

maru-a-pula

Est. 1972

LOWER SCHOOL PROGRAMME



FORMS 1 – 3

Revised 2019

INTRODUCTION

The Lower School Programme at Maru-a-Pula School aims to develop knowledge and skills 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, collaboration, communication** and **presentation skills** are developed across the curriculum. **Academic integrity** and **responsible use of the internet** are also addressed in our programme.

- **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. Thereafter, having explored their strengths in these three arts, they select two for their Form 3 year.
- **All students** take **both French and Setswana in Form 1**. Students will be streamed according to their abilities in the languages, with some students in the Setswana Course learning Setswana as a Second Language, whilst others follow a Setswana First Language programme. From Form 2, students have a choice of doing Setswana or French. (Students can continue with Beginners Setswana in Forms 2 and 3, but Setswana can only be selected at IGCSE Level by students who are fluent in the language.)
- **PSHE (Personal, Social and Health Education)** is taught in Forms 1 and 2, and **Global Awareness** is taught to all Form 2 classes.
- All students pursue an **Introductory Business** Course in Form 3.

Project and research work forms an important part of the Lower School Programme.

Increasingly, teachers use the internet or Google classroom to post materials for students. 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 afternoons.

The morning programme is supported by our **co-curricular programme** in the afternoons, where students take part in **community service, physical** and **enrichment** activities.

Catch Up classes in the basics of English, Mathematics and recorder playing are provided and are compulsory for students identified as needing to strengthen their skills in these areas during the first year of their secondary school programme. These form part of the co-curricular requirements for these students.

School trips or outings form an integral part of the holistic education of students in Forms 1 and 2.

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

ENGLISH

Form 1 (based on Cambridge Checkpoint stage 8)

- In-class private reading (ten minutes daily)
- 'Myself' – introductory descriptive work
- Library Orientation
- Spelling – strategies to help with spelling
- Vocabulary – 'word of the day', use of thesaurus and dictionary, synonyms and antonyms etc.
- Review of parts of speech
- Review of punctuation – paragraphing, end marks, apostrophes, speech marks etc.
- Informal/formal language – audience and purpose
- Adding variety to writing - simple, compound and complex sentences, fronted adverbials, complex nouns, prepositional phrases, connectives etc.
- Studying literature – narrative structure, setting, creating atmosphere, character, theme etc.
- Poetry and figures of speech
- Non-fiction texts – leaflets, letters, reports, magazine articles etc.
- Oral and written presentations

Form 2 (based on Cambridge Checkpoint stage 9)

- In-class private reading (ten minutes daily)
- Vocabulary building - 'word of the day'
- Factual and persuasive writing – newspaper reports, leaflets, arguments, speeches etc.
- Punctuation – colons, semi-colons, hyphens etc.
- Studying literature – setting, plot, character, theme, symbolism etc.
- Effects of the writers' use of language – analysis skills
- Poetry and figures of speech – pun, oxymoron, hyperbole etc.

Form 3

- In-class private reading (ten minutes daily)
- Vocabulary building – 'word of the day'
- Directed writing – letters, speeches, reports etc.
- Studying literature – drama and prose/short stories
- Language analysis skills
- Poetry and figures of speech – pathetic fallacy, assonance, enjambment etc
- Empathic writing
- Introduction to summary skills
- Introduction to Shakespeare

Lessons per 6 day cycle: 5

Reading homework 20 minutes per day **Written Homework:** twice per cycle **In class:**
individual, pair, group and class work

Continuous assessment: short and extended writing tasks, timed comprehension, grammar exercises and spelling tests

Exams: Coursework (extended writing 40%), Exam (timed comprehension / grammar 60%)

MATHEMATICS

Aims

The lower school Mathematics 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 two accelerated classes in Forms 2 and 3. One prepares students to take the Cambridge Additional Mathematics qualification, and the other prepares them for our internal Advanced Mathematics program.

Course Outline

| Form 1 | Form 2 | Form 3 |
|--|--|--|
| <p>Number – Matrices, Factors, Primes, Fractions, Decimals.</p> <p>Algebra – Formula, Equations, Sets</p> <p>Geometry – Angles, Symmetry, Triangles, Quadrilaterals, Coordinates, Lines, Area, Perimeter, Volume.</p> <p>Statistics – Collecting and displaying data, Comparing data, Grouping data, Data analysis</p> | <p>Number – Standard Form, Indices, Percentages, Ratios, Travel Graphs.</p> <p>Algebra – Formula, n^{th} term, Linear Equations, Line Graphs, Simultaneous Equations, Word Problems.</p> <p>Geometry – Polygons, Pythagoras, Areas of Triangles and Parallelograms, Circles, Reflections and Translations, Scale Drawing</p> <p>Statistics – Probability</p> | <p>Number – Word Problems, Reverse Percentage, Ratio and Proportions,</p> <p>Algebra – Brackets and Factors, Formulas, Simultaneous Equations (Linear and Quadratic), Inequalities, Quadratics, Curved Graphs, Functions, Sets.</p> <p>Geometry – Volume and Area, Transformations, Similar Figures, Trigonometry.</p> <p>Statistics – Data Processing, Data Analysis Diagrams, Probability.</p> |

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 groups is based on the student's performance.

SETSWANA

All students take **Setswana in Form One**. Students will be streamed according to their abilities in the languages, with some students in the Setswana Course learning Setswana as a Second Language (Beginners' Setswana), whilst others follow a Setswana First Language programme (Classical Setswana).

BEGINNERS' SETSWANA

Beginners' Setswana is offered to all Form 1 students who have little or no Setswana, and aims to give students sufficient confidence to be able to hold a simple conversation in Setswana, to read simple written Setswana and understand spoken Setswana to some degree. It is not intended for students who are already fluent speakers of Setswana.

Lessons are arranged in such a way that learning will be easy for everybody. Students will find themselves wanting to learn more as they begin to make sense of the Setswana words they have heard outside of class, and develop an interest in listening to Setswana on the radio or television and interacting in Setswana with people at school, in shops or in their community services. Students will learn to create sentences, conversations and write paragraphs according to situations.

| TOPICS | |
|---|---|
| Term 1 Greetings | Formal and Informal greetings for different types of people e.g. age range |
| Introductions | Introducing yourself and others: nationality, language spoken, gender and profession |
| Work situation | Titles of people and how they are addressed at work. Answering phones, meetings at offices, banks and events at schools. |
| Directions | Cardinal points. Prepositions: to, at, up, above, under. Names of places to point to. Understanding instructions given and directions to places. |
| Term 2 Petrol station | Talking to pump assistants, filling up and checking the vehicle. Tuck shops and stock found in there. Vending machines, various tools, transport and various colours. |
| Shopping | Food types, vegetables, groceries, meat furniture clothes and other items. |
| Hotel/Restaurants | Needing accommodation, food type, service provided. Meals, drinks, furniture, numbers and utensils, guests, parties and tips. |
| Term 3 Emergency/ Hospital | Doctors, assistants, nurses, fire brigade, trucks and ambulances. Calls, numbers, equipment used, first aid given and parts of the body. |
| Home situation | Family, relatives, friends, neighbours and other people. Weddings, church, weather, daily activities and parties. |
| Tourism | Game reserves, animals, birds, different types of water features, transport to various places |

Lessons per 6 day cycle: 2

CLASSICAL SETSWANA

Classical Setswana caters for students who already speak Setswana. Students will do extended reading and writing, especially in Form 3. The course also requires students to make oral presentations on topics which they have researched. Debates on cultural issues as well as emerging issues form part of the oral work. Students will be expected to use computers to research different topics and type up essays and presentations. (Students can access school computers in the afternoons.)

Forms 1-3

Main topics/ activities:

Continuous Writing

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

Grammar

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

Literature

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

Comprehension

(Vocabulary, Specific questions to test understanding)

Prescribed texts include: Ishedimosetso, Translation/ Thanolo 1 and 2, Setswana/ English Dictionary, Thanodi ya Setswana and different Literature novels for each year group.

Lessons per 6 day cycle: 2 in Form 1, 4 in Forms 2 and 3

Assessment

- Setswana is assessed and has a final examination. (Both Beginners' and Classical Setswana examinations are set)
- Tests, homework and class work are given to check students' understanding.
- Students are given one piece of class work and one home-work per cycle.

From Form Two, students have a choice of doing Setswana or French. Students can continue with Beginners Setswana in Forms Two and Three, but Setswana can only be selected at IGCSE Level by students who are fluent in the language.

FRENCH

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

Course Content

| FORM 1 | Main Topics |
|--------|--|
| | 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 |

Lessons per 6 day cycle: 2

| Grammatical concepts |
|---|
| 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 |
| Resources: Our course is based on the <u>Tricolore</u> Total 1 nouvelle edition series of textbooks but incorporates all sorts of other support materials: IT, CDs, magazines, videos |

| FORM 2 | Main Topics |
|--------------------|--|
| | 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 |
| Resources : | Our course is based on the <u>Encore Tricolore 2-4</u> nouvelle editions but incorporates all sorts of other support materials: IT, CDs, magazines, videos |

Lessons per 6 day cycle: 4

| Grammatical concepts |
|--|
| All negatives |
| Reflexive Verbs, more irregular verbs |
| Conjunctions : si, quand, mais |
| More Prepositions |
| Adjectives, Comparative and Superlative of Adjectives |
| Simple Future. Regular and Irregular verbs |
| Prepositions with names of countries, regions, towns, villages, means of transport |
| Relative Pronouns |
| Near Future |
| Direct and Indirect Object pronouns |
| Present Participle |
| Perfect Tense |

| FORM 3 | Main Topics | Grammatical concepts |
|---|--|----------------------|
| Self, family, personal relationships, common teenage problems, Pocket money | Talking about events in the Past, Present and Future Tenses | |
| Everyday life, daily routine, school | Present Perfect Tense | |
| Leisure time in all tenses | Using the Perfect and imperfect Tenses together | |
| Holiday, weather, places to visit in Paris, France and other francophone countries, accommodation | Revision and consolidation of all grammatical concepts studied in Forms 1 and 2 | |
| Town, region, country, environment | Demonstrative, Interrogative and Possessive Pronouns | |
| Healthy lifestyles, healthy eating, general fitness, parts of the body, accidents | Adverbs | |
| The World of Work | All Relative pronouns | |
| | Resources : Our course is based on the <u>Encore Tricolore 2-4</u> nouvelle editions but incorporates all sorts of other support materials: IT, CDs, magazines, videos | |

Lessons per 6 day cycle: 4

Assessment:

In all three year groups, all four competences are assessed through:

- Frequent short tests / quizzes
- Term tests
- Mid-Year Exams
- End of Year Exams

Homework: set three times per cycle; contributes to assessment.

GEOGRAPHY

The aim of the Lower School Geography Curriculum is to develop students' knowledge and understanding of places and processes in the world, both locally and beyond. Students are also introduced to skills which help them to conduct simple investigations, in the classroom and also out and about on our extensive grounds. Our thematic scheme is used flexibly in our planning, enabling us to cover cross-curricular themes, current affairs and students' own interests. We aim to stimulate an interest and a sense of wonder about different places, both local and global. In Form 1, students are introduced to Ordnance Survey maps and begin to learn another skill which they can use throughout their lives.

The curriculum is semesterised for Geography and History in Form 1 and in Form 2. During the first semester two Form 1 classes and two Form 2 classes will study Geography while the other two Form 1 and Form 2 classes study History. During the second semester the classes which studied Geography during the first semester will then study History, and vice versa.

In addition to the more traditional approaches to teaching and learning, students will be involved in group activities, decision making exercises (DMEs), role plays, debates and peer to peer oral presentations. ICT is an integral part of learning and teaching.

The topics are reviewed and updated from time to time in order to meet current needs and the IGCSE syllabus. The main topics currently studied are:

| Form 1 | |
|--|--|
| Semester 1 | Semester 2 |
| <ul style="list-style-type: none"> • What is Geography? • Map Reading • Settlement • A shopping survey | <ul style="list-style-type: none"> • What is Geography? • Map Reading • Settlement • A shopping survey |
| Lessons per 6 day cycle: 5 Prescribed Texts: <u>Foundations</u>, Atlas | |

| Form 2 | |
|--|---|
| Semester 1 | Semester 2 |
| Weathering, Rivers and Coasts | Weathering, Rivers and Coasts |
| Resources and the Environment | Resources and the Environment |
| Industries (Primary, Secondary, Tertiary, Quaternary) | Industries (Primary, Secondary, Tertiary, Quaternary) |
| Impact of Industry on the Environment | Impact of Industry on the Environment |
| <ul style="list-style-type: none"> • Lessons per 6 day cycle: 5 Prescribed Texts: <u>Connections</u>, Botswana: A Physical, Social and Economic Geography (supplementary text) | |

| Form 3 | | |
|---|--|---|
| Term 1 | Term 2 | Term 3 |
| <ul style="list-style-type: none"> • Climate and Ecosystems • Soil Erosion | <ul style="list-style-type: none"> • Plate Tectonics • Development | <ul style="list-style-type: none"> • Global Warming • Globalization: Sports and Fashion |
| <ul style="list-style-type: none"> • Lessons per 6 day cycle: 3 • Prescribed Texts: <u>Interactions</u>, <u>Horizons 3</u> (supplementary textbook) | | |

Assessment and assigned work

Homework:

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

Projects:

- **Form 1**
 - Shopping Survey at the end of each Semester
- **Form 2**
 - Weathering Survey Around the School at the beginning of each Semester
 - Farm/Factory Visit and Environmental Impact in Term 2
- **Form 3**
 - Rainforest Destruction in Term 1
 - Plate Tectonics in Term 2
 - Trading Game in Term 3

Tests: 2 per term/semester

Exams: Mid-Year and End of Year Exams in Form 2 and 3 only

Duration: 1 hr 30 minutes. Marks: 100 marks

Writing and Reading Tasks / Presentation Skills

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

Access to computers/library/internet

Needed for projects and research. Students can access these at school in the afternoons.

HISTORY

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. A new resource folder has been specifically designed to teach the 'new history', which places emphasis on both the acquisition of knowledge and the development of skills.

In addition to focusing on the history of Southern Africa in general, and Botswana in particular, students will also briefly study the history of other major regions of Africa through captivating video clips.

Lessons per 6 day cycle: 5, for one semester.

FORM 2

Having started their journey in Southern Africa, 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.

Students then continue their historical trip to India where they are then introduced to Gandhi and India's struggle for independence from British colonialism. Richard Attenborough's version of the life of Gandhi is critically viewed. Students do not have a specific textbook and are given handouts during the term to guide them through the various topics.

The central theme in Form 2 is non-violent resistance. Students will, at the end of the semester, focus on a project under the theme of non-violent resistance in a global context. A key question that will be addressed in this project is whether non-violent mass actions are effective forces in bringing about social and political changes in a society.

Lessons per 6 day cycle: 5, for one semester.

FORM 3

Having started their journey in Southern Africa, after going to the USA and India, students now 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 reflect on how the war started in the first place. Students will also study the role that Botswana played in the war. Ben Walsh's textbook, *GCSE Modern World History* guides us through Form 3 History.

In Term 3, students will start the first IGCSE topic: The Peace Treaties after the First World War.

Lessons per 6 day cycle: 3

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** – Since both the Form One and Two History programmes are semesterised, students write exams at the end of their semester. Exams in Forms 1 to 3 are 1 hour 30 minute exams, graded out of 80. This mark is converted into grades ranging from an A+ to U and is reflected in their report.

JUNIOR SCIENCE

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

| Form 1 | Form 2 | Form 3 |
|---|--------------------------------|--|
| 1. Characteristics of Living Things | 1. How Plants Grow | 1. Photosynthesis |
| 2. Major Organ Systems | 2. A Healthy Diet | 2. Reproduction In Flowering Plants |
| 3. Cells | 3. Digestion | 3. Adaptations |
| 4. Microorganisms | 4. Circulatory System | 4. Ecology |
| 5. Living Things in their Environment | 5. Respiratory System | 5. Human Influences on the Environment |
| 6. Classification & Variation | 6. Reproduction In Humans | 6. Variety of Life |
| 7. The States of Matter | 7. The Particle Theory | 7. Structure of The Atom |
| 8. Properties of Matter | 8. Elements & Atoms | 8. The Periodic Table |
| 9. Acids & Alkalis | 9. Compounds & Mixtures | 9. Endothermic & Exothermic Reactions |
| 10. Measurements | 10. Metals, Non-Metals | 10. Patterns of Reactivity |
| 11. Forces & Motion | 11. Chemistry in Everyday Life | 11. Preparing Common Salts |
| 12. Energy | 12. Speed | 12. Rates of Reaction |
| 13. Energy Transfers | 13. Sound | 13. Units, Measurements & Density |
| 14. The Earth & Beyond | 14. Light | 14. Pressure |
| | 15. Magnetism | 15. Turning on a Pivot/Moments |
| <p>Periods per 6 day cycle: three singles and one double. The double period is set aside for practical work</p> <p>Topics are taught through a variety of activities including:</p> <ul style="list-style-type: none"> ➤ Class discussions ➤ Practicals ➤ Field work projects ➤ Projects | | 16. Electrostatics |
| | | 17. Electrical Circuits |
| | | 18. Heat Transfers |
| | | 19. World Energy Needs |

Homework and Projects: Homework is assigned twice a cycle, one hour per cycle for Forms 1 and 2 and 1 hour 30 minutes for Form 3s. Projects are given for specific topics to allow students to engage in research.

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; these are emphasized in Form 3 in order to prepare students for the IGCSE syllabus.

Texts and Resources:

- Checkpoint Science by Peter D Riley is the prescribed text for Forms 1 to 3. The textbooks are separate for each level.
- Students' Workbooks.
- 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.
- The Form 3 Final Exam includes the practical component.

Other useful information

- The department emphasizes cross curricular links and understanding the usefulness of science in everyday 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

Aims:

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

Course contents:

| FORM 1 | |
|---------------------------------|---|
| File management & communication | <ol style="list-style-type: none"> 1. Components of a computer system 2. Email 3. Effective use of the internet (google classroom, google drive etc.) 4. Creating and managing files and folders |
| E - Document production | <ol style="list-style-type: none"> 1. Format basic paragraph and document properties 2. Integrate files to create an integrated business document 3. Format tabular data and amend existing data 4. Format page layout and manipulate text according to a house style |
| Spreadsheets and Graphs | <ol style="list-style-type: none"> 1. Identify, input and amend data in spreadsheet software accurately 2. Insert and replicate formulae in spreadsheets 3. Use of formulae and functions 4. Creation of graphs and charts |

Number of Periods per 6 day cycle: 2

| FORM 2 | |
|---|--|
| Presentation Authoring | <ol style="list-style-type: none"> 1. Opening a source file 2. Creation of presentation slides 3. Use of master slides to place objects |
| Data manipulation (Foundation level) | <ol style="list-style-type: none"> 1. Import data from different sources 2. Edit and recognize data to meet needs |
| Data manipulation (Standard level level) | <ol style="list-style-type: none"> 1. Creation of queries 2. Database functions 3. Report creation |
| <p><i>There are no requirements for Recommended Prior Learning. However students will find it beneficial to have completed Form 1 work.</i></p> | |

Number of Periods per 6 day cycle: 2

| FORM 3 | |
|---|--|
| Data analysis | <ol style="list-style-type: none"> 1. Create a data model 2. Test the data model 3. Manipulate data 4. Present data |
| Web authoring | <ol style="list-style-type: none"> 1. Web development layers 2. Create a web page 3. Use stylesheets 4. Test and publish website |
| Data manipulation | <ol style="list-style-type: none"> 1. Integration of Database and Word-processing application. 2. Integration of spreadsheet and word-processing applications 3. Integration and output |
| <p><i>There are no requirements for Recommended Prior Learning. However students will find it beneficial to have completed Form 1 and 2 work.</i></p> | |

Number of Periods per 6 day cycle: 2

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 ICT syllabus

Method of Assessment: Forms 1, 2 and 3

- 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.
- 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.

Resources:

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

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.

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 (Art, Drama and Music) and therefore may drop Art to do Music or Drama.

The class sizes in **Forms 1 and 2** vary a little, though on average the number is 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.**

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.**
- 3.**

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 instill tolerance and understanding and to celebrate difference, recognizing the broad range of cultures that make up our student body.

The fundamental skills of Art and Design are few and therefore the learning of these skills is built into the curriculum continually throughout the years, progressing in complexity and diversity of experience.

| Form 1 | Form 2 | Form 3 |
|------------------------------|----------------------|---------------|
| Basic Skills | Design | Fine Art |
| Term 1 | Term 1 : | Term 1 : |
| Introduction to Drawing | 2D Design Typography | Perspective |
| Term 2 : | Term 2 : | Term 2 : |
| Introduction to Colour | 2D Design | Painting |
| Term 3 : | Term 3 : | Term 3 : |
| Introduction to | 3D Design | Printmaking |
| Modelling/Construction in 3D | | |

Assessment: The assessment of the course is based on the knowledge, use and understanding of the visual elements and principles covered in the projects. However, in view 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.

DRAMA

The Drama course serves to enhance the holistic education of the student and affords the students the opportunity to develop an extensive range of skills deemed necessary for life in the 21st century. The course requires active engagement in experiential, contemporary educational activities. Apart from being an enjoyable and exploratory course, the course aims to further the development of:

- Emotional Intelligence
- Effective Oral and Non-Verbal Communication Processes
- Conceptual, Critical and Analytical Intelligence
- Performance
- Theories of Performance
- Critical Appreciation of Theatre Literature
- Knowledge of Media, Design and Contemporary Technology
- Organisational and Leadership Skills
- Critical and performance exploration of relevant social, historical and psychological issues.

This course is compulsory for students in Forms 1 and 2 and provides students with welcome relief from desk learning. In Form 3, students choose two of the options: Art, Drama and Music.

FORM 1

| Term 1 | Term 2 | Term 3 |
|---|--|---|
| <p>Students will be introduced to the idea of using the body, mind and voice as tools in performance, working in small groups on a scripted piece.</p> <p>Assessment and End-of-Term Grade: Students will be assessed on their acting skills and their ability to communicate effectively to an audience. The assessment criteria cover four strands:</p> <ul style="list-style-type: none"> • The quality of vocal and physical technique and use of performance space. • The ability to pace the performance and vary levels of emotional intensity. • The confidence and consistency of the performance. • The nature of the student's rapport with the audience. <p>Periods per 6 day cycle: 2</p> | <p>Students will be introduced to the techniques and conventions of devising a play and creating their own character.</p> <p>Assessment and End-of-Term Grade: The assessment criteria will cover three strands:</p> <ul style="list-style-type: none"> • The quality of the individual role that the student has devised and the ideas that underpin it. • The integrity of the individual role and its contribution to the overall piece. • The ability to engage with the devising process in order to craft and shape the role. | <p>Students will focus on Public Speaking and learn basic delivery skills of volume, projection, rate, expression, and eye contact. The class will explore a variety of speeches. They will learn how to conduct and answer questions in a formal interview, create an announcement, deliver a newscast, and recite a dramatic reading.</p> <p>Assessment and End-of-Term Grade: The assessment criteria will cover two strands:</p> <ul style="list-style-type: none"> • The quality of the individual basic delivery skills of volume, projection, rate, expression, eye contact and audience engagement. • The organization of the speech components; introduction, body and conclusion. |

FORM 2

| | | |
|---|---|---|
| <p>Term 1</p> <p>Students will focus on Sock Puppetry, working in small groups to create personalized and meaningful puppets, dialogue, movement and interaction with other puppets.</p> <p>Assessment and End-of-Term Grade:</p> <ul style="list-style-type: none"> Working in small groups students will create a 10-minute puppet play, supported by Journal work (10 pages). <p>Periods per 6 day cycle: 2</p> | <p>Term 2</p> <p>Students will be taught the dramatic conventions of Storytelling. Working in groups they will source a folk story or fairytale from their culture and merge it with their own ideas for the purposes of staging it during the Form Two Under The Baobab Tree and Other Stories Festival.</p> <p>Assessment and End-of-Term Grade:</p> <ul style="list-style-type: none"> The assessment will be based on the conceptualization, scripting and execution of a 10-minute play that is performed on stage, complete with costumes and props, supported by Journal work (20 pages). | <p>Term 3</p> <p>The students will be taught the conventions of Mime and Physical Theatre.</p> <p>Film or Video: <i>Frantic Assembly / Cirque Du Soleil- Quidam</i>.</p> <p>Assessment and End-of-Term Grade:</p> <ul style="list-style-type: none"> Students will 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). |
|---|---|---|

Form 3

| | | |
|--|--|---|
| <p>Term 1</p> <p>Students will study and research the principles of Melodrama.</p> <p>Film: <i>Shaolin Soccer</i>.</p> <p>Assessment and End-of-Term Grade:</p> <p>Students will conceptualize and script a complete 10-minute Melodrama, supported by research, the final script and Journal work (15 pages).</p> <p>Periods per 6 day cycle: 3</p> | <p>Term 2</p> <p>Educational Theatre/Forum Theatre- Introduction to Augusto Boal and Brecht.</p> <p>Film: <i>Erin Brokovich</i></p> <p>Working in groups, students will explore and select a social, political, or religious issue and conceive an Educational Theatre piece on that selection.</p> <p>Assessment and End-of-Term Grade: Students will script and perform a 10-minute Educational Theatre/Forum Theatre piece, supported by the research material and opinions they have formed on the subject and Journal work (15 pages).</p> | <p>Term 3</p> <p>Students will study and research the principles of making short films.</p> <p>Assessment and End-of-Term Grade:</p> <p>Students will conceptualize and script a complete 8-minute Movie, supported by a trailer and poster, the final script and Journal work (15 pages). The short film will be showcased at the MaP Form 3 Film Festival.</p> |
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MUSIC

The Lower School Music 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 ABRS Music examinations, orchestra and Music Theatre.

Forms 1 and 2

2 lessons per 6 day cycle: 1 Marimba and 1 General Musicianship

Homework: 10 minutes practice every day for at least 5 days

Prep work: 45 minutes 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.

Marks are an average of both components (Marimba and General Musicianship) combined

Form 3

3 lessons per 6 day 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

Marks are 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

Physical Education

Physical Education (PE) is compulsory for all students in Forms 1 to 3. Periods:

Forms 1 and 2 have two lessons each 6 day cycle. Form 3s have one lesson per cycle.

Aims:

The Maru-a-Pula Physical Education department aims to develop not only physical ability, but also to develop the following:

- the self-management skills of self-monitoring and self-direction;
- the social or interpersonal skills of communication;
- cognitive skills of critical thinking, problem-solving and creative thinking;
- collaboration, leadership and cross-cultural skills;
- proficiency in games;
- the seeds for a lifetime of healthy living.

The programme is designed to be inclusive of individual abilities. *We learn through play!*

PE Curriculum (Forms 1, 2 and 3)

By the end of the three years, 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 understating in Volleyball, Basketball, Netball, Football, Rugby, Cricket, Tennis, Contact Rugby and Softball;
- demonstrate basic waltz, indigenous ethnic traditional dances and line dances;
- demonstrate the ability to create dance routines and formations;
- demonstrate an understanding of indigenous ethnic traditional games;
- understand and apply the principles of fitness training;

Students 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.

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)
- Handball

Assessment

- 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; Form 1s in Term 3.

LIFE SKILLS

Introduction

This subject is designed to give junior students an opportunity for self-discovery and self-improvement, as well as to teach them various valuable life skills that will serve them well in their future lives. It encourages students to express their opinions in a safe, non-threatening environment and to grow socially and emotionally to become critical thinkers.

FORM 1

2 Periods per 6 day cycle

PSHE (Personal, Social and Health Education) and

Life Orientation (addresses 21st century learning skills in a practical way).

PSHE - Topics covered:

- All About Me
This introductory lesson focuses on the feelings, anxieties and worries students face with the transition from primary to secondary school.
- Getting to know our classmates
- What my school expects of me
- Personal Hygiene
- Bullying
- Using social media responsibly
- Study Skills and Time Management
- Self-esteem
- Relationships & conflict resolution with adults and peers
- Substance Misuse
- Brainology
These lessons focus on the Growth Mindset course by Stanford University Professor, Carol Dweck.

LIFE ORIENTATION - Topics covered:

- Self-awareness
- Teamwork
- Leadership
- Ethical decision making
- Mindfulness & Meditation
- Healthy friendships
- Healthy relationships
- Sympathy & Empathy
- Motivation / Grit (Resilience)
- Communication skills
- Race & Discrimination
- Values

FORM 2

2 Periods per 6-day cycle

PSHE (Personal, Social and Health Education) and Global Awareness.

PSHE – Topics covered:

- Sex, Sexuality and Relationships
This unit focuses on making sensible decisions. It encourages students to think about the consequences of their actions now, as well as how they could affect them in their adult lives.
- The dangers of pornography
- Peer Pressure
This unit looks at understanding the nature of peer pressure, how it can affect lives and how students can deal with it.
- Managing emotional difficulties
- Coping with stress
- Depression
- Suicide

GLOBAL AWARENESS

- A variety of current affairs topics are covered.

FINANCIAL LITERACY

Financial Literacy is taught in Form 3 only.

Aims:

- To introduce the basics of all the three Business related subjects: Accounting, Business Studies and Economics.
- To assist students to choose their subjects for IGCSE according to their aptitude for the subjects.

Topics:

Accounting

- Journalising in the appropriate books.
- Posting the transactions to the ledgers.
- Trial Balance.
- Income statement (simple).
- Statement of Financial Position (simple).

Business Studies

- Business Objectives.
- Specialisation and Division of Labour.
- Forms of Business Organisations.

Economics

- Allocating resources in the economy.
- The basic economic problem; choice and allocation of resources.
- Demand and supply and equilibrium price.
- Price elasticity of demand.
- Price elasticity of supply.

Number of periods per 6 day cycle: 2

1 period per cycle will be for Accounting

The other period per cycle is for Business Studies and Economics

Assessment:

Students will be given class work, homework and a test at the end of each topic.
Students will be required to write one-and-a-half-hour mid-year and end-of-year examinations.

Resources:

- Students are expected to be active on google classrooms.
- Assignments, handouts and worksheets will be posted on google classroom. Students might need access to computers and to use the internet during their free time for assignments given to them. (They have access to computers at school in the afternoons.)
- Students need a Journal, Double Ledger and Cash book.
(These can be bought from the school supplies or from other shops)

Our Vision

To be one of Africa's leading institutions, where students are educated to excel and to be passionate and creative leaders who serve their communities.

Our Mission

Maru-a-Pula is a dynamic world-class school rooted in Botswana. We offer a rigorous curriculum that prepares students for entry to highly selective universities, to pursue challenging careers and self-fulfilment. Through programmes emphasizing self-discipline and community service, each student learns personal and social responsibility. We encourage our students to exercise leadership that is compassionate, democratic and tolerant.

Our Values

Maru-a-Pula's education is based on:

- academic excellence that promotes ethical inquiry and informed choices;
- student-centred approaches to learning, which nurture creativity
- developing confidence, self-reliance and self-esteem;
- valuing all members in a sensitive, multicultural, international community;
- promoting democracy and a sense of responsibility to our community
- promoting a respect for the environment;
- the inclusion of students from diverse backgrounds through our bursary, scholarship and orphan programmes.

landline : +267 391 29 53
fax : +267 397 33 38
principal.map@gmail.com
web : www.maruapula.org
private bag 0045, gaborone, botswana