



ST. FRANCIS
METHODIST SCHOOL
Possibilities to Realities

Curriculum Description for Lower Secondary Programme

English

The course aims to provide students with ample opportunities to grapple with the grammatical structures of the language through games and oral activities. In addition, they would also be exposed to various text types during the year to enhance their writing skills for different situations. A reading programme is incorporated so that students are encouraged to emulate the techniques of the authors when tackling their essays.

Assessments:

Continuous assessments include coursework which is targeted to measure the students' fundamental reading, writing, speaking and listening skills. This makes up **40%** of the subject's total assessment weighting. The semester examinations to be held in May and October constitute the remaining **60%** of the subject's total assessment weighting.

Examination Scheme:

Paper 1 (40%, 1.5 hours)

Section A consists of four composition questions of 20 marks each. Students are to choose and attempt one question for this section. **Section B (Functional Writing)** consists of one compulsory composition question of 20 marks. All in all, students are to attempt a total of two composition questions in this paper.

Paper 2 (20%, 1.5 hours)

The paper consists of a comprehension passage with questions which are based on it. The total paper is 20 marks.

English Literature

Students will be analyzing poems, short stories and plays through the year. Students will be taught how to appreciate the tone, register and intention of the author and increase their sensitivity to the nuances of the English Language.

Assessments

Assessments include coursework which is based on the students' ability to understand and respond critically to the texts studied. This makes up **40%** of the subject's total assessment weighting. The remaining **60%** of the subject's weighting will be based on the Mid-Year and Final-Year Examination results.

Examination Scheme:

The paper consists of a given text which could be a poem, a play or a short story on which the five questions are based upon. Answers to four of the questions can be derived from the given text. However, the last question requires the students to respond using his or her imagination. All five questions are compulsory.

Chinese

This paper will test a candidate's understanding and use of the Chinese language.

Examination Scheme:

Paper 1 (35%, 2 hours)

- **Section A: Letter Writing (10%)**
- **Section B: Composition (25%)**

Candidates are expected to choose and attempt one letter writing and one composition from **Section A** and **Section B** respectively.

Paper 2 (35%, 1.5 hours)

- **Section A: Cloze passage**
- **Section B: Comprehension**
- **Section C: Open-Ended Comprehension Questions**

Candidates are expected to attempt all the questions in this paper.

Paper 3 (30%)

- **Part 1: Oral (20%)**
- **Part 2: Listening Comprehension (10%)**

Part 1 consists of 2 sections. In **Section A**, candidates are expected to read an article assigned by the examiners. In **Section B**, candidates are to verbally discuss an assigned topic.

For **Part 2**, candidates need to answer about ten multiple choice questions (MCQ) after listening to four articles from the recorder.

Malay

The general objectives of this course are to enable the students to converse in good standard Malay, read the language from the various media and to be able to express those thoughts in their essays.

Examination Scheme:

Paper 1 (35%)

- **Section A: Letter Writing (10%)**
- **Section B: Composition (25%)**

Paper 2 (35%)

- **Section A: Grammar, Cloze Passage, Multiple Choice Questions (MCQ) and Open-Ended Questions**
- **Section B: Comprehension**
- **Section C: Open-Ended Comprehension Questions**

Paper 3 (30%)

Part 1: Oral (20%)

Part 2: Listening Comprehension (10%)

Higher Tamil

This paper will test a candidate's understanding and use of the Tamil language.

Examination Scheme:

Paper 1 (45%)

- **Section A: Letter Writing /Conversation/Short Speech (10%)**
- **Section B: Composition (35%)**

Paper 2 (55%)

- **Section A1: Joining the Words (Grammar) (5%)**
- **Section A2: Sentence Making (7.5%)**
- **Section B3: Cloze Passage (10%)**
- **Section C4: Comprehension 1 (12.5%)**
- **Section C5: Vocabulary (5%)**
- **Section C6: Comprehension 2 (5%)**
- **Section D7: Short Passage Writing (10%)**

Tamil

This paper will test a candidate's understanding and use of the Tamil language.

Paper 1 (35%)

- **Section A: Letter Writing/Conversation/Report/Short Speech (10%)**
- **Section B: Composition (25%)**

Paper 2 (35%)

- **Section A: Grammar (10%)**
- **Section B: Cloze Passage (5%)**
- **Section C: Comprehension (Multiple Choice Questions) (5%)**
- **Section D: Open-Ended Comprehension Questions (12.5%)**
- **Section E: Vocabulary (2.5%)**

Paper 3 (30%)

- **Section A: Reading (5%)**
- **Section B: Conversation (15%)**
- **Section C: Listening Comprehension (10%)**

French

The aims of this course are:

- To develop the ability to use the language effectively for the purpose of practical communication in countries where the language is spoken.
- To form a sound base of skills, language and attitudes required for further study, work and leisure.
- To offer insights into the culture and civilization of the countries where the language is spoken.
- To develop a fuller awareness of the nature of the language and language learning.
- To encourage positive attitudes towards foreign language learning and towards speakers of foreign languages and a sympathetic approach to other cultures and civilizations.
- To provide enjoyment and intellectual stimulation.
- To complement other areas of study by encouraging skills of a more general application (e.g. analysis, memorizing, drawing of inferences).

Examination Scheme:

Paper 1: Written Comprehension and Usage of Language (40%, 2 hours)

- **Picture composition (10%)**
- **Written comprehension passage followed by true or false questions, fill in the blanks and multiple choice questions (10%)**
- **Translation from English to French and French to English (20%)**

Paper 2: Usage of Language: (40%, 2 hours)

- **Grammar (30%)**
- **Essay writing (10%)**

Paper 3: Oral (20%, 30 minutes for each student)

- **To read aloud a passage (8%)**
- **Answer questions related to the passage(6%)**
- **General conversation (6%)**

Japanese

The aims of this course are:

- To develop the ability to use the language for purposes of practical communication.
- To form basic skills required for further study.
- To offer insights into the culture and civilization of Japan.

Paper 1: Usage and Composition (55%, 1 hour 30 minutes)

- **Grammar**
- **Picture Composition**
- **Essay**

Paper 2 : Reading Comprehension (45%, 45 minutes)

Tested by a variety of short items, such as filling in blanks, multiple choice questions and true or false questions.

Mathematics

The course aims to provide students with the fundamental mathematical knowledge and skills. The objectives include:

1. To acquire the basic mathematical concepts for further learning in the subject and practical applications in every day life.
2. To develop basic processing ability for further acquisition and application of concepts and skills.
3. To develop basic critical thinking skills to reason logically and systemically.
4. To use basic problem solving methods to solve problems independently and cooperatively.
5. To communicate basic mathematical ideas and concepts coherently.
6. To develop early recognition and use of connections among basic mathematical ideas and concepts.
7. To be effective in the use of common mathematical tools and learning aids.
8. To handle simple mathematics projects and work as a team.
9. To build confidence in the acquisition and use of mathematical concepts, skills and tools.
10. To approach mathematical ideas with an open and inquisitive mind.
11. To develop positive attitudes and feelings towards mathematics.
12. To associate mathematics with fun.

Assessments:

Continuous assessments include a Mathematics Project in term 3 and individual Mathematics file that needs to be submitted at the end of terms 1 and 3 for grading.

Examination Scheme:

Paper 1 (50 marks, 1 hour)

The students are expected to answer all the questions. Each question carries 2 – 4 marks. No calculator is allowed.

Paper 2 (50 marks, 1½ hours)

The paper consists of **Section A** (40 – 42 marks) and **B** (8 – 10 marks). Students are expected to answer all the questions in **Section A** and choose one out of two questions in **Section B**. Each question in **Section A** carries 4 – 8 marks while each question in **Section B** carries 8 – 10 marks. Calculators are allowed. Students are also expected to bring their Mathematical Set and Flexible Ruler.

Science

The course aims to develop students into scientifically informed and responsible adults and to prepare them for further studies at upper secondary level. The objectives include:

1. To acquire understanding and knowledge
 - a. to become confident citizens in a technological world and to take or develop an interest in matters relating to Science and Technology,
 - b. to recognise and appreciate the usefulness and limitations of scientific methods to investigate and solve problems, and
 - c. for higher pursuit of the study of Science.
2. To develop abilities, skills and practices that
 - a. are relevant to the study of science,
 - b. encourage effective communication using scientific jargon, and
 - c. enhance safety consciousness and awareness of safety issues.
3. To develop attributes relevant to the study and/or practice of Science such as
 - a. concern for accuracy,
 - b. objectivity,
 - c. inquisitiveness,
 - d. initiative,
 - e. innovativeness,
 - f. integrity,
 - g. perseverance, and
 - h. critical analysis
4. To stimulate
 - a. curiosity, interest and enjoyment of science and its methods of inquiry, and
 - b. interest in, and care for, the environment.
5. To promote an awareness
 - a. that the study and practice of science are co-operative and that cumulative activities are subject to social, economic, technological, ethical and cultural influences and limitations,
 - b. that the applications of science are generally beneficial, but the abuse of scientific knowledge can be detrimental, and
 - c. for the importance of the use of IT for communication and as a tool for data collection and analysis.

Examination Scheme:

The examination consists of only one paper. The duration is between 1 hour 30 minutes and 2 hours. The format is as follows:

Section A (40 marks)

This section contains between 40 compulsory multiple choice questions (MCQ).

Section B (30 marks)

This section contains 3 compulsory short-answer questions. Each question carries more than 8 marks.

Section C (30 marks)

This section contains four free response structured questions. Students are required to choose and answer only three questions. Each question carries 10 marks.

Social Studies

A new subject called Social Studies was developed for use in St Francis Methodist School for the Lower Secondary School levels, namely Secondary One and Two. The Secondary One and Two syllabuses will be implemented in 2006 and 2007 respectively. The syllabus incorporates the study of History and Geography components. The objective is to enable the pupils to achieve the following outcomes:

1. To understand better the world in which they live in by fostering a critical awareness of continuity and change in the human experience.
2. To demonstrate their understanding of the nature of knowledge by appreciating the inter-relationships of ideas from across the disciplines namely, History and Geography.
3. To broaden their global outlook while enabling them to remain mindful of shared historical and social experiences both within Singapore and regionally.
4. To develop maturity of thought and to apply critical reading and creative thinking skills.
5. To develop the skills of clear, accurate and effective communication.
6. To develop skills of evaluation.
7. To promote extensive and independent reading with the hope that pupils will develop in them the need to perform simple research skills at the lower levels and eventually full scale research skills in the future.

Assessment Objectives:

1. Knowledge with understanding

Students should be able to:

- a. understand and explain historical and geographical terms as is taught under the various topics,
- b. understand and appreciate the nature of world happenings in terms of their cause and effect, as well as, their impact on the political, economic and social climate,
- c. appreciate and analyse the selected physical and human processes, their interactions and outcomes over space and time,
- d. appreciate and analyse the consequent issues, responses and strategies of these interactions and the difficulties and implications of their management, and
- e. demonstrate an awareness of the potential and limitations of different forms of data, concepts and theories as used by geographers

2. Skills

Students should be able to:

- a. read, recall, collect and interpret data and varieties of evidence from a range of first hand (fieldwork) and secondary sources (maps and printed materials),
- b. select and apply appropriate historical and geographical principles, concepts and methods,
- c. organize, present and communicate information in a coherent manner with due regard to quality and appropriateness, and
- d. demonstrate the skills of analysis, synthesis and critical evaluation.

3. Values

Students should be able to:

- a. appreciate and analyse different perceptions and decision making,
- b. make judgements which demonstrate
 - sensitivity to, and a concern for the environment and the human race and
 - an appreciation of the attitudes, values and beliefs of others in relation to cultural, economic and political and social issues which has a geographical and historical dimension.

In any component where students are required to sit for an examination, as well as, submit project work and assignments, it is required that they answer in continuous prose and marks awarded will take into account the quality of the language which includes:

- a. clarity of expression,
- b. structure and presentation of ideas, and
- c. grammar, punctuation and spelling.

Examination Scheme:

Paper 1 (30%) Project Work		
A selected list of topics will be given at the beginning of Term 1 (20%) and 3 (10%).	Term 1 Project Work	Submission Date: Week 5, Term 2
	Term 3 Project Work	Submission Date: Week 5, Term 4

Paper 2 (70%) 1.5 Hour		
Section A (25%)	Creative Questions Multiple-choice	1 mark per question
Section B (10%)	Cause and Effect	1 mark per question
Section C (10%)	Map Reading and Basic Skills	1 mark per question
Section D (30%)	Structured Essay Questions (Choose and attempt 2 out of 3 questions)	Three parts to each question (15 marks): A = Inference (4m) B = Analysis (5m) C = Synthesis (6m)
Section E (25%)	One Source-Based Question	4 parts to the question (compulsory): A = Inference (4m) B = Analysis (6m) C = Reliability (7m) D = Synthesis (8m)

Visual Performing Arts

Art:

The Visual Arts syllabus is designed to provide our students with the opportunity to give form and meaning to their ideas, thoughts and feeling through visual and tactile forms. The breadth and depth of study cater to a range of abilities and interests. The process of art making involves the use of a variety of media channels and technologies. As such, the latter's role in the development of critical and creative thinking continues to be maintained. Visual literacy skill such as perceiving and responding to visual images and analysis of visual information in its many forms are further enhanced and developed in the syllabus.

The Lower Secondary Visual Arts syllabus aims to develop the students' visual literacy and a love for visual arts by adopting an enjoyable broad-based curriculum.

The Lower Secondary syllabus builds the foundation to acquire a selection of media to explore themes about themselves in exploration, expression and evaluation and prepares students for greater autonomy and self directed learning in upper secondary course, where pupils will develop individual responses to more diverse issues and themes.

As a result, the students will develop:

1. a sensory perception and imagination,
2. communication by thinking about, planning for, and creating art works, and
3. an appreciation and understanding of images and objects from a variety of cultures and contexts.

Content

During the two-year programme, the pupils will experience working with a variety of two-dimensional and three-dimensional art works through a series of integrated processes. Teachers will have to cover a set of core art forms (within the scope of two-dimensional like drawing, painting and graphic design, and three-dimensional like paper sculpture or paper Mache).

Assessment And Grading

The focus of assessment is pupils' learning rather than the finished artworks. The finished art works constitute only one of the many indicators of learning that take place.

Process Diary

The process diary will form the primary instrument to evaluate pupils' progression in visual arts. It is the working document which demonstrates the process that pupil has undertaken to explore, express and evaluate ideas, concepts and media. Pupils are assessed at various stages of the working process. The process diary further reinforces the importance of the developmental learning and working process of the subject.

The process diary could consist of: drawing and sketches, written notes, reproduced images, research information/data, ideas, annotations, experiments, evaluations, objects and/or found materials.

The basic assessment criteria will consist of components covering:

1. Exploration and generation of ideas
2. Scope of investigation
3. Selection and experimentation with media and materials
4. Understanding and control of chosen media
5. Expression of ideas
6. Evaluation and reflection

Examination Format

Students are to answer one question from either drawing and painting or graphic design. Of a total of 100%, research journal and actual art works constitutes 60% and 40% respectively.

Music:

The Visual and Performing Arts (Music) course is an essential central to the education offered by St. Francis Methodist School. The environment encourages the students to find and develop their own identities; cultivate a positive spirit of experimentation and innovation as they work together toward professional and creative excellence in the visual arts, music, dance and theatre. Through workshops, productions, exhibition, internships and other activities, they are encouraged to work within the art community in exploring and developing their own roles as artists and educators.

Visual and Performing Arts provide an ongoing learning ground to help students to find and develop their own identities and constantly learning new skills to upgrade themselves. As a result, this will cultivate a positive spirit of experimentation and innovation in them. To meet the increase demand in Information and Technology in today's education, the students will be well equipped with computer and electronic knowledge to create music and digital art.

Grading

There is no examination. Grades: A (Very Good), B (Good), C (Satisfactory), D (Average) or F (Fail), are given based on the student's participation and contribution in performances and presentations in class. Attendance, punctuality and class discipline will be considered in the grading.

Drama:

The Performing Arts (Drama) course is strictly a non-examination subject designed as an exposure programme. It aims to introduce students to both the theoretical and practical aspects of drama and to provide them with some basic skills and experience. The objective is to provide an opportunity for artistic outlet and a basic educational grounding in drama. Some students may wish to explore further by gaining transferable skills that will aid them later in life. Students will learn about the ways in which their body and voice can define characters, improve their observational and listening skills and look at how they portray themselves to the rest of the world. Basic techniques on the importance of diction and projection in the theatre will also further equip them for life outside education, foster the ability to make oneself understood clearly and instil a sense of self-confidence. Students will work on acting skills through improvisation exercises and theatre games to create their own original pieces and scripted work for grading at the end of the term. In improvisational modules, they will be encouraged to break free of their inhibitions and develop confidence, think past caricature and into character, and to think 'outside the box'. Creative work will follow on naturally from this, where basic improvisations can be honed and turned into short plays. This practice and discipline fosters teamwork and reliance on each other, as well as, bring up issues of time-management and planning. Finally, scripted work will build on previous experiences, continuing the learning process and adding focus on to the ideals of rehearsal and preparation. Throughout all these stages, theatre discipline will be strongly encouraged, from respecting fellow students' performances to maintaining composure and focus whilst on stage and making it an enjoyable learning experience to attain life-skills.

Grading

There is no examination. Grades: A (Very Good), B (Good), C (Satisfactory), D (Average) or F (Fail), are given based on student's participation and contribution in theatre exercises and presentations in class. Attendance, punctuality and class discipline will be considered in grading.

Physical Education

AIMS

The aims of Physical Education programme are to develop the physical, psychomotor, intellectual, social and emotional aspects of the pupils through a range of physical activities. Physical Education serves to complement other educational areas in promoting educational outcomes that are not likely to be achieved in other subject areas.

SELECTION OF ACTIVITIES

- Ball games: basketball, soccer and volleyball
- Racket games: badminton, mini tennis, table-tennis
- Fitness & Conditioning: cycling and tread mill
- Cardiovascular and endurance training through 2.5km outdoor runs
- Body building and strength training through weights
- Health education and counselling e.g. talks on fitness and nutrition

OBJECTIVES

The objectives that the P.E. curriculum seeks to develop are:

- Develop and maintain physically fit body
- Develop body awareness and control
- Be involved in and enjoy a range of sports and games
- Gain cognitive knowledge of fitness, rules, techniques and tactics in games
- Gain technical skills related to specific sports
- Gain motor skills in various sports
- Develop positive self-esteem
- Acquire safety skills and healthy habits
- Build friendships through team games
- Develop personal discipline and responsibility
- Appreciate the concepts of fair play and good sportsmanship

TIME ALLOWANCE

PE is once a week, each session consists of 1 period of 40 minutes

ASSESSMENT

The teaching of sports, games and fitness exercises are intended as life skills. They are provided as a healthy complement to the rigorous academic pursuits. Students are challenged to learn a sport which they have no or little prior skills every new term. Teachers will assess students' learning by the specific game skills stated in the e-record. Students' interest and active involvement in each PE lesson is observed.

ACTIVITIES for the 4 Terms

Week	Term 1	Term 2	Term 3	Term 4
1	Orientation for new students	Floorball (1) Passing	Badminton (1) Forehand Drive	Basketball (1) Passing
2	Introduction/ House rules	Floorball (2) Dribbling	Badminton (2) Backhand Drive	Basketball (2) Dribbling
3	Mini Tennis (1) Forehand Stroke	Floorball (3) Shooting	Badminton (3) Low Net Serve	Basketball (3) Shooting
4	Mini Tennis (2) Backhand Stroke	Floorball (4) Defending	Badminton (4) Smash	Basketball (4) Defending
5	Mini Tennis (3) Volley	Table Tennis (1) Forehand Drive	Street Soccer (1) Passing	Billiard (1) Pool Game
6	Volleyball (1) Digging	Table Tennis (2) Backhand Drive	Street soccer (2) Dribbling	Billiard (2) Snooker Game
7	Modified game Volleyball (2) Volleying	Table Tennis (3) Service	Street Soccer (3) Defending	Year end exams
8	Modified game Volleyball (3) Serving	Table Tennis (4) Scoring	Street Soccer (4) Shooting	Year end exams
9	Common tests	Mid Term Examinations	Gym workout Fitness & Conditioning	Year end exams
10	Common tests	Mid Term Examinations	Gym workout Fitness & Conditioning	After exams activities

Information Technology

The course aims to introduce basic IT skills and knowledge to the students. There is no exam for this subject. However, there will be individual projects throughout the year to allow for hands on practice.

Topics:

Theory

1. Introduction to Computers
2. Network
3. Graphic
4. Multimedia Presentation
5. Programming and troubleshooting Computers
6. Memory and Storage Device
 - Hardware and software
 - Files and folders
 - Storage media

Hands-on Skill

1. Email
2. Search Engine
3. Blog
4. MS Word
5. MS Powerpoint
6. MS Excel
7. MS Frontpage
8. Basic HTML
9. MS Publisher

Project

1. Create a Blog.
2. Set up an email account.
3. Use search engines to sift for information regarding the students' home country. Subsequently, they are to submit a MS Word write-up of their respective country using text and pictures. They are also to demonstrate their competency in using different fonts (including size and colour), bullets, tables and links.
4. Use search engines to sift for information regarding any topic that the students are interested in to be presented using PowerPoint. They are also to demonstrate their competency in using animation, sound, pictures, slide transition and text with WordArt effect.
5. Draft a restaurant menu in MS Word format, demonstrating their competency in using picture and margin decoration.
6. Create a personal website of at least 4 web pages (one of which must be a photo gallery) using MS Front Page. The links must be working.

7. Use HTML to write a very simple code for one webpage including background colour, different text size and paragraphing.
8. Create an e-book with MS Publisher.

For some of the above projects, students are required to present their work. There is no examination.

Reference Reading

Computer Applications Secondary 1 and 2 by Jonathan Chan and Choy Wai Tse Kelly.

English Second Language

To reinforce students' grasp of Grammar, especially the different tenses (Simple Present, Simple Past, Present Continuous, Past Continuous, Present Perfect, Present Perfect Continuous etc), Prepositions and Articles. Another objective is also to build up the students' vocabulary. This is a non-examinable subject.