

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 10 Curriculum 2016 - 17

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Scheme of Work and Assessment Year 10 2016-17

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Subject: English Language	Year 10	Teacher: Joe Watt & Mark Blythe
No. of lessons per week:	Date: September 2016 - June 2017	

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:	
Term 1	<i>People and the environment</i> Argumentative writing and inference	1 Writing forms 2 Inference 3 Adding detail 4 Creating a voice 5 Grammar 6 Structuring an argument 7 Proof-reading and editing 8 Differences between R1 and W1 9 Past paper assessment R1 and W1	V: Inference from images A: Listening to speeches others' ideas and R: Reading a variety of texts and analysing them K: Matching and ordering activities	Writing in a convincing voice Past paper R1 W1

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

	<p>Non-fiction Fiction Analysis Presentation Articles summarised and explained</p>	<p>3 Analysis and inference 4 Non-fiction 5 Fiction 6 Speaking and listening 7 Presentations 8 Evaluation 9 Short story reading 10 Summer reading</p>	<p>the internet A: Listen to speeches, news bulletins R: Read and analyse texts K: Collate information into portfolio and produce presentation</p>	<p>Analysis and inference questions Presentation</p>
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Scheme of Work and Assessment Year 10 2016-17

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Subject: English Media	Year 10	Teacher: Mr J Watt and Mr M Blythe
No. of lessons per week: 3	Date: September 2016 - June 2017	

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 key concepts and terminology in Media Studies	Developing understanding of: <ul style="list-style-type: none"> ● genre ● representation ● codes and conventions ● research ● analysis Codes and conventions of magazine covers	V: analysing screenshots and film posters, watching film clips, using storyboards A: listening to others in group work, responding to questioning R: reading film analyses, reviews and descriptions, reading articles, learning new vocabulary K: using and producing mind-maps and powerpoint presentations, assembling magazine covers in conventional layout	Produce group presentations on genre Annotated analysis of magazine cover and codes and conventions
October	Introduction to assignment 1 (magazine analysis and design) and media language	Analysing magazine covers using correct terminology and focusing on the key media issues of representation and target audience Develop understanding of: <ul style="list-style-type: none"> ● font ● colour ● camera shots ● camera angles ● props ● lighting ● costume 	V: analysing magazine covers A: listening to others' analyses, responding to questions, group discussions, debates R: articles on representation - responding to written questions, information on institutions - identifying relevant information K: selecting elements of magazine covers that appeal to different target audiences	Assignment 1 (part a)

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

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

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Subject: English Literature	Year 10	Teacher: Mr J Watt
No. of lessons per week: 3	Date: September 2016 - June 2017	

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	
Term 1	Intro and Spies 1 - Introduction - Intro to Literature 2 - Introduction - Forms 3 - Introduction - Writing about writing 4 - Context / Reading the novel 5 - Reading the novel 6 - Reading the novel 7 - Reading the novel 8 - Reading the novel / interpretation through drama 9 - Interpretation through drama	Inference Structuring paragraphs Reading and inference Identifying techniques Interpretation Drama	V: using book covers, artistic representations and historical sources to develop analysis and understand context A: Listening to each other and the teacher read the novel. Listening to dramatic interpretations R: Reading the novel and writing analytical responses K: Using movement in drama to develop understanding.	Analytical paragraph Revision mind map Dramatic monologue
Term 2	Spies cont. 1 - Film adaptation (planning) 2 - Analysis 3 - Analysis 4 - Planning coursework 5 - Writing the	Analysis of characters, themes, settings, techniques Planning Writing and redrafting	V: Watching different film adaptations A: Listening to others' analyses R: Reading and proof/reading coursework. Reading literary criticism	Analytical paragraph Coursework

	coursework 6 - Writing the coursework 7 - Redrafting		K: Planning using grids. Matching and ordering AOs	
Term 3	A View from the Bridge 1 - Reading and acting 2 - Reading and acting 3 - Reading and acting 4 - Reading and acting 5 - Reading and acting / context 6 - Drama 7 - Characters and themes	Analysis Inference Identifying techniques	V: Watching and assessing others' acting. Watching film adaptations A: Listening to others read the script. Debating R: Making notes, reading the script K: Dramatic interpretations	Context homework project Performance of key scenes from play Socratic debate
Term 4	A View from the Bridge cont. 1 - Characters and themes 2 - Planning 3 - Writing the coursework 4 - Writing the coursework 5 - Redrafting	Writing effectively Using action points to improve writing	V: Artistic interpretations and how costume and casting affect interpretation A: Listening to others give verbal feedback R: Planning and writing the coursework K: Ordering essays into coherent structure	Coursework plan Coursework
Term 5	Pride and Prejudice 1 - Context 2 - Read key chapters 3 - Read key chapters 4 - Read key chapters 5 - Drama and monologues 6 - Analysis 7 - Analysis 8 - Planning 9 - Writing 10 - Redrafting	Inference Interpretation Analysis Writing	V: Watching TV adaptation A: Listening to readings and dialogue R: Reading the text and analysing K: Building layered analysis. Interactive theatre.	Context homework project Dramatic interpretation Analytical paragraph Coursework

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Subject: Mathematics	Year 10	Teacher: 10X-Mr J De Backer 10Y - Mrs K Reed
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	Number <u>Chapter 1: Number</u>	Find the multiple, factors, LCM and HCF of whole numbers. Prime numbers Identify all the kind of real numbers.	Visual: Recognising prime number and factor from a list Auditory: Explanation of operations using the whiteboard Read/ Write: Exercises from chapters 1, 2 Kinaesthetic: Using the calculator.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Exam
	<u>Chapter 2: Fractions and percentages</u>	Operate with fractions and decimals. Calculate percentages, increasing/decreasing percentages and quantities as a percentages of another Reverse percentages		
October/ November	Number <u>Chapter 3: The four rules</u>	Use the four rules of operations including brackets and fractions. Operate with fractions and find fractions of quantities	Visual: Recognising different operations (brackets, fractions, decimal...) Auditory: Explanation of how operate algebraical expressions Read/ Write: Exercises from	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Exam
	Algebra	Use the algebraical expressions.		

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

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

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

Scheme of Work and Assessment Year 10 2016-17 [Contents](#)

Subject: Biology	Year 10	Teacher:
No. of lessons per week: 2	Date: September 2016 - June 2017	

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	Cells and simple cell transport.	Observation of cells under a microscope (V,K) Computer simulations of cells organelles and molecules. Making model cells Diffusion of ammonium hydroxide in a glass tube. Investigating temperature and diffusion of glucose through Visking tubing.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Nov	Tissues, organs and systems.	Organs of the digestive system and of the leaf.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities
Dec	Photosynthesis.	Investigate the need for chlorophyll with variegated leaves. Examine starch grains in potato tuber tissue under the microscope. Investigate the effects of light temperature and CO ₂ on photosynthesis using dataloggers. Computer simulations to model photosynthesis.		Weekly homeworks on each topic Observation of practical skills Contribution to class and group activities

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

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

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Subject: Chemistry	Year 10	Teacher: Dr K Ashness
No. of lessons per week: 2	Date: September 2016 - June 2017	

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 1: The particulate nature of matter	Recap of previous knowledge from KS3. Investigation into the nature of matter, states of matter, and key processes such as evaporation, sublimation, etc.	Visual: Modelling of atomic structure. Read/write: Reading the textbook and answering questions.	Exam type questions. Observation of practical skills Contribution to class and group activities.
Oct	Unit 2: Experimental techniques	Introduction to fundamental experimental procedure, focussing particularly on purification and chromatography.	Kinaesthetic: Practical on chromatography and calculating Rf values Read/write: Analysis of secondary data to assess purity	Exam type questions. Observation of practical skills Contribution to class and group activities.
Nov Dec	Unit 3: Atoms, elements and compounds Unit 3: Atoms, elements and compounds	Breakdown of the structure of atoms, the importance of charge and valency, and the various types of chemical bonding.	Visual: Atomic modelling Read/write: Project on the discovery/creation of the periodic table.	Exam type questions. Observation of practical skills Contribution to class and group activities.
Jan	Unit 4: Stoichiometry	Explanation of how to deduce the names and formulas of particular compounds and an introduction to the concept of using moles as a unit of measurement.	Visual: Use of diagrams and models to deduce compound names.	Exam type questions. Observation of practical skills Contribution to class and group

			Auditory: Pupils must listen to the explanation of how moles can be used as a unit of measurement.	activities.
Feb	Unit 5: Electricity and Chemistry	An investigation into the process of electrolysis and the industrial process of electroplating.	<p>Visual: Pupils will watch a demonstration of how electroplating can be used to protect surfaces.</p> <p>Read/write: Pupils will learn to write and balance electrolysis equations.</p> <p>Kinaesthetic: Pupils will carry out an electrolysis experiment and write a scientific report relating to this.</p>	<p>Exam type questions.</p> <p>Observation of practical skills Contribution to class and group activities.</p>
Mar	Unit 6: Chemical Energetics	An introduction to exothermic and endothermic reactions, including how these reactions are used in the fuel industry.	<p>Visual: Pupils will be shown a video explaining exothermic reaction and how it is used in the energy industry.</p> <p>Read/write: Pupils will learn to define exo and endothermic reactions and write equations relating to these.</p> <p>Kinaesthetic: Pupils will use their knowledge of exothermic reactions to create an effective fuel for their own miniature rockets.</p>	<p>Exam type questions.</p> <p>Observation of practical skills Contribution to class and group activities.</p>
April	Unit 7: Chemical reactions	Reinforcing KS3 prior knowledge regarding rate of reaction and how this is controlled by various factors.	Read/write: Pupils will write a report explaining the outcome of the experiment described below.	<p>Exam type questions.</p> <p>Observation of practical skills</p>

			Kinaesthetic: Pupils will design their own experiment to show how various factors affect rate of reaction.	Contribution to class and group activities.
May	Unit 7: Chemical reactions Unit 8: Acids, bases and salts	Introduction to the key process of oxidation and reduction and a look at why acids and bases differ in their properties.	Read/write: Pupils will learn to distinguish the difference between oxidation and reduction and give examples of each. Kinaesthetic: Pupils will conduct neutralisation titrations to measure how much of particular acids it takes to neutralise particular bases.	Exam type questions. Observation of practical skills Contribution to class and group activities.
June	Unit 8: Acids, bases and salts	Procedure-focussed investigation into the preparation of salts and identification of various ions using a variety of chemical tests.	Read/write/kinaesthetic: Practice papers and experiments.	Exam type questions. Observation of practical skills Contribution to class and group activities.

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Subject: Physics	Year 10	Teacher: Isaac Muñoz and Peter Carpenter
No. of lessons per week: 2	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
September	<u>Topic 1: Motion</u> (Speed, velocity, acceleration.)	Define and calculate speed. Plot and interpret speed/time and distance/time graphs. Calculate the distance from a speed/time graphs. Define and calculate acceleration.	Visual: Interpreting motion graphs. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class, using different lab materials.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class. Worksheet.
September/ October	<u>Topic 2: Matter</u> (Mass, weight, density)	Understanding of the concepts of mass and weight and difference between them. Describe and carry on experiment to determine the density of liquids, regular and irregular objects.	Visual: Using vectors as the representation of a force. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class, using different lab materials.	Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Experimental skills in class. Exam.

November	<u>Topic 3: Forces</u>	<p>Study the effects of forces in size and shape of a body. Extension/load graphs and Hooke's law. Find the resultant force. Second Newton's Law. Describe motion in a curved path due to a perpendicular force. Describe and calculate the moment of a force. Study simple systems in equilibrium.</p>	<p>Visual: Using extension/load graphs. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Experimental skills in class. Exam</p>
December	<u>Topic 4: Energy, work and power.</u>	<p>Study different types of energies. Recall and use the expressions of gravitational potential and kinetic energy. Apply the principle of energy conservation to simple examples. Study renewable and non-renewable sources of energy. Use and calculate efficiency and power. Calculate the work done by a force. Describe energy changes in terms of work done.</p>	<p>Visual: Videos and pictures of different kinds of power stations. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments. Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Experimental skills in class. Worksheet.</p>
January	<u>Topic 5: Pressure</u>	<p>Relate pressure to force and area with appropriate examples and calculate pressure. Describe mercury barometer and manometer. Relate pressure beneath a liquid surface to depth and density and calculate it.</p>	<p>Visual: Using diagrams of barometer and manometer. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out</p>	<p>Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Experimental skills in class. Exam of General Physics (5 topics)</p>

			experiments in class, using different lab materials.	met so far).
January/ February	<u>Topic 6: Simple kinetic molecular model of matter.</u>	<p>Study the distinguishing properties of solids, liquids and gases and relate them with their molecular structure.</p> <p>Interpret all the relation between pressure, temperature and volume of a gas.</p> <p>Study Brownian motion.</p> <p>Describe change of states in terms of particles motion.</p> <p>Study evaporation (cooling effect and how temperature, surface area and draught over a surface influence).</p>	<p>Visual: Diagrams of states of matter using particles.</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/ Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Worksheet.</p>
February	<u>Topic 7: Thermal properties</u>	<p>Describe thermal expansion and its consequences.</p> <p>Study the measurement of temperature using physical properties that varies with temperature.</p> <p>Study liquid-in-glass thermometers.</p> <p>Relate temperature with internal energy.</p> <p>Measure and calculate specific heat and thermal capacity.</p> <p>Distinguish between boiling and evaporation.</p>	<p>Visual: Pictures of thermograms.</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/ Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p>
	<u>Topic 8: Transfer of thermal energy</u>	<p>Study conduction, convection and radiation macroscopically and in terms of particles.</p> <p>Describe applications and consequences</p>		<p>Exam of Thermal Physics (topics 6, 7 and 8).</p>

of the three forms of heat transfer.

<p>March</p>	<p><u>Topic 9: General wave properties</u></p>	<p>Describe wave motions in terms of vibrations. Study the meaning of “wavefront”, speed, frequency, wavelength and amplitude. Distinguish between longitudinal and transverse waves. Use the formula that relates speed, frequency and wavelength. Interpret reflection, refraction and diffraction.</p>	<p>Visual: Diagrams of waves showing its properties. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher. Experimental skills in class. Worksheet.</p>
<p>April</p>	<p><u>Topic 10: Light</u></p>	<p>Describe the reflection of light. Describe the refraction of light. Use the refraction law and calculate and measure the refractive index. Study the meaning of critical angle. Study the applications of optical fibres. Study the formation of images using mirrors and lents. Electromagnetic spectrum.</p>	<p>Visual: Using diagrams of the path of light through lents. Auditory: Listening theoretical explanation Read/ Write: Reading exercises and describing experiments Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions. Homework and exercises in class marked by students and checked by the teacher Experimental skills in class. Exam of Properties of waves (Topics 9, 10, 11).</p>
	<p><u>Topic 11: Sound</u></p>	<p>Describe the production of sound by vibrations and study its properties as a wave.</p>		
<p>May</p>	<p><u>Topic 12: simple phenomena</u></p>	<p>Describe the properties of magnets and experiments to find the pattern of field</p>	<p>Visual: Videos of different phenomena.</p>	<p>Exercises for each chapters including exam type questions.</p>

	<u>of magnetism.</u>	<p>lines.</p> <p>Study ferrous and non-ferrous materials and methods of magnetisation and demagnetisation.</p> <p>Study the design and use of permanent magnets and electromagnets.</p>	<p>Auditory: Listening theoretical explanation</p> <p>Read/ Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Exam.</p>
May/ June	<u>Topic 13: Electrical quantities</u>	<p>Describe production and detection of electrostatic charges.</p> <p>Study the properties of charges and electric fields.</p> <p>Distinguish between conductors and insulators.</p> <p>Use an ammeter.</p> <p>Calculate current with charge and time.</p> <p>Describe the e.m.f.</p> <p>Describe the potential difference across a circuit component.</p>	<p>Visual: Diagrams of charges.</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/ Write: Reading exercises and describing experiments</p> <p>Kinaesthetic: Carrying out experiments in class, using different lab materials.</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p> <p>Exam.</p>
June	<u>Topic 18: The nuclear atom</u>	<p>Describe the structure of atoms and nucleus with protons and neutrons.</p> <p>Study evidence of nuclear atom (scatter alpha particles).</p> <p>Use proton number Z and nucleon number A.</p> <p>Study the meaning and applications of isotopes</p>	<p>Visual: Representations of the atom structure.</p> <p>Auditory: Listening theoretical explanation</p> <p>Read/ Write: Reading exercises and describing experiments</p>	<p>Exercises for each chapters including exam type questions.</p> <p>Homework and exercises in class marked by students and checked by the teacher</p> <p>Experimental skills in class.</p>

Kinaesthetic: Carrying out experiments in class, using different lab materials.

End of year exam.

Scheme of Work and Assessment Year 10 2016-17

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Subject: Physics	Year group: Year 10	Teacher: P Carpenter
No. of lessons per week: 2	Date: September 2016 – June 2017	

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:	
September	General Physics	Motion	VARK	Homework
September	General Physics	Forces	VARK	Homework
October	General Physics	Equilibrium	VARK	Homework
October	General Physics	Energy	VARK	Homework
November	General Physics	Work and Power	VARK	Homework + Test
November	General Physics	Energy Resources	VARK	Homework
December	Thermal Physics	Kinetic Theory	VARK	Homework
January	Thermal Physics	Gas Laws	VARK	Homework

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

Scheme of Work and Assessment Year 10 2016-17

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Subject: Global Perspectives	Year 10	Teacher: M Galiana
No. of lessons per week: 3	Date: September 2016 - June 2017	

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	Climate Change	Introduction writing skills What is climate change? What do I know about climate change? What evidence is there of climate change? What are the causes of climate change How important is the Amazon rain forest How important is the use of fossil fuels What alternatives are there What international organisations contribute to challenging climate change Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, ideas, arguments and issues	Research on the internet Reading different information Presentations Posters Mind Mapping Debates	Exercise books Essay An email to a government minister describing their findings and outlining what the government might do to limit the impact of global warming Group research
October November	Water, food and agriculture	A detailed country study where sufficient water food and agriculture is a concern	Research on the internet Reading different information	Exercise books Essay

		<p>Niger</p> <p>Collect information, ideas and arguments Question information, ideas and arguments Reflect on information, Plan Practice how to select relevant, reliable information using an internet search</p>	<p>Presentations Posters Mind Mapping Debates</p>	<p>Group research The project should show evidence that students have worked with students from another culture, community or country. Group production of a project plan.</p>
<p>November December</p>	Biodiversity	<p>What is Bio diversity? What evidence is there that this is a global issue?</p> <p>What international organisations contribute to our understanding of bio diversity identify what the issues are, their importance to whom/what and what can be done about them, what might happen if</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p>	<p>Exercise books Essay Exam Practice exam paper The focus of the Written Paper is enquiry, reasoning and evaluation. In response to a stimulus based on listed topics</p>
<p>December January</p>	Fuel and energy	<p>Energy Companies Renewable energy Future of the energy Energy and poverty: Nigeria</p> <p>What do we know about the global issues on this topic What could I/we/they do about it to prevent it/improve/maintain, How might we resolve, eradicate, promote?</p>	<p>Research on the internet Reading different information Presentations Posters Mind Mapping Debates</p> <p>Collect detailed digital photographs Put together an exhibition or poster showing the different perspectives of how the worlds need for</p>	<p>Exercise books Individual research</p>

		<p>Collect information, ideas and arguments</p> <p>Question information, ideas and arguments</p> <p>Reflect on information, ideas, arguments and issues</p> <p>Combining different sources of information using statistics and tables</p>	<p>energy has to change together with written commentary</p>	
January February	Poverty and Inequality	<p>What is poverty</p> <p>How is poverty subjective</p> <p>What facts can we discover about world poverty and inequality</p> <p>What international organisations work on this issue</p> <p>What can we do about this as a group?</p> <p>What are the most effective responses in the world today</p> <p>Combining different sources of information using statistics and tables</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Group research</p>
February March	Technology and the economic divide	<p>US military</p> <p>Japan</p> <p>Asiatic tigers</p> <p>Sillycon Valley</p> <p>Bangalore</p> <p>Design own questions for research</p> <p>Plan and design own essay and response to this issue</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Individual research</p>
March April	Education for all	<p>PISA</p> <p>EFA Report</p> <p>UNICEF</p> <p>Gender education</p> <p>Design own questions for research</p>	<p>Research on the internet</p> <p>Reading different information</p> <p>Presentations</p> <p>Posters</p> <p>Mind Mapping</p> <p>Debates</p>	<p>Exercise books</p> <p>Essay</p> <p>Group research</p> <p>Exam</p>

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

Scheme of Work and Assessment Year 10 2016-17 [Contents](#)

Subject: Spanish Lengua	Year 10	Teacher: M ^a Elena Con Ariza
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approx)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 ^o Trimestre 6-9-16 al 22-12-16	<p>Tema 1. La literatura y el lenguaje literario. La lengua y su organización.</p> <p>Tema 2. La literatura medieval. Los cantares de gesta. El enunciado. Clases y estructuras.</p> <p>Tema 3. La poesía popular en la Edad Media. El SV. El verbo. El adverbio.</p> <p>Tema 4. La poesía culta en la Edad Media. El SN. El sustantivo.</p> <p>Tema 5. La prosa medieval. El SN. Los determinantes.</p>	<p>Lectura: "Quiero ser poeta" de Antonio Skármeta. "El Cid y la niña" Anónimo. "Canciones populares" Anónimo. "Este mundo es el camino..." de Jorge Manrique. "El rey y el fabulista" Sánchez de Vercial.</p> <p>Literatura: La literatura y el lenguaje literario. La literatura medieval. Los cantares de gesta. La poesía popular en la Edad Media. La poesía culta en la Edad Media. La prosa medieval.</p> <p>Gramática: La lengua y su</p>	<p>Teaching & Learning Styles (VARK): Visual, Auditory, Read / Write, Kinaesthetic</p> <p>Visual, Auditory, Read / Write,</p>	<p>Criterios de evaluación</p> <p>Calificación</p> <p>La calificación de la asignatura corresponderá a los siguientes porcentajes:</p> <p>Exámenes y controles 60% Trabajos escritos de clase y proyectos, libreta y dictados 20% Actitud (positivos) * 20%</p> <p>*Para evaluar la actitud se hará mediante un sistema de puntos positivos y negativos, contando para la calificación final solo los positivos que el alumno haya obtenido en esa evaluación. Este sistema se explica en los criterios de evaluación.</p> <p>Criterios de evaluación:</p> <p>Trabajos de redacción:</p>

		<p>organización. El enunciado. Clases y estructura. El SV. El verbo. El adverbio. El SN. El sustantivo. Los determinantes.</p> <p>Ortografía: Reglas ortográficas generales. Signos que indican el final de un enunciado. Las mayúsculas. Principios de acentuación. División de palabras. La grafía h.</p>		<p>Se pondrán positivos por:</p> <ul style="list-style-type: none"> - adecuación a lo que se pide. - buena presentación. - bien redactada. - se ajusta a la extensión pedida. - creatividad y originalidad. <p>Los trabajos de redacción tendrán una extensión mínima y una máxima, si un trabajo no tiene la extensión mínima pedida, no será admitido y constará como no entregado y contará en la nota media.</p> <p>Los trabajos de redacción se entregarán en las fechas establecidas. No habrá otra fecha. La no presentación del trabajo conlleva que el alumno no tendrá nota en ese ejercicio y se le quitará un positivo de los que tenga por no haber entregado el trabajo. Tampoco contarán con los positivos establecidos en los criterios de corrección.</p> <p>La nota numérica de los ejercicios escritos será la descrita en la ortografía.</p> <p>Cuadernos de clase.</p> <p>Se pondrán positivos por:</p> <ul style="list-style-type: none"> - poner la fecha - poner el número de página - poner títulos y epígrafes - hacer el trabajo completo
<p>2º Trimestre 9-1-17 al 7-4-17</p>	<p>Tema 6. El teatro medieval. La Celestina. El SN. Los complementos. El adjetivo calificativo.</p> <p>Tema 7. La lírica renacentista. El SN. Los pronombres.</p> <p>Tema 8. La novela de los Siglos de Oro. La picaresca. Constituyentes de la oración.</p> <p>Tema 9. La lírica barroca. Los complementos del verbo.</p>	<p>Lectura: "La vejez de Celestina" de Fernando de Rojas, "El pastorcico" de San Juan de la Cruz, "Duro aprendizaje" anónimo, "Que se nos va la Pascua" de Luis de Góngora.</p> <p>Literatura: El teatro medieval. La Celestina. La lírica renacentista. La novela de los siglos de Oro. La picaresca, la lírica barroca.</p>	<p>Visual, Auditory, Read / Write,</p>	

		<p>Gramática: El SN. Los complementos. El adjetivo calificativo. Los pronombres. Constituyentes de la oración, los complementos del verbo.</p> <p>Ortografía: La grafía h. El sonido B. La grafía b. La grafía v. El sonido J, La grafía g ante e,i.</p>		<ul style="list-style-type: none"> - hacer respuestas completas - utilizar los colores pedidos - corregir bien - tener buena letra - libreta limpia - separar los ejercicios y respetar los márgenes <p>La nota numérica de los cuadernos será el número de positivos que tengan (8 positivos= nota del cuaderno: 8)</p> <p>Dictados:</p> <p>En los dictados solo se pondrá nota numérica siguiendo los criterios de la ortografía explicados más abajo. Los dictados serán de las lecturas de los temas que hayamos dado en clase.</p>
<p>3º Trimestre 17-4-17 al 23-6-17</p>	<p>Tema 10. La novela de los siglos de Oro. Miguel de Cervantes. La oración compuesta.</p> <p>Tema 11. El teatro de los siglos de Oro. Yuxtaposición y coordinación.</p> <p>Tema 12. La literatura del siglo XVIII. La subordinación y sus clases.</p>	<p>Lectura: "Don Alonso Quijano, el Bueno" de Miguel de Cervantes, "Despedida de los amantes" de Lope de Vega, "El oso, la mona y el cerdo" de Tomás de Iriarte.</p> <p>Literatura: La lírica barroca, la novela de los siglos de Oro. Miguel de Cervantes. El teatro de los siglos de Oro. La literatura del siglo XVIII.</p>	<p>Visual, Auditory, Read / Write,</p>	<p>Positivos:</p> <p>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.</p> <p>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.</p>

Gramática:

Los complementos del verbo, la oración compuesta. Yuxtaposición y coordinación. La subordinación y sus clases.

Ortografía:

El sonido J. La grafía j ante e,i. La coma. El punto y coma.

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.

Cuadernos de clase.

Como ya he dicho arriba, tienen que cumplir con diez criterios y cada uno

será evaluado con un positivo o un negativo, dependiendo de si el alumno los cumple.

****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.
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Subject: Sociales	Year 10	Teacher: M Galiana
No. of lessons per week: 3	Date: September 2016 - June 2017	

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

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

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

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

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Subject: French	Year 10	Teacher: VBernard
No. of lessons per week: 3	Date: September 2016 - June 2017	

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): Due to the nature of Languages teaching, all four teaching and learning styles are regularly used in Class.	
September /October	Health	Food, drinks and eating habits Expressions with avoir Revise être and avoir Healthy diet and lifestyle Typical and special meals Adverbs Eating trends in France Discussing smoking Devoir +infinitive Discussing alcohol and drugs Revising the present tense with regular verbs Information on Food packaging, adverts and food programmes	Teaching & Learning Styles (VARK): Visual: use of pictures and PowerPoint to revise food. Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: real French food eating sessions Categorisation exercises (healthy and unhealthy food)	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on reading and listening
November/ December	Relationships and choices	Revision of family members Possessive pronouns Describing your family and family problems	Teaching & Learning Styles (VARK): Visual: use of pictures/videos and PowerPoint to revise family	Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam

		<p>Describing your friends Reflexive verbs Discussing relationships with others Use of higher level adjectives Future plans regarding marriage, partnership and family choice. Revise future tense Predicting questions</p>	<p>members for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Multimedia use, writing and acting up a talk show session to be filmed.</p>	<p>type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>This chapter: focus on Speaking</p>
January	Free time	<p>Leisure facilities in your area Publicity about leisure and public events Invitation to go out, arrange to meet someone Reciprocal verbs Using quand et à quelle heure Music Cinema Social network Jouer de Ne...plus The superlative The Imperfect tense Bank holidays and festivals</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures and PowerPoint Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Use of multimedia, performing a dialogue written y them or in Extra</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>focus on Listening, Reading and Speaking</p>
February	Holidays	<p>Reasons for going on holidays Preferences for types of holidays Ne..nulle part, ne...ni...ni Holidays destination and activities Future tense Means of transport Questions with quel and lequel Holiday accommodation and booking Tourist information</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures and PowerPoint Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: Thinking skills exercise, memorising games</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback</p> <p>focus on Listening,</p>
March	Home and environment	<p>Home town, neighbourhood and area Weather and climate The pronoun y France and other European countries</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures and PowerPoint to revise town places and nationalities for example</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self</p>

		<p>Nationalities Comparatives Questions using où Direct Object Pronouns Life in town and country D.O.P in the past tense Negatives ne...rien, ne ...personne House Possessive adjectives Prepositions</p>	<p>Auditory: Listening exercises in textbook, assessment. Read/Write: basic and extended exercises in textbook Kinaesthetic: Miming for prepositions, Simon says starters</p>	<p>assessment, checked by teacher with feedback</p> <p>This chapter: focus on Speaking</p>
April	School	<p>French education system Subjects in school and giving opinions Using depuis Asking questions Teachers: people's character and personality Agreement and position of adjectives, endings Describing your school and your school routine Question words Reflexive verbs in present Opinion on school and uniforms Immediate future Different type of school Using depuis and ça fait...que</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Visual: use of pictures and PowerPoint to revise school subjects for example Auditory: Listening exercises in textbook, assessment Read/Write: basic and extended exercises in textbook Kinaesthetic: word order games for grammar, survey exercises</p>	<p>Punctual vocabulary/ grammar tests; peer assessed and checked by teacher. End of unit test, four skills assessed, exam type questions, mixed of peer/self assessment, checked by teacher with feedback This chapter: focus on Listening</p>
May/june		<p>Catch up sessions Revision for end of year assessment</p>	<p>Teaching & Learning Styles (VARK):</p> <p>Various exam techniques based on VARK</p>	<p>Exam papers practice</p> <p>End of year assessment</p>

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Subject: German	Year 10	Teacher: K. Schubart
No. of lessons per week:	Date: September 2016 - June 2017	

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 1: Personal Relationships	Talking and writing about yourself, your family and describing people; Revising verb conjugations and use of adjectives and possessives.	Reading, listening, speaking and writing exercises; Presenting own family; Quiz describing people	Presentations Exercise books
Oct	Unit 2 A: Hobbys	Describing free time activities and preferences using modal verbs;	Reading, listening, speaking and writing exercises;	Vocabulary tests Exercise books
Nov	Unit 2B: Invitations	Practice how to invite people out, accept or turn down invitations using modal verbs and future tense; Talking and writing about free time activities extending sentences; Revision of Personal Pronouns	Reading, listening, speaking and writing exercises; Writing practice: learning how to extend sentences and texts and vary structures; Role play	Exercise books Role Play Vocabulary test

Dec	Unit 3A: My home	Understanding about where and how people live; Telling and writing how and where you live using the dative case; Describing your house, your room and the town you live in using different prepositions, cases and adjective endings.	Reading, listening, speaking and writing exercises; Plans, drawings and written descriptions of places	Written pieces of work Exercise books Vocabulary test
Jan	Unit 3B: Daily routine	Talking about the daily routine using separable and reflexive verbs; Saying how and how often you help at home extending sentences and practising correct word order	Reading, listening, speaking and writing exercises; Presentations about daily routine.	Exercise books Presentations Vocabulary book
Feb	Unit 3C: School	Revising vocabulary related to school; Describing your school and school routine practising the use of sub-clauses and extending sentences; Compare different school systems;	Reading, listening, speaking and writing exercises; Presentations about different school systems; Writing about the school routine extending sentences;	Exercise books Presentations Writing Assessments
Mar	Unit 4A: Travelling	Revising vocabulary related to ways of transport and travelling; Dialogues asking for information and booking journeys; Asking for and giving directions using the imperative;	Reading, listening, speaking and writing exercises; Dialogues: Asking for and giving directions using a town map;	Exercise books Dialogues and role plays
April	Unit 4B: Tourism	Revising vocabulary related to the topic tourism; Practising dialogues at the post office, the lost property office, at the doctor's, at car and boat rentals, etc...	Reading, listening, speaking and writing exercises; Dialogues practising different situations at different places while staying in a German speaking country	Vocabulary tests Exercise books Role plays
May	Unit 9: Holidays	Learning to ask about accommodation revising asking questions and using prepositions with the accusative case; Saying where you spend your holiday, how you get there and who you travel with using prepositions with the dative case;	Reading, listening, speaking and writing exercises; Role play Creating and writing post	Exercise books Role plays Post cards

		Talking about what you did on holiday using the imperfect tense; Making a complaint	cards writing about your holiday; Spoken and written complaints	
June	Assessing GCSE levels	Exam paper practice	Speaking, Listening, Reading and Writing IGCSE past paper practice	Speaking, Listening, Reading and Writing IGCSE past papers

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Subject: Art	Year 9	Teacher: Phil Bielby
No. of lessons per week: 3	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
1 TERMS EPT/ OCT/ NOV/ DEC	A look at commercial graphics illustration in business and literature	Use of a range of materials of graphic origin, assembled from books, magazines, film, television. Commercial contact, internet and personal accumulated material from when I last taught graphics. Projects will include heavy emphasis on illustration-literature, products font, calligraphy, graffiti. Therelated to specific problems set.	Visual Analysis Work from collected material, illustrative work in a wide range of materials including calligraphy graffiti etc. Auditory listening to graphics problem, reference to.....graphic artists Read /write most of the work is visual but requires notes, diagrams, explanations, comments, analysis through research where relevant. Kinaesthetics The use of font excellent calligraphy	The Cambridge assessment objectives are: <ol style="list-style-type: none"> 1. Gathering, recording research and investigation. 2. Exploration and development of ideas 3. Organisation and relationships of visual forms. 4. Selection and control of material media and processes and procedures. 5. Personal vision and presentation Teacher assessment at the moment ultimately all work exam externally assessed and moderated by Cambridge exam board.
2& 3	<u>A look at fonts, calligraphy.</u>		3D constructions where	Assessment by the teacher

<p>TERM JAN/ FEB./M AR./AP R/ MAY/ JUNE</p>	<p><u>Product packing</u> <u>....design</u></p>		<p>needed use of montage, collageobjects, scale models, etc.</p>	<p>and the mock result ultimately next year. External assessed by Cambridge at the end of the course-sketch book and homework sketchbook. Personal topic checked regularly also classwork projects.</p>
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Subject: Business Studies	Year 10	Teacher: Janine Buckley
No. of lessons per week: 3	Date: September 2016 - June 2017	

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.
September	What is a business	Adding value Economy & sectors Entrepreneurs Business Plans	Poster Case studies Diagrams videos basic business plan	End of chapter test Textbook activities business plan activity
October	The organization People in business	size Types of legal structures Stakeholders Aims Motivation	Diagrams Case studies handouts	End of chapter test Textbook activities
November	People in business	Organizational structure Recruitment & selection Training	Case studies Video Handouts Recruitment activity	Textbook activities

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

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Subject: PE	Year 10	Teacher: Nick Lavin
No. of lessons per week: 1	Date: September 2016 - June 2017	

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	Fitness Testing/Rounders/OAA and team building/ Ultimate Frisbee	Plan and evaluate methods of fitness testing for peer group. Identify training needs and evaluate effectiveness following six week training program. Develop specific strike and field tactics for rounders. Develop compass skills and map reading techniques, design own orienteering challenges. Understand the rules and implement techniques into ultimate game play	Visual: All PE subjects will provide visual learners with practical demos. Auditory: Opportunities to listen to feed back	Production of training programmes, end of unit assessment. Peer evaluation.
Nov Dec	Fitness test evaluation/ Football / Netball / Cross Country	Evaluate effectiveness of training programmes, Develop skills in football and Netball related to specific positions. Develop different running techniques for running on different terrain. Identify training and techniques necessary for improvement.	Read/Write: Opportunities to provide written analysis of their own and others performances.	Evaluation of training programmes. End of unit assessment. Peer evaluation.
Jan	Basketball	Performing in teams, invasion games. Developing dribbling skills, different types of passing, using these skills in gameplay, positioning, rule knowledge. Building on previously learned skills. Developing understanding of formations and tactics. Understand zonal and man to man and types of pressing. Knowledge of positions. Different attributes required for each position.	Kinaesthetic: Performance of practicals. This breakdown of learner types applies to all activities across the year.	End of unit practical assessment. Peer evaluations.
Feb	Dance/ Gymnastics/	Developing a performance with an understanding of rhythm and phrasing.		Graded delivery of coaching

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

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Subject: Sports Science	Year 10	Teacher: Nick Lavin
No. of lessons per week: 4	Date: September 2016 - June 2017	

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

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

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Subject: <i>Spanish 2nd Language</i>	Year 10 Elementary	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 4	Date: September 2016 - June 2017	

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

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

		<p>Talking about clothes. Comparing prices. 2-Me gusta aquella camiseta roja: Talking about what clothes you like and what suits you. 3-¿Me lo puedo probar?: Shopping for clothes. 4-¿Qué vas a llevar para ir a la fiesta?: Describing clothes. Asking about clothes. Saying what you are wearing. 5-¿Llevas uniforme?: Talking about your school uniform. 6-En la calle principal: Talking about types of shops. Saying where you can buy things.</p> <p>-Culture: -Shops around. -Main differences between going on shopping in Spain and the UK.</p>	<p>and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p>Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation.. Dispositions and attitudes. End of unit tests.</p>
<p>Spring term 2</p>	<p>El Turismo</p>	<p>1-¿Qué hay de interés?: Asking what there is to see in a place. Asking what you can do there. 2-Tus vacaciones: Talking about where you go and what you do on holiday.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom</p>

		<p>3-¿Dónde fuiste?: Saying where you went, what for and who with.</p> <p>4-¿A dónde fueron?: Talking about where other people went.</p> <p>5-¿Lo pasaste bien?: Saying what you did on holidays.</p> <p>-Culture: -Designing a magazine for travellers. Describing different places and peculiarities about them. -Designing a restaurant guide around the area.</p>	Presentations.	<p>observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>
Summer term 1	¡Diviértete!	<p>1-¿Quieres ir al cine?: Making arrangements to go out.</p> <p>2-¿Qué tipo de películas te gustan?: Saying what sort of films you like.</p> <p>3.Dos entradas, por favor: Buying cinema tickets.</p> <p>4-¡Es genial!: Describing an event in the present.</p> <p>5-¿Qué hiciste el sábado?: Describing an event in the past.</p> <p>6-El estadio estaba lleno: Describing what things were like.</p> <p>-Culture: -Designing a leaflet about free time activities around the local area.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.</p>

<p>Summer term 2</p>	<p>La Salud</p>	<p>1-¿Qué te duele?: Saying what is wrong.</p> <p>2-Me siento mal: Saying you are not feeling well.</p> <p>3-En la farmacia: At the chemist.</p> <p>4-Hay que practicar mucho: Talking about how long you have been doing something. Saying what you should or shouldn't do.</p> <p>5-Hay que comer fruta todos los días: Talking about a healthy lifestyle.</p> <p>-Culture: -Researching and providing real information about healthy lifestyle options in Spain. -Making posters.</p>	<p>Visual: PPP, pictures, videos, posters and flash cards.</p> <p>Auditory: Dialogues, interviews, songs and descriptions.</p> <p>Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations. Group work.</p>	<p><i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.</p> <p><i>Ongoing assessment:</i> Teaching guide at the end of each unit. Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. Projects and portfolios. End of unit tests. End of the year exam.</p>
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Subject: <i>Spanish 2nd Language</i>	Year 10 Intermediate GCSE	Teacher: M ^a Angeles Alvarez
No. of lessons per week: 4	Date: September 2016 - June 2017	

Time scale (approximate)	Topics	Curriculum concepts/ skills and competencies	Learning styles	Assessment Criteria; tests/ projects etc.
Autumn term 1	¿Qué te ha pasado?	¿Qué te ha pasado? 0-Repaso: Revising health problems and advice. 1-Me siento mal: -Saying why you feel ill. -Saying how you have hurt yourself. 2-Reservas y llegadas: -Booking hotel accommodation. -Arriving at campsite. 3-En la recepción: -Checking into a hotel or campsite. 4-He perdido... -Describing lost property. 5-Quejas: -Making complains in a hotel.	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Teacher discussions. Dispositions and attitudes. End of unit tests.

Autumn term2	En casa y en el trabajo	En casa y en el trabajo 0-Repaso : -Revising food, meals, and numbers 1 -Ayudando en casa: -Saying what you do to help at home and why. 2-Un trabajo a tiempo parcial: -Describing part-time jobs and how to spend your money. 3-Practicas laborales: Talking about work experience. 4-La vida sana: -Describing your lifestyle and giving health advice. 5-Los medios de comunicaci3n: -Discussing TV programmes and films.	Teaching & Learning Styles (VARK): Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.
Spring term 1	De Compras	De Compras 0-Repaso : -Revising shopping transitions 1 -En los grandes almacenes: -Shopping in a department store 2-¿Qué opinas tú?: -Expressing opinions and preferences about shopping.. 3-En el mercado: Buying food in the market. 4-¡Grandes rebajas! -Buying clothes and making comparisons. 5- Hay un problema: -Complaining about problems with purchases..	Teaching & Learning Styles (VARK): Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.

Spring term 2	De Juerga	De Juerga 0-Repaso : -Revising arranging to go out 1-La cartelera: -Reading about what's on and buying tickets. 2-Una cita: -Making a date 3-La prensa: -Reading and discussing newspapers, magazines and comics. 4-¿Cómo fue?: -Saying what you thought of a film or event.	Visual: PPP, pictures, videos, leaflets, magazines, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes End of unit tests.
Summer term 1	Yo	Yo 0-Repaso : -Revision of personal descriptions. 1-¿Cómo eres?: -Describing personality. 2-Problemas: -Describing problems at home and at school. 3-La dependencia: -Discussing the dangers of drug dependency. 4-La calidad de vida: -Talking about environmental issues..	Visual: PPP, pictures, videos, posters and flash cards. Auditory: Dialogues, interviews, songs and descriptions. Linguascope. Kinesthetic: Role-Plays using different props and running dictations.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar. <i>Ongoing assessment:</i> Classroom observations. Homework marks. Class work. Spoken presentations. Peer evaluation. Dispositions and attitudes. End of unit tests.
Summer term 2	El Futuro	El Futuro 0-Repaso :	Visual: PPP, pictures, videos, posters and flash cards.	<i>End of the unit test:</i> Speaking, reading, listening, writing or grammar.

		<p>-Revision of school subjects and jobs..</p> <p>1-¿Seguir estudiando o no?:</p> <p>-Discussing the options for further study.</p> <p>2-¿Qué carrera?:</p> <p>-Talking about career choices.</p> <p>3-Buscando un empleo:</p> <p>-Making a job application..</p> <p>4-En el futuro:</p> <p>-Thinking about the future</p>	<p>Auditory: Dialogues, interviews, songs and descriptions. Linguascope.</p> <p>Kinesthetic: Role-Plays using different props and running dictations.</p>	<p><i>Ongoing assessment:</i></p> <p>Classroom observations.</p> <p>Homework marks.</p> <p>Class work.</p> <p>Spoken presentations.</p> <p>Peer evaluation.</p> <p>Dispositions and attitudes.</p> <p>End of unit tests.</p>

Scheme of Work and Assessment Year 10 2016-17

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Subject: Computing	Year 10	Teacher: Jacob De Backer
No. of lessons per week: 3	Date: September 2016 – June 2017	

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

				- Be able to program abstractions of real-world
October 1 week	S: The computer systems architecture D: Problem solving	S: Hardware components (CPU, main memory, secondary storage), role of components. D: Solving a problem using flowcharts and pseudocode.	Research Logical thinking Programming Analyses Reading Writing Brainstorming Listening Role Play	Type of assessment: - End of unit/chapter assessment test - Pseudocode project Criteria: - Understand the function of the hardware components of a computer system - Understand the function of different types of main memory - Understand the concept of a stored program and the role of the components of the CPU in the fetch-decode-execute cycle - Understand how data is stored on physical devices - Understand the concept of storing data in the cloud and other contemporary secondary storage - Understand the need for embedded systems and their functions - Know what an operating system is and how it manages files, processes, hardware and the user interface - Understand the purpose and functions of utility software - Understand how software can be used to simulate and model aspects of the real world
November 1 week	S: Models D: Problem solving and programming	S: Hardware vs. software. Input-process-output model. D: Input-process-output model, selection constructs and writing readable code (elif, randint())	Listening Logical thinking Brainstorming Summarising Programming Analysing Demonstrating	Type of assessment: - End of unit/chapter assessment test - Small problem solving tasks Criteria: - Understand the input-process-output model - Understand how to write code that accepts and responds appropriately to user input - Be able to write programs in a high-level programming language - Understand the structural component of a program - Be able to use sequencing, selection and iteration constructs in their programs
November/ December 5 weeks	S: Data rep: numbers	S: Introduction and representation of signed and unsigned integers, computational thinking, binary arithmetic, converting: decimal hexadecimal and binary.	Listening Brainstorming Practising Programming Troubleshooting Logical Thinking	Type of assessment: - Small programming tasks - Test: converting binary, decimal and hexadecimal Criteria - Date rep numbers: - Understand that computers use binary to represent data and program instructions

	D: Problem solving and programming	D: techniques to improve code readability and understanding, boolean operators, logic, truth tables, pseudo-code, string manipulation and string methods		<ul style="list-style-type: none"> - Understand how computers represent and manipulate numbers - Be able to convert between binary and denary whole numbers - Be able to analyse a problem, investigate requirements and design solutions - Understand how to perform binary arithmetic and understand the concept of overflow <p>Criteria - Problem solving programming:</p> <ul style="list-style-type: none"> - Understand the benefit of producing programs that are easy to read and be able to use techniques to improve readability and to explain how code works - Be able to interpret algorithms - Understand how to create an algorithms to solve a particular problem, making use of programming constructs and appropriate conventions - Understand the purpose of and how to use relational operators - Be able to construct truth tables for a given logic statement - Understand the need for and how to manipulate strings
Januari 2 weeks	S: Programming language D: Problem solving and programming	S: high and low level programming languages, translating programming languages D: data structures, repetition construct	Listening Writing Researching Programming Summarising	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit/chapter assessment test - Programming tasks <p>Criteria programming language:</p> <ul style="list-style-type: none"> - Understand what is meant by high-level and low-level programming languages and understand their suitability for a particular task - Understand what is meant by an assembler, a compiler and an interpreter when translating programming languages and know the advantages and disadvantages of each - Be able to write programs in a high-level programming languages - Understand the benefit of producing programs that are easy to read and be able to use techniques to improve readability and to explain how the code works <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> - Understand the need for, and understand how to use, data structures - Be able to use sequencing, selection and iteration constructs in their programs
Januari 1 week	S: Hardware D: Problem solving and programming	S: the function of internal components D: Repetition construct: for loops.	Research Logical thinking Programming Analyses Reading Writing	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit/chapter assessment test - Programming task <p>Criteria hardware:</p> <ul style="list-style-type: none"> - Understand the function of the hardware components of a computer system

			Brainstorming Listening	and how they work together Criteria problem solving and programming: - Be able to use sequencing, selection and iteration construct in their programs
Februari 2 weeks	S: Software D: Problem solving and programming	S: Operating systems: files, hardware, user interface and processes D: Repetition construct: while loop, flowcharts	Research Discussion Logical thinking Programming Reading Writing Brainstorming Listening	Type of assessment: - End of unit/chapter assessment test - Programming task Criteria software: - Know what an operating system, is and how it manages files, processes, hardware and the user interface Criteria problem solving and programming: - Understand what an algorithm is, what algorithms are used for and be able to interpret algorithms - Be able to use sequencing, selection and iteration construct in their programs - Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms
February/March 5 weeks	S: Networks D: Problem solving and programming	S: LANs and WANs, client-server and peer-to-peer, network data speeds, wired and wireless connectivity, network topologies, introduction to protocols. D: Two dimensional arrays, and nested loops, validation, subprograms, local and global variables, constants	Research Discussion Logical thinking Programming Analyses Reading Writing Listening	Type of assessment: - End of unit/chapter assessment test - Programming task Criteria networks: - Understand why computers are connected in a network - Understand the different types of networks and usage models - Understand wired and wireless connectivity - Understand that network data speeds are measured in bits per second - Understand characteristics of network topologies Criteria problem solving and programming - Understand the need for, and understand how to use, data structures - Understand the need for and how to implement validation - Understand the structural components of a program - Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms - Understand the concept of passing data into and out of subprograms - Be able to create subprograms that use parameters - Understand the need for and how to use variables and constants

				<ul style="list-style-type: none"> - Understand the need for and how to use global and local variables when implementing subprograms
<p>March / April</p> <p>2 weeks</p>	<p>S: Networks</p> <p>D: The bigger picture</p>	<p>S: Protocols, layered protocol stacks, TCP/IP and packets.</p> <p>D: Environmental impact of technology, health, energy use and resources.</p>	<p>Research</p> <p>Discussion</p> <p>Analyses</p> <p>Reading</p> <p>Writing</p> <p>Brainstorming</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test <p>Criteria networks:</p> <ul style="list-style-type: none"> - Understand the role of and need for network protocols - Understand that data can be transmitted in packets using layered protocol stacks <p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> - Understand the environmental impact of technology
<p>April</p> <p>2 weeks</p>	<p>S: Logic</p> <p>D: Problem solving and programming</p>	<p>S: Boolean logic</p> <p>D: Errors and debugging tools in an IDE, import modules.</p>	<p>Logical thinking</p> <p>Programming</p> <p>Reading</p> <p>Writing</p> <p>Brainstorming</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test - Programming tasks <p>Criteria logic:</p> <ul style="list-style-type: none"> - Be able to construct truth tables for a given logic statement - <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> - Be able to differentiate between types of error in programs - Be able to interpret error messages and identify, locate and fix errors in a program - Be able to determine what value a variable will hold at a given point in a program - Be able to determine the strengths and weaknesses of a program and suggest improvements - Understand the benefits of using subprograms and be able to write code that uses user-written and pre-existing subprograms.
<p>May</p> <p>1 week</p>	<p>S: Logic</p> <p>D: The bigger picture</p>	<p>S: Boolean logic</p> <p>D: understanding the ethical impact of using technology (privacy, inclusion, professionalism) on society</p>	<p>Research</p> <p>Discussion</p> <p>Logical thinking</p> <p>Reading</p> <p>Writing</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test <p>Criteria logic:</p> <ul style="list-style-type: none"> - Be able to produce logic statements for a given problem

				<p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> - Understand the ethical impact of using technology on society
<p>May</p> <p>1 week</p>	<p>S: Data rep: text</p> <p>D: The bigger picture</p>	<p>S: Data representation: text</p> <p>D: understanding the ethical impact of using technology (privacy, inclusion, professionalism) on society</p>	<p>Research</p> <p>Discussion</p> <p>Reading</p> <p>Writing</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test <p>Criteria data rep. text:</p> <ul style="list-style-type: none"> - Understand that computers use binary to represent data and program instructions - Understand how computers represent and manipulate numbers <p>Criteria the bigger picture:</p> <ul style="list-style-type: none"> - Understand the ethical impact of using technology on society
<p>May</p> <p>1 week</p>	<p>S: Data rep: text</p> <p>D: Problem solving and programming</p>	<p>S: Data representation: text</p> <p>D: Reading and writing to files</p>	<p>Research</p> <p>Discussion</p> <p>Logical thinking</p> <p>Programming</p> <p>Reading</p> <p>Writing</p> <p>Listening</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test - Programming tasks <p>Criteria data rep text:</p> <ul style="list-style-type: none"> - Understand how computers encode characters using ASCII <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> - Be able to write code that reads/writes from/to a text file
<p>May/June</p> <p>2 weeks</p>	<p>S: Data rep: graphics</p> <p>D: Problem solving and programming</p>	<p>S: Bitmaps</p> <p>D: Dictionaries, decomposition, error checking and testing.</p>	<p>Research</p> <p>Discussion</p> <p>Programming</p> <p>Analyses</p> <p>Reading</p> <p>Writing</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment test - Programming tasks <p>Criteria data rep graphics:</p> <ul style="list-style-type: none"> - Understand how bitmap images are represented in binary <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> - Understand the need for and understand how to use data structures - Be able to decompose a problem into smaller sub-problems - Be able to design and use test plans and test data
<p>June</p>	<p>S: Data rep: sound</p>	<p>S: Sound</p>	<p>Research</p> <p>Discussion</p>	<p>Type of assessment:</p> <ul style="list-style-type: none"> - End of unit assessment

<p>4 weeks</p>	<p>D: Problem solving and programming</p>	<p>D: Programming challenge: maths quiz</p>	<p>Logical thinking Programming Analyses Reading Writing Brainstorming Listening</p>	<ul style="list-style-type: none"> - Programming project <p>Criteria data rep sound:</p> <ul style="list-style-type: none"> - Understand how sound, an analogue signal, is represented in binary <p>Criteria problem solving and programming:</p> <ul style="list-style-type: none"> - Be able to write programs in a high-level programming language - Be able to analyse a problem, investigate requirements and design solutions - Be able to decompose a problem into smaller sub-problems
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