



Grade 8

Information booklet

Cambridge Lower Secondary Programme



Grade 6 - 8: Lower Secondary School

CURRICULUM GRADES 6-7-8	
Subject	# periods
English (1 st or 2 nd language)	6
German (1 st or 2 nd language)	5
Mathematics	5
French (foreign language)	4
Science	4
Social studies	4
Physical education (PE)	3
Visual arts	2
Information and communication technology (ICT)	2
Music	2
Personal, social and health education (PSHE)	2
Pastoral lesson OR assembly	1
TOTAL	40

Lower Secondary School consists of grade 6, grade 7 and grade 8. Lower secondary is a clearly distinct part of the secondary school with its own curriculum. All students follow the same curriculum and the subjects are all continuous three-year courses running from grade 6 to grade 8.

The lower secondary curriculum modelled on the British Key Stage 3 for students aged 11-14. For German, the curriculum is modelled on the Saxony state curriculum.

At the end of grade 8 we are entitled to make use of Checkpoint tests from the Cambridge Lower Secondary curriculum (which is equivalent to KS3) in English, Mathematics and Science.

Every class has a homeroom teacher whom they meet every day from 8.20 – 8.30 h. The homeroom teacher has one more “pastoral” period with the students and teaches the class typically one or two subjects. This means that the students are likely to see their homeroom teacher several times a day.

Students in the age range 11-14 are ready for more specialist subject instruction but they are also still very much in the process of developing their physical and social skills. The lower secondary timetable allows for this. The start of secondary school, for many students, is a turning point in starting to think about their relationships with others and about the way they feel about themselves. We want school to be a safe place for all students to explore their identity and to “become themselves”.

Timetable

Students follow a timetable of 40 x 45 minutes of instruction per week. The school day runs from 8.20 – 15.45 h.

08.20	08.30	09.15	10.00		11.05	11.50	12.35		14.15	15.00
–	–	–	–		–	–	–		–	–
08.30	09.15	10.00	10.45		11.50	12.35	13.20		15.00	15.45
Homeroom	P1	P1	P3	break	P4	P5	P6	lunch	P8	P9

Homework in grade 8

Students are expected to spend slightly more time on their homework in grade 8 than in grades 6 and 7. This is expressed by extending the nominal homework time per subject by 5 minutes, from 25-30 minutes in grade 7 to 30-35 minutes in grade 8.

In order to help students with their homework every student is issued with a Student Planner. Parents are asked to sign the planner every weekend. Teachers will use the planner to send messages home.

In order to spread the workload for students we use a homework timetable. Generally students would get three homework assignments per day, taking up to 35 minutes each to complete. A typical homework timetable for grade 8 would look as follows:

8CG	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Math	History	Math	French	Geography
30-35 min	Science	French	Art	PSHE	Math
per subject	German/GSL	English	German/GSL	English	Music

End-Of-Year tests and Checkpoint tests in grade 8

In June the regular timetable is adjusted for a period of two weeks during which each subject is given one double lesson slot for a larger test that counts towards the second semester as two regular tests. Where no double lessons exist, a lesson would be swapped with another subject. The regular homework timetable continues to apply.

In grade 8 students also sit the external Cambridge Checkpoint Tests in English, Math and Science. The examinations test the core curriculum of grade 6-8 in English (language, not literature), Maths and Science. These tests are administered in April/May without disrupting the regular timetable and teaching and learning continues as usual afterwards. We see these tests more as a diagnostic tool than a summative assessment.

Grading scales in grade 6-8

The grading scale needs to reflect the wide range of ability that international schools need to cater for. The best students may score up to ten times as many points as the weakest students on any assessment.

In most subjects, the nature of the assessment is such that 100% attainment scores are extremely rare. The minimum passing percentage in most subjects is 50%.

The following grading scale is used by all subjects except the languages.

Grade	Percentage	Grade descriptor
A*	90	Excellent
A	80	Excellent
B	70	Very good
C	60	Good
D	50	Satisfactory
E	40	Mediocre
F	30	Poor
G	20	Very poor
U	0	Ungraded

The grading scales used by English:

grade	percentage
A*	95
A	85
B	70
C	55
D	40
E	25
F	10
G	5
U	0

The grading scale used by German and French:

grade	percentage
A*	97
A	93
A-	90
B+	87
B	84
B-	80
C+	77
C	74
C-	70
D+	67
D	64
D-	60
E+	57
E	54
E-	50
F	40
G	15
U	0

On the following pages we present current year plans for grade 8.

English

Textbook title(s)	ISBN number
<u><i>New Literacy Kit (Year 9)</i></u>	0-19-832173-2
<u><i>Interactive Poetry (Section C)</i></u>	978-0-435761-81-3
<u><i>Grammar In Use</i></u>	Cambridge Univ. Press
<u><i>Vocabulary In Use</i></u>	Cambridge Univ. Press
<u><i>Romeo & Juliet</i></u> by William Shakespeare	978-0-7487-0255-8
<u><i>Into the Wind: Contemporary Stories in English</i></u>	0-17-432278-X
<u><i>The Village by the Sea</i></u> by Anita Desai	0-141-31271-8
<u><i>The Pearl</i></u> by John Steinbeck	978-0-14-118512-5
<u><i>Paddy Clarke Ha, Ha, Ha</i></u> by Roddy Doyle	0-74-939735-7
<u><i>The Wave</i></u> by Morton Rhue	0-14-037188-5
<u><i>The Whale Rider</i></u> by Witi Ihimaera	0-435-13108-7

General introduction

Students will build on the language and skills they acquired in Grade 7 English. Grade 8 English focuses on the study and appreciation of language and literature. The curriculum is based on the Cambridge Lower Secondary Curriculum. Through literature study and independent reading, in class and at home, the aim is to encourage a love of reading and literature. Students are placed in Grade 9 English based on their academic achievement and potential in Grade 8 English.

Grade 8 overview

Language lessons involve reading comprehension and directed writing tasks, regular grammar and vocabulary tasks, and creative writing. Emphasis is placed on the writing process, so that students learn how to plan, draft, redraft and proofread. Literature lessons, involve studying the literary genres: drama, poetry and prose. Students will read and create a range of text-types: informative, explanatory, descriptive, persuasive, analytical, imaginative, explorative, entertaining and literary. One period per week is dedicated to independent reading.

Language: *New Literacy Kit, Year 9*

Literature: (sequence of teaching may vary)

Poetry: *Interactive Poetry (Section C)*

Drama: *Romeo & Juliet*

Prose: Two works from the list above.

Assessment

Students will be assessed on endeavour and attainment. Assessment of Attainment is criteria-based. This allows students to more fully understand their strengths and weaknesses, and to work towards achieving their goals in written and oral tasks. Assessment is weighted: Language 75%, Literature 25%.

Evaluation and Assessment Strategies:

Written Assignments	Oral Presentations (group and individual)
Homework	Participation
Tests/Quizzes	Cambridge Lower Secondary Programme - Checkpoint Test

English as a Second Language (ESL)

Textbook title(s) or Series

New Literacy Kit Year 9
Headway Series
Azar Grammar Series
Grammar In Use
Vocabulary In Use

ISBN number

Longman
 Cambridge Univ. Press

General introduction

The aim is to build up students' proficiency in all areas: speaking, writing, listening, and reading. Students receive a course of instruction that is both language-based (focusing on proficiency in English) and content-based (paralleling the topics taught in other subjects). The course encourages high beginner and intermediate students to develop *confidence* and a *range of expression* in English; to build up *knowledge* of the language; and to gain the linguistic *skills* necessary to succeed.

Grade 8 Overview

Language Focus: ESL lessons involve vocabulary and grammar practice, oral work, and reading/writing tasks. Special emphasis is placed on the English tense system and the passive voice. Building on the academic vocabulary introduced in Grade 7 ESL, students will continue to learn how to express themselves precisely and accurately. They will also work on developing accurate and varied sentence structure. Additionally, students will receive explicit instruction in a range of *text types* (genres) such as informative, explanatory texts, descriptive, narrative, persuasive, analytical, imaginative and creative texts. Students use the writing process to plan, draft, redraft and proofread their writing. To develop an appreciation of literature, students will explore a variety of short stories and/or poetry.

Content Focus: Examples of parallel content teaching in Grade 8 ESL include work related to Slavery and the French Revolution (History), World Poverty and Economic Development (Geography), and Energy or Inheritance and Selection (Science).

The teaching sequence of content topics and the language focus will be tailored to meet student needs each year.

Assessment

Students are assessed on attainment and endeavour. The aim is to develop students' sense of positive progression as they acquire the language of English, and to pinpoint their strengths and areas for development. Assessment will focus on language development and response to literature.

Evaluation and Assessment Strategies:

Initial placement test	Diagnostic reading and grammar screenings
Written assignments	Oral presentations (group and individual)
Quizzes	Participation
Formal written exams	Reading comprehension tests

German as a First Language

Textbook title(s)	ISBN number
<u>Praxis Sprache</u> , Klasse 8, Westermann	978-3-14-120688-3
<u>Praxis Sprache</u> , Klasse 8, Arbeitsheft	978-3-14-121288-4
<u>Deutsch Plus</u> Klasse 8, Cornelsen	978-3-06-100878-9
<u>Deutsch Plus</u> , Klasse 8 Arbeitsheft	978-3-06-100879-6

General introduction

German First Language means German tuition according to the standards of Gymnasium und Ganztagschulen, following mainly the Saxonian Lehrplan and using textbooks acknowledged by the Kultusministerium in Dresden. Students who follow this class are fluent speakers but they are not necessarily of German nationality. In grade 8, the emphasis is placed on the introduction to media/ print media and the production of media related text types. This leads to a deepened reflection of language (styles, sense of audience, implicit meanings, ideas and opinions) and grammar (choice of tenses, word order, sentence formation) Argumentation and discussion pay tribute to the developing critical thinking of this age group. The introduction of drama (18th cent) and poetry (expressionism) form the basis to the history of literature. The unit 'detective novels' compares the 19th cent novel (Unterm Birnbaum) with a contemporary text (Der Scherbensammler). The Denglish-project or Dialect-project aims at intensifying the sense of language development and the appreciation of diversities and different concepts of German.

Grade 8 overview

Topics: Right and wrong, prejudice and discrimination, friendship and freedom

Literature: Jan de Zanger, *Dann eben mit Gewalt*,
Banscherus, *Die Warnung*,
Feth, *Der Scherbensammler* and Fontane, *Unterm Birnbaum*,
Kleist, *Das Erdbeben von Chili*,
Schiller, *Wilhelm Tell*, ballad, *Die Bürgschaft*,
Borchert, *short stories*,
radio play: Hoerschelmann, *Das Schiff Esperanza*

History of literature: realism – novel /expressionism - poems

Projects: LVZ-Zeitungsprojekt, Denglish or Dialect-project

Text-production: summaries, description (Schilderung), presentations, protocol writing, characterization, interpretations and discussion and argumentation, creative writing (poetry and literary and factual texts)

Assessment

approx. 3 large tests per semester
unit quizzes (contents, spelling, grammar)
active class participation,
presentations, reading aloud
more elaborate homework
end-of-year double test

German as a Foreign Language

Textbook title(s)

Pingpong

Wir

Supplemented by various texts and visual media.

ISBN number

General introduction

German as a Foreign Language is course that addresses all four language skills: reading, writing, listening and speaking.

The aim of the course is to develop and built on the ability to understand, express and interpret thoughts, feelings and facts in both oral and written form in an appropriate range of societal contexts — work, home, leisure, education and training. The course also aims for skills such as intercultural understanding and to encourage positive attitudes towards language learning and towards speakers of foreign languages.

The aims of the course are to

- enable the student to use the language effectively as a means of practical communication in speech and in writing within a range of contexts,
- develop the ability to understand and respond to the language demands in transactional and social contacts,
- provide the students with a sound linguistic base necessary for further study, work and leisure,
- offer some insight into the nature of language,
- develop an appreciation of German literature.

Grade 8 overview

The student will be integrated in the course depending on his/ her language level in dependence on the Common European Framework of Reference.

The overall themes are:

Area A: Everyday activities

Home life and school: Daily routine;

Food, health and fitness: Eating and drinking, Health and fitness, Sports, Hobbies;

Area B: Personal and social life

Self, family and personal relationships: Self, family, pets, personal relationships, Wishes and dreams, House and home, Leisure, Entertainments, Invitations, Eating out;

Holidays and special occasions: Festivals and special occasions, Holidays, Getting around, Accommodation.

Area C: The world around us

Home town and local area: Home town and geographical surroundings, Shopping, Public services, Conflicts and solutions;
Natural and made environment: Natural environment, Weather, Finding the way;
People, places and customs: Meeting people, Places and customs, Travel and transport;

Area D: The world of work

Continuing education: Further education and training;
Careers and employment: Future career plans, Employment;
Language and communication in the work place: Communication, Language at work;

Area E: The international world

Tourism at home and abroad: Holiday travel and transport, Geographical surroundings, Weather;
Life in other countries and communities: Places and customs, Food and drink, Meeting people;
World events and issues: Issues according to available resources and individual interest, Media world and technology;

Assessment

As German is the language of their environment, students tend to become fairly confident in speaking but in order to establish the correct writing skills and ensure a solid knowledge of grammatical structures and rules, it is necessary to have regular assessment.

This can have the form of a variety of vocabulary tests or grammar exercises – announced in advance or not – or written assignments done at home which are marked.

Presentations, research work, Reading diary, oral contributions in class as well as the quantity, quality and care of written work are part of the continued assessment.

Mathematics

Textbook title(s)
ST(P) Mathematics 3A

ISBN number
9780748712601

General introduction

The scope and sequence of the Middle School Mathematics curriculum is almost identical to the Cambridge Lower Secondary programme. This ensures that our students are fully prepared for the IGCSE programme which follows in Grades 9 and 10.

Grade 8 overview

First Semester

- Making use of arithmetic (general revision of arithmetic).
- Algebraic equations, inequalities and formulae.
- Arithmetic Sequences.
- Angles and angles in circles.
- Introduction to Matrices including inverse and square matrix.
- Analysis and interpretation of straight line graphs.
- The solution of simultaneous equations.

Second Semester

- Advanced algebraic equation including algebraic factors.
- The solution of quadratic equations by factorisation.
- General introduction to the use of graphs.
- Introduction to three dimensional co-ordinates.
- Revision and further use of statistics.
- The geometry of polygons.
- Revision and further work on trigonometry.
- Revision of Pythagorean theory.
- The introduction and use of Loci.
- The introduction and use of three figure bearings.
- Revision and further work on probability.

Assessment

Assessment will take the form of homework assignments, which will be regularly set up to several times a week. Tests will be set after some units. Classroom performance will also be a factor in terms of a student's progress. An end of year exam will also be set; the current weighting of this exam is equal to two tests.

French

Textbook title(s)

Tricolore 3

Encore Tricolore 3: Grammar in action

ISBN number

0-17-440343-7

0-7487-9503-0

General introduction

French is taught four lessons per week as a foreign language. The CERF level of the grade 8 course is A2.

The aim is to allow our students to get the necessary vocabulary and grammar, as well as a good pronunciation of French to express themselves orally and in writing, to understand spoken and written French. We also expose students to French culture (art, literature, history, geography, French-speaking countries, etc...) to make them curious, to wake in themselves one more interest for other cultures and in this way to encourage comprehension and tolerance for the Other.

The school year 2009-2010 will be the last year that ESL and French are timetabled against each other.

New students arriving into grade 8 French without any background are encouraged to participate in French at their own pace with the support of Rosetta Stone software. New students in grade 8 without knowledge of either French or German are excused from studying French in order to focus on their German.

Grade 8 overview

Unit 1: Des jeunes francophones.

- * giving personal information
- * talking about family and animals
- * talking about and describing friends and everyday life using adjectives
- * revising the present tense and reflexives verbs

Unit 2: Bienvenue à paris!

- * talking about places in a town.
- * understanding how to travel by metro in Paris
- * giving opinions
- * using perfect tense with 'avoir' and 'être'
- * using expression of past time
- * using the perfect tense in the negative

Unit 3: Ça me passionne.

- * talking about leisure activities
- * comparing past and present
- * using the imperfect tense
- * using the comparative and superlative

Unit 4: Au travail!

- * talking about school life
- * discussing plans for work experiences
- * discussing your future plans
- * talking about events in the past, in the present and the future
- * using different forms of the negative
- * using *aller + infinitive*

Unit 5: Une visite à Planète Futuroscope.

- * talking about a theme park
- * staying at a hotel and enquiring about hotel services
- * using the pronoun *Y*
- * using the future tense
- * using expression of time (past, present, future)

Unit 6: En forme.

- * discussing healthy lifestyles, healthy eating and general fitness
- * identifying parts of the body
- * asking for an understanding medical advice and making an appointment at a doctor's
- * using adverbs
- * using the imperative
- * using the perfect and the imperfect tenses together

Unit 7: Vive les vacances!

- * talking about holiday plans
- * booking in and staying at a campsite
- * dealing with some holiday problems
- * using the pronouns *lui, leur, en*
- * using *qui* and *que*

Unit 8: Notre monde.

- * understanding information about French-speaking regions in the world.
- * talking about your town and area
- * understanding information about environment
- * discussing environmental problems
- * using the verb '*devoir*'
- * using '*il faut*' and '*il ne faut pas*' + infinitive

Assessment

As French is taught as the second or third language during four lessons per week and our students have few or no possibilities to communicate in French outside these periods, it is necessary and very important to establish regular assessment of the learned knowledge. It is a reason why a test is given after each unit seen in class. Those tests cover the four following components: Speaking, Reading, Listening and Writing. We also have mini-quiz (vocabulary or grammar tests) throughout the year. Weights: tests 70%, mini-quizzes 20%, homework 10%.

Science

Textbook title(s)
Framework Science 9

ISBN number
0-1 9-9 14899-6

General introduction

Science is a subject that combines biology, chemistry and physics, plus some earth science and some astronomy.

It is increasingly important that pupils understand how scientific theories are developed, tested, and often replaced by a theory which is judged by scientists to be a more accurate explanation. Framework Science ensures that there are many opportunities throughout the scheme of work for pupils to learn how scientists have developed theories and challenged the theories of others.

Grades 6-8 cover the Cambridge Lower Secondary curriculum for Science, enriched with some further topics that are not on the CLS syllabus (such as astronomy).

Every year we try to have at least

- one project
- one planned practical investigation
- one unit with an ICT focus

Every unit has at least one student task with an explicit language focus.

Grade 8 overview

Biology	Chemistry	Physics
Inheritance and Selection	Reactions of Metals and Metal compounds	Science Across The World Project: " <i>Renewable Energy</i> "
Fit and Healthy	Patterns of Reactivity	Gravity and Space
Plants and Photosynthesis	Environmental Chemistry	Speeding Up
Plants for Food	Science Across The World Project: " <i>Chemistry in our lives</i> "	Pressure (half a unit)

Assessment

There is a test at the end of each unit. These tests will count for 60% of the achievement grade. The other 40% of the achievement grade is determined by homework, quizzes and lab work.

Social Studies

Text	ISBN number
<u>Oxford Geography Programme 1,2 and 3</u>	9780199113496/ 0199134502/ 9780199134518
<u>Oxford International Students Atlas</u>	197819832579
<u>Oxford International Student Atlas Skills workbook</u>	978019832579
<u>Geography Fieldwork Projects</u>	9780174343745
<u>African peoples of the Americas</u>	9780521459112
<u>Revolutionary France</u>	0521409144
<u>Revolution In France</u>	0582802544
<u>South Africa</u>	0521576784
<u>South Africa</u>	0582473837
<u>The Great War</u>	0340814195

General introduction

Social Studies include four periods a week, two of which are dedicated to History and two to Geography. The disciplines are taught separately but contain an extensive degree of cross over. Our aims are to stimulate an interest in both subject areas and teach students the relevant skills required. A wide variety of global political, economic and religious periods and communities are studied in order to give students a broad understanding of international historical and geographical issues.

Geography

The aim is to introduce students to themes of physical, human and economic geography and to further knowledge and understanding of global issues and threats to our planet. The Geography course also aims to introduce students to a variety of new geographical skills such as using and interpreting line graphs, pie charts and graphs, satellite images, maps and to develop the skills of writing of geographical field /research projects. .

History

The History course aims to continue the development of student's skills and understanding of concepts in History such as change and continuity, comparison and contrast and the interpretation of sources. The course involves in depth studies of The Transatlantic Slave trade, The French revolution, Apartheid in South Africa and the First World War. The latter topic begins to prepare the students for the IGCSE History course which begins after the First World War.

Grade 8 overview

Semester 1 Geography

Skills, Intro to Human Geography
Development, The poverty Cycle, Dev. Indicators, Case Study Ghana, Kenya.
Trade or Aid? – Conflict resolution. Unfair and Fair Trade. Debt and its consequences.

Semester 1 History

Skills: Review of skills from grades 6 and 7 + Historians Perspective and Interpretation.
The Transatlantic Slave Trade to Abolition.
The French Revolution.

Semester 2 Geography

Economic activity. Project on the development of one key Industry
Globalisation
Rocks and Erosion
Plate tectonics, volcanoes and earthquakes
Revision for end of year exams

Semester 2 History

South Africa under Apartheid
The First World War – preparation for IGCSE course
Revision for end of year tests.

Assessment

Students are assessed using a variety of techniques from class participation and discussion, oral presentations, short response questions and extended writing, source work analysis, project work, posters and model making. Student's work is assessed throughout the two semesters with end of unit tests for each unit studied. The combination of attainment for History and Geography is combined into a Social Studies grade.

Physical Education

General introduction

The development of physical skills and self confidence is important for the 11-14 year old age range. In lower secondary, all students will receive one double and one single period of Physical Education per week, slightly more than higher up the school.

As a coeducational school we believe in the value of teaching boys and girls together and this includes physical education. However, we are aware of research that says that it might occasionally be better for the boys and the girls to receive separate instruction. Boys and girls are usually taught together but when it seems more appropriate to teach the boys and girls separately for particular units, we do so.

Physical Education will focus on increasing the students' knowledge and understanding of the principles behind good health and physical fitness, and with participating in a range of physical activities. These have all been designed to satisfy the needs, interests and abilities of individual children. As such it will develop a wide range of physical, learning, personal and social skills.

Grade 6 overview

Athletics	Frisbee
Badminton	Gymnastics
Basketball	Hockey
Boxercise / Kickboxercise	Strike & Field
Dance	Tag Rugby
Fitness (Health Related Exercise)	Volleyball
Football	

Assessment

The student's individual progress is carefully monitored and an attainment level is made following the different modules of work. They will be assessed in the following:

- Effort and Enthusiasm
- Knowledge and Understanding
- Skills Development
- Sportsmanship / Co - operation

The overall attainment grade is produced by continual assessment of the pupils using practical, verbal and visual tasks throughout each module and a final end of unit task. All assessments will be based on teacher, self and peer evaluation / assessments.

Visual Arts

Textbook title(s)

Art Matters 11-14

ISBN number

0-435-81204-1

General introduction

In Grade 8 it is important for pupils to build up a more sustained approach to project work in art, so that a set of work is produced rather than a single stand-alone piece. This takes into consideration a steady acquisition of skills over Grades 6 and 7, which can now be used with more independence and confidence. This will also go some way to preparing pupils for project work for the IGCSE coursework units in Grades 9 and 10. In accordance with the assessment objectives of the IGCSE course in Art and Design, an emphasis will be made on "Personal Investigation and Development."

Pupils receive one double lesson per week of Art.

By the end of Grade 8, pupils should be able to:

- Show personal vision and commitment, through a mature and committed response
- Research appropriate resources
- Assess a design problem and arrive at an appropriate solution
- Show development of ideas through appropriate processes, worksheets, etc, before arriving at a final solution

Grade 8 overview

Each semester pupils will work on approximately two main projects. Each will be explored with a series of exercises that will lead to the creation of at least one a main piece. The following topics and subtopics will be covered over the two semesters:

First Semester

Self Portraits

Portrait Grid

Tonal Self Portrait Drawing

Masks

Making masks of different cultures

3-D Cardboard Mask

Acrylic Painting

2-D Mixed Media

Insects

Strong drawing

Multi-color print

3-D construction

Tone & Landscape (Time Permitting)

Far Eastern Landscape Painting

Stylization & Mood

Techniques for distance, scale, and depth

Second Semester

Expressive Portraits

Artists' Portraits

Photocopy manipulation

Self Portrait Expressing Emotion

Expressive Color and Mark Making

Ma Yuan and Kao-Kung (Chinese Landscape artists)

Hiroshige and Hokusai (Japanese 19th century printers)

Caspar David Friedrich

Assessment

Weekly sketchbook assignments / quizzes: 50%

Final Projects / tests: 50%

Information and Communication Technology (ICT)

Textbook title(s)

Framework Solutions (Nelson Thornes)

ISBN number

0748780874

General introduction

The curriculum follows Key Stage 3 (KS3) of the National Curriculum in the UK.

Grade 8 overview

Pupils extend their knowledge of ICT by solving various problem of a holiday travel agent where all aspects of ICT are brought to bear in producing the solution to this multi faceted problem. A web site is produced during the first semester; the website design is revisited towards the end of the second semester. During the year various aspects of ICT theory are introduced and pupils will produce the project on Roller Coaster Design.

Topics:

- Spreadsheets - as Databases
- Control Systems Project- Theme park ride designed using a Roller Coaster design program.
- Desktop Publishing – Advertising campaign for a business.
- Photostory - Christmas Cards.
- Web Page Design - Hobbies/Holidays etc.
- (currently on trial is a unit on GameMaker)

Assessment

This is a skills-based course. There are no theory tests for ICT in grades 6-8 but students do get graded on the work they produce in class. There is no regular homework for ICT in grades 6-8 apart from the time students might need to catch up on their project work.

Music

Textbook title(s)

Opus 3

ISBN number

978-0-435812-50-8

General introduction

Music is offered two periods every week and aims to familiarize students with different forms of music as well as with musical notation and basic theory.

Grade 8 overview

1. Feelin' Blue
Theory: review of bass notes, flats and sharps, scales and keys
2. Swing
"All that Jazz": song from the movie and musical
3. Balkan music
Bela Bartok
Serbian kolo
Composing with heterometres
4. Beethoven
"Beethoven lives upstairs" movie and book
Biographical texts
5. Improvisation and Organization
A music form: Toccata
The Raga: East meets West
6. Polyrhythm into minimalism
Steve Reich "Clapping music"
Mike Oldfield's "Tubular Bells"
7. Music for Special Occasions
The fanfare (Copeland: Fanfare for the Common Man)
Music for Funerals ("Candle in the Wind" Elton John, Purcell)
Music for Weddings: (Wagner's "Bridal March", Clarke's "Trumpet Voluntary".)
8. A vocal and dramatic project for the end of year.

Assessment

The students have 8 to 10 homework assignments per semester about the topics. The students participate in activities that develop musicianship: singing, playing non-pitch percussion instruments and compose short pieces related to topics in the book. The students have two tests each semester.

Personal, Social and Health Education (PSHE)

Textbook title(s)

Personal and Social Education

ISBN number

0748730761

General introduction

PSHE, or personal, social and health education, is taught for two lessons per week. The objective is to give students the opportunity to explore issues surrounding these three key areas in their development. Through group discussion and targeted exercises the students will follow a programme designed to prepare them for life in a multi-cultural society. The aims of the course include: developing mutual respect and support of others; raising awareness of the environment; taking responsibility for their behaviour and education; learning to assess and develop their potential.

PSHE is the signature subject of lower secondary, since it is only offered there. We offer PSHE in order to provide students with a necessary platform to discuss, think and learn about their identity, their relationships with others and their health. Citizenship themes are added in order to help students explore ways to contribute to their community and participate in society.

Grade 6, 7 and 8 deal with the same themes, but these are adapted to the development level of the students.

Some ESL students (the ones at beginner level English) receive additional English support during PSHE and Citizenship.

Grade 8 overview

Personal Management (social skills, group work, visitor preparation, listening to others)

Social awareness (fundraising, similarities and differences between individuals, care of the environment)

Health and Safety (healthy diet, smoking, exercise, self-protection)

Assessment

There is no assessment.

What follows after grade 8

After grade 8, students go on to prepare themselves for two major examinations: the International General Certificate of Secondary Education (IGCSE) and the International Baccalaureate (IB). Both diploma's are recognised in Germany and (most of) the rest of the world.

Grade 9 – 10: IGCSE

<http://www.cie.org.uk/>

The standard 9-10 programme leads to the **IGCSE** examinations. Examinations are set and evaluated externally by the IGCSE Board in Cambridge, England.

A combination of IGCSE certificates with at least C's or better in the following 5 subjects is recognised as equivalent to a **Mittlere Reife / Realschulabschluss** by the state of Saxony:

1. English
2. German
3. Mathematics
4. History
5. Science

For details please see the IGCSE co-ordinator.

Grade 11 – 12: IB or High School Diploma

<http://www.ibo.org/>

In Grades 11- 12 students may enrol in the **IB** programme or aim to graduate with the **High School Diploma**. The IB examinations at the end of Grade 12 are set and evaluated externally by the IB Board of examiners.

The IB diploma is recognized as a valid university entry qualification in the US, the UK and most other countries around the world.

The State of Saxony will award a **Hochschulzugangs-berechtigung** (HZB) on the basis of an IB diploma with English and German at the A2 level or better, Mathematics at Standard Level or better, if Mathematics is done at Standard Level then at least one Higher Level Science, at least 24 points, and no more than one grade 3. The students need to demonstrate that they have completed all of grades 5-12 at LIS or elsewhere.

For details please see the IB Co-ordinator.