

# St Andrew's Senior School Turi, Kenya



## Year 10 Curriculum Booklet 2016-2017

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## Welcome to Year 10

This booklet has been written by the Heads of Department at St. Andrew's Senior School, Turi with the primary aim of informing the Year 10 students and parents about what the students will be learning during the first year of the IGCSE courses. We hope that you find it both a useful and informative guide which helps you navigate through the year. Whilst every effort has been made to ensure that all information is accurate, there may be, on occasions, circumstances that dictate minor deviations from the curriculum plans published here. We trust such deviations will be rare and if, for any reason, a major deviation was required parents would be informed in writing. The final editing and checking was the responsibility of Mr Draper, Deputy Head Academic. Any feedback, both positive and suggestions for future improvement would be most welcome and should be addressed to Mr. Draper.

### The Year 10 Curriculum

There are 7 one hour periods per day. One of these periods is for physical activity – either PE, games or squad training. All students take IGCSEs in English Language, English Literature, Maths, Biology, Physics, Chemistry and four further subjects of their own choosing. There is one non-examined PSHE lesson per week. Individual subjects have the following number of periods per week.

English	5	Option 1	3
Maths	4	Option 2	3
Biology	3	Option 3	3
Chemistry	3	Option 4	3
Physics	3	PE	2
PSHE	1	Squad training/games	3

### Punctuality

Students need to be punctual to lessons. There is a five minute warning bell at the end of each break and a five minute break between lessons to allow time to move between classes. Lateness will be sanctioned by the teacher and persistent lateness will be sanctioned by a school detention.

### Prep

There are two prep sessions per day – one before supper and one after supper. Students complete prep in supervised classrooms. Students gain Independent Learning Status (ILS) through achieving consistently good prep effort grades on their report and these students earn the right to complete prep in their study rooms. ILS will be reviewed on a half-termly basis. Lesson attendance and punctuality will be monitored and the expectations are the same as for a standard taught lesson. Students may take their laptops to prep only if they have the ICT Prep column of their planner signed by their relevant subject teacher, who signs to say that a computer is required for this Prep. Students without their own laptops may carry out any ICT Prep using the Boarding House computers. A failure to complete Prep or late submission of prep will be sanctioned by the class teacher and will lead to a lower prep effort grade at the next report.

## Catching up after absence

If a student is away from lessons, he/she is expected to catch up with any class notes and prep activities. If it is a planned absence (authorised in advance by the Headmaster) he/she should collect a "catch up sheet" a week before the absence from a Houseparent, hand it to his/her teacher at the beginning of the next lesson and ask for it to be completed.

If it is an unexpected absence or due to a sports fixture, then the student should see each teacher on return to find out what classwork and prep has been missed and to collect any handouts from the lesson. Students who miss part of a lesson due to a music or LAMDA lesson must catch up in the same way as any other missed lesson. Students should have caught up with any missed work within a week of their absence.

For extended absence, parents should contact their son/daughter's tutor who will provide help in liaising with teachers and in finding out how best to catch up.

## Equipment for lessons

The following equipment is expected in all lessons. Not having the correct equipment disturbs the lesson and hinders learning.

- Planner
- Exercise book
- Text book
- Black or blue pen
- HB Pencil
- Pencil sharpener, eraser and ruler
- Pair of compasses, protractor
- Calculator

## Using the student planner

Students should use their planner to record all prep – including the date when it is due. Tutors will check the planner on a weekly basis. Students who are taking an instrumental music lesson will also record their practice in the music pages of the planner.

## Reporting to parents

The school sends a grade report on each student at the end of each half-term. These are uploaded onto the parent portal on the final day of the half-term. Year 10 parent-teacher consultation will take place in the second VISO of the Christmas Term. The full Year 10 Exam report, with comments from individual teachers will be issued at May half term. There is, of course, the opportunity to informally consult with any teacher at all VISOs. You are also welcome to contact your child's teacher or tutor directly although the School asks that you copy your child's Houseparent into all correspondence.

## Grading

Parents should be aware that the UK is changing from an A\* - G grading system to a 9-1 grading system at GCSE. This change is being phased in over the next few years and affects a number of GCSE subjects being studied by Year 10. These have been clearly identified in the curriculum guide. An A grade will be a level 7 on the new scale and a C grade a level 4. To help parents understand the transition both number and equivalent letter grades will be reported for those subjects which will finally report using the new 9-1 scale.

## Examinations

Year 10 examinations take place after two terms of the IGCSE course, in the second week of the Trinity Term. Year 11 Trial Examinations will take place after a further two terms work in weeks 11 and 12 of the Christmas Term 2017 with the final IGCSE exams taking place in Trinity Term 2018.

### Who do I contact if I have an academic concern?

Whilst we hope that all students make good progress at the school, we do understand that from time to time parents may have concerns about their son/daughter's academic progress. Houseparents should be copied into all correspondence with the school.

For a concern in a particular subject:

- In the first instance, contact the teacher directly.
- If the concern is not resolved following discussion with the subject teacher, please contact, in the following order, the Head of Department, the Head of Faculty, or your child's Houseparent.

For concerns in a number of subjects:

- In the first instance, please inform your son/daughter's form tutor.
- If the concern is not resolved following discussion with the tutor, please contact, in the following order, Miss. Hobkinson (Head of Main School), or your child's Houseparent.

### Progression to St Andrew's College

We hope that all students and their parents will make St Andrew's College their first choice for post IGCSE study. The College has a growing reputation for both academic excellence and top international university destinations, with last year's cohort setting a new school record (which we trust we be short-lived) of 69% A\*-B at A level. Entrance to the College will be conditional on interview during Year 11 with Mr Boule and Mr Andwati (Head of College) and also successfully passing a minimum of 5 IGCSEs at grade B or better. Academic Scholarships to the College are available and are awarded after further interviews and testing. Please contact Mr. Andwati ([jonathan.andwati@turimail.co.ke](mailto:jonathan.andwati@turimail.co.ke)) directly for all further information about St Andrew's College.

Mr. Draper (Deputy Head Academic) [deputysenioracademic@turimail.co.ke](mailto:deputysenioracademic@turimail.co.ke)

Miss. Hobkinson (Head of Main School) [susan.hobkinson@turimail.co.ke](mailto:susan.hobkinson@turimail.co.ke)

<b>English</b>	Acting Head of Subject: Mrs. E. Nyariki
Head of Subject e-mail address	liz.nyariki@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	n/a
Specification code	Edexcel IGCSE English Language (4EA0) Edexcel IGCSE English Literature (4ET0)

<b>Topic 1</b>	<b>Introduction to IGCSE English Language and English Literature</b>
Approximate length of topic	7 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, forms and audience.</li> <li>• Students should be able to annotate and analyse set poems from the IGCSE Literature Anthology (section C).</li> </ul>	
How learning will be assessed	
<p>Students will be given a timed written assessment to demonstrate skills in writing for a specific purpose, form and audience (Mitumba journalistic article). Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher. Students will also be assessed on the ability to compare the use of language, form and structure to create meaning in two literature poems (childhood theme).</p>	

<b>Topic 2</b>	<b>English Language / Literature Studies</b>
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, forms and audience.</li> <li>• Students should be able to annotate and analyse set poems from the IGCSE Literature Anthology (section C).</li> </ul>	
How learning will be assessed	
<p>Students will be given a timed written assessment to demonstrate skills in reading with insight and engagement and evaluation of writer's techniques. They will also be assessed on their ability to write for a specific purpose, form and audience (English Language Paper 1 Section B). Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher.</p>	

<b>Topic 3</b>	<b>English Language / Literature Studies</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, forms and audience.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts. They should also be able to annotate and analyse the set novel for IGCSE Literature ('Of Mice and Men').</li> <li>• Students will also develop skills in unprepared non-fiction (Language Paper 1 Section A).</li> </ul>	
How learning will be assessed	
<p>Students will be given a timed written assessment to demonstrate skills in reading with insight and engagement and evaluation of writer's techniques</p> <p>Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher.</p>	

<b>Topic 4</b>	<b>English Language / Literature Studies</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, forms and audience.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts. They should also be able to annotate and analyse the set novel for IGCSE Literature ('Of Mice and Men').</li> </ul>	
How learning will be assessed	
<p>Students will also be assessed on the ability to understand how the use of language, form and structure creates meaning in 'Of Mice and Men'. They will also need to demonstrate an appreciation of writer's use of characterisation and an informed personal response to the text.</p> <p>Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher.</p>	

<b>Topic 5</b>	<b>English Language/ Literature studies</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, form and audience.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts. They should also be able to annotate and analyse set drama text for IGCSE Literature ('A View from the Bridge').</li> </ul>	
How learning will be assessed	
<p>End of year exam.            Students will complete a practice exam paper (English Language Paper 2 Reading: Anthology B fiction and Writing: argue/ persuade/ advise or imagine/ explore/ entertain).            Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher.</p>	

<b>Topic 6</b>	<b>English Language/ Literature studies</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students should be able to annotate and analyse a range of fiction and non-fiction texts from the IGCSE Language Anthology (sections A and B).</li> <li>• Students should also be able to write for specific purpose, form and audience.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts.</li> <li>• Students will develop a close knowledge and understanding of texts and their contexts. They should also be able to annotate and analyse set drama text for IGCSE Literature ('A View from the Bridge').</li> </ul>	
How learning will be assessed	
<p>Students will also be assessed on the ability to understand how the use of language, form and structure creates meaning in 'A View from the Bridge'. They will also need to demonstrate an appreciation of writer's use of characterisation and an informed personal response to the text.            Students will be familiar with the generic mark scheme and will self/peer assess followed by detailed summative and formative feedback from teacher.</p>	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Writing: Mitumba (Paper 1 Section C)
Assessment period 2 Weeks 6 -12	Reading and Writing (Paper 1 Section B)
Assessment period 3 Weeks 13 - 17	Reading (Paper 2 Section A)
Assessment period 4 Weeks 18 - 23	Literature (Paper 1)
Assessment period 5 Weeks 24 - 28	Exam: Reading and Writing (Paper 2)
Assessment period 6 Weeks 29 -34	Literature (Paper 1)

<b>Mathematics</b>	Head of Faculty: Mr. D. Mathias
Head of Subject e-mail address	dylan.mathias@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	
Specification code	Edexcel IGCSE Mathematics A (4MA0)

<b>Topic 1</b>	<b>Fractions and Decimals</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of basic fraction and decimal conversions</li> <li>• Investigation into which fractions recur or terminate</li> <li>• Converting recurring decimals to fractions</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 2</b>	<b>Percentages</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of basic percentages and multiplying factors</li> <li>• Review reverse percentages</li> <li>• Simple and compound interest</li> <li>• Repeated percentage change (especially interest)</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 3</b>	<b>Quadratics</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review linear equations</li> <li>• Expanding a pair of brackets to form a quadratic</li> <li>• Factorise quadratics (incl. difference of two squares)</li> <li>• Solving quadratic equations that can be factorised (Not quadratic formula)</li> <li>• Basic worded problems which result in forming a quadratic equation</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 4</b>	<b>Similarity</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Similar shapes, scale factor, length ratios</li> <li>• Map scales</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 5</b>	<b>Probability</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Sample space</li> <li>• Tree Diagrams</li> <li>• And, Or rules</li> <li>• Expected results</li> <li>• Independent and Mutually Exclusive events</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 6</b>	<b>Indices and surds</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of Basic Indices</li> <li>• Fractional Indices</li> <li>• Simplifying Surds</li> <li>• Expanding brackets using surds: <math>(\sqrt{5}-3)(\sqrt{5}+4)</math></li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 7</b>	<b>Rearranging Formulae</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Linear with brackets</li> <li>• Powers/Indices</li> <li>• Two x's which requires factorising to make x the subject of the formula</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 8</b>	<b>Constructions</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Triangles: SSS, SSA, SAS, ASA</li> <li>• Bisectors: Perpendicular of a line and Angle</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 9</b>	<b>Using Pythagoras' Theorem and Trigonometry in 3D</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review 2D Pythag and Trig</li> <li>• Problems in 2D involving elevation and depression</li> <li>• 3D Pythagoras in a cuboid</li> <li>• 3D Trigonometry in cuboids and pyramids</li> <li>• Angles between lines and planes</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 10</b>	<b>Bearings</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• understand angle measure including three figure bearings</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 11</b>	<b>Statistics</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of Averages</li> <li>• Calculating mean from frequency tables incl. grouped data</li> <li>• Cumulative Frequency and plotting CF graph</li> <li>• Use graph to find median, IQR</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 12</b>	<b>Surface Area and Volume</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of all basic area and volume calculations</li> <li>• Arc Lengths and Sectors</li> <li>• Pyramids, cones and spheres</li> <li>• Surface Area of Cuboids and Prisms</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 13</b>	<b>Graphs</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Plotting straight line graphs</li> <li>• Finding equation of a line from 2 points</li> <li>• Using straight lines in the form <math>ax + by = c</math></li> <li>• Use table function on calculator</li> <li>• Drawing quadratic curves</li> <li>• Use graph to solve <math>f(x) = 0</math></li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 14</b>	<b>Inequalities</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of Linear Equations</li> <li>• Inequalities on number lines and notation</li> <li>• Linear inequalities and illustration</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 15</b>	<b>Sets</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Set notation and vocabulary: Intersection and Union</li> <li>• Venn diagrams</li> <li>• Problems requiring a Venn diagram and set theory</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 16</b>	<b>Quadratics</b>
Approximate length of topic	1 week
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review Basic factorising</li> <li>• Factorise and solve quadratics with coefficient of <math>x^2</math> greater than 1</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Topic 17</b>	<b>Circle Theorems</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Review of angles, especially polygons</li> <li>• Vocabulary of parts of a circle</li> <li>• Angle at centre is twice angle at edge</li> <li>• Opposite angle in a cyclic quadrilateral sum to 180</li> <li>• Angles in the same segment are equal</li> <li>• Angles in alternate segments are equal</li> <li>• Intersecting Chords: inside and outside the circle</li> <li>• Intersecting Chord with a Tangent</li> </ul>	
How learning will be assessed	
Written assessment	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Topic 1 to 3
Assessment period 2 Weeks 6 -12	Topic 4 and 5
Assessment period 3 Weeks 13 - 17	Topic 1 to 9
Assessment period 4 Weeks 18 - 23	Topic 6 to 10
Assessment period 5 Weeks 24 - 28	Topic 1 to 14
Assessment period 6 Weeks 29 -34	Topic 11 and 17

<b>Science: Biology</b>	Head of Subject: Mr G. Lynton
Head of Subject e-mail address	guy.lynton@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Cambridge IGCSE Biology (Jones & Jones)
Specification	CIE IGCSE Biology (0610)

<b>Topic 1</b>	<b>Plant Nutrition &amp; Plant Transport</b>
Approximate length of topic	6 weeks (18 lessons)
Main learning objectives	
Photosynthesis, leaf structure, mineral requirements, transport in plants, water uptake.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of half term.	

<b>Topic 2</b>	<b>Plant Transport &amp; Human Transport</b>
Approximate length of topic	7 weeks (21 lessons)
Main learning objectives	
Transpiration, translocation, adaptive features – xerophytes and hydrophytes, transport in animals, heart, blood vessels and lymphatic system, blood.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of term.	

<b>Topic 3</b>	<b>Gas Exchange &amp; Respiration</b>
Approximate length of topic	5 weeks (15 lessons)
Main learning objectives	
Diseases & immunity, gas exchange in humans, respiration, aerobic respiration, anaerobic respiration.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of half term.	

<b>Topic 4</b>	<b>Excretion and Drugs</b>
Approximate length of topic	5 weeks (15 lessons)
Main learning objectives	
Excretion in humans, drugs, medicinal drugs, misused drugs.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of half term.	

<b>Topic 5</b>	<b>Co-ordination, Response and Homeostasis.</b>
Approximate length of topic	6 weeks (18 lessons)
Main learning objectives	
Nervous control in humans, sense organs, hormones in humans, homeostasis.	
How learning will be assessed	
End of Year Exam consisting of past IGCSE paper questions on topics from the whole of year 9 & 10 – multiple choice, structured answers questions and a practical paper.	

<b>Topic 6</b>	<b>Trophic Responses &amp; Practical Skills</b>
Approximate length of topic	3 weeks (9 lessons)
Main learning objectives	
Trophic responses of plants & practical skills preparation for IGCE paper 3 practical exam.	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions on Unit 5: Co-ordination, Response and Homeostasis.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Christmas half term assessment on Topic 1 Plant Nutrition and Plant Transport
Assessment period 2 Weeks 6 -12	Christmas end of term assessment on Topic 2 – Plant Transport & Human Transport
Assessment period 3 Weeks 13 - 17	Easter half term assessment on Topic 3 – Gas Exchange & Respiration
Assessment period 4 Weeks 18 - 23	Easter end of term assessment on Topic 4 – Excretion & Drugs
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	Trinity end of term assessment on Topic 5 - Co-ordination, Response and Homeostasis

<b>Science:Chemistry</b>	Head of Subject: Mr D. Lipscomb
Head of Subject e-mail address	david.lipscomb@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Cambridge IGCSE Chemistry – Harwood & Lodge
Specification	CIE IGCSE Chemistry (0620)

<b>Topic 1</b>	<b>Acids bases &amp; salts</b>
Approximate length of topic	6 weeks (18 lessons)
Main learning objectives	
<p>This unit starts with an introduction to writing and balancing equations (this might have been introduced in earlier units – depending on the ability of the learners). Equations can then be written for the reactions of acids and bases. There is a considerable range of practical work that will be carried out.</p> <p>Also opportunity for learners to research the common products used in the home that are acidic/alkaline in nature and apply this knowledge to some everyday examples of neutralisation reactions, e.g. indigestion tablets, insect bites or stings.</p> <p>In addition, learners can make and test their predictions in respect to salt preparation.</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

<b>Topic 2</b>	<b>Reaction rates</b>
Approximate length of topic	7 weeks (21 lessons)
Main learning objectives	
<p>This unit offers the opportunity for a considerable range of practical work, which can be used to develop or assess practical skills. Links with enzymes as a biological catalyst and role of light in photosynthesis can be made with IGCSE Biology.</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

<b>Topic 3</b>	<b>Metals &amp; Reactivity series</b>
Approximate length of topic	5 weeks (15 lessons)
Main learning objectives	
<p>This unit begins by looking at the general properties of metals and the benefits of forming alloys. The reactivity series is introduced and there is a considerable range of practicals that can be used to illustrate the reactivity of different elements. This is related to the method of extraction of different metals.</p> <p>There is an opportunity for discussion about the economic and environmental factors in relation to the location of a manufacturing plant and the benefits of recycling.</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

<b>Topic 4</b>	<b>Equilibria</b>
Approximate length of topic	6 weeks (18 lessons)
Main learning objectives	
<p>This unit begins by introducing the concept of equilibrium and its importance to industry (the Haber Process and the Contact Process) and the world economy.</p> <p>These industrial processes enable vital chemicals such as ammonia and sulfuric acid to be produced, which are needed for the production of fertilisers and other important industrial chemicals.</p> <p>This unit sets the scene for a consideration of how socioeconomic and environmental factors are important in choosing a site for an industrial process.</p>	
How learning will be assessed	
Summative assessment consisting of past IGCSE paper questions at the end of each half term.	

<b>Topic 5</b>	<b>Amount of substance End of year exams</b>
Approximate length of topic	5 weeks (15 lessons)
Main learning objectives	
<p>This unit begins with an introduction to writing chemical formulae and balancing equations. These ideas can be linked with the importance of calculating reacting quantities especially for industrial scale preparations.</p> <p>The unit gives learners opportunities to investigate percentage yield and percentage purity in their practical work, which can be linked to its importance in chemical economics.</p>	
How learning will be assessed	
End of Year Exam consisting of past IGCSE paper questions on topics from the whole of year 10 and year 9 – multiple choice and structured answers questions.	

<b>Topic 6</b>	<b>Practical Skills</b>
Approximate length of topic	5 weeks (15 lessons)
Main learning objectives	
Practical skills preparation for IGCE paper 3 practical exam.	
How learning will be assessed	
Paper 5 practical task – summative assessment	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Christmas half term assessment on <b>Unit 4: Acids bases &amp; salts</b>
Assessment period 2 Weeks 6 -12	Christmas end of term assessment on <b>Unit 5: Reaction rates</b>
Assessment period 3 Weeks 13 - 17	Easter half term assessment on <b>Unit 6: Metals &amp; Reactivity series</b>
Assessment period 4 Weeks 18 - 23	Easter end of term assessment on <b>Unit 12: Equilibria</b>
Assessment period 5 Weeks 24 - 28	Year 10 end of year exam
Assessment period 6 Weeks 29 -34	Practical skills assessment

<b>Science: Physics</b>	Head of Subject: Mr J. Scammells
Head of Subject e-mail address	<a href="mailto:jamie.scammells@turimail.co.ke">jamie.scammells@turimail.co.ke</a>
Curriculum Map 2016/2017	Year 10
Textbook	Cambridge IGCSE Physics – David Sang
Specification	CIE IGCSE Physics (0625)

<b>Topic 1</b>	<b>Light</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Describe reflection using correct Physics terms for the images and angles involved.</li> <li>• <i>Perform experiments with optical pins.</i></li> <li>• Perform simple ray diagrams and calculations for reflections with plane mirrors.</li> <li>• Describe an experimental demonstration of refraction of light including the correct terminology for the angles involved, particularly through a parallel sided transparent material like glass or Perspex.</li> <li>• Describe total internal reflection.</li> <li>• Define critical angle for a material.</li> <li>• Use the term refractive index as well as its calculation using the relevant angles and the calculation of the critical angle.</li> <li>• Apply total internal reflection to real life situations such as endoscopes in medicine and optical fibres.</li> <li>• Describe the action of converging lenses.</li> <li>• Drawing ray diagrams for both real and virtual images as well as using the correct terms to describe them.</li> <li>• Describe the dispersion of white light through prisms.</li> <li>• Use the term monochromatic light.</li> </ul>	
How learning will be assessed	
<p>Summative assessment using past paper questions.            Opportunity to assess practical skills using paper 5 questions particularly in the area of optical pin experiments and lenses.            Homework tasks set based on learning from lessons.</p>	

Topic 2	Electricity 1
Approximate length of topic	6 weeks
Main Learning Objectives	
<ul style="list-style-type: none"> <li>• State that current is the rate of flow of charge and be able to describe how to measure it with an ammeter.</li> <li>• State that current in metals is due to the flow of electrons and be aware of the direction of flow of both the particles and conventional current.</li> <li>• To be able to recall and use the equation <math>I=Q/t</math>.</li> <li>• To be able to use the terms e.m.f. and potential difference across components and be able to distinguish the two.</li> <li>• To be able to describe how the use of a voltmeter.</li> <li>• To be able to describe the relationship of resistance, potential difference and current qualitatively.</li> <li>• To be able to use the equation <math>R=V/I</math>.</li> <li>• Describe how to find resistance experimentally.</li> <li>• Relate the resistance of a wire to its dimensions.</li> <li>• Sketch current-voltage graphs for resistors and filament lamps.</li> <li>• Describe electrical circuits in terms of transfer of energy and use the equations <math>P=IV</math> and <math>E=IVt</math></li> </ul>	
How learning will be assessed	
Summative assessment using past paper questions. Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.	

<b>Topic 3</b>	<b>Waves</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Describe wave motion as the transfer of energy without matter using examples in ropes, springs and water.</li> <li>• Describe a wave by using and defining the terms transverse, longitudinal, speed, frequency, wavelength and amplitude.</li> <li>• Describe wave behaviors i.e. reflection, refraction and diffraction through gaps.</li> <li>• Describe the demonstration of the concepts using water waves.</li> <li>• Recall and use the wave speed equations.</li> <li>• Describe the variation of diffraction with varying wavelength and gap size.</li> <li>• Describe the common features of the electromagnetic spectrum.</li> <li>• State the spectrum in order.</li> <li>• Describe the properties and dangers of the different parts of the spectrum.</li> <li>• Describe the production of sound.</li> <li>• Describe the nature of its waves and how the wave properties affect pitch and volume.</li> <li>• State the range of human hearing.</li> <li>• Describe sound reflection.</li> <li>• Describe how to measure the speed of sound in air.</li> </ul>	
How learning will be assessed	
Summative assessment using past paper questions. Opportunity to assess practical skills using paper 5 question – in fact essential. Homework tasks set based on learning from lessons.	

<b>Topic 4</b>	<b>Thermal Physics</b>
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• State the properties of the states of matter using the motion and spacing of their particles to explain them.</li> <li>• Describe the evidence for the kinetic theory of matter.</li> <li>• Describe gas pressure in terms of the forces of moving particles hitting surfaces.</li> <li>• Describe the effect of changing temperature and volume on the pressure of a gas.</li> <li>• Describe evaporation and the factors that affect it.</li> <li>• The effect of evaporating liquids on cooling.</li> <li>• Apply the gas equations.</li> <li>• Describe the expansion of solids with thermal energy.</li> <li>• Describe how properties that are affected by heat can be used to measure temperature.</li> <li>• Relate temperature and internal energy for a substance (thermal capacity).</li> <li>• Perform calculations relating to specific heat capacity.</li> <li>• To use the term specific latent heat for a material.</li> </ul>	
How learning will be assessed	
Summative assessment using past paper questions. Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.	

<b>Topic 5</b>	<b>Electricity 2</b>
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Describe the interactions of electrostatic charges.</li> <li>• Describe simple experiments involving electrostatic charges.</li> <li>• Describe electric fields including field patterns relating to parallel plates and point charges.</li> <li>• Describe the process of charging by induction.</li> <li>• Draw and interpret circuit diagrams containing more advanced components such as thermistors, LDRs and diodes.</li> <li>• To understand the rules of current within series and parallel circuits.</li> <li>• Combine values of resistance in both series and parallel.</li> <li>• Calculate potential difference in components in series and parallel.</li> <li>• Describe the dangers of electricity and the safety measures associated with them.</li> </ul>	
How learning will be assessed	
Summative assessment using past paper questions. Opportunity to assess practical skills using paper 5 questions. Homework tasks set based on learning from lessons.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Light
Assessment period 2 Weeks 6 -12	Light, electricity and Year 9 revision
Assessment period 3 Weeks 13 - 17	Waves
Assessment period 4 Weeks 18 - 23	Waves, thermal physics and year 9 revision
Assessment period 5 Weeks 24 - 28	Year 10 exam
Assessment period 6 Weeks 29 -34	Electricity 2 and Year 9 and 10 revision

<b>Art &amp; Design</b>	Head of Subject: Mrs S. Clarke
Head of Subject e-mail address	sally.clarke@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	N/A
Specification	Edexcel GCSE Art and Design (1AD0) N.B. Graded 9-1 not A* - G

<b>Topic 1</b>	<b>Vessel – Nature and Man-made</b>
Approximate length of topic	17 weeks
Main learning objectives	
<p>Students will have the opportunity to develop independent themes from within the wider topic of 'Vessel' and will learn to develop their creative thinking skills through a series of group workshops. The students will learn about the work of a variety of artists from history and contemporary sources. They will produce larger supporting work and learn techniques which will be influenced by their observational drawings and photography. These techniques will include printmaking, painting and mixed media.</p> <p><i>The learning objectives will support the students' achievement in the four Edexcel assessment objectives.</i></p>	
How learning will be assessed	
<p>The students will be assessed on their ability to record diverse and perceptive ideas stemming from the theme 'Vessel'. The students will show comparisons and evidence of knowledge of other artists' work which are appropriate to their own ideas. Their visual evidence will be assessed on their well composed photographs, skillfully observed drawings and development into larger scale supporting work.</p> <p>All activities will be assessed according to the four Edexcel assessment objectives:</p> <p>AO1 Developing ideas through in-depth investigation, informed by contextual sources and the work of other artists          AO2 Refining ideas skillfully through a variety of exciting processes and techniques          AO3 Recording ideas through photography and drawings from observation          AO4 Presenting an original, meaningful and creative response</p>	

<b>Topic 2</b>	<b>A Fusion of Cultures</b>
Approximate length of topic	17 weeks
Main learning objectives	
<p>Students will have the opportunity to develop independent themes from within the wider topic of 'A Fusion of Cultures' and will be expected to develop personal ideas based on their own experiences and from other cultures. The students will learn about the work of contemporary world artists and use this knowledge to inspire their own work. They will produce vibrant and exciting supporting work using a range of techniques which will be influenced by their research. These techniques may include printmaking, painting and mixed media.</p> <p>The learning objectives will support students' achievement in the four Edexcel assessment objectives.</p>	
How learning will be assessed	
<p>The students will be assessed on their ability to record diverse, sensitive and perceptive ideas stemming from the theme 'A Fusion of Cultures'. The students will gain credit for personal responses which show accurate historical and cultural knowledge. First-hand experience through museum visits, students own travels and family archive will be relevant. Visual ideas will be expected to be influenced by other artists' work and will be assessed on composition, skillful observational drawings and creative development into larger scale supporting work.</p> <p>All activities will be assessed according to the four Edexcel assessment objectives:</p> <p>AO1 Developing ideas through in-depth investigation, informed by contextual sources and the work of other artists          AO2 Refining ideas skillfully through a variety of exciting processes and techniques          AO3 Recording ideas through photography and drawings from observation          AO4 Presenting an original, meaningful and creative response</p>	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	The students will be assessed on their ability to creatively record diverse and perceptive ideas on the theme 'Vessel'. The images will be created through composed photography, skillful mark making and technically accurate printmaking.
Assessment period 2 Weeks 6 -12	The students will show comparisons and evidence of knowledge of other artists' work which are appropriate to their own ideas. This evidence will be expected in both written and visual form.
Assessment period 3 Weeks 13 - 17	The students will present their larger scale work on the theme 'Vessel' and will be assessed on their ability to create original and insightful artwork.
Assessment period 4 Weeks 18 - 23	The students will be assessed on their ability to record diverse, sensitive and perceptive ideas stemming from the theme 'A Fusion of Cultures'. The students will gain credit for personal responses which show accurate historical and cultural knowledge.
Assessment period 5 Weeks 24 - 28	Visual development will be expected to be influenced by other artists' work and work will draw clear links to meaning, purpose and initial intentions. The work will be expected to draw on several techniques and show sustained, inventive conclusions.
Assessment period 6 Weeks 29 -34	The larger scale work will be an exciting summary of the project and will demonstrate critical understanding of the artists and themes explored. This evidence will be expected in both written and visual form.

<b>Business Studies</b>	Head of Subject: Mr C. Otieno
Head of Subject e-mail address:	chris.otieno@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	IGCSE Business Studies: Borrington & Stimpson Complete Business Studies for Cambridge IGCSE and O Level: Titley
Specification	CIE IGCSE Business Studies (0450)

<b>Topic 1</b>	<b>Understanding business activity</b>
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Business activity</li> <li>• Classification of businesses</li> <li>• Enterprise, business growth and size</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Test based on assorted IGCSE Business studies Past Papers (1 &amp; 2)</li> </ul>	

<b>Topic 2</b>	<b>Understanding business activity</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Types of business organisation</li> <li>• Business objectives and stakeholder objectives</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Test based on assorted IGCSE Business studies Past Papers (1 &amp; 2)</li> </ul>	

<b>Topic 3</b>	<b>People in business</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Motivating workers</li> <li>• Organisation and management</li> <li>• Recruitment, selection and training of workers</li> <li>• Internal and external communication</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Test based on assorted IGCSE Business studies Past Papers (1 &amp; 2)</li> </ul>	

<b>Topic 4</b>	<b>Financial information and decisions</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Business finance: needs and sources</li> <li>• Cash-flow forecasting and working capital</li> <li>• Income statements</li> <li>• Balance sheets</li> <li>• Analysis of accounts</li> </ul>	
How learning will be assessed	
Test based on assorted IGCSE Business studies Past Papers (1 & 2)	

<b>Topic 5</b>	<b>Marketing</b>
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Marketing, competition and the customer</li> <li>• Market research</li> <li>• Marketing mix</li> <li>• Marketing strategy</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Test based on assorted IGCSE Business studies Past Papers (1 &amp; 2)</li> </ul>	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Written Test
Assessment period 2 Weeks 6 -12	Written Test
Assessment period 3 Weeks 13 - 17	Written Test
Assessment period 4 Weeks 18 - 23	Written Test
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	Written Test

<b>Design Technology</b>	Head of Subject: Mr. A. Conlon
Head of subject e-mail address	anthony.conlon@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	N/A
Specification	Edexcel GCSE Design and Technology Resistant materials (2RM01)

<b>Topic 1</b>	<b>Introduction to GCSE</b>
Approximate length of topic	20 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To develop an understanding of the expectations required for GCSE success.</li> <li>• To focus on the key subject skills of: research, analysis, design sketching, modelling and planning.</li> <li>• To build on experience of material processes and overall subject confidence. To produce a fully functioning and complete prototype fulfilling their design specification.</li> <li>• To be able to identify common hazards associated with equipment, materials and processes, in order to minimize risk.</li> <li>• To enable the student to work independently and project manage their own design task.</li> <li>• To cover syllabus content relating to the terminal examination through class based and prep tasks.</li> <li>• To gain experience of examination content through practice exam type questions.</li> </ul>	
How learning will be assessed	
Prep tasks Practice examination questions. Staged assessment intervals at critical points throughout the unit. Final design folder and artefact assessment.	

<b>Topic 2</b>	<b>GCSE Controlled assessment</b>
Approximate length of topic	10 Weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To review previous candidates work as to suitability and outcome.</li> <li>• To investigate and select a suitable individual design challenge.</li> <li>• To produce and analyze the self-generated design brief.</li> <li>• To research and analyze both primary and secondary sources relating to the design task.</li> <li>• To produce a realistic and technical specification that considers sustainability and includes measurable criteria.</li> <li>• To continue using prep and focused theory lessons to consolidate examination content.</li> </ul>	
How learning will be assessed	
Formative verbal feedback. Staged assessment points. Grading of prep and examination tasks.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Research work and prep assessments
Assessment period 2 Weeks 6 -12	Written test
Assessment period 3 Weeks 13 - 17	Product realization and prep tasks
Assessment period 4 Weeks 18 - 23	Written test
Assessment period 5 Weeks 24 - 28	Trial GCSE Exam
Assessment period 6 Weeks 29 -34	Research, brief and specification assessment

<b>Drama</b>	Head of Subject: Miss. F. Burt
Head of Subject e-mail address	frances.burt@turimail.co.uk
Curriculum Map 2016/2017	Year 10
Textbook	N/A
Specification code	Edexcel GCSE Drama (1DR0) N.B. Graded 9-1 not A* - G

<b>Topic 1</b>	<b>Building a devising toolkit</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To develop collaborative and creative skills</li> <li>• To expand on previous knowledge of drama techniques and strategies</li> <li>• To explore stimuli to create ideas for a devising piece</li> <li>• To demonstrate effective use of a range of practical performance skills</li> <li>• To understand the assessment criteria for the GCSE devising component</li> <li>• To develop skills in creating a portfolio</li> </ul>	
How learning will be assessed	
Formative verbal assessment from teacher and peers every lesson Written feedback on all written documentary and evaluation	

<b>Topic 2</b>	<b>Studying a text – DNA by Dennis Kelly</b>
Approximate length of topic	7 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To read, interpret and evaluate a play text</li> <li>• To explore the roles of Director, Designer and Performer</li> <li>• To expand technical vocabulary</li> <li>• To annotate a text</li> <li>• To understand and explore social, historical and cultural content</li> </ul>	
How learning will be assessed	
Graded written exemplar exam papers on the play Essay assessments on directing the play and character analysis Practical assessments of the performance of key scenes	

<b>Topic 3</b>	<b>Evaluating live theatre</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To watch a piece of live theatre</li> <li>• To identify the use of medium used to enhance a performance</li> <li>• To analyse and evaluate the effectiveness of medium in performance</li> <li>• To produce notes on the performance in preparation for a mock exam</li> </ul>	
How learning will be assessed	
Feedback given on written notes produced Graded mock exam on component 3	

<b>Topic 4</b>	<b>Performance of text extract</b>
Approximate length of topic	6 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To develop performance skills</li> <li>• To understand the context of the extracts within the text</li> <li>• To articulate intention of the character being performed</li> <li>• To communicate the intention in performance</li> </ul>	
How learning will be assessed	
Written feedback on text annotations and written intention Verbal feedback on practical rehearsal process Filmed and graded final performance of extract	

<b>Topic 5</b>	<b>Component 1 for exam submission (Devising)</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To create a devised performance</li> <li>• To explore stimuli to create ideas</li> <li>• To analyse and evaluate the developmental process and individual contribution to it</li> <li>• To analyse and evaluate final performance</li> <li>• To record the devising process in a portfolio</li> </ul>	
How learning will be assessed	
Verbal and written teacher and peer feedback throughout devising process Grade given for research and process recorded in portfolio	

<b>Topic 6</b>	<b>Component 1 for exam submission (Devising)</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• To create a devised performance</li> <li>• To explore stimuli to create ideas</li> <li>• To analyse and evaluate the developmental process and individual contribution to it</li> <li>• To analyse and evaluate final performance</li> <li>• To record the devising process in a portfolio</li> </ul>	
How learning will be assessed	
Final performance recorded and DVD and portfolio submitted to exam board for grading Year 10 internal mock exam paper on component 3	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Group practical assessment and individual portfolio grade
Assessment period 2 Weeks 6 -12	Mock exam paper - component 3
Assessment period 3 Weeks 13 - 17	Evaluation of live theatre timed exam
Assessment period 4 Weeks 18 - 23	Performance of text extract - practical assessment
Assessment period 5 Weeks 24 - 28	Assessment of portfolio prior to evaluation
Assessment period 6 Weeks 29 -34	Mock exam paper and final devised practical performance – component 1

<b>Geography</b>	Head of Subject: Mr J. Aston
Head of Subject e-mail address:	<a href="mailto:jonathan.aston@turimail">jonathan.aston@turimail</a>
Curriculum Map 2016/2017	Year 10
Textbooks	The New Wider World ISBN:978-1-4085-0511-3
	Edexcel International GCSE Geography ISBN:978-0-435016-95-1
Specification	Edexcel IGCSE Geography (4GE0)

<b>Topic 1</b>	<b>River environments</b>
Approximate length of topic	12 weeks
Main learning objectives	
To understand the importance of fluvial processes in producing river landforms. To appreciate the river's contribution to the water cycle and water supply. To understand ways to control flooding and damage to the environment.	
How learning will be assessed	
IGCSE style questions	

<b>Topic 2</b>	<b>Fragile environments</b>
Approximate length of topic	12 weeks
Main learning objectives	
To understand the fragility of semi-arid and rainforest environments and the ways to sustainably manage these ecosystems. To appreciate the significance of climate change on ecosystems and the reasons behind these changes.	
How learning will be assessed	
IGCSE questions	

<b>Topic 3</b>	<b>Urban environments</b>
Approximate length of topic	12 weeks
Main learning objectives	
To understand how urbanization is impacting the world and the challenges that this is producing in different parts of the world. To understand the concept of rebranding old and worn out urban environments in High Income Countries and ways to improve shanty towns in Low Income Countries.	
How learning will be assessed	
IGCSE questions	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	IGCSE questions
Assessment period 2 Weeks 6 -12	IGCSE questions
Assessment period 3 Weeks 13 - 17	IGCSE questions
Assessment period 4 Weeks 18 - 23	IGCSE questions
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	IGCSE questions

<b>History</b>	Head of Subject: Mrs H. Onyango
Head of Subject e-mail address	hilda.onyango@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Josh Brooman – Russia in War and Revolution Ben Walsh – Modern World History Terry Fiehn – Russia & the USSR Edexcel History Text Josh Brooman – The Cold War
Specification code	<b>Edexcel IGCSE History 4HI0</b>

<b>Topic 1</b>	<b>Autocracy and revolt in Russia, 1881-1914</b>
Approximate length of topic	12 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students will be able to recall, select and communicate their knowledge of Russian History in the period 1881 to 1914.</li> <li>• Students will be able to demonstrate their understanding of the Tsarist system in Russia through explanation and analysis of Autocracy under Alexander III and Nicholas II.</li> <li>• They will be able to make judgments about Russification, rise of revolutionary activity and the causes of the 1905 revolution.</li> <li>• Students will be able to use a range of source material to comprehend, interpret and cross-refer sources and evaluate historical claims of the Tsarist system.</li> </ul>	
How learning will be assessed	
Exam style questions, Essays. Quizzes	

<b>Topic 2</b>	<b>A world divided: Superpower relations, 1945-62</b>
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students will be able to recall, select and communicate their knowledge of the origins and development of the Cold War.</li> <li>• Students will be able to demonstrate their understanding of the Cold War through explanation and analysis of, and judgments about, the main events and personalities involved in superpower relations.</li> <li>• Students will be able to explain concepts in the Cold War and how they are interlinked to cause change.</li> <li>• Students will be able to use a range of source material to comprehend, interpret and cross-refer sources and evaluate historical claims about the origins of the Cold War.</li> </ul>	
How learning will be assessed	
Exam style questions, essays, quizzes	

<b>Topic 3</b>	<b>The USA, 1917-29</b>
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students will be able to recall, select and communicate their knowledge of the history of the USA in the period 1917 to 1929.</li> <li>• Students will be able to demonstrate their understanding of the history of USA through explanation and analysis of, and judgments about, the main developments in the US: the roaring twenties, the Boom years, the Wall Street crash, race relations in the USA.</li> <li>• Students will be able to explain concepts in USA history and how they are interlinked to cause change.</li> <li>• Students will be able to use a range of source material to:             <ul style="list-style-type: none"> <li>▪ Comprehend, interpret and cross-refer sources</li> <li>▪ Evaluate historical claims about USA in the 1920s</li> </ul> </li> </ul>	
How learning will be assessed	
Exam style questions Essays Quizzes	

<b>Topic 4 (Year 11)</b>	<b>The changing role of international organizations: the League of Nations - 1919 to 1939</b>
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students will be able to recall, select and communicate their knowledge of the League of Nations and the United Nations from 1919 to 2000.</li> <li>• Students will be able to demonstrate their understanding of League of Nations organisation through explanation and analysis of, and judgments about, its impact on international relations; the cultural, economic, political effects on nations.</li> <li>• Students will be able to explain concepts on global relations, and how they are interlinked to cause change.</li> <li>• Students will be able to use a range of source material to:             <ul style="list-style-type: none"> <li>▪ Comprehend, interpret and cross-refer sources</li> <li>▪ Evaluate historical claims about the impact of the League of Nations</li> </ul> </li> </ul>	
How learning will be assessed	
Exam style questions Essays Quizzes	

<b>Topic 5 (Year 11)</b>	<b>The changing role of international organisations: the United Nations - 1945 -2000</b>
Approximate length of topic	10 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Students will be able to recall, select and communicate their knowledge of the League of Nations and the United Nations from 1919 to 2000.</li> <li>• Students will be able to demonstrate their understanding of united Nations organisation through explanation and analysis of, and judgments about, its impact on international relations; the cultural, economic, political effects on nations.</li> <li>• Students will be able to explain concepts on global relations, and how they are interlinked to cause change.</li> <li>• Students will be able to demonstrate the ability to compare and contrast the developing roles of International organisations from 1919 to 2000.</li> <li>• Students will be able to use a range of source material to:             <ul style="list-style-type: none"> <li>▪ Comprehend, interpret and cross-refer sources</li> <li>▪ Evaluate historical claims about the impact of the United Nations.</li> </ul> </li> </ul>	
How learning will be assessed	
Exam style questions Essays Quizzes	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	IGCSE style questions
Assessment period 2 Weeks 6 -12	IGCSE style questions
Assessment period 3 Weeks 13 - 17	IGCSE style questions
Assessment period 4 Weeks 18 - 23	IGCSE style questions
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	IGCSE style questions

<b>ICT</b>	Head of Subject: <b>Mr M. Munene</b>
Head of Subject e-mail address:	<a href="mailto:mmunene@turimail.co.ke">mmunene@turimail.co.ke</a>
Curriculum Map 2016/2017	Year <b>10</b>
Textbook	Cambridge IGCSE ICT 2 <sup>nd</sup> Edition ISBN: 9781471807213
Specification	CIE IGCSE Information and Communications Technology (0417)

<b>Topic 1</b>	<b>Data manipulation</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Design and use suitable software tools to create an appropriate database record structure</li> <li>• Design and use suitable software tools to create a data entry form appropriate to purpose and audience.</li> <li>• Use arithmetic operations or numeric functions to perform calculations within a database</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 2</b>	<b>Computer systems</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Identify internal hardware devices (e.g. motherboards, random access memory (RAM), read-only memory (ROM), video cards, sound cards and internal hard disk drives)</li> <li>• Describe the central processing unit (CPU) including its role</li> <li>• Define system software (e.g. compilers, linkers, device drivers, operating systems and utilities)</li> <li>• Define applications software (e.g. word processing, spreadsheet, database management systems, control software, measuring software, applets and apps, photo-editing software, video-editing software, graphics manipulation software)</li> <li>• Describe the characteristics of a personal/desktop computer and its uses, both as a standalone and networked computer</li> <li>• Describe the characteristics of a tablet computer and what it is used for, including its ability to use wireless technology or 3G/4G technology</li> <li>• Describe the computer characteristics of a smart phone and what it is used for in computing terms</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 3</b>	<b>Data Analysis</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Create and edit a data model</li> <li>• Define the terms: formula, function, absolute reference, relative reference, ranges, named cell, named range, nested formulae/functions</li> <li>• Use mathematical operators, including: add, subtract, multiply, divide, indices, where necessary</li> <li>• Use functions, including: sum, average, maximum, minimum, integer, rounding, counting, LOOKUP, VLOOKUP, HLOOKUP, IF and nested functions, when necessary</li> <li>• Use search tools in spreadsheet software to select subsets of data</li> <li>• Sort data using a single criterion and using multiple criteria into ascending or descending order, as required</li> <li>• Use software tools to adjust the display features in a spreadsheet</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 4</b>	<b>Input and output devices</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Identify input devices and their uses: keyboard, numeric keypad, pointing devices (such as mouse, touchpad, tracker ball), remote control, joystick/driving wheel, touch screen, scanners, digital cameras, microphone, sensors (general), temperature sensor, pressure sensor, light sensor, graphics tablet, video camera, web cam</li> <li>• Identify output devices and their uses, e.g. CRT monitor, TFT/LCD monitor, IPS/LCD monitor, LED monitor, touch screen (as an output device), multimedia projector, laser printer, inkjet printer, dot matrix printer, wide format printer, 3D printer, speakers, motors, buzzers, heaters, lights/lamps</li> <li>• Describe the advantages and disadvantages of any of the above devices</li> <li>• Describe direct data entry and associated devices: magnetic stripe readers, chip and PIN readers, Radio Frequency Identification (RFID) readers, Magnetic Ink Character Reader (MICR), Optical Mark Reader (OMR), Optical Character Reader (OCR), bar code reader</li> <li>• Identify the advantages and disadvantages of any of the above devices in comparison with others</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 5</b>	<b>Storage devices and media</b>
Approximate length of topic	2 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Identify storage devices and their uses</li> <li>• magnetic backing storage media: fixed hard disks, portable hard disks, magnetic tapes</li> <li>• Optical backing storage media (CD/DVD/blu-ray): CD ROM/DVD ROM, CD R/DVD R, CD RW/DVD RW, DVD RAM, blu-ray discs</li> <li>• Solid state backing storage: solid state drives, memory sticks/pen drives, flash</li> <li>• Describe the advantages and disadvantages of the above devices</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 6</b>	<b>Graphs &amp; charts</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Produce a graph or chart from the given data</li> <li>• Select data to produce a graph/chart, including: using contiguous data, non-contiguous data, and specified data ranges where necessary.</li> <li>• Select the graph or chart type to match the required purpose and meet the needs of the audience.</li> <li>• Label the graph or chart, including: chart title, legend, sector labels, sector values, segment labels, segment values, percentages, category axis title, value axis title, category axis labels, value axis labels, scales.</li> <li>• Add a second data series to a chart, as necessary.</li> <li>• Add a second axis to a chart, as necessary.</li> <li>• Change the maximum and minimum values of an axis scale to appropriate values.</li> <li>• Enhance the appearance of a graph or chart, including: changing the colour scheme or fill patterns, extracting a pie chart sector to meet the needs of the audience.</li> </ul>	
Prep and class tasks will be used to assess learning	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 7</b>	<b>Presentations</b>
Approximate length of topic	3 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Use a master slide to appropriately place objects and set suitable styles to meet the needs of an audience</li> <li>• Use suitable software tools to create presentation slides to meet the needs of the audience</li> <li>• Use suitable software tools to display the presentation in a variety of formats, including: looped on-screen carousel, controlled presentation, presenter notes, audience notes taking into account the needs of the audience</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 8</b>	<b>The systems life cycle</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Describe methods of researching an existing system</li> <li>• Describe recording and analysing information about the current system</li> <li>• Describe how it is necessary to design documents, files, forms/inputs, reports/outputs and Validation</li> <li>• Describe testing designs and system testing</li> <li>• Describe different methods of system implementation</li> <li>• Describe technical documentation for an information system</li> <li>• Describe the need to evaluate a solution in terms of the efficiency of the solution, the ease of use of the solution, and the appropriateness of the solution</li> </ul>	
Prep and class tasks will be used to assess learning	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Topic 9</b>	<b>Website authoring</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Identify and describe the three web development layers</li> <li>• Use software tools to create the content layer of a web page to meet the needs of the audience</li> <li>• Use software tools to appropriately place the content in a web page</li> <li>• Use software tools to create navigation within a web page and between web pages</li> <li>• Use software tools to create the presentation layer of a web page</li> <li>• Know how to publish a website</li> <li>• Test a website</li> </ul>	
How learning will be assessed	
Learner progress could be assessed using specimen/past paper examination questions/multiple-choice test/short case study and questions.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-6	Test: Topic 1 (Practical)
Assessment period 2 Weeks 7 -13	Test: Topic 2 & 3 (Theory)
Assessment period 3 Weeks 14 - 18	Test: Topic 4 & 5 (Theory)
Assessment period 4 Weeks 19 - 24	Test: Topic 6 & 7 (Theory & Practical)
Assessment period 5 Weeks 25 - 27	Test: Topic 8 (Theory)
Assessment period 6 Weeks 28 -34	Test: Topic 9 (Practical)

<b>MFL: French</b>	Head of Subject: Miss. C Consul
Head of Subject e-mail address	christine.consul@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Edexcel GCSE French Higher (Pearson)
Specification code	Edexcel IGCSE French 4FR0

<b>Topic 1</b>	<b>Module 3 = <i>Là où j'habite</i></b>
Approximate length of topic	6 weeks
Main learning objectives	
<ol style="list-style-type: none"> <li>1. Finding the way + using the preposition à</li> <li>2. Describing the location of a place + using prepositions and imperatives</li> <li>3. Talking about the advantages and disadvantages of where you live + beau, nouveau and vieux</li> <li>4. Comparing where you used to live and where you live now + using the imperfect tense</li> <li>5. Talking about life in a French-speaking country + using superlatives</li> <li>6. Talking about a town + on peut/on pourrait + infinitive</li> </ol>	
How learning will be assessed	
Listening / speaking / reading / writing / grammar.	

<b>Topic 2</b>	<b>Module 4 = <i>Allons-y !</i></b>
Approximate length of topic	6 weeks
Main learning objectives	
<ol style="list-style-type: none"> <li>1. Shopping for food and clothes + using the partitive article</li> <li>2. Making plans + using the future tense</li> <li>3. Making travel arrangements + more on <i>être</i> with the perfect tense</li> <li>4. Talking about buying clothes + using ce, lequel, celui, etc.</li> <li>5. Describing special occasions +imperfect tense of avoir and être</li> <li>6. Talking about fashion + using the present, perfect and imperfect</li> </ol>	
How learning will be assessed	
Listening / speaking / reading / writing / grammar.	

<b>Topic 3</b>	<b>Module 5 = <i>Le collège</i></b>
Approximate length of topic	7 weeks
Main learning objectives	
<ol style="list-style-type: none"> <li>1. Expressions of time + referring to the past, the present and the future</li> <li>2. Talking about what you wear for school + adjectives of colour</li> <li>3. Talking about schools + irregular forms of the third person plural</li> <li>4. Your school day + reflexive verbs in the present and perfect</li> <li>5. Comparing schools in England and France + negative expressions</li> <li>6. School rules and pressures + using <i>il faut</i> and <i>il est interdit de/d'</i> + infinitive</li> <li>7. Talking about your plans + using the future tense</li> </ol>	
How learning will be assessed	
Listening / speaking / reading / writing / grammar.	

Topic 4	Module 6 = <i>Il faut bosser !</i>
Approximate length of topic	6 weeks
Main learning objectives	
<ol style="list-style-type: none"> <li>1. Discussing jobs and money + indirect object pronouns</li> <li>2. Talking about part-time jobs + looking for detailed meaning in a text</li> <li>3. Discussing different jobs + forming questions</li> <li>4. Applying for jobs + using formal language</li> <li>5. Discussing problems at work + using <i>qui</i> and <i>que</i></li> <li>6. Talking about work experience + contrasting the perfect and imperfect tenses</li> </ol>	
How learning will be assessed	
Listening / speaking / reading / writing / grammar.	

Assessment Summary	
Assessment period 1 Weeks 1-5	Weekly tests
Assessment period 2 Weeks 6 -12	End of module test
Assessment period 3 Weeks 13 - 17	Weekly tests
Assessment period 4 Weeks 18 - 23	End of module test
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	Weekly tests

<b>MFL: Spanish</b>	Head of Subject: Miss P. Kuria
Head of Subject e-mail address	patricia.kuria@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Edexcel GCSE Spanish Higher (Pearson)
Specification	Edexcel IGCSE Spanish 4SP0

<b>Topic 1</b>	<b>¡Perdidos!/Lost</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Talk about their family. Use possessive adjectives. Say numbers and dates.</li> <li>• Talk about relationships. Use <b>ser</b> and <b>estar</b>. Talk about the present and the past.</li> <li>• Talk about daily routine. Use reflexive verbs. Use <b>desde hace</b> (for...).</li> <li>• Talk about chores. Use the present, preterit and imperfect tenses. Use negatives.</li> <li>• Describe people's personalities. Talk about relationships in the past and present. Make deductions while listening.</li> <li>• Talk about experiences and hopes. Use three time frames. Extend answers.</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Topic 2</b>	<b>A clase/At school</b>
Approximate length of topic	4 weeks
Main learning objectives - on completion of this topic, students should know how to:	
<ul style="list-style-type: none"> <li>• Giving opinions on school subjects. Express their opinion using <b>me gusta, me encanta</b>, etc.</li> <li>• Describe their school routine. Use the present tense with time expressions. Improve their spoken and written texts.</li> <li>• Produce descriptions of school life. Use the imperfect and present tenses. Give a range of opinions.</li> <li>• Describe school uniform and rules. Use phrases followed by an infinitive. Give and justify opinions.</li> <li>• Describe teachers. Use comparatives and superlatives. Agree and disagreeing.</li> <li>• Describe school pressures and problems. Use quantifiers (<b>muy...</b>, <b>un poco...</b>). Improve their reading skills.</li> <li>• Describe the schools of the future. Use the future tense. Use questions to form answers.</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Topic 3</b>	<b>¡Viva mi barrio!/My neighbourhood</b>
Approximate length of topic	5 weeks
Main learning objectives - on completion of this topic, students should know how to:	
<ul style="list-style-type: none"> <li>• Talk about their home. Use prepositions. Use relative clauses.</li> <li>• Talk about different types of houses. Use a variety of phrases to express opinions. Justify opinions.</li> <li>• Talk about their neighbourhood. Use the imperfect and present tenses. Understand <b>tan</b> and <b>tanto/a</b> (so, so much, so many).</li> <li>• Talk about how they would change their city. Use the conditional tense. Develop a checklist to improve accuracy.</li> <li>• Shop for clothing. Use direct object pronouns. Use demonstrative adjectives i.e <b>este, ese</b> and <b>aquel</b>.</li> <li>• Give presents and to make complaints. Use indirect object pronouns. Extend sentences by giving reasons.</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Topic 4</b>	<b>De vacaciones/On Vacations</b>
Approximate length of topic	5 weeks
Main learning objectives - on completion of this topic, students should know how to:	
<ul style="list-style-type: none"> <li>• Talk about where they went. Use the preterit tense. Extend sentences with sequencers.</li> <li>• Talk about holidays and weather. Use irregular verbs in the preterit. Learn phrases meaning the same thing.</li> <li>• Describe accommodation. Use the imperfect tense for description. Give and justifying opinions.</li> <li>• Talk about holiday activities. Use the imperfect and the preterit together. Learn question words.</li> <li>• Book a hotel room. Use verbs with <b>usted</b>. Deal with unpredictable questions in an exam.</li> <li>• Make complaints in a hotel. Use <b>me hace falta</b>. Join ideas with connectives.</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Topic 5</b>	<b>De paseo por Sevilla/Visiting Sevilla</b>
Approximate length of topic	5 weeks
Main learning objectives - on completion of this topic, students should know how to:	
<ul style="list-style-type: none"> <li>• Give personal information. Use the present tense. Extend sentences with <b>cuando...</b></li> <li>• Talk about means of transport. Use adverbs. Listen for the 24-hour clock.</li> <li>• Plan a day out. Use the near future. Understand questions. Ask for and understand directions . Use imperatives. Use sequencers (<b>primero..., después...</b>). Use <b>me gusta + article, como</b> without article. Work with distractors while listening and reading.</li> <li>• Describe a day out. Use more of the preterit and the imperfect tense. Recognize and expressing mixed opinions.</li> <li>• Talk about festivals. Understand three time frames. Use <b>para</b> to extend sentences.</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Topic 6</b>	<b>Los trabajos/Work</b>
Approximate length of topic	5 weeks
Main learning objectives - on completion of this topic, students should know how to:	
<ul style="list-style-type: none"> <li>• Describe part-time jobs. Use <b>tener que + infinitive</b>. Extend spoken and written answers.</li> <li>• Describe work experience. Use the preterit and the imperfect tense. Use adverbs of time and frequency.</li> <li>• Describe future plans. Use different verbs to talk about the future. Form sentences with <b>si... (if...)</b>.</li> <li>• Understand job adverts and CVs. Use the conditional with <b>gustar</b> and <b>poder</b>. Understand specialist vocabulary. Form the perfect tense</li> </ul>	
How learning will be assessed	
Test paper questions based on the topic covered.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	End of topic test
Assessment period 2 Weeks 6 -12	End of topic test
Assessment period 3 Weeks 13 - 17	End of topic test
Assessment period 4 Weeks 18 - 23	End of topic test
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	End of topic test

<b>MFL: German</b>	Head of Subject: Mrs K. Mubiru-Lwanga
Head of Subject e-mail address	katherine.lwanga@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	EDEXCEL GCSE higher textbook.
Specification	Edexcel IGCSE German (4GN0)

<b>Topic 1</b>	<b>Die Medien heute. (The media today)</b>
Approximate length of topic	5 weeks
Main learning objectives	
Talk about media you use in everyday life, talk about music, discuss TV habits, describe a film, comparing traditional with modern media, discussing advantages and disadvantages of new media, create a German online profile, learn how to use the nominative cases using <b>der, die, das</b> , learn how to use the past tense, refer to the future using the present tense, structuring simple arguments using <b>ich denke...., weil...</b> and prepare a picture based discussion about music or a film.	
How learning will be assessed	
A written, reading and speaking assessment at the end of the unit.	

<b>Topic 2</b>	<b>Ich habe Reiselust. ( I love travelling)</b>
Approximate length of topic	6 weeks
Main learning objectives	
Discuss what types of holidays you enjoy using <b>gern, lieber, am liebsten</b> , talk about holiday activities, talk about a city you have visited, use of the perfect tense basically, give directions, describe a journey, talk about 'eating out', describe a disastrous past holiday, talk about different customs and traditions.	
How learning will be assessed	
End of term assessment involving modules 1&2.	

<b>Topic 3</b>	<b>Unser Schulleben.( life in school)</b>
Approximate length of topic	5 weeks
Main learning objectives	
compare school subjects using ..., <b>weil</b> ... discuss school timetable and school routines describe a typical school day discuss school rules discuss the pros and cons of having a school uniform use adjectives talk about your ideal school talk about pressures at school use <b>wenn</b> ...	
How learning will be assessed	
End of unit assessment.	

<b>Topic 4</b>	<b>Gesundheit</b>
Approximate length of topic	5 weeks
Main learning objectives	
Talk about your eating and drinking habits, give healthy advice to a friend, discuss healthy and unhealthy lifestyles, talk about illnesses, discuss teenage stress and alcohol, drugs and smoking issues, use correct adjective endings, consolidate use of the conditional tense, word order after <b>dass, weil, wenn</b> and coping with reading longer texts.	
How learning will be assessed	
End of term assessment of Reading, Writing and Speaking skills of module.	

<b>Topic 5</b>	<b>Die Arbeitswelt</b>
Approximate length of topic	6 weeks
Main learning objectives	
Discuss different jobs, their advantages and disadvantages, linking personality traits to jobs, talk about part-time jobs, give opinions and details about your work experience, develop skill in forming the word order of a German sentence, use modal verbs in imperfect tense, conditional tenses.	
How learning will be assessed:	
End of unit assessing Reading, Writing, Speaking and Listening skills.	

<b>Topic 6</b>	<b>Meine Umgebung</b>
Approximate length of topic	4 weeks
Main learning objectives	
Talk about your home, talk about your routine using different tenses, use dative prepositions, use reflexive verbs in different tenses, opinions on household chores, talk about advantages and disadvantages of where you live, talk about your future home, discuss what your ideal home would be like, describing a town, talk about celebrations at home, use the pluperfect tense.	
How learning will be assessed	
Assessment of module using Reading, Writing, Speaking and Listening skills.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	End of module test
Assessment period 2 Weeks 6 -12	End of term assessment
Assessment period 3 Weeks 13 - 17	End of module test
Assessment period 4 Weeks 18 - 23	End of term assessment
Assessment period 5 Weeks 24 - 28	End of modules 1,2,3 test
Assessment period 6 Weeks 29 -34	End of Year examination.

<b>Music</b>	Head of Subject: Mr N. Mwashimba
Head of subject e-mail address	nick.mwashima@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	N/A
Specification	CIE IGCSE Music (0410)

<b>Topic 1</b>	<b>General listening skills</b>
Approximate length of topic	5 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Aural awareness, perception and discrimination in relation to Western music.</li> <li>• Identifying and commenting on a range of music from cultures in different countries.</li> <li>• Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Verbal feedback</li> <li>• Peer and self-evaluation</li> <li>• Written exam</li> </ul>	

<b>Topic 2</b>	<b>Baroque music</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Aural awareness, perception and discrimination in relation to Baroque music.</li> <li>• Identify characteristics, forms and composers of the period</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Verbal feedback</li> <li>• Peer and self-evaluation</li> <li>• Written exam</li> </ul>	

<b>Topic 3</b>	<b>Music in the Classical period</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Aural awareness, perception and discrimination in relation to Classical music.</li> <li>• Identify characteristics, forms and composers of the period</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Verbal feedback</li> <li>• Peer and self-evaluation</li> <li>• Written exam</li> </ul>	

<b>Topic 4</b>	<b>Music in the Romantic period</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Aural awareness, perception and discrimination in relation to Romantic music.</li> <li>• Identify characteristics, forms and composers of the period</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Verbal feedback</li> <li>• Peer and self-evaluation</li> <li>• Written exam</li> </ul>	

<b>Topic 5</b>	<b>Twentieth-century music</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Aural awareness, perception and discrimination in relation to 20<sup>th</sup> century music.</li> <li>• Identify characteristics, forms and composers of the period</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>• Continuous assessment</li> <li>• Verbal feedback</li> <li>• Peer and self-evaluation</li> <li>• Written exam</li> </ul>	

<b>Topic 6</b>	<b>World music (general)</b>
Approximate length of topic	4 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>Identifying and commenting on a range of music from cultures in different countries.</li> <li>Knowledge and understanding of one World Focus from a non-Western culture</li> <li>Identify key features of the music</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>Continuous assessment</li> <li>Verbal feedback</li> <li>Peer and self-evaluation</li> <li>Written exam</li> </ul>	

<b>Topic 7</b>	<b>World Focus and Set Work</b>
Approximate length of topic	9 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.</li> <li>Identify key features of the music through detailed analysis</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>Continuous assessment</li> <li>Verbal feedback</li> <li>Peer and self-evaluation</li> <li>Written exam</li> </ul>	

<b>Topic 8</b>	<b>Performing (ongoing)</b>
Approximate length of topic	Whole course (2 years)
Main learning objectives	
<ul style="list-style-type: none"> <li>Students must record one solo and one ensemble performance.</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>Continuous assessment</li> <li>Verbal feedback</li> <li>Peer and self-evaluation</li> <li>Performance exam</li> </ul>	

<b>Topic 9</b>	<b>Composing (ongoing)</b>
Approximate length of topic	Whole course (2 years)
Main learning objectives	
<ul style="list-style-type: none"> <li>Students must complete two contrasting compositions.</li> </ul>	
How learning will be assessed	
<ul style="list-style-type: none"> <li>Continuous assessment</li> <li>Verbal feedback</li> <li>Peer and self-evaluation</li> </ul>	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Verbal feedback, classroom quiz
Assessment period 2 Weeks 6 -12	Verbal feedback, classroom test, self-evaluation
Assessment period 3 Weeks 13 - 17	Verbal feedback, classroom test, self and peer evaluation
Assessment period 4 Weeks 18 - 23	Verbal feedback, classroom test, self and peer evaluation
Assessment period 5 Weeks 24 - 28	Year 10 Exam
Assessment period 6 Weeks 29 -34	Verbal feedback, classroom test, self and peer evaluation,

<b>Physical Education</b>	Head of Subject: Miss R Greenhalgh
Head of Subject e-mail address	rebecca.Greenhalgh@turimail.co.ke
Curriculum Map 2016/2017	Year 10
Textbook	Edexcel GCSE Physical Education
Specification Code	Edexcel GCSE Physical Education (1PE0) 9-1 Grading not A* - G

<b>Topic 1</b>	<b>Healthy active lifestyles</b>
Approximate length of topic	6 weeks
Main learning objectives	
<p><b>Influences, benefits and reasons, opportunities and sports pyramid</b></p> <ul style="list-style-type: none"> <li>- To explain all influences, reasons and benefits for taking part in sport using specific examples.</li> <li>- To describe the influences of taking part in physical activity.</li> <li>- To explain the roles and opportunities in sport including the five sporting initiatives.</li> <li>- Sports participation pyramid</li> </ul> <p><b>Health and well-being</b></p> <ul style="list-style-type: none"> <li>- To know the meaning of the word diet, work and rest.</li> <li>- Describe the requirements of a balanced diet.</li> <li>- To be able to give examples for each component of a balanced diet.</li> <li>- To describe basal metabolic rate, working energy and calories.</li> <li>- To explain the importance of the right timing of dietary intake for optimum performance.</li> <li>- To explain blood flow (blood shunting) during exercise.</li> </ul>	
How learning will be assessed	
Summative assessment - end of topic test	

<b>Topic 2</b>	<b>Exercise and Fitness</b>
Approximate length of topic	7 weeks
Main learning objectives	
<p><b>Health and the components of fitness</b></p> <ul style="list-style-type: none"> <li>- To define exercise, health, fitness and performance.</li> <li>- To describe the five components of health related fitness.</li> <li>- To describe the five components of skill related fitness.</li> <li>- To explain each type of fitness using sporting examples.</li> </ul> <p><b>Fitness: testing and training</b></p> <ul style="list-style-type: none"> <li>- To be able to identify the principles of training (FITT &amp; RIPS).</li> <li>- To be able to explain the principles with practical examples.</li> <li>- To make links between the principles of FITT and RIPS.</li> <li>- To describe the characteristics of the methods of training.</li> <li>- To evaluate how useful each method of training is for different sports.</li> <li>- To describe each principle of SMART and apply the principles of SMART using examples.</li> </ul>	
How learning will be assessed	
Summative assessment - end of topic test	

<b>Topic 3</b>	<b>Healthy mind and body</b>
Approximate length of topic	5 weeks
Main learning objectives	
<p><b>Body types, optimum weight, drugs, injury and risk assessment</b></p> <ul style="list-style-type: none"> <li>- To describe the different body types (somatotypes) endomorph, ectomorph and mesomorph.</li> <li>- To explain the effect each can have on performance.</li> <li>- To provide examples where different body types are an advantage.</li> <li>- To know the factors affecting optimum weight.</li> <li>- To identify reasons for taking performance enhancing drugs.</li> <li>- To describe the impact of the six performance enhancing drugs on performance.</li> <li>- To justify why some athletes might take certain categories of drugs to enhance their performance.</li> <li>- To identify risks associated with participation in physical activities.</li> <li>- To describe how to reduce these risks to maintain wellbeing.</li> </ul>	
How learning will be assessed	
Summative assessment - end of topic test	

<b>Topic 4</b>	<b>Healthy active lifestyle</b>
Approximate length of topic	5 weeks
Main learning objectives	
<b>The Cardiovascular System</b> <ul style="list-style-type: none"> <li>- To define a healthy, active lifestyle.</li> <li>- To describe the short term and immediate effects of exercise on the CV System.</li> <li>- To explain the short term and immediate effects of exercise on the CV system.</li> <li>- To describe the long term effects of exercise on the CV System.</li> <li>- To explain the long term effects of exercise on the CV system.</li> </ul>	
How learning will be assessed	
Summative assessment - end of topic test	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	Summative Assessment – End of topic Test Influences, benefits and reasons, opportunities
Assessment period 2 Weeks 6 -12	Summative Assessment – End of topic Test Components of fitness, fitness testing and training
Assessment period 3 Weeks 13 - 17	Summative Assessment – End of topic Test Body types, optimum weight, drugs, injury and risk assessment
Assessment period 4 Weeks 18 - 23	Summative Assessment – End of topic Test The cardiovascular system
Assessment period 5 Weeks 24 - 28	Year 10 Exam to include The respiratory system and the muscular system
Assessment period 6 Weeks 29 -34	Summative Assessment – End of topic Test The skeletal system

<b>PSHE</b>	Head of Subject: Mrs S Mathias
Head of Subject e-mail address	<a href="mailto:sheenagh.mathias@turimail.co.ke">sheenagh.mathias@turimail.co.ke</a>
Curriculum Map 2016/2017	Year 10
Textbook	N/A
Specification	Non-examined course

<b>Topic 1</b>	<b>Relationships</b>
Approximate length of topic	12 weeks
Main learning objectives	
<p>For students to develop their concepts of</p> <ul style="list-style-type: none"> <li>• The characteristics of positive relationships, and awareness of exploitation in relationships and of statutory and voluntary organisations that support relationships in crisis</li> <li>• The roles and responsibilities of parents, carers, children and other family members</li> <li>• The parenting skills and qualities and their central importance to family life</li> <li>• The impact of separation, divorce and bereavement on families and the need to adapt to changing circumstances</li> </ul>	
How learning will be assessed	
Self-reflection and formative assessment	

<b>Topic 2</b>	<b>Personal identities and Healthy lifestyles</b>
Approximate length of topic	10 weeks
Main learning objectives	
<p>For the students to develop the concept of</p> <ul style="list-style-type: none"> <li>• How the media portrays young people, body image and health issues</li> <li>• The characteristics of emotional and mental health, and the causes, symptoms and treatments of some mental and emotional health disorders</li> <li>• The benefits and risks of health and lifestyle choices, including choices relating to the short and long-term consequences for the health and mental and emotional wellbeing of individuals, families and communities</li> </ul>	
How learning will be assessed	
Self-reflection and formative assessment	

<b>Topic 3</b>	<b>Career and economic understanding</b>
Approximate length of topic	10 weeks
Main learning objectives	
<p>For the students to develop their concept of:</p> <ul style="list-style-type: none"> <li>• Different types of work, including employment, self-employment and voluntary work</li> <li>• The organisation and structure of different types of business, and work roles and identities</li> <li>• Rights and responsibilities at work and attitudes and values in relation to work and enterprise</li> <li>• The range of opportunities in learning and work and changing patterns of employment (local, national, European and global)</li> <li>• The personal review and planning process</li> <li>• Skills and qualities in relation to employers' needs</li> <li>• A range of economic and business terms, including the connections between markets, competition, price and profit</li> <li>• Personal budgeting, wages, taxes, money management, credit, debt and a range of financial products and services</li> <li>• Risk and reward, and how money can make money through savings, investment and trade</li> <li>• How and why businesses use finance</li> <li>• Social and moral dilemmas about the use of money</li> </ul>	
How learning will be assessed	
Self-reflection and formative assessment	
<p><b>Assessment Summary-</b> No formal assessments are carried out in PSHE, but students assess and evaluate their own progress at the end of each lesson and each topic to establish the learning objectives have been reached.</p>	

<b>Religious Studies</b>	Head of Subject: Mr. J Leverton
Head of Subject e-mail address	<a href="mailto:james.leverton@turimail.co.ke">james.leverton@turimail.co.ke</a>
Curriculum Map 2016/2017	Year 10
Textbook	Edexcel Religious Studies Textbook
Specification	Edexcel Religious Studies B (1RB0) – Paper 1: Christianity

<b>Topic 1</b>	<b>Christian Belief in God</b>
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• The nature of God: how the characteristics of God are shown in the Bible and why they are important: Omnipotence, Benevolence, Omniscience and Omnipresence.</li> <li>• The Trinity: how the Trinity is shown in the Bible and the Nicene Creed and why it is important; the oneness of God and the Father, Son and Holy Spirit; how this is reflected in worship and belief.</li> <li>• Key events in the life of Jesus Christ: how they are shown in the Bible, the incarnation, crucifixion, resurrection and ascension; the importance of the events in New Testament times and how they affect Christian worship and belief today; the role of Jesus Christ in salvation and atonement. (law, sin, grace and the Holy Spirit).</li> <li>• The biblical creation: how it shows the relationship between humans and their creator; the relationship between humans and the rest of creation (stewardship), and how God is shown in creation (as Word and Spirit in John 1 and in Genesis 1-2).</li> <li>• The scientific view of the origins of the universe: how the Big Bang theory provides an explanation for the origins of the universe; why some people might use the Big Bang theory as an argument to show that God does not exist.</li> <li>• Christian responses to scientific theories about the origins of the universe: Creationism, Day-Age theory, and Compatible (part of God's plan); Christian teachings about the scientific theories.</li> <li>• The origins of human life: the theory of evolution and evidence for it; why evolution might cause issues for Christians, and Christian responses to the theory of evolution.</li> <li>• The problem of evil and suffering: how the problem may lead some people to reject belief in God or cause a believer to question their faith; Christian responses to the problem (biblical, theoretical and practical – Psalms, Job, free-will, vale of soul-making, prayer, and charity).</li> </ul>	
How learning will be assessed	
Learning will be assessed with an end of unit assessment featuring GCSE style questions.	

<b>Topic 2</b>	<b>Marriage and Family</b>
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• The sacraments: the different Christian teachings about the nature of sacraments; the celebration and importance of each of the sacraments; the different meanings of the Eucharist for Christians.</li> <li>• The nature of families in society: the nature of the different types - nuclear, single parent, same sex parents, extended and blended families; the benefits and challenges of each type of family.</li> <li>• Marriage: how it is shown in the Bible; Christian teachings about marriage; the purpose of marriage, and why the sacrament is important in religion and in society.</li> <li>• Families: the purpose of the family in Christianity; Church teachings about the nature and purpose of family; what they are and why they are important for Christian families today.</li> <li>• Keeping families together in the local parish: how and why the parish tries to help families, classes for parents, groups for children and counselling.</li> <li>• Sexual relationships: the nature of the different types of sexual relationships - premarital, cohabitation, same-sex and extra marital sex; changing attitudes toward them; Christian teachings about sexual relationships.</li> <li>• Divorce: UK law about divorce; Biblical teaching about divorce; different Christian teachings about divorce; different attitudes to divorce, and why it is important in society.</li> <li>• Contraception: the nature of contraception; different Christian teachings about its use, and why it is important in society.</li> </ul>	
How learning will be assessed	
Learning will be assessed with an end of unit assessment featuring GCSE style questions.	

<b>Topic 3</b>	<b>Living the Christian Life</b>
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Worship: the nature of individual, informal and liturgical worship, examples of the different types, when each type might be used and why, the importance of having different types of worship.</li> <li>• Christian Prayer: examples of the different types of prayer, the Lord's Prayer, set (formulaic) prayers and informal (extempore) prayer, when each type might be used and why, the importance of having different types of worship.</li> <li>• Charity: the nature and purpose of charitable giving, Christian teachings about charity, work of one named Christian charity working for relief of suffering worldwide, what they do and why</li> <li>• Pilgrimage: the nature, history and purpose of pilgrimage, the significance of the places people go on pilgrimage, why pilgrimage is important for religious people today.</li> <li>• Two contrasting examples of Christian pilgrimage: the history of the places of pilgrimages, what pilgrims do at the places, and their significance.</li> <li>• The local church (parish): the role and importance of the local church in the community; how and why it helps the individual believer and the local area, local parish activities and ecumenism.</li> <li>• The worldwide Church: the role and importance of the Church in the worldwide community, how and why it works for reconciliation and the problems faced by the persecuted Church</li> <li>• The future of the Church: Church growth, the history and purpose of missionary and evangelical work, what it does locally, nationally and globally, and why.</li> </ul>	
How learning will be assessed	
Learning will be assessed with an end of unit assessment featuring GCSE style questions.	

<b>Topic 4</b>	<b>Matters of Life and Death</b>
Approximate length of topic	8 weeks
Main learning objectives	
<ul style="list-style-type: none"> <li>• Sanctity of life: why human life is holy, how life is shown as special in the Bible, Church teachings on the sanctity of life.</li> <li>• Implications of sanctity of life for the issues of abortion and euthanasia: the nature of abortion and euthanasia, arguments surrounding their use, Christian teachings about them, and the issues they may cause in life today.</li> <li>• Christian beliefs about life after death: Christian teachings about life after death, the nature of resurrection, judgement, heaven and hell, how they are shown in the Bible, and why they are important for Christians today.</li> <li>• Non-religious arguments for life after death: arguments such as, remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on, why people might hold these beliefs, and why they are important.</li> <li>• Non-religious arguments against life after death: arguments such as comfort, lack of evidence, fraudulent accounts, social control and humanist beliefs, why people might hold these beliefs, and why they are important.</li> <li>• Gender prejudice and discrimination: the UK law, changes through history and the way roles of men and women have changed within the UK, why these roles have changed, and the impact the changes have had on society.</li> <li>• Religious equality of men and women shown in the Bible: the different attitudes towards women shown in the Genesis accounts and in the New Testament, and why they are important.</li> <li>• Current roles of men and women in Church leadership: roles of men and women within the Church and the role of women ministers, arguments surrounding the ordination of women, why some Christian Churches have women priests and some do not.</li> </ul>	
How learning will be assessed	
Learning will be assessed with an end of unit assessment featuring GCSE style questions.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	End of Unit Assessment 1
Assessment period 2 Weeks 6 -12	End of Unit Assessment 2
Assessment period 3 Weeks 13 - 17	End of Unit Assessment 3
Assessment period 4 Weeks 18 - 23	End of Unit Assessment 4
Assessment period 5 Weeks 24 - 28	End of Year Exam
Assessment period 6 Weeks 29 -34	Pre Mock-Exam

<b>Sociology</b>	Head of Subject: Mr. M Garton
Head of Subject e-mail address	<a href="mailto:matthew.garton@turimail.co.ke">matthew.garton@turimail.co.ke</a>
Curriculum Map 2016/2017	Year 10
Textbook	Cambridge IGCSE Sociology Coursebook - Jonathan Blundell
Specification	CIE IGCSE Sociology (0495)

<b>Topic 1</b>	<b>Introduction to Theory</b>
Approximate length of topic	4 weeks
Main learning objectives	
<p>To understand the difference between social structure and social action theories.          To understand the 6 main social theories.          To apply the theories to different world societies.          To analyse the effectiveness of each theory's explanation of society.</p>	
How learning will be assessed	
<p>Quiz based questioning.          Formal examination including 2, 4 and 6 and 8 mark questions.</p>	

<b>Topic 2</b>	<b>Introduction to Research Methods.</b>
Approximate length of topic	8 weeks
Main learning objectives	
<p>To understand the difference between positivist and interpretivist research techniques.          To understand the 6 key research methods include their sub-types.          To understand sampling.          To analyse the strengths and weaknesses of all the above.</p>	
How learning will be assessed	
<p>Formal examination including 2,4,6 and 8 and 10 mark questions.</p>	

<b>Topic 3</b>	<b>The relationship between theory and methods.</b>
Approximate length of topic	6 weeks
Main learning objectives	
<p>To analyse the strengths and weaknesses each method has when researching society.</p> <p>To evaluate how different research methods should be used to study society.</p> <p>To understand how the 15 mark question requires evaluation and analysis.</p> <p>To complete a research project using skills and knowledge learnt from topics 1 and 2.</p>	
How learning will be assessed	
Formal examination including 2,4, 6 and 8 and 10 and 15 mark questions.	

<b>Topic 4</b>	<b>Social inequality: Social Stratification</b>
Approximate length of topic	6 weeks
Main learning objectives	
<p>To understand how the UK is socially stratified.</p> <p>To understand the historical forms of social stratification.</p> <p>To understand the difference between achieved and ascribed status.</p> <p>To explain the difficulties in socially stratifying society.</p> <p>To analyse different world societies and their attitudes towards social stratification.</p>	
How learning will be assessed	
Half GCSE mock examination.	

<b>Topic 5</b>	<b>Social Inequality: Different Social Groups</b>
Social inequality	6 weeks
Main learning objectives	
<p>To understand the different disadvantages different groups face in society.</p> <p>To analyse which groups are more disadvantaged than others.</p> <p>To explain different sociologists theories towards inequality.</p> <p>To analyse UK and World government schemes brought in to combat inequality.</p>	
How learning will be assessed	
Full GCSE mock examination.	

<b>Topic 6</b>	Exam Technique and Revision
Approximate length of topic	4 weeks
Main learning objectives	
To fully understand the GCSE command words. To evaluate the technique used for a 15 mark question. To reinforce learning on the theory and methods and the Social Stratification modules.	
How learning will be assessed	
Quizzes. Half GCSE mock examination.	

<b>Assessment Summary</b>	
Assessment period 1 Weeks 1-5	The 6 main social theories.
Assessment period 2 Weeks 6 -12	Research methods
Assessment period 3 Weeks 13 - 17	The relationship between theory and methods.
Assessment period 4 Weeks 18 - 23	Social Stratification
Assessment period 5 Weeks 24 - 28	End of year 10 examinations (including RM and SI)
Assessment period 6 Weeks 29 -34	Social inequality and life chances

