ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 11 Curriculum 2017 - 18

Contents

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: English Language	**Year 11**	**Teacher: Joe Watt and Peter O´Connor**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual**: **Auditory**: **Read/Write:** **Kinaesthetic**:	There is no coursework for English IGCSE.
Sept	Unit 6: Directed Writing Writing a journal Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register and purpose	The unit gives practice in writing in different formats. A key feature is the linking of this work with reading activities. Teachers are recommended to create their own stimuli or to use those set formerly as Cambridge IGCSE First Language English question papers.	**Visual**: Looking at Language- observing presentations **Read/Write:** Exercises from Cambridge IGCSE student book- chapter 6 **Kinaesthetic**: speeches, presentations, group work, role play scenarios	Mixed exercise with exam type questions. Mock exams from December (actual GCSE past papers)

Oct	Unit 6: Directed Writing Writing a journal Writing a speech Writing an article Writing a letter Writing an interview Voice, audience, register and purpose	reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring writing; reading and writing different forms, such as articles and letters, awareness of some of the conventions of these different forms and of the different ways in which language is used for different purposes, converting notes into sequences of sentences and to select reading material and structure it in a coherent order. **Context** This is the first of three units on writing in specific contexts and should be related both to these and to the skills covered in Units 1–5.	**Visual**: Looking at Language- observing presentations **Read/Write:** Exercises from Cambridge IGCSE student book- chapter 6 **Kinaesthetic**: speeches, presentations, group work, role play scenarios	Mixed exercise with exam type questions. December: Mock exams (actual GCSE past papers)
Nov	Unit 7: Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence structures Persona, viewpoint and character	The unit introduces learners to the different types of continuous writing tasks and gives practice in writing for different purposes. Teachers are recommended to create their own titles to work on skills development or to use those set formerly as Cambridge IGCSE First Language English, Paper 3.	**Visual**: Looking at the structure of written language for different purposes- **Read/Write:** Exercises from Cambridge IGCSE student book- chapter 7 **Kinaesthetic**: speeches, presentations, group work, role play scenarios	Mixed exercises (for each chapter) with exam type questions. Feb/ March: Topic test on year 11 topics so far
Dec	Unit 7: Composition Writing Endings Openings Narrative writing Descriptive writing Whole-text and sentence	Learners should have a reasonable working knowledge of spelling, punctuation and grammar, and of the conventions of structuring texts, and will have written for a variety of purposes and in different genres during their previous years of education. This is the second of three units on writing in specific genres and	**Visual**: Looking at the structure of written language for different purposes-	Mixed exercises (for each chapter) with exam type questions. Formal Year 11

	structures Persona, viewpoint and character	should be related both to these and to the skills covered in Units 1–5.	**Read/Write:** Exercises from Cambridge IGCSE student book- chapter 7 **Kinaesthetic**: speeches, presentations, group work, role play scenarios	mock exams
Jan	Unit 8: Writing In Exams Assignment 3 Part 2 Assignment 3 Writing in response to opinion and argument Part 1 Assignment 2 Part 2 Assignment 2 Writing to describe and/or narrate Part 1 Assignment 1 Part 2 Assignment 1 Writing to inform, analyse and argue Part 1	The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only Assignment 3 is assessed for reading.	**Visual**: Looking at the structure of written language for different purposes- **Read/Write:** Longer written tasks, reading model responses **Kinaesthetic**: sorting and matching activites based on the mark schemes and model texts	Longer written task for specific purpose
Feb	Unit 8: Writing In Exams Assignment 3 Part 2 Assignment 3 Writing in response to opinion and argument Part 1 Assignment 2 Part 2 Assignment 2 Writing to describe and/or narrate	The unit introduces learners to the different types of exam writing tasks and skills involved. It gives practice in writing for different purposes. A key feature is the linking of this work with both reading and speaking and listening activities. Teachers are encouraged to select their own stimuli, though are reminded that in the final coursework portfolio only Assignment 3 is assessed for reading.	**Visual**: Looking at the structure of written language for different purposes- **Read/Write:** Longer written tasks, reading model responses	Writing task for specific purpose

	Part 1 Assignment 1 Part 2 Assignment 1 Writing to inform, analyse and argue Part 1		**Kinaesthetic**: sorting and matching activites based on the mark schemes and model texts	
March	Unit 9: Speaking and Listening Debating and challenging Dramatisation Role play and simulation Group discussion Talking in pairs Giving a talk	The unit provides a variety of activities which will assist the development of learners as speakers and listeners offering opportunities for practice, performance and process talk in relation to the specifications for Components 5 and 6 of Cambridge IGCSE First Language English. Teachers will need to refer to specific guidance in both the syllabus and the *Speaking and Listening Training Handbook*, for example regarding the requirements for assessing the Speaking and Listening Test and Coursework options.	**Visual**: Watching good examples of speaking and listening and identifying what is successfull **Auditory:** listening to others and giving feedback **Read/Write:** Preparing notes for speaking and listening tasks **Kinaesthetic**: sorting and matching activites based on the mark schemes	Debate based on current news topic
April	Unit 9: Speaking and Listening Debating and challenging Dramatisation Role play and simulation Group discussion Talking in pairs	Speaking and listening in the classroom, respect for the views of others, an ability to respond in sentences, and an understanding that learning takes place through discussion. Many opportunities also exist to engage with colleagues in cross-curricular activities that involve Speaking and Listening.	**Visual**: Watching good examples of speaking and listening and identifying what is successfull **Auditory:** listening to others and giving feedback	Presentations of how to answer exams questions, peer assessment, direct questioning

	Giving a talk		**Read/Write:** Preparing notes for speaking and listening tasks **Kinaesthetic**: sorting and matching activites based on the mark schemes	
May	Unit 10: Planning, drafting, editing and checking Improve the expression Check and correct Revise and edit a draft Write a draft Create a plan Annotate stimulus material	The unit takes learners through the processes of planning a piece of writing, and of improving the first draft of a coursework assignment or the final response to an exam question. Note: there is no time for the writing of drafts in the exam, but evidence of planning and checking is expected.	**Visual:** looking at how good presentation can improve quality of written work, planning techniques **Auditory:** listening to feedback **Read/write:** proofreading work, drafting exam responses **Kinaesthetic:** sorting and matching good / bad examples	Mixed exercise with exam type questions. April/ May: Exam style questions and past papers including some in exam conditions
June	Unit 10: Planning, drafting, editing and checking Improve the expression Check and correct Revise and edit a draft Write a draft Create a plan	Activites focused on giving students the tools to manage their exams effectively - including revision techniques and exam strategy	**Visual:** looking at how good presentation can improve quality of written work, planning techniques **Auditory:** listening to feedback	June: Final GCSE Exams

	Annotate stimulus material		**Read/write:** proofreading work, drafting exam responses **Kinaesthetic:** sorting and matching good / bad examples	

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: English Media	**Year 11**	**Teacher: Mr J Watt and Mr P O´Connor**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September	Introduction to TV advertising	Codes and conventions of TV advertising Product research Initial ideas Understanding the mark scheme	V: watching and analysing advertising campaigns A: listening to and sharing ideas in groups, listening to teacher feedback R: reading academic articles and brand information, reading the mark scheme K: producing powerpoint presentations	Research presentations
October	Researching, planning and drafting for assignment 3	*An advertising campaign realised as three 30-second television advertisements* Audience feedback Storyboarding, camera shots and angles, editing	V: using different storyboarding styles, looking at different camera shots and angles and their different uses A: listening to feedback, discussing ideas R: proof-reading ideas, producing brand identity and values K: producing storyboards and planning material	Planning and research portfolio
November	Filming, editing and sound	Using the equipment and the software effectively Time management and organisation	V: using filming and editing technology and software A: listening to audio, scripting ideas, discussing feedback R: reading different types of copy and slogans K: using filming and editing technology	Draft adverts
December	Audience feedback and final	Qualitative and quantitative data Using feedback to improve products	V: using and collating data and producing graphs and tables A: listening to oral feedback, discussing what to include in final edit	Assignment 3 (part a)

	post-production work Collate research and planning	Selecting and presenting work for submission Proof-reading	R: reading qualitative responses to questionnaires K: choosing what to include in research and planning portfolio, giving reasons	
January	Evaluation	Written reflection on production task Effective use of English	V: watching, analysing and evaluating own adverts A: listening to the sound quality and content R: reading copy and slogans, proof-reading written work K: vocabulary matching and sorting exercises	Final assignment 3
February	Back to the exam	Codes and conventions of game shows Group research on particular film Sub-genres of game shows	V: watching clips from different game show films and identifying codes and conventions A: listening to film reviews, soundtracks and dialogue R: reading reviews and academic articles K: producing powerpoint presentations	Group presentation on game show
March	Controlled assessment catch up	Re-visit assignments 1 and 2	V: looking at visual work and self-assessing for improvements A: listening to any audio work produced R: reading and self-assessing written work K: matching and sorting exercise using mark scheme	Final Controlled assessment grade
April	Exam revision	Writing potential exam questions Using the mark scheme and assessment objectives to inform revision Revision skills	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner´s reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Exam style questions
May	Exam revision	Exam practice	V: looking at model sketching and planning A: listening to oral feedback and in group discussions R: reading mark-schemes, examiner´s reports, AOs, model answers and exam papers K: drafting, sketching and planning skills for exam	Mock exam
June	Exam revision	Reading the pre-release exam info and conducting individual research	All work must be individual research according to exam regulations - students are at liberty to conduct this how they like.	GCSE exam

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Mathematics GCSE **Foundation Grades 1 - 5** **Higher Grades 4 - 9** Normal type - Foundation **Underlined - Extended Foundation/Higher** **Bold - Higher/Extended Higher**	**Year 11X and Y**	**Teachers:Stephanie Birkbeck, Kate Reed & Isaac Muñoz**
No. of lessons per week: 5	**Date:**	September 2017 – June 2018

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects et - applies to all sections:
Sept/Oct: **Number revision and progression - Estimation and Accuracy - Ratio, proportion and rate.**			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
	Number Revision of number	• Use of directed numbers • Converting between fractions, decimals & % • Calculate exactly with fractions and multiples of π • **Simplify surd expressions involving squares (eg 12 = 4 3 = 4 3 = 2 3) and rationalise denominators** • Order rational numbers, positive and negative integers, decimals and fractions • Use the symbols =, ≠, <, >, ⩽, ⩾ • Apply the four operations, including formal written methods, to integers, decimals and simple fractions (proper and improper), and	**Visual:** Use of the physical number line for calculations with directed numbers. **Read/Write:** Exercises from relevant textbook chapter. **Auditory**: Mental listening test. Discussing solutions - how can they be improved - are they correct - what is missing? Activities to identify misconceptions - where does a solution "lose its way"? Whole class/group discussions. **Read/Write:** Exercises, problem solving, reading examples and making personal notes.	• Mixed exercises and exam type questions are done. Assessment: teacher/self/peer/ and feedback given. • Yellow box marking - students identify misconceptions/weaknesses in understanding

	Estimation & Limits of Accuracy	mixed numbers - all both positive and negative; ● Understand and use place value ● Use BIDMAS/PEDMAS, relationships between operations,inverse operations ● Use the concepts and vocabulary of prime numbers, factors (divisors), multiples, common factors, common multiples, HCF, LCM, prime factorisation, including using product notation and the unique factorisation theorem ● Apply systematic listing strategies **including use of the product rule for counting** ● Work interchangeably with terminating decimals and their corresponding fractions (such as 3.5 and $\frac{7}{2}$ or 0.375 and $\frac{3}{8}$; **change recurring decimals into their corresponding fractions and vice versa** ● Use standard units of mass, length, time, money and other measures (including standard compound measures) using decimal quantities where appropriate. ● Estimate answers; check calculations using approximation and estimation, including answers obtained using technology ● Round numbers and measures to an appropriate degree of accuracy (eg to a specified number of decimal places or significant figures); <u>use inequality notation to specify simple error intervals due to truncation or rounding</u> ● <u>Apply and interpret limits of accuracy</u> **including upper and lower bounds** ● Change freely between related standard units (eg time,length, area, volume/capacity, mass)	**Kinaesthetic**: Use scales in practical situations. Puzzle - e.g., Tarsia, loop and matching activities. Lock problems. Crack the code. Murder mystery. Kahoot. nRich - Big and Small numbers in the living world. **Auditory**: One student giving a number and others deciding on upper and lower bounds. How do bounds affect calculations? **Visual**: Use of times tables to do time calculations; flow diagrams to visualise inverse operations for both this topic and equation/inequality solving. **Auditory**: One student giving a number and unit and others deciding on conversions. Discussing solutions - how can they be improved - are they correct - what is missing? **Read/Write:** Exercises from relevant chapter of textbook. Problem solving and exam	after assessment and feedback ● Thoughts and crosses -"four in a row" - students assess understanding and set personal target. ● Reflection of learning during lessons - where am I now - going next? ● TBC ? - Use of online target setting - students to set own personal targets and teacher to check these are being worked on. ● Exercises in books, for class work and homework is self-marked and checked by teacher for layout and workings. ● Students to keep all resources given to them in class in a plastic pocket folder for future reflection and revision.

	Ratio, proportion and rate	and compound units (eg speed, rates of pay, prices, density, pressure) in numerical and algebraic contexts. ● Use scale factors, scale diagrams and maps ● Express one quantity as a fraction of another, where the fraction is less than 1 or greater than 1 ● Use ratio notation, including reduction to simplest form, including 1:n or n:1 ● Divide a given quantity into two parts in a given part : part or part : whole ratio; express the division of a quantity into two parts as a ratio; apply ratio to real contexts and problems ● Relate ratios to fractions and to linear functions ● Define percentage as 'number of parts per 100'; interpret percentages and percentage changes as a fraction or a decimal, and interpret these multiplicatively; express one quantity as a percentage of another; compare two quantities using percentages; work with percentages greater than 100%; solve problems involving percentage change, including percentage increase/decrease and original value problems, and simple interest including in financial mathematics ● Solve problems involving direct and inverse proportion, including graphical and algebraic representations ● Use compound units such as speed, rates of pay, unit pricing, density and pressure ● Compare lengths, areas and volumes using ratio notation; make links to similarity (including trigonometric ratios) and scale factors	question practice. Reading examples and making personal notes. **Kinaesthetic**: Use of weights and measuring equipment. Using appropriate calculator keys for indices, FDP conversions, checking answers to recurring decimals to fractions solutions. Demonstrate product rule for counting in action using physical objects, listing possibilities etc. Investigate link between ratio and fractions e.g., nRich Pinhole camera activity, Golden Ratio in the human body.	● Homework - both written and MyiMaths tasks to be completed by deadlines. ● Exam practice question, group and paired work - whole class discussions to compare solutions.

		● Understand that X is inversely proportional to Y is equivalent to X is proportional to $\frac{1}{y}$; interpret equations that describe direct and inverse proportion ● Interpret the gradient of a straight line graph as a rate of change; recognise and interpret graphs that illustrate direct and inverse proportion ● **Interpret the gradient at a point on a curve as the instantaneous rate of change; apply the concepts of average and instantaneous rate of change (gradients of chords and tangents) in numerical, algebraic and graphical contexts.**		
Nov/Dec: **Algebra 1 (Notation, Graphs and Functions) - Geometry and Measures:**				
Nov	**Algebra 1**	● Use and interpret algebraic notation ● Substitute numerical values into formulae and expressions, including scientific formulae ● Understand and use the concepts and vocabulary of expressions, equations, formulae, identities, inequalities, terms and factors ● Simplify and manipulate algebraic expressions **(including those involving surds) by:** collecting like terms, multiplying a single term over a bracket, taking out common factors, expanding products of two **or more** binomials, factorising quadratic expressions of the form $x^2 + bx + c$, including the difference of two squares ● Simplifying powers, including the laws of indices.	**Visual**: Recognising different types of graphs and being able to state their characteristics. **Auditory**: Links given in Google Classroom to watch videos, online revision sites and activities. **Read/Write: E**xercises from relevant chapter of textbook. Read examples and make personal notes. **Kinaesthetic**: plotting points for graphs, recognise as function machines with inputs and outputs (to introduce function notation); using computer software and websites to plot graphs and investigate their properties and characteristics; online activities and quizzes using Chromebooks. Lock problems. Crack the code. Murder mystery. Kahoot. Matching activities and puzzles.	Mixed exercise with exam type questions.

		● simplifying expressions involving sums, products and powers, including the laws of indices ● Rearrange formulae to change the subject ● Know the difference between an equation and an identity; argue mathematically to show algebraic expressions are equivalent, and use algebra to support and construct arguments **and proofs** ● Interpret simple expressions as functions with inputs and outputs ● **Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function'** ● Work with coordinates in all four quadrants ● Plot graphs of equations that correspond to straight-line graphs in the coordinate plane; use the form y = mx + c to identify parallel lines **and perpendicular lines**; find the equation of the line through two given points, or through one point with a given gradient ● Identify and interpret gradients and intercepts of linear functions graphically and algebraically ● Identify and interpret roots, intercepts, and turning points of quadratic functions graphically; deduce roots algebraically **and turning points by completing the square** ● Recognise, sketch and interpret graphs of linearfunctions, quadratic functions, **simple cubic functions and the reciprocal function, y = $\frac{1}{x}$ with x ≠ 0** ● **Graphs of exponential functions y = kx for positive values of k, and the trigonometrical functions (in degrees) y = sin x, y = cos x and y = tan x for angles of any size**		

		● Sketch translations and reflections of a given function ● Plot and interpret graphs (including reciprocal graphs **and exponential graphs**) and graphs of non-standard functions in real contexts, to find approximate solutions to problems such as simple kinematic problems involving distance, speed and acceleration ● **Calculate or estimate gradients of graphs and areas under graphs (including quadratic and other non-linear graphs), and interpret results in cases such as distance-time graphs, velocity-time graphs and graphs in financial contexts** ● **Recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point.**		
Dec	**Geometry and Measures**	● Use conventional terms and notations: points, lines, vertices, edges, planes, parallel lines, perpendicular lines, right angles, polygons, regular polygons and polygons with reflection and/or rotation symmetries; use the standard conventions for labelling and referring to sides and angles of triangles; draw diagrams from written description ● Use the standard ruler and compass constructions: (perpendicular bisector of a line segment, constructing a perpendicular to a given line from/at a given point, bisecting a given angle); use these to construct given figures and solve loci problems; know that the perpendicular distance from a point to a line is the shortest distance to the line ● Apply the properties of angles at a point, angles at a point on a straight line, vertically	**Visual**: Recognising different types of shapes and angles and being able to state their characteristics. **Auditory**: Links given in Google Classroom to watch videos, online revision sites and activities. **Read/Write: E**xercises from relevant chapter of textbook. Read examples and make personal notes. **Kinaesthetic**: using compasses and ruler for standard constructions - triangles, circles, rhombus, line and angle bisectors; use these to solve loci problems. Using computer software and online activities to investigate properties and characteristics of various shapes, angles and transformations; use of tracing paper for transformations; online activities and quizzes using Chromebooks.	

		opposite angles; understand and use alternate and corresponding angles on parallel lines; derive and use the sum of angles in a triangle (eg to deduce and use the angle sum in any polygon, and to derive properties of regular polygons) ● Know the difference between line and rotational symmetry. ● Derive and apply the properties and definitions of: special types of quadrilaterals, including square, rectangle, parallelogram, trapezium, kite and rhombus; triangles and other plane figures using appropriate language ● Use the basic congruence criteria for triangles (SSS, SAS, ASA, RHS) ● Apply angle facts, triangle congruence, similarity and properties of quadrilaterals to conjecture and derive results about angles and sides, including Pythagoras' theorem and the fact that the base angles of an isosceles triangle are equal, and use known results to obtain simple proofs ● Apply the concepts of congruence and similarity, including the relationships between lengths **areas and volumes** in similar figures ● Identify, describe and construct congruent and similar shapes, including on coordinate axes, by considering rotation, reflection, translation and enlargement (including fractional scale factors); **negative scale factors** ● Know and apply formulae to calculate: area of triangles, parallelograms, trapezia; volumes of cuboids and other right prisms (including cylinders)	Kahoot. Matching activities and puzzles. Investigation to find the link between scale factors for length, area and volume. Using folding paper for angle sum of triangle proof. Using paper to "prove" the area of a circle formula. Online demo of rotational symmetry. Proving Pythagoras by water - demo on YouTube.	

		• Know the formulae: circumference of a circle = $2\pi r = \pi d$, area of a circle = πr^2; calculate: perimeters of 2D shapes, including circles; areas of circles and composite shapes; surface area and volume of spheres, pyramids, cones and composite solids • Calculate arc lengths, angles and areas of sectors of circles • **Describe the changes and invariance achieved by combinations of rotations, reflections and translations** • Identify and apply circle definitions and properties, including: centre, radius, chord, diameter, circumference, tangent, arc, sector and segment • **Apply and prove the standard circle theorem concerning angles, radii, tangents and chords, and use them to prove related results** • Solve geometrical problems on coordinate axes • Know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$ and the trigonometric ratios, sin(x) cos(x)and tan(x) and apply them to find angles and lengths in right-angled triangles **and where possible general triangles** in two **and three** dimensional figures • Know the exact values of sin and cos for 0°, 30°, 45°, 60° and 90°; know the exact value of tan for 0°, 30°, 45° and 60° • **Know and use the Sine and Cosine Rules to find unknown lengths and angles** • **Know and apply Area =0.5 ab sinC to calculate area, sides or angles of any triangle**		

Jan	**Data Handling, Probability, Sets**	• Record, describe and analyse the frequency of outcomes of probability experiments using tables and frequency trees • Apply ideas of randomness, fairness and equally likely events to calculate expected outcomes of multiple future experiments • Relate relative expected frequencies to theoretical probability, using appropriate language and the 0 - 1 probability scale • Apply the property that the probabilities of an exhaustive set of outcomes sum to 1; apply the property that the probabilities of an exhaustive set of mutually exclusive events sum to 1 • Understand that empirical unbiased samples tend towards theoretical probability distributions, with increasing sample size • Enumerate sets and combinations of sets systematically, using tables, grids, Venn diagrams and tree diagrams • Construct theoretical possibility spaces for single and combined experiments with equally likely outcomes and use these to calculate theoretical probabilities • Calculate the probability of independent and dependent combined events, including using tree diagrams and other representations, and know the underlying assumptions • **Calculate and interpret conditional probabilities through representation using expected frequencies with two-way tables, tree diagrams and Venn diagrams** • Infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling	**Visual:** Videos and practical demonstrations and activities. Online activities for Venn diagrams and Sets. **Auditory** - The Birthday Paradox (Extended) - probability investigation. Mean median mode and range song. **Read/Write**: Textbook exercises, past paper questions, read examples and make personal notes. **Kinaesthetic:** Collecting and recording data; producing charts and graphs. Practical investigations for probability, including conditional probability. Use of probability scale to place events. Use of dice and spinners to model situations.	

		● Interpret and construct tables, charts and diagrams, including frequency tables, bar charts, pie charts and pictograms for categorical data, vertical line charts for ungrouped discrete numerical data, tables and line graphs for time series data and know their appropriate use ● **Construct and interpret diagrams for grouped discrete and continuous data, ie histograms with equal and unequal class intervals and cumulative frequency graphs, and know their appropriate use** ● Interpret, analyse and compare the distributions of data sets from univariate empirical distributions through: appropriate graphical representation involving discrete, continuous and grouped data **including box plot;** appropriate measures of central tendency (median, mean, mode and modal class) and spread (range, including consideration of outliers) **quartiles and inter-quartile range)** ● Apply statistics to describe a population ● Use and interpret scatter graphs of bivariate data; ● recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of doing so.		
Feb	**Equations and Inequalities**	● Solve linear equations in one unknown algebraically (including those with the unknown on both sides of the equation); find approximate solutions using a graph	**Visual**: Recognising equations as representation of real life situation, balancing and eliminating to manipulate and solve: Match descriptions of real life	Exam type questions and practice of topics found hardest in mock

		• Solve quadratic equations algebraically by factorising; find approximate solutions using a graph • Solve quadratic equations **(including those that require rearrangement)** algebraically by factorising, **by completing the square and by using the quadratic formula;** find approximate solutions using a graph • Solve two simultaneous equations in two variables (linear/linear) algebraically; find approximate solutions using a graph • Solve two simultaneous equations in two variables (linear/linear **or linear/quadratic)** algebraically; find approximate solutions using a graph • **Find approximate solutions to equations numerically using iteration** • Translate simple situations or procedures into algebraic expressions or formulae; derive an equation (or two simultaneous equations), solve the equation(s) and interpret the solution • Solve linear inequalities in one variable; represent the solution set on a number line • Solve linear inequalities in one or **two variables and quadratic inequalities in one variable;** represent the solution set on a number line, **using set notation and on a graph**	situation to equations - e.g., think of a number, divide it by 2 and subtract 3 and answer is 10 - what was the number? **Read/Write:** Exercises from relevant chapter of textbook. Read examples and make personal notes. **Kinaesthetic**: Using software, websites to produce graphs to solve equations; recognise that a graph is a "picture" of an equation; that graphs can represent real-life situations - e.g., equations of parabolas can model trajectories, satellite dishes, bridges. Investigate how to find the equation of the Macdonalds logo.	
March	**Geometry** Vectors, vector geometry	• Describe translations as 2D vectors • Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and diagrammatic and column representations of vectors • Apply addition and subtraction of vectors, multiplication of vectors by a scalar, and	**Visual**: Recognising link of column vectors to translations. Recognising vector as having magnitude and direction e.g., speed is not a vector but velocity is - what is the link between them? **Auditory**: Links given in Google Classroom to watch videos, online revision sites and	Exam type questions and practice of topics found hardest in mock

	Revision and extension of trigonometry	diagrammatic and column representations of vectors; **use vectors to construct geometric arguments and proofs** ● Know the formulae for: Pythagoras' theorem, $a^2 + b^2 = c^2$ and the trigonometric ratios, sin(x) cos(x)and tan(x) and apply them to find angles and lengths in right-angled triangles**and where possible general triangles** in two **and three** dimensional figures ● Know the exact values of sin and cos for 0°, 30°, 45°, 60° and 90°; know the exact value of tan for 0°, 30°, 45° and 60° ● **Know and use the Sine and Cosine Rules to find unknown lengths and angles** ● **Know and apply Area =0.5 ab sinC to calculate area, sides or angles of any triangle**	activities. Recognise links between properties of shape and vectors e.g., parallel sides in hexagon and how this is related to how a regular hexagon is constructed. **Read/Write: E**xercises from relevant chapter of textbook. Read examples and make personal notes. **Kinaesthetic**: Using computer software and websites to work with vectors, Pythagoras Theorem to find magnitude. Investigate their properties and characteristics; online activities and quizzes using Chromebooks. Lock problems. Crack the code. Murder mystery. Kahoot. Matching activities and puzzles.	
April	**Sequences**	● Generate terms of a sequence from either a term-to-term or a position-to-term rule ● Recognise and use sequences of triangular, square and cube numbers, simple arithmetic progressions, Fibonacci-type sequences, quadratic sequences and simple geometrical progressions (r^n where n is an integer and r is a rational number > 0 **or a surd**) **and other sequences** ● Deduce expressions to calculate the nth term of linear **and quadratic** sequences.	**Visual**: Recognising different types of sequences, being able to state their characteristics. **Auditory**: Links given in Google Classroom to watch videos, online revision sites and activities. **Read/Write: E**xercises from relevant chapter of textbook. Read examples and make personal notes. **Kinaesthetic**: Online demonstrations, quizzes and games. Practical situations where sequences are used. Crack the code. Murder mystery. Kahoot. Matching activities and puzzles.	

April/May	**Revision programme: Key topics, calculator skills, past papers, exam technique**			

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Biology	**Year 11**	**Teacher: Sofia Banquinho**
No. of lessons per week:	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Sept	The human transport system Pathogens and immunity	Transport in animals Heart Blood and lymphatic vessels Blood Pathogens Body defences The immune system	Heart models and diagrams **V** Pig heart dissection **K/V** Blood circulation animation **V** Discussion about different types of diseases and their causes **A** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities End of unit test
Oct	Coordination, response and homeostasis	Nervous control in humans Sense organs Hormones in humans Tropic responses Homeostasis Drugs Medicinal drugs Misused drugs Excretion in humans	Diagrams of the human nervous system **V** Dissection of an eye **K/V** Experiment - phototropism **K/V** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities End of unit test
Nov	Reproduction in plants	Asexual reproduction Mitosis Sexual reproduction Meiosis	Model and diagram of the structure of the flower **V** Observation of asexual reproduction in plants **V** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities

		Sexual reproduction in plants		End of unit test
Decr	Human reproduction	Sexual reproduction in humans Sex hormones in humans Methods of birth control in humans Sexually transmitted infections (STIs)	Diagrams showing the human reproductive system **V** Animation showing the menstrual cycle **V** Research about STIs **R/W** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities End of unit test
Jan	Organisms and environment	Energy flow Food chains and food webs Nutrient cycles Nitrogen cycle	Diagrams of food chains from different habitats **V** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities End of unit test
Feb	Human influences on the environment	Population size Food supply Habitat destruction Pollution Conservation	Research about different types of pollution and their effects **R/W** Discussion about the importance of conservation **A** Solve the exercises and answer the questions in the book and worksheets. **R/W**	Weekly homeworks on each topic Observation of practical skills ontribution to class and group activities End of unit test
Mar June	Revision for the IGCSE exam			Past papers End of year test

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Chemistry igcse cambridge extension papers for examination June 2018	**Year 11**	**Teacher: Mrs. Mann**
No. of lessons per week: 2	**Date:** 19 September	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Sept./ Oct	UNIT 14 ORGANIC CHEMISTRY	Names and properties of organic compounds.	Much use made of the molecular model kits.	Two tests every half-term. Frequent mini tests at the end of a lesson. Straightforward research tasks.
Nov	UNIT 6 AND 7 RE-VISITED	Practice practical skills. Make a decision about whether pupils should be entered for the practical exam. Paper 5 or the alternative paper 6.	Team work. A range of practical skills.	Potentially, a previous practical examination.
Dec	UNIT 12 SULFUR UNIT13 CARBONATES	Sources and uses. Manufacture and uses of lime,calcium carbonate and slaked lime.	Research.	End of topic tests.
Jan	UNIT 9 THE PERIODIC TABLE	Trends and groups,transition metals.	Practical demonstrations. Class practicals.	See Sept.

Feb.	UNIT 10 METALS UNIT 11 AIR AND WATER	Properties, reactivity,extraction and uses. Chemical tests, pollutants, fertilisers, greenhouse gases.	Practical work. Research tasks.	See Sept.
Mar to May	UNITS 1 - 14	Revision.	Past papers. Practical work. Practice multiple choice techniques.	Mock tests; papers 2,4 5 or 6

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Physics	**Year 11**	**Teacher: Peter Carpenter**
No. of lessons per week:	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September	Magnetism and Electromagnetism	Electric and Magnetic Fields	VARK	Homework
September	Static Electricity	Positive and negative Charge	VARK	Homework
October	Electrical Circuits	Current and EMF	VARK	Homework
October	Electrical Circuits	Resistance and Power	VARK	Homework
November	Electrical Circuits	Circuit Components	VARK	Homework
November	Fuses and Earthing	Electrical safety	VARK	Homework
December	Revision		VAR	Mock Exam
January	Electromagnetic Induction	Inducing Voltages	VARK	Homework
February	Generators	Moving coil generators	VARK	Homework
February	Transformers	Changing Voltages	VARK	Homework

March 2016	Electromagnetic Forces	Magnetic fields of currents.	VARK	Homework + Test
March 2016	Motor Effect	Motors and Fleming´s Left Hand Ruls	VARK	Homework
April 2016	Practical Skills		VAR	Revision and past papers
May 2016	Revision		VAR	Revision and past papers
May 2016	Revision		VAR	Revision and past papers
June 2015	Revision			Revision and past papers

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Coordinated Science	**Year 11**	**Teacher:To be introduced later in the year if appropriate for some pupils**
No. of lessons per week:	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Sept	ordination and response	Coordination in animals The human nervous system Receptors The endocrine system	Draw a diagram with annotated labels of a motor rone. illustrate the positions of the brain, spinal cord and peripheral nerves in the body. **V** Dissection of a cow´s eye **K** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities
Oct	ordination and response Homeostasis	Coordination and response in plants Maintaining the internal environment Control of body temperature ontrol of blood glucose concentration	Experiments using seeds **K/V** ork on the questions and exercises from the book and worksheets **R/W** scuss the importance of an internal steady state **A**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities End of unit test
Nov	eproduction in plants	Asexual and sexual reproduction Sexual reproduction in plants Flowers and pollination Germination Dispersal	ar plates that have had bacterial colonies grown on them can be set up by the class **K** Discuss differences between sexual and asexual reproduction **A** Dissection of a flower **K** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities End of unit test

Dec	eproduction in humans	Human reproductive organs Fertilisation and development The menstrual cycle Birth control Sexually transmitted diseases	iagrams and models can be used to illustrate the cture of the male and female reproductive systems **V** cuss the importance of birth control methods and impact of sexually transmitted diseases on human health **A** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities End of unit test
Jan	Inheritance	Chromosomes Cell división DNA and protein synthesis	Compare mitosis and meiosis **A/W** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities End of unit test
Feb	Energy flow	Ecology Energy flow Nutrient cycles Population size	uss the importance of each link in the food chain **A** Build diagrams picturing the nutrient cycles and ifferent food chains from different habitats. **K/V** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities
March	man influences he environment	Food production Habitat destruction Pollution Conservation	fferentiate between different types and causes of pollution. **R/W** ork on the questions and exercises from the book and worksheets **R/W**	Weekly homeworks on each topic Observation of practical skills ntribution to class and group activities End of unit test
Apr June	evision for the IGCSE		Revise the exam topics Work on past papers	End of year test

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Geography	**Year 11**	**Teacher: Matt Ives**
No. 3 of lessons per week:	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Sep–Oct 2017	The Natural Environment Economic Development	Review last year's course content. Plan for the coming year, routines. Climate and Natural Vegetation Development Food Production Industry	Texts: Hodder Cambridge IGCSE Geography - students are expected to read ahead of each lesson as part of homework. BBC Bitesize : (not directly related to Cambridge curriculum) Cambridge Resources Auditory : Weekly discussions using texts and knowledge of relevant current case studies. Oral presentations by students. Student's use of TV and radio to be aware of current issues. Read / Write: Continual use of textbooks and websites to research topics, create notes, answer exam questions, create short presentations. Student's	Continuous teacher / self and peer assessment of written work and discussions. Past Paper Qs. Mock exams – Dec Final Exam - May
Nov-Dec 2017	Economic development Mock exam revision	Tourism Energy Revision for Mock exam		
Jan-Feb 2018	Economic Development	Review of mock exam Energy Water Environmental		

		Risks of Economic Development	use of newspapers / new websites to be aware of current issues. Visual: Using a variety of of image-based resources including maps, tables and graphs. Student's use of TV and radio to be aware of current issues. Kinaesthetic: Fieldwork	
Mar-Apr 2018	Geographical Skills and Investigations Revision Examination preparation	Geographical Skills Geographical Investigations Preparation for Paper 4 (alternative to coursework).		
May 2018	Examination preparation for Paper 4	Past papers and exercises		

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Global Perspectives	**Year 11**	**Teacher: M Galiana**
No. of lessons per week:3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September October	Family and demographic change Coursework	China and the US Types of family group Childcare and work Life expectancy Family changes 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 Group research
October November	Disease and health Coursework	AIDS Ebola Africa in 2020 Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research The project should show evidence that students have worked with students from another culture,

		Practice how to select relevant, reliable information using an internet search		community or country. Group production of a project plan.
November December	Trade and aid Coursework	What is Traid? What evidence is there that this is a global issue? Practice how to select relevant, reliable information using an internet search	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	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
December January	Conflict and peace	ISIS 9/11 Ukraine Bullying Personal response What do we know about the global issues on this topic What could I/we/they do about it to prevent it/improve/ maintain, How might we resolve, eradicate, promote? Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues Combining different sources of information using statistics and tables	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Collect detailed digital photographs Put together an exhibition or poster showing the different perspectives of how different wars are in different continents commentary	Exercise books Individual research

January February	Language and communication	What is communication IT and language What international organisations work on this issue Combining different sources of information using statistics and tables	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Group research
February March	Urbanization	China Spanish crisis Challenges of rapid urbanization Urban poverty Design own questions for research Plan and design own essay and response to this issue	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay Individual research
March April	Coursework Preparations for IGCSE exams Review Year 10 and Year 11 topics	Plan and design the final coursework Same competencies during September-April Critical thinking skills review	Research on the internet Reading different information Presentations Posters Mind Mapping Debates Contact other schools and organizations Demonstrate understanding of this issue on a global scale	Exercise books Essays
April May	Preparations for IGCSE exams	Writing past papers under exam conditions Same competencies during September-April Critical thinking skills review	Past paper practice	Exercise books Essays

June	Preparations for IGCSE exams	Same competencies during September-April Writing past papers under exam conditions Critical thinking skills review	Past paper practice	Final exam Final research

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Spanish Lengua	**Year 11**	**Teacher: Mª Elena Con Ariza**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
1º Trimestre 6-9-16 al 22-12-16	Tema 1. La literatura y el lenguaje literario. La lengua y su organización. Tema 2. La literatura medieval. Los cantares de gesta. El enunciado. Clases y estructuras. Tema 3. La poesía popular en la Edad Media. El SV. El verbo. El adverbio. Tema 4. La poesía culta en la Edad Media. El SN. El sustantivo. Tema 5. La prosa medieval. El SN. Los determinantes.	**Lectura:** "La apuesta" de José Zorrilla. "El hijo" de Blasco Ibáñez. "Adelfos" de Manuel Machado. "Muerte de Antoñito" de Federico García Lorca. "Recuerdos de amor" de Valle-Inclán. **Literatura:** La literatura romántica. La literatura realista y naturalista. La poesía entre 1898 y 1936. La poesía modernista. La Generación del 27. La narrativa entre 1898 y 1936. **Gramática:** El texto. Mecanismos de cohesión. El enunciado y sus clases. La oración. Sujeto y predicado. Los complementos verbales. **Ortografía:** Reglas ortográficas generales. Principios de acentuación. Acentuación de diptongos, triptongos e hiatos. Signos que delimitan enunciados. Los dos puntos y las comillas.	Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic** **Visual, Auditory, Read / Write,**	**Criterios de evaluación** **Calificación** La calificación de la asignatura corresponderá a los siguientes porcentajes: Exámenes y controles 60% Trabajos de clase (ejercicios de redacción, ortografía, comprensión lectora, etc.) y libretas 20% Actitud (positivos) * 20% *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. **Criterios de evaluación:** **Trabajos de redacción:** Se pondrán positivos por: - adecuación a lo que se pide. - buena presentación. - bien redactada. - se ajusta a la extensión pedida. - creatividad y originalidad. 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 y contará en la nota media. 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. **Otros trabajos de clase:** 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. **Cuadernos de clase.** 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: -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. - 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. - se valorará con una puntuación extra de tres puntos, el tomar apuntes de clase. 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. **Positivos:** **Deberes:** 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. **Traer todo el material de clase**: los alumnos tienen que traer el material completo a clase, si no

				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. **Ejercicios de redacción o trabajos de clase:** 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.) 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. 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. 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. ****Ortografía.** 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: 1º y 2º de la ESO (year 8 y 9). Se quitarán 0'25 puntos de la nota final cada 2 faltas. 3º y 4º de la ESO (year 10 y 11). Se quitarán 0'25 puntos de la nota final cada falta. 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.

				El uso de comillas, guiones, abreviaturas, dos puntos, etc., sí serán faltas de ortografía. **Calificaciones:** 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) Los alumnos que suspendan una evaluación podrán recuperar con nota máxima de 5 si aprueban la evaluación siguiente.
2º Trimestre 9-1-17 al 7-4-17	Tema 6. El teatro entre 1898 y 1939. Los complementos verbales. Tema 7. La poesía de 1940 a 1975. Yuxtaposición y coordinación. Tema 8. La narrativa de 1940 a 1975. La subordinación. Enlaces subordinantes.	**Lectura:** "*La madre y la novia*" de Federico García Lorca, "*Dato biográfico*" de Ángel González y "*La quinta provincia*" de Torrente Ballester. **Literatura:** El teatro entre 1898 y 1939. La poesía de 1940 a 1975. La narrativa de 1940 a 1975. **Gramática:** La oración compuesta. Yuxtaposición y coordinación. La subordinación. **Ortografía:** La raya y los paréntesis. La grafía *x*. La grafía *y*.	**Visual, Auditory, Read / Write,**	Igual que en el primer trimestre.

3º Trimestre 17-4-17 al 23-6-17	Tema 9. El teatro de 1940 a 1975. La subordinación sustantiva. Tema 10. La narrativa a partir de 1975. La subordinación adjetiva. Tema 11. La poesía y el teatro a partir de 1975. La subordinación adverbial I. Tema 12. La literatura hispanoamericana. La subordinación adverbial II.	**Lectura:** "*El odioso señor*" de Miguel Mihura, "*El interrogatorio*" de Muñoz Molina, "*La princesa y el dragón*" de Alberto de Cuenca, "*La muerte de Santiago Nasar*" de García Márquez. **Literatura:** El teatro de 1940 a 1975. La narrativa a partir de 1975. La poesía y el teatro a partir de 1975. La literatura hispanoamericana. **Gramática:** Enlaces subordinantes, la subordinación sustantiva. La subordinación sustantiva. La subordinación adjetiva. La subordinación adverbial I y II. **Ortografía:** La grafía *ll*. Homófonos con *h* y sin *h*. Homófonos con *b* y con *v*. Parónimos con *ll* y con *y*.	**Visual, Auditory, Read / Write,**	Igual que en el primer trimestre.

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Sociales	**Year 11**	**Teacher: Carmen Jimenez/M Galiana**
No. of lessons per week:3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
Septiembre	1. La crisis del Antiguo Régimen	• El Antiguo Régimen • Formas de Gobierno en el siglo XVIII • Ilustración y crítica del Antiguo Régimen • La Guerra de Sucesión • El despotismo ilustrado en España	• Analizar la sociedad estamental a través de escenas de películas • Debate sobre la monarquía absoluta • Monarquías en la actualidad • Analizar fuentes y textos relacionados con la Ilustración	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. Revoluciones liberales y nacionalismos	● Revolución Americana ● El comienzo de la Revolución Francesa ● Radicalización de la Revolución ● La Europa napoleónica ● La Restauración ● Nuevas oleadas revolucionarias ● Los nacionalismos. Unificación de Italia. ● La unificación de Alemania	• Interpretar una caricatura del Congreso de Viena • Interpretar las revoluciones a través de la pintura	Sistema de evaluación descrito en la unidad 1
Noviembre	3. Revolución Industrial y los cambios sociales	● El origen de la Revolución Industrial ● La Primera Revolución Industrial ● La revolución de los transportes ● La Segunda Revolución Industrial ● La expansión de la Revolución Industrial ● Los efectos de la industrialización en la población ● La sociedad de clases. Las clases altas ● Las clases medias y bajas ● El nacimiento del movimiento obrero	• Analizar el impacto del ferrocarril • Analizar las migraciones del siglo XIX • Comparar formas de vida a través de la pintura • Comparar las ideologías marxista y anarquista	Sistema de evaluación descrito en la unidad 1
Diciembre	4. Imperialismo, guerra y revolución	● Las grandes potencias en la segunda mitad del siglo XIX ● Los factores del imperialismo ● Los grandes imperios coloniales ● La administración colonial y sus efectos ● El origen de la Primera Guerra Mundial ● El desarrollo de la guerra ● Las consecuencias de la Primera Guerra Mundial ● Los orígenes de la Revolución rusa ● Las revoluciones de 1917 y la guerra civil en Rusia	• Interpretar una caricatura sobre el colonialismo • Analizar los cambios territoriales tras la Primera Guerra Mundial • Interpretar carteles de propaganda política	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 4.

Enero	5. El mundo de entreguerras	● La frágil recuperación de los años veinte ● La Gran Depresión de los años treinta ● El ascenso de los totalitarismos ● La Italia fascista ● Los orígenes del nazismo ● La Alemania nazi: un régimen totalitario ● La formación de la URSS (1922-1929) ● La dictadura de Stalin (1929-1953)	• Obtener información histórica de una novela • Analizar la formación de la URSS	Sistema de evaluación descrito en la unidad 1.
Febrero	6. La Segunda Guerra Mundial	● Las causas y el detonante de la guerra ● La ofensiva del Eje (1939-1941) ● La victoria aliada (1942-1945) ● El Holocausto ● La organización de la paz ● Las consecuencias de la guerra	• Analizar los cambios territoriales después de la Segunda Guerra Mundial	Sistema de evaluación descrito en la unidad 1
Marzo	7. La Guerra Fría	● La génesis de la Guerra Fría ● Los bloques de la Guerra Fría ● De los inicios a la coexistencia pacífica (1947-1953) ● De la coexistencia pacífica a la crisis de los misiles (1953-1962) ● De la máxima tensión a la crisis (1963-1973) ● El rebrote y el final de la Guerra Fría (1973-1991)	• Interpretar una caricatura sobre la Guerra Fría • Analizar la división del mundo en bloques	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 5 a 7.
Abril	8. La descolonización y el Tercer Mundo	● La descolonización ● La descolonización de Asia y Oceanía ● Oriente Próximo ● La descolonización de África ● El nacimiento del Tercer Mundo	• Interpretar una caricatura sobre la descolonización	Sistema de evaluación descrito en la unidad 1
Mayo	9. El mundo desde 1945 hasta la actualidad	● Europa occidental: democracia y cambio social ● La Unión Europea, una iniciativa original	• Comparar el mapa de Europa en 1988 con el de la Europa actual	Sistema de evaluación descrito en la unidad 1

		● Estados Unidos, una gran potencia ● Europa del Este: la URSS y las democracias populares ● La desaparición del bloque comunista ● El desarrollo de Asia oriental ● Tensiones y conflictos en América Latina ● Tensiones y conflictos en Asia y África ● Las potencias emergentes en el siglo XXI ● El mundo islámico, un espacio en tensión ● El mundo actual: un mundo globalizado ● Retos y problemas del siglo XXI	• Analizar un gráfico sobre la procedencia de los refugiados	
Junio	10. España: de la dictadura a la democracia	● Los primeros años del franquismo ● Afianzamiento del régimen y desarrollismo ● El final de la dictadura ● Una transición sin ruptura ● La Constitución de 1978 y el Estado de las Autonomías ● Los Gobiernos del PSOE (1982-1996) ● La alternancia PP-PSOE (1996-2015) ● Cambios económicos y sociales en España	• Analizar el crecimiento económico a través de gráficos • Analizar la organización territorial de España • Comparar gráficos electorale	Sistema de evaluación descrito en la unidad 1 pero en este caso se realiza un examen final con el contenido de las unidades 8 a 10 junto a la realización de una prueba final con el contenido de todas las unidades.

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: French	**Year 11**	**Teacher: V Bernard / Nancy Raffin**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Around one unit a month		**Teaching & Learning Styles (VARK):** **In every lesson; Modern Foreign Languages teaching requires activities providing for these four learning styles.** **E.g Visual: Powerpoint presentation/flashcards for new vocabulary** **Auditory: Listening exercises, drilling from teacher.** **Read/Write: Included in textbook practice and part of MFL assessment** **Kinaesthetic:Acting up transitional language,miming for new words, thinking skills exercises** **VARK also included in the use of digital textbook and interactive exercises from Kerboodle**		
Sept/Oct	7.Global issues	Discussing environmental problems and their solutions Making use of social and cultural context when listening Discussing global issues Discussing inequality Agreeing and disagreeing in a discussion Discussing poverty in the world Dealing with longer texts	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint to revise family members for example **Auditory**: Listening exercises in textbook, assessment **Read/Write:** basic and extended exercises in textbook **Kinaesthetic**:Multimedia use, documentary making	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	8.Travel and tourism	Talking about holiday preferences Sequencing words and phrases Paraphrasing	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher.

		Describing holidays in detail Adding complexity to written and spoken language Talking about visiting different places in France Recognising cognates and near-cognates when reading Talking about visiting French towns and cities Using three time frames: past, present and future Reading for gist	**Auditory**: Listening exercises in textbook assessment **Read/Write:** basic and extended exercises in textbook/book software **Kinaesthetic**:Multimedia use	End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback
December/January	9. My study Mock examination	Tenses revision Vocabulary revision Mock exams preparation Describing a day in school Describing physical properties Describing school life in different countries Pointing and demonstration	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint **Auditory**: Listening exercises in textbook assessment **Read/Write:** basic and extended exercises in textbook/book software **Kinaesthetic**:Describing, making and bringing your favourite world food dish Multimedia use-Powerpoint presentation of an Extreme sport of their choice	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
February	10. Life at school and college	Talking about school rules and uniform Using visual and verbal context in reading Talking about your ideal school Revision of the conditional Time phrases Using more than one tense in the same sentence	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint **Auditory**: Listening exercises in textbook assessment **Read/Write:** basic and extended exercises in textbook/book software **Kinaesthetic**:Multimedia use.School survey on how to improve your school	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
March	11.Education post-16,	Talking about future options Revision of si clauses in the present tense Si clauses with the future tense Ignoring words which are not needed in listening tests Discussing university and apprenticeships Using quand clauses with the future tense	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint to revise family members for example **Auditory**: Listening exercises in textbook, assessment	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,

		Two-verb structures Being aware of faux amis when translating into English French to English/ English to French Translation practice	**Read/Write:** basic and extended exercises in textbook **Kinaesthetic**:Multimedia use; Magazine pagenews about Usain Bolt house; Finding your French twin town	checked by teacher with feedback
April	12.Jobs, career choices and ambitions	Discussing how to get a job The passive voice in the present tense Revision of comparatives and superlatives Using qui and que to help you refer to something Talking about the advantages and disadvantages of jobs Avoiding the passive çRecognising the passive in the past and the future Using French idioms Speaking preparation	Teaching & Learning Styles (VARK): **Visual**: use of pictures/videos and PowerPoint to revise family members for example **Auditory**: Listening exercises in textbook, assessment **Read/Write:** basic and extended exercises in textbook **Kinaesthetic**: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 Exam papers practice End of year assessment
May/June	Revision and exam practice	Speaking preparation Catch up sessions on topics Revision of first part of topics Reading practice Listening Practice Revision of second part of topics Focus on remaining skills Writing practice	Teaching & Learning Styles (VARK): Teaching & Learning Styles (VARK): Various exam techniques based on VARK	Exam papers practice End of year assessment

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: German	**Year 11**	**Teacher:K Schubart**
No. of lessons per week:	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual**: **Auditory**: **Read/Write:** **Kinaesthetic**:	
Sept	Unit 9: Health	Talking about healthy eating and drinking and saying how to keep fit and healthy; Talking about and giving advice on unhealthy lifestyles using modal verbs; Saying that you are unwell and what is wrong with you and understanding questions and instructions from the doctor	Reading, listening, speaking and writing exercises; Presentations about own fitness and eating habits; Creating a website about healthy habits; Writing a text giving advice on healthy living; Dialogues: At the doctor	Exercise books Vocabulary test Presentations Websites about healthy habits
Oct	Revisions Units 7 and 8: Travel, Tourism and Holidays	Asking for and giving directions using the imperative; Learning how to ask about tourist activities and understanding instructions; Revision of modal verbs; Talking about what you did on holiday using the imperfect tense;	Reading, listening, speaking and writing exercises; Dialogues: Asking for and giving directions using a town map; Writing a text what there is for tourists in your home town; Creating and writing post cards writing about your holiday.	Exercise books Vocabulary tests Post cards Speaking, Listening , Reading and Writing Assessments Units 7-9

Nov	Unit 10: My local area	Describing your town saying what you can do there; Giving detail about your home town and local area; Expressing likes and dislikes and positive and negative opinions;	Reading, listening, speaking and writing exercises; Presentations about home towns; Doing a brochure about home towns; Writing a text about your home town expressing likes and dislikes, advantages and disadvantages.	Exercise books Vocabulary tests Presentations Brochures about home towns Written texts
Dec	MOCKS	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers	Speaking, Writing, Listening and Reading past papers
January	Unit 11: Shopping	Describing items of clothing using *dieser, welcher* and the question words *was für*; Talking about buying things for your hobbies using relative pronouns; Talking about buying stamps, sending items and changing money	Reading, listening, speaking and writing exercises Role plays about going shopping;	Exercise books Vocabulary tests Role plays
Feb	Unit 12: Food	Revising food items and how to form plurals; Practising shopping transactions; Revising articles and adjective endings in nominative and accusative; Ordering meals in a restaurant and learning how to make a complaint; Expressing preferences; Talking about healthy eating.	Reading, listening, speaking and writing exercises; Listening , Reading and Writing Assessments Units 10-12	Exercise books Vocabulary tests Listening , Reading and Writing Assessments Units 10-12
Mar	Speaking Assessment Units 10-12 Preparing and taking their Oral IGCSE exams	Speaking Assessments Units 10-12 Preparing their own presentation and practising role plays	Preparing and taking Speaking Assessment Units 10-12 Speaking practice and taking the oral exam	Speaking Assessments Units 10-12 Oral IGCSE exams
April	Unit 13: Media	Talking about television programmes and films; Making arrangements to go out;	Reading, listening, speaking and writing exercises;	Vocabulary test Exercise books

		Talking about what you like to read and internet and mobile phones; Revising different tenses.	Watching a German movie and writing a film critic; Class survey about use of computers and mobile phones + evaluation; Listening to different styles of German music; Writing about own musical likes and dislikes.	Film critics Texts about own musical likes and dislikes
May	Unit 14: Environment	Talking about the weather and understanding weather reports; Discussing major environmental problems; Talking about protecting the environment using the conditional	Reading, listening, speaking and writing exercises; Listening to weather reports; Class survey on environmentally friendly habits; Writing an article about what can be done about environmental problems in your town	Vocabulary test Exercise books Articles about what can be done about environmental problems in your town
June	Revisions and preparation for IGCSE exams	Revisions and Past paper practice	Listening, Reading and Writing past papers	Vocabulary tests Past papers

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Business Studies	**Year 11**	**Teacher: Janine Buckley**
No. of lessons per week:3	**Date:**	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): **Visual, Auditory, Read / Write, Kinaesthetic**	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. Students will also be receiving homework to reinforce what was taught in Year 10 and any specific problem areas will be addressed in lesson.
September	Operations management	Production methods factors affecting production technology in production Costs - fixed, variable, total, average economies & diseconomies	Case studies Production activity video	Textbook activities exam style questions paper 1 & 2
October	operations management	break-even - chart & calculation methods quality control quality assurance TQM	charts	Textbook activities exam style questions paper 1 & 2
November	operations management	location of industry factors affecting - new country	equations research	Mock exam prep mock exam

	Financial information & financial decisions	why do companies need finance working capital capital & expenditure sources of finance & how company makes decisions		
December	Financial information & financial decisions	cashflow forecasting how to overcome cashflow problems income statements balance sheets	cashflow construction problem solving income statement construction balance sheet construction	cashflow activities income statement activities balance sheet construction
January	Financial information & financial decisions	Analysis of accounts Ratios: ROCE, gross profit margin, net profit margin, current, acid test limitations	problem solving	taking business accounts and analysing paper 2 style
February	external influences on business activity	government objectives, inflation, unemployment, economic growth, import & export tariffs & quotas taxes interest rates Ethics & businesses	videos on ethics	Textbook activities exam style questions paper 1 & 2
March	external influences on business activity exam prep and revision	globalisation multinationals exchange rates		Textbook activities exam style questions paper 1 & 2
April/May	exam prep and revision			past papers
June	exam prep and revision			past papers

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: PE	**Year 11**	**Teacher: Nick Lavin**
No. of lessons per week: 1	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September and October	Fitness Testing/Rounders/OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs specific to a sporting goal 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 and deliver to the rest of the group. 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 Read/Write: Opportunities to provide written analysis of their own and others performances. Kinaesthetic: Performance of practicals. **This breakdown of learner types applies to all activities across the year.**	Production of training programmes specific to a sport, end of unit assessment. Peer evaluation.
November/ December	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.		Evaluation of training programmes. End of unit assessment. Peer evaluation.
January	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.		End of unit practical assessment. Peer evaluations.
February	Dance/ Gymnastics/ Aerobics /Circuits design	Developing a performance with an understanding of rhythm and phrasing. Movements that associate to the music. Development of choreography techniques to include technical language. Body awareness and developing movement skills. Developing some choreography skills or planning skills. Be able to choreograph or plan a performance and deliver to small groups		Graded delivery of coaching plans. Peer evaluation.

March	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 development.		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. Identify and plan for training requirements to further improve in individual events.		Recorded timings and distances. Peer evaluations of technical performances. Verbal and written 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. Manage a full game independently with high positional and tactical level of understanding.		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. Play tactically against opponents weaknesses.		End of unit practical assessment. Peer evaluations. Ranked competition.

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Sports Science	**Year 11**	**Teacher: Nick Lavin**
No. of lessons per week: 4	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September / October	the World Health Organisation (WHO) Health definition Diet Energy requirements Safety in Sport	Pupils should work in groups to discuss what health means to them and arrive at a simple definition. They can then compare this definition with the WHO definition of health – a state of complete physical, mental and social well-being. Ask pupils to take each of the well-being terms mentioned in and explain in more detail what they think they mean. Pupils should be taught the essential nutrients in a balanced diet. They might then devise a table or chart to explain which products supply these nutrients. An excerpt from the film 'supersize me' could be used to illustrate how eating one form of any food only, isn't healthy and that balance is required in a diet. Pupils should be required to explain the importance of each nutrient to a balance diet in promoting good health by asking such questions as – Why is fibre an essential part of any diet? Students produce risk assessments and perform basic first aid role plays.	Teaching & Learning Styles (VARK): Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	End of topic test, inclusion in analysis coursework.
November/December	Participation and Excellence	Students develop an understanding of why people participate in Sport and the variation between participating for health reasons and developing through excellence pathways into professional sports players. Research different people and why they participate in Sport	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Research work. End of topic test. Individual verbal feedback.

January to March	Analysis of Performance	Coursework piece, students analyse another students practical performance and develop training programs and insight on how to maintain their strengths and develop their weaknesses.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Written or video coursework piece.
March to June	Access to Sport Revision	Students develop an understanding of how barriers to access sport such as facilities in town and rural areas and natural environments or culture have an effect on participation. Revision programme to prepare for final exams.	Visual: TV media, Powerpoint Auditory: Verbal descriptions Read/Write: Report writing Kinaesthetic: Practical Examples	Topic test, practice exam questions. Video assessment of four strongest practical activities.

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Spanish 2nd Language	**Year 11** **IGCSE Edexcel International**	**Teacher: Mª Angeles Alvarez**
No. of lessons per week: 5	**Date:** September 2017 – June 2018	

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles** Teaching & Learning Styles (VARK):	**Assessment Criteria; tests/ projects etc.**
September-December	**1 Mi vida en casa y en el colegio**	**1.1 House and Home** Describing where you live, your house and what members of family do in rooms in the house. **Grammar**: Present tense: regular verbs Adjective agreement Prepositions of place **1.2 School Life and Routine** Describing timetable and subjects, daily routine at school, school building and facilities. **Grammar**: Present tense: radical changing verbs, irregular verbs **1.3Food and Drinks** Talking about food and drinks you normally have.	**Visual**: PPP, pictures, videos, posters and flash cards. **Auditory**: Dialogues, interviews,etc. **Kinesthetic**: Role-Plays, TPR **Read /Write**: exercises from textbook Spanish for Edexcel International GCSE **Web pages:** linguascope, languagesonline, etc Video ELE	Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests including reading, listening, writing, and speaking tasks. 1 IGCSE exam papers Listening 2 IGCSE exam papers Reading

		Giving opinions on international food. **Grammar**: Interrogative pronouns Idiomatic verbs: Me gusta(n) etc. **1.4 Common Ailments and Healthy Lifestyles** Considering what healthy diet consists of. Talking about how you feel and health. Describing ways of keeping fit and healthy lifestyles. **Grammar**: Idiomatic verbs(2): Me duele(n) etc. Expressions with tener. Present Participle. Possessive adjectives **1.5 Media – TV and Film** Describing what you like watching on tv. Talking about films you like and dislike. Giving opinions about tv programs and films. **Grammar**: Present tense: more irregular verbs. Advervial phrases. Comparison: regular and irregular		
	2 Mi familia, mis amigos y yo en casa y en el extranjero.	**2.1 Relationships with family and friends** Talking about family and pets. Describing people physically and personality. **Grammar**: Personal "a". Possessive pronouns. Using SER for identity. **2.2 Daily routine and helping home** Talking about free time activities in and outside the house. Describing daily routine. Talking about chores in the house and who does them.	**Visual**: PPP, pictures, videos, posters and flash cards. **Auditory**: Dialogues, interviews,etc. **Kinesthetic**: Role-Plays, TPR **Read /Write**: exercises from textbook Spanish for Edexcel International GCSE **Web pages:** linguascope, languagesonline, etc	Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests including reading, listening, writing, and speaking tasks. 1 IGCSE: Writing Task

		Grammar: Reflexive verbs and pronouns. Using ESTAR for location. Present continuous **2.3 Hobbies, interests and special occasions** Arranging to go out. Finding out about Festivals and special occasions. Organizing a party. **Grammar**: Adverbs ending in –mente. Interrogative pronouns with prepositions Preterite tense: regular and irregular verbs. Impersonal verbs. Near future. Dates **2.4 Holidays** Talking about different types of holidays Describing your last holiday. Planning a different holiday for the future: choosing accommodation and deciding where to go and what to do. **Grammar**: Future tense. Comparisons. **2.5 Tourist information and directions** Giving directions and asking how to get to places in town. **Grammar**: Basic prepositions +infinitives. Prepositions: por / para	Video ELE	2 IGCSE: Speaking: Describing a photo.
January-February	**3 El mundo que nos rodea**	**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**: Cojunctions: y,o, pero, sino,porque. Relative pronouns (1) **3.2 Shopping and money matters**	**Visual**: PPP, pictures, videos, posters and flash cards. **Auditory**: Dialogues, interviews,etc. **Kinesthetic**: Role-Plays, TPR **Read /Write**: exercises from textbook Spanish for Edexcel International GCSE	Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests including reading, listening, writing, and speaking tasks.

		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 **3.3 Servicios públicos** Banking , changing money and ATMsPost office, phone and internet in Spanish speaking countries. Lost property **Grammar:** Indefinite pronouns. Ser/Estar contrast. Demostrative pronouns. Direct object pronouns **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:** Cojunctions: y,o, pero, sino,porque. Relative pronouns (1) **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 **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	**Web pages:** linguascope, languagesonline, etc Video ELE	1 IGCSE exam papers Listening 2 IGCSE exam papers Reading

		Grammar: Formal and informal modes of address. Interrogatives (2). Indirect object pronouns. **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 **3.8Travel and transport** Different types of transport Getting around town and opinions about different forms of transport Itineraries of different holidays using various transports. **Grammar**: Prepositions referring to movement (2). Ser/ Estar contrasted (2). Si clauses: present/ future		
March-April	**4 Vida desde la infancia a la madurez**	**4.1 Childhood** Talking about memories from childhood. Talking about our grandparent's childhood. **Grammar:** Preterite and imperfect contrast. **4.2 School rules and pressures** Giving opinions about school rules. Talking about the pressures of being a student. **Grammar**: Impersonal 3th person plural **4.3 School trips, events and exchanges** Talking about fieldtrips and outings with school. **Grammar:** Two objects before the verb **4.4 The importance of sport**	**Visual**: PPP, pictures, videos, posters and flash cards. **Auditory**: Dialogues, interviews,etc. **Kinesthetic**: Role-Plays, TPR **Read /Write**: exercises from textbook Spanish for Edexcel International GCSE **Web pages:** linguascope, languagesonline, etc Video ELE	Classroom observations Homework marks Class exercises marks Vocab and verb mini tests. End of unit tests including reading, listening, writing, and speaking tasks. 1 IGCSE: Writing Task 2 IGCSE: Speaking: Describing a photo.

		Talking about sports and team spirit, sport icons. **Grammar:** Superlatives **4.5 Accidents and injuries** Talking about sport accidents and injuries. **Grammar:** Quantifiers, Prepositions (full range) **4.6 The world of work, future plans, volunteering and careees** Discussing jobs and careers and career aspirations**.** Talking about education and plans for the future. Talking about temporary jobs, gap year voluntary work and future career. **Grammar**: Present Subjunctive after verbs of wishing and after cuando, para que, etc. Conditional. Relative pronouns. **4.7Communication by internet, phone, email, social media** Understanding and giving opinions about computing and electronics. Dealing with safety in the web. **Grammar:** Comparison: mas de lo que.. **4.8 Keeping informed: radio, newspapers, TV, online** Talking about how to keep up to date **Grammar:** Reflexive constructions.		

May-June	**Revision of all topics and vocabulary**	Exam Practice: Listening, reading and writing from past papers		

Scheme of Work and Assessment Year 11 2017-18 Contents

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

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
September 1 week	Problem solving and programming	Problem	Research Logical thinking Programming Analyses Reading Writing	
September 3 weeks	Data storage and compression	Computers are able to store and manipulate large quantities of data. They use binary to represent different types of data. Students are expected to learn how different types of data are represented in a computer.	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Criteria: - Understand how to convert between the terms bit, nibble, byte, megabyte, gigabyte and terabyte. - Understand the need for data compression and methods of compressing data and that JPEG and MP3 are examples of lossy algorithms - understand how a lossless, run-length encoding (RLE) algorithm works - understand that file storage is measured in bytes and be able to calculate file sizes
October 4 weeks	Secondary storage	Students must be familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to distributed clouds.	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Criteria: - Understand the concept of storing data in the cloud and other contemporary secondary storage
November	Internet and WWW	Computer networks and the internet are now ubiquitous.	Research Discussion Logical thinking	Criteria: - understand what is meant by the internet and how the internet is structured (IP addressing, routers)

4 weeks		Many computer applications in use today would not be possible without networks. Students should understand the key principles behind the organisation and of computer networks. Students are be able to experiment by setting up a simple network.	Programming Analyses Reading Writing Listening	- understand what is meant by the world wide web (WWW) and components of the WWW (web server URLs, ISP, HTTP, HTTPS, HTML)
December 3 weeks	Encryption	Computers are able to store and manipulate large quantities of data. They learn encryption techniques to secure data.	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Criteria: - understand the need for data encryption - understand how a Caesar cipher algorithm works
January 4 weeks	Databases	Computers are able to store and manipulate large quantities of data. They use databases to store and manage data.	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Criteria: - understand the characteristics of structured and unstructured data - understand that data can be decomposed, organised and managed in a structured database (tables, records, fields, relationships, keys)
February 3 weeks	Embedded computers	Students must be familiar with the hardware and software components that make up a computer system and recognise that computers take many forms from embedded microprocessors to	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Criteria: - understand the need for embedded computer systems and their function
March, April, May	Revision	The following topics will be revised: 1. Data representation (binary systems, hexadecimal, data storage) 2. Communication and Internet technologies (Data transmission, Security aspects, Internet principles of operation) 3. Hardware and software (Logic gates, Computer architecture and the fetch- execute cycle, Input	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	April/May Past papers and sample assessments will be used to assess students' progress. April After every revision topic, students complete a "topic test" to check what they remembered. March:

		devices, Output devices, Memory, storage devices and media, Operating systems, High- and low-level languages and their translators) 4 Security 5 Ethics 6. Algorithm design and problem-solving 7. Programming 8. Databases		Students will be asked to plan a revision for each of the topics below. Students submit their revision material for assessment. All the different assessment materials will be corrected and merged together to form a revision bundle that will be used for revision lessons.

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Literature	**Year 11**	**Teacher: Mr J Watt**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approx)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
			Teaching & Learning Styles (VARK): **Visual, Auditory, Read / Write, Kinaesthetic**	
September	Poetry	Poetic devices Structure Form Language	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Annotations Analytical paragraphs
October	Poetry	Effect on the reader Poet´s intentions	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Analytical paragraphs Exam papers
November	Poetry	Structuring a critical essay	V: watching performances of poems, creating video representations	Full analytical essays

			A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	
December	Poetry	Managing time	V: watching performances of poems, creating video representations A: listening to poems read aloud, class discussions R: reading poetry and writing analyses K: creating mind maps of techniques and analysis	Mock exam
January	Coursework	Analysis Structure Language Form	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing coursework K: creating mind maps of techniques and analysis	Coursework redraft
February	Coursework	Analysis Structure Language Form	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing coursework K: creating mind maps of techniques and analysis	Coursework redraft
March	Spies	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams	Practice papers

			K: creating mind maps of techniques and analysis	
April	View from the Bridge	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
May	Spies	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers
June	View from the Bridge	Exam technique Structuring an essay Revision skills	V: watching videos on redrafting and essay writing A: class discussions R: reading, redrafting and writing practice exams K: creating mind maps of techniques and analysis	Practice papers

Scheme of Work and Assessment Year 11 2017-18 Contents

Subject: Art	**Year 11**	**Teacher: Teresa Alvarez**
No. of lessons per week: 3	**Date:**	September 2017 – June 2018

Time scale (approximate)	**Topics**	**Curriculum concepts/ skills and competencies**	**Learning styles**	**Assessment Criteria; tests/ projects etc.**
Sept-Oct	**STRIPES** Learn the 5 assessment objectives that students will be graded on. Learn how to develop and idea. How to experiment with an idea. How to use the work of other artists/designers to inspire. How to write about your work and how to be critical in a way that promotes development. Skills for rendering final	- **Learn about what is expected** 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. - **Observational drawing skills and techniques** to aide this assessment objective. Pencil, Pen and wash, Oil pastels. - **How to look at relevant artist/designers** and how to learn from their work and techniques. 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. - **Taking an image and developing it** with different media and looking for combinations of media to produce good effects. Looking at different sections of the same image (abstracting) **- First-Hands Studies** from Primary Sources.	**Visual**: Suggested artists: **Rembrandt, Chuck Close, Picasso, Warhol, Caravaggio, Lichtenstein, Käthe Kollwitz, Khalo, Kippenberger, Ensor Rego, Klimt, James Rosenquist, Christian Schad, Frank Auerbach, Lucien Freud, Morris Katz, Alex Kayz, Modigliani, Arcimboldo, Matisse, Utamaro, Ydañez.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Chiaroscuro, Tone, fragmentation, overlapping, texture, features, modelling, color modulation, flesh tones, negative shapes, composition, form, expression, shape, line, likeness, subjective, objective, drapery, detail, under	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.

	artworks successfully.	- **'Secondary' images from research** into another culture, artist or artistic movement. Copies of art work.. Analysis of this art work with particular reference to context (context of relevance to Your Ideas and to the context in which the art work was made). in words and pictures how the work of this artist etc., can help you in your work. - **Ambitious 'finished' work.** **- Evidence of continued development** of research as in previous weeks. - **An Evaluation** of the whole project.	painting, gesture. Shiny. Rough. Pattern. Scaly. Scratched. Colored. Broken **Kinaesthetic**: Assessment objectives met. Completed units of work in a Coursework Book, fully evaluated and developed. Final works of art.	
Nov-Dec *Jan-Feb*	**PERSONAL PROJECT DEVELOPMENT - Component 4 -**	- **Recap on what is expected** of an IGCSE art student. - **What the Coursework Book is for** and how it should be put together. - **Continue planning and research** into the personal project topic. **Photographs and drawings as research tools**. Coursework Book shows planning prep and understanding for a final work of art. - **Working on AO3** (Assessment Objective 3). - **Experimenting with styles, techniques and materials** **- Planning prep. time for AO5.** Prep.Studies, sketches.	**Visual**: Suggested artists: **Edward Hopper, Richard Diebenkorn, John Virtue, Michael Andrews, Oskar Kokoshka, John Piper, Magritte, Canalleto, Charles Sheeler, Georgia O'Keefe, LS Lowry, Leger, Pieter De Hooch, George Grosz, Richard Estes, Walter Sickert, Stanley Spencer, Carel Weight, Escher.** **Auditory**: material and documentary films. **Read/Write: key vocabulary**: Illumination, Tone, aerial perspective, fragmentation, overlapping, texture, features, perspective, negative shapes,	**Internally assessed and moderated by Cambridge**. 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.

			composition, form, expression, atmosphere, subjective, objective, detail, under painting, gesture, medium, mood, monumentality, architecture, abstraction **Kinaesthetic**: Sketches, paintings, collages, computer aided art photo manipulation.	
March-April *May-June*	**FINAL EXAM & PREPARATION PERIOD** **- Component 1 -**	- **Choosing one question** from the exam paper given by Cambridge - **Supporting studies** during preparation period for the final exam. Including 2-A2 sheets both sides supporting the final outcome. ● AO1 ● AO2 ● AO3 ● AO4 - **Final Exam** (Externally assessed) ● AO5	**Visual**: Suggested artists: **Depending on the final exam chosen question.** **Auditory**: Depending on exam question **Read/Write: key vocabulary**: depending on the exam question **Kinaesthetic**: depending on the exam paper	**EXTERNALLY ASSESSED BY CAMBRIDGE**