

MARU-A-PULA SCHOOL

LOWER SCHOOL PROGRAMME

FORMS 1 – 3

INTRODUCTION

The Lower School Programme at Maru-a-Pula School aims to build on and extend the knowledge and skills developed in Primary School and to develop knowledge and skill in a wide range of subjects so that students have a broad and balanced foundation, have explored their abilities and interests, are well placed to make their subject selections for the IGCSE programme and are equipped to tackle their studies with confidence.

A specific aim of the programme is to develop strong reading, writing and numeracy skills whilst teaching the content of the core and the enrichment subjects. ICT, research and presentation skills are also developed across the curriculum.

Subjects included in the Lower School curriculum include both core and enrichment subjects.

- English, Mathematics, Science, Geography, History, ICT and Physical Education are taken by all students throughout the Lower School programme.
- All students pursue Art, Drama and Music in the first two years of the programme. In the third year, having explored their strengths in these three arts, they select two for their Form Three year.
- Students have a choice of doing Setswana or French as their second language. (Setswana can only be selected by students who are already fluent in the language.)
- PSHE (Personal, Social and Health Education) is taught in Forms 1 and 2.
- All students pursue a course in Financial Literacy in Form Three.

Project and research work forms an important part of the Lower School Programme. All students have school internet addresses and are able to use the school library and computer rooms, both of which provide internet access, during school hours and during the afternoons. The library is also open for limited hours on Saturdays and Sundays.

The morning programme at Maru-a-Pula is supported by our co-curricular programme in the afternoons, where students take part in community service, physical and enrichment activities. School trips form an integral part of the holistic education of students in Forms One and Two.

Daily homework is set, according to a timetable, to help students to develop good study habits.

ENGLISH

FORM 1

(5 lessons per cycle, including 1 Library lesson)

Homework: 2 per cycle
In class: individual, pair and group work

Continuous assessment and mid-term assessment: short and extended writing, timed comprehensions, spelling tests, grammar exercises.

End of term: exam 60% (timed comprehension, grammar),
coursework 40% (extended writing, given 4 weeks before the exam)

Topics and activities include:

The history of English

'Myself' theme

Dictionary and thesaurus activities

Revision of parts of speech (noun, pronoun, adjective, verb, adverb, conjunction, preposition, article)

Figures of speech (simile, metaphor, onomatopoeia, alliteration, personification)

Narrative and descriptive writing

Punctuation, paragraphs, direct speech, apostrophes, discourse markers, conjunctions

Class reader: reading and writing activities based on text e.g. diaries, letters, empathetic writing, language analysis

Research and presentation skills (written and oral)

Editing and proof reading

FORM 2

(6 lessons per cycle, including 1 Library and 1 IT Lesson)

Homework: 3 per cycle

Assessment: as above

Topics and activities include:

Revision and extension of above

Factual and persuasive writing e.g. reports, leaflets, adverts

Figures of speech (pun, assonance, hyperbole, oxymoron)

Vocabulary building

Punctuation (commas, colons, semi colons)

Computer assisted learning

Awareness of audience

FORM 3

(5 lessons)

Homework: 3 per cycle

Assessment: as above, plus summary

Topics and activities include:

Revision and extension of above

Class reader (characterization, language analysis, voice, theme)

Summary skills

Introduction to Shakespeare (imagery, language analysis, dramatic irony, blank verse)

Directed and recreative writing

SETSWANA

Forms 1-3

Main topics/ activities:

Continuous Writing

(Composition, Dialogue, Translation, Report/ Speech, Poetry)

Grammar

(Nouns, Pronouns, Synonyms, Verbs, Idioms/ Proverbs, Conjunctives, Ideophones, Interjections)

Literature

(Characters/ Characterization, Theme/ Message, Plot of Events, Conflicts, Setting)

Comprehension

(Vocabulary, Specific questions to test understanding)

1. Students have four single periods per cycle.
2. Students are given one piece of class work and one home-work per cycle.
3. Setswana is assessed and has a final examination. Tests, homework and class work are given to check students' understanding.
4. Prescribed texts include: Tshedimosetso, Translation/ Thanolo 1 and 2, Setswana/ English Dictionary, Thanodi ya Setswana and different Literature novels for each year group).
5. Computers are needed for research on different topics and typing essays for presentation.
6. Presentations are usually on given topic researched by students and debates on cultural issues as well as emerging issues. Students are expected to do extended reading and writing, especially in Form 3.

FRENCH

FORM 1	FORM 2
Lessons per 6 day cycle: 4	Lessons per 6 day cycle: 4
Main Topics <ul style="list-style-type: none"> ❖ Greetings, Personal identification ❖ Identifying classroom objects ❖ Self, family and personal relationships ❖ Animals/Pets, House ❖ Seasons, Weather ❖ Holidays and special occasions ❖ Daily Routine, Time, Household Tasks ❖ School Life ❖ Leisure ❖ Home town and local area, Directions ❖ Talking about food and meals / Eating with a French family 	Main Topics <ul style="list-style-type: none"> ❖ Shops, town buildings, public Services ❖ Food, Talking about menus, Ordering a meal in a restaurant, café ❖ School Life, Internet, School exchanges ❖ Leisure time, inviting, accepting and refusing an invitation, excuses ❖ Holiday and weekend plans, accommodation, Means of transport ❖ Health, stress, fast-food, how to be in good shape ❖ Savoir faire un récit, lost and found objects
Grammatical concepts <ul style="list-style-type: none"> ❖ Alphabet, Numbers ❖ Definite, Indefinite and Partitive Articles ❖ Formation of feminine of adjectives of nationality / Agreement of Adjectives ❖ Possessive Adjectives ❖ Common Prepositions ❖ -ER, -IR & -RE Regular Verbs / Main Irregular Verbs in Present Tense, positive negative and interrogative forms 	Grammatical concepts <ul style="list-style-type: none"> ❖ More Prepositions ❖ All negatives ❖ Reflexive Verbs, more irregular verbs ❖ Conjonctions : si, quand, mais ❖ Adjectives, Comparative and Superlative of Adjectives ❖ Near Future ❖ Simple Future. Regular and Irregular Verbs ❖ Prepositions with names of countries, regions, towns, villages, means of transport ❖ Relative Pronouns ❖ Direct and Indirect Object pronouns ❖ Present Participle ❖ Perfect Tense
<p>Our course is based on the Encore Tricolore 1 nouvelle edition series of textbooks but incorporates all sorts of other support materials: IT, CDs, magazines, videos</p> <p><u>Assessment Objectives</u></p> <p>The aim of French teaching is to help the pupil communicate and understand in four areas of skill - speaking, listening, reading and writing.</p>	<p>Our course is based on the Encore Tricolore 3 nouvelle edition but incorporates all sorts of other support materials: IT, CDs, magazines, videos</p> <p><u>Assessment Objectives</u></p> <p>The aim of French teaching is to help the pupil communicate and understand in four areas of skill - speaking, listening, reading and writing.</p>
<p>Assessment in all four competences</p> <ul style="list-style-type: none"> 🚦 Prep set three times per cycle 🚦 Frequent short tests / quizzes 🚦 Term tests 🚦 Mid-Year Exams 🚦 End of Year Exams 	<p>Assessment in all four competences</p> <ul style="list-style-type: none"> 🚦 Prep set three times per cycle 🚦 Frequent short tests / quizzes 🚦 Term tests 🚦 Mid-Year Exams 🚦 End of Year Exams

FORM 3

Lessons per 6 day cycle: 4

Main Topics

- ❖ Self, family, personal relationships, common teenage problems, Pocket money
- ❖ Everyday life, daily routine, school
- ❖ Leisure time in all tenses
- ❖ Holiday, weather, places to visit in Paris, France and other francophone countries, accommodation
- ❖ Town, region, country, environment
- ❖ Healthy lifestyles, healthy eating, general fitness, parts of the body, accidents
- ❖ The World of Work

Grammatical concepts

- ❖ Talking about events in the Past, Present and Future Tense
- ❖ Using the Perfect and imperfect Tenses together
- ❖ Revision and consolidation of all grammatical concepts studied in Forms 1 and 2
- ❖ Demonstrative, Interrogative and Possessive Pronouns
- ❖ Present Perfect Tense
- ❖ All Relative pronouns
- ❖ Adverbs

Our course is based on the Encore Tricolore 3 nouvelle edition but incorporates all sorts of other support materials: IT, CDs, magazines, videos

Assessment Objectives

The aim of French teaching is to help the pupil communicate and understand in four areas of skill - speaking, listening, reading and writing.

Assessment in all four competences

- ✚ Prep set three times per cycle
- ✚ Frequent short tests / quizzes
- ✚ Term tests
- ✚ Mid-Year Exams
- ✚ End of Year Exams



MATHEMATICS

Aims

The lower school maths curriculum is designed to bridge the gap from Primary School to IGCSE. For Form 1 this means ensuring that all students have an excellent understanding of all the topics covered at Standard 7 in our various feeder schools, whilst introducing new topics such as Matrices. Forms 2 and 3 then build on this foundation and introduce more complex ideas that form the basis for the IGCSE course.

The department aims to develop mathematical understanding in such a way that its use, both in other subjects and in everyday life, becomes obvious. For those students with a love of the subject we run an accelerated class in Forms 2 and 3 that prepares students to take the Cambridge Additional Mathematics qualification.

Course Outline

Form 1	Form 2	Form 3
Number – Matrices, Factors, Primes, Fractions, Decimals.	Number – Standard Form, Indices, Percentages, Ratios, Travel graphs.	Number – Word Problems, Reverse Percentage, Ratio and Proportions,
Algebra – Formula, Equations, Sets	Algebra – Formula, N^{th} term, Linear Equations, Line graphs, Simultaneous Equations, Word Problems.	Algebra – Brackets and factors, Formulas, Simultaneous Equations, Inequalities, Quadratics, Curved graphs, Functions, Sets.
Geometry – Angles, Symmetry, Triangles, Quadrilaterals, Coordinates, lines, Area, Perimeter, Volume.	Geometry – Polygons, Pythagoras, Areas of Triangles and Parallelograms, Circles, Reflections and Translations, Scale Drawing	Geometry – Volume and Area, Transformations, Similar Figures, Trigonometry.
Statistics – Collecting and displaying data, Comparing data, Grouping data	Statistics – Probability	Statistics – Probability.

Homework

Homework will be set on a regular basis, and should take about 1½ hours a week to complete. Homework may take the form of completing unfinished class assignments, homework exercises, short investigations, reading/preparation for the next lesson, and revision for exams.

Assessment and Reporting

Students will complete both formative and summative assessments on a regular basis. Formative assessments guide both students and teachers in the pupils' learning and usually consist of in-class assignments and short tests, as well as homework. Summative assessment consists of tests at the end of topics as well as end-of-term exams.

All mid-term assessment grades are based on continuous assessment by the teacher. The end of term grade for Term 1 is based on a combination of a common test and continuous assessment. The final grade for Terms 2 and 3 are based solely on performance in the Mid-Year and End of Year Exams.

Selection for the accelerated group is based on the student's performance

HISTORY

INTRODUCTION

In the lower school history curriculum, students study regional and international history. There is a great deal of emphasis on the development of skills in addition to the acquisition of knowledge. The course is also designed to connect with the IGCSE history course which is taught in Forms 4 and 5.

FORM 1

Students begin their journey under the ancient acacia and baobab trees of Southern Africa. They focus on: the origins of people in Southern Africa; hunter-gatherers; the arrival of the Khoikhoi and the Dutch; the struggle over land. The students work closely with Emilia Potenza's *The Broken String*. This textbook is specifically designed to teach the 'new history' which places emphasis on both the acquisition of knowledge and the development of skills.

The course has been semesterised. Students therefore only do history for either the first or second half of the year. Their grade is based on continuous assessment and project work.

FORM 2

The history of Southern Africa is brought up to the present with a specific focus on the imposition of Apartheid and its eventual collapse. The roles of leaders like Mandela, Tambo and Biko are also analysed. Students then continue their historical trip to India where they are introduced to Gandhi and India's struggle for independence from British colonialism. Richard Attenborough's version on the life of Gandhi is critically viewed. A closer examination of Gandhi's beliefs leads students to focus specifically on Hinduism. Students get to visit Hindu temples in Gaborone. Students do not have a specific textbook and are given handouts during the term to guide them through the various topics.

FORM 3

Having started their journey in Southern Africa, and after going to India, students now continue their trip across the Atlantic to the United States. Here they get to meet Martin Luther King and they join the freedom riders in their quest for civil rights. They also study the life of Malcolm X. They then embark on a journey to the coniferous forests of Russia. Here they encounter Tsar Nicholas and the disreputable Rasputin. They then examine one of the most seminal events of the twentieth century, the Russian Revolution. The roles of Lenin, Trotsky and Stalin are critically examined. Students then get to experience life in the trenches during the First World War. Here they get to reflect on how the war got started in the first place. Ben Walsh's textbook, *GCSE Modern World History* guides us through Form 3 History.

* One of the Form 3 groups goes in a different direction with Mr Wilson. They follow a course in Current Affairs and General Knowledge (with the emphasis on History). Students will make use of newspapers and magazine articles, as well as of cartoons, maps and data-tables. In a sense, they compile their own 'yearbooks'. The emphasis is on Botswana material, followed by regional, African and international topical issues.

ASSESSMENT

Students are graded through continuous and terminal assessment.

Continuous assessment – At the end of each unit, students are graded through tests, assignments and projects. The marks are recorded and are then reflected in their report cards at the end of each term.

Terminal Assessment - At the end of the 2nd and 3rd terms students write exams. Students in Forms 1 to 3 write a 1 hour 30 minutes exam out of 80. This mark is converted into grades ranging from an A+ to U and is reflected in their report.

GEOGRAPHY

Form 1

Lessons per 6 days cycle: 5

Term 1	Term 2	Term 3
What is Geography?	Map Reading	Settlement
		Water/Hydrology

The course has been semesterised. Students therefore only do Geography for either the first or second half of the year. Their grade is based on continuous assessment and project work.

Form 2

Lessons per 6 days cycle: 3

Term 1	Term 2	Term 3
Weathering, Rivers and Coasts	Energy Resources	Hi-tech Industries
Resources and the Environment	Primary Industries	Impact of industry on the environment
	Secondary, Tertiary and Quaternary Industries	Population
		World Issues

Form 3

Lessons per 6 days cycle: 3

Term 1	Term 2	Term 3
Climate and Ecosystems	Plate Tectonics	Global Warming
Soil Erosion	Development	Tourism
		Globalization: Sports and Fashion

Homework:

- Form 1 and 2: Homework assigned once per cycle; 20 – 30 minutes
- Form 3: Homework assigned twice per cycle; 30 minutes

Projects:

- Form 1 – Shopping Survey in Term 3
- Form 2 – Weathering Project in Term 1
 - Farm/Factory Visit and Environmental Impact in Term 2
- Form 3 – Rainforest Destruction in Term 1
 - Plate Tectonics in Term 2
 - Tourism in Term 3, Tourism pamphlet

Assessment

Homework: 1 per cycle in Forms 1 and 2, and 2 per cycle in Form 3

Projects: one project per term for Form 2 and 3.

Tests: 2 per term and exams

Exams: Mid-Year and End of Year Exams

Grades: 60% exams and 40% coursework

Duration: 1 hr 30 minutes.

Marks: 100 marks

Prescribed Texts

- Form 1: Foundations, Atlas
- Form 2: Connections, Botswana: A Physical, Social and Economic Geography
- Form 3: Interactions, Horizons 3 (supplementary text)

Access to computers/library/internet

- Needed for projects and research

Writing and Reading Tasks/Presentation Skills

- Mainly short answers in Forms 1 and 2; increased extended writing in Form 3.
- Main texts are comprehension based
- Worksheets are skills based (using graphs, maps, diagrams)
- Discussions and debates (e.g. F2: power station debate in Term 2)
- Posters (e.g. F2: Weathering project in Term 1, F3: Rainforest destruction: debate & write up project).

JUNIOR SCIENCE

Main topics and activities in Forms 1, 2 and 3:

Form 1

A Introduction to Science at MaP		
B Cells	F Acids & alkalis	J Energy resources
C Reproduction	G Chemical reactions	K Electrical circuits
D Environment & feeding relationships	H Particle model theory	L Forces & their effects
E Variation & classification	I Solutions	M Solar system

Form 2

A Food & digestion	E Atoms & elements	I Heating & cooling
B Respiration	F Compounds & mixtures	J Magnets & electromagnets
C Microbes & disease	G Rocks & weathering	K Light
D Ecological relationships	H Rock cycle	L Sound & hearing

Form 3

A Variety of Life	E Reactions of metals & their compounds	I Energy & electricity
B Fit & healthy	F Patterns of reactivity	J Gravity & space
C Plants & photosynthesis	G Environmental chemistry	K Speeding up
D Plants for food	H Using chemistry	L Pressure & moments

The above topics are taught through a variety of activities including:

- * Practicals
- *Field work projects
- *Projects

Periods per cycle

Five - three singles and one double

Homework and Projects:

Homework is assigned twice a cycle, one hour per cycle for Forms 1 & 2 and 1 hour 30 minutes for Form 3s. One project per term is assigned, on average.

Skills and activities:

Students are expected to develop the following **skills** in order to address the tasks assigned to them:

- * Read and comprehend lab instructions, research material and text books
- * Write up lab reports and projects.
- * Problem solving skills: applying scientific methods in and out of the lab setting
- * Lab skills: proper handling of a range of equipment to ensure safety of themselves and others when carrying out experiments
- * Utilize the IT that is available to them, in appropriate sections of the curriculum
- * Communication skills – interacting with team/classmates, analyzing and presenting data findings
- * Investigative skills (emphasized in Form 3)

Texts and Resources:

The Heinemann Science Scheme is the prescribed text for Forms 1 to 3.

The textbooks are separate for each level.

Access to computers, library and internet is required by students in order for them to be able to fully achieve what is expected.

Assessment:

Assessment methods are as follows:

Continuous Assessment:

- *Regular assignments
- *One quiz per cycle
- *Projects
- * Three/four topic tests per term

Note: tests make up 80% and other open book exercises make up 20% of the term's assessment grade.

Examinations:

Examinations are written only at the end of Terms 2 and 3. The exam is a combination of multiple choice questions and structured questions with a total of 100 marks.

Other useful information

- *The department emphasizes cross curricular links and understanding the usefulness of science in every day life.
- *The activities are designed to ensure that enjoyment of Science is at the core of students' understanding of the content.
- *The curriculum allows continuity into the IGCSE curriculum

ICT SKILLS

The Form 1, 2 and 3 ICT Skills programme is a hands-on activity in fulfilment of the school's ICT policy, which includes developing the ability of the students to carry out various ICT tasks across the curriculum in a proficient manner. It is based on the Cambridge CLAiT Plus Skills Award in ICT.

In the Form 3 year, the very capable students will be presented to the examination board for certification, if parents desire, at fee.

Aims:

The aims are to:

- ✓ develop students' knowledge of a range of different software applications and their ability to use different applications effectively to complete tasks;
- ✓ develop students' ability to manage documents and data in a variety of applications;
- ✓ develop students' ability to enter data accurately;
- ✓ develop students' skills and knowledge in contexts that are directly relevant to the school's curriculum
- ✓ encourage progression by assisting in the development of skills and knowledge that learners will need to undertake further study.

FORM 1

Course contents:

Identify and use a computer workstation and appropriate system software;

Use a computer's system software to create and manage files and folders;

Use advanced software facilities to co-ordinate e-mail communications;

Produce e-documents:

- ✓ format basic paragraph and document properties
- ✓ integrate files to create an integrated business document
- ✓ format tabular data
- ✓ enter data accurately and amend existing data
- ✓ format page layout and manipulate text according to a house style
- ✓ format tabular data

Create spreadsheets and graphs:

- ✓ identify, input and amend data in spreadsheet software accurately
- ✓ insert and replicate formulae in spreadsheets
- ✓ produce pie charts, line graphs and bar/column charts from given data
- ✓ use common formatting and alignment techniques in spreadsheets and graphs/charts
- ✓ save and print spreadsheets and graphs/charts

Number of Periods per 6 day cycle: 2

FORM 2

Course contents:

There are no requirements for Recommended Prior Learning. However students may find it beneficial to have completed the File Management and e-Document Production learnt in Form 1.

Design an e-Presentation

- 1 set up a master slide
- 2 create a presentation – inserting and manipulating data
- 3 control a presentation
- 4 save, print and produce support materials for a presentation

Database Manipulation

- 1 enter data in an existing database and present and print data
- 2 create simple queries/searches on one or two criteria and sort data
- 3 produce appropriate pre-defined reports from databases using short cuts

Number of Periods per 6 days cycle: 1

FORM 3

Course contents

There are no requirements for Recommended Prior Learning. However students may find it beneficial to have completed Form 1 and 2 work.

Unit 1: Integrated e-Document Production
Unit 2: Manipulating Spreadsheets and Charts
Unit 3: Creating and using a Database
Unit 5: Designing an e-Presentation
Unit 7: Website Creation

Number of Periods per 6 days cycle: 2

Method of Assessment: Forms 1, 2 and 3

- 1 All lessons involve hands-on activities in class. There is no homework assigned to students. However, students who do not complete class tasks are expected to use the afternoons to complete the tasks before the next lesson.
- 2 40 minutes tests are offered after a number of skills have been learnt. Usually not more than three tests are offered for any school assessment period. Thus, not more six tests are offered in a school term.
- 3 Selected Form 3 students will be given the opportunity to sit the CLAiT Plus - International examinations in the afternoons.

Resources:

Currently, there are no prescribed text books. Various worksheets have been prepared to cover the needed skills for CLAiT Plus. Students are frequently referred to the website **www.alison.com** to supplement the learning of the required skills.

FINANCIAL LITERACY

(FORM THREE ONLY)

AIMS

The Form Three Financial Literacy Course is intended to help students:

1. to develop the understanding of how business activity affects their daily lives as they work, spend, save, invest, travel, and play;
2. to be able to differentiate between needs and wants and prioritise their satisfaction in order of importance;
3. to be able to plan the use of money at their disposal, including savings and investment opportunities;
4. to be able to understand the importance, characteristics and functions of money;
5. to be able to identify financial institutions and the services they provide;
6. to be able to understand how goods are moved from the manufacturer to the final consumer and the documents used in home trade;
7. to be able to describe the functions and qualities of an entrepreneur;
8. to be able to explain credit trading (Hire Purchase and Credit Sales);
9. to be able to explain the different types of business organisations;
10. to be able to understand how businesses measure financial success through profit and loss and a balance sheet.

Number of periods per 6 day cycle: 2

Assessment: Students:

- \$ will be given class work and home work at the end of each topic.
- \$ will be required to write at least three tests per term.
- \$ will be required to write a two hour to two and a half hour mid-year and end-of-year examinations.

Resources:

- \$ There are no prescribed text books. Notes and hand outs will be given to students.
- \$ Students might need access to computers and use the internet in their own free time to work on assignments given to them.

NB: Educational trips will be organised to financial institutions etc. from time to time and /or guest speakers invited.

PHYSICAL EDUCATION

Physical Education (PE) is compulsory for all our Form 1 to 3 students.

The Maru-a-Pula Physical Education department aims not only to develop physical ability, but also to foster bonds of friendship through respect for self and others. Our learning environment is designed to:

- teach cooperation and acceptance of one's strengths rather than weakness;
- encourage teamwork;
- develop proficiency in games;
- and plant the seeds for a lifetime of healthy living.

PE Curriculum (Forms 1, 2 & 3)

By the end of the year the student must be able to do the following:

- Understand and apply the rules for all athletics events
- Demonstrate a basic to advanced swimming ability
- Demonstrate an understanding of life-saving skills and safety in aquatic environments
- Demonstrate basic orienteering skills
- Understand and apply basic First Aid techniques
- Understand the basic mechanics of body parts and muscular structure
- Demonstrate skill development and tactical understanding in Volleyball, Basketball, Netball, Football, Rugby, Cricket, Tennis, Tag Rugby and Softball
- Have been introduced to Dance.
- Understand and apply the principles of fitness training

In Addition, Form 3s are exposed to games that they may encounter if selected to the MaP exchange program, namely;

- Kickball
- Ultimate Frisbee
- Field Hockey
- American Football
- Golf (Driving range only)

Our Form 3s are also introduced to a module on the formulation of a fitness program. This equips them with the appropriate knowledge to maintain a post Physical education lifetime of healthy living.

We learn through play!

Periods: Form 1s and 2s have two lessons each cycle, while Form 3s have one lesson per cycle.

Assessment is based on the following:

- physical ability,
- ability to understand and apply tactics during situations,
- attendance and participation
- quizzes (internet and paper based)

PE Projects (one a year) – Form 3s in term 1; Form 2s term 2 and Form 1s in term 3.

DRAMA

FORM 1

Term 1 Discovering Self and Individual Identity. Biomechanics.

Film: The Miracle Worker. The Story of Helen Keller/
The Elephant Man.

Daily Class Work: Rediscovering the 5 Classic
Senses. Exploring an additional 4 senses.

Assessment and End of Term Grade: Creating
a play that incorporates all of the above as well as 4
of our own made up senses - Sense of Style, Sense
of Humour, Sense of Wonder, Sense of Honour.
Supported by script and Journal work: (10 Pages).

Term 2 Group Identity Rituals, Traditions Culture.

Film: Whale Rider.

Daily Class Work: Group work: Creating a parallel
universe; Physical and scripted performance;
Discovering space and hierarchy; Public Speaking;
Cross referencing with other subjects such as
Languages, Music, Geography, History, and Art.

Assessment and End of Term Grade: Parade
and Ritual. Saturday morning exam; Stalls with
Tourist Brochures, food flags and Tribal identity;
Ritual or Traditional ceremony, supported by script
and Journal work: (15 Pages).

Term 3 Radio Play. Introduction to Stanislavski.

Film: Shine.

Daily Class Work: Group Work: Scripting and
recording a radio play, paying particular attention to
voicing of characters and given circumstances.

Assessment and End of Term Grade: Final
recording of the radio play supported by script and
Journal work: (20 Pages)

FORM 2

Term 1 Mime and Physical Theatre.

Film: Triplets of Bellville/ Cirque Du Soleil- Quidam.

Daily Class Work: Group work: Discovering the
limits of Physical expression in Story telling;
Discovering a Mime and Physical Theatre
Vocabulary; Working with Corporal Images.

Assessment and End of Term Grade: Create a
5 minute play, inspired by either an image, a memory
or a Pop song, that relies on physical images and no
spoken words; supported by Journal work: (10
pages).

Term 2 Power Object Production - Introduction to Grotowski; Stanislavski.

Film: Dirty Rotten Scoundrels.

Daily Class Work: Group work: Site-specific, on
campus only, working with objects and constructing
characters and a story from exterior influences rather
than internal ones.

Assessment and End of Term Grade: The
conceptualization, scripting and execution of a 5
minute play that is performed in a non-theatre
environment, supported by Journal work: (15 pages).

Term 3 African Story Telling; African Folk Tales; Introduction to Dramatic Tension.

Film: The Number One Ladies' Detective Agency.

Daily Class Work: Group work: Students are
required to source a folk story from their culture and
to merge it with a current story from the newspapers.
Learning the 5 forms of Dramatic Tension.

Assessment and End of Term Grade: The
conceptualization, scripting and execution of a 5
minute play that is performed on stage - complete
with costumes and props, supported by newspaper
articles and a reference to the original folk tale, as
well as Journal work: (20 pages).

FORM 3

Term 1 Melodrama

Film: Shaolin Soccer.

Daily Class Work: Group work: Students are to study and research the principles of Melodrama.

Assessment and End of Term Grade: Students are required to conceptualize and script a complete 10 minute Melodrama, supported by research, the final script and Journal work: (15 pages).

Term 2 Educational Theatre/Forum Theatre - Introduction to Augusto Boal, Brecht.

Film: Erin Brokovich.

Daily Class Work: Group work: Students are required to explore and select social, political, religious issue and to conceive an Educational Theatre piece on that selection.

Assessment and End of Term Grade: To conceptualize, script and perform a 10 minute Education Theatre/Forum Theatre piece on that issue. Supported by the research material and opinions they have formed on the subject. (Journal work: 15 pages)

Term 3 Carte Blanche- (Prep for IGCSE Drama)

Film: Lars and The Real Girl.

Daily Class Work: Students are given 3 guidelines to create any form of theatre with any content they desire.

- 1) Has to cross reference another subject (or topic within that subject) at Maru-a-Pula.
- 2) Has to be executed using a form of theatre already covered.
- 3) Has to have a focus/ message that comes through the final work.

Assessment and End of Term Grade:

To conceptualize, research AND MANAGE a production that is site specific (off-campus optional), that meets all of the above objectives. Exam piece may be submitted digitally/electronically - recorded and exhibited via cell phone, video or on stage. (Journal work: 20 pages.)



MUSIC

The lower school curriculum is designed to bridge the gap from Primary School to IGCSE. For Form 1 this means ensuring that all students have an equal understanding of all areas in music, regarding performance, reading notation, understanding interpretation, as well as being able to compose their own music and giving life to their performance playing. Forms 2 and 3 then build on this foundation and introduce more complex ideas that form the basis for the IGCSE course.

The department aims to develop musical understanding in such a way that its use, both in other subjects and in every day life, becomes noticeable. For those students with a love and talent of the subject we run extra music classes that prepare students to take the Cambridge Music qualification, e.g. Trinity Guildhall and ABRSM Music examinations, orchestra and Music Theatre.

Form 1 and 2

2 lessons per cycle: 1 Marimba and 1 General Musicianship

Homework: 10 min practice everyday for at least 5 days

Prep work: 45 min per cycle for projects and theory work

Continuous assessment: Practical performance, both solo and tutti

Written work and Projects

End of term: No examination, only continuous assessment

Mark is an average of both components (Marimba and General Musicianship) combined



Form 3

3 lessons per cycle: 1 Marimba, 2 General Musicianship

Homework/Prep: 60 min per cycle for projects

Continuous assessment: Practical performance, both solo and tutti

Written work and Projects

End of term: No examination, only continuous assessment

Mark is an average of both components (Marimba and General Musicianship) combined

Content and Topics

- Reading and understanding Music Notation, including Music Theory
- Practical performance: Recorder or Orchestral Instrument and Marimba
- Listening and Appreciation of Music Time Periods and Genres
- Composers

ART

General Statements:

There are three areas in which Art helps students in their personal development: co-ordination, spatial awareness and imagination/creativity. These are, almost, bi-products of doing Art.

The Art programme at Maru a Pula is based on Art and Design as a means of communication, therefore each project has two primary goals;

1. Students will improve their skills and understanding of the practical application of different media.
2. Students will learn to “read” and understand visual presentations.

The assessment of the course is based on the knowledge, use and understanding of the visual elements and principles covered in the projects. However, cognizant of the fact that our students arrive in the school from very different Art experiences, students are given credit for their industriousness in the first year. The learning of the fundamental skills of Art and Design is built into the curriculum, progressing in complexity and diversity of experience continually throughout the years.

Course Outline

Form 1: Observation

Term 1: Introduction to Drawing

Term 2: Introduction to Colour

Term 3: Introduction to Modelling/Construction in 3D

Form 2: Design

Term 1: 2D Design

Term 2: 3D Design using construction techniques / recycling

Term 3: Printmaking

Form 3: Fine Art

Term 1: Painting

Term 2: Land Art

Term 3: Sculpture

Within each project the students will be exposed to a variety of work by artists and designers from different world cultures; this is part of a strategy to instil tolerance and understanding and to celebrate difference, recognizing the broad range of cultures that make up our student body.

Other Information:

Art is a compulsory subject for all students for the first two years; at the end of the second year the students may choose two of the three optional subjects and therefore may drop Art to do Music or Drama.

The class sizes in Forms 1 and 2 vary a little; on average they number 18. The students may be in a class that is a mixture of two different form groups. The students in Forms 1 and 2 have two lessons of Art per six day cycle. In Form 3 the class size is dependent on timetable constraints and the choices that students make in their optional subjects. The students in Form 3 have three lessons of Art per six day cycle.

PSHE

(PERSONAL, SOCIAL and HEALTH EDUCATION PROGRAMME)

Introduction:

This subject is designed to give junior students an opportunity for self-discovery and self-improvement, as well as teach them various valuable life skills.

FORM 1

Topics covered:

- Getting to Know our Classmates
- Settling into High School
- Bullying
- Learning Styles
- Multiple Intelligences
- Study Skills
- Self Esteem
- Body Image
- Getting Along with Adults
- Smoking
- Substance Abuse

FORM 2

Topics covered:

- Sex, Sexuality and Relationships
- Peer Pressure
- Coping with Emotional Difficulties
- Review Study Skills
- Time Management

Periods per 6-day cycle: 1

Assessment: None

(Note: This is a non-examinable subject and no homework is given)

INFORMATION LITERACY SKILLS

Maru a Pula School Library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. It equips students with life-long learning skills and develops their imagination. The Library is a major resource centre for information, ideas and data. It is vital that students know how to use library resources to maximum effect. Information Literacy Skills are therefore developed in the Form One programme as a section of the English programme which is taught by the school librarian.

Course Content

1. Importance of the library, library personnel, policies and procedures
2. Physical layout of the library and the general concept of the Dewey Decimal Classification Scheme.
3. Online Public Access Catalogue. (OPAC). Searches by different catalogue entries:
 - a. Author
 - b. Title
 - c. Subject etc
4. Differences between fiction and non-fiction books.
5. Knowledge of different information sources and their significance during the research process.
6. Proper handling of books.
7. Different columns covered by a newspaper.
8. Knowledge of magazine formats and coverage.
9. Effective use of the encyclopaedia.
10. The meaning of biography and autobiography and their importance as information sources.
11. Skimming and scanning as ways of identifying relevant information, especially in magazines and newspapers.
12. Cross referencing skills in research.
13. Effective use of the almanac and understanding kinds of information contained in almanacs.
14. The importance of the Botswana Collection
15. How to select and use dictionaries relevant to their needs effectively.
16. How to select the most appropriate references for specific information needs.
17. Developing the ability to synthesis information from a wide variety of sources.
18. Paraphrasing, outlining, generalising and summarising information.
19. The importance of expressing information in one's own words and abiding by copyright law.
20. Plagiarism and its consequences.
21. Online information sources.
22. Online Information Retrieval. The use of Boolean Operators Document and File management of electronic information.
 - a. Creating Documents
 - b. Creating Document backups.
23. The research process
 - a. Defining the problem and asking good questions
 - b. Information seeking strategies
 - c. Selecting and evaluating resources
 - d. Organizing and restructuring information
 - e. Communicating the research results
 - f. Evaluating the completed research project.

Number of periods per 6 days cycle: 1

Method of assessment

1. Hands on activities
2. Quizzes
3. Library Management System patron records. (I4U reports)
4. Book Reviews

Resources

All Library resource, including books, periodicals, audio-visuals, reference sources, Online Public Access Catalogue (OPAC), Online Encyclopaedia Britannica, the Internet, and the Library Weblog. Worksheets and PowerPoint presentations.