



# UCT ONLINE HIGH SCHOOL

POLICIES

## **Academic Handbook** Lower Secondary



in collaboration with

**VALENTURE INSTITUTE**



**Cambridge Assessment  
International Education**

Cambridge International School

UCT Online High School is a registered  
online Cambridge International School



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# Learning Model

## Period of study

- At UCT Online High School for the Cambridge International Curriculum, Lower Secondary is run over 2 years - year 8 and year 9.
- Each year of Lower Secondary is divided into 3 terms.

## The Learning Model: Joining & Onboarding

- Learners join our school in January of each year.
- UCT Online High School follows a cohort-based learning model.
- UCT Online High School for the Cambridge International Curriculum follows a three term academic year.
- For details around term and holiday dates please consult your school calendar.
- During school holidays, learners will not have access to teachers or support coaches and the school is considered closed. Learners will still be able to use the Online Campus.
- Learners complete an orientation programme that teaches them the foundations of the skills they will need to be successful in an online learning environment. Their Support Coach will then continue skills development in sessions referred to as Learning Compass Sessions on an ongoing basis.
- Our highly responsive Technical Support Team assists learners with their onboarding process, and supports them throughout their online high school career.



## The learning model: Socio-emotional and Behavioural Development

- To ensure learners can still build community and make friends, we create numerous live online sessions for human connection and relationship building.
- Learners also meet with their Support Coach regularly to learn more of the skills they need to be successful in an online learning environment.

Social engagement type	Definition	Frequency
Learning Compass sessions	Learners engage with their Support Coach to learn the skills they need to succeed in an online learning environment. Home rooms are grouped according to the learner's qualification level.	Weekly
Academic Ask Me Anything (AMA) sessions	Opt-in live "Ask Me Anything" (AMA) sessions target specific learning outcomes and provide a space for learners to receive support on content that they might be struggling with.	Weekly



Virtual clubs	Learners engage with each other and a facilitator on topics such as music, debating, and sustainable living.	Depends on what is appropriate for the club and which Virtual Club the learner would like to participate in. .
Assembly	Assembly affords our learners, principal, teachers, and support coaches the opportunity to come together every week. The aim of the assembly is to instil school culture, values, and spirit through motivational talks and sharing important school announcements.	Weekly



## Subject offering

### Year 8

In Year 8, learners will take the following 6 compulsory subjects (South African citizens or permanent residents will take 7 compulsory subjects, to include Afrikaans).

1. Afrikaans
2. Business
3. Computing
4. English
5. Mathematics
6. Science
7. Social Studies

### Year 9

In Year 9, learners will take the following 6 compulsory subjects (South African citizens or permanent residents will take 7 compulsory subjects, to include Afrikaans).

1. Afrikaans
2. Business
3. Computing
4. English
5. Mathematics
6. Science
7. Social Studies



**Important note: To South African citizens or South African permanent residents regarding Afrikaans**

At UCT Online High School for the Cambridge International Curriculum, the second language on offer is Afrikaans. Afrikaans is a compulsory subject at Lower Secondary for South African learners due to South African Matriculation Exemption requirements.

South African learners will be required to take Afrikaans in Year 8 and 9. This is to enable South African learners to take Afrikaans at IGCSE.

Learners must achieve a “C symbol” or higher for their IGCSE Afrikaans examination in order to meet the second language requirement for Matric Exemption. Learners may not take IGCSE Afrikaans if they have not passed it at a Year 9 Level.

## **The learning model: Cambridge Assessment International Education**

UCT OHS offers an International Curriculum accredited by Cambridge Assessment International Education (Cambridge International). Cambridge International is a part of Cambridge Press & Assessment which is “an organisation that provides world-leading academic research, learning and assessment globally.”

Cambridge International is a provider of international qualifications, offering examinations and qualifications to 10,000 schools in more than 160 countries.



It has been developed to empower schools to prepare learners for the Cambridge International qualifications.

## Important Information

### Structured flexibility

We follow an approach termed **structured flexibility**. All learners will enter school in a particular cohort and will resultantly be in a cohort-based learning model where they have to complete their weekly module in the set allocated time. Structured flexibility refers to the fact that learners will have flexibility in the period of every week to complete their work (i.e. they can go faster or slower through that particular content in that module for that week depending on their understanding of the content), however there are still fixed deadlines per week and thus a mandatory structure.

### Grading Levels

UCT Online High School for the Cambridge International Curriculum follows an alphabet based grading system that is used by Cambridge International. In reporting on learner achievement the grading system will be aligned to the following percentages for the different qualifications:

#### LOWER SECONDARY (Years 8 and 9)

Grade Levels	A	B	C	D	E	F	G	U
Grade Boundaries	80	70	60	50	40	30	20	0



<b>(All Subjects)</b>								
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**IGCSE (Years 10/11)**

<b>Grade Levels</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>U</b>
<b>Grade Boundaries (All Subjects)</b>	90	80	70	60	50	40	30	20	0

**AS LEVELS (Years 12/13)**

<b>Grade Levels</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>Grade Boundaries (All Subjects)</b>	80	70	60	50	40	30

**A LEVELS (Years 12/13)**

<b>Grade Levels</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>U</b>
<b>Grade Boundaries (All Subjects)</b>	90	80	70	60	50	40	30



## Cycle tests

Lower Secondary learners will write online Cycle Tests during the course of the academic year. Cycle Tests are summative assessments i.e. they assess larger bodies of work.

### *Requirements*

Learners are required to have the following in order to facilitate the effective running of a cycle test:

- Access to a printer. Cycle tests need to be printed and handwritten unless otherwise directed.
- A working web camera.
- A means to scan completed cycle tests. Smartphones may be used for scanning.
- A smart phone in order to make use of the proctoring tool known as The Invigilator App.

### *Deferred cycle tests*

- If a learner cannot be present for a scheduled **cycle test**, a valid reason must be provided for a special arrangement to be made. Valid reasons:
  - Illness (a doctor's note to be provided)
  - Accident or emergency (email from the parent / guardian to be provided)
  - Compassionate grounds
- In a case where a deferred **cycle test** cannot be written, and a valid reason is provided, the learner will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks.



### *Access Arrangements*

- Should a learner require any special accommodations, such as extra time, larger print, or use of a scribe, then the learner's guardian(s) are required to contact the Support Coach who will advise on the process to follow.
- Please note that medical evidence to support access arrangement cannot be more than four years old.
- More detailed information is outlined in the Accessibility and Accommodations policy

## **Examinations**

### **Internal Examinations**

Learners in lower secondary will only write online, internal examinations. These examinations are school set, marked and moderated, and are delivered online via the Online Campus.

Lower secondary learners will write online, internal examinations twice a year. The first set of examinations take place mid-year and the second set of examinations take place at the end of the year.

### *Requirements*

Learners are required to have the following in order to facilitate the effective running of online examinations:



- Access to a printer. Examinations need to be printed and handwritten unless otherwise directed.
- A working web camera.
- A means to scan completed examinations.
- A cell phone in order to make use of the proctoring tool known as The Invigilator App.

#### *Deferred examinations*

- If a learner cannot be present for a scheduled **Exam**, a valid reason must be provided for a special arrangement to be made. Valid reasons:
  - Illness (a doctor's note to be provided)
  - Accident or emergency (email from the parent / guardian to be provided)
  - Compassionate grounds)
- In a case where an **Exam** cannot be written during the deferred exam block, and a valid reason is provided, the learner will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks.

#### *Access Arrangements*

- Should a learner require access arrangements, such as extra time, larger print, or use of a scribe, then the learner's guardian(s) are required to contact the Support Coach who will advise on the process to follow. This needs to be done 6 months before the external examination sitting. This allows sufficient time for the correct procedures to be followed in order to obtain the access arrangements requested.
- Please note that medical evidence to support access arrangement cannot be more than four years old.



- More detailed information is outlined in the Accessibility and Accommodations policy.

## Setting yourself up for success

The stationery and equipment list will be published to learners and guardians in due course.

## Loadshedding

For our South African students, load shedding remains a reality. As schedules are usually published\* In advance, load shedding will not constitute a valid reason for missing a school event, test or examination. We require students to make an alternative plan to be online for their relevant scheduled sessions despite load shedding.

***\*We appreciate that occasionally load shedding schedules change with little to no warning. We monitor this closely and should this occur the school will make a determination as to whether students may be excused.***

## Matriculation Exemption (ME) for South African Students

South African learners wishing to study at a tertiary institute in South Africa\* will need to apply for a matriculation exemption. This exemption is granted by Universities South Africa (USAf) and a learner needs to apply directly to USAf for this. A matriculation exemption is a prerequisite to apply for university study in South Africa.

To qualify for a matriculation exemption a learner must fulfil the following criteria:



1. Home language (only English is currently offered) must be taken at IGCSE level and at Advanced Subsidiary (AS) level.
2. A learner must take a second language and write the IGCSE external examinations in this subject. A learner needs to achieve a C symbol or higher for their second language.
3. A learner wishing to complete school after AS Level must take four (4) subjects.

***\*UCT Online High School highly recommends that ALL South African studies align their studies to ensure they meet matriculation exemption requirements.***

More detail around the South African Matriculation Exemption can be found [here](#).



# Faculty Departments & Subject Information

## Year 8

In Year 8, learners will take the following 6 compulsory subjects (South African citizens or permanent residents will take 7 compulsory subjects, to include Afrikaans).

1. Afrikaans
2. Business
3. Computing
4. English
5. Mathematics
6. Science
7. Social Studies



## Subject Overview

### Afrikaans

<b>Information</b>	<p><b>Recall</b> key vocabulary and phrases from a variety of topics.</p> <p><b>Demonstrate</b> the ability to extract, organise and summarise information from a variety of written and spoken texts.</p> <p><b>Illustrate</b> a working knowledge of the language by applying and rectifying language conventions to written texts.</p> <p><b>Deduce</b> meaning from a variety of written and spoken texts.</p> <p><b>Evaluate</b> language use, view point and literary elements in texts.</p> <p><b>Present</b> self-composed simple writing tasks with a specific form, audience and purpose.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## Business

<b>Information</b>	<p><b>Define</b> business terms and concepts.</p> <p><b>Discuss</b> how different types of businesses are structured, financed and managed.</p> <p><b>Show</b> understanding of forms and methods of business finance.</p> <p><b>Analyse</b> information on business issues and scenarios in narrative, numerical, and graphical forms.</p> <p><b>Evaluate</b> business information to make informed judgements and reasoned conclusions.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## Computing

<b>Information</b>	<p><b>Demonstrate</b> flowcharts, pseudocode, and algorithms that utilise conditional statements to problem-solve through decomposition, pattern recognition, abstraction, or algorithms to reflect computational thinking.</p> <p><b>Understand</b> Boolean logic and some of its uses in circuits and programming, as well as data representations, like binary and ASCII, and be able to carry out simple operations and conversions with binary numbers.</p> <p><b>Describe</b> the hardware and software components that make up computer systems, how computer systems communicate, and how instructions are stored and executed within a computer system.</p> <p><b>Implement</b> and test algorithms using an iterative process, more than one programming language, one which is text-based, suitable data, data types, selection, and rules like AND, OR, and NOT, to solve a variety of computational problems, that allow two or more physical devices to interact.</p> <p><b>Illustrate</b> computational abstractions that model the state and behaviour of real-world problems and physical systems.</p> <p><b>Use</b> computer systems to create, reuse, update, and repurpose digital artefacts with a focus on trustworthiness, design, and usability for a specific audience.</p> <p><b>Compare</b> types of networks, advantages, and disadvantages, general architecture, the transmission of data, performance, as well as security aspects.</p>
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	<p><b>Evaluate</b> the suitability of pre-existing databases and model real-life systems that analyse data collected for particular purposes, with specific data requirements, such as suitability, database structure, and data validation.</p> <p><b>Design</b> and develop programs using an iterative process, more than one programming language, one which is text-based, suitable data, data types, selection, and rules like AND, OR, and NOT, to solve a variety of computational problems.</p> <p><b>Create</b> projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## English

<p><b>Information</b></p>	<p><b>Recall</b> key grammatical and structural conventions in texts.</p> <p><b>Describe</b> the features of a variety of texts and their components.</p> <p><b>Implement</b> appropriate reading strategies to decode layers of meaning, key themes and new vocabulary.</p> <p><b>Practise</b> using standard grammatical and structural language conventions in different contexts.</p> <p><b>Analyse</b> the use of structural and linguistic features in a range of different texts.</p> <p><b>Deconstruct</b> the intention, purpose, and effect of a text.</p> <p><b>Evaluate</b> their own and others' writing styles and conventions within given communicative contexts.</p> <p><b>Produce</b> appropriate and effective texts within a given context.</p>
<p><b>Internal Assessment</b></p>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<p><b>External Assessment</b></p>	<p>None</p>
<p><b>Progression</b></p>	<p>C symbol or higher</p>



<b>Requirements</b>	
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## Mathematics

<b>Information</b>	<p><b>Solve</b> problems in contexts involving number, fractions, decimals, and percentages.</p> <p><b>Investigate</b> sequences, solve problems involving sequences; and algebraic linear functions/graphs using algebraic basic operations.</p> <p><b>Formulate</b> mathematical methods to calculate perimeter, surface area and volume of 2D and 3D shapes.</p> <p><b>Articulate</b> solutions to solve problems involving vectors and transformations.</p> <p><b>Analyse</b> data to draw conclusions and make predictions</p> <p><b>Formulate</b> solutions to solve and analyse problems involving probability.</p> <p><b>Evaluate</b> knowledge of various mathematical topics through assessments and reflective activities.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External</b>	None



<b>Assessment</b>	
<b>Progression Requirements</b>	C symbol or higher

## Science

<b>Information</b>	<p><b>Describe</b> processes, components, and methods covered in the four disciplines namely, Biology, Chemistry, Physics and Earth and Space.</p> <p><b>Discuss</b> and recognise the structure and functions of different systems within living organisms, various ecosystems and the impact of bioaccumulation of toxic substances on an ecosystem.</p> <p><b>Recognise</b> and discuss fundamental scientific topics, such as the structure, properties and reactions of materials in Chemistry and energy transfer in Physics</p> <p><b>Show</b> and interpret different methods to present data and findings and be able to derive conclusions and suggestions within experiments performed in Biology, Chemistry, Physics and Earth and Space.</p> <p><b>Investigate</b> physical concepts such as forces, electromagnetism and light behaviour.</p> <p><b>Sort</b>, group and classify phenomena, objects, materials and organisms through testing, observation, using secondary information, and making and using keys in the four disciplines namely Biology, Physics, Chemistry</p>
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	<p>and Earth and Space.</p> <p><b>Derive</b> information and write conclusions that explain concepts about planet Earth including the difference between climate and weather as part of cycles on Earth and extend on knowledge about Earth in space.</p> <p><b>Construct</b> chemical equations to describe reactions by looking at reactions that produce a mixture of products.</p> <p><b>Plan</b> a range of investigations of different types in the four disciplines namely Biology, Physics, Chemistry and Earth and Space, while considering variables appropriately, and recognise that not all investigations can be fair tests.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## Social Studies

<b>Information</b>	<p><b>Use</b> mapwork skills to read and interpret various maps.</p> <p><b>Investigate</b> population and settlement factors.</p> <p><b>Differentiate</b> between economic, social and environmental development factors.</p> <p><b>Evaluate</b> historical events using historical sources and the historical enquiry process.</p> <p><b>Analyse</b> key events in WWI.</p> <p><b>Reflect</b> on the content covered in Social Studies.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## Year 9

In Year 9, learners will take the following 6 compulsory subjects (South African citizens or permanent residents will take 7 compulsory subjects, to include Afrikaans).

1. Afrikaans
2. Business
3. Computing
4. English
5. Mathematics
6. Science
7. Social Studies



## Subject Overview

### Afrikaans

<p><b>Information</b></p>	<p><b>Recall</b> key vocabulary and phrases from a variety of topics.</p> <p><b>Demonstrate</b> the ability to extract, organise and summarise information from a variety of written and spoken texts.</p> <p><b>Illustrate</b> a working knowledge of the language by applying and rectifying language conventions to written texts.</p> <p><b>Deduce</b> meaning from a variety of written and spoken texts.</p> <p><b>Evaluate</b> language use, view point and literary elements in texts.</p> <p><b>Present</b> self-composed simple writing tasks with a specific format, audience and purpose.</p>
<p><b>Internal Assessment</b></p>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<p><b>External Assessment</b></p>	<p>None</p>



<b>Progression Requirements</b>	C symbol or higher
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## Business

<b>Information</b>	<p><b>Define</b> business terms and concepts.</p> <p><b>Explain</b> how the main types of businesses are organised, financed, and operated.</p> <p><b>Apply</b> finance calculations to a wide range of business scenarios.</p> <p><b>Analyse</b> information on business issues and scenarios in narrative, numerical, and graphical forms.</p> <p><b>Evaluate</b> business information to make informed judgements and reasoned conclusions.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	None
<b>Progression Requirements</b>	<p>C symbol or higher should a learner wish to take</p> <p>Business Studies at IGCSE</p>



## Computing

### Information

**Understand** concepts, skills and vocabulary relating to Computing year 9

**Describe** how instructions and data is stored, organised and executed within a computer system, including how computational abstractions can be implemented to represent real-world problems and scenarios

**Understand** the hardware and software components of computer systems and networks, how to operate these systems, the risks associated with these systems, and the impact of technological growth on society

**Use** computer systems and software to support computing activities

**Illustrate** real-world problems and scenarios through means of computational abstractions and data structures

**Analyse** digital constructs to edit and correct a range of errors, as well as to select and implement the most suited to a purpose

**Evaluate** the applicability and effectiveness of computational abstractions and digital constructs that model the state and behaviour of real-world systems and scenarios

**Reflect** on concepts, skills and vocabulary relating to Computing year 9



	<p><b>Create</b> digital constructs, including representations thereof, for a specific and intentional outcome, with attention to trustworthiness, design and usability</p> <p><b>Design</b> and develop projects that involve selecting, using, and combining multiple constructs to achieve challenging goals, including collecting and analysing data and meeting the needs of known users</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher should a learner wish to take Information &amp; Communication Technology at IGCSE</p>



## English

<b>Information</b>	<p><b>Recall</b> reading, writing, language and critical thinking skills.</p> <p><b>Review</b> strategies for listening thoughtfully &amp; perceptively to extend your own understanding.</p> <p><b>Demonstrate</b> comprehension, critical thinking and analysis skills in various genres.</p> <p><b>Interpret</b> information on less familiar and more complex topics, structures and audiences of various texts.</p> <p><b>Apply</b> previous knowledge of grammar, spelling and vocabulary to writing tasks.</p> <p><b>Compare</b> texts based on their form, structure and genre.</p> <p><b>Critique</b> well-argued contributions on various topics and texts.</p> <p><b>Develop</b> critical thinking skills in writing and reading with the aim of communicating an evaluation of texts.</p> <p><b>Produce</b> appropriate and effective texts within a given context.</p>
<b>Internal Assessment</b>	Participation and engagement Formative assessment: 20% of Final term Mark Summative assessment: 80% of Final Term Mark Mid-year examinations End of year examinations
<b>External Assessment</b>	None



<b>Progression Requirements</b>	C symbol or higher
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## Mathematics

<b>Information</b>	<p><b>Solve</b> problems in contexts involving numbers, fractions, decimals, percentages, ratio and proportion.</p> <p><b>Solve</b> problems related to algebraic expressions, equations, formulae, sequences, functions and graphs.</p> <p><b>Evaluate</b> problems in geometry using geometrical reasoning.</p> <p><b>Construct</b> and solve problems related to measurement.</p> <p><b>Formulate</b> solutions to problems involving statistics. Formulate solutions to problems involving probability.</p> <p><b>Evaluate</b> knowledge of various mathematics topics through assessments.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	None



<b>Progression Requirements</b>	C symbol or higher
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## Science

<b>Information</b>	<p><b>Recognise</b> basic principles, terminology and components in the four disciplines of science.</p> <p><b>Explain</b> metabolic processes in plants, reproductive processes in humans and animals and basic terminology related to genetics.</p> <p><b>Discuss</b> components of the Earth and beyond by exploring the carbon cycle, the Earth's tectonic plates and different bodies in the universe.</p> <p><b>Show</b> understanding of chemical bonding, chemical structure and properties, and different types of chemical reactions as well as density, electricity, and heat and sound energy.</p> <p><b>Investigate</b> various concepts in science by mastering the ability to calculate, compare and interpret different outcomes.</p> <p><b>Predict</b> how natural selection and variation in species occur, how plants and humans are anatomically adapted for specific functions and evaluate the impact humans have on the environment.</p> <p><b>Assess</b> the repeatability of different scientific methods and use knowledge to evaluate the relationship between various concepts in science and the effect that science has on everyday life.</p> <p><b>Develop</b> scientific knowledge and skills by working independently to formulate questions and hypotheses and</p>
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	<p>designing methods to test these.</p> <p><b>Construct</b> explanations using evidence and creative thinking to develop new scientific ideas and explanations.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher</p>



## Social Studies

<b>Information</b>	<p><b>Analyse</b> the key developments leading up to WWII.</p> <p><b>Assess</b> the causes and effects of climate change</p> <p><b>Investigate</b> the causes and effects of natural hazards.</p> <p><b>Analyse</b> the management of natural resources.</p> <p><b>Evaluate</b> historical sources.</p> <p><b>Investigate</b> strategies to reduce human impact of the environment.</p> <p><b>Evaluate</b> geographical case studies.</p> <p><b>Reflect</b> on the content covered in Social Studies.</p>
<b>Internal Assessment</b>	<p>Participation and engagement</p> <p>Formative assessment: 20% of Final term Mark</p> <p>Summative assessment: 80% of Final Term Mark</p> <p>Mid-year examinations</p> <p>End of year examinations</p>
<b>External Assessment</b>	<p>None</p>
<b>Progression Requirements</b>	<p>C symbol or higher should a learner wish to take</p> <p>Geography or History at IGCSE</p>



# Academic Reports & Progression

## Reports

Reports will be issued at the end of each term for Lower Secondary learners. In addition, guardians are encouraged to make use of the Guardian Portal to monitor student progress throughout a term.

## Progression

Promotion to the next year is not automatic. We want to give learners the best opportunity to succeed and if they are not responding to the interventions that were put in place during the year and/or are not meeting the requirements that give them the best chance of succeeding, then consideration will be given to them repeating the year.

### In order to progress from Year 8 to Year 9

A learner needs to achieve a minimum of the following in order to be promoted year 9:

- Three 'C' symbols in the Core subjects of English, Mathematics, and Science, and
- A 'C' symbol in **two** of the following subjects: Business, Computing and Social Studies
- For learners taking Afrikaans a 'C' symbol is required for progression.\*

*\*This progression requirement is only applicable to learners taking Afrikaans.*



### **From Year 9 to IGCSE:**

A student needs to achieve a minimum of the following in order to be promoted to IGCSE:

- A 'C' symbol in the core subjects of English, Mathematics and Science
- A 'C' symbol in all their subjects they wish to take at International GCSE
  - Should a learner wish to take either History or Geography they will require a C symbol for Lower Secondary social studies
  - Should a learner wish to take ICT they will require a C symbol for Lower Secondary Computing
- For learners taking Afrikaans a 'C' symbol is required.\*

*\*This progression requirement is only applicable to learners taking Afrikaans.*

**Date of last amendment: 27 July 2022**