



# High School Update

Dear Parents,



Welcome to our first high school update of the year. Welcome particularly to all our new students and parents. After the disruption of Term 4 in 2021, it is a blessing for most of us to be on site enjoying in person learning. Some of course will be isolating during the Term as Omicron continues to spread through the country. In the mercy of God it seems that for the vast majority of healthy people, this should prove to be no more dangerous than a typical flu.

Unfortunately due to mandate restrictions Mr K and Mr Aloiai have not been allowed on site until Week 10, but thanks to our video link up system they have been enabled to continue teaching our students in Maths and Bible.

Because we have not been able to have a proper meet the teacher evening, we thought it would be appropriate to share with you a few thoughts about the high school.

Term 1 has flown by, and next week is our final week. Don't forget we finish early for parent teacher interviews on Wednesday 13th April, and our last day is Thursday where we also finish at 12:30. We hope our students have a restful holiday, although we encourage our Year 11s to do some study as they have externals commencing in the first week of Term 2!



## Our DNA

Our high school focuses on a few key things.

### Christian Worldview

The most important aspect of what we do here is train students to see the world through a Christian worldview. This means that we aim for them to leave our school not only as Christians who have a personal faith in Christ, but as **thinking** Christians who apply the Scriptures to all of life. There is a Christian way of thinking about the world, and we strive to see every child imbibe this so that it becomes second nature.

### Academic Excellence

Linked to our first objective is academic excellence. We are required by our Lord to love God with all our minds (Matthew 22:37). In some Christian circles the mind is ignored and feelings elevated. At MCS, we want our students to be academically 'fit' and ready to deal with the complex challenges of life. This is why we use the Cambridge curriculum. It is superior to the New Zealand Curriculum and gives our students a far greater breadth and depth of knowledge which enables them in turn, to develop their critical thinking skills.

## Effective Students continued

### Character

We are also determined to help each child here develop a virtuous character. What is virtuous is defined by the law of God found in the Holy Scriptures. It is not subject to the changing whims of society, but is founded on God's eternal character. Aspects of character that we want to see develop and flourish in our students are integrity, reliability, diligence, honesty, perseverance and independence to name a few.

### Relationships

Finally we do all this in the context of relationships. Learning is not data transfer between two minds. It is discipleship. Learning comes packaged in the context of relationships. Therefore, at MCS, we see relationships between our students and teachers an essential part of successful learning. While we are not 'friends' with our students, we are fellow brothers and sisters in Christ. We attempt to develop caring learning relationships, and many of these outlast the time our students are with us at MCS.



## What we expect from students and parents at high school

High school is not primary school. On this face of it, this is a fairly obvious point. However, it means for our new students and parents a shift in approach. From time to time we have students arrive at high school a little immature. They are used to being spoon-fed by teachers regarding homework, and at home they are used to Mum and Dad doing things like making lunch and sometimes even reminding them to bring PE gear or a reader to school. But in high school, it is time to back off and let your child learn to become an adult. Sure, there will be failures along the way, but this is how we produce independent adults.

The end result of a helicopter approach to parenting in teens is troubling. A few years back there was a survey conducted by the New York Times into parents of **18 to 28 year olds**. This survey found:-

- 76% of parents admitted reminding their adult children of deadlines they need to meet including study deadlines
- 74% made appointments (including doctor's appointments) for them
- 12% helped them write essays or assignments
- 11% would contact a child's employer if he/she had an issue at work
- 8% contacted a professor or administrator to discuss their child's performance or grades at college.

At MCS we are not in the business of producing this kind of failure. We are preparing children to 'leave the nest.' Part of the training process here is an ever increasing sphere of responsibility for each child. This does mean that parents will need to avoid the temptation to interfere and do for their child what they can do for themselves. As parents we love our children and don't want them to fail. We want to step in when they mess things up. But ultimately, the best way to love them through these years is let them fail a bit. They will learn a lot more that way.

## What we expect from students and parents at high school continued

Here are some concrete tips for this:-

- Don't check your child's homework every night to see whether they are doing what they are supposed to
- Let your child face the natural consequences of their actions rather than make excuses for him/her
- Don't contact the teacher to ask questions that your child is capable of asking as this reinforces dependence
- If your child forgets to bring an assignment to school, don't run home and bring it back to school for them – this just enables further irresponsibility

We look forward to partnering with you to help your child increase in independence and develop into a capable disciple of Christ.



## Celebrating our Students

The 2021 Cambridge results are a credit to the exemplary effort our students put into their studies last year.

- **40%** of our **IGCSE** (Year 11) students received an **A grade** in every subject
- **100%** of our **IGCSE** students received an **A grade** in mathematics
- **35%** of our senior students received an **A grade** in at least one subject at the AS/A Level, despite the massive step up from IGCSE
- **Tanaka Manhondo** took all three sciences in the senior level and aced them all, achieving an **A** in all of her Year 13 A Levels

**Right:** Tanaka Manhondo

**Row 1:** Kanak Ahuja, Kenny Pan, Stephanie Simons: A grade subject result in AS/A level exams

**Row 2:** Chetna Singh, Samantha Whyte: A grade subject result in AS/A Level exams.

**Rows 3 and 4:** Riana Brown, Ming Chen, Preston Gillett, Ruth Madoka, Sanya Uppal: A grades in all subjects including double award Combined Sciences.

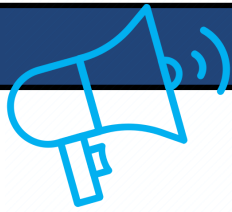


**Important**

**Changes to External Exams:** There are some changes to the schedule for IGCSE exams at Manukau Christian School. Instead of doing all of their IG exams at the end of the year, Year 11 students are now sitting their Maths and English external exams in May (Term Two). They will sit the remainder of the IG exams in October/November as usual.

Doing their Maths and English exams early not only allows students more time for focused study of their other subjects in Term Four, but it provides their teachers with the opportunity to begin introducing AS Level content early to help ensure success at the AS Level exams.



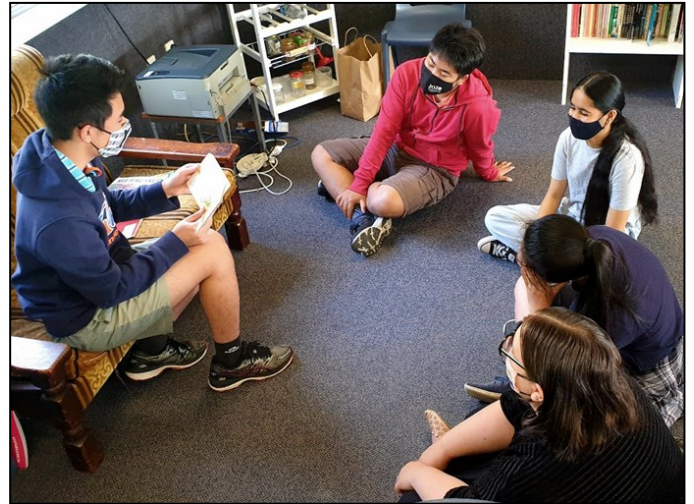


## Student Voices

### Year 13 – Kenneth Pan on Friday's Senior Bible class

Leaving school early on Friday to attend Bible online at home is definitely an interesting change of pace. It is for sure a strange thought: leaving school halfway through a day, to attend school at home. Despite not being the biggest fan of learning via Zoom, I do think that the use of break-out rooms provides an efficient method for bringing about discussion.

**Right:** *Kenneth Pan reads children's books to some of his fellow Year 13 English students as part of the Child Language Acquisition unit of the course.*



### Year 12 – Nasia Ng on what it is like being a Senior Student



As a senior student, this was a big step up from Year 11. AS Level is no joke compared to IGCSE. However, study periods are planned for us and this is the time where we should concentrate and work hard as the workload this year is quite heavy. Despite the difficult start of the year, there are some things I have enjoyed, such as the study periods and science practicals.

**Left:** *Nasia Ng (left) during a study period.*

### Year 11 – Vinayak Sharma on being a Year 11 in Term One

Though Term One started with a strange way of learning with some teachers (in-class via Zoom), it still was great being back at school. With the upcoming external exams in Term Two, the term started off with a lot of fear and doubt in our hearts. Going into online learning, on the other hand, was very tedious for us. There were awkward moments when some other smart people—not teachers—started to teach when the teachers had a power cut. Luckily, we did get some good learning time while learning online. We came back with three tests to do (with three prelims in the same week), and it started getting hectic. We still managed to charge through them with sheer will.

**Above:** *Vinayak (right) engages in class discussion.*





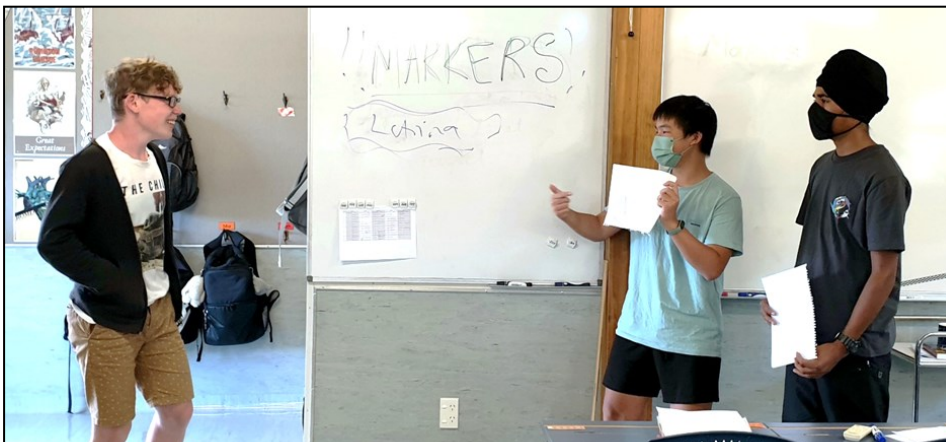
## Student Voices continued

### Year 10 – Oswald Kuik on Christian Ethics class

This year, we are zooming into the topic of Worldviews and Christians taught by Mr. Aloiai. This is a new course dealing with the ideas of the world and how us Christians are to respond to them. So far, we've studied some ideas related to law. Some of these topics include: the Old Testament laws and how we are to keep the principles of them, the Sermon on the Mount where Jesus rebuked the Pharisees for their failure to keep the Law, and the idea that works leading to salvation is wrong. Soon, we're going to tackle some of today's issues like euthanasia, abortion and gender conversions. Even though learning all of this over Zoom has been quite challenging, Worldviews and Christian Ethics has been an enjoyable subject so far and I can't wait to learn more in the near future!



**Right:** Mr. Aloiai teaches via Zoom.



**Left:** Oswald Kuik (centre) and some fellow Year 10 students perform a skit in Economics to illustrate the determinants of demand.



**Right:** The Year 10 girls also perform skits to illustrate determinants of demand.





## Student Voices continued

### Year 9 – Tavleen Kaur on being in High School

High school is entertaining! I remember waking up, feeling tired and stressed on my first morning. I got dressed, but wasn't ready for the day. As I was nervously walking to find my homeroom, my pulse was getting faster and faster. However, all the teachers are very supportive and friendly. Coming from Intermediate to High School, I am definitely getting organised with the books I need to take and becoming independent. I am looking forward to having a great year with all the professional teachers.



*Above: Tavleen (centre) with classmates on PE day.*

## A Spotlight on Mrs Maggie Ng!



*Above: Mrs Maggie Ng*

The high school has had the privilege of hosting **Mrs Maggie Ng** for a practicum this term. Mrs. Ng is an experienced mathematics teacher who is working toward receiving her NZ accreditation through a Teacher Education Refresher course. Although the term has been far from ideal in many respects, with two weeks of school-wide online learning followed by her own battle with COVID, Mrs Ng has exhibited endurance and a facility for flexibility. She is a welcome addition to the staffroom and the students have appreciated her input in their lessons.

"She visualizes stuff for us with lots of diagrams and drawings that make it easier to understand," explains **Riana Brown**.

"She relates it to the real world," adds **Sanya Uppal**, "and looks at each of our work individually."

## We are pleased to announce our 2022 Student Leaders!

Manukau Christian School's student leaders play a special role in the life of the school. As the heads of their houses they work to rally team spirit, foster friendly competition, and exemplify their house's virtues. As leaders for the student body, they function less as authority figures than as servant-hearted guides and role models for younger students. While at MCS we expect all senior students to demonstrate maturity and leadership in their time at the school. Student leaders carry a special burden to help fulfill the school mission "[t]o pursue excellence for Christ by developing our God-given gifts and using them in His service".



*Samantha Whyte*  
**Wilberforce**



*Tsidkenu Levae*  
**Calvin**



*Haoming Chen*  
**Te Wiremu**



*Kanak Abuja*  
**Tarore**

## A reflection from one of our new student leaders on his Year 9 Waitawheta Tramp

It was during the first few months of 2019 that the Year Nine class, myself included, took the tramp to the Waitawheta hut. I do not remember much about the entire ordeal, other than it being a very hazy blur of greenery and rocky paths and this very agonising affair of putting one foot in front of another and swinging one's hands to and fro. All this was done, of course, while being weighed down by a tramping pack filled with a sleeping bag and other trinkets. It was a wonderful, arduous journey. As reminiscence often is, these things become indistinct and muddled; however, one part remains etched in my memory, slightly less obscured than the others.

This occurred sometime in the night. My classmates and I had played hide and seek in the parts surrounding the hut. We had eaten this not altogether bad concoction of some sort of mushy food which I don't quite recall, played Mafia, gone to see the glow worms not too far away which lay in some rock crevices as if bathing in the moon's luminescence (Mr. K had mentioned something about "fluorescence" or some term like that which I don't precisely recall), and we had brushed our teeth. It was something in that order.

So, with all the enthused vigour of a bunch of twelve- and thirteen-year-old students who had probably just walked the longest distance of our lives, and who were very much full with food and also filled with a slight apprehension for the walk back, we settled into sleep - a very comfortable sleep at that. I slept on the top bunk, and I think there may have been leaves outside casting a shifting chiaroscuro on the wooden planks, which felt as if they were waves washing away my aches. Either that or I am simply imagining things.



## A Reflection of Waitawheta Tramp continued

One way or another, Ray and I ended up outside, feet on the very soft, dew-covered grass. I don't know which one of us it was who said: "Look up," or something to that effect, but nevertheless the words remained spoken. And, as I did, I think that was the very first time in my life that I had ever seen the stars in a far-away, remote place. There was an abundance: these glittering alabaster specks painted in the vespertine darkness, littering the firmament. That was the very first time in my life I had quite literally been left speechless. For, with descriptions about the night sky, you do not get that remarkable sense of wonder and insignificance - it is truly one of those things that you have to experience for yourself.

I wonder now if the Psalmist had observed something similar in his nineteenth chapter, and whether the stars back then may have even been more numerous. It seems that within the bustle of urban life, nature is often concealed, and perhaps we would be a whole lot better if we were to experience nature, and even better still if we were to recognise the Hand that made it.

*Ming Chen*



**Above:** Ming and Ray in 2019, laden with backpacks (and smiles) on their tramp.

**Below:** Ming (centre) on the Waitawheta Tramp.



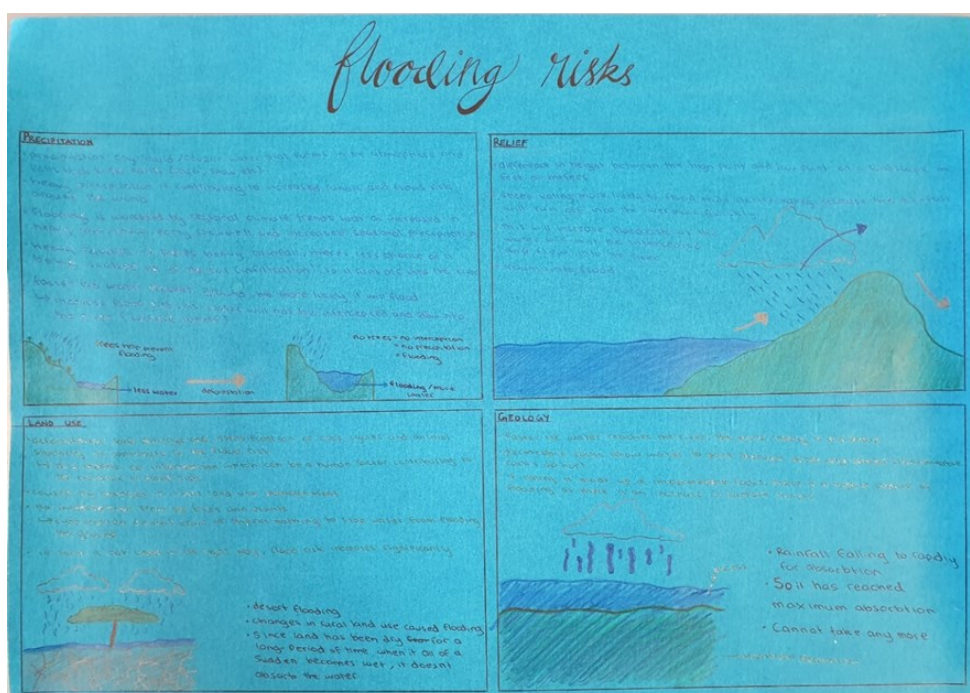


## Posters – so many posters!

At least, that is what some students must have felt when they looked at their assignments this term. A popular cliché argues that ‘great minds think alike’. That cliché has been proved true in Term One, as Mrs. Prakasa, Mrs. Maney, and Miss D all assigned at least one poster task. There have been some pleasing results (and some admittedly less-pleasing results).

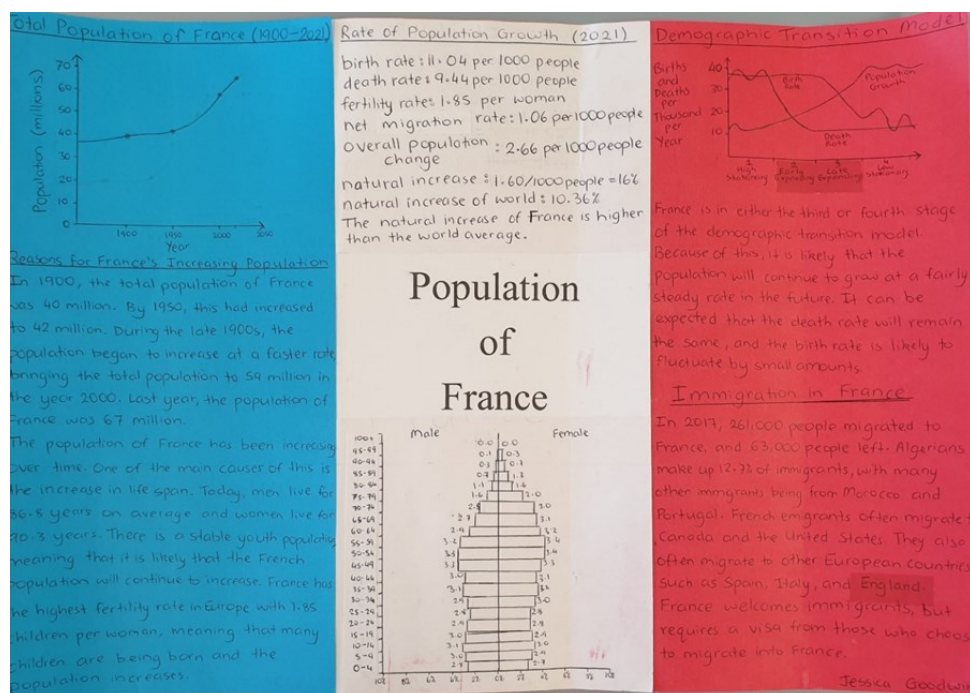
Integral to any High School poster task is the content that is included. Posters are an effective way to disperse information. They challenge students to convey a concept in a visual manner while communicating logical thought. In the 'real world' a poster has to effectively capture the attention of a moving audience, relaying its message efficiently.

## Geography



***Above: Year 12 – Bethany Hendrikse***

***Below: Year 11 - Jessica Goodwin***



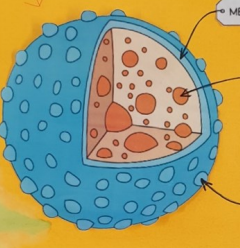


# Posters – so many posters! continued

## Science

# HIRING NOW!

## Lysosome Help Wanted



**JOB DESCRIPTION**

Our eukaryotic cells are in desperate need of hardworking, loyal lysosomes who are disciplined but also have a kind & welcoming attitude. What will you be doing?

- breaking down excess & worn out cell parts
- if cells are damaged beyond repair, you will need to help with the self destruction programmed cell death
- digest bacteria & viruses in white blood cells (aka endocytosis)
- break down large molecules into small molecules including proteins, lipids, nucleic acids and complex sugars
- release processed materials into cytoplasm or store it

**Don't miss out on these AMAZING benefits:**

- Become Lysosome of the Month by digesting the MOST Bacteria!
- You will ALWAYS have a job! endless spaces available
- Food is provided for not only you but also your family
- Many breaks - FLOAT around cytoplasm until needed

**REQUIREMENTS:**

- Available 24/7
- Must be very acidic: low pH 4-5
- Have hydrolytic enzymes
- Have at least 2 weeks experience of working in any eukaryotic cell
- Be familiar with endocytosis (further training will be available)
- Have a single membrane with no defaults

**Contact us ASAP**

Email: [ruthmadoka@gmail.com](mailto:ruthmadoka@gmail.com)

Phone: 1800 6777 449

Don't HESITATE to call or email us if you have any questions OR inquiries. Thank You! ❤️

Year 12 - Ruth Madoka

# ALEXANDER FLEMING

## Inventor / Discoverer of Penicillin

Fleming was a professor of bacteriology when the world was only just beginning to learn about germs, causes of sickness, and real medicines.

In 1928, after returning from a holiday, Fleming had accidentally discovered that the bacteria in one of his Petri dishes had been killed after a certain mould had grown on it. This fungus was called *Penicillium notatum* [image below] and produced a substance that was able to kill a lot of bacteria that commonly affect humans and make us sick. This product was called penicillin.

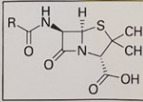

After he had published his study, it took another decade until the substance, penicillin, was able to be isolated from the fungus and then purified.

Nowadays, penicillin mould is produced quickly in large fermentation tanks, before being separated, purified, and packaged for use as a medical antibiotic.

## How has it Changed the World?

Penicillin is now an antibiotic used extensively to cure all sorts of common bacterial infections.

- Saved countless wounded World War 2 soldiers from dying of infections or losing limbs.
- Used to cure many throat, skin, ear, gum, and mouth infections.
- Paved the way for the discovery of other antibiotics used in medicine today
- Revolutionised the medical profession, paving the way for many new medicines
- Is the most widely-used antibiotic in all of the world.

Matthew S.

Year 11 - Matthew Shallard

# ROBERT BOYLE – Man of Science, Man of Faith.

A Christian who made a difference.

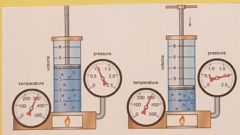

**FAITH:** Boyle was a man of great faith. He was known as the "Man of Science, Man of faith" and "a Christian who made a difference." He always wanted to become a writer of Christian books on ethics and virtue, but then became interested in chemical experiments and atoms. He always woke up and prayed as the first thing he did every day. He loved God with his whole heart.

**Health:** Having continuous troubles with his kidneys, and trying to cope with kidney stones, Robert pushed through his health struggles and kept going with his career and faith. At the age of 45, he became paralysed, resulting in his servants needing to carry him around everywhere he went, during the following year. Boyle struggled until the age of 64 when he had a stroke and unfortunately died.

**Life:** Robert Boyle, who was born to Catherine Fenton and Richard Boyle, in Ireland, had an interesting life of 64 years, which began in 1627 and ended in 1691. He grew up in a wealthy house, and used that to do good in this world by giving money to people in need and missionaries. His father was described as the 'first colonial millionaire'. At the age of just three, his mother died, and at the young age of 17 his father passed. Robert was the 14<sup>th</sup> child, the seventh son, and the 11<sup>th</sup> child of Earl of Cork. He married Kathryn Ivanovna Belous, a French, Russian and German teacher. He died on the 31<sup>st</sup> of December, 1691, which was one week after the death of his sister, Katherine Boyle.

**Achievements:** Robert Boyle is known for being the man who "discovered that the volume of a gas decreases with increasing pressure and vice versa". He made the "Boyle's law", which was also called as the "Mariotte's law" to explain this theory. Boyle uses the equation  $p \propto \frac{1}{V}$ , where  $p$  = pressure,  $V$  = volume, and  $k$  = a constant.

In addition, he named many elements, compounds and mixtures. Robert Boyle, "put chemistry on a firm scientific footing, transforming it from a field bogged down in alchemy and mysticism into one based on measurement." These all were factors that helped change the world for the better.

Robert also invented a chemistry vacuum pump, which is an object that made a space for experimentation on air. It looked like the following image:

Year 10 - Samantha Goodwin

# Ann Tsukamoto

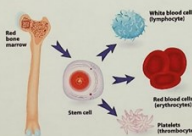
## The stem cell researcher

## What was her discovery?

Ann Tsukamoto was part of a group of scientists who discovered hematopoietic cells (human blood cells). During this time she had helped discover how the stem cells could be isolated from the bone marrow, blood in an umbilical cord etc.

## How did this discovery change the world?

The discovery of being able to isolate the blood cells was crucial for scientists as they were now able to understand how to replace blood cells that were damaged by certain cancers. This has saved many lives and improved many peoples quality of life.



Year 9 - Kaveesha Prasad



# Posters – so many posters! continued

## Economics

*Yr 9 Economics*

# DOCTOR

**LEVEL OF PAY?**

The level of pay for a doctor in New Zealand who is starting in their career, the pay is between \$85,000 and \$120,000. The median salary for a Doctor in New Zealand is NZ\$152,900 per year, which is 160% higher than the national median salary.

**HOW DO YOU RECEIVE YOUR WAGES?**

Doctors receive their wages through salary. They are given a fixed amount per year, which is given to them fortnightly.

**HOURS WORKED?**

In New Zealand, the average doctor works between 55 and 60 hours a week and up to 12 days in a row without a break. There are safeguards in place to protect doctors and the patients they care for by ensuring doctors are not working unmanageable hours. Resident doctors cannot work more than 16 hours a day with a maximum of 72 working hours a week.

**EDUCATION/QUALIFICATION REQUIRED?**

The qualification of a doctor in New Zealand must be required to have a bachelor's degree in medicine or surgery that has been recognised by the General Medical Council. They must complete a five-year Bachelor of Medicine and Bachelor of Surgery degree.

**FACTORS OF PRODUCTION USED?**

Capital and labour. The capital is the machines and equipment used like: Stethoscopes, ECG machines, scanning machines, X-ray machines, etc.  
The labourers are the doctors and the team in the workforce, who with their education and skills look after the health and general wellbeing of the public.

**ROLE OF A DOCTOR?**

The role of a doctor in New Zealand is a labourer.

**WHICH INDUSTRY?**

Being a doctor in New Zealand is part of the tertiary industry.

**Pie Graph**

My salary as a doctor is \$85,000. I have a Take Home weekly pay of \$1198.05 because 3% of my income goes towards KiwiSaver.

Weekly Expense Chart

— ACSAH VARGHESE

Year 9 - Acsah Varghese

## English

# English Evolution

**INVASION OF ENGLAND**

- The Romans invaded England
- brought along their Latin Lexis
- many English words derived from Latin
- inch - uncia
- cheese - caseus
- street - strata

**FALL OF ROME**

- Goths destroyed Rome
- Latin replaced by various tribes that invaded Britain
- Picts - Angles
- Scots - Saxons
- Celtic tribes - retreated to distant areas of Wales
- The Ecclesiastical History of the English people
- historical source documenting the invasions

**VIKINGS**

- First series of raids by Norsemen
- given term "Viking" - people who travelled long boats and attacked British settlements
- Viking influence spread until 954
- defeated by King Alfred the Great
- Anglo-Saxon - dominated
- so did their language

**THE BASTARD**

- William of Normandy conquered England
- Norman French became language of ruling class
- Old English among peasants
- 200 Yrs - 10,000 French words came into English language
- Middle English emerged

**PRINTING PRESS**

- William Caxton - introduced the first printing press
- helped standardise spelling, punctuation, grammar of writing
- English - more widely available
- Early English lost some of its grammatical patterns
- therefore the language became more flexible
- Writers enriched the English language with words from Classical Latin
- Greek

**DICTIONARY**

- Saw great development in Science, medicine and art. There were no established words to new ideas/practices, therefore new lexis were invented
- Samuel Johnson published his dictionary

Year 13 English students wrote Child Language Acquisition transcript commentaries for their Term One assignment. They also produced posters in-class when beginning the Language Change unit. The above poster is by **Pazia Ng**.





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