organisations
- Marketing
- Operations and Project Management
- Finance and Accounting
- Strategic Management

English & Languages

Languages are about pondering what it means to be human. By expressing and understanding the richness of life, we can vicariously experience the dizzying heights of joy and the wretched doldrums of sorrow without leaving our chairs.

We aim to deliver world class teaching and learning that expects every student to reach towards achieving personal excellence. Courses are designed to provide high levels of challenge with high levels of support.

We are pleased to offer Māori and Spanish at the junior and senior levels. We believe that by learning a new language and its culture, students are introduced to a new way of thinking about, questioning and interpreting the world and their place in it. Languages open the door to a richer understanding of what it means to be a global citizen in an ever expanding world.

English lies at the heart of our experience of the world. We learn English to help us write and speak clearly, accurately, and fluently. Studying English exposes students to the power of literature and language and it is an especial asset for those looking to study at a tertiary level. These rich comprehension and communication skills support excellence in future studies and careers.

Across the three languages, the Year 7, 8 and Year 9 courses provide the foundation for later, more advanced study. The students learn to respond with understanding and insight to a wide range of texts to develop a rich appreciation of literature, including short stories, novels, drama, and poetry.

Students learn to communicate ideas through speech and writing effectively and clearly.

We nurture writing skills and focus on creative and formal writing, preparing students to use language in professional settings.

Students are introduced to the different facets of language and literature. We study a broad range of perspectives and voices: classical canon and modern masterpieces, kiwi yarns and stories from around the world. We celebrate the rich contribution of female authors such as S. E. Hinton and Jane Austen and the enduring contribution of Māori authors such as Witi Ihimaera and Patricia Grace.

We are proud to offer students at every level an engaging and approachable experience with Shakespeare. His sublime use of language and deeply human stories are still enjoyable and relatable over 400 years after they were written.

Subjects included in English & Languages:

English and Literature
Spanish
Te Reo Māori

ENGLISH

JUNIOR LEVEL YEARS 7 to 9

Junior English is about developing the core skills of reading and analysis. We learn to identify language features and unpack their deeper meanings. We explore poetry, long and short prose, and drama while building the ability to create and enjoy texts. Junior students are also encouraged to develop a love of reading - every student will complete a robust, term long assignment on a book of their choice. Below is an outline of the English assessment objectives:

English Language Reading

- Identify and interpret explicit and implicit information and ideas
- Select and synthesise evidence from different texts
- Analyse the language, form and structure used by a writer to create meanings and effects; use relevant subject terminology where appropriate
- Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
- Evaluate texts critically and support this with appropriate textual references

English Language Writing

- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences
- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

English Literature

- Maintain a critical style and develop an informed personal response.
- Analyse the language, form and structure used by a writer to create meanings and effects; use relevant subject terminology where appropriate
- Show understanding of the relationships between texts and the contexts in which they were written
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

YEARS 10 and 11

Year 10 and 11 students enrolling in IGCSE study either *IGCSE English Literature* or *IGCSE English First Language English*. Students are assigned classes based on prior performance and individual needs. This decision is always made with parents and guardians based on what is best for the student.

IGCSE LEVEL ENGLISH LITERATURE

In this course students are encouraged to read, interpret and evaluate literary texts, developing their ability to:

- Understand texts in terms of literal meaning, relevant contexts and deeper themes or attitudes
- Recognise and appreciate the ways in which writers use language to achieve their effects and to communicate an informed personal response

The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

Component 1: *Poetry and Prose*

Component 3: *Drama - open text (Shakespeare)*

Component 4: *Unseen text*

OR

IGCSE LEVEL FIRST LANGUAGE ENGLISH

This course enables students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing
- Use a wide range of vocabulary and the correct grammar, spelling and punctuation
- Develop a personal style and an awareness of the audience being addressed

Cambridge IGCSE First Language English also develops more general analysis and communication skills such as inference and the ability to order facts and present opinions effectively.

Paper 2: *Reading Passages (extended)*

Paper 3: *Directed Writing and Composition*

ENGLISH AND LITERATURE YEAR 12 and 13

Year 12 students are enrolled in **AS Literature** or **NCEA Level 2 English**. Students normally follow the AS route.

Please make an appointment with the Curriculum Leader of English to discuss enrolment into NCEA.

AS LEVEL LITERATURE IN ENGLISH

Prerequisites: IGCSE English Literature

AS Literature is an opportunity for students to develop the academic writing skills needed to succeed at a University level.

Deep textual analysis, broad recall and purposeful use of evidence are the hallmarks of this course. Students hoping to progress in Engineering, Biomedical Sciences, Law, Business and any other academic profession are expected to enrol in this course.

Students are assessed on their ability to respond to texts in the three main forms (Prose, Poetry and Drama) from different cultures.

Students must demonstrate their ability to:

- Understand the ways in which the writers' choices of form, structure and language shape meanings
- Produce informed, independent opinions and judgments on literary texts
- Clearly communicate their knowledge, understanding and insight at an appropriate level.

We cover:

- Poetry and Prose
- Drama
- Unseen texts

OR

NCEA LEVEL 2 ENGLISH

Prerequisites: Students will be selected for this course.

This course offers a workload that is more supported than the AS Literature class above, but requires a consistent output of work throughout the year at a high level. This course represents a fully academic track requirement and is challenging.

The achievement standards at level 2 represent discrete units of work that build towards fulfilling University Literacy requirements. Students will learn to:

- Analyse specified aspects of written/visual and oral texts through close reading of the text
- Produce a selection of crafted and controlled writing
- Analyse a specific scene of a visual text
- Use information literacy skills to form developed conclusions

Methods of Assessment

Internal	Completed in Class
Assessment:	(maximum of 13 credits)
External	Examination
Assessment:	(maximum of 8 credits)

Continuation of Subject at School: If a student requires further credits, these will be completed the following year.

AS 91098 External 4 credits	Analyse specified aspects of studied written text(s), supported by evidence.
AS 91099 External 4 credits	Analyse specified aspects of studied visual text(s), supported by evidence.
AS 91101 Internal 6 credits	Produce a selection of crafted and controlled writing.
AS 91107 Internal 3 credits	Close viewing
AS 91105 Internal 4 credits	Use information literacy skills to form developed conclusion(s)

A2 LEVEL LITERATURE IN ENGLISH

Prerequisites: AS Level English Literature

Focused on argumentation and a University level writing standard, we recommend A level English to anyone hoping to get an advantage in academic writing in tertiary study.

This course aims to help students gain an appreciation of, and an informed personal response to, literature in English.

Students gain the interdependent skills of reading analysis and communication, engage in wider reading and develop an understanding of its contribution to personal development.

Students must demonstrate their:

- Understanding of the way in which writers' choices of form, structure and language shape meanings
- Ability to communicate clearly and accurately the knowledge, understanding and insight appropriate to literary study
- Ability to appreciate and discuss varying opinions of literary works

Paper 5: *Shakespeare and Pre-20th Century texts*

Paper 6: *1900 – Present*

Students may wish to enter the NCEA Scholarship examinations. They can use the literature studied to A level English.

They will have a choice of questions based around critical analysis of literature.

They will be required to write essays. This can provide a small cash award for University costs.

SPANISH

JUNIOR LEVEL YEARS 7 to 9

The aim of this course is to provide a framework for learning Spanish and introduce students to the relationship between culture and language. Students learn to:

- Conduct basic and more developed transactions in Spanish
- Express opinions and talk about a range of straight-forward topics
- Understand basic tenses and grammatical structures

IGCSE LEVEL SPANISH

There is a strong practical component and students will sit an oral examination at the end of the year. The oral examination is moderated externally. Emphasis is given to getting the basics right, and a mastery of the basic tenses and grammatical structures.

At this level students will be able to:

- Conduct basic and more developed transactions in Spanish
- Talk about themselves and their families and a range of straight-forward topics
- Express opinions and, in this third year of study, move towards a more cognitive approach

AS LEVEL SPANISH

Spanish Civilisation and Language

Prerequisites: IGCSE Spanish

This course moves beyond mere survival language with the focus on a deeper appreciation of the Spanish language. Grammatical understanding is also integral at this level. Individual reading is strongly encouraged at this level.

Students may choose to prepare for AS over a two-year period.

Students will normally do AS Level Spanish at the conclusion of Year 12 and may also do A2 in Year 13.

Within the context of the set topics, students develop their ability to express opinions, argue for and against, summarise, adapt, present and discuss given materials.

Set language topics include:

- Human relationships
- Law and order
- Work and leisure
- War and peace
- Pollution

A2 LEVEL SPANISH & LITERATURE

Spanish Civilisation, Language and Literature

Prerequisites: AS Level Spanish

This course is academically demanding but very rewarding - approximately half the course is spent studying three major works of Spanish literature. Students will maintain their progress in Spanish language and have the added benefit of deepening their cultural knowledge of the Spanish world through the study of literature.

TE REO MĀORI

JUNIOR LEVEL YEARS 7 to 9

Te Reo Māori is compulsory for students at this level. In these classes students expand on their capabilities and start to develop their own voice in the classroom, take on more responsibilities in Tikanga within class, as well as throughout the school.

Representation at Cultural events such as Powhiri, Whakatau, Tangihanga, Haerenga, Te Taitokerau Kapa Haka Festival, Te Manu Kōrero and Matātini Kapa Haka festival allows our students to experience first-hand, the richness of Māori culture and how Huanui College is a part of this culture.

Languages link people locally and globally. By learning a new language and its culture, students are introduced to a new way of thinking about, questioning and interpreting the world and their place in it. Languages open the door to a richer understanding of what it means to be a global citizen in an ever expanding world.

NCEA LEVEL 1 TE REO MĀORI

This course builds on Te Reo and Māoritanga learnt at Years 7, 8 and 9. The emphasis of the course is on communication about past activities and events, present and past feelings and opinions, and past habits and routines.

Students also learn how to describe, compare and contrast people, places and things.

Total Credits: 30 12 External, 18 Internal

NCEA LEVEL 2 TE REO MĀORI

Prerequisites: *NCEA Level 1 Te Reo Māori?*

This course builds on the foundation provided by NCEA Level 1 with a focus on students developing the ability to:

- Communicate future plans
- Give and respond to advice, warnings and suggestions
- Express and respond to approval and disapproval, agreement and disagreement
- Give and respond to information and opinions

Students also read about and recount actual or imagined events in the past.

Total Credits: 28 12 External, 16 Internal

NCEA LEVEL 3 TE REO MĀORI

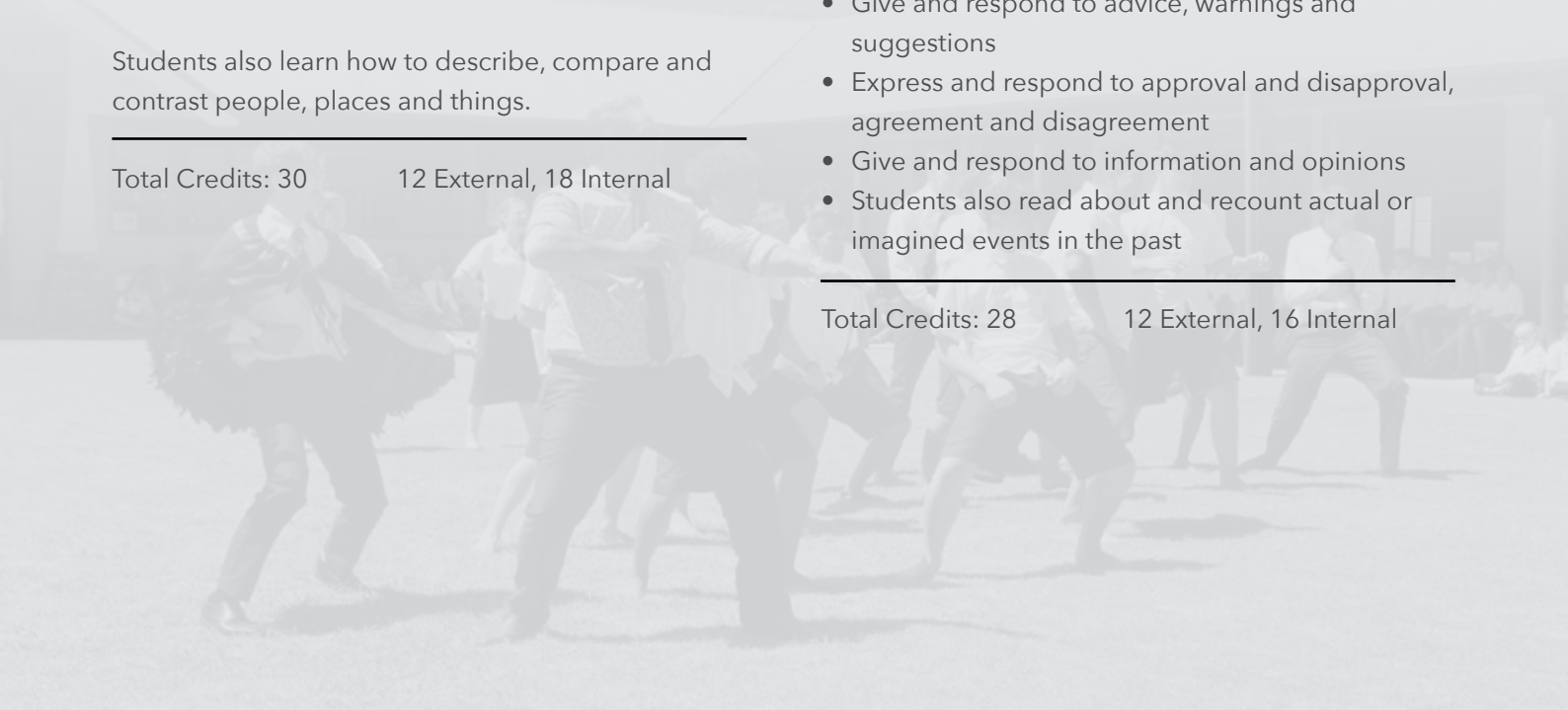
Prerequisites: *NCEA Level 2 Te Reo Māori*

This course builds on the foundation provided by NCEA Level 2. The course content is similar to the Level 2 course but covers the material in more depth and requires a greater command of the language.

Course content is focused on students demonstrating the ability to:

- Communicate future plans
- Give and respond to advice, warnings and suggestions
- Express and respond to approval and disapproval, agreement and disagreement
- Give and respond to information and opinions
- Students also read about and recount actual or imagined events in the past

Total Credits: 28 12 External, 16 Internal



Humanities

Humanities subjects are underpinned by the development of skills that allow learners to examine issues through the lens of the past, the present and the future.

Young people face unprecedented challenges in an increasingly interconnected and information-heavy world. They need to be equipped to gain a sense of their own place in the world; knowing that they have the skills and knowledge to make choices and take action. Throughout the Humanities subjects our aim is for learners to broaden their outlook through critical analysis and reflection on issues of global significance, whilst developing effective communication and collaborative skills.

Humanities subjects are highly valued across a number of different professions and industries where the development of effective research, thinking, reasoning and communication skills are essential. Our Humanities teachers are not only passionate about their own subject areas, but they have a love of learning which they strive to embed through enquiry and the development of personal skills such as curiosity, tolerance and empathy. We also understand the importance of a digitally connected world and make use of the abundance of resources available to enhance our programme, while working hard to ensure lessons are scaffolded to the individual student learning journey.

The Y7-9 Global Futures programme is regularly reflected upon and updated to ensure that topics chosen are not only relevant to learners, but also develop their understanding of the merits of the senior Humanities subjects. Where possible we strive to make links across different disciplines offered at the college to enhance student engagement.

Subjects included in Humanities:

Global Perspectives & Research
Environmental Management
Geography
History



GLOBAL PERSPECTIVES & RESEARCH

JUNIOR LEVEL YEARS 7 to 9

This course encourages students to engage in a range of topics which help them consider what has shaped us as humans and the role we play in shaping and interacting with our world. The course lays the foundation for the other Humanities subjects: Geography, History and Global Perspectives.

The critical thinking skills, empathy and environmental awareness will transfer into other subjects and give students the confidence to realise that their choices and actions will directly shape our future.

The Global Futures programme is evolving and are often re-designed to ensure connection with both past and current events, while also ensuring that all year levels enquire into a topic with a uniquely New Zealand perspective.

IGCSE LEVEL GLOBAL PERSPECTIVES

In IGCSE Global Perspectives, students will have opportunities to acquire and apply a range of skills to support them in these challenges, including:

- Researching, analysing and evaluating information
- Developing and justifying a line of reasoning
- Reflecting on processes and outcomes
- Communicating information and reasoning
- Collaborating to achieve a common outcome

Candidates explore stimulating topics that have global significance. They learn to communicate with others from another culture, community or country.

They assess information critically and explore lines of reasoning. They learn to direct their own learning and develop an independence of thought.

Cambridge IGCSE Global Perspectives emphasises the development and application of skills rather than the acquisition of knowledge.

Students develop transferable skills that will be useful for further study and for young people as active citizens of the future.

Assessment Components:

- Individual Research Report
- Team Project (internally assessed)
- Written Examination

AS LEVEL GLOBAL PERSPECTIVES & RESEARCH

Prerequisites: IGCSE Level Global Perspectives and Research.

Students enrolling in this course will complete an individual essay, team project and be examined on contrasting global perspectives. They will:

- Design and manage their own research project using appropriate research methods and methodology
- Select and analyse appropriate concepts, arguments, perspectives and evidence from a range of source material
- Analyse and use relevant and credible evidence in support of arguments and overall perspectives
- Analyse relevant perspectives, showing awareness of how the arguments, claims and the nature of the evidence are used to support conclusions
- Evaluate specific research methods and methodology
- Evaluate and synthesise alternative perspectives and interpretations in order to make their own reasoned personal judgements

Candidates research global topics through as many different themes as is relevant. Examples include technology, culture, economics, ethics, environment and politics.

A2 LEVEL GLOBAL PERSPECTIVES & RESEARCH

Prerequisites: AS Level Global Perspectives and Research

This course provides students with the opportunity to further develop their research skills through the in-depth study of an academic topic of their own choice.

Students construct a research report which involves setting up a research proposal, identifying an appropriate question, undertaking a literature review while keeping a research log and self-evaluation observations.

In developing their research report, students are offered the opportunity to apply the tools for independent proactive, interdisciplinary study. They may engage more deeply in a chosen specialisation.

Students are encouraged to cross academic boundaries with an interdisciplinary inquiry.

To enrol in this course, students must have superior self-management and academic skills and will be required to produce evidence of this.

ENVIRONMENTAL MANAGEMENT

AS LEVEL ENVIRONMENTAL MANAGEMENT

Prerequisites: This course extends and complements many of the Cambridge IGCSE syllabuses, however IGCSE Level Geography would be an advantage.

This course investigates:

- The lithosphere including plate tectonics and management of its consequences, weathering, soils and mass movements and their management, management of resources including energy resources
- The atmosphere including the impact of its structure on weather and climate and management of the consequences of weather, atmospheric pollution and its management
- The hydrosphere including sustainable management of water in the context of the water cycle and human activity as well as water pollution and its management
- The biosphere including ecology of biomes and the effect of human activity, conservation and restoration of ecosystems
- As well as human population growth and sustainability.

Through following this syllabus, candidates should understand that:

- People are affected by, and respond to natural phenomena in many different ways
- Rapid human growth is the fundamental environmental issue
- The sustainable use of resources is fundamental to all solutions
- Human beings affect the environment of the whole planet, thus the importance of a global perspective
- Urban environmental issues need to be given an important focus.

Learners are assessed on the development of the following skills:

- Knowledge and understanding
- Handling information and problem solving
- Enquiry and investigation

GEOGRAPHY

IGCSE LEVEL GEOGRAPHY

Introduction to Geography

This course is a comprehensive introduction to Geography at a global scale.

The syllabus is divided into three themes:

Theme 1: *Population and settlement*

Theme 2: *The natural environment*

Theme 3: *Economic development*

The aims of IGCSE Geography are to develop:

- An understanding of location on a local, regional and global scale
- An awareness of the characteristics, distribution and processes affecting contrasting physical and human environments
- An understanding of the ways in which people interact with each other and with their environment
- An awareness of the contrasting opportunities and constraints presented by different environments
- An appreciation of and concern for the environment
- An appreciation of the earth including its people, places, landscapes, natural processes and phenomena

Learners are assessed on the development of the following skills:

- Knowledge with understanding
- Skills and analysis
- Judgement and decision making

AS LEVEL GEOGRAPHY

Prerequisites: IGCSE Level Geography

This course investigates - at a global scale:

- The physical geography of hydrology and fluvial geomorphology
- Atmosphere and weather
- Rocks and weathering
- Human geography of population change
- Migration studies
- Settlement dynamics

A2 LEVEL GEOGRAPHY

Prerequisites: AS Level Geography

This course investigates:

- Specialised physical and cultural environments introduced in the AS Geography course
- Sustainable management of tropical and coastal environments
- Global interdependence, including the management of a tourism destination and economic development

HISTORY

IGCSE LEVEL HISTORY

Europe between the Wars 1918-1941

The IGCSE History course examines the crucial period between the two World Wars, from 1918 to 1939. Students also undertake an in-depth study to examine the period from 1918 to 1945 in Germany.

The aims of IGCSE History are to:

- Stimulate an interest in and enthusiasm for learning about the past
- Promote the acquisition of knowledge and understanding of individuals, people and societies in the past
- Ensure that learners' knowledge is rooted in an understanding of the nature and use of historical evidence
- Encourage international understanding
- Encourage the development and use of skills including investigation, analysis, evaluation and communication

Learners are assessed on the development of the following skills:

- Their ability to recall, select, organise and deploy knowledge
- Construction of historical explanations with their understanding of cause and consequence
- Change and continuity; similarity and difference; and the motives, emotions, intentions and beliefs of people in the past.
- Understand, interpret, evaluate and use a range of sources as evidence, in their historical context

AS LEVEL HISTORY

Modern Europe, 1789-1917

Prerequisites: IGCSE History

This course examines a number of fascinating periods of Europe's history.

- The French Revolution, 1789 to 1814 - a time of tumultuous change in which the established order and system of government was overthrown with ramifications throughout Europe
- The Origins of the First World War, 1900 to 1914 - the role played by key individuals, including Kaiser Wilhelm II, Emperor Franz Josef II and Tsar Nicholas II, the arms race, nationalism, and the 'Sarajevo Crisis' of July 1914
- The search for International Peace and Security, 1919 to 1945 - focusing on the origins and aims of the League of Nations

A2 LEVEL HISTORY

Europe of the Dictators, 1918-1941

Prerequisites: AS Level History

This course covers:

- Hitler and Nazis in the period 1929 to 1941 - the Nazis rise to power and their attempts to create a Volksgemeinschaft (a 'racially pure society') and a totalitarian state in Germany
- Mussolini and Italy in the period 1918 to 1941 - the beginnings of Fascism as a political movement and Mussolini's attempts to indoctrinate Italians and make Italy a Great Power
- Students also examine different historians' interpretations relating to the Holocaust; Hitler's role in planning and implementation of anti-Semitic policies in the 1930s as well as the impact of the Second World War



Mathematics

Studying Mathematics will help inspire your intellectual passion and enable you to think critically. We will challenge your thinking through investigations and discussions in the classroom. Your problem skills will be fostered and you will find many applications for what you learn to real life situations. Learning through experience and from your mistakes is valued, and independent thinking, prized. We strive to make mathematics enjoyable and useful and thus motivate our students.

Our department has high expectations for our students. We set challenging material while allowing students enough time to assimilate new ideas and master new concepts. We find that students of all ability levels rise to these expectations and that we endeavour to support students of all ability levels.

Mathematics involves an important element of practise. It is vital that students learn to apply new concepts in a variety of situations. Thus we value classroom exercises and home learning as a means to mastery of new topics. This means that students must come to class prepared with their work completed and with the confidence to share.

The importance of thorough preparation for both tests and classes is made clear to students from the start. They know they have the power to be in charge of their success and students quickly realise that the successful students are generally those who complete the assigned work.

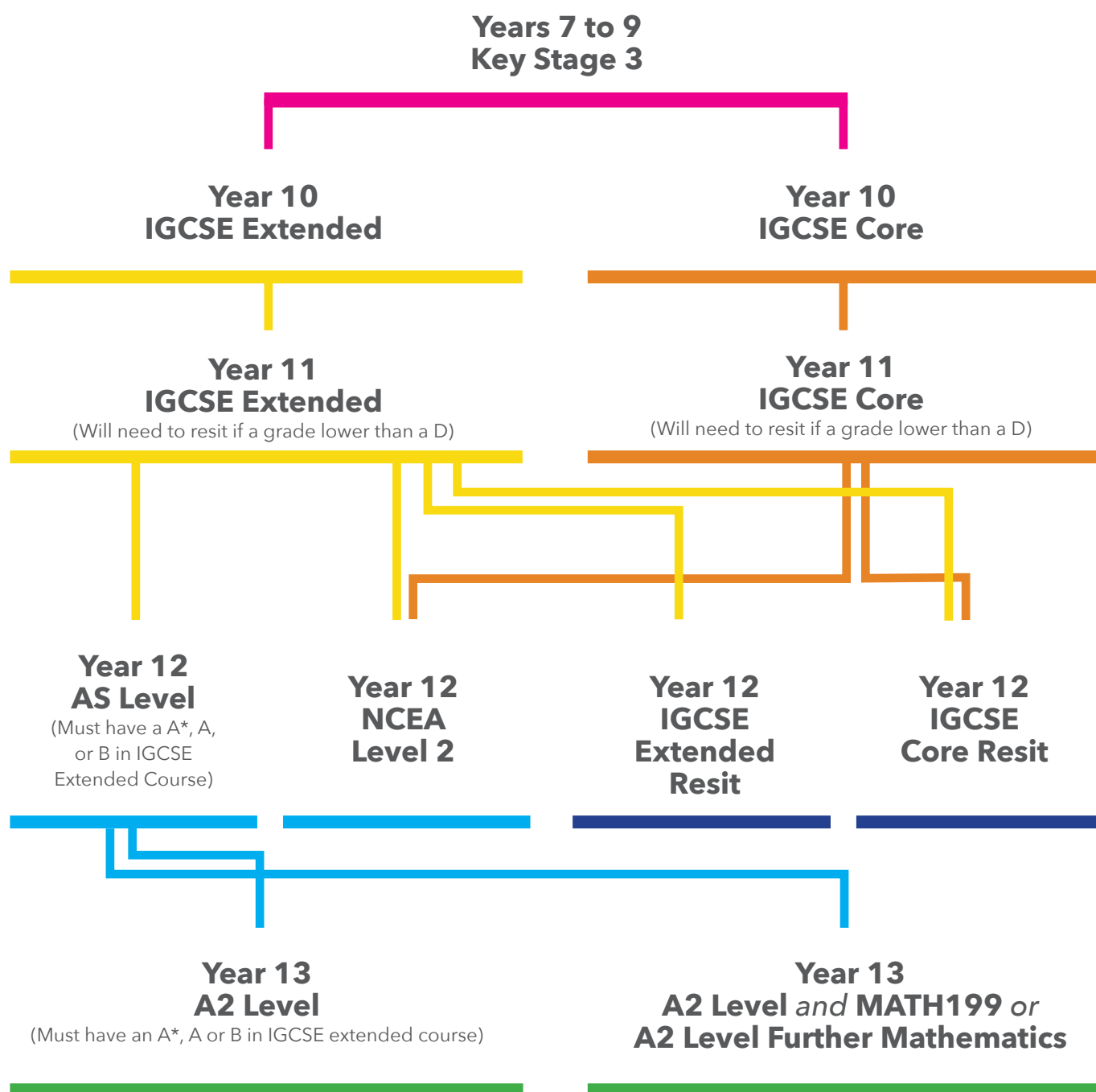
Students who find topics hard can have more time than they would have in class to think about and engage with new material and students who can move on and progress are allowed to do so too.

Fostering independent thinkers and allowing curiosity to drive the engine of education are at the heart of our practice. The teacher's main role is in creating effective, thought-provoking problem sets. Each student is expected to add to the conversation by asking questions, commenting on procedures which they may have performed differently, providing clarification of misconceptions, and coming to a consensus when conflicting solutions are reached. The classroom environment is where students are comfortable making mistakes and correcting each other.

Our teaching encourages students to learn from their mistakes, an essential part of learning at deep levels. Students learn from one another's successes and failures. Rather than focussing on the actual mark from assessments, feedback centered on clearing up misconceptions is valued more importantly.

We aim to instil a love of mathematics in our student's through engaging and challenging tasks and by stressing the links with real life. We believe this will provide students with the mathematical tools, skills, understandings and attitudes they will require in the world of work.

MATHEMATICS *course pathways*



Note: Pathways depend on timetabling & Mathematics Department recommendation.

MATHEMATICS

JUNIOR LEVEL YEARS 7 to 9

The Cambridge Lower Secondary Mathematics curriculum is aimed at students in Year 7 to 9 and is presented in six content areas:

- Number
- Algebra
- Geometry
- Measure
- Handling data
- Problem solving

The first five content areas are all underpinned by Problem Solving, which provides a structure for the application of mathematical skills. Mental strategies are also a key part of the Number content. Together, these two areas form a progressive step preparing students for entry onto IGCSE level courses.

IGCSE LEVEL CORE MATHEMATICS

The purpose of this course is to provide a Mathematics programme that will develop in students a variety of mathematical tools, skills, understandings and attitudes which will help them negotiate the complexities of real life and which will provide them with skills required for the working world.

Students will be directed into either the Core or Extended IGCSE course at the end of Year 9 or during Year 10 or 11. The highest grade that candidates who have followed the Core curriculum can achieve in their external examinations is a C grade. (Grades available: C – G).

At the conclusion of this course, a student may be recommended to complete IGCSE Extension Mathematics or re-sit the IGCSE Core Examination, if their grade is lower than a D.

***University Entrance is a D grade or higher in IGCSE.**

IGCSE LEVEL EXTENSION MATHEMATICS *Introduction to Advanced Mathematics*

The purpose of this course is to provide a comprehensive Mathematics programme that will develop in students a variety of approaches to solving problems involving Mathematics and provide a solid foundation for those students who will continue studies in Mathematics.

The course is designed to lead students to AS Mathematics. Students will be directed into this course in Year 10 or 11.

The topics covered are: Number; Algebra and Graphs; Calculus; Measurement, Trigonometry and Geometry; Statistics and Probability.

Students don't necessarily have to take Maths further than Year 11. As long as they have a minimum of a D grade, which can be achieved in either Core or Extended.

LEVEL 2 NCEA MATHEMATICS WITH STATISTICS

Prerequisites: IGCSE Mathematics (D grade or higher)

This course is generally taken in Year 12. It is an applied Mathematics and Statistics course designed to provide a foundation for Level 3 Statistics and/or to meet the University entrance requirements for many degrees.

It involves a combination of applied Statistics topics which are very useful for many University degrees and also to understand the world around us which is often presented in the form of statistical information.

This course also includes some pure Mathematics topics which results in a balanced, interesting course. This course is suited to students who wish to enter University but who do not wish to pursue careers in Mathematics.

Total Credits: 18

4 External, 14 Internal

Topics included in Level 2 NCEA Mathematics with Statistics are:

- The use of statistics to make an inference
- Using Networks to solve problems
- Applying trigonometric relationships to solve problems
- Investigating situation using simulations
- Designing a questionnaire
- Applying probability methods to solve problems (External)

AS LEVEL MATHEMATICS

Pure Mathematics and Statistics

Prerequisites: IGCSE Mathematics (B grade or higher)

AS Mathematics students study both Pure Mathematics and Statistics. This course is academically demanding and requires both natural ability and a willingness to learn and practise new concepts and techniques. Externally assessed 50% towards A Level.

A2 LEVEL MATHEMATICS

Advanced Pure Mathematics and Statistics

Prerequisites: AS Level Mathematics

The Pure Mathematics course builds on many of the topics covered in the AS course, in addition to introducing new topics such as complex numbers and differential equations.

The Statistics course also builds on the AS course, introducing topics such as the Poisson distribution and hypothesis testing. This course is academically demanding.

Externally assessed 50% towards A Level combined with 50% from AS Level.

MATH199

This course is studied alongside A2 Mathematics. The University of Canterbury is offering this to kick-start into programmes such as Mathematics and Statistics, Engineering, Physical Sciences, Computer Science and Financial Engineering.

MATH199 is a two semester, 30-point programme, aligned with MATH102 and MATH103.

MATH199 has a dedicated Learn website with comprehensive resources structured on a week by week basis. Although the primary sources for content is online, weekly, small group tutorial sessions will be held online.

There is no enrolment fee for the course.

MATH199 students will need to have the ability to work independently. About 8 hours per week of self-study is required.

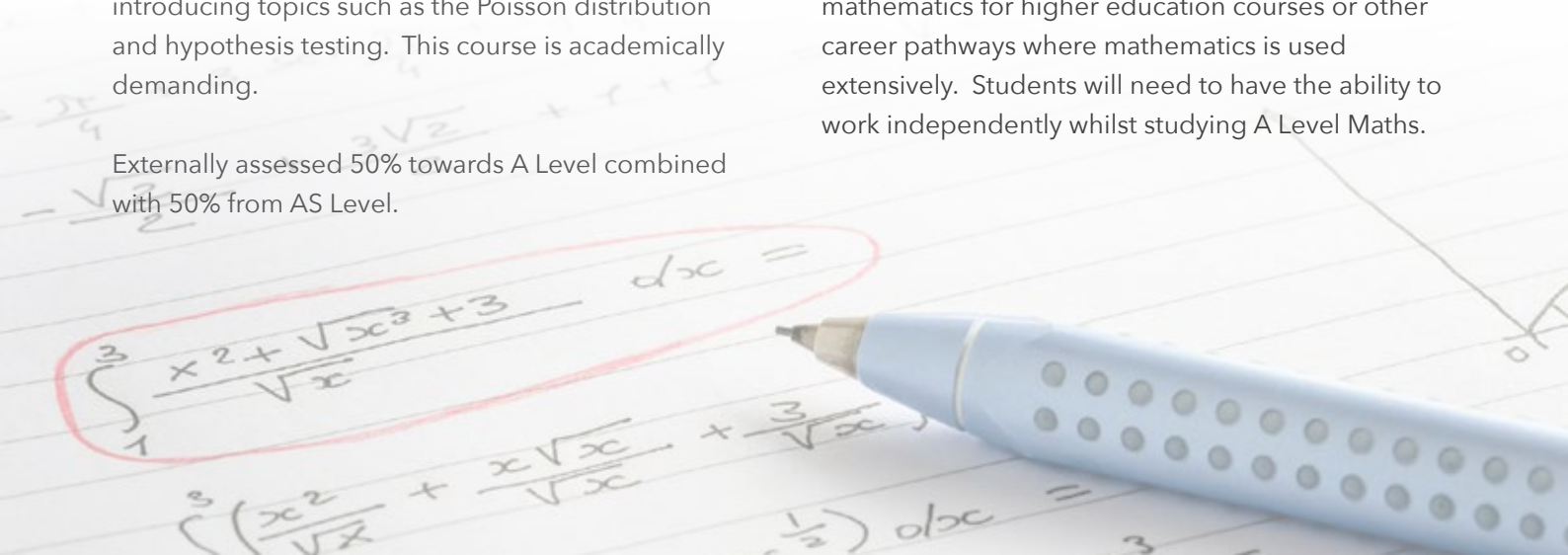
Proven success in Mathematics and at least 65% of Test One is required to be confident of coping with the demands of this course.

A2 LEVEL FURTHER MATHEMATICS

Further Mathematics is considered to be an excellent preparation for University.

Learners following this course will be expected to apply their mathematical knowledge in the contexts of both mechanics and probability, and will also be presented with less familiar scenarios.

This syllabus provides a sound foundation in mathematics for higher education courses or other career pathways where mathematics is used extensively. Students will need to have the ability to work independently whilst studying A Level Maths.



Physical Education

The aim of the Physical and Health Education is to develop a lifelong enjoyment of sport, physical activity and physical recreation. It should enable our students to develop the knowledge, values, and competencies to live full and active lives.

In the Junior School, the focus is on movement and its contribution to their physical and mental development. The emphasis is on full participation and engagement with the philosophy of sport for all. It is about students taking responsibility for their own well-being and demonstrating personal and social responsibility.

Physical, Outdoor and Health Education are University approved and allow students to access a wide range of future study and careers. Our Physical and Health educators are the best at what they do, are experienced and committed to providing excellent learning experiences for all their students. Learning in Physical, Experiential and Health Education helps students grow as confident, connected, actively involved, lifelong learners who are ready to contribute to their world.

Subjects included in Physical Education:

Experiential Education
Health & Nutrition
Physical Education





EXPERIENTIAL EDUCATION

JUNIOR LEVEL YEARS 7 to 9

The Experiential Education (EE) course at Huanui College is mandatory for all junior students and aims to balance the college's high academic expectations with a curriculum dedicated to student well-being.

It achieves this by exploring the Positive Education weekly focus of the College which supports the college's core values. The EE programme is guided by current, succinct research which supports the use of tactile, sensory rich outdoor settings to encourage diverse cognitive pathways in the brain, the retention of learning, as well as an affinity for the natural environment.

Most lessons take place at the 'bush base' - a purpose built, weatherproof and heatable shelter tucked away behind the College.

As well-being is such a broad area to explore, the course uses a blend of traditional outdoor education activities / knowledge, alongside more contemporary health approaches to teach skills that students can then apply to their individual situations.

Some lesson examples include:

- **Being kind to others:** Flax / harakeke pruning / clearing
- **Growth mindset:** Stream health testing
- **Sense of belonging:** 'Special spot' mindfulness session
- **Leadership:** 'Walk, gawk but no talk' - silent walk through bush
- **Friendship:** Pair - Blindfolded walk
- **Values:** Clay sculptures
- **Grit / Resilience:** Fire lighting



HEALTH AND NUTRITION

JUNIOR LEVEL YEARS 7 to 9

In Health Education, the focus is on the well-being of the students themselves, of other people and of society through learning in health-related content. Four underlying and interdependent concepts are at the heart of the course:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana and taha whānau, each one influencing and supporting the others
- **Attitudes and values** – a positive, responsible attitude in the part of students to their own well-being, respect, care and concern for other people and the environment and a sense of social justice
- **The socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others and society
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action

The aim of this course is to help students identify and understand the changes they are experiencing; discuss some of the myriad of choices that lie before them and equip them with strategies to navigate those options successfully.

PHYSICAL EDUCATION

JUNIOR LEVEL YEARS 7 to 9

The Health and Physical Education courses at Year 7, 8 and 9 gives students the opportunities to learn in, through and about movement and examine health-related concepts.

The course provides a foundation for future studies in Physical Education, while providing students with strategies for well-being and lifelong participation. Students will focus on the well-being of self, others and wider society.

Concepts covered may include but are not limited to:

- Interpersonal Skills
- Cultural responsiveness
- Risk Management
- Biophysical Principles
- Motor Skill Learning & Improving Performance
- Socio-Cultural Factors
- Mental Health
- Sexuality Education
- Decision Making
- Taking Action
- Leadership
- Social Responsibility



IGCSE LEVEL PHYSICAL EDUCATION

Students will develop their knowledge and understanding through a variety of theory and practical learning activities.

This course has both internal coursework worth 50% of your overall grade and 50% is examination based at the end of the year.

The course is divided into five main areas:

- Anatomy and Physiology – the function of the skeletal, muscular, cardiovascular, respiratory systems and simple biomechanics
- Health, fitness and training – students learn about a range of factors such as diet, injury, exercise and training
- Skill Acquisition and Psychology – how do we learn and develop new skills?
- Social, Cultural and Ethnic Influences – why do we play sport and who has access to sport?
- Practical Performance – students choose four sports/activities that their performance is assessed in.

Studying these five points equates to 50% of their overall grade.

AS LEVEL PHYSICAL EDUCATION

This advanced Physical Education course covers the first three of the six modules at senior level.

Students will continue to develop their knowledge and understanding through a variety of theory and practical learning activities.

This course has both internal coursework (30%) and an end-of-year examination (70%).

- Anatomy and Physiology provides in-depth study of the human body systems that are integral to physical performance
- Skill acquisition develops an understanding of the factors that influence the learning of the variety of skills required for successful performance in sports
- Contemporary Issues in Physical Education and Sport examines the societal issues within recreation, outdoor education, sport and physical education

A2 LEVEL PHYSICAL EDUCATION

Prerequisites: AS Level Physical Education

This second stage/final level course completes the two-year senior course.

Students will continue to develop their knowledge and understanding through a variety of theory and practical learning activities.

This course has both internal coursework (30%) and an end-of-year examination (70%).

- Exercise and Sports Physiology develops an understanding of the physiological changes to the body due to exercise and specific training methods
- Psychology of Sport examines the factors that influence the mind of an athlete and affect their sporting performance
- The Modern Olympic Games tracks the rich history of the Games through to the issues facing future hosts and the modern Olympic Committee

Science

Science looks to answer the question "Why?"

It aims to stimulate our natural curiosity for the world around us, finding out why things happen in the way that they do. Our Science teaching at Huanui College embraces this spirit of enquiry and our students are constantly encouraged and supported to question rather than just assume.

We make use of the abundant natural resources surrounding our school and try to extend the academic curriculum into the environment whenever possible. Our focus on sustainability and conservation allows for a deep appreciation of the world around us whilst developing the skills to prepare our students to be future problem-solvers. Our Science teachers are all enthusiastic and passionate about their subject areas.

Lessons are well-planned; navigating the tricky science concepts, anticipating and working with students' preconceptions and misconceptions along the way. A strong emphasis is placed on discussion, research and the use of resources to stimulate independent thinking.

At Years 7 and 8, students study Science as a general subject. It then separates into three separate disciplines - Biology, Chemistry and Physics from Year 9. This enables us to utilise individual subject expertise and to thoroughly define each subject; showing their diversity and the links between them.

"Studying science at Huanui College has become no longer just a subject, but a venture into understanding how science shapes our living world. My classmates and I have been able to develop one on one bonds with our teachers, personalising our learning styles, so that we can contribute to the modern progressions of this exponentially vast field" - Rutu Hebbal, Year 13 2020

"I would recommend taking the Sciences at A level to anyone who is scientifically minded and determined. Although Science is definitely not an easy subject, the supportive teachers and interesting topics make it worthwhile. The structured Cambridge syllabus gives you a clear outline of what you must learn for your exams which I much prefer to other more subjective A level syllabi. Taking Sciences as A levels has encouraged me to pursue Science at University." - Alyssa Olsen, Year 13 2020

Subjects included in Science:

**Science
Agriculture
Biology
CASE
Chemistry
Horticulture
Marine Science
Physics
Psychology**



JUNIOR SCIENCE

JUNIOR LEVEL YEARS 7 and 8

Junior Science takes the students' natural curiosity and love of exploring and uses this to engage and inspire them.

Students will learn how to carry out a scientific investigation and are encouraged to find things out for themselves. In doing so, students learn how the world works and have an increased sense of wonder about further discoveries that will be made in the future.

Throughout the two year course, students will cover various topics including

- Living Things
- Environmental Science
- Space and Particles

Each one of these topics has been chosen to encourage questioning and to look at "How" we know things.

How do we know the Earth is round?
What happens to the temperature of ice as it melts?
How can we make sense of all the living things on Earth?



CASE

JUNIOR LEVEL YEARS 7 and 8

Cognitive Acceleration through Science Education (CASE) is an innovative teaching approach brought about by extensive research into cognitive development. The programme emphasises a teaching approach which challenges students' current level of thinking, encouraging the social construction of knowledge (students making knowledge collaboratively) and encouraging 'meta-cognition' - students reflecting on their own thinking of problem-solving processes.

AGRICULTURE & HORTICULTURE

JUNIOR LEVEL YEARS 7 and 8

New Zealand's agriculture and horticulture industries are multi-million dollar businesses that are changing everyday thanks to new technologies and innovations, allowing us to produce more food to feed our ever-growing population.

Agriculture and Horticulture develops upon the ability to apply a scientific approach to topics such as crop and livestock husbandry, farm structure and machinery and agricultural economics.

As a result, students will gain a positive attitude towards the environment and will gain an appreciation of the ways in which improved agricultural practice can be used to alleviate the problems of famine and malnutrition.

**Note: The Agriculture & Horticulture programmes that Cambridge International offered have been collapsed, and are being replaced with a more developed qualification pathway through the 'Te Huarahi o Huanui' programme.*

BIOLOGY

Biology is the study of living organisms and the interactions they have with their environment and with each other. It provides young people with reasoning skills, an understanding of themselves and other living creatures and the ability to use scientific methods of investigation. Biology is highly relevant today with the rapid progress in medicine, genetics, food, agriculture and environmental issues.

IGCSE LEVEL BIOLOGY

Introduction to Biology

(Two-year course spans Year 9 and Year 10)

With an emphasis on human biology, The Biology syllabus helps students to understand the technological world in which they live and take an informal interest in science and scientific developments. Students gain an understanding of the basic principles of Biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential to further study. Topics include:

- Characteristics and classification of living organisms
- Movement into and out of cells
- Biological molecules and enzymes
- Plant and Human nutrition
- Transport in plants and animals
- Disease and immunity
- Gas exchange in humans
- Respiration
- Excretion
- Coordination and response
- Drugs
- Reproduction in plants and animals
- Inheritance
- Variation and selection
- Organisms in the environment
- Biotechnology and genetic engineering
- Human Influences on the environment

All students are taught the Extended Curriculum but students may choose to sit either Core or Extended level IGCSE examinations. In both cases, there is a strong practical component.

AS LEVEL BIOLOGY

Cell and Human Biology

(Two-year course spans Year 11 and Year 12)

Prerequisites: It is preferred that students have studied Biology at IGCSE level. Admission is upon approval of the Curriculum Leader.

This 18-month AS course provides an unrivalled broad and in-depth foundation in pure biology. Learners develop upon the knowledge and skills that will prepare them for successful university study.

This includes lifelong skills of scientific enquiry, confidence in technology, and communication and teamwork skills.

Topics covered at AS Level Biology include:

- Cell structure
- Biological molecules
- Enzymes
- Cell membranes and transport
- Cell and nuclear division
- Genetic control
- Animal and Plant transport
- Gas exchange
- Infectious disease
- Immunity

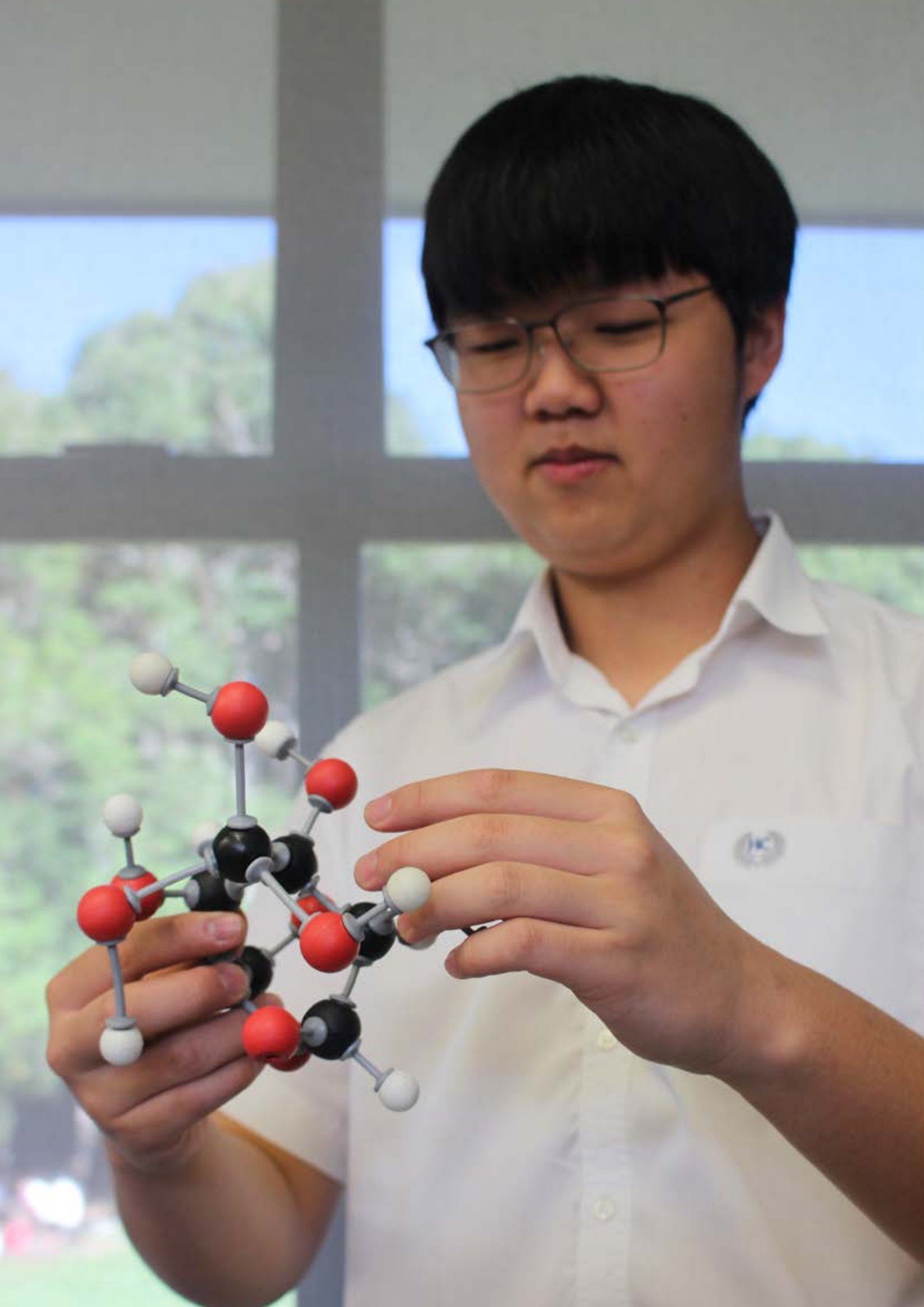
A2 LEVEL BIOLOGY

Biomedical Sciences

Prerequisites: AS Biology

This course is an extension of Cell and Human Biology (AS Level), requiring students to apply their knowledge to new and challenging situations. Topics include:

- Respiration
- Photosynthesis
- Homeostasis
- Coordination
- Inherited change
- Selection and evolution
- Biodiversity
- Classification and conservation
- Genetic technology



CHEMISTRY

Chemistry is concerned with the accumulation of knowledge about the behaviour of pure substances and their conversion into new substances. Many of the challenges facing our world today will be remedied by solutions that call on chemistry for answers.

Chemistry is the cornerstone of science and consists of four main disciplines: Physical Chemistry, Inorganic Chemistry, Organic Chemistry and Analytical Chemistry. For students considering future studies or career pathways in sciences or applied sciences, chemistry is an important foundation. Chemistry is concerned with the accumulation of knowledge about the behaviour of substances and their conversion into new substances. Many of the challenges facing our world today will be remedied by solutions that call on chemistry for answers.

Chemistry is the cornerstone of science and consists of four main disciplines: Physical Chemistry, Inorganic Chemistry, Organic Chemistry and Analytical Chemistry. For students considering future studies or career pathways in sciences or applied sciences, chemistry is an important foundation.

IGCSE CHEMISTRY

Introduction to Chemistry

(Two-year course spans Year 9 and Year 10)

The topics covered during the year involve all four chemistry disciplines. Topics include:

- Separation techniques
- Kinetic theory
- Atomic theory
- Periodicity
- Quantitative chemistry
- Thermochemistry
- Rates of reaction
- Equilibrium
- Redox reactions
- Electrochemistry
- Acid/base chemistry
- Analysis
- Metals
- Organic chemistry
- Air and water
- Sulphur
- Carbonates

All students are taught the Extended Curriculum but students may choose to sit either Core or Extended level IGCSE examinations. In both cases, there is a strong practical component.

AS LEVEL CHEMISTRY

Theoretical and Practical Chemistry

Prerequisites: IGCSE Chemistry (Admission to this course is by approval of the Curriculum Leader)

The AS Level course material is extensive and challenging, building on work from previous years. Topics include:

- Stoichiometry
- Quantitative analysis
- Atomic theory
- Bonding and structure
- Redox chemistry
- Ion analysis
- Kinetic theory
- Gas laws
- Thermochemistry
- Equilibria
- Inorganic and Organic chemistry

Course material covers the theory, practical aspects, everyday applications and environmental issues.

A2 LEVEL CHEMISTRY

Prerequisites: The course extends the knowledge gained in the AS course and introduces new topics not previously covered.

Topics include:

- Lattice enthalpies and ionic compounds
- Electrochemistry
- Aqueous equilibria and ionic solubility
- Organic chemistry
- Analytical techniques
- Transition metal chemistry
- Reaction kinetics

Applications of chemistry are also investigated through biochemistry, analytical chemistry, modern materials and green chemistry.

MARINE SCIENCE

CIE Marine Science is an exciting new interdisciplinary syllabus that studies the biology of the oceans together with chemical, physical, and geological oceanography. Together this helps us understand the behaviour and interactions of marine life within our oceanic and coastal environments.

As a nation New Zealand is a proud guardian of an extensive range of marine reserves which provide a vital breeding ground for Pacific fauna and flora.

A major challenge in the 21st century is to advance the conservation science necessary to provide for the sustainable management of our vast marine realm. To do so we also need a firm scientific foundation to support our Kiwi fisheries and aquaculture industries.

Huanui College is proud to say that we have received awards for 'First in New Zealand' and 'First in the World' in Marine Science.

AS LEVEL MARINE SCIENCE *Foundations in Marine Ecology and Oceanography*

Prerequisites: Most suited to Y12/13 students who passed IGCSE Biology or IGCSE Geography

This is an exciting CIE course that combines Biology and Geography. Marine Science provides an introduction to the science of the marine environment and the scientific study of the sea and its ecosystems. Topics include:

- Coastal field trips and experiments
- Marine ecosystems and biodiversity
- Energy of marine ecosystems
- Nutrient cycles in marine ecosystems
- Coral reefs and lagoons
- The ocean floor and the coast
- Physical and chemical oceanography

A2 LEVEL MARINE SCIENCE *Human Effects on Our Oceans*

Prerequisites: Most suited to Y12/13 students who study AS Biology or AS Geography

The AS and A Level curriculum can both be taught in this one-year course. This will allow students to gain the full A Level in one year (Entry into this course will require approval from the Curriculum Leader).

The AS covers the foundations of Marine Biology and Oceanography.

The A Level course builds on the AS knowledge to investigate the physiology of marine organisms, as well as the socio and economic effect of man on the marine environment.

Topics include:

- Physiology of marine animals and plants
- Marine animal reproduction
- Fisheries management
- Aquaculture
- Human impact on marine ecosystems
- Marine Conservation and Ecotourism
- Marine Biotechnology

"Marine Science is vitally important in today's world because our oceans play a critical role in helping solve some of the most critical environmental issues we face - feeding our growing population, conserving biodiversity and global warming."

PHYSICS

Physics studies the properties of matter and gives us an in-depth understanding of the world around us. Understanding Physics allows students to learn more than just a subject but actually information and systems they can apply to explain everyday situations.

Physics is a vital part of many industries, modern technology and discoveries. Students interested in areas such as structural, mechanical, electrical, optical and acoustic engineering, electronics, robotics, telecommunications, medical technology and information technology development should study this subject.

IGCSE LEVEL PHYSICS

Introduction to Physics

(Two-year course spans Year 9 and Year 10)

IGCSE Physics provides a foundation course in Physics. It requires students to demonstrate knowledge with an understanding of physics topics, to be able to handle information and solve problems and to demonstrate experimental skills. Topics studied include:

- Motion
- Forces and energy
- Thermal physics
- Properties of waves including light and sound
- Electricity
- Electromagnetism
- Atomic physics

The course covers almost all the core areas of physics and applies the concepts to everyday experiences as much as possible. All students are taught the Extended Curriculum but students may choose to sit either Core or Extended level

IGCSE examinations. In both cases, there is a strong practical component.

AS LEVEL PHYSICS

Prerequisites: IGCSE Physics

(Admission to this course is by approval of the Curriculum Leader)

AS Level Physics forms the first half of a two-year pre-university Physics course. It takes the key ideas from the IGCSE Physics course and extends the ideas further. While IGCSE gives a basic understanding of the world, AS Level allows students to see how Physics can be used to describe the world and predict outcomes. Topics studied include:

- Motion
- Forces
- Energy
- Phases of matter and deformation of solids;
- Waves and superposition
- Electricity
- Nuclear and particle physics

There is a strong practical component to this course and all students will sit a practical examination.

A2 LEVEL APPLIED PHYSICS

Prerequisites: AS Level Physics

A Level Physics builds upon the learning of the AS syllabus. The topics in this year are more abstract but also have much stronger ties with real world application, for example methods of medical imaging and orbiting satellites. The topics studied include:

- Circular motion and gravitational fields
- Simple harmonic motion
- Electric fields and capacitance
- Electromagnetism
- Alternating current
- Charged particles
- Quantum physics
- Thermal physics

There is a strong practical component to this course and students will sit a practical examination, which will include assessment of the ability to design a practical investigation.

PSYCHOLOGY

Psychology is the scientific study of human behaviour and is now used to underpin many aspects of our lives – it is used in organising businesses, in treating medical conditions and to improve how we learn.

The study of Psychology provides a strong foundation for future studies and career pathways in mental health, education, training, marketing, leadership, management, business, law and politics. Psychology helps students develop skills in critical thinking, scientific inquiry, research and writing.

Key Concepts:

- Nature versus nurture
- Ethics in psychological research
- Choice of psychological research methods
- No one view in psychology is definitive
- Relevance of psychology in contemporary society

AS LEVEL PSYCHOLOGY

The Science of mind and behaviour

At AS Level candidates focus on 12 core studies. The core studies illustrate a wide range of research methods used in psychology, such as experiments, observations, self-reports and case studies.

By exploring the relationship between the content of the study and the research methods, the candidate will gain a broad understanding of how psychologists study experiences and behaviours and why the research took place.

A2 LEVEL PSYCHOLOGY

Prerequisites: AS Psychology

Students will cover two of the following options;

- **Abnormality:** This specialist option considers the definitions, symptoms, causes and treatments of a variety of mental disorders
- **Consumer behaviour:** This specialist option reflects the society in which we live and looks at both seller and purchaser as well as the design of consumer environments
- **Health:** This specialist option focuses on health issues, including pain and stress
- **Organisations:** This specialist option considers the world of work, and how individuals and groups within an organisation function and influence each other and have an impact on the organisation itself



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HUANUI COLLEGE
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2010 - 2020

**Celebrating 10 years of helping our
students reach their true potential.**

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