



Curriculum Plan – 2025-26

Subject: Art

	Term 1	Term 2	Term 3
Content	<p>To Investigate The students will investigate the elements of art, through form, shape, colour, texture through a range of appropriate wet and dry media to develop their spatial awareness and organisation of materials. Exploring Art Elements (line and tone) Drawing: Line and Tone Medium: Pencil ? Blind contour observation (Linear drawing) ? Upside down copying technique Understanding pencil grades ? Pencil tonal scale ? Applying tone to drawing (shading) ? Applying tone to drawing (hatching/cross-hatching) ? Developing drawing skills</p>	<p>To Develop The students will develop their formal skills using media and techniques in order to develop personal ideas in relationship to other artists and cultures. Exploring Art Elements (Shape, colour) Medium: Acrylic paint and tissue collage and ICT (if appropriate) ? Contextual research- ? Studies/pastiche of artwork ? Exploring properties and characteristics of wet medium ? Observational drawings of everyday items ? Developing drawing skills ? Understanding block colour</p>	<p>To consolidate The students will consolidate the elements of art and formal skills of drawing, painting, printing and collage in order to develop a more complex and personal outcome. Exploring Art Elements (tonal value) Drawing: Line and Tone Medium: Charcoal, Soft Pastel (chalk) ? Contextual research-cave art ? Exploring properties and characteristics of medium ? Observing and applying tonal value (newspaper portrait) ? Lifting-out technique ? Creating self-portrait using colour (tonal value) ? Developing drawing skills</p>
Assessment	<p>Continuous and practical Assessment Baseline assessment Internal taxonomy sheet</p>	<p>Continuous and practical Assessment</p>	<p>Continuous and practical Assessment End of year assessment</p>



Curriculum Plan – 2025-26

Subject: English as a First Language

	Term 1	Term 2	Term 3
Content	<p>Novel: To Kill a Mockingbird Students read and analyse <i>To Kill a Mockingbird</i>. Whilst the focus is language analysis and analytical construction, students may craft creative pieces based on the genre.</p> <ul style="list-style-type: none"> • Language analysis • Structure analysis • Form analysis • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Historical context - themes • Analysing context 	<p>Poetry: Songs of Ourselves Volume 2 Part 3 Students study a range of 15 poems from different poets. Please see the list below.</p> <ul style="list-style-type: none"> • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Reading comprehension • Summary skills • Implicit inference • Directed writing <p>Poems:</p> <ul style="list-style-type: none"> • Nancy Fotheringham Cato, 'The Road' • Sarah Jackson, 'The Instant of My Death' • Arun Kolatkar, 'The Bus' • Julius Chingono, 'At the Bus Station' • Imtiaz Dharker, 'These are the Times We Live in' • Elizabeth Jennings, 'The Enemies' • Sampurna Chattarji, 'Boxes' • W H Auden, 'The Capital' • Arthur Yap, 'an afternoon nap' • Elizabeth Smither, 'Plaits' • Elizabeth Daryush, 'Children of Wealth' • Thomas Love Peacock, 'Rich and Poor or, Saint and Sinner' • Musaemura Zimunya, 'A Long Journey' • Stevie Smith, 'Touch and Go' • George Szirtes, 'Song' 	<p>Continuation of Poetry/ A Taste of Honey Students conclude their year with the conclusion of the poetry unit followed by their final unit <i>A Taste of Honey</i>. Continuation of analysis of language, structure and form. Students have a chance to examine key moral issues whilst exploring critical context.</p> <ul style="list-style-type: none"> • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Multiple interpretation • Performance • Grammatical accuracy
Assessment	<ul style="list-style-type: none"> • End of Unit Tests • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Self-study • Practice Papers



Curriculum Plan – 2025-26

Subject: English 2nd Language

	Term 1	Term 2	Term 3
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Content	<p>Reading, Writing & Comprehension Skills</p> <p>Students read a range of simplified extracts from renowned authors throughout the year, focusing on their creation of images, emotion and environment linked to skills required for the exam. Students begin to analyse extracts before reconstructing their own vivid descriptions.</p> <ul style="list-style-type: none"> • Email writing • Report writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension <p>Reading and Writing: Short Extracts</p> <p>Students draw on and revise their learning of reading and writing skills. Students produce a range of informal and formal pieces of writing.</p>	<p>Speaking and Listening: Hot Topics</p> <p>Students expand their vocabulary and confidence with speaking and presenting on 'hot topics' in the news. Students will read about current affairs and present their opinions to the class.</p> <ul style="list-style-type: none"> • Developing originality • Pronunciation • Vocabulary building • Persuasive techniques (personal pronouns; emotive language; rhetorical question; statistic and fact; use of authority; anecdote; description; exaggeration; rule of three; repetition) • Idiom use • Grammatical accuracy • Debate • Reading comprehension • Summary skills <p>Introduction to short novel: Boy by Roald Dahl</p> <p>Students draw on and revise their learning of reading and writing skills in order to discuss and analyse famous novel. Students produce a range of informal and formal pieces of writing.</p> <ul style="list-style-type: none"> • Sentencing/ phonics • Grammatical accuracy • Language for effect • Developing originality • Grammatical accuracy • Reading comprehension 	<p>Exam Skills</p> <p>Students focus on their exam skills and look at a range of ways to save time effectively.</p> <ul style="list-style-type: none"> • Formal writing • Informal writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Grammatical accuracy <p>Revision</p> <p>Students conclude their year with a focus on revision and the completion of past papers. All papers will be marked in class and the students will be given opportunity to revise their answers in order to create models.</p> <ul style="list-style-type: none"> • Formal writing • Informal writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension • Film vocabulary • Idiom use • Latin roots • Grammatical accuracy
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		<ul style="list-style-type: none"> • Skimming and scanning • Cloze reading • Summary skills • Greek roots 	
Assessment	<ul style="list-style-type: none"> • End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing 	<ul style="list-style-type: none"> • End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing



Curriculum Plan – 2025-26

Subject: History

	Term 1	Term 2	Term 3
Content	<p>Were the peace treaties of 1919-1923 Fair?</p> <ul style="list-style-type: none"> • The 'Big Three' • The Treaty of Versailles • The other peace treaties • Impact of the peace treaties <p>To what extent was the League of Nations a success?</p> <ul style="list-style-type: none"> • Successes and failures in the 1920s/30s • Organisation and functions of the League • Impact of the Great Depression 1929 • Evaluation of the League of Nations 	<p>Why had international peace collapsed by 1939?</p> <ul style="list-style-type: none"> • Long term causes of World War Two • Hitler's Foreign Policy • The appeasement Policy • Short term factors <p>Who was to blame for the Cold War?</p> <ul style="list-style-type: none"> • 1945 – The breakdown of the grand alliance • 1945-48 – Soviet Expansion into Eastern Europe • 1947-1948 – The Truman Doctrine and Marshall Plan • 1948-49 Berlin Blockade 	<p>How effectively did the United States stop the spread of communism?</p> <ul style="list-style-type: none"> • The Korean War 1950-53 • US relations with Cuba • US involvement in Vietnam • Evaluation of the American containment <p>How secure was Soviet control over Eastern Europe 1948-89?</p> <ul style="list-style-type: none"> • Hungarian Uprising 1956 • The Prague Springs 1968 • The Berlin Wall 1961 • The Rise of Solidarity in Poland • The collapse of Communism in Eastern Europe and the USSR
Assessment	IGCSE Paper 1 and 2 Exam Style Questions	IGCSE Paper 1 and 2 Exam Style Questions	IGCSE Paper 1 and 2 Exam Style Questions



Curriculum Plan – 2025-26

Subject: Mathematics

Exam Board: Edexcel

Syllabus Code: 4MA1

	Term 1	Term 2	Term 3
Content	Number 1 Algebra 1 Graphs 1 Shape and Space 1 Sets Number 2 Algebra 2 Graphs 2 Shape and Space 2 Handling Data	Number 3 Algebra 3 Graphs 3 Shape and Space 3 Handling Data 2 Number 4 Algebra 4 Graphs 4 Shape and Space 4	Handling Data 3 Number 5 Algebra 5 Graphs 5 Shape and Space 5 Handling Data 4 Project
Assessment	End of topic assessments and an end of year test	End of topic assessments and an end of year test	End of topic assessments and an end of year test



Curriculum Plan – 2025-26

Subject: Music

Exam Board: Cambridge

Syllabus Code: 0410

	Term 1	Term 2	Term 3
Content	<p>The students will be introduced to the iGCSE Cambridge Music course and understand the assessment criteria and its requirements. Students will begin to select and rehearse their performance pieces (A02) based on the grading criteria, they will then begin to start weekly practice on these and target areas for improvement.</p> <p>A01 Listening exam skills will be intermittently refreshed and revised.</p> <p>A03 Composition coursework will be checked and developed on a regular basis</p>	<p>Students will focus directly on weaker elements of their individual preparation.</p> <p>All students will continue to work on their individual and ensemble performance pieces, with weekly mock presentations</p> <p>A03 Compositions should be complete within first half of term.</p> <p>A01 Listening exam skills will be intermittently refreshed and revised.</p>	<p>Revision and completion of all assessment criteria:</p> <p>A01 Listening Aural awareness, perception and discrimination in relation to Western music. Identifying and commenting on a range of music from cultures in different countries. Knowledge and understanding of one World Focus from a non-Western culture and one Western Set Work.</p> <p>A02 Performing • Technical competence on one or more instruments. • Interpretative understanding of the music performed.</p> <p>A03 Composing • Discrimination and imagination in free composition. • Notation, using staff notation and, if appropriate, other suitable systems.</p>
Assessment	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed



Curriculum Plan – 2025-26

Subject: IGCSE 1st Language Chinese

Exam Board: Cambridge

Syllabus Code: 0509

	Term 1	Term 2	Term 3
Content	<p>谁言寸草心</p> <p>此心安处是吾乡</p> <p>千古风流人物</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>	<p>只缘身在此山中</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>	<p>格物致知</p> <p>诸子百家</p> <p>每个主题下包括： 描写与叙述 议论与讨论 指导写作及文言文</p>
Assessment	<p>单元练习</p> <p>总结性综合考试</p>	<p>单元练习</p>	<p>单元练习</p> <p>总结性综合考试</p>



Curriculum Plan – 2025-26

Subject: Mandarin as a Foreign Language

Exam Board: Cambridge

Syllabus Code: 0547

	Term 1	Term 2	Term 3
Content	<ul style="list-style-type: none"> Greetings and introductions Family and pets Everyday life Hobbies Eating and drinking Health and fitness Home life Clothes Shopping Living environment School routine School facilities 	<ul style="list-style-type: none"> Chinese New Year and Chinese festivals Weather and climate Transportation Travel experience Planning a trip Public service and customs 	<ul style="list-style-type: none"> Work experience Applying for a job Future education and career plans Interview Chinese celebrities Technology and social media Learning Chinese as a foreign language Saving the planet
Assessment	<p>Formative assessment on each topic.</p> <p>Summative assessment on topics in Term 1</p>	<p>Formative assessment on each topic</p>	<p>Formative assessment on each topic</p> <p>Summative assessment on all the topics learned this year.</p>



Curriculum Plan – 2025-26

Subject: IGCSE Biology

Exam Board: Cambridge International Examinations **Syllabus Code:** 0610

	Term 1	Term 2	Term 3
Content	<p>Characteristics and classification of living organisms</p> <ul style="list-style-type: none"> • Characteristics of living organisms • Concept and uses of classification systems • Features of organisms <p>Organisation of the organism</p> <ul style="list-style-type: none"> • Cell structure • Size of specimens <p>Movement into and out of cells</p> <ul style="list-style-type: none"> • Diffusion • Osmosis • Active transport <p>Biological molecules</p> <ul style="list-style-type: none"> • Biological molecules <p>Enzymes</p> <ul style="list-style-type: none"> • Enzymes <p>Plant nutrition</p> <ul style="list-style-type: none"> • Photosynthesis 	<p>Plant nutrition</p> <ul style="list-style-type: none"> • Leaf Structure <p>Transport in plants</p> <ul style="list-style-type: none"> • Xylem and phloem • Water uptake • Transpiration • Translocation <p>Human nutrition</p> <ul style="list-style-type: none"> • Diet • Digestive system • Physical digestion • Chemical digestion • Absorption 	<p>Transport in animals</p> <ul style="list-style-type: none"> • Circulatory systems • Heart • Blood vessels • Blood <p>Diseases and immunity</p> <ul style="list-style-type: none"> • Diseases and immunity <p>Gas exchange in humans</p> <ul style="list-style-type: none"> • Gas exchange in humans <p>Respiration</p> <ul style="list-style-type: none"> • Respiration • Aerobic respiration • Anaerobic respiration

Britannica International School Shanghai Curriculum Plan – Year 10



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Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers
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Curriculum Plan – 2025-26

Subject: IGCSE Chemistry

Exam Board: Cambridge International Examinations (CIE)

Syllabus Code: 0620

	Term 1	Term 2	Term 3
Content	<p>States of matter Solids, liquids and gases Diffusion</p> <p>Chemistry of the environment Water Air quality and climate</p> <p>Experimental Techniques and chemical analysis Experimental design Chromatography Separation and purification Preparation of Salts Identification of ions and gases</p> <p>Atoms, elements and compounds Elements, compounds and mixtures Atomic structure and the Periodic Table Isotopes Ions and ionic bonds Simple molecules and covalent bonds Giant covalent structures Metallic bonding</p>	<p>The Periodic Table Arrangement of elements Group I properties Group VII properties Transition elements Noble gases</p> <p>Metals Properties of metals Uses of metals Alloys and their properties Reactivity series Corrosion of metals Extraction of metals</p>	<p>Acids, bases and salts The characteristic properties of acids and bases Oxides Preparation of salts</p> <p>Chemical energetics Exothermic and endothermic reactions</p>
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers



Curriculum Plan – 2025-26

Subject: Computer Science

Exam Board: Cambridge

	Term 1	Term 2	Term 3
Content	<p>Data representation</p> <ul style="list-style-type: none"> • Number systems • Text, sound and images • Data storage and file compression <p>Data transmission</p> <ul style="list-style-type: none"> • Types and methods of data transmission <p>Algorithm design and problem solving</p> <ul style="list-style-type: none"> • The program development life cycle • Computer systems, sub systems and decomposition • Explaining the purpose of an algorithm 	<p>Data transmission</p> <ul style="list-style-type: none"> • Methods of error detection • Symmetric and asymmetric encryption <p>Hardware</p> <ul style="list-style-type: none"> • Computer architecture • Input and output devices • Data storage • Network hardware <p>Algorithm design and problem solving</p> <ul style="list-style-type: none"> • Standard methods of solution • Validation and verification 	<p>Software</p> <ul style="list-style-type: none"> • Types of software and interrupts Types of programming language, translators and integrated development environments <p>Algorithm design and problem solving</p> <ul style="list-style-type: none"> • Trace tables to document dry runs of algorithms • Identifying errors in algorithms • Writing and amending algorithms

Britannica International School Shanghai Curriculum Plan – Year 10



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Assessment	End of unit tests	End of unit tests	End of unit tests
	End of term test		End of year test



Curriculum Plan – 2025-26

Subject: Business

Exam Board: Cambridge

Syllabus Code: 0450

	Term 1	Term 2	Term 3
Content	1 Understanding business activity Business Activity Classification of businesses Enterprise, business growth and size Types of business organization Business objectives and stakeholder objectives	2 People in business <ul style="list-style-type: none"> • Motivating employees • Organisation and management • Recruitment, selection, and training of employees • Internal and external communication 	3 Marketing <ul style="list-style-type: none"> • Marketing, competition, and the customer • Market research • Marketing mix • Marketing strategy
Assessment	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam 	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam 	<ul style="list-style-type: none"> • Exam Style Questions • End of Unit Tests • Presentations • Mock Exam



Curriculum Plan – 2025-26

Subject: Geography

Exam Board: Cambridge IGCSE

Syllabus Code: 0460

	Term 1	Term 2	Term 3
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content</p>	<p>Changing populations</p> <ul style="list-style-type: none"> • Global patterns and trends in population growth • Causes of population growth and decline • Impact and evaluation of pro-natalist and anti-natalist population policies • The Demographic Transition Model • Population structures • Types of migrants • Causes of migration • Impacts of migration <p>Changing river environments</p> <ul style="list-style-type: none"> • Characteristics of rivers and drainage basins • The Bradshaw model • The drainage basin within the water cycle • Processes in drainage basins • River processes • Formation and characteristics of river landforms • Formation and characteristics of meanders, oxbow lakes, levées, floodplains, deltas • Opportunities and hazards of living near rivers • Human and natural causes of river flooding • Impacts of river flooding • Managing river flooding 	<p>Changing towns and cities</p> <ul style="list-style-type: none"> • Variations in global urban growth rates and causes of rapid urbanisation in LICs • Opportunities of urban living: services, culture, employment and housing • Challenges of urban living: inequality, housing, employment, transport, waste management, unplanned settlements • Impact of urban sprawl on rural-urban fringe and environment • Strategies and techniques to manage urban growth sustainably • Case study: detailed example of urban growth, opportunities, challenges, and management <p>Changing coastal environments</p> <ul style="list-style-type: none"> • Types of waves • Coastal processes: erosion, transportation, deposition • Formation and characteristics of coastal landforms • Formation and characteristics of beaches, spits, bars, sand dunes • Discordant and concordant coastlines • Opportunities and hazards of living near the coast • Managing coastal erosion and flooding • Distribution, impacts, and management of tropical storms • Planning, protection, and prediction of tropical storms 	<p>Development</p> <ul style="list-style-type: none"> • Measuring development • Comparing countries at different development levels using indicators • Factors affecting quality of life and standard of living • Reasons for uneven development and the development gap • Global distribution of LICs, MICs, and HICs • Definition and principles of sustainable development • Social, economic, and environmental strategies to promote sustainable development • Evaluating strategies to reduce the development gap <p>Changing ecosystems</p> <ul style="list-style-type: none"> • Location and characteristics of the Antarctic ecosystem • Antarctic climate and environmental features • Adaptations of Antarctic flora and fauna • Threats to the Antarctic ecosystem • Impacts of ecosystem destruction in Antarctica • Strategies and sustainable management of the Antarctic ecosystem • Global distribution and characteristics of tropical rainforests • Equatorial climate and its influence on tropical rainforests • Structure and biodiversity of tropical rainforest ecosystems • Adaptations of rainforest flora and fauna • Threats to tropical rainforest ecosystems
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			<ul style="list-style-type: none"> • Impacts of tropical rainforest destruction and deforestation • Sustainable strategies and techniques for tropical rainforest management
Assessment	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)	IGCSE past paper questions (Paper 1)



Curriculum Plan – 2025-26

Subject: Spanish

Exam Board: Edexcel

Syllabus Code: 4SP1

	Term 1	Term 2	Term 3
Content	<p>Topic: Personal life and relationships</p> <ul style="list-style-type: none"> Childhood Relationships with family and friends House and home Daily routine Helping at home Role models <p>Grammar: Adjectives and adjectival agreement, possessive adjectives, reflexive verbs, directions verbs, adverbs, adverbial phrases of time, imperfect tense, pluperfect tense, alternatives to the future e.g. hope, intend, would like</p> <p>Skills: Initiative, critical thinking, empathy/perspective taking, adaptive learning, interpersonal skills, problem solving.</p>	<p>Topic: Education and Employment</p> <ul style="list-style-type: none"> School life and routine School rules Pressures at school School trips School events Work and careers Volunteering Future plans School exchanges <p>Grammar: Giving opinions, modals in the present tense, superlative tense, relative pronouns, infinitive clauses, future tense with appropriate verbs.</p> <p>Skills: Critical thinking, communication, teamwork, collaboration, co-operation Responsibility, self-presentation.</p>	<p>Topic: Social activities, fitness and health</p> <ul style="list-style-type: none"> Hobbies and interests Sports and exercise Special Occasions Shopping and money matters Accidents, injuries, common ailments Healthy eating Food and drink <p>Grammar: Revision of verbs in the imperfect, demonstrative pronouns, qualifiers and intensifiers, impersonal verbs, pluperfect, conditional, and revision of other tenses.</p> <p>Skills: Critical thinking, communication, problem solving, teamwork, collaboration, collaboration, ethics.</p>
Assessment	End of term listening and reading papers	End of term IGCSE past paper.	End of term IGCSE past paper.



Curriculum Plan 2025-2026

Subject: Physical Education

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>10 & 11</u>	<p><u>Block 1</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey.</p> <ul style="list-style-type: none"> • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. <p><u>Block 2</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding. 	<p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Water Safety/Evaluation (Treading Water for different lengths of time). • Entry and Exit (Seated Dive/Crouch Dive/Standing Dive). • Water Skills (Push and Glide/Skull Diving/Retrieving Objects under water). • Swimming Stokes (Freestyle/Front Crawl/Back Stroke/Butterfly). <p><u>Block 4</u> <u>Net/Wall</u></p> <ul style="list-style-type: none"> • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay. 	<p><u>Block 5</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. <p><u>Block 6</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Throwing/Catching/Bowling. • Batting. • Fielding. • Tactical Awareness. • Rules and Regulations. • Team/Social Building. • Match Fitness. • Gameplay.
<u>Assessment</u>	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.	Teacher Observations. Peer-Assessment. Self-Assessment. Video Analysis.