

Curriculum Plan – 2026-27

Subject: IGCSE PE

Year: 10

Exam Board: PEARSON EDEXCEL

Syllabus Code: 1PE0

	Term 1	Term 2	Term 3
Content	Health, Fitness and Well-being ❖ Physical, emotional and social health ❖ Lifestyle choices ❖ Impact of lifestyle choices ❖ Sedentary lifestyle and consequences ❖ Balanced diet and the role of nutrients ❖ Dietary manipulation for sport ❖ Optimum weight	Applied Anatomy and Physiology ❖ Vascular shunting ❖ Components of blood and their significance for physical activity ❖ Respiratory system – composition of air; lung volumes ❖ Location and roles of principal components of respiratory system ❖ Structure and function of alveoli ❖ Energy sources; aerobic and anaerobic exercise and short-term effects of exercise	Sports Psychology ❖ Goal setting – SMART targets ❖ Classification of skills ❖ Forms of practice – theory and practical application ❖ Types of guidance – theory and practical application ❖ Mental preparation for performance; Types of feedback ❖ Sports psychology – use of data
	Applied Anatomy and Physiology ❖ Functions of the skeletal system ❖ Classification of bones ❖ Structure of the skeletal muscles ❖ Location and role of key voluntary muscles ❖ Antagonistic muscles ❖ Fast and slow twitch muscle fibres ❖ Structure and function of the cardiovascular system ❖ Arteries, capillaries and veins ❖ Vascular shunting ❖ Components of blood and their significance for physical activity ❖ Respiratory system – composition of air; lung volumes ❖ Location and roles of principal components of respiratory system ❖ Structure and function of alveoli ❖ Energy sources; aerobic and anaerobic exercise and short-term effects of exercise	Movement analysis ❖ Lever system – first, second and third-class levers ❖ Mechanical advantages in sport and physical activity ❖ Movement possibilities at joint; utilization of movement in physical activity ❖ Joint classification and impact on movement axes ❖ Planes and axes – generalized movement patterns	

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Assessment	Paper 2: Health and Performance Paper 1: Fitness and Body Systems	Paper 1: Fitness and Body Systems	Paper 2: Health and Performance
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Curriculum Plan – 2026-27

Subject: Spanish (International GCSE)

Year:10

	Term 1	Term 2	Term 3
Content	Topic A: Local Area, Directions & Services Los lugares de la ciudad y direcciones (Módulo 5): giving directions, se puede/pueden + infinitive, demonstrative & possessive pronouns Holidays, Tourist Information & Customs Módulo 1 ¡Desconéctate! (Unidades 1-6): present, preterite and imperfect tenses, used forms, combining tenses to narrate holiday experiences Everyday Life & Independent Research Project Módulo 6 (Sabores del mundo, ¡De fiesta!): passive voice and avoiding it with se; independent research project on a Spanish-speaking region, formal debate (mass vs. sustainable tourism), translation stretch	Topic B: School Life & Routine Módulo 2 (Punto de partida 1-2, Unidades 1-2): justified opinions on subjects, comparatives/superlatives, negative structures, comparing past and present School Rules, Trips & Work/Careers Módulo 2 (Unidades 3-4): verb + infinitive constructions (tener que, hay que), near future tense for exchange-trip plans; Módulo 2 (Unidad 5) & Módulo 7 (Unidades 1, 6): object pronouns, soler in the imperfect, present subjunctive with cuando; mock job interview and formal written job/exchange application at top-band level.	Topic C: House, Home, Routine & Health Módulo 8 (Punto de partida 1) & Módulo 6 (Punto de partida 1-2): extended descriptive language for housing, reflexive verbs, doler + indirect object pronouns Role Models, Speaking Prep & Relationships Módulo 4 (Unidad 5): combining several past tenses to narrate a role model's life, used as speaking-exam preparation; Módulo 3 (Unidades 5-6): relationship verbs across present and past, imperfect tense for extended childhood description

Assessment	Continuous in-lesson AfL, independent research project & formal debate, TEST WEEK (30 November): reading, listening, writing & grammar accuracy, speaking (top-band GCSE criteria), feedback week with target-setting for Topic B	Continuous in-lesson AfL, mock job interview, formal written job/exchange application, end-of-topic review (no formal test week this term)	Continuous in-lesson AfL (RESIDENTIAL WEEK 17 May: no lessons), cumulative TEST WEEK (14 June, Topics A-C): reading, listening, writing & grammar accuracy, speaking, feedback week & preview of Year 11
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Curriculum Plan – 2026-27

Subject: English as a First Language
Exam Board: Cambridge
9093

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	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. • 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	Poetry: Songs of Ourselves Volume 2 Part 3 Students study a range of 15 poems from different poets. Please see the list below. • Identifying poetic devices • Analysing language • Analysing form • Analysing structure • Applying context • Grammatical accuracy • Reading comprehension • Summary skills • Implicit inference • Directed writing Poems: • 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'	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. • Whole text analysis • Theme identification and analysis • Single word analysis • Structure analysis • Form analysis • Multiple interpretation • Performance • Grammatical accuracy
Assessment	• End of Unit Tests • Multiple Choice Quizzes • Extended Writing	• End of Unit Test/ Mock Exam • Multiple Choice Quizzes • Extended Writing	• 2nd Mock Exam / External Exam • Self-study • Practice Papers

Curriculum Plan – 2026-27

Subject: English 2nd Language

Year: 10

	Term 1	Term 2	Term 3
Content	Reading, Writing & Comprehension Skills 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. • Email writing • Report writing • Skimming and scanning • Cloze reading • Grammatical accuracy • Vocabulary building • Sentencing for effect • Language for effect • Summary writing • Reading comprehension Reading and Writing: Short Extracts Students draw on and revise their learning of reading and writing skills. Students produce a range of informal and formal pieces of writing.	Speaking and Listening: Hot Topics 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. • 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 Introduction to short novel: Boy by Roald Dahl 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. • Sentencing/ phonics • Grammatical accuracy • Language for effect • Developing originality • Grammatical accuracy • Reading comprehension • Skimming and scanning • Cloze reading • Summary skills • Greek roots	Exam Skills Students focus on their exam skills and look at a range of ways to save time effectively. • 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 Revision 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. • 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
Assessment	• End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing	• End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing	• End of Unit Test/Mock exams • Multiple Choice Quizzes • Extended Writing



Curriculum Plan – 2026-27

Subject: History
Exam Board: Cambridge
0470

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	Were the peace treaties of 1919-1923 Fair? - The 'Big Three' - The Treaty of Versailles - The other peace treaties - Impact of the peace treaties To what extent was the League of Nations a success? - 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	Why had international peace collapsed by 1939? - Long term causes of World War Two - Hitler's Foreign Policy - The appeasement Policy - Short term factors Who was to blame for the Cold War? 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	How effectively did the United States stop the spread of communism? - The Korean War 1950-53 - US relations with Cuba - US involvement in Vietnam - Evaluation of the American containment How secure was Soviet control over Eastern Europe 1948-89? - 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 – 2026-27

Subject: Music
Exam Board: Cambridge
Code: 0410

Year: 10
Syllabus

	Term 1	Term 2	Term 3
Content	• Introduction to the IGCSE Music course and assessment structure • Foundation listening skills and key musical vocabulary • Introduction to exam-style listening questions • MuseScore notation skills and short composition exercises • Selection and preparation of solo and ensemble repertoire	• Listening modules covering the seven Areas of Study • Introduction to musical context, style and period • Continued MuseScore development and accurate score presentation • Regular solo and ensemble performance practice	• Further study of the Areas of Study and Focus Works • Developing longer exam-style listening responses • Complete and refine Composition 1 • End-of-year listening and practical assessments
Assessment	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed	A01, A02, A03 skills assessed

Curriculum Plan – 2026-27

Subject: IGCSE 1st Language Chinese

Year:

Y 10

Exam Board: CIE

Syllabus Code: 0509

	Term 1	Term 2	Term 3
Content	谁言寸草心 此心安处是吾乡 千古风流人物 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	只缘身在此山中 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	格物致知 诸子百家 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
Assessment	单元练习 总结性综合考试	单元练习	单元练习 总结性综合考试

Curriculum Plan – 2026-27

Subject: Mandarin as a Foreign Language
Exam Board: Cambridge
0547

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	- 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	- Chinese New Year and Chinese festivals - Weather and climate - Transportation - Travel experience - Planning a trip - Public service and customs	- 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	Formative assessment on each topic. Summative assessment on topics in Term 1	Formative assessment on each topic	Formative assessment on each topic Summative assessment on all the topics learned this year.

Curriculum Plan – 2026-27

Subject: Art
Exam Board: Edexcel

Year: 10
Syllabus Code: Fine Art (1FA0)

	Term 1	Term 2	Term 3
Content	The students will be introduced to the GCSE Fine Art course and understand the assessment criteria and its requirements. Students will have a short project based around a series of skill-based workshops before beginning their coursework element worth 60% of the final grade. <u>Coursework Project</u> This project is worth 60% of the final grade. Students will begin to select and explore pieces based on the grading criteria, they will then begin to start weekly practice on research and refinement of skills, responding to their chosen theme and work towards their personal target areas for improvement throughout.	Students will continue to develop their explorations and skill refinement, become more familiar with their progress and continue to improve their performance, ready for recording. The Four Assessment Objectives AO1 Develop ideas through investigations, demonstrating critical understanding of sources AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes AO3 Record ideas, observations and insights relevant to intentions as work progresses AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language	Students will continue to develop coursework through a variety of dry and wet media and mixed media based on their theme of Expressive Portraits. Students will have a full body of Portfolio work to meet the following GCSE Assessment Objectives (AO): AO1 -Gathering, recording, research, and investigation; AO2 – Exploration, refinement and development of ideas; AO3 – Organisation and relationships of visual and/or other forms;
Assessment	AO1, AO2, skills assessed	AO1, AO2, skills assessed	AO2, AO3 skills assessed

Curriculum Plan – 2026-27



Subject: Biology

Exam Board: Cambridge IGCSE

Syllabus Code: 0610

	Term 1	Term 2	Term 3
Content	Characteristics and classification of living organisms • Characteristics of living organisms • Concept and uses of classification systems • Features of organisms Organisation of the organism • Cell structure • Size of specimens Movement into and out of cells • Diffusion • Osmosis • Active transport Biological molecules • Biological molecules Enzymes • Enzymes Plant nutrition • Photosynthesis • Leaf Structure	Transport in plants • Xylem and phloem • Water uptake • Transpiration • Translocation Human nutrition • Diet • Digestive system • Physical digestion • Chemical digestion • Absorption Transport in animals • Circulatory systems • Heart • Blood vessels • Blood	Diseases and immunity • Diseases and immunity Gas exchange in humans • Gas exchange in humans <i>(Time pending)</i> Respiration • Respiration • Aerobic respiration • Anaerobic respiration

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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 – 2026-27

Subject: Business
Exam Board: Cambridge
Syllabus Code: 0264

Year: 10

	Term 1	Term 2	Term 3
Content	1 Understanding business activity • Business Activity • Economic Sectors • Enterprise, business growth and size • Types of business organization • Business objectives and stakeholder objectives	2 People in business • Human Resource Management • Organisation and management • Methods of communication • Motivating employees	3 Marketing • Marketing and the market • Market research • Marketing mix: Product, Price, Place, Promotion • Marketing strategy and legal controls.
Assessment	• Exam Style Questions • End of Unit Tests • Presentations • Mock Exam	• Exam Style Questions • End of Unit Tests • Presentations • Mock Exam	• Exam Style Questions • End of Unit Tests • Presentations • Mock Exam

Curriculum Plan – 2026-27

Subject: IGCSE Chemistry

Exam Board: Cambridge International Examinations (CIE)

Code: 0620

Year: 10

Syllabus

	Term 1	Term 2	Term 3
Content	States of matter Solids, liquids and gases Diffusion Chemistry of the environment Water Air quality and climate Experimental Techniques and chemical analysis Experimental design Chromatography Separation and purification Preparation of Salts Identification of ions and gases 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	The Periodic Table Arrangement of elements Group I properties Group VII properties Transition elements Noble gases Stoichiometry Formulae Relative masses of atoms and molecules The mole and the Avogadro constant	Metals Properties of metals Uses of metals Alloys and their properties Reactivity series Corrosion of metals Extraction of metals Electrochemistry Electrolysis Hydrogen–oxygen fuel cells

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 – 2026-27

Subject: Physics
Exam Board: CIE
Code: 0625

Year: 10
Syllabus

	Term 1	Term 2	Term 3
Content	Physical quantities and units General physics 1.1 Length and time 1.2 Motion 1.3 Mass and weight 1.4 Density Forces 1.5.1 Effects of forces Thermal physics 1.5.2 Turning effect 1.5.3 Conditions for equilibrium 1.5.4 Centre of mass 1.5.5 Scalars and vectors 1.6 Momentum 1.8 Pressure	Work, energy and power 1.7.1 Energy 1.7.2 Energy resources 1.7.3 Work 1.7.4 Power Thermal Physics 2.1 Simple kinetic molecular model of matter 2.1.1 States of matter 2.1.2 Molecular mode 2.1.3 Evaporation 2.1.4 Pressure changes 2.2.1 Thermal expansion of solids, liquids and gases 2.2.2 Measurement of temperature 2.2.3 Thermal capacity (heat capacity) 2.2.4 Melting and boiling 2.3.1 Conduction 2.3.2 Convection 2.3.3 Radiation 2.3.4 Consequences of energy transfer	Properties of waves, including light and sound 3.1 General wave properties 3.2.1 Reflection of light 3.2.2 Refraction of light 3.2.3 Thin converging lens 3.2.4 Dispersion of light 3.3 Electromagnetic spectrum 3.4 Sound
Assessment	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Term Examination. Practical Investigations.	End of Unit assessments. End of Year Examination. Practical Investigations.

Curriculum Plan 2026-2027

Subject: Physical Education

Year: 10/11

<u>Year Group</u>	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<u>10 & 11</u>	<u>Block 1</u> <u>Invasion Games</u> Sports could include Football, Basketball, Netball and Hockey. • Passing/Receiving. • Dribbling. • Shooting. • Tactical Awareness. • Match Fitness. • Rules and Regulations. • Gameplay. <u>Block 2</u> <u>Health Related Exercise</u> • Fitness Testing (Circuit Training/Continuous Training/Multi Stage Fitness Testing). • Muscles/Bones. • Components of Fitness. • Skill Related Fitness. • Knowledge and understanding.	<u>Block 3</u> <u>Swimming</u> • 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). <u>Block 4</u> <u>Net/Wall</u> • Racket Shot Techniques. • Movement and positioning on the court. • Tactical Awareness. • Rules and Regulations. • Match Fitness. • Singles and Doubles Gameplay.	<u>Block 5</u> <u>Athletics</u> • Running Events – 100m/200m/400m/1500m. • Jumping Events – Long Jump/Triple Jump/High Jump. • Throwing Events – Javelin/Discus/Shot Putt. <u>Block 6</u> <u>Striking and Fielding</u> • 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.

Curriculum Plan – 2026-27

Subject: Economics
Exam Board: Cambridge
0455

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	<u>1. The basic economic problem</u> - Understanding economics - The nature of the basic economic problem - Factors of production - Opportunity cost - Production possibility curve diagrams <u>2. The allocation of resources</u> - The role of markets in allocating resources - Demand - Supply - Price determination - Price changes - Price elasticity of demand (PED) - Price elasticity of supply (PES) - Market economic system - Market failure - Mixed economic system	<u>3. Microeconomic decision makers</u> - Money and banking - Households - Workers - Firms - Firms and production - Firms' costs, revenue and objectives - Types of markets	<u>4. Government and the macroeconomy</u> - The role of government - The macroeconomic aims of government - Fiscal policy - Monetary policy - Supply-side policy - Economic growth - Employment and unemployment - Inflation and deflation
Assessment	Past paper questions Multiple choice question paper Extended writing assignments	Past paper questions Multiple choice question paper Extended writing assignments	Past paper questions Multiple choice question paper Extended writing assignments

Curriculum Plan – 2026-27

Subject: Geography
Exam Board: Cambridge IGCSE
0460

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	Changing populations - 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 Changing river environments - 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	Changing towns and cities - 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 Changing coastal environments - 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	Development - 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 Changing ecosystems - 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 - 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)

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Curriculum Plan Year 10



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Curriculum Plan – 2026-27

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Curriculum Plan Year 10



Subject: Global Perspectives
Exam Board: Cambridge
 0457

Year: 10
Syllabus Code:

	Term 1	Term 2	Term 3
Content	<u>Information Skills</u> - Perspectives - Research - Analysis - Synthesis - Planning - Questioning <u>Critical Thinking Skills</u> - Reasoning - Evidence - Claims - Drawing Conclusions - Bias & vested Interest	<u>Collaboration Skills</u> - Team Work - Decision Making - Creativity - Memory - Note-Taking - Reflection - Evaluation - Developing Independent Learning Skills - Establishing Independent Learning Skills - Enhancing Independent Learning Skills	<u>Critical Thinking Skills</u> - Statement of Arguments, fact, opinion, prediction & value judgement - Problem solving - Developing Critical Thinking Skills - Establishing Critical Thinking Skills - Enhancing Critical Thinking Skills
Assessment	Independent Report	Team Project Outcomes	Written Exam