



Y10 ASSESSMENT CALENDAR: TERM 2

8th January – 25th March 2024

Term 2 assessment windows for each subject are highlighted on the calendar below. Each class will complete an assessment in one of their lessons during this two-week period.

	w/c 8th January	w/c 15 th January	w/c 22 nd January	w/c 29 th January	w/c 5 th February	W/C 19 th February	w/c 26 th February	w/C 4 th March	W/c 11 th March	w/c 18 th March	w/c 25 th March
Art & Design							Sketchbook/portfolio & knowledge test				
Business Studies									Coursework review		
Computer Science						Programming					
Dance									Rehearsal footage and performance exam		Review of rehearsal prep
Design & Technology							Multimedia Desk Organiser				
Drama										Component 1 mock	
English			Mini: Anthology Poetry		Main: Anthology Poetry			Mini: The Modern Text		Main: The Modern Text	
Food & Nutrition							DEP2 Assessment				
French	Module 5 Progress check 1					Module 5 Progress check 2			Module 5 Assessment		
Geography		Development & Ecosystems							Urban		
Health & Social Care	Impact of life events				Sources of support						
History							Paper 3 USA at Home and Abroad: Civil Rights 1954-1975				
Maths Foundation					Averages					Shapes & Measurements	
Maths Higher					Shape & Measurements					Transformations	
Media Studies					Music industry					Archers and the radio industry	
Music					Component 1						
Philosophy & Ethics							Good and Evil				
Psychology					Social influence and research methods					Piaget	
Sport Studies					Task 3 final deadline					Topic 1 Assessment	
Spanish	Module 5 Progress check 1				Module 5 Progress check 1				Module 5 Assessment		
Science								Cumulative Assessment			
Triple Science								Cumulative Assessment			

Y10 ASSESSMENT CALENDAR: TERM 1

Subject Knowledge and Revision Resources




















25th September – 15th December 2023



Contents

The subjects being assessed in this assessment window are listed below.

Click on a subject to see a revision lists and to view the knowledge/skills being assessed:

 <u>Art & Design</u>	 <u>Business Studies</u>	 <u>Computer Science</u>	 <u>Dance</u>
 <u>Design & Technology</u>	 <u>Drama</u>	 <u>English</u>	 <u>Food & Nutrition</u>
 <u>French</u>	 <u>Geography</u>	 <u>Health & Social Care</u>	 <u>History</u>
 <u>Maths</u>	 <u>Media Studies</u>	 <u>Music</u>	 <u>Philosophy & Ethics</u>
 <u>Psychology</u>	 <u>Sports Studies</u>	 <u>Spanish</u>	 <u>Science</u>

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Art & Design

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Sketchbook/portfolio Component 1 Coursework	A predicted grade will be given based on the sketchbook 60% GCSE Assessment Objectives
Independent learning support:	<p>A prediction based on the student's portfolio will be given. Students will be assessed on the following:</p> <ul style="list-style-type: none"> • Quality of artwork • Quality of annotations • Quality of presentation and completion of work <p>Students' work must comprise supporting studies and personal response(s). Students' work must show evidence of all four Assessment Objectives.</p> <p>Through this component, students must:</p> <ul style="list-style-type: none"> • Develop ideas through investigations, demonstrating critical understanding of sources (AO1) • Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes (AO2) • Record ideas, observations and insights relevant to intentions as work progresses (AO3) • Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language (AO4). 	

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Knowledge test	Formal elements, principles, materials/techniques/processes, colour theory and artists.
Independent learning support:	<p>The knowledge test will assess the following:</p> <ul style="list-style-type: none"> • Formal elements: Line, shape, tone, colour, texture, form, space • Principles: Pattern, movement, contrast, proportion, balance, emphasis, rhythm • Materials/Techniques/ Processes: knowledge on the resources/tools used in class to date • Colour theory: primary, secondary, tertiary, analogous, tint and shade, complementary, skin/earth tones • Artists – Erin Case, Roberto Lugo, Vincent Van Gogh, Kehinde Wiley, previous year's artists - knowledge of style, content, context. 	

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Business Studies

Assessment Window	Assessment Title	Topics/Content
Ongoing	Coursework	Coursework progress will be used to inform DEP 2.
Independent learning support:	Class Materials folder in Teams & Students' Business Studies booklets and exercise books. Seneca Website: https://www.bbc.co.uk/bitesize/examspecs/zvwb382 YouTube – Various – search AQA GCSE Business	

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Computer Science

Assessment Window	Assessment Title	Topics/Content
w/c 09.10.23 or 16.10.23	Programming	Programming
Independent learning support:	Students Revision resources: Programming workbook Seneca Smart Revise <u>Variables and constants - Programming fundamentals - OCR - GCSE Computer Science Revision - OCR - BBC Bitesize</u>	

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Dance

Assessment Window	Assessment Title	Topics/Content
Due 11.03.24	Rehearsal footage	Rehearsal footage and supporting evidence e.g. log entries, photos, and research.
Independent learning support:	<p>You will need to participate in rehearsal continuing the development of skills and techniques with reference to existing repertoire on the theme of Transformation. Skills assessed when working with others in EVERY LESSON, such as: cooperation, being supportive, listening to others, punctuality, consistency, commitment, reliability, being prepared, being respectful of others' opinions and skills.</p> <ul style="list-style-type: none"> • Interpreting existing performance material such as repertoire steps and use of stylistic features • Reviewing and recording the development of skills, techniques and progress in a logbook or portfolio. • Responding to peer feedback, absorbing and applying feedback and corrections. • Exploring themes and ideas e.g. being prepared, warming up and cooling down, repetition and recall, learning movement and choreography • Responding to direction. <p>See TEAMS for key skills reminder sheets and professional work links</p>	

Assessment Window	Assessment Title	Topics/Content
15.03.24 (ROS) 18.03.24 (TMC)	Performance Exam	FINAL Performance Technical and stylistic skills.
Independent learning support:	<p>You will apply interpretative skills and techniques appropriate to the dance style and be assessed on the following skills:</p> <p><u>Performance skills needed by performers</u>, including physical skills relevant to the performance discipline, e.g. actions, alignment, accuracy, balance, body language, coordination, contraction, characterization, communication, dynamic range, energy, expression, extension, facial expression, flexibility, focus and control, gesture, mannerism, movement memory, pace, posture, phrasing, projection, rhythm, relaxation, reaction/interaction with others, stamina, spatial awareness, suspension, swing, trust, use of weight.</p> <p><u>Interpretative skills relevant to the performance discipline</u>, e.g. awareness and appreciation of sound accompaniment, awareness of the performance space and audience, emphasis, energy and commitment, facial expression, focus, handling and use of props, costume, interaction with and response to other performers, musicality, projection, rhythm and timing, stage presence, use of space.</p>	

Assessment Window	Assessment Title	Topics/Content
Due 28.03.24	Performance Exam	FINAL Performance Technical and stylistic skills.
Independent learning support:	<p>You will review your own development and application of performance skills one page for each.</p> <p>In your first Review of the rehearsal process you will need to write about the following: How you developed a range of skills from both physical and interpretative, responding to feedback, e.g. Choreographer, peers, identifying strengths and areas for development, actions and targets for improvement, reference to professional working practices and use of terminology appropriate to the discipline/style of performance.</p> <p>In your second review you will need to be able to write about the following on your final performance: Applying skills such as physical and interpretative in the performance, responding to audience feedback, identifying strengths and areas for future development, actions and targets for future performances, reference to professional working practices.</p>	

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Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	Multi Media Desk Organiser	Key knowledge and vocabulary: Halving joint, Band saw, Jig, Batch Production, Mass Production, Depth gauge, Dowel Joint, HIPS, Surface Finish, Scriber, Tin Snips, Center Punch, Marking Gauge, Quality Control, Flow Soldering
Independent learning support:	<p>Students will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Understand what a product specification is used for and how it is created. • Develop a range of strategies to generate and present creative design ideas. • Understand how design ideas are evaluated against a product specification. • How third-party feedback can be used as part of iterative and user centered design. • Understand the benefits of making card/paper models during design development. • How jigs and templates can improve accuracy in manufacture and are part of quality control. • Understanding the properties of manufactured boards: Plywood, MDF, Chipboard • The benefits of CAD and CAM in design and manufacture. • How to use a line bender to form acrylic. • Understanding the properties of polymers: thermosetting and thermoforming. • Explain what quality control involves and why it is used. • Be able to draw confidently in isometric. <p>There will also be a weekly Flipped Learning Quiz in class to support.</p>	

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Drama

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.24	Component 1 mock	The main intent of this unit is to prepare students for their Component 1 practical exam, taking place in June. Students will recap knowledge of different theatre styles and conventions, taking part in practical workshops, followed by a group project where students will create a 10-25 minute performance inspired by a teacher-chosen stimulus. The main focus will be to develop identification and communication of intentions and explore creative approaches to devised Drama in response to a stimulus. Devised skills will be assessed through a practical assessment of a full draft performance.
Independent learning support:	Content key knowledge/skills being assessed: <ul style="list-style-type: none">• Development of ideas from a stimulus• Identification and communication of creative intentions• Understanding and application of theatrical genre and style• Understanding and application of theatrical conventions• Application & development of performance skills to communicate character & relationships	

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English

Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 22.01.24 to 02.02.24 Main assessment: w/c 05.02.24 to 23.02.24	Anthology Poetry	Students will develop their understanding of poetic techniques and their effect using the AQA anthology poetry cluster.
Independent learning support:	Mini assessment (formative): Students will answer an extract-based question using one of the poems from the anthology. Main assessment (formative and summative): Students will answer a full GCSE style question comparing 2 poems from the anthology.	

Assessment Window	Assessment Title	Topics/Content
Mini Assessment: w/c 04.03.24 to 15.03.24 Main assessment: w/c 18.03.24 to 22.03.24	The Modern Text	Students will explore a modern text; for most classes this will be An Inspector Calls or Lord of the Flies.
Independent learning support:	Mini assessment (formative): Students will answer a GCSE style question based on a theme or character- they may have only studied a section of the text at this point. Main assessment (formative and summative): Students will answer a full GCSE style question which focuses on the text as a whole. Revision materials: Seneca	

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Food & Nutrition

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 – 04.03.24	DEP2 assessment	Safe and hygienic working practices
Independent learning support:	The following areas may be assessed:	
	Topic	Page in revision guide
	Safe and hygienic working practices	1-4
	Risks and hazards in the cooking environment	5-7
	Types of biological contamination	8-9
	High risk foods and conditions for bacterial growth	10-11
	Food Spoilage: bacteria, moulds & yeasts	12-13
	Cross contamination	13
	The HACCP System	15-16
There will also be a flipped learning quiz weekly in line with the above content.		

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French

Assessment Window	Assessment Title	Topics/Content
w/c 08.01.24 or 15.02.24	Module 5 Progress check 1	Module 5: Le grand lage Local, national, international and global areas of interest
Independent learning support:	Progress check formative assessment: Progress Check following the teaching of Unit 1. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 19.02.25 or 26.02.24	Module 5 Progress check 2	Module 5: Le grand lage Local, national, international and global areas of interest
Independent learning support:	Progress check formative assessment: Progress Check following the teaching of Unit 1 & 2. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content		
w/c 11.03.24 or 18.03.24	Module 5 Assessment	Module 5: Le grand lage Local, national, international and global areas of interest		
Independent learning support:	<p>Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.</p> <p>Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills.</p>	<div style="background-color: #e6e6fa; padding: 10px;"> <p>Module 5 <i>Le grand lage ...</i> Theme 2: Local, national, international and global areas of interest</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Point de départ 1 Talking about what you normally do on holiday... 96</p> <p>Point de départ 2 Talking about holidays (past, present and future) 98</p> <p>Unité 1 <i>Des vacances de rêve</i> 100</p> <ul style="list-style-type: none"> • Talking about an ideal holiday • Using the conditional <p>Unité 2 <i>Les hôtels, mode d'emploi ...</i> 102</p> <ul style="list-style-type: none"> • Booking and reviewing hotels • Using reflexive verbs in the perfect tense <p>Unité 3 <i>Bon appétit!</i> 104</p> <ul style="list-style-type: none"> • Ordering in a restaurant • Using <i>en</i> + the present participle </td> <td style="width: 50%; vertical-align: top;"> <p>Unité 4 <i>En route!</i> 106</p> <ul style="list-style-type: none"> • Talking about travelling • Using <i>avant de</i> + the infinitive <p>Unité 5 <i>On négocie au souk</i> 108</p> <ul style="list-style-type: none"> • Buying souvenirs • Using demonstrative adjectives and pronouns <p>Unité 6 <i>C'était catastrophique!</i> 110</p> <ul style="list-style-type: none"> • Talking about holiday disasters • Using the pluperfect tense <p>Contrôle de lecture et d'écoute 112</p> <p>Contrôle oral 114</p> <p>Contrôle écrit 116</p> <p>Vocabulaire 118</p> </td> </tr> </table> </div>	<p>Point de départ 1 Talking about what you normally do on holiday... 96</p> <p>Point de départ 2 Talking about holidays (past, present and future) 98</p> <p>Unité 1 <i>Des vacances de rêve</i> 100</p> <ul style="list-style-type: none"> • Talking about an ideal holiday • Using the conditional <p>Unité 2 <i>Les hôtels, mode d'emploi ...</i> 102</p> <ul style="list-style-type: none"> • Booking and reviewing hotels • Using reflexive verbs in the perfect tense <p>Unité 3 <i>Bon appétit!</i> 104</p> <ul style="list-style-type: none"> • Ordering in a restaurant • Using <i>en</i> + the present participle 	<p>Unité 4 <i>En route!</i> 106</p> <ul style="list-style-type: none"> • Talking about travelling • Using <i>avant de</i> + the infinitive <p>Unité 5 <i>On négocie au souk</i> 108</p> <ul style="list-style-type: none"> • Buying souvenirs • Using demonstrative adjectives and pronouns <p>Unité 6 <i>C'était catastrophique!</i> 110</p> <ul style="list-style-type: none"> • Talking about holiday disasters • Using the pluperfect tense <p>Contrôle de lecture et d'écoute 112</p> <p>Contrôle oral 114</p> <p>Contrôle écrit 116</p> <p>Vocabulaire 118</p>
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Geography

Assessment Window	Assessment Title	Topics/Content
w/c 15.01.24 to 29.01.24	Development and ecosystems	Ecosystems unit
Independent learning support:	Knowledge support: https://www.bbc.co.uk/bitesize/guides/z2ntk7h/revision/1	
	Past papers: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers	
Example questions: https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf		
Revision sheets also set as homework throughout topic.		
A wide range of revision materials by topic are available on Teams/ Onedrive. These include 100's multiple choice questions, quiz questions, worksheets and work booklets.		

Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 to 18.03.24	Urban	Urban futures
Independent learning support:	Knowledge support: https://www.bbc.co.uk/bitesize/guides/z2ntk7h/revision/1	
	Past papers: https://revisionworld.com/gcse-revision/geography/geography-gcse-past-papers/ocr-gcse-geography-past-papers	
Example questions: https://www.ifieldcc.w-sussex.sch.uk/site/data/files/documents/curriculum/geography/7F1CE67F4B3CF67806C60AC3404C4771.pdf		
A wide range of revision materials by topic are available on Teams/ Onedrive. These include 100's multiple choice questions, quiz questions, worksheets and work booklets.		

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Assessment Window	Assessment Title	Topics/Content
Deadlines: SFI: 10/01/2024 JDA: 12/01/2024	Impact of life events	Task 2 – Life events and sources of support for individuals Task 2a – Impact of life events on individuals Topic Area 2: Impacts of life events
Independent learning support:	<u>What you should know:</u> 2.1 Life events and their impacts on individual Expected and unexpected life events <ul style="list-style-type: none"> Physical events; Relationship changes; Life circumstances Impacts that life events have on individuals <ul style="list-style-type: none"> Physical; Intellectual; Emotional; Social; Financial Identifying individual’s needs based on the impacts of life events	

Assessment Window	Assessment Title	Topics/Content
Set: w/c 26.02.2024 Deadlines: SFI: 13/03/2024 JDA: 15/03/2024	Sources of support	Task 2 – Life events and sources of support for individuals Task 2b – Research and recommend support to meet individual needs Topic Area 3: Sources of support
Independent learning support:	<u>What you should know:</u> 3.1 Sources of support that meet individual needs Sources of support: <ul style="list-style-type: none"> Formal; Informal; Charities The roles of practitioners in providing support The roles of informal care givers in providing support How practitioners meet individual needs <ul style="list-style-type: none"> Enable/promote independence, medical/mental health support; care support; respite care, financial support; advice and guidance Research and recommend personalised support based on individual needs <ul style="list-style-type: none"> Match support provision to specific individual needs; Offer coordinated care and treatment; Justify choices made, Apply person-centred value 	

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History

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.24 or 04.03.24	Paper 3 USA at Home and Abroad: Civil Rights 1954-1975	USA at Home and Abroad
Independent learning support:	<p>Assessment overview</p> <p><u>Booklet P</u> Period study Students answer three questions that assess their knowledge and understanding. The first two questions are compulsory. For the third question, students select two out of three parts.</p> <p><u>Booklet B</u> British depth study Students answer a single three-part question that assesses their knowledge and understanding. The first two parts are compulsory. For the third part, students select one from a choice of two.</p> <p>Revision support: Seneca: Edexcel GCSE Early Elizabethan England Bitesize: Medicine in Britain, c.1250 to the present day - GCSE History Revision - Edexcel - BBC Bitesize</p> <p>Specification: GCSE (9-1) History Specification Issue 4 (pearson.com)</p>	

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Maths Foundation

Assessment Window	Assessment Title	Topics/Content
w/c 02.02.24 – 06.02.24	Averages	Averages Unit
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Finding averages and range from list• Find the number given the mean• Average from frequency table• Average from a stem and leaf• Averages from a bar chart• Averages from grouped data• Compare distributions	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 22.03.24	Shape & Measurements	Shape & Measurements Unit
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Converting units• Area of 2D shapes• Area of combined shapes• Surface area of triangular prisms• Area problem solving	

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Maths Higher

Assessment Window	Assessment Title	Topics/Content
w/c 02.02.24 – 06.02.24	Shape & Measurements	Shape & Measurements Unit
Independent learning support:	Students will be assessed on the following: <ul style="list-style-type: none">• Volume• *Volume – Compound shapes• *Surface Area• *Volume – Complex (Frustrum)• *Volume - Algebra• *Volume – Hard	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 22.03.24	Transformations	Transformations Unit
Independent learning support:	Students will be assessed on the following: Translation Rotation Describe transformations Enlargement Combined transformations	

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Media Studies

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 12.02.24	Music industry	Music industry
Independent learning support:	Specification: GCSE Specification Template (wjec.co.uk) Revision materials can be found on Seneca, TEAMS and Erevision.	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 – 25.03.24	Archers and the radio industry	Archers and the radio industry
Independent learning support:	Specification: GCSE Specification Template (wjec.co.uk) Revision materials can be found on Seneca, TEAMS and Erevision.	

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Music

Assessment Window	Assessment Title	Topics/Content
Deadlines: 09.02.24 and 26.04.24	Component 1: Exploring Music Products and Styles	Exploring Music Products and Styles
Independent learning support:	<p>Formal assessment</p> <p>Task 1: Compile a portfolio of evidence that demonstrates your understanding of four different styles of music. You can select a maximum of two styles from popular music and for each, students should consider the following:</p> <p>The use of compositional features:</p> <ul style="list-style-type: none">• Melody• Harmony• Tonality• Rhythm• Structure <p>The the use of sonic features:</p> <ul style="list-style-type: none">• Instrumentation• Texture• Timbre• Production. <p>Portfolio should include an individual commentary to support your points. Required evidence Your portfolio of evidence must include:</p> <ul style="list-style-type: none">• At least one short musical example (12–30 seconds) of each of your chosen musical styles. Students can create/perform these or use found/ pre-existing examples.• Individual commentary to support points, in the most appropriate format, such as video, audio, written commentary or a combination of these	

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Philosophy & Ethics

Assessment Window	Assessment Title	Topics/Content
w/c 26.02.23 or 04.03.23	Good and Evil	Good and Evil
Independent learning support:	<p>Christians and Islamic views on what makes an action wrong; the difference between absolute and relative morality; causes of crime in society; the aims of punishment such as deterrence; retribution and justice, religious attitudes towards the purpose of punishment, the work of prison reformers such as Elizabeth Fry and John Howard, the role and importance of prison chaplains, Christians and Islamic attitudes towards the death penalty, Christian and Islamic attitudes towards forgiveness, moral and natural evil, the problem of evil and religious responses towards it.</p> <p>Revision booklet: https://www.ifieldcc.co.uk/site/data/files/documents/curriculum/re/72A05B3A7698CEA7A428B0077B3A63FE.pdf</p> <p>Specification: GCSE Specification Template (eduqas.co.uk)</p>	

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Psychology

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24 or 12.02.24	Social influence and Research Methods	3.2.1 Social influence: Conformity/obedience 3.1.4 Research Methods
Independent learning support:	<p>What's assessed:</p> <ul style="list-style-type: none"> • Crowd and collective behaviour (deindividuation) • Deindividuation evaluation • Crowd and collective behaviour – A case study • Crowd and collective behaviour – social factors • Crowd and collective behaviour – dispositional factors • Research Methods <p>Specification: GCSE Psychology Specification Specification for first teaching in 2017 (aqa.org.uk)</p> <p>Past Papers: AQA GCSE Psychology Past Papers Save My Exams</p>	

Assessment Window	Assessment Title	Topics/Content
w/c 18.03.24 or 25.03.24	Piaget	Piaget
Independent learning support:	<p>What's assessed:</p> <ul style="list-style-type: none"> • Early brain development – development • Piaget's theory • Piaget's theory and the stages • Piaget's theory - egocentrism • Piaget's theory - conservation • Piaget's theory – app to ed <p>Specification: GCSE Psychology Specification Specification for first teaching in 2017 (aqa.org.uk)</p> <p>Past Papers: AQA GCSE Psychology Past Papers Save My Exams</p>	

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Sport Studies

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.24	Task 3	Unit R186: Sport and the media
Independent learning support:	Media in Sport Coursework Sport and the media Learning and assignment Task 3 (3 hours) - Final Deadline: 09.02.24 Specification: <u>OCR Level 1/Level 2 Cambridge National in Sport Studies specification</u>	

Assessment Window	Assessment Title	Topics/Content
w/c 25.03.24	Topic 1 Assessment	Unit R185
Independent learning support:	R184: Issues which affect participation in sport End of topic 1 test Specification: <u>OCR Level 1/Level 2 Cambridge National in Sport Studies specification</u>	

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Spanish

Assessment Window	Assessment Title	Topics/Content
w/c 08.15.24 or 15.02.25	Module 5 Progress Check 1	Module 5: Ciudades Local, national, international and global areas of interest
Independent learning support:	Progress check formative assessment: Progress Check following the teaching of Unit 1. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 05.02.25 or 12.02.24	Module 5 Progress Check 2	Module 5: Ciudades Local, national, international and global areas of interest
Independent learning support:	Progress check formative assessment: Progress Check following the teaching of Units 1, 2 and 3. This will consist of a vocabulary test, and a formatively assessed piece of writing based on the content covered so far.	

Assessment Window	Assessment Title	Topics/Content
w/c 11.03.24 or 18.03.24	Module 5 Assessment	Module 5: Ciudades Local, national, international and global areas of interest
Independent learning support:	<p>Once all Units have been taught, there will be an End of Module Assessment covering all units in the Module.</p> <p>Students will complete Listening, Reading and Grammar activities based on the units taught, as well as activities to test their translation skills.</p>	

Módulo 5 Ciudades *Theme 2: Local, national, international and global areas of interest*


Punto de partida 1 94	Unidad 3 De compras 102
● Talking about places in a town	● Shopping for clothes and presents
● Asking for and understanding directions	● Using demonstrative adjectives
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● Talking about shops	Unidad 4 Los pros y los contras de la ciudad 104
● Shopping for souvenirs	● Talking about problems in a town
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● Describing the features of a region	● Using synonyms and antonyms
● Using <i>se puede</i> and <i>se pueden</i>	Unidad 5 ¡Destino Arequipa! 106
● Asking and responding to questions	● Describing a visit in the past
Unidad 2 ¿Qué haremos mañana? 100	● Using different tenses together
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● Using the future tense	Leer y escuchar 108
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Assessment Window	Assessment Title	Topics/Content
w/c 04.03.24 or 11.03.24	Cumulative Assessment <i>(Combined Science Assessment 2)</i>	Bio: Bioenergetics, Cell Biology Chem: Chemical Changes, Bonding & Properties of Matter, Quantitative Chemistry Part 1 Phys: Particle Model of Matter, Electricity
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet:	
	<p><u>Combined Science Year 10 Assessment Term 2</u></p> <p>Bitesize:</p> <p>Bio: <u>Cell biology - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</u> <u>Bioenergetics - GCSE Biology - BBC Bitesize</u></p> <p>Chem: <u>Chemical changes - GCSE Chemistry - BBC Bitesize</u> <u>Bonding, structure and the properties of matter - GCSE Combined Science - BBC Bitesize</u> <u>Quantitative chemistry - GCSE Combined Science Revision - AQA Trilogy - BBC Bitesize</u></p> <p>Phys: <u>Particle model of matter - GCSE Physics - BBC Bitesize</u> <u>Electricity - GCSE Physics - BBC Bitesize</u></p>	



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Assessment Window	Assessment Title	Topics/Content
w/c 04.03.24 or 11.03.24	Cumulative Assessment	Bio: Bioenergetics, Cell Biology Chem: Quantitative Chemistry, Chemical Changes Phys: Forces, Particle Model of Matter
Independent learning support:	Key knowledge for this unit and assessment can be found on the following 'Need to know' sheet:	
	<p><u>Triple Science Year 10 Assessment Term 2</u></p> <p>Bitesize:</p> <p>Bio: <u>Cell biology - GCSE Biology - BBC Bitesize</u> <u>Bioenergetics - GCSE Biology - BBC Bitesize</u> <u>Infection and response - GCSE Biology - BBC Bitesize</u></p> <p>Chem: <u>Quantitative chemistry - GCSE Chemistry - BBC Bitesize</u> <u>Chemical changes - GCSE Chemistry - BBC Bitesize</u></p> <p>Phys: <u>Forces - GCSE Physics - BBC Bitesize</u> <u>Particle model of matter - GCSE Physics - BBC Bitesize</u></p>	 <p>ORGANISMS</p> <p>ECOSYSTEM</p> <p>MATTER</p> <p>REACTIONS</p> <p>ENERGY</p> <p>FORCES</p>

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