



Le Bocage International School

Curriculum Course Handbook

Academic Year 2009

Foreword

It is hoped that this Curriculum Course Handbook will prove useful to a variety of audiences. This includes staff, students and parents. It is intended to give an overview of the curriculum in the subjects delivered at Le Bocage International School (LBIS).

The handbook is divided into three sections that reflect the main curriculum transitions throughout the school:

- Middle School (Forms 1-3)
- IGCSE (Forms 4-5)
- IB Diploma (Forms 6-7).

Each section in turn deals with different areas of the curriculum:

- Section A English Language and Literature and other Modern Foreign Languages
- Section B Humanities
- Section C Mathematics
- Section D Science
- Section E Technology
- Section F Creative Arts
- Section G Physical Education
- Section H Guidance Services

For each of these areas of the curriculum the relevant subjects are identified and the following key elements are described:

- The length of the programme
- The rationale for the programme
- A course overview
- The nature of the assessment

It is hoped that the LBIS Course Handbook reflects both the Mission Statement and Philosophy and Objectives of the school.

Le Bocage International School Mission Statement

To provide An Education for Citizens of a Better World

Le Bocage International School Philosophy and Objectives

LBIS is committed to providing, in English, a high quality international secondary education that challenges students to realize their full potential in a caring and supportive environment.

Our school:

Emphasizes creative thinking, critical reasoning and effective communication

Values and encourages behaviour that is ethical, responsible and respectful of the rights of others

Seeks to foster a positive partnership between student, parents and the school

Appreciates cultural diversity, as well as promoting pride and a sense of belonging to the school and Mauritius

Prepares students to be community-spirited and successful citizens of a changing world

Encourages awareness of global and environmental issues

Strives for continuous learning and improvement

We believe that...

all people have intrinsic worth.

diversity is a strength when people are committed to shared goals.

individual and cultural diversity enriches life.

individuals are both responsible and accountable for their choices.

learning is a natural, life-long process.

all people have the capacity to learn and improve.

open, honest and respectful communication is essential to mutual understanding.

society benefits when people seek to excel.

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Le Bocage International School

Middle School Curriculum

Section A: Languages

English 1-3

Contact: Head of English

Length: 3 Years

Rationale:

The Middle School Programme aims to raise standards by strengthening teaching and learning across the curriculum for students of Form 1, Form 2 and Form 3. This course encourages students to enjoy and appreciate the variety of language, complement the students' other areas of study by developing skills of a more general application and promote the students' development and an understanding of themselves and others. After a course in First Language English, the students develop a variety of skills which gives them the ability to convey information, present facts, ideas and opinions verbally and in written form.

Course Description

In Years 1-3 students learn:

Writing

- Use grammatical and mechanical conventions in written compositions.
- Use stylistics and rhetorical aspects of writing.
- Use the general skills and strategies of the reading and writing process.
- Write in a wide range of forms such as: written compositions, summary and directed writing, letter writing, stories and play scripts.
- Structure their writing, using paragraphs and sequencing events, details and ideas within the paragraphs.

Reading

- Use the reading skills and strategies to deduce meaning and interpret a variety of texts.
- Understand the use of language to convey moods, images and meaningful dialogue
- Use the general reading skills to recognise and comment on opinions expressed by a writer.
- Recognise implicit/explicit meaning, select, collate and summarise facts and figures, using their own words where appropriate to demonstrate understanding

Speaking and listening

- Speak for a variety of purposes, such as to explain, describe, narrate, explore, analyse, imagine, discuss, argue and persuade
- Participate in speaking and listening activities
- Make significant contributions to group discussions or to give group presentations.
- Practise speaking fluently and clearly at an appropriate pace and volume.
- Use a range of vocabulary and sentence structure to make speech interesting and convincing.

Assessment of students' performance across the three years is based on three main skills. These will be structured as formal assessments and end of year exams.

- Reading: Comprehension, Summary writing.
- Writing: composition, Research Assignments, Directed Writing.
- Speaking and Listening: Oral Presentations.

**English As a Second Language
1 - 3**
Contact: Head of English

Length: 3 years

Rationale:

This programme enables the students to develop the ability to use English effectively in a range of situations and contexts and for a variety of purposes. It gives the students a sound base of the skills required for further study (IGCSE and IB English B courses) and employment.

Course Description:

The programme is organized into four domains: reading, writing, listening, speaking.

In Year 1 students are taught the skills of reading to determine meanings and pronunciations of unfamiliar words and phrases in context, and demonstrate comprehension of a variety of texts. They develop narrative, descriptive and persuasive writing, edit writing for correct grammar and punctuation, and develop proficiency in the use of language and usage.

Students are taught to listen attentively, both in situations where they remain silent and where they have the opportunity to respond immediately.

Students are taught the oral skills of giving and seeking information, engaging in conversations and discussions and giving oral presentations.

In Year 2 students are taught to read longer passages and articles for gist as well as for specific information.

They are taught the skills of informal letter writing, descriptive writing, report writing, writing out instructions and magazine articles.

Students listen to a variety of spoken texts for gist and specific information and carry out a range of related activities. They are taught the skills of giving oral presentations, role play and group discussions where a consensus has to be reached.

In Year 3 students are taught the skills of skim and scan reading for gist and specific information, reading for pleasure and to obtain information.

They learn to write informal and formal letters, note-taking and form completion, narrative, argumentative essays, dialogues, short reports and summaries.

Students listen to conversations from authentic native speakers and non-native speakers and follow simple and complex instructions. They are taught to speak on unprepared and researched topics.

Assessment:

Students are assessed across the three years on written and oral responses for different purposes and audiences. Assessment vehicles used include research assignments, essays, comprehension, tests, role-play and peer and self-evaluation. Grading and reporting of performance are based on the following assessment criteria: Content, Organization, Style and Language Use.

Modern Languages 1-3
Contact: Head of Modern
Languages

French First Language

Length: 3 years

Rationale:

Through a Language A French programme students will be enabled to communicate effectively and appropriately in speech and writing through language and literature modules.

Course Description:

The programme is organized through three learning strands:

- Writing
- Reading
- Speaking and Listening

In Year 1 students learn:

- to read aloud, to perform simple oral presentations based on prior reading;
- to answer simple questions on set passages using complete sentences;
- to develop a wide range of vocabulary
- to learn basic rules of grammar and verbs;
- to identify different literary genres.

In Year 2 students learn:

- to further develop reading skills, perform oral presentations oriented towards argumentative discussion;
- to answer comprehension questions on extracts involving critical thinking.

- to continually develop vocabulary of a higher order;
- to consolidate a wider range of grammar rules and verbs;
- to develop understanding and to engage in critical analysis of simple literary genres.

In Year 3 students learn:

- to read in some detail one literary text and to prepare an exposé on one aspect of same;
- to answer comprehension questions on a variety of genres;
- to develop a literary register and to further consolidate vocabulary of a higher order;
- to develop analysis of grammar;
- to engage in writing tasks over a wide range of topics and genres.

Assessment of student performance across the three years is based on written and oral responses for different purposes and audiences. Assessment vehicles used will include research assignments, essays, comprehension, tests, role play and peer and self-evaluation. Grading and performance will be against the following assessment criteria:

- Oral: 25% (F 1-2), 20% (F 3)
- Grammar: 15% (F1-2), 10% (F3)
- Comprehension: 30% (F1-2), 25% (F3)
- Writing: 30% (F1-2), 25% (F3)
- Literature: 20% (Form 3 only)

French Foreign Language

Length: 3 years

Rationale:

Through a Language B French programme students will be able to communicate effectively and

appropriately in speech and writing through language modules.

Course Description:

The programme is organized through four learning strands:

- Listening
- Speaking
- Reading
- Writing

In Year 1 students learn:

- to listen to short texts in target language and to read aloud;
- to answer questions related to conversations heard;
- to make simple conversation and develop vocabulary;
- to read a text and answer simple questions orally;
- to write a few sentences using vocabulary learned for specific topics.

In Year 2 students learn:

- to listen to longer texts in target language and read aloud with attention to accent;
- to answer comprehension questions on texts by picking out key ideas;
- to perform basic oral presentations;
- to read a text and answer questions either orally or in writing;
- to produce written work using a few taught expressions and correct tenses.

In Year 3 students learn:

- to listen to conversations in target language and to show understanding by answering to oral and written questions;

- to interact by expressing personal opinions through a clear and appropriate message;
- to use information from authentic texts to extract meaning for more complex language;
- to write about a variety of topics using information and creativity.

Assessment of student performance across the three years is based on written and oral responses for different purposes and audiences. Assessment vehicles used will include research assignments, essays, comprehension, tests, role play and peer and self-evaluation. Grading and performance will be against the following assessment criteria:

- Oral: 20%
- Grammar Drills: 20%
- Comprehension: 30%
- Writing: 30%

Section B: Humanities

History 1-3

Contact: Head of Humanities

Length: 3 years

Rationale:

The History programme will allow students to:

- Develop knowledge and understandings of historical and cultural concepts and terminology in appropriate contexts.
- Identify major historical periods in chronological order
- Identify and evaluate the meaning, context and purpose of historical sources

- Plan and conduct structured historical research for specific historical problems and issues in order to :
- retell history
- Describe and explain historical issue
- Argue about historical events

Course description

Year 1 is dedicated to Ancient History and students learn about:

- Ancient China

Chronology of events in Chinese History
The main features of Chinese society
The major issues, personalities, events and cultural groups of Chinese history
The beliefs and philosophies, the arts and discoveries and inventions

- Ancient Egypt

The origins of civilization in Ancient Egypt and the importance of the Nile
Sources of evidence
Ancient Egyptian society and government in Ancient Egypt
Beliefs and values in ancient Egypt
The Egyptian legacy

- Ancient Greece

The origins of classical Spartan and Athenian society
Comparative study of life in ancient Sparta and Athens
Spartan and Athenian government: oligarchy v/s democracy
Significant people of ancient Greece: Pericles and Socrates
The beliefs and values of the Spartans and Athenians
The Greek legacy

In Year 2, students investigate:

- Slavery:

The slave trade
The abolition of slavery
The American Civil War
The American Constitution
The struggle for Civic Rights : the Ku Klux Klan, Martin Luther King, Malcolm X
Slavery in Mauritius

- The French Revolution

Political and social organization in 18th century France: the monarchy, Louis XVI and Marie Antoinette
The French involvement in the American war of independence
The causes of the revolution
The Fall of the Bastille
The famous revolutionaries: Robespierre
The Declaration of the Rights of Man
The role of women in the Revolution
The execution of the king and the nobles
The Great Terror
The new order

Year 3 concentrates on the major topics of the 20th Century History and the students focus on a selection of key people and events.

The long and short term causes of WWI
Life on the western front with a stress on source analysis
The Treaty of Versailles
The rise of the dictators in Europe
Fascist and Communist dictatorships
Nazi Germany and the Nazi state
Causes of the WWII and the policy of appeasement
An overview of WWII
Events of the Cold War
The fall of Communism
Decolonisation

Assessments consist of:

Oral and written assignments

Continuous assessment to test comprehension and expand historical ideas and concepts.
Research and projects
Content based tests

Summative assessment: students sit for an end of year examination after completing the programme for each year.

Geography 1-3
Contact: Head of Humanities

Length: 3 years

Rationale:

Through the Geography programme students will be able to develop a knowledge and understanding of physical and world environments together with the skills to critically assess and communicate on environmental issues.

Course Description

The curriculum is divided into 3 strands which are collectively designed to develop an understanding of both the natural and the human environment:

- (1) Population and settlement
- (2) The Natural environment
- (3) Economic development.

In year 1 students study:

- Map reading
- Weathering and erosion
- Volcanoes
- Rivers → Flooding
- Settlement
- Italy

In year 2 students study:

- Map reading
- Kenya

- Weather and climate
- Coasts
- Employment
- Brazil
- Ecosystems

In year 3 students study:

- Population
- Development
- France
- Globalization
- Tourism
- Earthquakes

Assessment of student performance across the 3 years is measured against the following four criteria: Knowledge & Understanding; Understanding and Application of Concepts; Application of Skills and Presentation and Organisation of Information. Assessment vehicles used will include research assignments, project work, group work, tests, model making, peer and self evaluation

Section C: Mathematics

Mathematics 1-3
Contact: Head of Maths

Length: 3 years

Rationale

Through the Mathematics programme, students will be enabled to develop their abilities to manipulate and solve a range of numerical problems. They will interpret charts and tables. They will be exposed to the language of numbers, sets, algebra and to the concept of shapes. They will develop independent learning through research and project work. They will develop an awareness of international situations by using appropriate problem solving techniques.

They will also develop an effective use of a calculator.

Course Description

The programme is organized through four learning strands:

- Number
- Algebra
- Space
- Chance and Data

In Year 1 students learn numeracy skills and the basic concepts of geometry. They are introduced to the language of algebra.

In Year 2 all the concepts of geometry, algebra and arithmetic are further developed. Problems are set in realistic contexts of everyday life at home and at work. It covers topics such as ratio, rate, proportion, percentages, simple transformation, geometry, approximation, algebra.

In Year 3 students are introduced to trigonometry, statistics and graphs. The concepts of geometry, algebra, arithmetic are reinforced. At this level, students with a good ability are prepared for Additional Mathematics which is a course offered in form 4.

Students are streamed depending on their level of maths in all year groups.

Equipment required: scientific calculator, mathematical instruments.

Assessment of student performance across the three years is based on written and oral responses. Assessment vehicles used will include classwork, homework, oral presentation, tests, group work, peer and self-evaluation. Grading and

reporting of performance will be against the following assessment criteria: Knowledge and Understanding, Application and Reasoning.

Section D: Science

Science 1-2

Contact: HOD Science

Length: 2 years

Rationale:

In this programme students are introduced to key concepts in science and to their applications in daily life. Through scientific enquiry, students are provided the opportunity to consider the benefits and drawbacks of applications of science in technological developments, and in the environment, health care and quality of life.

Course Description:

This programme is organized through the following learning strands:

1. Cells
2. Interdependence
3. Energy
4. Force
5. Particles
6. Chemical Reactions

Students learn about:

- Cell structure and organization and the formation of more complex organisms
- Classification of organisms and how organisms are interdependent
- Energy transfer and its applications in everyday life
- Particle model and properties of matter

- Chemical reactions and compound formation.

Assessment of student performance is based on written work, manipulative skills and oral presentation. Assessment vehicles used will include experiments, research assignments, laboratory reports, class work, homework, presentation, continuous tests and end of year examination on all the topics covered during the year. Grading of performance will be against the following assessment criteria: knowledge and understanding, application, analysis and experimental skills.

Biology form 3

Contact: HOD Science

Length: 1 year

Rationale:

Through the Biology course students will understand the process of photosynthesis and hence the role of plants as food producers. They also discover about important body systems as well as how characteristics are inherited in plants and animals.

Course Description:

The programme is organized into four strands:

1. Plants and photosynthesis
2. Plants for food
3. Fit and healthy
4. Inheritance and selection

Students learn:

- about photosynthesis as the key process producing new plant biomass.

- how management of food production has many implications for other animal and plant populations in the environment.
- how the human respiratory, digestive and circulatory systems interact to maintain activity.
- about ways in which diet, exercise, smoking and drugs affect health.
- that characteristics are inherited and can be used in selective breeding.

Assessment of student performance is based on written work, manipulative skills and oral presentation. Assessment vehicles used will include experiments, research assignments, laboratory reports, class work, homework, presentation, continuous tests and end of year examination on all the topics covered during the year. Grading of performance will be against the following assessment criteria: knowledge and understanding, application, analysis and experimental skills.

Chemistry 3

Contact: Head of Science

Length: 1 year

Rationale:

The form 3 chemistry course provides an introduction to the principles and methods of chemistry. This course provides a starting point for those students who wish to continue with the study of chemistry and a useful background for those who select other science subjects.

Course Description:

This course provides students with an introduction to chemistry as a practical subject. Students are encouraged to link practical work with theoretical explanations. The topics studied during form 3 allow students to see how chemistry links to the world around them. Topics studied are:

- Using Chemistry - Chemical and physical changes, Exothermic and endothermic reactions, Combustion reactions (burning fuels), Making electricity from chemical reactions (electrochemical cells), The Law of Conservation of Mass
- Metals and their Compounds - Uses of Metals, Reactions of metals with acids, Reactions of metal carbonates and metal oxides with acids, Making salts, The reactivity series of metals (reactions of metals and displacement reactions)
- Environmental Chemistry - The structure of soil, Acid Rain, Global Warming

Assessment of student performance is based on written work, manipulative skills and oral presentation. Assessment vehicles used will include experiments, research assignments, laboratory reports, class work, homework, presentation, continuous tests and end of year examination on all the topics covered during the year. Grading of performance will be against the following assessment criteria: knowledge and understanding, application, analysis and experimental skills.

Physics 3
Contact: Head of Science

Length: 1 year

Rationale:

The teaching sequence offers opportunities to reinforce and develop each key scientific idea and to explain abstract phenomena. The attention of student is drawn to wider practical daily applications in this technological world.

Course Description:

The course covers the following topics:

1. Measurement
2. Motion
3. Forces
4. Pressure
5. Gravity & Space
6. Energy & Electricity

Assessment of student performance is based on written work, manipulative skills and oral presentation. Assessment vehicles used will include experiments, research assignments, laboratory reports, class work, homework, presentation, continuous tests and end of year examination on all the topics covered during the year. Grading of performance will be against the following assessment criteria: knowledge and understanding, application, analysis and experimental skills.

Section E: Technology

Food Technology 1-3
Contact: HOD Design &
Technology Department

Length: 3 years

Rationale:

The Food and Nutrition component aims at creating an awareness of the need to cultivate healthy eating habits. Practicals for developing cooking skills are included. The Fabrics and Clothing component aims at creating an awareness of fashion trends, functions and choice of clothes in relation to properties of fibres. Consumer education prepares and equips students to cope with a constantly changing and competitive consumer society.

Course Description:

The programme is organized through three learning strands:

- Writing
- Reading
- Practical

In Year 1 students learn:

- The definition of nutritional terms.
- To identify reasons why the body needs food. Classify foods according to their main nutrient content. Name nutrients and state their general functions.
- How to plan a balanced diet.
- To identify staple foods associated with different ethnic groups.

Students develop the following skills:

- Understanding ingredients and methods in recipes.
- The use of correct equipment in food preparation.
- To identify reasons why people wear clothes and select the right clothes for the right occasion.
- To identify the benefits of managing money and shopping wisely.

In Year 2 students learn:

- To identify fats & oils. Differentiate between saturated and unsaturated fats.

- To identify proteins. Differentiate between HBV and LBV proteins.
- To state causes of food spoilage. Differentiate between perishable and non perishable foods.
- To identify and differentiate between different methods of cooking. How heat is transferred during cooking (conduction, convection, radiation)

Students learn the following skills:

- Demonstrate skills in handling mixtures.
- Control heat on top of cooker and the oven.
- The importance of colour and texture in clothing design.

In Year 3 students learn:

- To identify vitamins and minerals. State their functions and name the deficiency diseases.
- To explain the importance of meal planning and what factors to consider.
- Special diets, to identify factors to consider when planning meals for different groups (infants, young children, teenagers, elderly)
- To identify convenience foods and discuss the advantages and disadvantages of them in the diet.
- How to take care of clothes and interpret care labels.
- Differentiate between natural and man made fibres. How fabrics are made.
- Plan how to use time effectively.
- What are consumer rights and how to seek redress.
- List factors that influence buying.

Students learn the following skills:

- To demonstrate skills in handling mixtures.
- To control heat on top of cooker and the oven.

Assessment of student performance across the three years is based on written responses. Assessment vehicles used will include research assignments, written tests, worksheets, Poster activity, peer and self-evaluation. Grading and reporting of performance will be against the following assessment criteria; knowledge & understanding, analysis, application and practical skills.

**Information Technology
Form 1-3**
Contact: Head of Technology

Length: **3 Years**

Rationale:

Information Technology has become a key aspect in the running and development of any organisation. Hence an adequate introduction to the subject is essential to anyone.

Course Description:

The programme is organized through two learning strands:

- Theory IT
- Practical IT

The weighting is 60% for Practical Skills and 40% for Knowledge and Understanding.

In Year 1 students learn a range of theory and skills that includes:

- Aspects of theory
- Computer Laboratory guidelines and the beginnings of computers
- Computer systems and operating systems

- Types of computer systems and their applications
- Computer graphics
- Types of computer systems and their applications
- Basic PC Skills
- Basic Word
- Basic Excel
- Basic PowerPoint
- Security and Confidentiality

In Year 2 students learn a range of theory and skills:

- Computer abuse
- Advanced Word Processing
- Advanced use of Spreadsheets
- The impact of computers on our economic and social life
- Other Computer Applications and Computer-Related Occupations
- Webpage Design

In Year 3 students learn a range of theory and skills:

- Database Management Systems (DBMS)
- Computer languages
- Problem-solving
- Introduction to basic programming language
- The future of computers in our society
- Introduction to MS Access
- Introduction to Pascal Programming

Assessment:

Student performance across the three years is assessed on:

1. Written tests/exams based on the Theory part.
2. Practical work/exams.

Design Technology

Form 1-3

Contact: Head of Technology

Assessment vehicles used will include research for practical assignments, tests, group projects.

Length: 3 Years

Rationale:

Design and technology is concerned with the development of students as confident, critical and imaginative designers, makers and communicators. Through the Design and Technology programme students will have a better understanding of the products in the world we live in and the making of them. "At the heart of technology education is the engagement of children with practical tasks that lead to products that serve a need, solve a problem or, in a word, 'work'."

Course Description:

The programme is organized through four learning strands:

- Product Analysis
- Technology
- Resistant materials
- Skills - designing and making (Problem solving)

In Year 1 students learn:

- To identify a range of wood metal and plastic materials
- The role of the design process in designing and making things
- How computers are used in design

In Year 2 students learn:

- The importance of sketching for designing and communicating ideas
- The basic skills needed for production
- To use computers for 3D modelling

In Year 3 students learn:

- To undertake practically orientated tasks and projects that encourage learners to engage in problem solving related to a wide range of real-world contexts
- The use of CAD for designing

Assessment includes performance of the students, across the three years, based on written and Practical task and help children recognize the many different ways in which they can develop essential concepts of design and technology for later years.. Assessment vehicles used will include research assignments, small design and make activities, tests and peer and self-evaluation.

Section F: Creative Arts

Visual Art 1-3

Contact: Head of Art

Length: 3 years

Rationale:

Students engage in art as a structured learning process where the visual arts play a constructive part in their personal development and general education. Central to the course is the making of images and artwork built on an awareness and appreciation of artists, designers and craftspeople of the past and the present. The art journey develops the child's awareness of self identity and encourages the appreciation of personal backgrounds and histories, and fosters an open minded approach to other cultures.

Course description:

The course is divided through two strands:

- Arts practice
- Responding to the arts

In forms 1-3 all students undertake projects which cover, drawing, painting, imaginative, craft/3D, design.

In Year 1 students are introduced to the basic language of art through the elements and principles of art. Appropriate research methods are introduced to enable students to gather visual and written information appropriate for art purposes. Students are encouraged to develop ideas for art work from different starting points within the natural and manmade environment and from the imagination. Activities explore a variety of mark making and modeling techniques and materials. Basic vocabulary and terminology related to the arts is introduced. Students learn to respect the equipment and facilities of the department.

In Year 2 students are asked to deal with more complex concepts in art and design projects. They expand their use of materials and techniques and are encouraged to embrace an investigative and experimental approach to the development of ideas. Projects explore ideas and meanings in the work of past and present artists. Students are given opportunities to reflect on and discuss art work.

In Year 3 students are encouraged to think for themselves and develop greater technical skills. Contextual references are used to make connections with the work of others, as well as to enthuse and inform students own work. Students

learn to assess and evaluate their own work using simple criteria. Students are introduced to careers in art and the design industry.

Assessment:

Student's activities are project based with students being assessed on the finished art work and the process of investigation and development. Investigative work is documented in an art work book and students produce art work based on specific themes. The student's ability to criticize their own and others work and to express opinion about art is assessed through notes in the work book and answers to written questionnaires.

Assessment criteria: Knowledge and understanding. Personal investigation and development. Interpretive and creative response. Reflection and evaluation.

Music 1-3

Contact: Head of Arts

Length: 3 years

Rationale:

In the music department students learn the language of music. They are guided to read, write, perform, listen and compose music. Through this process the child is encouraged to perform solo and in groups. Through the study of world music awareness is raised of the different styles of music and instruments used, providing a platform to learn about the life and culture of different countries. The course encourages the development of the child's listening capabilities and

aims to build an appreciation of different music styles and performance.

Course Description:

The programme is organized through four learning strands:

1. Reading
2. Composing
3. Performing
4. Listening

In year 1 students learn:

- elements of music, notes in two different keys, major and minor scales, chords, different forms of music and song.
- world music: china and India
- the work of a classical composer and the work of a modern composer
- orchestra, musical terms and simple rhythm

In year 2 students learn:

- notes in alto key, advance rhythm, the basics of composition.
- world music: Gospel. Japanese textures and Caribbean music
- scales: the major, minor and the chromatic.
- chords: primary, secondary and Ooh cha cha
- keyboard and percussion instruments

In year 3 students learn:

- notes in additional tenor key, Syncopation rhythm, graphic scores and composition.
- world music: Blues and Jazz, African and the reggae
- additional musical terms, keywords and discussion terms
- inversion of chords

- sight reading notes, listen and compose, how to work in groups
- research techniques appropriate to music
- intermediate keyboard.

Assessment of student performance across the three years is based on reading, listening, performing and composing. Assessment vehicles used will include research assignments, perform once on instrument, test on theory listen and answer questions.

Grading and Performance are against the following assessment criteria; Composing, Performing, Listening and Reading.

Section G: Physical Education

Physical Education 1 - 3

Contact: Head of PE

Length: 3 years

Rationale:

Curriculum Aims

- to be physically active;
- to demonstrate good practice and understand the importance of warming up before and cooling down after exercise;
- to improve their strength, stamina and suppleness through regular participation in sporting activities and exercise;
- to be able to perform actions, using the body efficiently, safely and with control;
- to raise awareness of the increasing need for good personal hygiene, particularly in relation to physical activities.

Curriculum Objectives

The students are involved in a continuous process of:

- acquiring and developing skills;
- selecting and applying skills, tactics and compositional ideas;
- knowledge and understanding of fitness and health.

Students are taught skills, knowledge and understanding in the following areas of activity:

- games activities;
- gymnastic activities;
- athletic activities;
- swimming activities and water safety.

Course Description:

This course is compulsory for all students in the Middle School. Students receive two 65 minute periods per cycle of tuition. Up to three or four activities are taught each term and include basketball, badminton, volleyball, aerobics, soccer, fitness, gymnastics, track and field, cross country, table tennis, and swimming which is practised off campus for the Middle School.

Assessment:

Students assess their own performance in each activity and are assessed by the teacher according to the performance criteria (overall performance and progress, skill development and attendance) associated with each unit. It is expected that each student performs to the best of his or her ability.

Students must attend all classes and are expected to be dressed in PE clothes (a student's grade will be lowered by a full

letter grade, e.g. B to C if, on three or more occasions, proper PE clothing is not worn). If a student misses 20% of the classes, PE credit is not awarded.

Each teacher will assess students on improvement in skill development, end of year written exam and the ability to interact constructively.

Section H: Lifeskills

Guidance Services

Contact: Careers Guidance
Officer and Guidance Counsellor

Length: 3 years

Rationale:

The Lifeskills programme aims to prepare pupils for the opportunities, responsibilities and experiences of adult life by helping them to gain insight, knowledge and skills to understand themselves and the society they live in.

Course Description:

Students in FI, F2 and F3 formally receive Life Skills through one weekly lesson, the daily form/registration periods, assemblies and other activities outside the regular lesson timetable. The programme in Middle School is currently taught according to four strands:

- Understanding yourself
- Keeping healthy
- Developing relationships

- Developing as a student and citizen
This programme includes discussion of issues such as personal relationships, social education, health education, careers education and study skills.