**Cornerstone International Academy - Study Guide End of Term Exam November 24 - November 28**

| MYP 4 | | | | | | |
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| **Period** | **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| 1 | 08:00 - 09:00 | | | | | |
| 2 | 09:00 - 10:00 | **English Lang & Lit** | **Spanish/French** | **I&S** | **Standard Mathematics** | **Extended Mathematics** |
| Break | 10:00 - 10:30 | | | | | |
| 3 | 10:30 - 11:30 | | | | | |
| 4 | 11:30 - 12:30 | **Visual Arts/ Performing Arts** | **Physics** | **Design** | **Chemistry** | **Biology** |
| Lunch | 12:30 - 13:25 | | | | | |
| 5 | 13:25 - 14:25 | Study Time | | | | |
| **Pick Up** | | | | | | |

**Visual Arts Study Guide**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **Units**<br><br>1. **Artist as Explorers** – *Mixed Media Self-Expression*<br><br>2. **The Wave of Graffiti** – *Graffiti Art and Urban Expression*<br><br>**Artist as Explorers**<br><br>**Factual Questions:**<br><br>1. Define *mixed media* in art.<br><br>2. Name three materials and three techniques used in mixed media artwork.<br><br>3. What is observational drawing, and why is | **Keywords for Artist as Explorers:**<br>Mixed media<br><br>Collage<br><br>Texture<br><br>Layering<br><br>Symbol<br><br>Identity<br><br>Expression<br><br>Composition<br><br>Observational drawing<br><br>**Keywords for Wave of Graffiti:**<br><br>Graffiti | **Criterion A:** Knowing & Understanding<br><br>**Criterion B:** Developing Skills<br><br>**Criterion D:** Evaluating | Describe one technique (drawing, shading, collage, or layering) you practiced in class.<br><br>What two materials did you experiment with to create different effects?<br><br>How does experimenting with different materials help you grow as an artist?<br><br>Why is the process of trial and error important in developing skill?<br><br>Is learning new techniques more important than mastering one skill?<br><br>Can technical mistakes lead to artistic discovery?<br><br>What message were you trying to communicate in your | **STUDY STRATEGIES**<br><br>**Review Your Process Journal:**<br><br>○ Revisit your notes, sketches, and reflections.<br><br>○ Be ready to describe your creative process step-by-step.<br><br>**Revise Key Techniques:**<br><br>○ Shading, layering, hatching, graffiti tagging, collage, and composition.<br><br>**Know Your Artists:**<br><br>○ **Frida Kahlo** (personal identity and emotion) |

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| it important?<br><br>**Conceptual Questions:**<br><br>1. How can artists express identity through symbols and imagery?<br><br>2. How does cultural background influence an artist's choice of subject or materials?<br><br>**Debatable Questions:**<br><br>1. Can art truly represent someone's full identity?<br><br>2. Is experimentation more important than technical skill in art-making?<br><br>**The Wave of Graffiti**<br><br>**Factual Questions:**<br><br>1. Define graffiti and describe how it evolved into an art form. | Tag<br><br>Throw-up<br><br>Masterpiece<br><br>Street art<br><br>Spray paint<br><br>Stencil<br><br>Urban culture<br><br>Expression | | artwork?<br><br>What colors or techniques did you use to make your message stronger?<br><br>How do artists know if their artwork successfully communicates meaning?<br><br>What makes an artwork visually powerful or emotionally engaging?<br><br>Is the viewer's interpretation more important than the artist's intention? | ○ **Njideka Akunyili Crosby** (cultural storytelling through collage)<br><br>○ **Banksy or Jean-Michel Basquiat** (social commentary through graffiti)<br><br>**Practice Explaining Meaning:**<br><br>○ Use "art language", *symbolism, contrast, composition, texture, mood, message.*<br><br>**Prepare Examples:**<br><br>○ Be able to describe your own artwork and link it to your learning journey. |

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| 2. List three graffiti techniques and one characteristic of each.<br><br>3. What are two tools used in graffiti and what are they used for?<br><br>**Conceptual Questions:**<br><br>1. How does graffiti communicate cultural or political messages?<br><br>2. Why might some people see graffiti as art and others as vandalism?<br><br>**Debatable Questions:**<br><br>1. Should graffiti be displayed freely in public spaces? | | | | |

**French**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Unité 1: Quelle est mon identité culturelle?<br><br>Unité 2: Qu'est ce qu'il y a autour de moi?<br><br>La famille étendue | Cousin ,cousine frère, enfant …., habitants, régulièrement, mélodieuse | Criterion B<br><br>Criterion D | Vous allez lire un passage, puis répondre à des questions à propos de ce passage. | Boltz, S., 2018. Joshua, un ado de Nouvelle Calédonie. Le Monde des Ados, 5 novembre 2018.<br><br>http://www.lemondedesados.fr/joshua-ado-de-nouvelle-caledonie/.<br><br>[Consulté le 11 mai 2020]. Source adaptéev |

**Individuals and Societies**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Unit 1: How do individuals form Social groups?<br><br>Unit 2: Why are Empires formed?<br><br>Unit 3 : How do Empires work? | constitution.<br>Mechanical Solidarity<br>Law code<br>Legal systems<br>Organic Solidarity<br>Supra-national organization | ◆ **Criterion A**: Knowing and Understanding<br><br>◆ **Criterion B:** Investigating<br><br>◆ **Criterion C**: Communicating<br><br>◆ **Criterion D:** Thinking critically | **Sample Questions**<br><br>1. Students should find out what the following terminologies mean: Mechanical Solidarity and Organic Solidarity<br>2. Student should research on the following modern-day movement (a) The Arab Spring (b) Occupy Wall Street movement (c)Anti-Aparthei d movement (d) Human rights movement<br>3. Students should find out all about Superpower countries and Supra-national organizations, | Paul, Grace. Individual and Societies for the IB MYP 4&5. Edited by Andy Dailey, et al, Hodder Education, 2017. |

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| | | | some examples, their roles etc<br>4. key systems that keep empires in place<br>5. OPVL Source-based questions (refer to page 50 and page 58. | |

**Performing Arts (Drama)**

| **Content / Context, / Concepts** | **Key Vocabulary / Bloom's Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Arts as a social change<br><br>Script analysis | Theme<br>Teamwork<br>Character<br>Dialogue<br>Monologue<br>Plot<br>Social Issues | Criterion A<br>Criterion B<br>Criterion C<br>Criterion D | Differentiate between Hidden Figures and An Inspector Calls. | Hidden Figures Movie<br>An inspector calls<br>Your notes<br>Dramatic techniques<br>Characters<br>Setting |

**Standard Math**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **Units focus:** | Key Vocabulary (with Bloom's Taxonomy levels) | Criteria A,B,C and D | | Mathematics for the IB Middle Years School |
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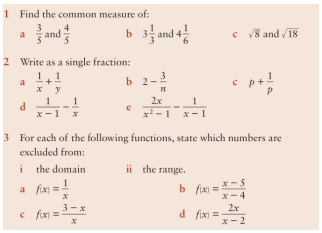
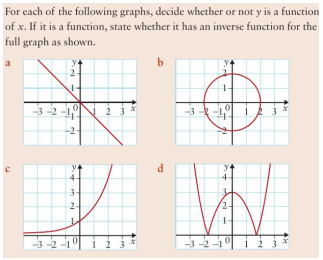
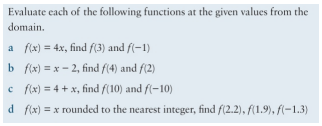
| - **Relations and functions:** definitions, mapping diagrams, function notation, domain and range, tests for functions (vertical line / one-to-one), inverse relations.<br><br>- **Algebraic manipulation:** simplify rational expressions, find common denominators, add and subtract | • **Remember/Understand**:Relation, ordered pair, mapping diagram, domain, range, function, rule, input/output, dependent/independent variable. Rational expression, numerator, denominator, factor, greatest common factor (GCF), least common denominator (LCD).<br>• **Apply/Analyze**:Function notation $f(x)$, evaluate $f(a)$, inverse relation $f^{-1}$(informal).Simplify, reduce to lowest terms, factor by grouping, complete | |  <br>1 Find the common measure of:<br>a $\frac{3}{5}$ and $\frac{4}{5}$ b $3\frac{1}{3}$ and $4\frac{1}{6}$ c $\sqrt{8}$ and $\sqrt{18}$<br>2 Write as a single fraction:<br>a $\frac{1}{x}+\frac{1}{y}$ b $2-\frac{3}{n}$ c $p+\frac{1}{p}$<br>d $\frac{1}{x-1}-\frac{1}{x}$ e $\frac{2x}{x^2-1}-\frac{1}{x-1}$<br>3 For each of the following functions, state which numbers are excluded from:<br>i the domain ii the range.<br>a $f(x)=\frac{1}{x}$ b $f(x)=\frac{x-5}{x-4}$<br>c $f(x)=\frac{3-x}{x}$ d $f(x)=\frac{2x}{x-2}$<br><br>  <br>For each of the following graphs, decide whether or not y is a function of x. If it is a function, state whether it has an inverse function for the full graph as shown.<br>a b<br>c d<br><br>  <br>Evaluate each of the following functions at the given values from the domain.<br>a $f(x)=4x$, find $f(3)$ and $f(-1)$<br>b $f(x)=x-2$, find $f(4)$ and $f(2)$<br>c $f(x)=4+x$, find $f(10)$ and $f(-10)$<br>d $f(x)=x$ rounded to the nearest integer, find $f(2.2)$, $f(1.9)$, $f(-1.3)$<br><br>For each of the mapping diagrams, identify the rule and plot the ordered pairs on a coordinate graph. Then join the points to extend the domain to include all real numbers within the limits of the original domain. | |

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| rational algebraic expressions, factorization to simplify. Finding domain and range of rational expressions | the square (if needed).<br>• **Evaluate/Create**:One-to-one (injective), onto (surjective) — introductions where appropriate.<br>• **Model a real problem with a function or rational expression and manipulate algebraically.** | |  | |

**Extended Math**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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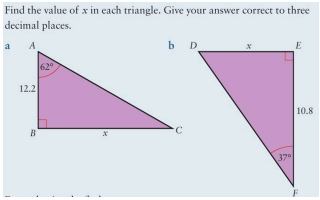
| **Units focus:**<br><br>**Quadratic equations**: | **Key Vocabulary (mapped to Bloom's levels)** | Criterion A, B,C and D |  | Mathematics for the IB Middle Years School |

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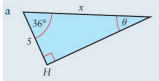
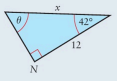
| solving by factoring, square-root property, completing the square, quadratic formula, and using the discriminant to classify roots.<br><br>**Trigonometry:** Pythagoras' theorem and its converse; trigonometric ratios (sin, cos, tan) for right triangles; angles of elevation and depression; bearings and navigation problems.<br><br>**Context / real-world links**:.<br><br>Trigonometry applies to surveying, navigation, architecture (heights and distances), and bearings in map work and | **Remember/Understand:**Quadratic, coefficient, constant term, root/zero, factor, perfect square trinomial, discriminant.<br><br>Pythagoras' theorem, converse, hypotenuse, legs, sine, cosine, tangent, opposite, adjacent.<br><br>Angle of elevation, angle of depression, bearing, course, true north.<br><br>**Apply/Analyze:**Square-root property, completing the square, quadratic formula, factor by grouping.<br><br>Use of trig ratios to find angles/sides; use of sine and cosine rules for | | Find the values of $x$ and $\theta$. Give your answers for $x$ correct to three decimal places.<br>a  <br>b  <br><br>A hiker standing on flat ground can see a mountain in the distance. The angle of elevation to the top of the mountain is 36°. If the hiker moves 630 m closer, the angle of elevation is now 43°. Find the height of the mountain above the flat ground.<br><br>Solve the following quadratic equations.<br>a $x^2 - x - 6 = 0$ b $2x^2 + 3x = 0$<br>c $3x^2 + 7x + 2 = 0$ d $4x^2 - 17x - 15 = 0$<br><br>Consider the parabola defined by $y = x^2 + 2x - 8$<br>a Find the y-intercept of the parabola.<br>b Find the x-intercepts of the parabola.<br>c Use your answer to part b to find the equation of the axis of symmetry and the coordinates of the vertex.<br>d Sketch by hand the graph of $y = x^2 + 2x - 8$ | |

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| aviation. | non-right triangles (extension).<br><br>Interpret bearings and convert between compass bearings and internal angles for triangle solution.<br><br>**Evaluate/Create:**Choose and justify most efficient solution method for quadratics; analyze discriminant to predict root types.<br><br>Model real problems (height, distance, navigation) with trig and quadratic equations. | | | |

**Design**

| **Content / Context, / Concepts** | **Key Vocabulary and Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **Unit**: Threads of Culture<br><br>**Factual**:<br><br>What materials and processes are used in garment construction?<br><br>What tools and techniques are used in sewing garments?<br><br>**Conceptual:** How does garment construction communicate identity and craftsmanship? | • Stitching<br>• Seam allowance<br>• Finishing<br>• Grainline<br>• Backstitch<br>• Pressing<br>• Hem<br>• Sewing<br>• Garment features | **Criterion B: Developing Ideas**<br><br>iii. present the chosen design and outline the reasons for its selection<br><br>iv. Develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution.<br><br>**Criterion C: Creating the Solution**<br><br>**ii.** Demonstrate excellent technical skills when making the solution.<br><br>**iv.** Ensure the garment functions as intended and meets design<br><br>**Criterion D:** | • Select one of these garments and create a comprehensive list of materials and tools needed to successfully make it.<br>• Present the patterns for one of these garments: skirt, kaftan, bubu, gown, dress.<br>• Describe three troubleshooting techniques you can apply when using the sewing machine.<br>• Describe the process of cutting the fabric using a pattern to a 5 year old.<br>• Describe the entire garment construction process from start to finish of | Nyarko, E. K. Basic Design and Technology for Junior High Schools (Core Skills). Town & Country Books Services, 2018, p 34 - 55<br><br>Tajuddin, Fatjri Nur. "Cultural and Social Identity in Clothing Matters "Different Cultures, Different Meanings."" *European Journal of Behavioral Sciences*, vol. 1, no. 4, 20 July 2018, www.dpublication.com/wp-content/uploads/2019/03/EJBS-V14_21-25.pdf , https://doi.org/10.33422/ejbs.20 |

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| | | **Evaluating**<br><br>i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution.<br><br>iii. describe how the solution could be improved. | the full garment.<br>• How will you test one of these garments?<br>• Identify one weakness in a garment's construction and how you will improve it. | 18.07.67. |

**English Language and Literature**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Unit Title:<br><br>1. What's the drama?<br><br>Lessons:<br>1. Conventions of Drama<br>2. Audience<br>3. Textual Analysis | Playscript<br>Audience<br>Scene<br>Act<br>Stage directions | Criterion A<br>Criterion B<br>Criterion C<br>Criterion D | Discuss how August Wilson uses Rose to express love, sacrifice, and stability in *Fences*. Support your ideas with well-selected examples from Acts 1–2.<br><br>**Write a short playscript (6–10 lines). Your script MUST include:** | MYP 4&5 hodder Textbook.<br><br>Literary work ***Fences*** by August Willson. |

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| | | | **Act**<br><br>**Scene**<br><br>**Stage Directions** (in brackets e.g. *[Troy enters slowly, holding the bat]*)<br><br>**Modern-English dialogue between Troy and Cory**<br><br>A moment of **conflict and emotional tension** | |

**Spanish**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **Unit Title:** Conectados con nuestro entorno / Connected with Our Surroundings<br><br>**Theme (Week 4):** Preparación para la evaluación sumativa — Examen final | **Remembering:** Memorizar vocabulario clave y formas verbales en presente.<br><br>**Understanding:** Explicar la función de la tutoría y horarios en el texto.<br><br>**Applying:** Completar ejercicios de A.2 / A.3 y diálogo funcional correctamente. | Criterion A, B, C, D | Mini Summative questions and Practice questions. | Spanish Emergent Phase 1&2, Hodder education. Pg 34-37<br><br>https://docs.google.com/document/d/1NuFZ107nZlU6-iWuziq8jGIkQrLoY0ACI0meyvp6I3I/edit?usp=sharing |

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| | **Analyzing:** Comparar dos respuestas de muestra para ver diferencias de precisión.<br><br>**Creating:** Redactar dos párrafos estructurados para D.1.<br><br>**Evaluating:** Auto-evaluar la coherencia y corrección en el borrador final.<br><br>**Vocabulary**<br>**Escuela:** biblioteca, laboratorio, enfermería, pizarra, timbre, recreo, profesor, cuaderno, mochila, educación física<br>**Useful verbs/phrases:** empezar a las..., durar..., tener clase de..., hablar con el tutor, jugar en el patio | | | |

**Biology**

| **Content / Context, / Concepts** | **Key Vocabulary / Bloom's Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **A. Unit 1 – How is life organized?** | **Key Vocabulary**<br><br>**Unit 1:** Cell, organelle, nucleus, mitochondria, | **Criterion A — Knowing & Understanding** | **Sample Multiple Choice (Criterion A)**<br><br>1. Which organelle | MYP 4 Biology textbook (Hodder – Biology by Concept) |

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| **Content**<br><br>● Levels of organization (cell → tissue → organ → organ system → organism)<br><br>● Plant and animal cell structure<br><br>● Functions of major organelles<br><br>● Diffusion and its importance<br><br>● Specialized cells and adaptation<br><br>**Context**<br><br>● How organisms are structured and function<br><br>● How cell structure affects health and disease<br><br>● Real-life examples: | chloroplast, cell wall, diffusion, tissue, organ, organ system, specialization<br>**Unit 2:** Photosynthesis, chlorophyll, respiration, enzyme, substrate, active site, denaturation, aerobic, anaerobic, stomata, transpiration, light intensity<br><br>**Bloom's Taxonomy Levels in Exam**<br><br>● **Remembering:** Definitions, naming organelles, equations<br><br>● **Understanding:** Explaining functions, differences between processes<br><br>● **Applying:** Using knowledge to interpret diagrams/data<br><br>● **Analyzing:** | You must:<br><br>● Recall scientific facts (cell structure, enzymes, photosynthesis, respiration)<br><br>● Explain processes using correct terminology<br><br>● Apply knowledge to short-answer questions<br><br>**Criterion B — Inquiring & Designing**<br><br>You must be able to:<br><br>● Write a clear research question<br><br>● Make a hypothesis<br><br>● Identify variables<br><br>● Describe a method with | releases energy during respiration?<br><br>2. Which factor increases enzyme activity up to a certain optimum?<br><br>3. Which level of organization comes after tissues?<br><br>**Sample Short Answer (Criterion A)**<br><br>● State two differences between plant and animal cells.<br><br>● Explain why enzymes are specific.<br><br>● Write the word equation for photosynthesis.<br><br>**Criterion B Practice**<br><br>"Design an experiment to investigate how substrate concentration | Classroom notes and diagrams<br><br>BBC Bitesize Biology (cells, enzymes, photosynthesis)<br><br>Past quizzes and worksheets<br><br>PowerPoints used in class |

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| muscle cells, nerve cells, leaf cells<br><br>**Key Concepts**<br>• Systems<br>• Relationships<br><br>**B. Unit 2 – What chemical processes support life?**<br><br>**Content**<br>• Photosynthesis: equation, conditions, and adaptations of leaves<br>• Cellular respiration: aerobic vs anaerobic<br>• Enzymes: properties, specificity, factors affecting activity<br>• Gas exchange in plants and | Interpreting graphs (Criterion C)<br>• **Evaluating:** Judging impacts of science (Criterion D)<br>• **Creating:** Designing experiments (Criterion B) | controls and repeats<br>• Select appropriate equipment<br><br>**Criterion C — Processing & Evaluating**<br><br>You must be able to:<br>• Draw and interpret graphs<br>• Identify patterns/trends<br>• Explain scientific reasons for results<br>• Identify limitations and suggest improvements<br>• Write valid scientific conclusions<br><br>**Criterion D — Reflecting on the Impacts of Science** | affects enzyme activity."<br><br>Students must include:<br>• Research question<br>• Hypothesis<br>• Variables<br>• Method<br>• Materials<br><br>**Criterion C Practice**<br><br>Data: Light intensity vs bubbles produced.<br>Tasks:<br>• Draw a graph<br>• Describe the trend<br>• Suggest improvements<br>• Write a conclusion<br><br>**Criterion D Practice (Essay)**<br><br>"Discuss how | |

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| humans<br>• Transpiration in plants<br><br>**Context**<br>• Energy flow in living organisms<br>• Food production and agriculture<br>• Enzyme use in everyday products<br><br>**Key Concepts**<br>• Change<br>• Energy<br>• Interaction | | You must be able to:<br>• Explain the science behind a real-world issue<br>• Discuss the benefits and drawbacks<br>• Give examples and evidence<br>• Justify your opinion with scientific reasoning | knowledge of photosynthesis can help fight climate change."<br><br>Use 250–350 words. | |

**Chemistry**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Unit 1: What is matter | **Keywords** | Criterion A: Knowing | Sample questions | MYP 4 Chemistry |

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| Unit 2: How do we use matter<br>Unit 3: How do we map matter<br><br>**Subtopics to focus on:**<br>The structure of the atom (subatomic particles and elementary particles in the standard model)<br>Changes in states of matter<br>Calculations involving density of regular and irregular objects<br>Designing of experiments (You will have either regular or irregular)<br>Physical and chemical changes with examples<br>Types of mixtures and examples<br>Colloids, suspensions and solutions<br>Separation of mixtures (filtration, distillation, chromatography, using the separating funnel, magnetization)<br>Classification of substances into molecules, elements and compounds | compound<br>iterative<br>particle<br>property<br>pure<br>reliability<br>filter<br>fuse<br>gel<br>solution<br>alkaline<br>group<br>metal<br>neutral<br>period | and Understanding<br><br>Criterion B: Inquiring and Designing<br><br>Criterion C: Processing and Evaluation<br><br>Criterion D: Reflecting on the impact of Science | Review the **three subatomic particles** (name, charge, mass, and location).<br><br>Practice writing **electronic configuration** for the first 20 elements.<br><br>Review what is meant by **elementary particles** in the **standard model**<br><br>Practice describing how to **measure the density** of both **regular and irregular objects**.<br><br>Be able to list **materials, procedures,** for a simple investigation.<br><br>Review how to **record observations** and **draw conclusions** from data.<br><br>Review the **differences** between **homogeneous and heterogeneous mixtures**. | Hodder Education<br><br>Information from your journey |

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| The first 20 elements on the periodic table with their atomic numbers, electronic configuration, ions, metals, nonmetals and semi-metals | | | Practice classifying mixtures as **colloid**, **suspension**, or **solution**.<br><br>Now refer to the content listed before the keywords | |

**Physics**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| **UNIT 1: How big is everything?**<br><br>**UNIT 2: How do forces and matter interact?**<br><br>**CHECKLIST**<br>☐ Conversion of units for length<br>☐ Comparative sizes of objects<br>☐ Magnification<br>☐ Rationalism and Empiricism<br>☐ Force<br>☐ Newton's first law of motion | Key Words:<br>● Force<br>● Rationalism<br>● Empiricism<br>● Gravitational field strength<br>● Hypothesis<br><br>**Bloom's Taxonomy**<br>Students will be assessed on their ability to:<br>-Remember information<br>-Analyze and evaluate provided information | **Criterion A:** Knowing and Understanding Questions based on the topics provided would assess the following strands: i, ii, iii | Find sample questions in the tasks and files section on managebac. | MYP 4 By Concept Hodder Education Physics. |

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| ☐ Newton's second law of motion (F=MA)<br>☐ Deriving equations for problems relating to Forces, Pressure, Work done, etc<br>☐ Measuring gravitational field strength<br>☐ Measuring weight<br>☐ Representing data on a graph and calculating the gradient | -Apply knowledge gained in an unfamiliar scenario<br>-Create a useful and relevant literature item based on knowledge gained | | | |

**PHE**

| **Content / Context, / Concepts** | **Key Vocabulary / Blooms Taxonomy** | **Assessment Objectives / Assessment Criteria** | **Sample Questions and Worksheets** | **Resources** |
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| Unit 1&2<br><br>Content:<br>1. Introduction to football<br>● Basic skills<br>● Rules and regulation<br>● Position and roles<br><br>2. Mind over muscle<br>● Mental resilience<br>● Understanding | Positions<br><br>Roles<br><br>Rule<br><br>Regulations<br><br>Resilience<br><br>Mindfulness<br><br>Stress<br><br>Coping strategies | Criterion A<br><br>Criterion B<br><br>Criterion D | Formatives and mini summative questions. | Powerpoint presentation on managebac (can be found in the class stream / class messages) |

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| growth mindset and mindfulness<br>● Coping strategies | | | | |