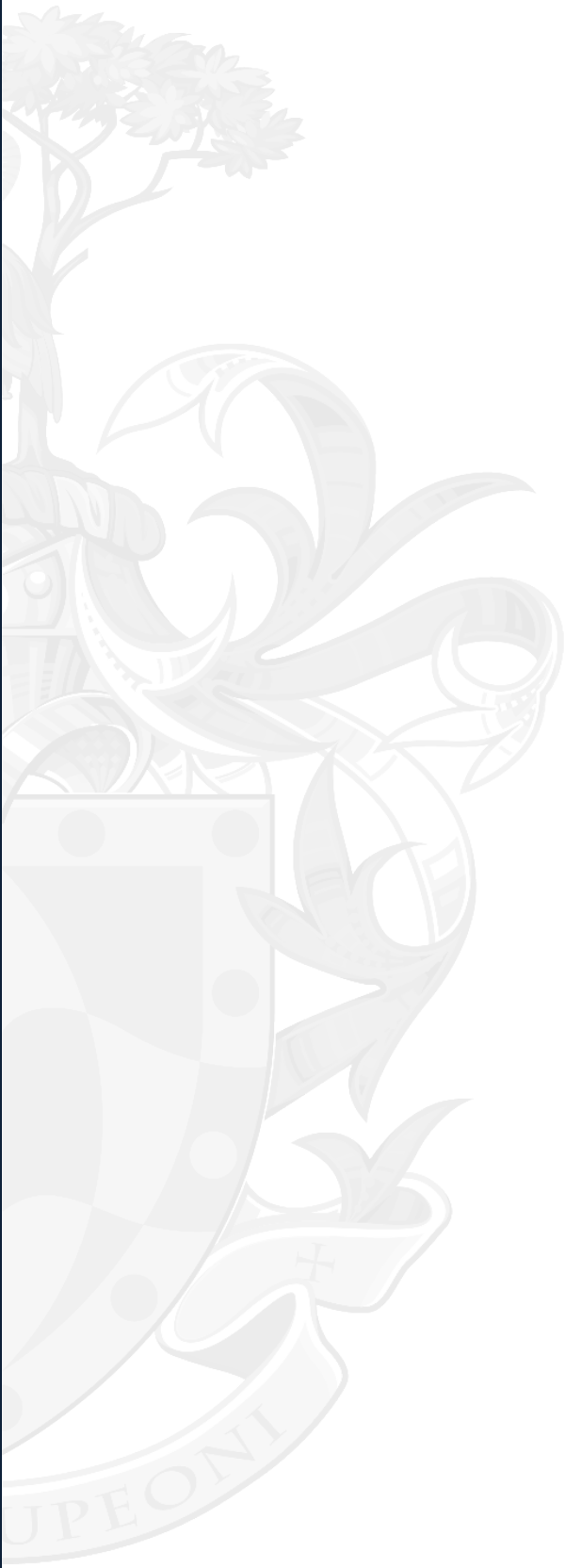


Peponi School

PEPONI SCHOOL AWARDS



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I think it all comes down to motivation. If you really want to do something, you will work hard for it.
Sir Edmund Hillary. Mountaineer, (1919-2008)

The Diploma, the Charter and the Testament

Peponi School has always valued an holistic approach to education. Work and contributions outside the academic curriculum is clearly stated in our mission statement.

Three important phrases within this statement are provided below:

- To think independently, enabling pupils to choose the right and the good while discarding the bad elements they encounter in life;
- To enjoy the challenges and demands of learning not just academically, but also in the athletic, pastoral and social fields;
- To be aware of the holistic nature of their education, its requirements of the individual to interact with the community and its expectations of excellence.

In an attempt to reward pupils who embrace our mission statement and its ideals, the School will now offer three awards.

At Peponi School we call our year groups something slightly different:

Year 9 is called the Shell and pupils will complete the Shell Diploma

Year 10 is called the Lower V and pupils will begin the V Form Charter

Year 11 is called the Upper V and pupils will complete the V Form Charter

Year 12 is called the Lower VI and pupils will begin the VI Form Testament

Year 13 is called the Upper VI and pupils will complete the VI Form Testament

A pupil who excels in many areas should achieve Distinctions in all three qualifications during their time at Peponi School and should be recognised for their achievements.

Each award has three sections:

- The Academic Section
- The Independent Research Section
- The Extra-Curricular Section

Those pupils who do very well in any of the award schemes can be awarded a Distinction or a Merit. Pupils who secure sufficient honour points but do not distinguish themselves can pass the award. Performance in both the Charter and the Testament will be used for all external references.



MISSION STATEMENT

Peponi School is founded on Christian principles. It was established in 1989 to be a first-class co-educational boarding school, based on what is based in the British Independent School system.

Our aim at Peponi School is to develop the whole pupil within a caring community. To impart to them the values and skills that will enable them

- To develop the whole pupil within a caring yet demanding community.
- To impart to them by means of the challenges provided by the community, those values and skills that will enable them

To develop a sense of self confidence, self reliance and service

To think independently, enabling them to choose the right and the good while discarding the bad elements they encounter in life

To enjoy the challenges and demands of learning not just academically, but also in the athletic, pastoral and social fields

To be aware of the holistic nature of their education, its requirements of the individual to interact with the community and its expectations of excellence

To appreciate the value of difference while strengthening an awareness of their own distinctiveness

To provide the milieu where an awareness of the value of the spiritual and creative element of life may grow and strengthen

Peponi School is an international, multi-faith and multi racial school where the pupils are taught tolerance and respect for those they may consider 'different' to themselves, so that they may succeed in the integrated community at Peponi and in the world at large

PEPONI SCHOOL HONOUR CODE



A man of honour should never forget what he is because he sees what others are.

Baltasar Gracian. Philosopher, (1601- 1658)

The purpose of this Honour Code is to instill a sense of honour and an atmosphere of trust among all members of the community. Honour is often difficult to define because it manifests itself in actions more often than it does in words. We all desire a community in which trust, goodness, security, discipline, happiness, and respect are prevalent for their own sake and are practised in our daily lives. To be an honourable member of Peponi School is to employ goodness, respect, discipline, truthfulness, knowledge, and civility. While we all come from different backgrounds, religions, and systems of morality, it is our responsibility as a community to preserve the ideals that we deem necessary to maintain a beneficial learning environment.

“As a Peponian, I uphold my honour through my actions in goodness and respect, discipline and truthfulness, and knowledge and integrity, and I lead my fellow pupils to do the same.”

This code informs the conduct of every Peponi School pupil, whether:

- In the classrooms
- Up School and Down School
- On the field
- In the Houses
- At the weekends
- With our peers and those younger than us
- With our parents
- With all members of the school staff

Goodness and Respect

The Honour Code encourages:

- Good, sensible and caring behaviour towards all members of our community;
- Support for all those pupils who require our attention;
- Peponians to follow a healthy, outward looking and respectful life.

The Honour Code prevents:

- Cruelty toward others, racial slurs, bullying, harassment or any language or action that demeans the dignity of another person;
- Failure to come to the aid of a fellow Peponian in need;
- Distributing, providing, selling, or taking illicit drugs or controlled substances.

Discipline and Truthfulness

The Honour Code encourages:

- Peponians to respect authority and to work with those in charge of areas of the school but also to take personal responsibility to improve the School for the betterment of all the community;
- All of us to fulfil our responsibilities and commitments;
- All competitions to take place in an encouraging and balanced environment.

The Honour Code prevents:

- Defiance or disrespect of school authority – both within the Common Room and the School Council;
- Missing classes, an assembly, or other school activities;
- Poor sportsmanship in any form of competition.

Knowledge and Integrity

The Honour Code encourages:

- All pupils to have a sense of academic integrity;
- All Peponians to work industriously and independently.

The Honour Code prevents:

- Submitting any amount of work using false sources or without properly citing sources;
- Falsely passing off any amount of work as your own;
- Use of any unauthorised notes, texts, aides, or other assistance;
- Giving or receiving any unauthorised assistance or collaboration.

ACADEMIC SECTION

Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it.
Lou Holtz . Football Coach, (1933)

Collections

Periodically the Common Room will write a report on the current performance of all pupils they teach. They will award two grades. The first grade awarded will be for attainment and the second grade for effort. These reports are called Collections.

Attainment Grade. This is based on the actual performance of a pupil in comparison with the academic expectations of their class during the Collection period. It is not intended to be a predictive grade for any particular examination. Grade A or B would suggest that the work completed and the classroom performance is creditable and that the material covered is well understood. Lower grades would suggest that errors have been made or topics have not been fully understood. Attainment grades are not used for any award.

Effort Grade. Both grades 1 and 2 are good and demonstrate a conscientious attitude towards their studies in that subject. Lower grades (3 and 4) would suggest that more attention is required, preps have been poorly done or that the expected standard of effort has not been met. These grades are aggregated together to form an effort percentage. It is this mark that is converted to honours points for the Diploma, the Charter or the Testament.

Merits

Merits are awarded to pupils for any example of excellence in and out of the classroom. Merits can be awarded for good work and effort, exemplary behaviour and outstanding contributions towards any activity. They may be awarded by any member of Common Room, Housemasters and Housemistresses and members of the Senior Council.

Awarding merits is a method of:

- Rewarding pupils for sustained effort and achievement of excellence;
- Encouraging all pupils to do their best;
- Developing and maintaining a cooperative and supportive atmosphere among teachers, pupils and parents.

Merits are collected and counted by the academic secretariat and a notice is placed on the Headmaster's notice board at the end of every week. Pupils will earn the following certificates that are then used for honour points towards the Diploma, the Charter or the Testament.

A Bronze Merit Certificate is awarded to any pupil who has secured 25 merits – Bronze Certificates are awarded by the Head of School at morning roll call.

A Silver Merit Certificate is awarded to any pupil who has secured 50 merits – Silver Certificates are awarded by the Director of Studies at school assembly.

A Gold Merit Certificate is awarded to any pupil who has secured 75 merits – Gold Certificates are awarded by the Headmaster at school assembly.

Commendations

These are the highest awards given for individual pieces of academic work. The piece of work being awarded a Commendation should be of the highest standard. Heads of Faculty award the commendation at the recommendation of individual teachers. A Commendation is worth 20 honour points that can contribute to the Diploma, the Charter and the Testament. They are awarded by the Headmaster at a school assembly.

Examinations

Performance in examinations is measured and honour points are awarded that contribute to the Diploma, the Charter and the Testament. The following examinations are included:

Form	Award	Examination Session
Shell	Diploma	Michaelmas Examinations Trinity Examinations
V Form	Charter	Lower V Michaelmas Examinations Lower V Trinity Examinations Upper V IGCSE Mock Examinations (Hilary Term)
VI Form	Testament	GCSE Examinations Lower VI AS Mock Examinations (Hilary Term) AS Examinations Upper VI A Level Mock Examinations (Hilary Term)

Convocations

Honour points are awarded for performance, effort and individual project work during any Convocations. A certificate is awarded at the end of each convocation and this will carry marks through to the final award.

Shell	Diploma	Michaelmas Convocation Hilary Convocation Geography Convocation
V Form	Charter	Hilary (Lower V) Convocation Trinity (Lower V) Convocation Michaelmas (Upper V) Convocation
VI Form	Testament	Michaelmas (Lower VI) Convocation Community Service (Lower VI)

INDEPENDENT RESEARCH SECTION



**Creativity requires input, and that's what research is.
You're gathering material with which to build.**
Gene Luen Yang. Lecturer, (1933)

Independent research and self-directed study are a crucial part of each of the awards at Peponi School.

Independent study is an increasing demand at almost every level of education. Although the concept of independent study is not new, an increase in interest in the skills required for this type of study has occurred in Prep and Senior schools over the past few years. The British curriculum has many opportunities to develop the skills required and Peponi School believes that this should be central to a pupils academic development.

The major elements of independent study are the following:

- Individualised teaching and learning takes place through the pupil's activity;
- A tutorial relationship exists;
- Learning is pupil centered;
- The learner takes responsibility for progress.

Purposes and Goals of Independent Study

Successful independent study programmes provide preparation for pupils and guidance along the way:

- Pupils develop knowledge and skills that cannot easily be communicated in classrooms;
- Independent study provides useful practice in the process of learning;
- Independent study develops self-motivation, concentration, and discipline;
- Pupils are taught to identify a problem, gather data, and take responsibility for analysis and conclusions.

Although often identified as a tool for meeting the needs of gifted students, Peponi School believes that independent study should be available for all. Pupils differ in their degree of self-direction, creativity, and performance, but all will profit from a greater amount of independence. Independent study is viewed as an integral part of the total process of learning in all areas.

The following make up the Independent Study Section of each of the awards at Peponi School:

Shell	Diploma	The Headmaster's Essay The Princeton Project The Cambridge Collection Reading
V Form	Charter	The Gaudi Project The Mandela Essay Assembly Presentation (Voluntary) Reading
VI Form	Testament	The Rosa Parks Essay The Cambridge International Project Qualification (AS Level)

Honour Points are awarded for each project and essay and these are put forward as part of the Diploma, the Charter, and the Testament.

EXTRA – CURRICULAR SECTION

“My mission in life is not merely to survive, but to thrive;
and to do so with some passion, some compassion, some
humor, and some style.

Maya Angelou. *Writer, (1928-2014)*

Extra-curricular activities are activities that fall outside the scope of the regular academic curriculum. Completing extra-curricular activities means that a pupil is going above and beyond the School's academic requirements. Extra-curricular activities require a regular time commitment and initiative such as being on a sports team, forming a student newspaper, playing an instrument in a local orchestra or taking an online course in robotics.

The Benefits of Extra-curricular Activities

There are many benefits to completing a full and diverse education. Peponi School recognises the following as being important:

1. Improved Academic Performance

It is often a misperception that pupils who participate in extra-curricular activities may take away too much time from their schoolwork, thus affecting their grades; however, extra-curricular activities can actually improve academic grades and the pupil's outlook on school and world in general. At Peponi School, the extra-curricular section to the Peponi awards is possibly the most important.

Participating in activities in which pupils are passionate about can increase brain function, help in concentration and aid time better, all of which contribute to higher grades. There are many pieces of research that have been conducted on the relationship between extra-curricular activities and academic performance and they all show that a pupil who participates in them has higher grades, a more positive attitude towards school and higher academic aspirations.

2. Explore Interests and Create Broader Perspectives

When a pupil participates in multiple different activities, they have the opportunity to explore a range of interests and unlock passions they never knew they had. A diversity of personal interests subsequently broadens their world view.

3. Higher Self-esteem

The more success achieved through activities that pupils are passionate about, the more their self-confidence improves. Working hard and mastering new skills in a fun, relaxed – and sometimes competitive – setting allows pupils to be successful without the pressure of getting a good grade. It opens up new opportunities.

6. Essential Life Skills

Peponi School believes that one of the greatest benefits of being involved in a diverse range of extra-curricular activities is the acquisition of many important skills. Some of these include:

- Goal setting
- Teamwork
- Time management
- Prioritisation
- Problem solving
- Analytical thinking
- Leadership
- Empathy
- Public speaking

7. University Applications and CVs

Universities across the world are putting more and more emphasis on an applicant's involvement in extra-curricular activities. In the United States and Canada all universities place great importance on extra-curricular activity. This is now true of universities in the United Kingdom and Europe including some of the more competitive. Universities want to see that candidates have gone above and beyond in their intended area of study.

When using an activity as part of your application the following points should be considered. It is important that chosen activities include all of the following:

1. Longevity: pupils should be involved in an activity for a period of time so that development can be experienced. Changing from one to another is not considered to be useful.
2. Passion: pupils should demonstrate a genuine interest and passion in their chosen activity.
3. Leadership: pupils should have taken the initiative to become a leader within their chosen activities and their community.

There are a wide variety of activities on offer at Peponi School and pupils are expected to be involved in a number of these. Involvement in "out of school" activities is also credited. Activities vary in expectations in order to receive honour points towards the appropriate award. More details are found in the outline of each of awards: the Diploma; the Charter; and the Testament.

Activities can include (this list is not exhaustive):

- Peponi Expeditionary Society Trips
- Circus Activities (Lower V)
- Sport – Teams, Colours and Awards
- Music – Participation, Colours and Awards
- Head of House Points
- President's Award
- Charitable activity participation – in and out of School
- School Council Membership
- Drama
- Model United Nations
- External (Out of School) Activities
- Work Experience

ADVICE TO PARENTS

At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.

Jane D. Hull. Educator, (1935)

Parents are encouraged to support their children throughout their school career. The School would like you to be fully involved in your child's progress at school and take an active and imaginative part in their education.

While your child may need assistance and support in any of the sections of any award, it is vital that your son or daughter learns the importance of independence. The School is trying to develop a sense of personal achievement and self-directed learning. All parents will be sent material supporting each piece of independent research work. You will be fully informed of your child's deadlines and academic responsibilities.

All pieces of academic written work may be subjected to plagiarism checks. This is now common practice for all university courses and in many components of other course work material. Parents should support but we ask that they leave the completion of any material designed to foster independent and self-directed learning to their child.

Any out of school activity that is used to support an award will require a statement from an impartial supervisor. This will normally be in the form of letter and a completed official school form to the Headmaster that includes details of the activity. Certificates and documents produced for any qualification taken outside school will also be accepted.

All pupils will be supported through these qualifications by the Heads of Year, Housemasters and Housemistresses and more specifically their tutor. In addition, Crane pupils will be supported by the Crane department.





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