



ST STITHIANS
ONLINE SCHOOL

JUNIOR HIGH

Academic Handbook



Introduction

St Stithians Online School in collaboration with Valenture Institute is a global private online high school offering a curriculum recognised by the world's leading universities. Our students experience a highly engaging, inclusive and socially rich learning environment which is supported by expert teachers and mentors.

Our unique approach includes integration with worldwide sustainability objectives and encourages the holistic development of every student towards their purposeful and impactful future.

This Handbook may be reviewed, amended or updated at any time. Any changes to this Handbook will come into effect from the date on which the amended Handbook is made available on the [SSOS website](#). This Handbook should be read in conjunction with the [Qualification Terms and Conditions](#) and the Student Handbook located on the [Handbooks](#) link.

St Stithians Online School has made every effort to ensure the accuracy of the information in its handbooks. However, we reserve the right at any time, if circumstances dictate (for example, if there are not sufficient students registered), to:

- (i) make alterations or changes to any of the published details of the opportunities on offer; or
- (ii) add to or withdraw any of the opportunities on offer.

Our students are given every assurance that changes to opportunities will only be made under compelling circumstances and students will be fully informed as soon as possible.



Contents

| | |
|--|-----------|
| Introduction | 1 |
| Contents | 2 |
| Message from Head of School: Mrs Tessa Venter | 4 |
| Important Information | 5 |
| Cycle Tests | 7 |
| Examinations | 8 |
| Setting Yourself Up for Success | 10 |
| Technology Requirements | 10 |
| Stationery Requirements | 10 |
| Afrikaans | 10 |
| Business Studies and Sustainable Entrepreneurship (BSSE) | 10 |
| English | 11 |
| French | 11 |
| Mathematics | 11 |
| Science | 11 |
| Social Studies and Environmental Management (SSEM) | 12 |
| Load Shedding | 12 |
| Explanation of Codes and Symbols used | 14 |
| Curriculum Overview | 15 |
| Afrikaans | 15 |
| Business Studies & Sustainable Entrepreneurship (BSSE) | 15 |



| | |
|--|-----------|
| English | 16 |
| French | 16 |
| Mathematics | 16 |
| Science | 17 |
| Social Studies & Environmental Management (SSEM) | 17 |
| Faculty Departments and Subject Information | 18 |
| Afrikaans | 18 |
| Business Studies & Sustainable Entrepreneurship (BSSE) | 19 |
| English | 21 |
| French | 22 |
| Mathematics | 24 |
| Science | 26 |
| Social Studies & Environmental Management (SSEM) | 28 |
| Academic Reports & Progression | 30 |
| Progression Requirements | 32 |



Message from Head of School: Mrs Tessa Venter

A very warm welcome to all our St Stithians Online School (SSOS) **Junior High (JH)** students. I am delighted that you have chosen to pursue your academic journey with us.

SSOS is a strongly connected global community that prides itself on offering world class education. Our hope is that, through your time with us, you are empowered to become a global citizen equipped to make the best of your individual and collective future.

At SSOS you will experience an inclusive, socially rich and engaging academic environment. You are encouraged to embrace every academic opportunity that presents itself. Your mentor and teachers are committed to your success and look forward to partnering with you to achieve this.

Please take your time to read through the important information contained in this academic handbook. Please reach out to your mentor should anything be unclear or should you have questions.

I look forward to seeing your success at SSOS and trust you have found the school where you are inspired to achieve excellence and to make a world of difference.

Tessa Venter

Head of St Stithians Online School



Important Information

Period of study

- The Junior High qualification runs for a total of 18 months.
- This is broken down into three semesters of 6 months each.
- The Junior High qualification comprises a total of 18 courses.

What are Open Office Hours?

- Office Hours are time slots that are available to students should they wish to book time with their teachers to discuss specific issues.
- Each teacher will have Office Hours slots available on their calendar.
- Students will be able to see the availability of a teacher for Office Hours by checking their teacher's calendar.
- Students can book Office Hours directly on their teacher's calendar.
- Office Hours are also used for students' bi-weekly Learning Compass call with their dedicated Student Success Mentors.

What are credits?

- The credits used in the Junior High qualification are specific to SSOS and are not aligned to any other particular framework.
- In order to complete a subject, students must have 30 credits in that subject (i.e. complete three courses for 10 credits each).
- The Junior High qualification is awarded when a student has completed the requisite 180 credits that make up this qualification.
- In the event that a student takes a leave of absence, any credits that a student has already accrued will be retained.
- Credits are non-transferrable to another institution, subject to their individual policies and admission requirements.



- Credits cannot be applied to another level of qualification of study.
- Credits are earned when students meet both the DP (Duly Performed) and progression requirements of their respective subjects and their associated courses.

What is DP?

- DP (Duly Performed) requirements are participation requirements that are set over and above the general progression requirements for a subject. These requirements are subject-specific and will be communicated to you.

What happens if I don't get my DP?

- In the event that your DP is refused (DPR) your final report will not be released to you.
- Students whose DP is refused may apply for a concession to have their DP status reinstated by contacting their Mentor, who will explain the process to be followed.
- All concession requests will be reviewed by the Faculty Board.

How do I avoid DPR?

- You can avoid DPR by ensuring that you familiarise yourself with the DP requirements for each subject that you are enrolled for and complying with these throughout the duration of your studies.



Cycle Tests

Requirements

Students 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. This allows for test invigilation to take place and ensures academic integrity.
- A means to scan completed cycle tests. Smartphones may be used for scanning.

Deferred cycle tests

- If a student 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 (email from the parent / guardian to be provided)
- If it is decided that there is valid reason to reschedule a cycle test:
 - arrangements must be made with the respective Student Success Mentor/Learning Coach for the student to write the **alternative** cycle test
- In a case where a deferred **cycle test** cannot be written, and a valid reason is provided, the student will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks. This decision would be made by the Head of School.



Special accommodations

- Should a student require any special accommodations, such as extra time, larger print, or use of a scribe, then the student's guardian(s) are required to contact the Student Success Mentor/Learning Coach who will advise on the process to follow.

Examinations

Requirements

Students are required to have the following in order to facilitate the effective running of an examination.

- Access to a printer. Examinations need to be printed and handwritten unless otherwise directed.
- A working web camera. This allows for test invigilation to take place and ensures academic integrity.
- A means to scan completed cycle tests.

Deferred examinations

- If a student 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 (email from the parent / guardian to be provided)
- If it is decided that there is valid reason to reschedule an Exam:
 - arrangement must be made with the respective Student Success Mentor/Learning Coach for the student to write the



alternative exam within the deferred exam block

- In a case where an **Exam** cannot be written during the deferred exam block, and a valid reason is provided, the student will be granted an 'average' score, calculated as a cumulative grade from all completed summative tasks. This decision would be made by the Head of School.

Special accommodations

- Should a student require any special accommodations, such as extra time, larger print, or use of a scribe, then the student's guardian(s) are required to contact the Student Success Mentor/Learning 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 concessions requested.



Setting Yourself Up for Success

Technology Requirements

Chromebooks, Notebooks, and most modern desktop computers with peripherals such as a webcam and earphones will do the job. Your main shopping list should include: a laptop, headphones, an additional separate webcam (if your laptop has a camera in the keyboard a separate webcam is essential), uncapped wifi (we recommend a minimum 20Mbps line), TapScanner scanning app (or desktop scanner), printer, **and for our South African students, we highly recommend purchasing an Uninterrupted Power Supply** (UPS) due to sporadic load shedding.

Stationery Requirements

We encourage students to make use of the various apps and programmes associated with an online education, but we do also recognise that students may prefer to use physical notebooks, highlighters and other stationery to support their studies. This is a personal preference and up to the student to decide what they will need to be successful. However, there are some subject specific requirements that students will need to purchase. These items can be purchased directly from our [online store](#) (run solely by an external service provider) and items will be delivered directly to the student's home, if they reside within the borders of the RSA. Unfortunately our online store cannot make international deliveries. Guardians are also welcome to source these items independently should they wish to do so.

Afrikaans

- English/Afrikaans dictionary (optional)

Business Studies and Sustainable Entrepreneurship (BSSE)

- Casio FX 82ZA PLUS II scientific calculator



English

- ***The Graveyard Book*** by Neil Gaiman (Setwork book)

French

- The Collins French Dictionary & Grammar

Mathematics

- Mathematical Set, Ruler
- Casio FX 82ZA PLUS II scientific calculator

Science

- Casio FX 82ZA PLUS II scientific calculator
- The **SSOS Science Kit** containing the following items:

| Item | Quantity |
|-------------------------------------|----------|
| Battery 9V | 1 |
| Battery Snap | 1 |
| Beaker 250ml | 1 |
| Beaker 500ml | 2 |
| Buzzer with leads | 1 |
| Crocodile Wire | 4 |
| Fan Blade | 1 |
| Motor | 1 |
| Iodine 50ml | 1 |
| Iron filings 100g | 1 |
| Lab Coat (select your correct size) | 1 |
| Led | 5 |
| Lime Water 50ml | 1 |
| Magnets (pair) | 1 |
| Measuring cylinder 100ml | 1 |



| | |
|---|---|
| Pasteur Pipette | 1 |
| Plastic Beaker 100ml | 1 |
| Safety Glasses | 1 |
| Slinky spring | 1 |
| Spatula | 1 |
| Switch (for circuits) | 1 |
| Test tube 20ml | 6 |
| Test tube brush | 1 |
| Test tube rack (6 holes) | 1 |
| Thermometer | 1 |
| Torch bulb holder (bulb holders for circuits) | 2 |
| Torch bulbs (for circuits) | 4 |
| Triangular Prism | 1 |
| Universal indicator 50ml | 1 |

Social Studies and Environmental Management (SSEM)

- Casio FX 82ZA PLUS II scientific calculator

Load Shedding

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 class, 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***



ST STITHIANS
ONLINE SCHOOL

Head of School will make a determination as to whether students may be excused.





Explanation of Codes and Symbols used

The following codes are appended to each course code to indicate the semester of study in which they are taken:

| | |
|----------|-----------------|
| F | First semester |
| S | Second semester |
| T | Third semester |



Curriculum Overview

Afrikaans

| SEMESTER | COURSE | CODE | CREDITS |
|----------|-------------|----------|---------|
| 1 | Afrikaans 1 | JHAFR101 | 10 |
| 2 | Afrikaans 2 | JHAFR102 | 10 |
| 3 | Afrikaans 3 | JHAFR103 | 10 |

Business Studies & Sustainable Entrepreneurship (BSSE)

| SEMESTER | COURSE | CODE | CREDITS |
|----------|---|----------|---------|
| 1 | Business Studies and Sustainable Entrepreneurship 1 | JHBUS101 | 10 |
| 2 | Business Studies and Sustainable Entrepreneurship 2 | JHBUS102 | 10 |
| 3 | Business Studies and Sustainable Entrepreneurship 3 | JHBUS103 | 10 |



English

| SEMESTER | COURSE | CODE | CREDITS |
|----------|-----------|----------|---------|
| 1 | English 1 | JHENG101 | 10 |
| 2 | English 2 | JHENG102 | 10 |
| 3 | English 3 | JHENG103 | 10 |

French

| SEMESTER | COURSE | CODE | CREDITS |
|----------|--------------------------|----------|---------|
| 1 | Introduction to French 1 | JHFRE101 | 10 |
| 2 | Introduction to French 2 | JHFRE102 | 10 |
| 3 | Introduction to French 3 | JHFRE103 | 10 |

Mathematics

| SEMESTER | COURSE | CODE | CREDITS |
|----------|---------------|----------|---------|
| 1 | Mathematics 1 | JHMAT101 | 10 |
| 2 | Mathematics 2 | JHMAT102 | 10 |
| 3 | Mathematics 3 | JHMAT103 | 10 |



Science

| SEMESTER | COURSE | CODE | CREDITS |
|----------|-----------|----------|---------|
| 1 | Science 1 | JHSCI101 | 10 |
| 2 | Science 2 | JHSCI102 | 10 |
| 3 | Science 3 | JHSCI103 | 10 |

Social Studies & Environmental Management (SSEM)

| SEMESTER | COURSE | CODE | CREDITS |
|----------|---|-----------|---------|
| 1 | Social Studies and Environmental Management 1 | JHSOCC101 | 10 |
| 2 | Social Studies and Environmental Management 2 | JHSOCC102 | 10 |
| 3 | Social Studies and Environmental Management 3 | JHSOCC103 | 10 |



Faculty Departments and Subject Information

Afrikaans

| | |
|----------------------------|---|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none">1. Recall key vocabulary and phrases from a variety of topics.2. Demonstrate the ability to extract, organise and summarise information from a variety of written and spoken texts.3. Illustrate a working knowledge of the language by applying and rectifying language conventions to written texts.4. Deduce meaning from a variety of written and spoken texts.5. Evaluate language use, view point and literary elements in texts.6. Present self-composed simple writing tasks with a specific form, audience and purpose. |
| ASSESSMENT | Participation and engagement Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHAFR101 |
| CREDITS | 10 |
| COURSE 2 | |



| | |
|--------------------------------|---|
| CODE | JHAFR102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |
| CODE | JHAFR103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |

Business Studies & Sustainable Entrepreneurship (BSSE)

| | |
|----------------------------|--|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none">1. Define key concepts related to business, accounting and economics.2. Identify key information from a body of content, graph or data.3. Outline and contextualise points about business and economic concepts or issues.4. Explain a statement of fact in relation to business, accounting and/or economics.5. Show the foundation that underlines good business practices.6. Investigate the interrelationship between different points in business, economics, and finance. |
|----------------------------|--|



| | |
|--------------------------------|--|
| | <ol style="list-style-type: none"> 7. Plot creative solutions along with entrepreneurial skills to address issues in your community. 8. Justify the course of action for a business by choosing the best option out of the available opportunities. 9. Assess information about the current state of performance of a business in an ever changing economic environment. 10. Verify relevant financial and economic measurements by using mathematical skills to reach the appropriate answer, using the data offered. |
| ASSESSMENT | Participation and engagement Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHBUS101 |
| CREDITS | 10 |
| COURSE 2 | |
| CODE | JHBUS102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |



| | |
|--------------------------------|---|
| CODE | JHBUS103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |

English

| | |
|----------------------------|--|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none"> 1. Identify the use and features of various texts. 2. Demonstrate the ability to read with fluency, demonstrating literal and implicit understanding. 3. Show an understanding of grammatical and linguistic conventions. 4. Compare a variety of texts effectively. 5. Assess and engage critically with texts. 6. Write with clarity, accuracy and coherence, adapting language and style to suit different purposes and audiences. |
| ASSESSMENT | Participation and engagement Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHENG101 |
| CREDITS | 10 |
| COURSE 2 | |



| | |
|--------------------------------|---|
| CODE | JHENG102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |
| CODE | JHENG103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |

French

| | |
|----------------------------|--|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none">1. Develop an ability to understand new words that are introduced into familiar written material, including using a dictionary.2. Analyse the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.3. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.4. Develop an appreciation for stories, songs, poems, and rhymes in the language.5. Show an understanding of grammatical structures by constructing sentences, using familiar vocabulary, phrases and basic language structures. |
|----------------------------|--|



| | |
|-------------------|--|
| | <ol style="list-style-type: none">6. Show an understanding of words, phrases and simple writing.7. Show understanding of spoken language by joining in and responding in discussions and conversations.8. Demonstrate a knowledge of vocabulary by engaging in conversations; asking and answering questions, expressing opinions and responding to those of others; seeking clarification and help.9. Present ideas and information orally to a range of audiences.10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.11. Describe people, places, things and actions orally and in writing. |
| ASSESSMENT | Participation and engagement Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHFRE101 |
| CREDITS | 10 |
| COURSE 2 | |
| CODE | JHFRE102 |
| CREDITS | 10 |



| | |
|--------------------------------|---|
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |
| CODE | JHFRE103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |

Mathematics

| | |
|----------------------------|---|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none">1. Solve problems involving numbers and perform operations using them.2. Investigate patterns and sequences.3. Solve problems by means of algebra.4. Investigate graphs represented by algebraic equations.5. Investigate the properties of various one-, two- and three-dimensional objects.6. Investigate Euclidean Geometry theorems related to and properties of straight lines and polygons.7. Apply transformations to 2D shapes.8. Solve problems involving perimeter, area, surface area and volume of various 2D and 3D shapes.9. Analyse data in order to draw conclusions and make predictions.10. Solve problems involving probability.11. Solve mathematical puzzles.12. Evaluate knowledge of various mathematical |
|----------------------------|---|



| | |
|--------------------------------|--|
| | topics through assessments and reflective activities. |
| ASSESSMENT | Participation and engagement: 80% Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHMAT101 |
| CREDITS | 10 |
| COURSE 2 | |
| CODE | JHMAT102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |
| CODE | JHMAT103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |



Science

EXIT-LEVEL OUTCOMES

1. Test hypotheses during experiments and investigations based on correct and safe laboratory techniques.
2. Evaluate data and experimental methods with the aim to draw accurate conclusions and recommend possible improvements to experimental methods.
3. Execute mathematical equations and methods accurately as required by inquiries in biology, chemistry and physics.
4. Classify mathematical equations and methods accurately as required by inquiries in biology, chemistry and physics.
5. Analyse matter in the form of elements, atoms, compounds and mixtures.
6. Analyse types of energies, conservation of energy, and components of working with electricity.
7. Compare systems of interaction between living organisms and between organisms and the environment.
8. Predict trends in chemical reactions across groups in the periodic table based on the arrangement of different elements.
9. Compare types and properties for wave theory, as well as types, applications and properties of forces.
10. Evaluate the earth and atmosphere including the composition of air and the materials made from substances in the earth.
11. Assess a range of chemical reactions through the use of formulae and word equations.
12. Investigate healthy living.
13. Investigate the interactions between organisms





| | |
|--------------------------------|---|
| | <p>and their environment, including human impact on the environment.</p> <p>14. Construct A model house based on using a range of different materials.</p> <p>15. Reflect on what it means to be a scientist, and the scientific learnings in chemistry, biology and physics.</p> |
| ASSESSMENT | <p>Participation and engagement</p> <p>Formative assessment: 20% of GPA</p> <p>Summative assessment: 80% of GPA</p> <p>Final exam at the end of Course 3</p> |
| COURSE 1 | |
| CODE | JHSCI101 |
| CREDITS | 10 |
| COURSE 2 | |
| CODE | JHSCI102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | <p>GPA: 40%</p> <p>Participation and engagement: 80%</p> |
| COURSE 3 | |
| CODE | JHSCI103 |
| CREDITS | 10 |



| | |
|--------------------------------|---|
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
|--------------------------------|---|

Social Studies & Environmental Management (SSEM)

| | |
|----------------------------|---|
| EXIT-LEVEL OUTCOMES | <ol style="list-style-type: none">1. Describe the development of human rights, specifically in the context of a chosen country.2. Demonstrate an understanding of the various forms of government.3. Use map work skills to read and interpret various maps.4. Investigate human impact and environmental management strategies in a local area.5. Evaluate historical sources through a historical enquiry.6. Create a simple timeline illustrating historical themes.7. Present a case study on the impact of globalisation and development on a chosen country |
| ASSESSMENT | Participation and engagement Formative assessment: 20% of GPA Summative assessment: 80% of GPA Final exam at the end of Course 3 |
| COURSE 1 | |
| CODE | JHSOCC101 |
| CREDITS | 10 |
| COURSE 2 | |



| | |
|--------------------------------|---|
| CODE | JHSOCC102 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |
| COURSE 3 | |
| CODE | JHSOCC103 |
| CREDITS | 10 |
| PROGRESSION REQUIREMENT | GPA: 40% Participation and engagement: 80% |



Academic Reports & Progression

Guardians are encouraged to make use of the Guardian community to monitor student progress. Guardians will be able to view a student's most up to date grades as well as the status of assignment submissions. This information is updated on a weekly basis.

A more comprehensive report will be issued at the end of each term. These reports will indicate participation and engagement; the student's achievement on formative and summative assessments (as a percentage), and a grade level (grading of 9 to 1 - See Appendix 1).

Reports will include comments by the mentor and the subject teacher. Below is a table illustrating the details accounted for in the final report issued by SSOS at the end of the qualification.

| ASPECT GRADED (PER SUBJECT) | DESCRIPTION | HOW WE TRACK THIS | HOW WE GRADE THIS |
|---------------------------------|--|--|---------------------|
| Duly Performed (DP) | This is a measure of the number of live session attended throughout the course | We track the student logging in to a live session | Percentage |
| Academic performance: Formative | This is a measure of the student's achievement in | Various assessments, e.g.: graded quizzes; summarising | Weighted percentage |



| | | | |
|---|--|---|---------------------|
| | formative tasks throughout the course. | tasks; online assignments (that don't fall into the scope of the assessments described below) | |
| Academic performance: Summative* | This is a measure of how a student performs in 'exam-style' assessments and the mock exams, throughout the course. | Summative assessments in which we align the module and unit outcomes to the exit-level outcomes of the subject. | Weighted percentage |
| Overall GPA Calculated as average of formative assessments (20%) and summative assessments (80%). | | | % |
| <p>Comments: Mentor: Engagement, participation and extra curricular involvement. Teacher: Academic achievement and recommendations for progression and congratulations on completion of the qualification.</p> | | | |



Progression Requirements

Promotion to the next semester is not automatic, except from Course 1 (Semester 1) to Course 2 (Semester 2) for courses of 18 months or more. We want to give students the best opportunity to succeed and if they are not responding to the interventions that were put in place and not meeting the requirements that give them the best chance of succeeding, then consideration will be given to them repeating with a different intake. Decisions to repeat and join a different intake need to be ratified by the Faculty Board.

In order to progress from Course 2 (Semester 2) to Course 3 (Semester 3):

A student needs to achieve a minimum of the following in order to be promoted to the next Semester (except for the end of the final Semester which is described below):

1. Three level 4 (40-49%) grades in the Core subjects of English, Mathematics, and Science, and
2. Level 4 (40-49%) grade for their second language,
3. Level 4 (40-49%) grade in at least 1 foundation subjects listed below: Social Studies & Environmental Management and Business Studies & Sustainable Entrepreneurship.

From Junior High to International GCSE courses:

In their final Semester, a student needs to achieve a minimum of:

- a) A level 4 (40%) in all their subjects they wish to take at International GCSE,
- b) the following in order to be promoted to International GCSE:
 - One level 5 (50-59%) and two level 4 (40-49%) grades in the Core subjects of English, Mathematics, and Science, and



- Level 4 (40-49%) grade for their second language,
- Level 4 (40-49%) grade in at least 1 foundation subjects listed below: Social Studies & Environmental Management and Business Studies & Sustainable Entrepreneurship.

Appendix 1

Pearson uses the numeric grading system of 9-1, a grading system introduced in the UK for GCSEs. At St Stithians Online School we use the 9-1 grading system for Junior High courses as well.

In the Percentage Uniform Mark GPA, a grade level 9 will equate to a mark of 90-100%; a grade level 8 will equate to a mark of 80-89%, a 7 to a mark of 70-79%; and so on. The table below shows a comparison between the grade levels 9-1 system and the old grade system A* to G. Grade levels 9-1 vs Grade system A* to G

| New 1-9 grade system | Old A* - G grade system |
|----------------------|-------------------------|
| 9 | A** |
| 8 | A*/A |
| 7 | A |
| 6 | B |
| 5 | B/C |
| 4 | C |
| 3 | D/E |
| 2 | E/F |
| 1 | F/G |

Strong Pass

Standard Pass

