

# ALMUÑÉCAR INTERNATIONAL SCHOOL



## Year 10 Curriculum 2017 - 18

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# Scheme of Work and Assessment Year 10 2017-18 [Contents](#)

<b>Subject:</b> English Language	<b>Year 10</b>	<b>Teacher:</b> Peter O' Connor
<b>No. of lessons per week:</b>	<b>Date:</b> September 2017 - June 2018	

<b>Time scale</b> (approximate)	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
		Teaching & Learning Styles (VARK): <b>Visual: Auditory: Read/Write: Kinaesthetic:</b>		
Term 1	<b><i>People and the environment</i></b>  <b>Argumentative writing and inference</b>	1 Writing forms 2 Inference 3 Adding detail 4 <b>Creating a voice</b> 5 Grammar 6 Structuring an argument 7 Proof-reading and editing 8 Differences between R1 and W1 9 <b>Past paper assessment R1 and W1</b>	V: Inference from images  A: Listening to speeches others' ideas and  R: Reading a variety of texts and analysing them  K: Matching and ordering activities	Writing in a convincing voice       Past paper R1 W1
Term 2	<b><i>Travelling the world</i></b>  <b>Analysis and descriptive writing</b>	1 Connotation 2 Techniques 3 Analysing techniques 4 <b>Writing descriptive paragraphs</b> 5 Structuring longer descriptive texts	V: Annotating and describing images	Descriptive paragraph

		<p>6 Proof-reading and redrafting</p> <p>7 R2 and descriptive writing assessment (planned)</p>	<p>A: Listening to descriptive texts and commenting on style</p> <p>R: Reading model texts and proof-reading own work</p> <p>K: Building and layering description and analysis</p>	R2 and planned descriptive writing
Term 3	<p><b><i>British art, literature and film</i></b></p> <p><b>Narrative writing</b></p>	<p>1 Reading good narratives</p> <p>2 Sentence structure</p> <p>3 Viewpoint</p> <p>4 Basic narrative structure</p> <p>5 Manipulating structure and viewpoint</p> <p>6 Grammar</p> <p>7 Planned story</p>	<p>V: Watching film clips and looking at different artworks</p> <p>A: Listening to audiobooks and others reading</p> <p>R: Reading narratives and writing own examples</p> <p>K: Using art and pictures to create visual plans</p>	<p>Plan for story</p> <p>Written story</p>
Term 4	<p><b><i>Exam skills and research</i></b></p> <p><b>Summarising</b></p>	<p>1 What makes a reliable article</p> <p>2 Research skills</p> <p>3 Identifying key points</p> <p>4 Summarising succinctly</p> <p>5 Past paper summary question</p>	<p>V: Looking at websites</p> <p>A: Listening to longer texts and summarising orally</p> <p>R: Reading and summarising texts</p> <p>K: Putting key points in logical order</p>	<p>Structuring and ordering key points</p> <p>Past paper R3</p>

Term 5	<p><b>Research topic</b></p> <p><b>Non-fiction</b></p> <p><b>Fiction</b></p> <p><b>Analysis</b></p> <p><b>Presentation</b></p> <p><b>Articles summarised and explained</b></p>	<p>1 Choosing a topic</p> <p>2 Articles and summarising</p> <p>3 Analysis and inference</p> <p>4 Non-fiction</p> <p>5 Fiction</p> <p>6 Speaking and listening</p> <p>7 Presentations</p> <p>8 Evaluation</p> <p>9 Short story reading</p> <p>10 Summer reading</p>	<p>V: Research using film, art and the internet</p> <p>A: Listen to speeches, news bulletins</p> <p>R: Read and analyse texts</p> <p>K: Collate information into portfolio and produce presentation</p>	<p>Analysis and inference questions</p> <p>Presentation</p>
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<b>Subject:</b> English Media	<b>Year 10</b>	<b>Teacher:</b> Mr O'Connor
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
September	Introduction to key concepts and terminology in Media Studies	Developing understanding of: <ul style="list-style-type: none"> <li>● genre</li> <li>● representation</li> <li>● codes and conventions</li> <li>● research</li> <li>● analysis</li> </ul> Codes and conventions of magazine covers	V: analysing screenshots and film posters, watching film clips, using storyboards A: listening to others in group work, responding to questioning R: reading film analyses, reviews and descriptions, reading articles, learning new vocabulary K: using and producing mind-maps and powerpoint presentations, assembling magazine covers in conventional layout	Produce group presentations on genre  Annotated analysis of magazine cover and codes and conventions
October	Introduction to assignment 1 (magazine analysis and design) and media language	Analysing magazine covers using correct terminology and focusing on the key media issues of <b>representation</b> and <b>target audience</b>  Develop understanding of: <ul style="list-style-type: none"> <li>● font</li> <li>● colour</li> <li>● camera shots</li> <li>● camera angles</li> <li>● props</li> <li>● lighting</li> <li>● costume</li> </ul>	V: analysing magazine covers A: listening to others' analyses, responding to questions, group discussions, debates R: articles on representation - responding to written questions, information on institutions - identifying relevant information K: selecting elements of magazine covers that appeal to different target audiences	Assignment 1 (part a)

		<i>Analyse two magazine front covers. How do the covers engage the interest of the <b>audience</b>?</i>		
November	Completing assignment 1 - designing magazine covers	Researching, planning, drafting, sketching and producing magazine covers  <i>Design the cover for one edition of a magazine. Should be aimed at a <b>specific audience</b></i>	V: Compare different design processes and types A: video and audio commentaries on the design process, listening to oral feedback R: Articles on design skills K: designing and producing mock up for own magazine cover	Complete assignment 1 (all)
December	Introduction to TV dramas (exam unit 40%)	Codes and conventions of TV drama  Types of TVGSs  Changes to the genre over time	V: Watching examples of TVdrama and identifying commonalities A: listening to talk on dramas - identifying codes and conventions in language used (stretch - accent and representation) R: Read academic texts on dramas (differentiated / simplified), answer questions K: Matching and selecting elements of TV dramas, acting out scenes for different target audiences	Presentation on one TV drama
January	Developing understanding of TVGSs	Understanding the mark scheme  Using examiner's reports  Designing and drafting skills	V: looking at different dramas set designs and colours A: listening to others' ideas and teacher explanations and feedback R: Reading examiners reports, self and peer assessment K: AO and mark scheme sorting activities	Practice exam paper
February	Introduction to assignment 2 (moving image)	Introduction to how moving image is presented  Comparing different media platforms  Codes and conventions moving image promotion  Group analysis of one moving image campaign  Concepts of 'representation' and institutions	V: watching and analysing promotional material for different films A: Listening to radio film reviews and promotional material, listening to others, listening to presentations R: Reading film promotional material, peer and self assessment, reading articles on representation and information on institutions K: Constructing representation and institution mind maps	Written task on representation and institutions

March	Completing assignment 2 (part a - analysis)	Individually research and complete assignment 2 (part a)  <i>Compare the impact of two promotional methods used by one film or television programme across two different media platforms</i>	V: Choosing promotional material for in-depth analysis A: listening to feedback R: Proof-reading and reading promotional material K: presenting work in an appropriate form	Assignment 2 (part a)
April	Assignment 2 (part b - production)	Developing researching, planning, drafting, scanning and production skills  <i>Ss must present ideas for promoting a film or television programme across two different media platforms</i>	V: Looking at and designing promotional material for films, re-drafting own production work A: listening to feedback and teacher presentation R: researching different ways of promoting films K: collating, presenting and checking research and production	Assignment 2 (all)
May	Designing a TV drama	Planning, group work, production skills	V: finding commonalities in TV drama sets A: Listening to drama dialogue - what sort of language is used? R: reading TV drama reviews K: designing own drama set	Produce (and film?) own TV drama - success criteria linked to exam mark scheme
June	Back to the exam (TV dramas)	Exam strategy and skills, revision techniques	V: using teacher powerpoint presentations A: listening to others and teacher R: reading exam questions and mark schemes, peer and self assessment K: matching and sorting activities	Mock exam and assignments 1 and 2 (average grade based on what has been completed so far)

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<b>Subject:</b> English Literature	<b>Year 10</b>	<b>Teacher:</b> Mr J Watt
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Term 1	<b>Intro and The Secret River</b> 1 - Introduction - Intro to Literature 2 - Introduction - Forms 3 - Introduction - Writing about writing 4 - Context / Reading the novel 5 - Reading the novel 6 - Reading the novel 7 - Reading the novel 8 - Reading the novel / interpretation through drama 9 - Interpretation through drama	Inference  Structuring paragraphs  Reading and inference  Identifying techniques  Interpretation  Drama	V: using book covers, artistic representations and historical sources to develop analysis and understand context  A: Listening to each other and the teacher read the novel. Listening to dramatic interpretations  R: Reading the novel and writing analytical responses  K: Using movement in drama to develop understanding.	Analytical paragraph  Revision mind map  Dramatic monologue
Term 2	<b>The Secret River cont.</b> 1 - Film adaptation (planning) 2 - Analysis 3 - Analysis	Analysis of characters, themes, settings, techniques  Planning	V: Watching different film adaptations  A: Listening to others' analyses	Analytical paragraph



	4 - Planning coursework 5 - Writing the coursework 6 - Writing the coursework 7 - Redrafting	Writing and redrafting	R: Reading and proof/reading coursework. Reading literary criticism  K: Planning using grids. Matching and ordering AOs	Coursework
Term 3	<b>A View from the Bridge</b> 1 - Reading and acting 2 - Reading and acting 3 - Reading and acting 4 - Reading and acting 5 - Reading and acting / context 6 - Drama 7 - Characters and themes	Analysis  Inference  Identifying techniques	V: Watching and assessing others' acting. Watching film adaptations  A: Listening to others read the script. Debating  R: Making notes, reading the script  K: Dramatic interpretations	Context homework project  Performance of key scenes from play  Socratic debate
Term 4	<b>A View from the Bridge cont.</b> 1 - Characters and themes 2 - Planning 3 - Writing the coursework 4 - Writing the coursework 5 - Redrafting	Writing effectively  Using action points to improve writing	V: Artistic interpretations and how costume and casting affect interpretation  A: Listening to others give verbal feedback  R: Planning and writing the coursework  K: Ordering essays into coherent structure	Coursework plan  Coursework
Term 5	<b>Pigeon English</b> 1 - Context 2 - Read key chapters 3 - Read key chapters 4 - Read key chapters 5 - Drama and monologues 6 - Analysis	Inference  Interpretation  Analysis  Writing	V: Watching TV adaptation  A: Listening to readings and dialogue  R: Reading the text and analysing  K: Building layered analysis. Interactive theatre.	Context homework project  Dramatic interpretation

	7 - Analysis 8 - Planning 9 - Writing 10 - Redrafting			Analytical paragraph  Coursework
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December	<u>Chapter 11: Algebraic representations and formulae</u>	Substitute into a formulae and rearrange formulae	chapters 3, 11 <b>Kinaesthetic:</b> Using the calculator.	
	<b>Algebra</b>  <u>Chapter 12: Algebraic manipulation</u>	Use the language of algebra Substitute into a formulae Rearranging formulae	<b>Auditory:</b> Explanation in the whiteboard to operate algebraical expressions <b>Read/ Write:</b> Exercises from chapters 12 <b>Kinaesthetic:</b> Using the calculator.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher  Exam
January	<b>Geometry</b>  <u>Chapter 22: Angle properties</u>	Angles in parallel lines, triangle and quadrilateral Angles in regular and irregular polygons Angles in a circle Angles with tangents and diameters	<b>Visual:</b> Identify all the type of angles <b>Auditory:</b> Properties showed and explained by teacher <b>Read/ Write:</b> Exercises from chapter 22 <b>Kinaesthetic:</b> Use geometrical instrument to draw circle and polygons	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher  Exam
February	<u>Chapter 23: Geometrical terms and relationships</u>	Measure and draw angles Recognise congruent and similar shapes Calculate areas of similar triangles and areas and volume of similar shapes	<b>Visual:</b> Shapes of figures <b>Auditory:</b> Process to construct shapes explained using whiteboard <b>Read/ Write:</b> Exercises from	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher

March	<u>Chapter 24: Geometrical constructions</u>	Construct shapes Draw bisectors Draw a locus	chapter 23, 24 <b>Kinaesthetic:</b> Use geometrical instrument to draw circle and polygons	Exam
	<b>Statistics</b>			
	<u>Chapter 31: Statistical representation</u>  <u>Chapter 33: Probability</u>	Read and interpret frequency tables, pictograms, bar charts, pie charts, scatter diagrams and histograms  Calculate probabilities of different events. Use tree diagrams	<b>Visual:</b> Interpret all this kind of ways to represent data <b>Auditory:</b> Examples done by teacher in the whiteboard <b>Read/ Write:</b> Exercises from chapter 31, 33 <b>Kinaesthetic:</b> Use ruler to draw tables.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher  Exam
April	<b>Number</b>			
	<u>Chapter 4: Directed numbers</u>	Everyday use of directed numbers Use a line number Operations with directed numbers	<b>Visual:</b> Recognising square and cubes values in a table <b>Auditory:</b> Listen to explanation of teacher <b>Read/ Write:</b> Exercises from chapter 4, 5, 6 <b>Kinaesthetic:</b> Use the calculator	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher
	<u>Chapter 5: Squares and cubes</u>	Work out squares and square roots Work out cubes and cubes roots		Exam
	<u>Chapter 6: Ordering and set notation</u>	Use inequalities Describe sets Use Venn diagrams		

May/June	<b>Algebra</b>			
	<u>Chapter 13: Solutions of equations and inequalities</u>	Solve linear and quadratics equations by different methods	<b>Visual:</b> Interpret information of graphs <b>Auditory:</b> Examples explained in the whiteboard	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher  Exam
	<u>Chapter 14: Graphs in practical situations</u>	Interpret conversion-graphs, travel-graphs, speed/time-graphs.	<b>Read/ Write:</b> Exercises from chapter 14, 15, 16 <b>Kinaesthetic:</b> Use rulers to draw graphs	
<u>Chapter 15: Straight line graphs</u>	Draw straight line graphs Use the equation " $y=mx+c$ " Draw parallel lines in graphs			
June	<b>Geometry</b>			
	<u>Chapter 26: Mensuration</u>	Calculate perimeter and area of polygons. Calculate Volume and surface area of 3D figures.  Use the concepts to work out volume and surface area of different objects.	<b>Visual:</b> Recognise the different part of polygons, circles, spheres and figures. <b>Auditory:</b> Explanation using the whiteboard <b>Read/ Write:</b> Exercises from chapter 26 <b>Kinaesthetic:</b> Measure angle using protractor- Draw polygons.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher  Final exam
	<b>Revision</b>			

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<b>Subject:</b> Biology	<b>Year 10</b>	<b>Teacher:</b> Ms Branquinho
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept Oct	Cells and simple cell transport.	Observation of cells under a microscope (V,K) Computer simulations of cells organelles and molecules. Making model cells Diffusion of ammonium hydroxide in a glass tube. Investigating temperature and diffusion of glucose through Visking tubing.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Nov	Tissues, organs and systems.	Organs of the digestive system and of the leaf.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Dec	Photosynthesis.	Investigate the need for chlorophyll with variegated leaves. Examine starch grains in potato tuber tissue under the microscope. Investigate the effects of light temperature and CO <sub>2</sub> on photosynthesis using dataloggers. Computer simulations to model photosynthesis.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

Dec	<b>How science works</b>	Risk assessment, Variables, research and planning an investigation.		Biology controlled assessment of practical skills.
Jan	Organisms and their environment.	Analyse the measurement of abiotic factors and distribution of organisms. The study of hay infusions The use of sensors in a fieldwork context.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Feb	Proteins their functions and their use as enzymes.	Enzymes in washing powders investigated. The action of catalase on potato or celery. Plan and carry out an investigation into enzyme action varying temperature, pH and concentration.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Mar	Aerobic and anaerobic respiration	Respiration in yeast investigated. Effect of exercise on pulse, blood pressure and breathing rate. Investigating muscle fatigue using wall squats		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
April	<b>How science works</b>	Selecting and processing primary and secondary data. Analysing and interpreting primary and secondary data.		Assessment of Investigative Skills
April	Cell division and inheritance.	Observation of root tip squashes under the microscope. Models of DNA Extracting DNA from onions.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
May	Genetic variation and genetic diseases.	Working out genotypes of progeny from known parental types.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities



June	Speciation	Examination of fossils.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
June	<b>How science works</b>	Use of scientific models and evidence to develop hypotheses, arguments and explanations.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities End of year examination

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<b>Subject:</b> Chemistry	<b>Year 10</b>	<b>Teacher:</b> Mrs. Mann
<b>No. of lessons per week:</b> 2	<b>Date:</b> 19th September 2017 September 2017 - June 2018 Examination June 2019 New syllabus for this date referred to.	

<b>Time scale (approx)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
	Overview	A topic that lends itself to practical work will be run alongside one that is more theory based. This gives the pupils a more frequent and regular exposure to practical work. Ideally, I would like them to take the practical examination rather than a written paper about practical work. This new syllabus refers to higher tier work as supplementary work rather than the previous extended. I would be aiming for all students in year 10 to be sitting the supplementary papers.	Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept and Oct	UNIT 3 ATOMS ,ELEMENTS AND COMPOUNDS UNIT 8 ACIDS BASES AND SALTS	Atomic Structure, the Periodic Table and bonding. Properties of acids and bases, oxides,preparation of salts,identification of ions and gases.	Practical work. Team work.	Twice every half term a formal test to be given on both topics. This is a composite test. Mini tests to be given frequently at the end of lessons. Practical challenges with rewards incentive. End of topic test. That is a test for Unit 3 and a separate test for unit 8.

Nov and Dec	UNIT 4 STOICHIOMETRY UNIT 7 CHEMICAL REACTIONS	Chemical symbols, chemical formulae and balancing equations. Physical and chemical changes, rates, reversible, redox.	VARK	See september.
Januar Feb	UNIT 1 THE PARTICULATE NATURE OF MATTER UNIT 2 EXPERIMENTAL TECHNIQUES	Solids, liquids and gases.  Measurement, purity and purification	VARK	See Sept.
March and April	UNIT 5 ELECTRICITY AND CHEMISTRY UNIT 6 CHEMICAL ENERGETICS	Electrolysis and electroplating.  Energetics of a reaction and energy transfer.	VARK	See Sept.
May and June	REVIEW OF TOPICS	Decide whether to consolidate work done so far or to move on to one of the next modules,		End of year exam.

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<b>Subject:</b> Physics	<b>Year 10</b>	<b>Teacher:</b> Isaac Muñoz
<b>No. of lessons per week:</b> 2	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	<u>Topic 1: Measurement</u>  (Time, length, volume, density)	Describe and carry on single experiment to measure time, length and volume of solids and liquids.  Describe and carry on experiment to determine the density of liquids, regular and irregular objects	<b>Visual:</b> Reading scales of different instruments <b>Auditory:</b> Listening theoretical explanation <b>Read/Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.	Exercises for each chapters including exam type questions.  Homework and exercises in class marked by students and checked by the teacher.  Experimental skills in class.  Worksheet.

September/ October	<p><u>Topic 2: Motion</u></p> <p>(Speed, velocity, acceleration.)</p>	<p>Define and calculate speed. Plot and interpret speed/time and distance/time graphs. Calculate the distance from a speed/time graphs. Define and calculate acceleration.</p>	<p><b>Visual:</b> Interpreting motion graphs. <b>Auditory:</b> Listening theoretical explanation <b>Read/ Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
October	<p><u>Topic 3: Forces and Motion</u></p> <p>(Mass, weight, gravity, force, mass, acceleration, vectors and scalars)</p>	<p>Understanding of the concepts of mass and weight and difference between them. Find the resultant force. Second Newton's Law. Describe motion in a curved path due to a perpendicular force. Study Newton's laws. Use second Newton's law formula <math>F=ma</math>.</p>	<p><b>Visual:</b> Using vectors as the representation of a force. <b>Auditory:</b> Listening theoretical explanation <b>Read/Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Exam.</p>

October/ November	<p><u>Topic 4: Turning effects</u></p> <p>(Moments of a force, stability and centre of mass).</p>	<p>Describe and calculate the moment of a force.</p> <p>Study simple systems in equilibrium.</p>	<p><b>Visual:</b> Drawing diagrams of moments</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Exam</p>
November	<p><u>Topic 5: Forces and matter.</u></p> <p>(Forces on solids, Hooke's law and pressure).</p>	<p>Study the effects of forces in size and shape of a body.</p> <p>Extension/load graphs and Hooke's law.</p> <p>Relate pressure to force and area with appropriate examples and calculate pressure.</p> <p>Describe mercury barometer and manometer.</p> <p>Relate pressure beneath a liquid surface to depth and density and calculate it.</p>	<p><b>Visual:</b>Using diagrams of barometer and manometer.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/Write:</b> Reading exercises and describing experiments.</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p> <p>Exam of all topics met so far.</p>

December	<p><u>Topic 6: Energy transformations and energy transfer</u></p> <p>(Forms of energy, energy conversions, energy calculations, conservation of energy).</p>	<p>Study different types of energies. Recall and use the expressions of gravitational potential and kinetic energy.</p> <p>Apply the principle of energy conservation to simple examples.</p>	<p><b>Visual:</b> Use energy transformations diagrams</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments.</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
January	<p><u>Topic 7: Energy resources.</u></p>	<p>Study renewable and non-renewable sources of energy. Study the concept of efficiency. Study how does power stations work</p>	<p><b>Visual:</b> Videos and pictures of different kinds of power stations.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/Write:</b> Reading exercises and describing experiments.</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>

<p>January/  February</p>	<p><u>Topic 7: Work and power.</u></p>	<p>Use and calculate efficiency and power. Calculate the work done by a force. Describe energy changes in terms of work done.</p>	<p><b>Visual:</b> Use diagrams of work done in different situations. <b>Auditory:</b> Listening theoretical explanation <b>Read/ Write:</b> Reading exercises and describing experiments <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.  Homework and exercises in class marked by students and checked by the teacher  Experimental skills in class.  Exams of all topics met so far (the whole block of general physics).</p>
<p>February/  March</p>	<p><u>Topic 9: Kinetic model of matter.</u>  (States of matter, kinetic theory)</p>	<p>Study the distinguishing properties of solids, liquids and gases and relate them with their molecular structure.  Interpret all the relation between pressure, temperature and volume of a gas.  Study Brownian motion.  Describe change of states in terms of particles motion.  Study evaporation (cooling effect and how temperature, surface area and</p>	<p><b>Visual:</b> Diagrams of states of matter using particles.  <b>Auditory:</b> Listening theoretical explanation  <b>Read/ Write:</b> Reading exercises and describing experiments  <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.  Homework and exercises in class marked by students and checked by the teacher  Experimental skills in class.</p>



		draught over a surface influence).		Worksheet.
March	<p><u>Chapter 10: Thermal properties of matter</u></p> <p>(Temperature, thermal expansion, thermal capacity, specific heat capacity, latent heat).</p>	<p>Describe thermal expansion and its consequences.</p> <p>Study the measurement of temperature using physical properties that varies with temperature.</p> <p>Study liquid-in-glass thermometers.</p> <p>Relate temperature with internal energy.</p> <p>Measure and calculate specific heat and thermal capacity.</p> <p>Distinguish between boiling and evaporation.</p>	<p><b>Visual:</b> Pictures of thermograms.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet</p>

April	<p><u>Topic</u> <u>11:</u> <u>Thermal (heat) energy transfer</u></p> <p>(Conduction, convection, radiation, consequences of energy transfer).</p>	<p>Study conduction, convection and radiation macroscopically and in terms of particles.</p> <p>Describe applications and consequences of the three forms of heat transfer.</p>	<p><b>Visual:</b> Videos of particles arrangement in energy transfer</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet</p> <p>Exam of the block: thermal physics (chapters 9, 10, 11).</p>
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	<p><u>Chapter</u> <u>14: Properties of waves</u></p> <p>(Speed, frequency, wavelength, period, amplitude, wave phenomena).</p>	<p>Describe wave motions in terms of vibrations.</p> <p>Study the meaning of "wavefront", speed, frequency, wavelength and amplitude.</p> <p>Distinguish between longitudinal and transverse waves.</p> <p>Use the formula that relates speed, frequency and wavelength.</p> <p>Interpret reflection, refraction and diffraction.</p>	<p><b>Visual:</b> Diagrams of waves showing its properties.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher.</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
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<p>May</p>	<p><u>Chapter 12:</u> <u>Sound</u></p>	<p>Describe the production of sound by vibrations and study its properties as a wave.</p>	<p><b>Visual:</b> videos of simulation of sound waves.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet</p>
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	<p><u>Chapter 13: Light</u></p> <p>(Reflection, refraction of light, total internal reflection).</p> <p><u>Chapter 15: Spectra</u></p> <p>(Dispersion of light, electromagnetic spectrum).</p>	<p>Describe the reflection of light.</p> <p>Describe the refraction of light.</p> <p>Use the refraction law and calculate and measure the refractive index.</p> <p>Study the meaning of critical angle.</p> <p>Study the applications of optical fibres.</p> <p>Study the formation of images using mirrors.</p> <p>Electromagnetic spectrum.</p>	<p><b>Visual:</b> Using diagrams of the path of light through lenses.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet</p> <p>Exam of block of waves (chapter 12, 13, 14, 15)</p>
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June	<u>Revision</u>  (General physics, thermal physics, waves).	Make a revision of all topics studied so far	<b>Visual:</b> Diagrams  <b>Auditory:</b> Listening theoretical explanation  <b>Read/ Write:</b> Reading exercises and describing experiments  <b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.	End-of-year exam.
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	<p><u>Chapter 16: Magnetism</u></p> <p>(permanent magnets, magnetic fields)</p>	<p>Describe the properties of magnets and experiments to find the pattern of field lines.</p> <p>Study ferrous and non-ferrous materials and methods of magnetisation and demagnetisation.</p> <p>Study the design and use of permanent magnets and electromagnets.</p>	<p><b>Visual:</b> Videos of different phenomena.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
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	<p><u>Chapter 17: Static electricity</u></p> <p>(static electricity, electric fields, electric charge).</p>	<p>Describe production and detection of electrostatic charges.</p> <p>Study the properties of charges and electric fields.</p> <p>Distinguish between conductors and insulators.</p>	<p><b>Visual:</b> Diagrams of charges.</p> <p><b>Auditory:</b> Listening theoretical explanation</p> <p><b>Read/ Write:</b> Reading exercises and describing experiments</p> <p><b>Kinaesthetic:</b> Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
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## Yearly Scheme of work and Assessment (Secondary) 2017-18

Subject: Physics	Year group: Year 10	Teacher: P Carpenter
No. of lessons per week: 2	Date: <b>September 2017 – June 2018</b>	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK):  <b>Visual:</b> <b>Auditory:</b> <b>Read/Write:</b> <b>Kinaesthetic:</b>	
September	General Physics	Motion	VARK	Homework
September	General Physics	Forces	VARK	Homework
October	General Physics	Equilibrium	VARK	Homework
October	General Physics	Energy	VARK	Homework
November	General Physics	Work and Power	VARK	Homework + Test
November	General Physics	Energy Resources	VARK	Homework
December	Thermal Physics	Kinetic Theory	VARK	Homework

January	Thermal Physics	Gas Laws	VARK	Homework
February	Thermal Physics	Heat and Temperature	VARK	Homework
February	Thermal Physics	Heat Transfer	VARK	Homework
March	Radioactivity	Atomic model and radioactivity	VARK	Homework + Test
March	Radioactivity	Decay and half Life	VARK	Homework
April	Wave Physics	Properties of waves	VARK	Homework
May	Wave Physics	Reflection and Refraction	VARK	Homework
May	Wave Physics	Electromagnetic Spectrum	VARK	Homework + End of Year Exam
June	Wave Physics	Sound waves	VARK	Homework

# Scheme of Work and Assessment Year 10      2017-18      [Contents](#)

<b>Subject:</b> Global Perspectives	<b>Year 10</b>	<b>Teacher:</b> M Galiana
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
September October	Climate Change	Introduction writing skills What is climate change? What do I know about climate change? What evidence is there of climate change? What are the causes of climate change How important is the Amazon rain forest How important is the use of fossil fuels What alternatives are there What international organisations contribute to challenging climate change  Collect information, ideas and arguments  Question information, ideas and arguments  Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay An email to a government minister describing their findings and outlining what the government might do to limit the impact of global warming Group research

October November	Water, food and agriculture	<p>A detailed country study where sufficient water food and agriculture is a concern</p> <p>Niger</p> <p>Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan Practice how to select relevant, reliable information using an internet search</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Group research The project should show evidence that students have worked with students from another culture, community or country. Group production of a project plan.</p>
November December	Biodiversity	<p>What is Biodiversity? What evidence is there that this is a global issue?</p> <p>What international organisations contribute to our understanding of biodiversity identify what the issues are, their importance to whom/what and what can be done about them, what might happen if</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Exam Practice exam paper The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
December January	Fuel and energy	<p>Energy Companies Renewable energy Future of the energy Energy and poverty: Nigeria</p> <p>What do we know about the global issues on this topic</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p> <p>Collect detailed digital photographs</p>	<p>Exercise books Individual research</p>

		<p>What could I/we/they do about it to prevent it/improve/maintain, How might we resolve, eradicate, promote?</p> <p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	<p>Put together an exhibition or poster showing the different perspectives of how the world needs for energy has to change together with written commentary</p>	
January February	Poverty and Inequality	<p>What is poverty How is poverty subjective What facts can we discover about world poverty and inequality What international organisations work on this issue What can we do about this as a group? What are the most effective responses in the world today</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Group research</p>
February March	Technology and the economic divide	<p>US military Japan Asiatic tigers Sillycon Valley Bangalore</p> <p>Design own questions for research Plan and design own essay and response to this issue</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Individual research</p>
March	Education for all	PISA	Research on the internet	Exercise books

April		<p>EFA Report UNICEF Gender education</p> <p>Design own questions for research Plan and design own essay and response to this issue</p> <p>Combining different sources of information using statistics and tables</p>	<p>Reading different information Presentations Posters Mind Mapping Debates</p> <p>Contact other schools and organizations Demonstrate understanding of this issue on a global scale Make recommendations</p>	<p>Essay Group research Exam</p>
April May	Employment	<p>Youth unemployment Local job creation Multinational corporations</p> <p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Group research</p>
June	Preparations for IGCSE exams	<p>Same competencies during September-April</p> <p>Writing past papers under exam conditions</p>	Past paper practice	Final exam

# Scheme of Work and Assessment Year 10 2017-18 [Contents](#)

<b>Subject:</b> Spanish Lengua	<b>Year 10</b>	<b>Teacher:</b> M <sup>a</sup> Elena Con Ariza
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

<b>Time scale (approx)</b>	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
1 <sup>o</sup> Trimestre 6-9-16 al 22-12-16	<p>Tema 1. La literatura y el lenguaje literario. La lengua y su organización.</p> <p>Tema 2. La literatura medieval. Los cantares de gesta. El enunciado. Clases y estructuras.</p> <p>Tema 3. La poesía popular en la Edad Media. El SV. El verbo. El adverbio.</p> <p>Tema 4. La poesía culta en la Edad Media. El SN. El sustantivo.</p> <p>Tema 5. La prosa medieval. El SN. Los determinantes.</p>	<p><b>Lectura:</b> "Quiero ser poeta" de Antonio Skármeta. "El Cid y la niña" Anónimo. "Canciones populares" Anónimo. "Este mundo es el camino..." de Jorge Manrique. "El rey y el fabulista" Sánchez de Vercial.</p> <p><b>Literatura:</b> La literatura y el lenguaje literario. La literatura medieval. Los cantares de gesta. La poesía popular en la Edad Media. La poesía culta en la Edad Media. La prosa medieval.</p> <p><b>Gramática:</b> La lengua y su organización. El enunciado. Clases y estructura. El SV. El</p>	<p>Teaching &amp; Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b></p> <p><b>Visual, Auditory, Read / Write,</b></p>	<p><b>Criterios de evaluación</b></p> <p><b>Calificación</b></p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>Exámenes y controles 60% Trabajos de clase (ejercicios de redacción, ortografía, comprensión lectora, etc.) y libretas 20% Actitud (positivos) * 20%</p> <p>*Para evaluar la actitud se hará mediante un sistema de puntos positivos y negativos, contando para la calificación final solo los positivos que el alumno haya obtenido en esa evaluación. Este sistema se explica en los criterios de evaluación.</p> <p><b>Criterios de evaluación:</b></p> <p><b>Trabajos de redacción:</b></p> <p>Se pondrán positivos por:</p> <ul style="list-style-type: none"> <li>- adecuación a lo que se pide.</li> <li>- buena presentación.</li> <li>- bien redactada.</li> <li>- se ajusta a la extensión pedida.</li> <li>- creatividad y originalidad.</li> </ul> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y</p>

		<p>verbo. El adverbio. El SN. El sustantivo. Los determinantes.</p> <p><b>Ortografía:</b> Reglas ortográficas generales. Signos que indican el final de un enunciado. Las mayúsculas. Principios de acentuación. División de palabras. La grafía <i>h</i>.</p>		<p>constará como no entregado y contará en la nota media.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p><b>Otros trabajos de clase:</b></p> <p>Cuando se mande otro tipo de trabajo, proyecto, etc., el alumno será informado de cómo se evaluará y puntuará ese trabajo para que esté informado en todo momento.</p>
<p>2º Trimestre 9-1-17 al 7-4-17</p>	<p>Tema 6. El teatro medieval. La Celestina. El SN. Los complementos. El adjetivo calificativo.</p> <p>Tema 7. La lírica renacentista. El SN. Los pronombres.</p> <p>Tema 8. La novela de los Siglos de Oro. La picaresca. Constituyentes de la oración.</p>	<p><b>Lectura:</b> "La vejez de Celestina" de Fernando de Rojas, "El pastorcico" de San Juan de la Cruz y "Duro aprendizaje" anónimo,</p> <p><b>Literatura:</b> El teatro medieval. La Celestina. La lírica renacentista. La novela de los siglos de Oro.</p> <p><b>Gramática:</b> El SN. Los complementos. El adjetivo calificativo. Los pronombres.</p> <p><b>Ortografía:</b> La grafía <i>h</i>. El sonido <i>B</i>. La grafía <i>b</i>. La grafía <i>v</i>.</p>	<p><b>Visual, Auditory, Read / Write,</b></p>	<p><b>Cuadernos de clase.</b></p> <p>Todos los alumnos tendrán los criterios de corrección de las libretas en sus cuadernos. Se puntuarán con 5, 3 y 1 punto los siguientes criterios:</p> <ul style="list-style-type: none"> <li>- en cuanto a la presentación: poner la fecha, el número de página y el número de los ejercicios. Poner títulos y epígrafes y mantener la libreta limpia, clara y con buena letra.</li> <li>- en cuanto al trabajo: hacer todos los ejercicios, hacerlos de manera completa, corregir adecuadamente, responder con exactitud y razonadamente y hacer el esquema final del tema.</li> <li>- se valorará con una puntuación extra de tres puntos, el tomar apuntes de clase.</li> </ul> <p>Cuando se pidan los cuadernos para corregir, si un alumno no lo entrega ese día podrá entregarlo al siguiente día de clase, pero se le quitará un positivo por no haberlo entregado en la fecha establecida. Si el alumno vuelve a no entregar el cuaderno la segunda vez, no se le corregirá y no tendrá la nota correspondiente.</p> <p><b>Positivos:</b></p> <p><b>Deberes:</b> aquellos alumnos que tengan hechos los deberes tendrán un positivo, aquellos que los tengan incompletos, tendrán un negativo y aquellos que no los hayan hecho tendrán un negativo y se le quitará un positivo de los que tengan.</p> <p><b>Traer todo el material de clase:</b> los alumnos tienen que traer el material completo a clase, si no</p>



<p>3º Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 9. La lírica barroca. Los complementos del verbo.</p> <p>Tema 10. La novela de los siglos de Oro. Miguel de Cervantes. La oración compuesta.</p> <p>Tema 11. El teatro de los siglos de Oro. Yuxtaposición y coordinación.</p> <p>Tema 12. La literatura del siglo XVIII. La subordinación y sus clases.</p>	<p><b>Lectura:</b> "Do" <i>Que se nos va la Pascua</i> de Luis de Góngora, "Alonso Quijano, el Bueno" de Miguel de Cervantes, "Despedida de los amantes" de Lope de Vega, "El oso, la mona y el cerdo" de Tomás de Iriarte.</p> <p><b>Literatura:</b> La picaresca, la lírica barroca. La lírica barroca, la novela de los siglos de Oro. Miguel de Cervantes. El teatro de los siglos de Oro. La literatura del siglo XVIII.</p> <p><b>Gramática:</b> Constituyentes de la oración, los complementos del verbo. Los complementos del verbo, la oración compuesta. Yuxtaposición y coordinación. La subordinación y sus clases.</p>	<p><b>Visual, Auditory, Read / Write,</b></p>	<p>se trae el libro o la libreta se tendrá un negativo, si no se traen ninguno de los dos, se pondrá un negativo y se quitará un positivo de los que se tenga. Igualmente si el alumno viene a clase sin bolígrafo para trabajar o corregir, se le pondrá un negativo.</p> <p><b>Ejercicios de redacción o trabajos de clase:</b> aparte de la nota numérica que tenga el trabajo, también tendrán positivos o negativos por los criterios arriba establecidos (adecuación a lo que se pide, buena presentación, bien redactada, etc.)</p> <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p>Si durante el curso, en las clases, surgiera algún otro elemento que pudiera ser valorado con positivos o negativos, como, por ejemplo; un debate en clase, se informará adecuadamente al alumno sobre los criterios de evaluación de esa actividad.</p> <p><b>**Ortografía.</b></p> <p>En los trabajos escritos (trabajos de clase y proyectos) y en los dictados, la nota numérica se obtendrá restando a la nota máxima (10 puntos) la siguiente puntuación:</p> <p>1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas.</p> <p>3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta.</p> <p>Los acentos se consideran faltas de ortografía. Los puntos y las comas no serán consideradas como faltas de ortografía excepto la coma en las enumeraciones.</p>
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		<p><b>Ortografía:</b> El sonido <i>J</i>. La grafía <i>g</i> ante <i>e,i</i>. sonido <i>J</i>. La grafía <i>j</i> ante <i>e,i</i>. La coma. El punto y coma.</p>		<p>El uso de comillas, guiones, abreviaturas, dos puntos, etc., sí serán faltas de ortografía.</p> <p><b>Calificaciones:</b></p> <p>Los trabajos de clase y los exámenes se calificarán con nota numérica hasta dos decimales. Para la nota final se hará redondeo a partir de 0'75 (8'75 = 9)</p> <p>Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.</p>
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# Scheme of Work and Assessment Year 10      2017-18

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<b>Subject:</b> Sociales	<b>Year 10</b>	<b>Teacher:</b> M Galiana
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Aprox. 1 o 2 unidades al mes			Teaching & Learning Styles (VARK):  <b>Visual:</b> <b>Auditory:</b> <b>Read/Write:</b> <b>Kinaesthetic:</b>	
Septiembre	1.    El espacio físico	La Tierra se divide en placas Influencia de las formas de relieve Las aguas El agua y la ocupación humana El clima hace posible la vida Elementos y factores del clima El clima y la vida Los climas de la Tierra	Presentación sobre el ciclo del agua Mapa con los climas de la Tierra Documental cambio climático Fragmentos “Una verdad incómoda” Analizar un mapa físico Interpretar un cronograma	En cada unidad se realizará una serie de ejercicios, tanto de aquellos que aparecen en el libro de texto, como de otros indicados por el profesor. A ellos se debe añadir la realización de esquemas o resolución de preguntas sobre los videos o imágenes que vayan apareciendo a lo largo de la explicación.  En cada una de las unidades pueden tratarse aspectos de los temas de investigación (individuales o de grupo) que deben realizar los alumnos para el final del trimestre.

				Al final de cada unidad se realiza un examen escrito.
Octubre	2. El medio físico	El relieve europeo Las costas de Europa Ríos y lagos Paisajes España en Europa Relieve Ríos y lagos españoles Factores del clima español Climas y paisajes de España El medio físico de Andalucía	Lectura de mapa topográfico Web AEMet Póster Europa Presentación en Prezi Clima local: Almuñécar	Sistema de evaluación descrito en la unidad 1
Noviembre	3. Los Estados del mundo	Definición y componentes Diversidad de los Estados Funciones Estado del bienestar Estados democráticos Dictaduras Estados laicos, confesionales y teocracias Monarquías y repúblicas Organización territorial del Estado Relaciones entre los Estados Organizaciones internacionales	Uso de mapas políticos Interpretaciones Geosense Geogquizzes Elaboración de mapas políticos y cuadros sinópticos Debate: el Estado del Bienestar Debate: el poder militar World Factbook Interpretar mapas de símbolos proporcionales	Sistema de evaluación descrito en la unidad 1
Diciembre	4. La organización política	Actuales Estados de Europa UE Instituciones de la UE Retos de la UE Estado español Desequilibrios en España Andalucía Estructura administrativa	Elaboración de mapas conceptuales Debate: Europa sí o no Análisis de los desequilibrios internos mediante mapas y datos Gestión compartida de los ríos españoles	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 1 a 3.  También se presenta el trabajo de investigación: “Los Estados del mundo”

Enero	5. Actividad económica	¿Qué es la actividad económica? Los sectores económicos ¿Quién interviene? Factores productivos Población y trabajo Organización de la actividad económica	Mapas de coropletas Noticias de prensa ¿Entendemos el Telediario? Derechos de los consumidores	Sistema de evaluación descrito en la unidad 1.
Febrero	6. Economía globalizada	La globalización Factores y efectos Instituciones de la economía mundial Grandes centros de la economía mundial Potencias tradicionales BRICS Potencias regionales	Juego de comercio justo Role play con las multinacionales Mapas de flujos Debate: a favor o en contra de la globalización Documental sobre el movimiento antiglobalización	Sistema de evaluación descrito en la unidad 1
Marzo	7. El sector primario	Sector primario Sector en la actualidad Sector en UE, España y Andalucía La agricultura Países subdesarrollados y desarrollados Ganadería Explotación forestal Paisajes agrarios La pesca	Analizar un paisaje rural Exponer el caso de Almuñécar Charla con un ingeniero agrónomo sobre el modelo andaluz Debate: cultivos transgénicos Comercio de proximidad y cambio climático Patrimonio: terrazas de arroz Malas artes pesqueras Callejeros: la almadraba El Ejido: ¿modelo de desarrollo?	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 4 a 6.  Presentación del trabajo de investigación en grupos sobre los BRICS-CIVETS
Abril	8. El sector secundario	Minería Explotar sin agotar Producción y consumo de minerales no energéticos	Modelos energéticos En profundidad: Fukushima Comando actualidad: energía Debate: ¿nuclear sí o no? Mapas de localización industrial	Sistema de evaluación descrito en la unidad 1

		<p>Fuentes de energía: convencionales y alternativas</p> <p>Industria: concepto e historia</p> <p>Industria y Medio Ambiente</p> <p>Actual revolución industrial</p> <p>Localización industrial</p> <p>Tipos de industrias</p> <p>Regiones industriales</p> <p>Industria en los países desarrollados y no desarrollados</p>	Documental deslocalización	
Mayo	9. El sector terciario	<p>Importancia de los servicios</p> <p>Tipos de servicios</p> <p>Localización</p> <p>Deslocalización</p> <p>Transporte</p> <p>Comercio</p> <p>Servicios financieros</p> <p>Información y comunicación</p> <p>Servicios a empresas</p> <p>Turismo</p>	<p>Servicios que atraen servicios: Madrid Barajas</p> <p>Impacto del turismo: análisis de una localidad (Almuñécar, Motril, Nerja)</p> <p>Mapas de flujos turísticos</p> <p>Investigación sobre los segmentos</p> <p>Ejemplo práctico: PDMT</p> <p>Canal de Panamá</p> <p>Banco Central Europeo</p>	Sistema de evaluación descrito en la unidad 1
Junio	10. Los retos de la población	<p>Retos demográficos</p> <p>Estudio de la población</p> <p>Crecimiento de la población</p> <p>Movimientos migratorios</p> <p>Factores de la migración</p> <p>Inmigración ilegal</p> <p>Diversidad cultural</p> <p>Grandes retos</p>	Elaboración de una pirámide de población	<p>Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 7 a 10 junto a la realización de una prueba final con el contenido de todas las unidades.</p> <p>Presentación del último trabajo de investigación. Elección de un Estado y realización de un estudio en profundidad con un análisis DAFO.</p>

# Scheme of Work and Assessment Year 10      2017-18

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<b>Subject:</b> French	<b>Year 10</b>	<b>Teacher:</b> VBernard / Nancy Raffin
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		<p><b>Teaching &amp; Learning Styles (VARK):</b>            In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.            e.g  <b>Visual:</b> Powerpoint presentation/flashcards for new vocabulary  <b>Auditory:</b> Listening exercises, drilling from teacher.  <b>Read/Write:</b> Included in textbook practice and part of MFL assessment  <b>Kinaesthetic:</b> Acting up transitional language, miming for new words, thinking skills exercises</p> <p><b>VARK also included in the use of digital textbook and interactive exercises from Kerboodle</b></p>		
Sept/Oct	1.Me,my family and friends	Talking about getting on with others; Ignoring words which are not needed Describing family and friends; Using cognates and near-cognates Talking about future relationships; Understanding near-cognates when Discussing future relationship choices)	Teaching & Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example <b>Auditory:</b> Listening exercises in textbook, assessment <b>Read/Write:</b> basic and extended exercises in textbook <b>Kinaesthetic:</b> Multimedia use, writing and acting up a talk show session to be filmed.	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback

November	2. Technology in everyday life	<p>Talking about the uses of social media Coping strategies Discussing pros and cons of social media Pronunciation of verb endings Discussing the uses of mobile technology Building your speaking and writing skills Discussing the benefits and dangers of mobile technology Collecting useful phrases</p>	<p>Teaching &amp; Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint <b>Auditory:</b> Listening exercises in textbook assessment <b>Read/Write:</b> basic and extended exercises in textbook/book software <b>Kinaesthetic:</b> Multimedia use</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
December/January	3. Free time	<p>Describing free-time activities in the past Adding opinions to produce more complex sentences Talking about leisure activities Making use of grammatical markers Talking about different cuisines and eating out Listening for detail Discussing world food and eating habits Translation strategies Talking about sports you love Developing sentences using quand, lorsque and si Using common patterns between French and English when reading Discussing new sports and taking risks in sports Structuring a debate</p>	<p>Teaching &amp; Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint <b>Auditory:</b> Listening exercises in textbook assessment <b>Read/Write:</b> basic and extended exercises in textbook/book software <b>Kinaesthetic:</b> Describing, making and bringing your favourite world food dish Multimedia use-Powerpoint presentation of an Extreme sport of their choice</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p>
February	4. Customs and festivals	<p>Talking about how we celebrate Discussing what traditions mean to you Describing international festivals; Making use of social and cultural context when reading Describing an event Developing knowledge of French- speaking countries</p>	<p>Teaching &amp; Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint <b>Auditory:</b> Listening exercises in textbook assessment <b>Read/Write:</b> basic and extended exercises in textbook/book software</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening</p>



			<b>Kinaesthetic:</b> Multimedia use.	
March/April	5.Home, town, neighbourhood and region	Describing your home; Recognising key topic words in reading and listening tasks Describing your ideal home; Building longer sentences Describing what a town is like and what there is to see / do; Simplification and paraphrasing Describing a region ;Using intensifiers	Teaching & Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example <b>Auditory:</b> Listening exercises in textbook, assessment <b>Read/Write:</b> basic and extended exercises in textbook <b>Kinaesthetic:</b> Multimedia use; Magazine pagenews about Usain Bolt house; Finding your French twin town	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening
May/June.	6.Social issues	Describing charity work Using verbal context when listening Understanding the importance of charities Using questions and texts to formulate answers Comparing old and new health Habits Recognising common patterns in French when listening Describing health resolutions Using negatives to add complexity Catch up sessions Revision for end of year assessment	Teaching & Learning Styles (VARK):  <b>Visual:</b> use of pictures/videos and PowerPoint to revise family members for example <b>Auditory:</b> Listening exercises in textbook, assessment <b>Read/Write:</b> basic and extended exercises in textbook <b>Kinaesthetic:</b> Multimedia use	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening  Exam papers practice  End of year assessment

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<b>Subject:</b> German	<b>Year 10</b>	<b>Teacher:</b> K. Schubart
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK):  <b>Visual:</b> <b>Auditory:</b> <b>Read/Write:</b> <b>Kinaesthetic:</b>	
Sept Oct	Me, my family and friends	Talking and writing about yourself, your family and describing people; Revising verb conjugations and use of adjectives and possessives.	Reading, listening, speaking and writing exercises; Presenting own family; Quiz describing people.	Presentations Exercise books
Nov Dec	Technology in everyday life	Talking and writing about social media and networks and mobile technologies; Using past tense; Using accusative and dative for direct and indirect object.	Reading, listening, speaking and writing exercises; Translations; Debates about advantages and disadvantages of modern technology.	Exercise books Vocabulary tests Debates Assessments Unit 1 and 2
Jan Feb	Free-time activities	Describing free time activities and preferences using modal verbs.	Reading, listening, speaking and writing exercises; Translations.	Vocabulary tests Exercise books

March -April	Customs and festivals	Talking and learning about customs, festivals and traditions in German-speaking countries; Using context for comprehension; Using personal pronouns.	Reading, listening, speaking and writing exercises; Research and presentations.	Exercise books Presentations
May- June	Home, town, neighbourhood and region	Understanding about where and how people live; Telling and writing how and where you live using the dative case; Describing your house, your room and the town you live in using different prepositions, cases and adjective endings.	Reading, listening, speaking and writing exercises; Plans, drawings and written descriptions of places	Written pieces of work Exercise books Vocabulary test

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<b>Subject:</b> <b>Art</b>	<b>Year 10</b>	<b>Teacher:</b> <b>Teresa Alvarez</b>
<b>No. of lessons per week:</b> <b>3</b>	<b>Date:</b> September 2017 - June 2018	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
<u>Sept-Oct</u> <u>Nov-Dec</u>	<p><b>STRIPES</b></p> <p>Learn the 5 assessment objectives that students will be graded on.</p> <p>Learn how to develop and idea.</p> <p>How to experiment with an idea.</p> <p>How to use the work of other artists/designers to inspire.</p> <p>How to write about your work and how to be</p>	<p>- <b>Learn about what is expected</b> of an IGCSE art student. What the Coursework Book is for and how it should be put together. Initial planning and research into a theme. Photographs and drawings as research tools. Coursework Book shows planning prep and understanding for a final work of art.</p> <p>- <b>Observational drawing skills and techniques</b> to aide the assessment objectives. Pencil, Pen and wash, Oil pastels.</p> <p>- <b>How to look at relevant artist/designers</b> and how to learn from their work and techniques.</p> <p>Make links. Find out about techniques and subject matter. Practising their techniques by either copying sections of their work or applying to personal work. Combining all elements used this term and prepare for assessment 2.</p> <p>- <b>Taking an image and developing it</b> with different media and looking for combinations of media to produce good</p>	<p><b>Visual:</b> Suggested artists:  <b>Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucian Freud, Morris Katz, Alex Katz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.</b></p> <p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b>            Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones,</p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also, assessment opportunities to take place through constant dialogue.</p>

	<p>critical in a way that promotes development. Skills for rendering final artworks successfully.</p>	<p>effects. Looking at different sections of the same image (abstracting)</p> <ul style="list-style-type: none"> <li>- <b>First-Hands Studies</b> from Primary Sources.</li> <li>- <b>‘Secondary’ images from research</b> into another culture, artist or artistic movement. Copies of artwork. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the artwork was made). in words and pictures how the work of this artist etc., can help you in your work.</li> <li>- <b>Ambitious ‘finished’ work.</b></li> <li>- <b>Evidence of continued development</b> of research as in previous weeks.</li> <li>- <b>An Evaluation</b> of the whole project.</li> </ul>	<p>negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken</p> <p><b>Kinaesthetic:</b> Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.</p>	
<p><u>Jan-</u> <u>Feb-Apr-March-</u> <u>June</u></p>	<p><b>PERSONAL PROJECT DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>- <b>Recap on what is expected</b> of a IGCSE art student.</li> <li>- <b>What the Coursework Book is for</b> and how it should be put together.</li> <li>- <b>Continue planning and research</b> into the personal project topic.</li> <li>- <b>Photographs and drawings as research tools.</b> Coursework Book shows planning prep and understanding for a final work of art.</li> </ul>	<p><b>Visual:</b> Suggested artists: <b>Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canalieto, Charles Sheeler, Georgia O’Keefe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert. Stanley Spencer, Carel Weight, Escher.</b></p>	<p>Observation, contribution and research. Sketchbooks, participation in class, independent work, classwork books, final outcomes, written notes for supporting ideas, observation, contribution and research. assessment by the teacher, classwork grades, weekly homework grades. Bi-monthly set test pieces. Personal tracker. Also,</p>

		<ul style="list-style-type: none"> <li>- <b>Working on AO3</b> ( Assessment Objective 3 ).</li> <li>- <b>Experimenting with styles, techniques and materials</b></li> <li>- <b>Planning the prep. time for AO5.</b> Prep. studies, sketches.</li> </ul>	<p><b>Auditory:</b> material and documentary films.</p> <p><b>Read/Write: key vocabulary:</b>                  Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes, composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction</p> <p><b>Kinaesthetic:</b>                  Sketches, paintings, collages, computer aided art photo manipulation.</p>	<p>assessment opportunities to take place through constant dialogue.</p>
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# Scheme of Work and Assessment Year 10 2017-18

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<b>Subject:</b> Business Studies	<b>Year 10</b>	<b>Teacher:</b> Janine Buckley
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
		These are the curriculum concepts, skills that are taught for each topic are application, analysis and evaluation.	Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	This subject is examined by short answer questions, essays and case studies. Assessment will be a range of the above to make sure they are fully prepared.
September	What is a business	Adding value Economy & sectors Entrepreneurs Business Plans	Poster Case studies Diagrams videos basic business plan	End of chapter test  Textbook activities  business plan activity
October	The organization People in business	size Types of legal structures Stakeholders Aims Motivation	Diagrams Case studies handouts	End of chapter test  Textbook activities
November	People in business	Organizational structure Recruitment & selection Training	Case studies Video Handouts Recruitment activity	Textbook activities

December	People in business marketing	Communication What is marketing	Case studies Comm activity	Mock exam Textbook activities
January	marketing	Market research Marketing mix product price	Handouts Case studies Video T shirt activity	Textbook activities
February	marketing	Marketing mix place	Handouts Case studies Video T shirt activity	Exam paper Textbook activities
March	marketing	Marketing mix cont... Marketing strategy packaging	Handouts Case studies create packaging for t shirt activity	End of chapter test Textbook activities
April		marketing mix - promotion	create an advertisement for the t shirt activity	Textbook activities
May	Operations management	Production process Productivity Stock control	diagrams video	Textbook activities
June	Operations management	Lean production Kaizen JIT Production methods	Case studies Production activity video	End of year test
	summer work is past exam questions on the areas already covered.			



# Scheme of Work and Assessment Year 10 2017-18

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<b>Subject:</b> PE	<b>Year 10</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 1	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
			Teaching & Learning Styles (VARK): <b>Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept Oct	Fitness Testing/Rounders/OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges. Understand the rules and implement techniques into ultimate game play	Visual: All PE subjects will provide visual learners with practical demos. Auditory: Opportunities to listen to feed back	Production of training programmes, end of unit assessment. Peer evaluation.
Nov Dec	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.	Read/Write: Opportunities to provide written analysis of their own and others performances.	Evaluation of training programmes. End of unit assessment. Peer evaluation.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing. Knowledge of positions. Different attributes required for each position.	Kinaesthetic: Performance of practicals. <b>This breakdown of learner types applies to all activities across the year.</b>	End of unit practical assessment. Peer evaluations.

Feb	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Introduction to choreography. Body awareness and developing movement skills. Developing some choreography skills or planning skills. Be able to choreograph or plan sections of performance. Design a section of performance for peer group.		Graded delivery of coaching plans. Peer evaluation.
Mar	Hockey/ Cricket	Development of hockey skills related to stick management. Cricket and control, dribbling and passing. Show these skills effectively in small sided gameplay. Development of strike and field skills and rule knowledge unique to cricket. Develop tactical knowledge and demonstrate in gameplay. Uderstand fielding positions in Cricket, tactics in pairs batting. Position awareness in Hockey.. Umpiring abilities in Hockey and Cricket develop.		End of unit assessment. Peer evaluation.
April	Athletics	Performing at maximal levels. Develop techniques and personal achievement in running, jumping and throwing. Be able to lead and run events as well as perform them. Highlight training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal feedback on training requirements.
May	Volleyball	Development of team skills required in volleyball, developing the volley and dig technique. Linking this to develop 3 touch gameplay. Develop an understanding of setting and positions. Be able to switch and rotate effectively. Select positions and understand different roles, feed to the setter.		End of unit practical assessment. Peer evaluations
June	Tennis/Padel/ Badminton	Development of racket skills, different shot development, positioning on the court, development of rule knowledge. Singles and doubles play and tactics. Umpire skill development. Develop attacking and defensive tactics.		End of unit practical assessment. Peer evaluations. Ranked competition.

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<b>Subject:</b> Sports Science	<b>Year 10</b>	<b>Teacher:</b> Nick Lavin
<b>No. of lessons per week:</b> 4	<b>Date:</b> September 2017 - June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria: tests/ projects etc.
			<b>Teaching &amp; Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</b>	
Sept	Skeleton and Joints	Functions, Joints and movement. Relation to sporting performance.	Visual: Powerpoints interactive Auditory: Describe verbally links of joint movements to sport. Read/Write: Exam questions related to the skeleton. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Sept Oct	Muscles and Tendons	Types of muscles. How they perform in sports. Energy requirements. How tendons and muscles work together.	Visual: Powerpoints interactive Auditory: Describe verbally links of muscles movement to sport. Read/Write: Exam questions related to the muscles. Kinaesthetic: Produce your own analysis of movement in practical situations.	End of topic test. Practical assessment.
Oct	Circulatory and Respiratory Systems.	Aerobic versus Anaerobic respiration, how these relate to different activities. Transport of blood the lungs function. Effects of sport on the C and R systems.	Visual: Powerpoints interactive Auditory: Describe verbally types of respiration requirements in sport. Read/Write: Exam questions related to the C and R system. Kinaesthetic: Produce your own analysis of respiration in practical situations	End of topic test. Practical assessment.
Nov Feb	Fitness	A simple definition of fitness. health related fitness in terms of cardio vascular endurance (aerobic fitness), body composition, flexibility, muscular endurance, speed, stamina and strength. (3) skill related fitness in terms of agility, balance, coordination, power, speed of reaction, and	Visual: Powerpoints interactive Auditory: Describe verbally types of fitness and produce your own fitness programmes for other students. Read/Write: Exam questions related to Fitness requirements. Write a fitness	End of topic test. Practical assessment.

		timing. Explain: (1) tests for both Health related and Skill related fitness. (2) maximum oxygen uptake and what it means in fitness terms. a personal fitness programme to cater for any weaknesses In personal fitness.	programme Kinaesthetic: Produce your own analysis of fitness requirements. Perform your own fitness programme.	
Mar May	Skill	what is meant by the term 'skill'. the difference between the following types of skill: basic and complex skills, fine and gross motor skills, open and closed skills factors affecting skill such as age and maturity, motivation, anxiety and arousal, conditions, facilities and environment, teaching and coaching. how we learn a new skills, including; limited channel capacity, overload.	Visual: Powerpoints interactive Auditory: Describe verbally types of skill development in varying activities Read/Write: Exam questions related to Skill requirements. Kinaesthetic: Produce your own analysis of skill and anxiety in sport. Produce your own research on skill performance and learning.	End of topic test. Practical assessment.
June	Drug use in Sport	what is a 'drug'? the effect that the following drugs have on the body • Stimulants • Narcotic -analgesics • Anabolic steroids • Diuretics • Anxiety reducing drugs • Peptide hormones	Visual: Powerpoints interactive Auditory: Describe verbally types or produce a presentation on drug use in sports. Read/Write: Exam questions related to drug use in sport. Kinaesthetic: Physical examples of types of drugs used in sport.	End of topic test. Practical assessment. End of year test covering the one and a half units covered here.

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<b>Subject:</b> Spanish 2nd Language Intermediate	<b>Year 10 IGCSE</b>	<b>Teacher:</b> M <sup>a</sup> Angeles Alvarez
<b>No. of lessons per week:</b> 5	<b>Date:</b> September 2017 - June 2018	

<b>Time scale</b> (approximate)	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
September-December	<b>1 Mi vida en casa y en el colegio</b>	<p><b>1.1 House and Home</b> Describing where you live, your house and what members of family do in rooms in the house. <b>Grammar:</b> Present tense: regular verbs Adjective agreement Prepositions of place</p> <p><b>1.2 School Life and Routine</b> Describing timetable and subjects, daily routine at school, school building and facilities. <b>Grammar:</b> Present tense: radical changing verbs, irregular verbs</p> <p><b>1.3 Food and Drinks</b> Talking about food and drinks you normally have. Giving opinions on international food. <b>Grammar:</b> Interrogative pronouns Idiomatic verbs: Me gusta(n) etc.</p> <p><b>1.4 Common Ailments and Healthy Lifestyles</b> Considering what healthy diet consists of. Talking about how you feel and health.</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flash cards. <b>Auditory:</b> Dialogues, interviews, etc. <b>Kinesthetic:</b> Role-Plays, TPR <b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE <b>Web pages:</b> linguascope, languagesonline, etc Video ELE</p>	<p>Classroom observations Homework marks Class exercises marks Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p>

		<p>Describing ways of keeping fit and healthy lifestyles.  <b>Grammar:</b> Idiomatic verbs(2): Me duele(n) etc. Expressions with tener.  Present Participle. Possessive adjectives</p> <p><b>1.5 Media – TV and Film</b>  Describing what you like watching on tv.  Talking about films you like and dislike.  Giving opinions about tv programs and films.  <b>Grammar:</b> Present tense: more irregular verbs. Adverbial phrases.  Comparison: regular and irregular</p>		
January-March	<b>2 Mi familia, mis amigos y yo en casa y en el extranjero.</b>	<p><b>2.1 Relationships with family and friends</b>  Talking about family and pets.  Describing people physically and personality.  <b>Grammar:</b> Personal “a”. Possessive pronouns.  Using SER for identity.</p> <p><b>2.2 Daily routine and helping home</b>  Talking about free time activities in and outside the house.  Describing daily routine.  Talking about chores in the house and who does them.  <b>Grammar:</b> Reflexive verbs and pronouns. Using ESTAR for location. Present continuous</p> <p><b>2.3 Hobbies, interests and special occasions</b>  Arranging to go out.  Finding out about Festivals and special occasions.  Organizing a party.  <b>Grammar:</b> Adverbs ending in –mente.  Interrogative pronouns with prepositions  Preterite tense: regular and irregular verbs. Impersonal verbs.  Near future. Dates</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flash cards.  <b>Auditory:</b> Dialogues, interviews, etc.  <b>Kinesthetic:</b> Role-Plays, TPR  <b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE  <b>Web pages:</b> linguascope, languagesonline, etc  Video ELE</p>	<p>Classroom observations  Homework marks  Class exercises marks  Vocab and verb mini tests.</p> <p>End of unit tests including reading, listening, writing, and speaking tasks.</p>

		<p><b>2.4 Holidays</b>  <b>Talking about different types of holidays Describing your last holiday.</b>  <b>Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do.</b>  <b>Grammar: Future tense. Comparisons.</b></p> <p><b>2.5 Tourist information and directions</b>  <b>Giving directions and asking how to get to places in town.</b>  <b>Grammar:</b>  <b>Basic prepositions +infinitives. Prepositions: por / para.</b></p>		
April-June	<b>3 El mundo que nos rodea</b>	<p>3.1 Life in the town and rural life  Buildings and facilities in town.  Describing town and country locations, giving opinions.  Advantages and disadvantages of different places to live.  Grammar: Prepositions of place (2)  Present Perfect tense  Comparison: more complex structures: tanto ....como, bastante..</p> <p>3.2 Shopping and money matters  What to buy in different shops and places.  Sopping for food in supermarkets and small shops.  Pocket money, earnings and spending habits.  Grammar: Demostrative adj. Expressions of quantity</p> <p>3.3 Servicios públicos  Banking , changing money and ATMs  Post office, phone and internet in Spanish speaking countries.  Lost property</p>	<p><b>Visual:</b> PPP, pictures, videos, posters and flash cards.  <b>Auditory:</b> Dialogues, interviews,etc.  <b>Kinesthetic:</b> Role-Plays, TPR  <b>Read /Write:</b> exercises from textbook Spanish for Edexcel International GCSE  <b>Web pages:</b> linguascope, languagesonline, etc  Video ELE</p>	<p><i>Classroom observations</i>  <i>Homework marks</i>  <i>Class exercises marks</i>  <i>Vocab and verb mini tests.</i></p> <p><i>End of unit tests including reading, listening, writing, and speaking tasks.</i></p>

		<p>Grammar: Indefinite pronouns. Ser/Estar contrast. Demonstrative pronouns. Direct object pronouns</p> <p>3.4 Environmental issues Things I do to help the environment. National parks in Spanish-speaking countries and their importance. Environmental problems and possible solutions. Grammar: Conjunctions: y,o, pero, sino,porque. Relative pronouns (1)</p> <p>3.5 Weather and climate Describing weather in different countries and weather forecasts. Weather problems, climate change, describing weather in the past. Grammar: The cardinal points. Impersonal weather expressions. Imperfect tense</p> <p>3.6 Everyday life in a Spanish-speaking country Informal and formal greetings Life in Spanish speaking communities outside Spain. Staying with a Spanish family Grammar: Formal and informal modes of address. Interrogatives (2). Indirect object pronouns.</p> <p>3.7 Customs and festivals Countries of the world and customs Descriptions of festivals in Spanish speaking countries /regions Grammar: Nationality adjectives. Adverbs including time and place. Imperfect continuous</p> <p>3.8 Travel and transport Different types of transport Getting around town and opinions about different forms of transport Itineraries of different holidays using various transport. Grammar: Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ <b>future</b>.</p>		
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# Scheme of Work and Assessment Year 10 2017-18 [Contents](#)

<b>Subject:</b> Spanish 2nd Language	<b>Year 10 Elementary</b>	<b>Teacher:</b> M <sup>a</sup> Angeles Alvarez
<b>No. of lessons per week:</b> 5	<b>Date:</b> September 2017 - June 2018	

<b>Time scale</b> (approximate)	<b>Topics</b>	<b>Curriculum concepts/ skills and competencies</b>	<b>Learning styles</b>	<b>Assessment Criteria; tests/ projects etc.</b>
Autumn term 1	<b>Nos Presentamos</b>	<p><b>1-Son muy famosos:</b> Talking about yourself and other people. Making comparisons.</p> <p><b>2-Juego bien al fútbol:</b> Saying how you do something. Talking about your routine.</p> <p><b>3-Mucho gusto:</b> Making introductions.</p> <p><b>4-Estás en tu casa:</b> Asking for what you need. Saying what you need.</p> <p><b>5- Unos regalos:</b> Buying gifts. Describing someone's personality.</p> <p><b>6-Muchas gracias por el regalo:</b> Writing a thank you letter.</p> <p><b>-Culture:</b> -Finding out facts about Andalusia and the place we</p>	<p>Teaching &amp; Learning Styles (VARK):</p> <p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.</p>

		live. -Designing a leaflet about our area.		
Autumn term 2	<b>La Comida</b>	<p><b>1-¿Qué Comes?:</b> Saying what you have to eat. Talking about mealtimes in Spain and the UK.</p> <p><b>2-¿Qué te gusta comer?:</b> Saying what type of food you like and why.</p> <p><b>3- De compras:</b> Buying fruits and vegetables. Finding out how much things cost.</p> <p><b>4-Cien gramos de jamón y una barra de pan:</b> Buying food and drinks in a shop. Numbers 31-100.</p> <p><b>5-¡Qué Aprovechel:</b> Saying that you are hungry and thirsty. Ordering for a menu.</p> <p><b>6-La comida sana:</b> Talking about healthy eating.</p> <p><b>-Culture:</b> -Finding out information about tapas and typical food in Spain. -Writing favourite recipes .</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Spring term 1	<b>De Compras</b>	<p><b>1-¿Qué ropa llevan?:</b> Talking about clothes. Comparing prices.</p> <p><b>2-Me gusta aquella camiseta roja:</b> Talking about what clothes you like and what suits you.</p> <p><b>3-¿Me lo puedo probar?:</b> Shopping for clothes.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Classroom observations. Homework marks.</p>

		<p><b>4-¿Qué vas a llevar para ir a la fiesta?:</b> Describing clothes. Asking about clothes. Saying what you are wearing.</p> <p><b>5-¿Llevas uniforme?:</b> Talking about your school uniform.</p> <p><b>6-En la calle principal:</b> Talking about types of shops. Saying where you can buy things.</p> <p><b>-Culture:</b> -Shops around. -Main differences between going on shopping in Spain and the UK.</p>		<p>Class work. Spoken presentations. Peer evaluation.. Dispositions and attitudes. End of unit tests.</p>
Spring term 2	<b>El Turismo</b>	<p><b>1-¿Qué hay de interés?:</b> Asking what there is to see in a place. Asking what you can do there.</p> <p><b>2-Tus vacaciones:</b> Talking about where you go and what you do on holiday.</p> <p><b>3-¿Dónde fuiste?:</b> Saying where you went, what for and who with.</p> <p><b>4-¿A dónde fueron?:</b> Talking about where other people went.</p> <p><b>5-¿Lo pasaste bien?:</b> Saying what you did on holidays.</p> <p><b>-Culture:</b> -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations. Presentations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>

<p>Summer term 1</p>	<p><b>¡Diviérte!</b></p>	<p><b>1-¿Quieres ir al cine?:</b> Making arrangements to go out. <b>2-¿Qué tipo de películas te gustan?:</b> Saying what sort of films you like. <b>3.Dos entradas, por favor:</b> Buying cinema tickets. <b>4-¡Es genial!:</b> Describing an event in the present. <b>5-¿Qué hiciste el sábado?:</b> Describing an event in the past. <b>6-El estadio estaba lleno:</b> Describing what things were like.</p> <p><b>-Culture:</b> -Designing a leaflet about free time activities around the local area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
<p>Summer term 2</p>	<p><b>La Salud</b></p>	<p><b>1-¿Qué te duele?:</b> Saying what is wrong. <b>2-Me siento mal:</b> Saying you are not feeling well. <b>3-En la farmacia:</b> At the chemist. <b>4-Hay que practicar mucho:</b> Talking about how long you have been doing something. Saying what you should or shouldn't do. <b>5-Hay que comer fruta todos los días:</b> Talking about a healthy lifestyle.</p> <p><b>-Culture:</b></p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions.</p>

		<ul style="list-style-type: none"><li>-Researching and providing real information about healthy lifestyle options in Spain.</li><li>-Making posters.</li></ul>		<ul style="list-style-type: none"><li>Dispositions and attitudes.</li><li>Projects and portfolios.</li><li>End of unit tests.</li><li>End of the year exam.</li></ul>
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## Scheme of Work and Assessment Year 10 2017-18

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<b>Subject:</b> Computing	<b>Year 10</b>	<b>Teacher:</b> Jacob De Backer
<b>No. of lessons per week:</b> 3	<b>Date:</b> September 2017 – June 2018	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September 4 weeks	S: Python D: Python	Syntax, strings and console output, data and time, conditionals and control flow, functions.	Research Logical thinking Programming Analyses Reading Writing	Mini programming activities: create a tip calculator, date and time application, language game.
October 3 weeks	S/D: Problem Solving	Computational thinking, flowcharts and pseudocode.	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Type of assessment: <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Small problem solving tasks</li> </ul> Criteria: <ul style="list-style-type: none"> <li>- Understand what an algorithm is, what algorithms are used for and be able to interpret algorithms.</li> <li>- Understand how to create an algorithm to solve a particular problem, making use of programming constructs and using appropriate conventions.</li> <li>- Understand the purpose of a given algorithm and how an algorithm works</li> <li>- Understand how to identify and correct errors in algorithms</li> <li>- Understand how to code an algorithm in a high-level language</li> <li>- Be able to analyse a problem, investigate requirements and design solutions</li> <li>- Be able to decompose a problem into smaller sub-problems</li> <li>- Understand how abstraction can be used effectively to model aspects of the real world</li> <li>- Be able to program abstractions of real-world</li> </ul>
October 1 week	S: The computer systems architecture	S: Hardware components (CPU, main memory, secondary storage), role of components.	Research Logical thinking Programming Analyses	Type of assessment: <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Pseudocode project</li> </ul>

	D: Problem solving	D: Solving a problem using flowcharts and pseudocode.	Reading Writing Brainstorming Listening Role Play	Criteria: <ul style="list-style-type: none"> <li>- Understand the function of the hardware components of a computer system</li> <li>- Understand the function of different types of main memory</li> <li>- Understand the concept of a stored program and the role of the components of the CPU in the fetch-decode-execute cycle</li> <li>- Understand how data is stored on physical devices</li> <li>- Understand the concept of storing data in the cloud and other contemporary secondary storage</li> <li>- Understand the need for embedded systems and their functions</li> <li>- Know what an operating system is and how it manages files, processes, hardware and the user interface</li> <li>- Understand the purpose and functions of utility software</li> <li>- Understand how software can be used to simulate and model aspects of the real world</li> </ul>
November 1 week	S: Models  D: Problem solving and programming	S: Hardware vs. software. Input-process-output model.  D: Input-process-output model, selection constructs and writing readable code (elif, randint())	Listening Logical thinking Brainstorming Summarising Programming Analysing Demonstrating	Type of assessment: <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Small problem solving tasks</li> </ul> Criteria: <ul style="list-style-type: none"> <li>- Understand the input-process-output model</li> <li>- Understand how to write code that accepts and responds appropriately to user input</li> <li>- Be able to write programs in a high-level programming language</li> <li>- Understand the structural component of a program</li> <li>- Be able to use sequencing, selection and iteration constructs in their programs</li> </ul>
November/ December 5 weeks	S: Data rep: numbers  D: Problem solving and programming	S: Introduction and representation of signed and unsigned integers, computational thinking, binary arithmetic, converting: decimal hexadecimal and binary.  D: techniques to improve code readability and understanding, boolean operators, logic, truth tables, pseudo-code, string manipulation and string methods	Listening Brainstorming Practising Programming Troubleshooting Logical Thinking	Type of assessment: <ul style="list-style-type: none"> <li>- Small programming tasks</li> <li>- Test: converting binary, decimal and hexadecimal</li> </ul> Criteria - Date rep numbers: <ul style="list-style-type: none"> <li>- Understand that computers use binary to represent data and program instructions</li> <li>- Understand how computers represent and manipulate numbers</li> <li>- Be able to convert between binary and denary whole numbers</li> <li>- Be able to analyse a problem, investigate requirements and design solutions</li> <li>- Understand how to perform binary arithmetic and understand the concept of overflow</li> </ul> Criteria - Problem solving programming: <ul style="list-style-type: none"> <li>- Understand the benefit of producing programs that are easy to read and be able to use techniques to improve readability and to explain how code works</li> <li>- Be able to interpret algorithms</li> </ul>

				<ul style="list-style-type: none"> <li>- Understand how to create an algorithms to solve a particular problem, making use of programming constructs and appropriate conventions</li> <li>- Understand the purpose of and how to use relational operators</li> <li>- Be able to construct truth tables for a given logic statement</li> <li>- Understand the need for and how to manipulate strings</li> </ul>
Januari 2 weeks	<p>S: Programming language</p> <p>D: Problem solving and programming</p>	<p>S: high and low level programming languages, translating programming languages</p> <p>D: data structures, repetition construct</p>	<p>Listening</p> <p>Writing</p> <p>Researching</p> <p>Programming</p> <p>Summarising</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Programming tasks</li> </ul> <p>Criteria programming language:</p> <ul style="list-style-type: none"> <li>- Understand what is meant by high-level and low-level programming languages and understand their suitability for a particular task</li> <li>- Understand what is meant by an assembler, a compiler and an interpreter when translating programming languages and know the advantages and disadvantages of each</li> <li>- Be able to write programs in a high-level programming languages</li> <li>- Understand the benefit of producing programs that are easy to read and be able to use techniques to improve readability and to explain how the code works</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Understand the need for, and understand how to use, data structures</li> <li>- Be able to use sequencing, selection and iteration constructs in their programs</li> </ul>
Januari 1 week	<p>S: Hardware</p> <p>D: Problem solving and programming</p>	<p>S: the function of internal components</p> <p>D: Repetition construct: for loops.</p>	<p>Research</p> <p>Logical thinking</p> <p>Programming</p> <p>Analyses</p> <p>Reading</p> <p>Writing</p> <p>Brainstorming</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Programming task</li> </ul> <p>Criteria hardware:</p> <ul style="list-style-type: none"> <li>- Understand the function of the hardware components of a computer system and how they work together</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Be able to use sequencing, selection and iteration construct in their programs</li> </ul>
Februari 2 weeks	<p>S: Software</p> <p>D: Problem solving and programming</p>	<p>S: Operating systems: files, hardware, user interface and processes</p> <p>D: Repetition construct: while loop, flowcharts</p>	<p>Research</p> <p>Discussion</p> <p>Logical thinking</p> <p>Programming</p> <p>Reading</p> <p>Writing</p> <p>Brainstorming</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Programming task</li> </ul> <p>Criteria software:</p> <ul style="list-style-type: none"> <li>- Know what an operating system, is and how it manages files, processes, hardware and the user interface</li> </ul> <p>Criteria problem solving and programming:</p>



				<ul style="list-style-type: none"> <li>- Understand what an algorithm is, what algorithms are used for and be able to interpret algorithms</li> <li>- Be able to use sequencing, selection and iteration construct in their programs</li> <li>- Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms</li> </ul>
February/March 5 weeks	<p>S: Networks</p> <p>D: Problem solving and programming</p>	<p>S: LANs and WANs, client-server and peer-to-peer, network data speeds, wired and wireless connectivity, network topologies, introduction to protocols.</p> <p>D: Two dimensional arrays, and nested loops, validation, subprograms, local and global variables, constants</p>	<p>Research</p> <p>Discussion</p> <p>Logical thinking</p> <p>Programming</p> <p>Analyses</p> <p>Reading</p> <p>Writing</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit/chapter assessment test</li> <li>- Programming task</li> </ul> <p>Criteria networks:</p> <ul style="list-style-type: none"> <li>- Understand why computers are connected in a network</li> <li>- Understand the different types of networks and usage models</li> <li>- Understand wired and wireless connectivity</li> <li>- Understand that network data speeds are measured in bits per second</li> <li>- Understand characteristics of network topologies</li> </ul> <p>Criteria problem solving and programming</p> <ul style="list-style-type: none"> <li>- Understand the need for, and understand how to use, data structures</li> <li>- Understand the need for and how to implement validation</li> <li>- Understand the structural components of a program</li> <li>- Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms</li> <li>- Understand the concept of passing data into and out of subprograms</li> <li>- Be able to create subprograms that use parameters</li> <li>- Understand the need for and how to use variables and constants</li> <li>- Understand the need for and how to use global and local variables when implementing subprograms</li> </ul>
March / April 2 weeks	<p>S: Networks</p> <p>D: The bigger picture</p>	<p>S: Protocols, layered protocol stacks, TCP/IP and packets.</p> <p>D: Environmental impact of technology, health, energy use and resources.</p>	<p>Research</p> <p>Discussion</p> <p>Analyses</p> <p>Reading</p> <p>Writing</p> <p>Brainstorming</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> </ul> <p>Criteria networks:</p> <ul style="list-style-type: none"> <li>- Understand the role of and need for network protocols</li> <li>- Understand that data can be transmitted in packets using layered protocol stacks</li> </ul> <p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> <li>- Understand the environmental impact of technology</li> </ul>
April 2 weeks	<p>S: Logic</p> <p>D: Problem solving and programming</p>	<p>S: Boolean logic</p> <p>D: Errors and debugging tools in an IDE, import modules.</p>	<p>Logical thinking</p> <p>Programming</p> <p>Reading</p> <p>Writing</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> <li>- Programming tasks</li> </ul>

			Brainstorming Listening	<p>Criteria logic:</p> <ul style="list-style-type: none"> <li>- Be able to construct truth tables for a given logic statement</li> <li>-</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Be able to differentiate between types of error in programs</li> <li>- Be able to interpret error messages and identify, locate and fix errors in a program</li> <li>- Be able to determine what value a variable will hold at a given point in a program</li> <li>- Be able to determine the strengths and weaknesses of a program and suggest improvements</li> <li>- Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms.</li> </ul>
May 1 week	S: Logic  D: The bigger picture	S: Boolean logic  D: understanding the ethical impact of using technology (privacy, inclusion, professionalism) on society	Research Discussion Logical thinking Reading Writing Listening	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> </ul> <p>Criteria logic:</p> <ul style="list-style-type: none"> <li>- Be able to produce logic statements for a given problem</li> </ul> <p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> <li>- Understand the ethical impact of using technology on society</li> </ul>
May 1 week	S: Data rep: text  D: The bigger picture	S: Data representation: text  D: understanding the ethical impact of using technology (privacy, inclusion, professionalism) on society	Research Discussion Reading Writing	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> </ul> <p>Criteria data rep. text:</p> <ul style="list-style-type: none"> <li>- Understand that computers use binary to represent data and program instructions</li> <li>- Understand how computers represent and manipulate numbers</li> </ul> <p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> <li>- Understand the ethical impact of using technology on society</li> </ul>
May 1 week	S: Data rep: text  D: Problem solving and programming	S: Data representation: text  D: Reading and writing to files	Research Discussion Logical thinking Programming Reading Writing Listening	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> <li>- Programming tasks</li> </ul> <p>Criteria data rep text:</p> <ul style="list-style-type: none"> <li>- Understand how computers encode characters using ASCII</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Be able to write code that reads/writes from/to a text file</li> </ul>
May/June	S: Data rep: graphics	S: Bitmaps	Research Discussion	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment test</li> </ul>

2 weeks	D: Problem solving and programming	D: Dictionaries, decomposition, error checking and testing.	Programming Analyses Reading Writing	<ul style="list-style-type: none"> <li>- Programming tasks</li> </ul> <p>Criteria data rep graphics:</p> <ul style="list-style-type: none"> <li>- Understand how bitmap images are represented in binary</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Understand the need for and understand how to use data structures</li> <li>- Be able to decompose a problem into smaller sub-problems</li> <li>- Be able to design and use test plans and test data</li> </ul>
June 4 weeks	S: Data rep: sound  D: Problem solving and programming	S: Sound  D: Programming challenge: maths quiz	Research Discussion Logical thinking Programming Analyses Reading Writing Brainstorming Listening	<p>Type of assessment:</p> <ul style="list-style-type: none"> <li>- End of unit assessment</li> <li>- Programming project</li> </ul> <p>Criteria data rep sound:</p> <ul style="list-style-type: none"> <li>- Understand how sound, an analogue signal, is represented in binary</li> </ul> <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> <li>- Be able to write programs in a high-level programming language</li> <li>- Be able to analyse a problem, investigate requirements and design solutions</li> <li>- Be able to decompose a problem into smaller sub-problems</li> </ul>