



**Manukau**  
**Christian School**

# High School Update

August 2018

## Welcome

**Dear Parents,**

Term 3 is over half-way completed, and we would like to take this opportunity to share with you some highlights from our term so far, as well as to let you know what is coming up.

We are excited to welcome two new students to the high school. Advait and Goutham Sankarathill have joined us, coming all the way from India.

But first, we would like to thank you for your continued support of our high school. Thank you to the many parents and high school students who were involved in helping and donating and making our first ever school gala a success. We are continuing to raise money for our Science Laboratory. It's a big ask, but we are confident that our big God will provide what we need.

We are also thankful for a real growth in interest in our high school model. We are receiving regular enquiries from parents outside our school community looking for a high school that is focussed on academic excellence in the core subjects, one that helps children develop character and which offers a friendly and relational environment where students feel safe.

As we approach the business end of the school year, we would remind you that IGCSE (Year 10 & 11) and AS (Year 12) external examinations will be taking place in the first 5 weeks of term 4. Each student has been given a timetable of all the exams taking place and should have diarised these. It is extremely important that students attend these examinations even if they are feeling a little nervous or have slight illness. All senior students should by now be setting aside regular time each night for study in preparation for these examinations. Success in these examinations is a result of good teaching, active listening in class, and carefully planned revision and practice.

# Upper High School Pathways Meeting



On Wednesday of week 3 a number of parents and students attended the upper high school pathways information evening. Together we discussed the options available to students beyond high school, largely focusing on the pathway from high school to university. The requirements for University Entrance and how this is gained in the Cambridge System were investigated. We also discussed how the courses a student takes in high school can be chosen and shaped to fit a particular pathway in tertiary study. Finally we looked at the entry requirements for a variety of Bachelors degrees and looked at how a student's potential grades and courses would provide them admission to these degrees. If you missed the evening or are interested in further information, an Upper High School Pathways booklet is available at the school office.

## Year 8 Enrolments for High School

We have had strong interest for our Year 9 class in 2019, and we strongly suggest you let anyone know who is interested in their child attending in Year 9 to get their application forms in as soon as possible. The last few places available will be assigned in the next couple of weeks.

## Science Laboratory

Work towards our Science Laboratory is continuing behind the scenes. The school gala on Saturday 25<sup>th</sup> August was a great success and has contributed around \$5,750 towards the cost of building the laboratory. Thank you to all parents, staff and students who were involved.



## What does the research say?



It should not come as a surprise to anyone, but researchers from Macquarie University have found that better behaved students learn more and perform better. The researchers believe that their results suggest that educational performance will not be boosted by more investment in education alone.

Researchers Chris Baumann and Hana Krskova analysed PISA data to determine the impact of school discipline on educational performance. They saw school discipline expressed in the way students listen in class, the noise level, teacher waiting time, class start times and students working well during class. Baumann and Krskova then compared this with the impact of increased educational spending. What they found is that school discipline had over 7 times more impact on education performance than increased investment.

Here at MCS we are striving to create a culture of respect and self-discipline. We believe this is a large part of the reason for our success in high school educational outcomes.



## Year 9 Physics Experiment



In Year 9 Physics we have explored the various forces operating in the world around us.

We've investigated action forces and reaction forces, forces that make things move and forces that stop things moving, contact forces like friction that slow down a boy on a water slide and non-contact forces like gravity. We have also experienced some high pressure situations, such as observing a glass lid sitting on an upside down jar full of water atop Tsidkenu's head without falling off and soaking him. We asked questions such as why water that is lower down in a column will squirt out further through little holes drilled in the side than water high-er up. And it must be said that if Chetna ended up wet when Mr Slaney was demonstrating the pressure in a squeezed syringe of water it was clearly an accident.

More recently, we have begun to explore concepts around energy such as the Second Law of Thermodynamics. If the universe is steadily running out of useful energy then the universe must have been created

a finite time ago, otherwise it would have reached a completely uniform temperature by now (and we would not be living on a planet called earth asking questions about the universe). If the universe was created then it must have a creator. Who says Physics has nothing to do with faith?





## French Module

Bonjour,

This term in Modules, the Year 9 class have been learning French with Mrs Kennedy. We have been taught how to greet each other, introduce ourselves, count to 20, and use the French alphabet. During this time, we have played battle ships and noughts and crosses in French. We also learnt that you could visit the whole of France in one day. You can do this by going to miniature France in Élancourt! A bientôt.

*Sylvia Humphreys*

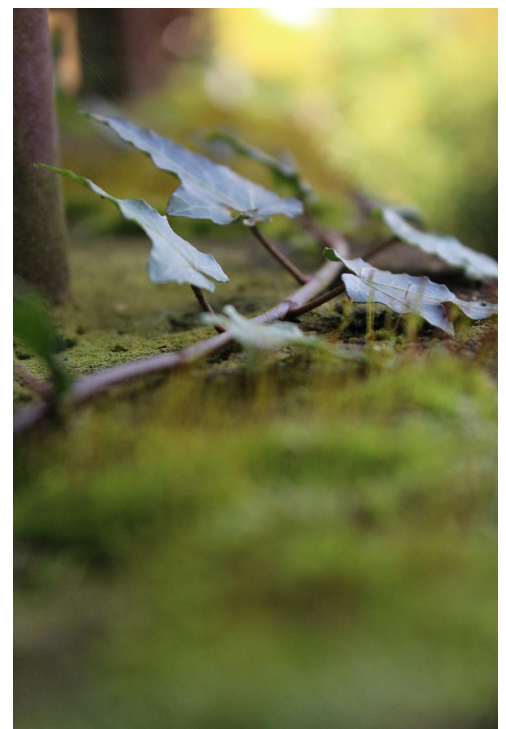


## Photography Module

Earlier this term, the year 11 and 12s did a photography module with Mr Boyd and Mr Kennedy. During this time, we learnt how to take still life photographs and develop them in the dark room. We were also taught techniques for taking a good photo. This included using contrast, natural frames and brightness to make the subject of the image stand out. Alongside this, we learnt how to adjust depth of field, aperture and ISO (sensitivity to light) on our camera in order to help us capture a powerful photograph.

My favourite part of the module was taking pictures at Botanical Gardens. I enjoyed experimenting with all the techniques we learnt when taking photographs there.

*Talitha Sharma*



## Year 9 History - Highlight Spot



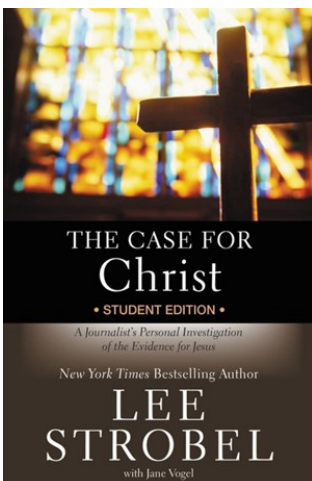
History is the study of the past. This term, Year 9 students will learn quite a bit about the past, specifically about the Russian Revolution, and World War II. We will look at movements such as Communism, Italian Fascism and Nazism. In addition we'll learn about historical figures such as Churchill, Hitler and Roosevelt, and consider events such as Pearl Harbour and the bombing of Hiroshima and Nagasaki. We will also practice the skills of interpreting sources, reading maps and making connections between historical events. We'll have a bit of fun too as we connect what we're learning about the Russian Revolution to the marvellously inaccurate Anastasia movie and when Miss D tells the class, the super creepy tale of the death of Rasputin.

Now, why do we learn about the past? The events of the past tell us a lot about the present society and the ideas that guide how our world does things. But the learning of history holds a very special place in Christian education. Learning about some of the sad tragic events of days gone by and the less than successful attempts by many of the past world leaders to create a safe and peaceful society reminds us about the evil of the human heart, the futility of humankind's ideas and effort and our need for something wiser and greater to govern our hearts and lives. The ways in which historic events unfold remind us of a sovereign power that works out all things.

## The Case for Christ

During Term Two the Year 10 and 11 students have had the privilege to read and study a book called 'The Case For Christ'. The compelling story of how Lee Strobel wanted to disprove Christianity, then later came to believe in it amazed everyone. He conducted several investigations; whether the Bible was a reliable source for Jesus, whether historical evidence aligns with Jesus' accounts, whether Jesus resurrected and so on. All of this pointed to the fact that Jesus truly is Christ. I can't think of a particular part of this book that I enjoyed because the whole story was amazing. It included very funny analogies, fascinating theories that blew my mind and engrossing details about his personal story. This book would be great for those who are coming to terms with their own beliefs or just want to broaden their view on Christianity whilst strengthening their faith. It is a marvellous read that you would definitely not regret.

***Tiaria Wilson***



In The Case For Christ Lee Strobel, a journalist for the Chicago Tribune, recounts his personal investigation of and conversion to Christianity. Strobel searches the Bible and other sources and contacts experts on the history of Jesus in his search for the truth about Christ. This book is great for anyone who wants a summary of some of the evidences for Jesus' existence or anyone who just wants a good read.

***Zachary Simons***

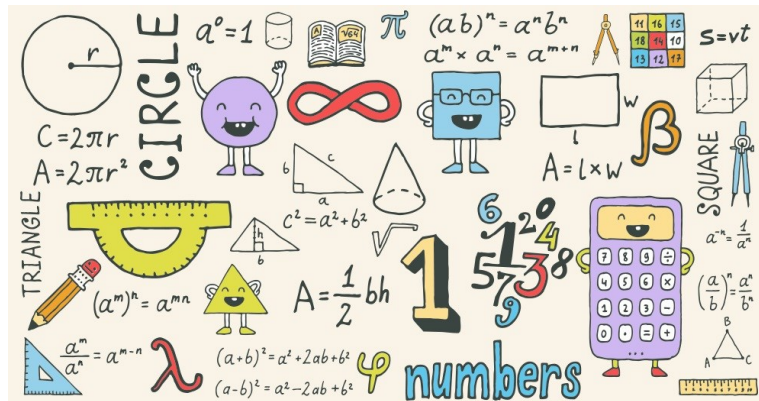
# IGCSE Maths Highlight Spot

IGCSE Mathematics is currently taught in Years 10 and 11 at MCS. It is a comprehensive course that covers the topics number, algebra and graphs, geometry, mensuration, co-ordinate geometry, trigonometry, matrices and transformations, probability and statistics.

In Year 11 students will sit external examinations in this subject. There are two options. At MCS, almost all of our students choose to sit the extended papers, but some students elect to sit the core exams which are easier. Both core and extended Mathematics consist of two exam papers. One paper is a short-answer exam, while the other contains structured questions, which tend to be longer and more involved. In these exams, as well as demonstrating skill in the techniques taught, students are expected to apply skill in solving problems.

Many of us as teenagers had a fear of numbers, and perhaps wonder about the value of Mathematics as a subject. It seems so abstract. Here at MCS we believe a solid grounding to Year 11 is an essential part of preparing a child for adult life.

Cambridge IGCSE Mathematics learners gain lifelong benefits, not limited to Mathematics ability. Ability to reason logically is an essential skill in many career paths, and IGCSE Mathematics encourages a student to do this. Students gain confidence in seeing patterns and relationships. Mathematics can also help students hone problem solving skills and ability to interpret data. Communication, another essential skill, is also developed in this course, as students are often expected to explain their reasoning.



## Attitude to Success

One of the greatest predictors of success is our attitude to failure.

People who are willing to try, fail, and analyse failure in order to get better have a growth mindset. They understand neural plasticity – that our brains can grow and develop, that we **can get smarter**.

Others have a 'fixed' mind-set – they think talent is the key to success. These people think they don't have to work, that talent alone accounts for success. This is an extremely common, and unfortunate mindset. **We learn by being stretched, and this includes making mistakes.**



# Habits of Learning: You are Responsible

At Manukau Christian School we have 7 habits of learning. Our first habit is, “You are responsible.” Why is this first? We believe that one of the most important things a student can learn is that they are responsible for their own success and failure.

While it is true that in life there are often circumstances beyond our control, it does no good for anyone to blame circumstances for failure. The best way of responding is to manage the only factor that is in our control, which is our response to circumstances. We can either blame our circumstances, accepting failure and mediocrity, or we can acknowledge them and then make a conscious decision to aim for excellence in spite of them. This latter attitude is the one that leads to success in life.

So how do we teach responsibility? As teachers we remind students that the key to success in school is above all **attitude**. Results in exams and assignments are not luck of the draw. The world is orderly, not random. Input is reflected in output. Thus, results reflect effort and attention to study. While it’s true that success is easier for some students than others, it’s also true that in the upper levels of high school, success is the result of hard work, both in class and at home – not natural talent.

So how can parents help? A great way is to allow your child to make mistakes and let them suffer the consequences. As parents we love our children, and hate to see them hurt, but sometimes one of the best ways to show our love is not to step in but let them bear the natural consequences of their actions. If your child leaves an assignment to the last minute and asks you on the night before it is due to go to the shop to buy what is needed for the project, say, “No.” Let them suffer the consequences for poor time management. A second way is to challenge blame-shifting whenever it appears. Human beings love to blame-shift. We blame circumstances and other people for our failures. When a child struggles with an assignment or fails a test it’s easy for them to point the finger at something or someone else. Perhaps the assignment is ‘too hard’ or the teacher is ‘no good’. Do not allow this behaviour. Blame-shifting allows your child to view themselves as a passive victim, rather than a contributor to their own success.



## Chores

Does your household assign chores to every member of the family?

It's important for children to contribute to the family through regular chores. Setting chores helps children see that family is a priority. Many children today are being raised as little princes and princesses, with plenty of opportunity in terms of extracurricular events, but few expectations in terms of chores. But what makes for a well-adjusted adult? How will our children be well adjusted to cope with the chores and jobs of adulthood unless they have learned to take part in them as children? Chores help our children learn that housework and chores belong to everyone - it's not mum or dad's work. Furthermore, teaching a child to share the load in chores teaches them that serving is important and that no job is too menial for them.



## Handball Competition

A number of our high school students have served the primary school by judging the annual Primary School Handball Competition . It has been intense and fun to judge. In the singles competition, there were over 40 competitors involved. The three winners were Ray in first place, (pictured right) Preston in second place and in third place with an injured knee, Luke. The top competitor from the juniors was Oswald.

**Levi Alexander**

