



## GEMS Winchester School Dubai



# Curriculum Overviews

## Year 12

### Overview and Contents

Our Key Stage 5 curriculum is imaginatively designed to provide a wealth of opportunities where students can take intelligent risks, ask questions to satisfy their intellectual curiosity and explore ideas to deepen their understanding; while promoting critical thinking skills. After students have finished their iGCSEs they have the opportunity to specialise more in their studies. They will study fewer subjects, but in much greater depth, preparing them for further study at university or success in employment. In Years 12 and 13, students can study either A-Levels or BTEC.

This guide has been produced to support Year 12 families understand what will be taught in each of the subjects that students will study in Year 12. Please click on the links below to take you through to a page for each subject that gives a short overview of the curriculum in that area of the school.

Subject	Link	Subject	Link
English Literature	<a href="#">Click here</a>	BTEC Business Studies	<a href="#">Click here</a>
Maths	<a href="#">Click here</a>	Psychology	<a href="#">Click here</a>
Biology	<a href="#">Click here</a>	BTEC Travel & Tourism	<a href="#">Click here</a>
Chemistry	<a href="#">Click here</a>	Global Perspectives	<a href="#">Click here</a>
Physics	<a href="#">Click here</a>	Art & Design	<a href="#">Click here</a>
Islamic A	<a href="#">Click here</a>	French	<a href="#">Click here</a>
Islamic B	<a href="#">Click here</a>	ICT	<a href="#">Click here</a>
Accounting	<a href="#">Click here</a>	Computer Science	<a href="#">Click here</a>
Economics	<a href="#">Click here</a>	BTEC ICT	<a href="#">Click here</a>
Business Studies	<a href="#">Click here</a>		

Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p>As a part of AS-level English Literature students' study two papers.</p> <ul style="list-style-type: none"> <li>• Paper 1: Drama by Shakespeare, students study the text 'Othello' with a focus on the importance of aspects of dramatic tragedy.</li> <li>• Paper 2: The Poetry of Thomas Hardy students' study 15 poems with a focus on the importance of place in the poems and they study a play 'Othello' focusing on the aspects of dramatic tragedy.</li> </ul> <p>For both the papers students are assessed on their ability to: convey their understanding of the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the text sits in a number of contexts and interpretations.</p>
<p><b>Autumn Term 1b</b></p>	<p>As a part of AS-level English Literature students' study two papers.</p> <ul style="list-style-type: none"> <li>• Paper 1: Drama by Shakespeare, students study the text 'Othello' with a focus on the importance of aspects of dramatic tragedy.</li> <li>• Paper 2: The Poetry of Thomas Hardy students' study 15 poems with a focus on the importance of place in the poems and they study a play 'Othello' focusing on the aspects of dramatic tragedy.</li> </ul> <p>For both the papers students are assessed on their ability to: convey their understanding of the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the text sits in a number of contexts and interpretations.</p>
<p><b>Spring Term 2a</b></p>	<p>As a part of AS-level English Literature students' study two papers.</p> <ul style="list-style-type: none"> <li>• Paper 1: Drama by Arthur Miller, students study the text 'Death of a Salesman' with a focus on the importance of aspects of dramatic tragedy.</li> <li>• Paper 2: The Great Gatsby students study the novel with a focus on the importance of place in the novel.</li> </ul> <p>For both the papers students are assessed on their ability to: convey their understanding of the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the text sits in a number of contexts and interpretations.</p>
<p><b>Spring Term 2b</b></p>	<p>As a part of AS-level English Literature students' study two papers.</p> <ul style="list-style-type: none"> <li>• Paper 1: Drama by Arthur Miller, students study the text 'Death of a Salesman' with a focus on the importance of aspects of dramatic tragedy.</li> <li>• Paper 2: The Great Gatsby students study the novel with a focus on the importance of place in the novel.</li> </ul> <p>For both the papers students are assessed on their ability to: convey their understanding of the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the text sits in a number of contexts and interpretations.</p>
<p><b>Summer Term 3a</b></p>	<ul style="list-style-type: none"> <li>• Paper 1: Revision of Othello and Death of Salesman: students focus on the importance of aspects of dramatic tragedy.</li> <li>• Paper 2: Revision of The Poetry of Thomas Hardy and The Great Gatsby: Preparation for the AS-level Paper 2, students study the novel with a focus on the importance of place in the novel.</li> </ul> <p>For both that papers students are assessed on their ability to: convey their understanding of the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the text sits in a number of contexts and interpretations.</p>
<p><b>Summer Term 3b</b></p>	<ul style="list-style-type: none"> <li>• Paper 3: Students begin their A2 studies with the poetry of Robert Browning. Students are assessed on their ability to: convey their understanding of the poem and the text; analyse and evaluate authorial method, referring to examples to support ideas; build an argument that conveys where the poem sits in a number of contexts and interpretations.</li> </ul>

## Useful Resources/Websites

<https://www.poetryfoundation.org/poets/thomas-hardy>

<https://www.cliffsnotes.com/literature/d/death-of-a-salesman/about-death-of-a-salesman#:~:text=Arthur%20Miller's%20play%20Death%20of,hours%20of%20Willy%20Loman's%20life.>

<https://www.sparknotes.com/shakespeare/othello/>

<https://www.sparknotes.com/lit/gatsby/plot-analysis/>

<https://www.cliffsnotes.com/literature/g/the-great-gatsby/summary-and-analysis/chapter-1>

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Term	Topics to be Studied
<b>Autumn Term 1a</b>	<p>The start of the course requires student to bridge the gap of GCSE to A-Level transition material. Full access to material and resources can be found in the class TEAMS folders.</p> <p>Following on from this, students will be preparing for the Pure 1 exam which comprises of 8 units. Students are given a few weeks to settle in and prepare for the baseline assessment.</p> <p>Student will also be given 'Driving Tests' to assess and further develop their subject knowledge and understanding through the course with 'Driving Test 1 and 2' completed in term 1a.</p> <p>The following units will be covered in term 1a:</p> <ul style="list-style-type: none"> <li>Ch1. Expanding brackets, surds and indices</li> <li>Ch 2. Quadratic polynomials and equations</li> <li>Ch 3. Algebraic division</li> <li>Ch 4. Functions and Graphs</li> </ul>
<b>Autumn Term 1b</b>	<p>Continuing from the half term break, student will have the opportunity to close their subject knowledge gap with catchup sessions whilst continuing with the following units in term 1b:</p> <ul style="list-style-type: none"> <li>Ch 5. Coordinate Geometry</li> <li>Ch 6. Differentiation</li> <li>Ch 6. Differentiation</li> <li>Ch 7. Integration</li> <li>Ch 8. Sequences and Series</li> </ul> <p>Closing the gap sessions will also take place towards the end of term 1b with standardised exam practice and examination practice.</p>
<b>Spring Term 2a</b>	<p>At the start of term 2a, students will sit the formal P1 exam on 15<sup>th</sup> Jan 2021</p> <p>Student will resume the Pure 1 content in preparation for the PSM1 exam in May 2021.</p> <p>Student will continue to study the following units with regular assessments:</p> <ul style="list-style-type: none"> <li>Ch 9. Coordinate Geometry and Circles</li> <li>Ch 9. Coordinate Geometry and Circles</li> <li>Ch 10. Trigonometry</li> <li>Ch 11. Trigonometric Functions and Equations</li> <li>Ch 12. Exponential and Logarithms</li> </ul> <p>At the end of term 2a, students will be introduced to Statistics</p> <ul style="list-style-type: none"> <li>Ch 13. Probability</li> </ul>
<b>Spring Term 2b</b>	<p>Most of the term 2b will focus on expanding statistical knowledge with in-depth coverage of the following units with regular assessments:</p> <ul style="list-style-type: none"> <li>Ch 14. Discrete Random Variables</li> <li>Ch 15. Bernoulli and Binomial Distribution</li> </ul> <p>In the final week students will be introduced to basic Mechanics</p> <ul style="list-style-type: none"> <li>Ch 16. Displacement, Speed, Velocity and Acceleration</li> </ul>
<b>Summer Term 3a</b>	<p>Term 3a will focus on developing Mechanics knowledge with in-depth coverage of the following units with regular assessments:</p> <ul style="list-style-type: none"> <li>Ch 17. Motion in a Straight Line</li> <li>Ch 18. Forces and Newton's Laws</li> <li>Ch 19. Momentum and Impulse</li> </ul> <p>The last two weeks will focus entirely on exam practice and closing the subject knowledge gap</p>

<b>Summer Term 3b</b>	Students will return to sit the final AS exam PSM1 on 15 <sup>th</sup> May 2022. The remaining weeks will be used to cover year 13 content. List to be shared pending confirmation.
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#### Useful Resources/Websites

[Maths Genie - Free Online GCSE and A Level Maths Revision](#)

[www.physicsandmathstutor.com](http://www.physicsandmathstutor.com)

[www.mathsaurus.com](http://www.mathsaurus.com)

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit 1: Diversity of Living Organisms</b></p> <p><b>Biological Molecules:</b> In this lesson, we will learn about the variety of living organisms and the comparisons on biochemical basis and cellular organisation.</p> <p><b>Cells and cell structure:</b> In this lesson, we will explain about the ultrastructure of a typical prokaryotic and a eukaryotic cell, investigate on their structure with respect to cellular contents on a data trend.</p> <p><b>Biochemical reactions of a cell:</b> In this lesson, we will learn about the enzymes as a biological catalyst, interpret on data, trends and graphical patterns to analyse an enzyme controlled reaction.</p> <p><b>Transport in and out of cells:</b> In this lesson, we will explain on different modes of transport of substances in and out of cells.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Gas Exchange and Transport of Oxygen:</b> In this lesson, we will look into the Human Respiratory system and associated gas exchange surfaces in other organisms including plants, insects and fishes. Analysis of graph based on the oxygen dissociation will be discussed.</p> <p><b>Variation, DNA, Genes and chromosomes:</b> In this lesson, we will learn to investigate and explore on the variation among the species by having a detailed knowledge about their structure of DNA.</p> <p><b>Protein Synthesis:</b> In this lesson, we will explain the process of protein synthesis in an a eukaryotic organism and understand how the protein is expressed as a gene.</p> <p><b>Genetic diversity, species, taxonomy:</b> In this lesson, we will understand the process of meiosis through illustrations and analyse from genetic interpretations how meiosis leads to variations in turn leading to biodiversity in a community.</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit 2: Biological systems and diseases</b></p> <p><b>Causes of diseases:</b> In this lesson, we will learn about different causative agents that are potential pathogens to cause illness.</p> <p><b>Digestion and Absorption:</b> In this lesson, we will describe about the process of digestion in humans and how enzymes play a vital role in enhancing the process of digestion.</p> <p><b>Human Diseases:</b> In this lesson, we will understand the clinical manifestations of the Human diseases like Cholera, HIV-AIDS and associated graphical patterns that explains the nature of the disease and its treatment.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Mammalian blood: Human Circulatory system</b> In this lesson, we will learn about the human circulatory system and the associated Blood vessels and its structural differences and functions.</p> <p><b>Mammalian Blood: The Defensive Mechanism</b> In this lesson, we will understand how the human body works against any infections and mechanism of defence with respect to production of antibodies and vaccination process.</p>

<p><b>Summer Term 3a</b></p>	<p><b>Mass Transport systems in Plants:</b> In this lesson, we will learn about the process of transpiration and Translocation. Also, we will be analysing, evaluating and interpreting on data and related illustrations to understand the process.</p> <p><b>Cell division and Genetic mutation:</b> In this lesson, we will explore the basic understanding about cell division, the checkpoints in the cell to undergo growth and development. In this lesson, we will explain the process of gene mutations and its aberrations in a eukaryotic cell followed by a deeper understanding on oncogenes and proto-oncogenes.</p>
<p><b>Summer Term 3b</b></p>	<p>The first two weeks will used to do practice papers for preparing students to sit for AS Examination.</p> <p>On completion, the time will be used to fill the learning gap and cover the Year 13 content.</p>

#### Useful Resources/Websites

<https://senecalearning.com/en-GB/>

<http://www.physicsandmathstutor.com/>

<https://www.khanacademy.org/>

<https://www.znotes.org/>

<https://www.savemyexams.co.uk/a-level/biology/cie/22/revision-notes/>

<https://www.freesciencelessons.co.uk/>

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Term	Topics to be Studied
Autumn Term 1a	<p><b>Unit of Study: Atomic Structure</b> In this unit, we will learn that the chemical properties of elements depend on their atomic structure and in particular on the arrangement of electrons around the nucleus. The arrangement of electrons in orbitals is linked to the way elements are organised in the Periodic Table. Chemists can measure the mass of atoms and molecules to a high degree of accuracy in a mass spectrometer. The principles of operation of a modern mass spectrometer are studied.</p> <p><b>Unit of Study: Amounts of Substances</b> Students learn that when chemists measure out an amount of a substance, they use an amount in moles. The mole is a useful quantity because one mole of a substance always contains the same number of entities of the substance. An amount in moles can be measured out by mass in grams, by volume in dm<sup>3</sup> of a solution of known concentration and by volume in dm<sup>3</sup> of a gas. IGCSE topics are revisited in this unit including relative atomic mass, relative molecular mass, relative formula mass, writing formulae (elements, common compounds and ionic compound), balancing equations, moles, calculations involving masses, concentration of solutions and empirical and molecular formulae.</p> <p><b>Unit of Study: Bonding</b> The IGCSE topic on Structure and Bonding is revisited in this unit. Furthermore, students study that the physical and chemical properties of compounds depend on the ways in which the compounds are held together by chemical bonds and by intermolecular forces. Theories of bonding explain how atoms or ions are held together in these structures. Materials scientists use knowledge of structure and bonding to engineer new materials with desirable properties. These new materials may offer new applications in a range of different modern technologies.</p>
Autumn Term 1b	<p><b>Unit of Study: Energetics</b> Endothermic and exothermic reactions are studied in this unit. Students learn that the enthalpy change in a chemical reaction can be measured accurately. It is important to know this value for chemical reactions that are used as a source of heat energy in applications such as domestic boilers and internal combustion engines.</p> <p><b>Unit of Study: Oxidation, Reduction and Redox Reactions</b> In this unit, students learn that redox reactions involve a transfer of electrons from the reducing agent to the oxidising agent. The change in the oxidation state of an element in a compound or ion is used to identify the element that has been oxidised or reduced in a given reaction. Separate half-equations are written for the oxidation or reduction processes. These half-equations can then be combined to give an overall equation for any redox reaction.</p> <p><b>Unit of Study: Periodicity</b> Students study that the Periodic Table provides chemists with a structured organisation of the known chemical elements from which they can make sense of their physical and chemical properties. The historical development of the Periodic Table and models of atomic structure provide good examples of how scientific ideas and explanations develop over time.</p>
Spring Term 2a	<p><b>Unit of Study: Kinetics</b> Reaction rates and kinetics will be revisited in this unit. The study of kinetics enables chemists to determine how a change in conditions affects the speed of a chemical reaction. Whilst the reactivity of chemicals is a significant factor in how fast chemical reactions proceed, there are variables that can be manipulated in order to speed them up or slow them down.</p> <p><b>Unit of Study: Equilibrium</b> The principles of equilibrium and their relation to reaction rates and energetics are tackled in this unit. In contrast with kinetics, which is a study of how quickly reactions occur, a study of equilibria indicates how far reactions will go. Le Chatelier's principle can be used to predict the effects of changes in temperature, pressure and concentration on the yield of a reversible reaction. This has important</p>



	<p>consequences for many industrial processes. The further study of the equilibrium constant, <math>K_c</math>, considers how the mathematical expression for the equilibrium constant enables us to calculate how an equilibrium yield will be influenced by the concentration of reactants and products.</p> <p><b>Unit of Study: Introduction to Organic Chemistry</b> Students learn how to name organic compounds using the International Union of Pure and Applied Chemistry (IUPAC) system and represent the structure or formula of molecules in different ways. Organic mechanisms are studied, which enable reactions to be explained.</p>
<b>Spring Term 2b</b>	<p><b>Unit of Study: Alkanes</b> In this unit, students recall that alkanes are the main constituent of crude oil, which is an important raw material for the chemical industry. Alkanes are also used as fuels and the environmental consequences of this use are considered in this section. IGCSE topics revisited in this unit include some simple organic chemistry, eg alkanes and alkenes and fractional distillation of crude oil.</p> <p><b>Unit of Study: Halogenoalkanes</b> Halogenoalkanes are much more reactive than alkanes. They have many uses, including as refrigerants, as solvents and in pharmaceuticals. The use of some halogenoalkanes has been restricted due to the effect of chlorofluorocarbons (CFCs) on the atmosphere. Their reactions are studied in this unit.</p> <p><b>Unit of Study: Alkenes</b> In alkenes, the high-electron density of the carbon-carbon double bond leads to attack on these molecules by electrophiles. This section also covers the mechanism of addition to the double bond and introduces addition polymers, which are commercially important and have many uses in modern society.</p>
<b>Summer Term 3a</b>	<p><b>Unit of Study: Alcohols</b> Alcohols have many scientific, medicinal and industrial uses. Ethanol is one such alcohol and it is produced using different methods, which are considered in this section. Ethanol can be used as a biofuel. Aldehydes and ketones and their reactions are also studied in this unit.</p> <p><b>Unit of Study: Organic Synthesis</b> Our understanding of organic molecules, their structure and the way they react, has been enhanced by organic analysis. This section considers some of the analytical techniques used by chemists, including test-tube reactions and spectroscopic techniques.</p>
<b>Summer Term 3b</b>	<p>The first two weeks will be used to complete practice papers to prepare students for the AS Examination.</p> <p>On completion, the time will be used to fill the learning gap and cover the Year 13 content.</p>

#### Useful Resources/Websites

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<https://www.khanacademy.org/>  
<https://www.znotes.org/>  
<https://www.savemyexams.co.uk/a-level/chemistry/cie/22/>  
<https://www.freesciencelessons.co.uk/>

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Term	Topics to be Studied
Autumn Term 1a	<p><b>Mechanics and Materials: Forces, Moments, Motion graphs, Straightline motion, Projectile motion</b></p> <p>In this unit we will cover the review of scalar and vector quantities. This can be applied further to vector resolution when we analyse the forces to balance any system. The application of force is explained in turning effect of any object. Three equations of motion are used to calculate displacement, velocity and acceleration and their pattern is observed in the form of graph. Advanced part of equations of motion is seen in the special case as projectile motion</p>
Autumn Term 1b	<p><b>Mechanics and Materials: Momentum, Energy, Work, Power, Efficiency, Young's modulus and Radioactivity</b></p> <p>In this unit we will study the interdependence of the above-mentioned topics. Moving objects have momentum which depend upon the mass and velocity of the object. Energy and momentum and conservation are explained in elastic and inelastic collisions. The concept of energy is elaborated as work done. The Power is linked with energy when the energy conversion is observed as the time dependent factor. The system which uses more energy to produce useful output is marked as more efficient system. Using the properties of properties of materials, we need to discuss Elasticity and Young's modulus which helps to select the most suitable which can bear stress and strain. Radioactivity is all about detail studies of subatomic particles and the relation between matter and energy.</p>
Spring Term 2a	<p><b>Electricity, Potential divider, Electromotive force and internal resistance</b></p> <p>In this unit we will extend our knowledge of electrical circuits to understand how the equations related to potential difference, current and resistance are used. The total resistance of series and parallel connections are determined and the factors affecting resistivity is calculated. Further, we will explore the internal resistance of the circuit and the battery potential and compare it with the potential drop across each component connected externally. Comparing current and voltage characteristics for filament lamp and semiconductor diode and ohmic conductor and studying their applications in different circuits.</p>
Spring Term 2b	<p><b>Oscillations and waves</b></p> <p>In this unit we will explore some oscillating systems like spring mass oscillator and simple pendulum. Understanding the concept of progressive wave will help to convert it into stationary waves and this goes further to discuss about resonance and forced vibration when two oscillating systems meet each other. The two identical wave sources can be created by diffraction to show interference effect and the conditions for observing bright and dark bands can be studied. We will also discuss the refraction of waves at plane surface and calculate refractive indices of different optical devices through which the light passes.</p>
Summer Term 3a	<p><b>Collision of electrons with atoms and Modern Physics (Wave-Particle duality)</b></p> <p>In this unit we will study excitation and ionisation of the atoms followed by the types of spectra which can be observed when electrons come to the original state. The calculation of Plank's constant is one of the aspects of this concept. Additionally, we will also calculate maximum kinetic energy and minimum potential required to emit electrons when the light energy is shone to a photosensitive material. The last part of this unit deals with modern physics which is the turning point of all classical discoveries because here we will compare the particles and waves properties when two particles collide with each other and when two waves interfere with each other and the discussion can be done about behaviour of electrons</p>
Summer Term 3b	<p>The first two weeks will be used to complete practice papers to prepare students for the AS Examination.</p> <p>On completion, the time will be used to fill the learning gap and cover the Year 13 content.</p>

## Useful Resources/Websites

<https://senecallearning.com/en-GB/>

<http://www.physicsandmathstutor.com/>

<https://www.khanacademy.org/>

<https://www.znotes.org/>

<https://www.savemyexams.co.uk/a-level/physics/cie/22/revision-notes/>

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Term	Topics to be Studied
Autumn Term 1a	<p><b>القراءة</b></p> <p>تعلم الطلاب خلال هذه الوحدة عن تحليل النصوص الأدبية، وتحديد أفكار الكاتب في النص، ذاكرًا رأيه فيها مع الاستدلال على رأيه بأدلة مقنعة، ويظهر ذلك من خلال النص الأدبي (أراك عصي الدمع) من خلال تحليل أفكار النص وعاطفة الشاعر وأسلوبه في عرض الفكرة، ثم الانتقال للقصة القصيرة (حادثة) وتحليل العناصر الفنية لها، موضعًا آراء الشخصيات واتجاهات كل شخصية وتأثيرها في سير أحداث القصة، وتعلم الطلاب أيضًا خصائص النصوص المعلوماتية، وتصنيف غرض النص حسب الموضوع والمعلومات المقدمة إلى (نص معلوماتي غرضه التثقيف أو نص معلوماتي غرضه الإقناع والتأثير) والتطبيق من خلال دراسة النص المعلوماتي (صناعة المستقبل)، وبالنسبة للغة فقد تعلم الطلاب (أسلوب الاختصاص) وأوزانها وأفعالها ودلالاتها وكيفية توظيفها في التطبيق الكتابي</p> <p><b>الكتابة</b></p> <p>التطبيق الكتابي على النصوص الأدبية والسردية التي تعلمها الطلاب من خلال كتابة استجابات الطلاب حول النصوص الأدبية، وكتابة نصوص سردية ووصفية تناقش نفس الفكرة أو أفكار مشابهة</p>
Autumn Term 1b	<p><b>القراءة</b></p> <p>سيتعلم الطلاب خلال هذه الوحدة استكمال تحليل النصوص الأدبية، ونقد الآراء ووجهات النظر المقدمة حول الموضوعات، وتحديد أفكار الكاتب في النص، ذاكرًا رأيه فيها مع الاستدلال على رأيه بأدلة مقنعة، ويظهر ذلك من خلال النص الأدبي (شعر المثقب العيدي) من خلال تحليل أفكار النص وعاطفة الشاعر وأسلوبه في عرض الفكرة وسرد القيم والدروس المستفادة من النص في خرائط مفاهيمية متنوعة، ثم الانتقال للقصة القصيرة (الناسك الحكيم) وتحليل العناصر الفنية لها، موضعًا آراء الشخصيات واتجاهات كل شخصية وتأثيرها في سير أحداث القصة، وتعلم الطلاب أيضًا خصائص النصوص المعلوماتية، وتصنيف غرض النص حسب الموضوع والمعلومات المقدمة إلى (نص معلوماتي غرضه التثقيف أو نص معلوماتي غرضه الإقناع والتأثير) والتطبيق من خلال دراسة النص المعلوماتي (لغات العالم مريانا الناس)</p> <p><b>الكتابة</b></p> <p>ستعلم الطلاب حول نصوص إقناعية تحمل آراء خاصة ووجهات نظر مختلفة مع دعم الكتابات بأدلة مقنعة ومتنوعة يتعلمها الطلاب</p>
Spring Term 2a	<p><b>القراءة</b></p> <p>سيتعلم الطلاب خلال هذه الوحدة مهارات النقد وتحليل النصوص الأدبية، ونقد الآراء ووجهات النظر المقدمة حول الموضوعات، وتحديد أفكار الكاتب في النص، ذاكرًا رأيه فيها مع الاستدلال على رأيه بأدلة مقنعة، ويكون من خلال نصوص الرأي والمقالات والأعمدة الصحفية مثل: (لماذا نثقف أنفسنا؟) والمقال (أي الناس أسعد)، والسيرة (دارنا الدمشقية) من خلال تحليل أفكار النص وهدف الكاتب وأسلوبه في عرض الفكرة وسرد القيم والدروس المستفادة من النص في خرائط مفاهيمية متنوعة، ثم الانتقال للقصة القصيرة (حتى آخر رمق) وتحليل العناصر الفنية لها، موضعًا آراء الشخصيات واتجاهات كل شخصية وتأثيرها في سير أحداث القصة</p> <p><b>الكتابة</b></p> <p>ستعلم الطلاب حول نصوص تفسيرية يطبق على أفكار وقضايا اجتماعية وسياسية مختلفة تحمل آراء خاصة ووجهات نظر مختلفة مع دعم الكتابات بأدلة مقنعة ومتنوعة يتعلمها الطلاب</p>
Spring Term 2b	<p><b>القراءة</b></p> <p>تعلم الطلاب خلال هذه الوحدة عن مهارات النقد وتحليل النصوص الأدبية وآراء مختلفة حول أفكار النصوص، وتحديد أفكار الكاتب في النص، ذاكرًا رأيه فيها مع الاستدلال على رأيه بأدلة مقنعة، ويظهر ذلك من خلال النص الأدبي (خمسة رسائل إلى أمي) من خلال تحليل أفكار النص وعاطفة الشاعر وأسلوبه في عرض الفكرة، ثم الانتقال للقصة القصيرة (ضيوفاً في الليل) وتحليل العناصر الفنية لها، موضعًا آراء الشخصيات واتجاهات كل شخصية وتأثيرها في سير أحداث القصة، وتعلم الطلاب أيضًا خصائص النصوص المعلوماتية، وتصنيف غرض النص حسب الموضوع والمعلومات المقدمة إلى (نص معلوماتي غرضه التثقيف أو نص معلوماتي غرضه الإقناع والتأثير) والتطبيق من خلال دراسة النص (السنة النار تتكلم)، وبالنسبة للغة فقد تعلم الطلاب (الاستعارة) وأنواعها وتركيبها ودلالاتها، وكيفية توظيفها في التطبيق الكتابي، وسيتعلمون أيضًا حول تلخيص النصوص الأدبية</p> <p><b>الكتابة</b></p> <p>التطبيق الكتابي على النصوص الأدبية والسردية والإقناعية التي تعلمها الطلاب من خلال كتابة استجابات الطلاب حول النصوص الأدبية، وكتابة نصوص سردية ووصفية تناقش نفس الفكرة أو أفكار مشابهة</p>

Useful Resources/Websites

<https://www.uae-study.com/2020/07/Solving-Arabic-book-grade-11.html>

<https://drive.google.com/file/d/0B2ydiQ1GyyvntFRyUjdBb1pvtLQ/view?resourcekey=0-tQerEao0ijd3493hVKpoKQ>

<https://www.doraluloom.com/public/files/57026171.pdf>

<http://etheses.iainkediri.ac.id/1029/3/932502411-BAB%20II.pdf>

Term	Topics to be Studied
Autumn Term 1a	سيتعلم الطلاب في هذه الوحدة عن درس الثبات على الحق سورة الأحزاب 1:12 ثم بعد ذلك درس العقل والنقل ثم بعد ذلك درس الاستعفاف ثم بعد ذلك درس العقود المالية في الإسلام ثم بعد ذلك درس اللغة والثقافة العربية
Autumn Term 1b	سيتعلم الطلاب في هذه الوحدة عن درس غزوة الأحزاب ثم بعد ذلك درس الإعجاز العلمي في القرآن الكريم ثم بعد ذلك درس آداب الحوار ثم بعد ذلك درس مصادر التشريع الإسلامي ثم بعد ذلك درس معالم التخطيط في سيرة الرسول
Spring Term 2a	سيتعلم الطلاب في هذه الوحدة عن درس الاقتداء برسول الله صلى الله عليه وسلم ثم بعد ذلك درس أقسام الحديث ثم بعد ذلك درس منهج الإسلام في بناء الأسرة ثم بعد ذلك درس أم سلمة رضي الله عنها
Spring Term 2b	سيتعلم الطلاب في هذه الوحدة عن درس وصايا وتوجيهات أخلاقية ثم بعد ذلك درس المتواتر والآحاد ثم بعد ذلك درس الشورى في الإسلام ثم بعد ذلك درس القواعد الفقهية ثم بعد ذلك درس الاستدامة في المنهج الإسلامي
Summer Term 3a	سيتعلم الطلاب في هذه الوحدة عن درس رسول الله وخاتم النبيين ثم بعد ذلك درس أحكام وآداب بيت النبوة ثم بعد ذلك درس الإنصاف في الإسلام ثم بعد ذلك درس المحرمات من النساء ثم بعد ذلك درس من معالم رحمة الرسول صلى الله عليه وسلم
Summer Term 3b	سيتعلم الطلاب في هذه الوحدة عن درس ضوابط اجتماعية ثم بعد ذلك درس الإنسان والأمانة ثم بعد ذلك درس منهج التفكير في الإسلام ثم بعد ذلك درس الإسلام والتواصل الاجتماعي ثم بعد ذلك درس الإمام البخاري أمير المؤمنين في الحديث

## Useful Resources/Websites

<http://www.al-eman.com/index.htm>

<https://www.dorar.net/>

<https://www.awqaf.gov.ae/ar/Pages/default.aspx>

<https://www.albayan.co.uk/MGZarticle2.aspx?ID=6534>

<https://sunnah.com/>

<https://www.awqaf.gov.ae/ar/Pages/default.aspx>

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Term	Topics to be Studied
<b>Autumn Term 1a</b>	In this unit, we will be learning about Surah al Ahzab (1-8) Steadfastness to Truth then we shall study Aql and Naql (Reason & Revelation). We will also learn about Abstinence (Isti'faf), as well as Financial Contracts of Islam and The Arabic Language and Culture.
<b>Autumn Term 1b</b>	In this unit, we will be learning about Surah al Ahzab (9-20) The Battle of the Confederates then we shall study The Qur'an and Scientific Miracles. We will also learn about Manners of Dialogue, as well as Sources of Islamic Sharia and Planning Milestones in the Prophet's Seerah.
<b>Spring Term 2a</b>	In this unit, we will be learning about Surah al Ahzab (21-27) Emulating Allah's Messenger then we shall study The Mutawatir and Ahaad Hadeeth. We will also learn about The Methodology of Islam in Family Building, as well as lady Umm Salamah (R.A).
<b>Spring Term 2b</b>	In this unit, we will be learning about Surah al Ahzab (28-35) Ethical Advice and Instructions then we shall study Hadeeth – Authentic, Good, Weak. We will also learn about Shura, Consultation, in Islam, as well as Rules of Jurisprudence and Sustainability in Islamic Methodology.
<b>Summer Term 3a</b>	In this unit, we will be learning about Surah al Ahzab (36-48) Allah's Messenger, the Seal of the Prophets then we shall study Surah al Ahzab (49-56) The Rulings and Etiquette specific to the Prophet's House. We will also learn about Equity in Islam, as well as The Prohibited Degrees of Female Relations – Al Muharramaat and Aspects of the Mercifulness of the Messenger (peace be upon him).
<b>Summer Term 3b</b>	In this unit, we will be learning about Social Controls – Surah al Ahzab 57-62 then we shall study Man and the Trust – Surah al Ahzab 63-73. We will also learn about Methodology of Thinking in Islam (Critical Thinking and Constructive Criticism), as well as Islam and Social Networking and Imam al Bukhari – Emir of the Believers in Hadeeth.

## Useful Resources/Websites

- [Al Qur'an: Text & Translations in English and many other languages](#)
- [Learn TAJWEED, Recite BETTER](#)
- [MemoRiZation – Hifdhul Qur'an](#)
- [Qur'an and Science](#)
- [Qur'an DICTIONARIES](#)
- [Qur'an Mus'haf/Images](#)
- [Qur'an RECITATIONS – AUDIO Downloads!](#)
- [Tafseer, Learning the Qur'an in detail](#)
- <https://sunnah.com/>
- [All Hadeeth Books](#)
- [An ode to the Prophet صلى الله عليه وسلم by Mr.MuQeet](#)
- [Prophet's Farewell Address](#)
- [Prophetic Timeline: Superb Website!](#)
- [Sunnah for Everyday Living](#)
- [Sunnah.com – Great Resource Online](#)
- [Adhaan, Prayer Call](#)
- [Arabic Resources](#)
- [AUDIO-VIDEO](#)
- [Calligraphy](#)
- [Dictionaries and More](#)
- [Discover Islam for Non-Muslims](#)
- [Especially Girls' Special](#)
- [How To Perform 'UMRAH](#)
- [Kids to Primary level students](#)
- [Library](#)
- [Presentations](#)
- [Useful Links](#)
- [Zikraa](#)
- [1001 Inventions and Muslim Heritage](#)
- [Discover the Golden Age of Muslim Civilisation](#)
- [Documentary Section](#)
- [What is Taught and What Should be Taught!!!](#)

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Term	Topics to be Studied
<b>Autumn Term 1a</b>	At the start of the term, students will link the existing learning with new learning. Students will start with Double-entry system and they will explore more about double entry system in accounting. Students will also learn the concepts and conventions for accounting.
<b>Autumn Term 1b</b>	In the second part of first term students will be introduced to costing, students will learn about Cost of goods manufacturing statements, valuation of inventory using different methods, Labour and overhead costing and Job costing. Students will also link their learning to the real-world scenario. Students will also explore more about depreciation and the ledgers linked with depreciation such as non-current assets and disposal.
<b>Spring Term 2a</b>	Students will learn about financial statements of different organisations. They will start with financial statement of sole trader with end of year adjustments. Students will also learn about the control process of business for the following areas. <ol style="list-style-type: none"> <li>1. Trial balance</li> <li>2. Control accounts</li> <li>3. Correction of errors</li> </ol>
<b>Spring Term 2b</b>	In term 2b students will start preparing financial statements of Partnership and club and non-profit making organizations with end of year adjustments.
<b>Summer Term 3a</b>	Students will learn the ratio analysis of accounting statements and the role of ethics in accounting. Students will learn about profitability, liquidity, and efficiency ratio. Students will learn about interpretation of financial ratios.
<b>Summer Term 3b</b>	Students will start revision and practice the past paper to prepare for their examinations.

## Useful Resources/Websites

<https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/accounting-2015.html>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Markets in Action</b>                      In this unit, students will link their existing knowledge with new knowledge. They will examine the nature of economics with a focus on behavioural economics. Students will then assess how resources are allocated in an economy and analyse supply and demand in a market. Finally, students will analyse the nature and causes of market failure.</p> <p><b>Macroeconomic Performance</b>                      In this unit, students will learn about the key measures of economic performance and the main objectives of governments in a macroeconomic context. They will then analyse economic growth and learn how to calculate and interpret the rate of inflation and rate of inflation.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Government Intervention</b>                      In this unit, students will understand that markets do not always perform effectively and the government must intervene in some cases. They will then examine the government intervention policies that are implemented in the case of market failure.</p> <p><b>Macroeconomic Measures</b>                      In this unit, students will examine the balance of payments of an economy. They will then learn about the components of Aggregate Demand (AD) and how to use a basic AD/AS model to analyse changes in real output and the price level.</p>
<p><b>Spring Term 2a</b></p>	<p><b>National Income</b>                      In the unit, students will learn about the circular flow of income in an economy. They will then learn about the interaction of AD and AS with causes of shifts in AD/AS curves. Students will learn how to calculate and interpret the multiplier using the appropriate formula.</p> <p><b>Economic Growth</b>                      Students will learn about the causes and consequences of economic growth. They will then evaluate economic growth with the knowledge that economic growth could also have negative consequences.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Macroeconomic Objectives and Policies</b>                      In this unit, students will investigate each of the macroeconomic objectives with a focus on the conflicts of these objectives. They will then examine and evaluate the supply-side policies that governments use to achieve these objectives.</p> <p><b>Demand-Side Policies</b>                      In this unit, students will learn about fiscal and monetary policies that governments use to influence AD in an economy. Students will learn to evaluate and suggest an appropriate policy to implement in different scenarios.</p>
<p><b>Summer Term 3a</b></p>	<p>In this term, students will start revision and begin solving past papers to prepare for examinations.</p>
<p><b>Summer Term 3b</b></p>	<p>In this term, students will start revision and begin solving past papers to prepare for examinations.</p>

### Useful Resources/Websites

Edexcel Website: <https://qualifications.pearson.com/en/qualifications/edexcel-international-advanced-levels/economics-2018.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments>

Tutor2u: <https://www.tutor2u.net/economics/reference/study-notes>

Notes and Videos: <https://mrshearingeconomics.weebly.com/>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit of Study: What is Business?</b>                      In this Unit students will be able to understand what business activity involves, recognize that making choices because of the 'economic problem' always results in opportunity cost. They will be able to analyse the meaning and importance of creating value.                      Students will also learn to classify industries into levels of economic activity –primary, secondary, and tertiary. They would understand the differences between the private sector and public sector in your country. They would identify the different forms of legal organization of business and evaluate the most appropriate one for different businesses.</p> <p><b>Unit of Study: Marketing</b>                      In this Unit students will understand what marketing is and the role of marketing in modern societies. Students will be analysing the relationship between marketing, corporate objectives and other functional departments. They will need to explore the relationship between demand, supply, and price. Students will recognise the difference between market orientation and product orientation.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit of Study: What is Business?</b>                      In this Unit students will analyse the reasons for recent growth in international trade and the development of multinational businesses and evaluate the impact of multinational businesses on the country in which they become established. Students will learn to critically explain how and why the state intervenes through the law in business activities and examine ways in which legal changes may influence business behaviour and the threats and opportunities this creates.</p> <p><b>Unit of Study: Marketing</b>                      Students will assess the key features of markets, such as growth, share and competitors. They will understand the distinction between consumer and industrial markets. Students will evaluate the relative advantages of mass and niche marketing and assess the significance of market segmentation and how this might be achieved.</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit of Study: Human Resource</b>                      The people employed by a business are crucial to its performance. In this section, the different approaches to staffing are covered, including whether businesses view their staff as an asset or a cost. It also looks at recruitment, selection, and training, and how staff are organized in businesses. Finally, the importance of leadership in business and the different leadership styles are addressed.</p> <p><b>Unit of Study: Finance</b>                      This section looks at the distinct aspects of financial planning, beginning with the nature and calculation of sales revenue and costs, and methods of increasing sales volumes and revenues. The purpose and difficulties of sales forecasting are addressed as are the factors that affect sales forecasts. There is also coverage of break-even analysis and cash flow forecasting. The section ends with a look at the purpose and diverse types of budgets and how variance analysis can be used to help make business decisions.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Unit of Study: Human Resource</b>                      In this section students will learn about Motivation theories, such as those of Taylor, Mayo, and Maslow, are also discussed and the diverse ways, both financial and non-financial, in which businesses try to motivate workers and improve their performance are covered. Finally, the importance of leadership in business and the different leadership styles are addressed.</p> <p><b>Unit of Study: Finance</b>                      Poor financial management can result in the collapse of a business. This important section looks at how to calculate and increase profit and cash and focuses on the liquidity of businesses. It explores the purpose and nature of the statement of financial position (balance sheet) and looks at the importance of cash and working capital management. At the end, the different causes of business failure are addressed – both internal and external.</p>

<p><b>Summer Term 3a</b></p>	<p><b>Unit of Study: Operations Management</b>          Businesses use a range of different resources. This section looks at how resources are used in production. It focuses on the different production methods, productivity, efficiency, and the distinction between labour- and capital-intensive production. It also looks at how capital utilisation is calculated, the implications of under and over utilisation of capacity, and how capacity utilisation can be improved. The role played by inventory control in business is also explored and the importance of just-in time production and waste minimisation is addressed. Finally, the section deals with the way businesses maintain quality using methods such as TQM (Total Quality Management) and Kaizen.</p>
<p><b>Summer Term 3b</b></p>	<p>Revision and Assessment</p>

<p><b>Useful Resources/Websites</b></p>
<p>Tutor2U : <a href="https://www.tutor2u.net/business/reference">https://www.tutor2u.net/business/reference</a>            Seneca: <a href="https://app.senecalearning.com/classroom/course/9657d939-366c-4b0d-a89d-c7fdbf336bbd/section/a27cf301-49bf-403d-a570-115ecdf9c710/session">https://app.senecalearning.com/classroom/course/9657d939-366c-4b0d-a89d-c7fdbf336bbd/section/a27cf301-49bf-403d-a570-115ecdf9c710/session</a></p>

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Term	Topics to be Studied
<b>Autumn Term 1a</b>	<p>In term 1 Students will complete two mandatory units and one and half optional unit . The assignments that will be completed cover the following units:</p> <ul style="list-style-type: none"> <li>• Unit 1 Exploring business (90 GLH).</li> <li>• Unit 17: Digital Marketing (60 GLH).</li> <li>• Unit 6: Principles of Management (60 GLH)</li> <li>• Unit 18 Part 1: Creative promotion.</li> </ul>
<b>Autumn Term 1b</b>	<p>In term 1 Students will complete two mandatory units and one and half optional unit . The assignments that will be completed cover the following units:</p> <ul style="list-style-type: none"> <li>• Unit 1 Exploring business (90 GLH).</li> <li>• Unit 17: Digital Marketing (60 GLH)</li> <li>• Unit 6: Principles of Management (60 GLH)</li> <li>• Unit 18 Part 1: Creative promotion.</li> </ul>
<b>Spring Term 2a</b>	<p>In term 2 Students will continue with Unit 18 Part B: Creative promotion.</p> <ul style="list-style-type: none"> <li>• Unit 18 B Creative promotion (GLH 60)</li> <li>• Unit 22: Market Research (GLH 60)</li> <li>• Unit 24 Part 1: Branding</li> </ul>
<b>Spring Term 2b</b>	<p>In term 2 Students will continue with Unit 18 Part B: Creative promotion, and students will work on optional units during this term.</p> <ul style="list-style-type: none"> <li>• Unit 18 B Creative promotion (GLH 60)</li> <li>• Unit 22: Market Research (GLH 60)</li> <li>• Unit 24 Part 1: Branding</li> </ul>
<b>Summer Term 3a</b>	<p>In term 3 Students will continue with Unit 24 Part B: Branding and complete two mandatory units.</p> <ul style="list-style-type: none"> <li>• Unit 24 Part B: Branding (GLH 60)</li> <li>• Unit 3: Business Finance (GLH 90)</li> <li>• Unit 2: Research and Plan a Marketing campaign (GLH 90)</li> </ul>
<b>Summer Term 3b</b>	<p>In term 3 Students will continue with Unit 24 Part B: Branding and complete two mandatory units.</p> <ul style="list-style-type: none"> <li>• Unit 24 Part B: Branding (GLH 60)</li> <li>• Unit 3: Business Finance (GLH 90)</li> <li>• Unit 2: Research and Plan a Marketing campaign (GLH 90)</li> </ul>

## Useful Resources/Websites

<https://qualifications.pearson.com/en/qualifications/btec-international-level-3/business.html>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit of Study: Memory</b>                      In this unit of study, students will explore about the multi-store model of memory: sensory register, short-term memory and long-term memory and their features as well as about the working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Furthermore, they will also learn about the types of long-term memory: episodic, semantic and procedural along with factors that affect the accuracy of eyewitness testimony including leading questions and post-event discussion.</p> <p><b>Unit of Study: Social Psychology</b>                      In this unit, the students identify types of conformity and define terms: internalisation and compliance, be clear on the difference between ‘types’ and ‘explanations’ of conformity. Furthermore, explain for conformity: normative and informational influence. Students will identify why the original Milgram experiment had such a high obedience rate and explain the general factors that influence an individual’s level of obedience. Also, students will outline research into obedience and explain the causes of Resistance due to social influence.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit of Study: Psychopathology</b>                      In this unit students learn about different forms of psychopathology. Students will define the term abnormality, including deviation from social norms, failure to function statistically infrequently and deviation from ideal mental health. Furthermore, students will explore about the defining characteristics, behavioural explanations and the behavioural approach to treating phobia. Students will also learn about the cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model; cognitive behaviour therapy (CBT).</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit of Study: Biopsychology</b>                      In this unit, the students explore about the divisions of the nervous system, central and peripheral (somatic and autonomic). Furthermore, understand the structure and function of sensory, relay and motor neurons as well as the process of synaptic transmission, including reference to neurotransmitters, excitation, and inhibition. Additionally, the students learn about the function of the endocrine system, glands and hormones as well as the localisation of function in the brain and hemispheric lateralization.</p> <p><b>Unit of Study: Cognitive Development</b>                      In this unit, the students outline and evaluate Piaget’s theory of cognitive development and discuss the empirical evidence related to the theory as well as describe and evaluate practical applications of the theory. Furthermore, students learn, describe, and evaluate Vygotsky’s theory of cognitive development and understand the key concepts of Vygotsky’s theory. Also, students explore about Baillargeon’s explanation of early infant abilities, including innate core knowledge of the physical world.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Unit of Study: Research Methods 1</b>                      In this unit, the students should demonstrate knowledge and understanding of the following ie, research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations, which includes the experimental method and types of experiment, laboratory, and field experiments. Additionally, would learn about observational techniques and the types of observation. Furthermore, understand about correlations and make analysis of the relationship between co-variables and the difference between correlations and experiments.</p>

<b>Summer Term 3a</b>	Term 3a will be spent revising in preparation for the AS-Level exams
<b>Summer Term 3b</b>	Term 3b will be spent learning about year 13 topics.

#### Useful Resources/Websites

<https://www.oxfordaqaexams.org.uk/subjects/psychology/international-a-level-psychology-9685>

<https://www.youtube.com/c/PsychBoost>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit of Study: The Travel and Tourism Industry</b>                      In this unit of study, we will be exploring the key components and scale of the industry, using data to analyse key trends and their impact. We will be investigating types of travel and tourism and how the industry contributes to the economy. We will also be researching travel and tourism organisations and the varied factors affecting it.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit of Study: Marketing Travel and Tourism to Domestic and International Customers</b>                      In this unit of study, we will be learning the background and concepts of marketing and the factors that influence marketing decisions in the travel and tourism industry. We will investigate the marketing mix (also known as the 4Ps) and conduct a market research activity. In addition, we will organise a promotional campaign for a travel and tourism business.</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit of Study: Worldwide Travel and Tourism Destination</b>                      In this unit of study, we will be using a range of resources to investigate the location and features of worldwide destinations and will be explaining the features that make worldwide destinations appealing and support different types of tourism and explain reasons why the popularity of worldwide destinations may change. We will also investigate transport options and evaluate the suitability of travel itineraries in meeting customer needs. This will be an opportunity for us to develop skills carry out research and make decisions based on information from a variety of sources. It will also help prepare you for a career in the travel and tourism industry as you apply geographical knowledge and evaluate travel and tourism data to meet a given brief.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Units of Study: Customer Service in Travel and Tourism and Travel and Tourism Enterprises</b>                      In this units of study, we will investigate the broad context of how organisations deliver customer experience. We will gain skills needed to deliver customer service excellence and in retaining customers by giving them a full range of ‘value-added’ services and experiences specifically targeted to their needs, with the intention of exceeding their expectations. We will have the opportunity to explore the customer experience in selected organisations and will also develop and demonstrate customer service skills. For the unit on enterprise, we will research potential travel and tourism enterprise opportunities and develop a start-up plan and marketing strategy before the launch of the new enterprise. Here, we will develop skills to deliver a pitch to promote our plan to interested parties to see what their response is to the potential enterprise.</p>
<p><b>Summer Term 3a</b></p>	<p><b>Unit of Study: Specialist Tourism</b>                      In this unit, we will investigate the scale and scope of specialist tourism and its significance in the travel and tourism industry. We will identify the current key players and their specialisms and consider specific current trends. We also will look at established and emerging specialisms and their appeal to, and popularity with, differing markets.</p>
<p><b>Summer Term 3b</b></p>	<p><b>Unit of Study: Sustainable Tourism</b>                      In this unit, we will learn how tourism can be planned, developed and managed sustainably to balance the needs of increasing numbers of tourists with the protection of destinations and local communities. We will learn about the principles of sustainable tourism and look at how sustainability is influencing the travel and tourism industry. We will research the potential impacts of tourism in different types of destination from a local to global scale and examples of destinations, stakeholders and initiatives that support sustainable tourism so that we can assess the extent to which it has been achieved. We then make recommendations regarding sustainable tourism.</p>

## Useful Resources/Websites

<https://www.revfine.com/travel-and-tourism/>

<https://www.revfine.com/tourism-marketing/>

<https://opentextbc.ca/introtourism/chapter/chapter-9-customer-service/>

<https://www.acsedu.co.uk/info/hospitality-and-tourism/tourism/special-interest-tourism.aspx>

<https://www.gstcouncil.org/what-is-sustainable-tourism/>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit of Study: Deconstruction</b>                      In this unit, we will be learning about the critical path and its first phase which is deconstruction. We will analyse anatomy of arguments and use this to evaluate strengths and weaknesses of arguments with reference to structure and evidence used. We will also start selecting for the global topic for Component 2 (Individual report) and do initial research on relevant issues, arguments and perspectives.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit of Study: Reconstruction</b>                      In this unit, we will be learning about the next phase of critical path, reconstruction. We will exploring different perspectives on the same issue, develop appreciation of holding different perspectives and comparatively compare perspectives and arguments of different sources. At this stage, we will formulate an effective essay question for the topic selected and present an overview of the issues to be discussed in the essay (Introduction).</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit of Study: Communication: Writing Essay</b>                      In this Unit, we will be learning about the 3<sup>rd</sup> phase of critical thinking, communication. We will be writing the essay by presenting different perspectives, evaluate sources, citing and referencing sources and writing effective conclusion.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Unit of Study: Communication: Team Project Presentation</b>                      In this unit, the focus of communication skill development is on project presentation. We will first be learning and developing our teamwork skills by working with team members in selecting and discussing local problems with global relevance. We will then individually prepare for an effective presentation of our recommended solution to the local issue identified and agreed by the team.</p>
<p><b>Summer Term 3a</b></p>	<p><b>Unit of Study: Communication: Reflective writing</b>                      In this unit, we will be continuing to improve and rehearse our live presentation (Component 3). We will begin to explore techniques on how to write effective and insightful reflection of how the team project impact our stand on the issue and everything we learned from working in the team.</p>
<p><b>Summer Term 3b</b></p>	<p><b>Revision</b>                      Using feedback and suggestions, we will be finalising improvements in Individual Essay and Individual Presentation. We will also be revising lessons on deconstruction and reconstruction to be able to answer questions confidently and effectively in the written examination (Component 1).</p>

## Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/555760-2022-2024-syllabus.pdf>

[https://papers.gceguide.com/Cambridge%20IGCSE/Global%20Perspectives%20\(0457\)/](https://papers.gceguide.com/Cambridge%20IGCSE/Global%20Perspectives%20(0457)/)

<https://gceguide.com/resources/notes/english-language-1123/argumentative-essays/>

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/argumentative\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/argumentative_essays.html)

<https://kissflow.com/digital-workplace/collaboration/teamwork-and-collaboration/>

<https://smallbusiness.chron.com/ideas-promotional-events-bars-nightclubs-57647.html>

<https://www.trentu.ca/academicskills/how-guides/how-write-university/how-approach-any-assignment/how-write-reflection-paper>

<https://hbr.org/2013/06/how-to-give-a-killer-presentation>

<https://www.ispringsolutions.com/blog/how-to-structure-a-powerpoint->

[presentation#:~:text=What%20is%20the%20Typical%20Presentation,introduction%2C%20body%2C%20and%20conclusion.](https://www.ispringsolutions.com/blog/how-to-structure-a-powerpoint-presentation#:~:text=What%20is%20the%20Typical%20Presentation,introduction%2C%20body%2C%20and%20conclusion.)

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Induction period</b></p> <ol style="list-style-type: none"> <li>1. Introduction to the Assessment Objectives and how these will be interpreted and evidenced</li> </ol> <p><b>Component 1 Personal Investigation</b></p> <ol style="list-style-type: none"> <li>2. The essential elements required for Component 1 Personal Investigation The key focus for teaching and learning will depend on the centre-selected title / endorsed title (in this scheme of work, we assume the centre is delivering the Fine Art endorsed title) Introduction to the overarching Component 1 theme ‘Viewpoints’ Understand the use of a sketchbook for homework – extending studio practical studies.</li> </ol> <p>Introduction to and development of the first Component 1 theme ‘Viewpoints’ Focus: 2D mark-making and the formal elements in black and white and tones of grey Introduction to 3D using various materials. Understand the use of a sketchbook for homework – extending studio practical studies. Be able to record from primary and contextual sources.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Component 1 Personal Investigation</b></p> <ol style="list-style-type: none"> <li>1. Introduction to colour, media, materials and processes</li> <li>2. Objective and subjective use of colour</li> <li>3. Contextual references</li> </ol> <p>Critical review.</p> <ol style="list-style-type: none"> <li>1. Understand the use and application of colour</li> <li>2. Be able to use tools, colour media, materials and techniques</li> <li>3. Be able to research and use contextual references</li> <li>4. Be able to experiment with a wide range of colour media, mark-making tools and techniques</li> </ol> <p>Be able to critically review own progress.</p> <ol style="list-style-type: none"> <li>1. Introduction to composition</li> <li>2. Viewpoints: interior / exterior</li> <li>3. Focus will be on using colour in different ways for different effects, working from observation . Contextual sources will provide essential exemplars for each activity . Experimentation with wet and dry black and white and colour media, materials and techniques . Experimentation with 3D using a variety of materials.</li> </ol>
<p><b>Spring Term 2a</b></p>	<p><b>Component 1 Personal Investigation</b></p> <ol style="list-style-type: none"> <li>1. Proposal for final personal practical work</li> <li>2. Contextual connections</li> <li>3. Media, materials and techniques</li> <li>4. Critical review</li> </ol> <p>Focus will be on deciding on their composition, selecting media, materials and developing final work.</p> <ol style="list-style-type: none"> <li>1. Be able to complete final composition / design</li> <li>2. Be able to complete supporting studies</li> </ol> <p>Be able to present their final work and supporting studies to the group</p>
<p><b>Spring Term 2b</b></p>	<p><b>Component 1 Personal Investigation</b></p> <ol style="list-style-type: none"> <li>1. Introduction to and development of the second Component 1 theme ‘Tangled’ Alternatively, you could use sample assessment material or a past paper as a mock examination in preparation for Component 2</li> <li>2. Ideas generation for theme 2, ‘Tangled’</li> <li>3. Plans for the preparatory period</li> <li>4. Sources relevant to the theme.</li> <li>5. Proposal or statement of intent</li> <li>6. Decision-making, ideas, media, materials for final work</li> <li>7. Full coverage of the Assessment Objectives</li> </ol>

<p><b>Summer Term 3a</b></p>	<p><b>Component 1 Personal Investigation</b>  Preparation for outcome(s)  1. Produce outcome(s)  If this assignment is being used as a mock for Component 2, then this work should be completed within 15 hours  1. Developing and refining final idea  2. Producing a series of rough studies  3. Working out the time needed for each major element in the composition  <b>Homework activities</b>  Finalising the format for the outcome(s)</p>
<p><b>Summer Term 3b</b></p>	<p><b>Component 1 Personal Investigation</b>  1. Review of work produced for Component 1 for development of summer vacation research project.  Major focus: summer vacation work in preparation for the completion of Component 1  1. Reviewing their Component 1 supporting studies and final outcomes: individually, in groups and through tutorials  2. Modifying, refining and developing their work for Component 1 where appropriate  3. Working in groups to self and peer evaluate their Component 1 work; discussing strengths and weaknesses  Negotiating a summer vacation project based on their strengths and current interests.</p>

#### Useful Resources/Websites

[www.tate.org.uk/modern/](http://www.tate.org.uk/modern/)  
[www.tate.org.uk/britain/](http://www.tate.org.uk/britain/)  
[www.nationalgallery.org.uk/](http://www.nationalgallery.org.uk/)  
[www.npg.org.uk/](http://www.npg.org.uk/)  
[www.galleries.co.uk/](http://www.galleries.co.uk/)  
[www.saatchi-gallery.co.uk/](http://www.saatchi-gallery.co.uk/)  
<http://en.wikipedia.org/wiki/>

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Term	Topics to be Studied
<b>Autumn Term 1a</b>	<p><b>Family: La famille:</b> In this unit, Students will learn about the new modern family model in France, they will study the changes from traditional French family to the new models of French families nowadays.</p> <p><b>Education: L'éducation:</b> In this unit, Students will explore the French educative system, they will compare it to the UK system and find out the similarities and differences between both systems.</p> <p><b>Music: La musique:</b> In this unit, Students will discover French music in France but also French music from French speaking countries. They will as well learn about why France is protecting and promoting French music.</p>
<b>Autumn W 1b</b>	<p><b>Food and diet: La nourriture et les regimes:</b></p> <p><b>Sport and exercises: Le sport et l'exercice:</b> In this unit, students will learn about food disorder and diet issues among French youth. They will also discuss the issues but also think about the solutions and how to prevent this kind of problems. Students will also link this unit to the topic, sport and exercising.</p> <p><b>Urban life and Rural life:</b> In this unit, Students will discover the life of French youth in towns and in rural area. They will learn about advantages and disadvantages of living in a big town or small village in France.</p>
<b>Spring Term 2a</b>	<p><b>Education and employment: L'éducation et l'emploi:</b> In this unit, students will explore the French student's life, they will also learn about the importance of internship and volunteering in France for youth people. At the end of the unit, students will learn about job market in France.</p> <p><b>Environment and travel: L'environnement et le tourisme:</b> In this unit, Students will revise weather to link it to environment topic, they will discuss environmental issue our planet is facing, and they will think also about solutions.</p>
<b>Spring Term 2b</b>	<p><b>Environment and travel: L'environnement et le tourisme:</b> In this unit, Students will discover the importance of tourism in France.</p>
<b>Summer Term 3a</b>	<p><b>Technology and communication: La technologie et la communicatio:</b> In this unit, Students will discuss importance of media in French youth life. They will also speak about advantages and disadvantages of media. Additionally, they will as well discuss the impact of technologies in the life of young people.</p>
<b>Summer Term 3b</b>	<p><b>Revision:</b> This last term, Students will revise the topics learned in class, they will prepare their speaking exam and they will also practise past papers exams.</p>

## Useful Resources/Websites

<https://theidealteacher.com/6-french-listening-websites-to-improve-gcse-skills>

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_Langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/L'imparfait/L'imparfait\\_mb1902847de](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/L'imparfait/L'imparfait_mb1902847de)

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_Langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Pass%C3%A9\\_compos%C3%A9/Le\\_pass%C3%A9\\_compos%C3%A9\\_avec\\_%C3%84TRE\\_al604153gz](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pass%C3%A9_compos%C3%A9/Le_pass%C3%A9_compos%C3%A9_avec_%C3%84TRE_al604153gz)

[https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais\\_Langue\\_%C3%89trang%C3%A8re\\_\(FLE\)/Pass%C3%A9\\_compos%C3%A9/Le\\_pass%C3%A9\\_compos%C3%A9\\_avec\\_AVOIR\\_nx358728vg](https://www.liveworksheets.com/worksheets/fr/Fran%C3%A7ais_Langue_%C3%89trang%C3%A8re_(FLE)/Pass%C3%A9_compos%C3%A9/Le_pass%C3%A9_compos%C3%A9_avec_AVOIR_nx358728vg)

<https://www.liveworksheets.com/zq1487063hg>

<https://www.francaisfacile.com/exercices/exercice-francais-2/exercice-francais-24062.php>

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Term	Topics to be Studied
Autumn Term 1a	<p><b>Unit 1 – Data, knowledge, information and processing</b> In this unit, we will be learning about the difference between data, knowledge, information and processing. We will also be learning about static and dynamic data and direct and indirect sources of data collection. We will be exploring coding, encoding and encryption of data.</p> <p><b>Unit 2 – Hardware and Software</b> In this unit, we will be learning to understand functions of different internal and external hardware. We will be exploring different types of software and their uses. We will also be comparing different types of user interface.</p> <p><b>Unit 3 – Monitoring and Control system</b> In this unit, we will be learning to explore different types of sensors and their uses. We will be learning about different monitoring and control technologies and evaluating the role of sensors in different monitoring and control technologies.</p> <p><b>Unit 9 – Spreadsheets</b> In this unit, we will be learning to explore different built- in mathematical and text functions in Microsoft Excel. We will be creating data models and apply various formulas and create graphs to present our data. We will be learning to use count if, sum if, conditionals, nested ifs, lookup, VLOOKUP, HLOOKUP. We will also be learning to explore Pivot tables and evaluate its uses.</p>
Autumn Term 1b	<p><b>Unit 10- Databases</b> In this unit, we will be learning to create relational database, queries, and reports. We will be learning to use run-time query and formulas in report. We will also be learning about normalization of data and explore its 3 forms.</p> <p><b>Unit 4 –Algorithms and Flowcharts</b> In this unit, we will be learning about different e-safety issues like phishing, pharming, spamming and smishing and look at diverse ways of avoiding them. We will also be learning to explore physical and health issues related to the use of technology.</p> <p><b>Unit 5– E-safety, health, and safety</b> In this unit, we will be learning about different e-safety issues like phishing, pharming, spamming and smishing and look at diverse ways of avoiding them. We will also be learning to explore physical and health issues related to the use of technology.</p> <p><b>Unit 6 – Digital Divide</b> In this unit, we will be learning to understand what digital divide is and discuss how digital divide effect people and evaluate the factors causing this gap and strategies to reduce the divide.</p>
Spring Term 2a	<p><b>Unit 11 – Sound and Video Editing</b> In this unit, we will be learning to edit a video clip to meet the requirements of its intended application and audience. We will be learning to understand the effects of different methods of compression on video and a sound clip. We will be learning to apply different video and sound editing features.</p> <p><b>Unit 7 – Networks</b> In this unit, we will be learning about different types of networks, networking devices and hardware. We will be learning to understand and compare different network topologies and evaluate different issues in networking.</p> <p><b>Unit 8 – Expert System</b> In this unit we will learning to understand how expert system works. We will be learning to discuss each component of an expert system in detail. We will be evaluating the use of expert system in real life application.</p>

<p><b>Summer Term 3a</b></p>	<p><b>Paper 1 – Theory - Preparation of AS Level Paper 1</b> We will be practicing solving question from AS level paper 1 past papers in order to check student understanding and knowledge of the unit 1 – 7.</p> <p><b>Paper 2 – Practical – Preparation of AS Level Paper 2</b> We will be practicing solving question from AS level paper 2 past papers in order to check student understanding and knowledge of the unit 8 – 10.</p>
<p><b>Summer Term 3b</b></p>	<p><b>A2 Level – Unit 11 – Emerging Technologies</b> We will be learning to explore new and emerging technologies. We will be comparing and evaluating uses of different emerging technologies in real life and environment.</p> <p><b>A2 Level – Unit 18 – Mail Merge</b> We will be learning to perform a mail merge. We will be creating master document, source document and link them together. We will also be creating prompts for the user and applying rules like if..then.. Else to select records in a mail merge document.</p>

#### Useful Resources/Websites

<https://www.cambridgeinternational.org/Images/554602-2022-2024-syllabus.pdf>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit 1: Fundamentals of Programming</b>                      In this unit, we will be learning about basics concepts required for programming, like data types, input, output functions, arithmetic and logical functions, writing basic programs. we will learn about selection and iteration conditional statement implementation in programming. Learn to decode pseudocode and algorithm, will be familiar with subroutines, their uses and advantages. We will be able to use subroutines that return values to the calling routine, be able to describe the use of parameters to pass data within programs, be able to contrast the use of local and global variables</p> <p><b>Unit 2: Data Representation</b>                      In this Unit we will learn about defining a natural number, an integer and a real number, explain the difference between a rational and irrational number by example, will understand and use ordinal numbers in context and convert between binary, decimal and hexadecimal number systems. We will be learning about binary arithmetic.</p> <p><b>Unit 3: Logic Gates and Boolean Algebra</b>                      In this unit we will learn about Constructing truth tables for a variety of logic gates, be familiar with drawing and interpreting logic gate circuit diagrams involving multiple gates, complete a truth table for a given logic gate circuit, write a Boolean expression for a given logic gate circuit, draw an equivalent logic gate circuit for a given Boolean expression. We will learn about the use of Boolean identities and De Morgan’s laws to manipulate and simplify Boolean expressions and write a Boolean expression for a given logic gate circuit, and vice versa.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit 4: Bit mapped Graphics</b>                      In this unit we will learn to understand how bitmapped images are represented in terms of size in pixels, resolution and colour depth will be able to calculate storage requirements for a bitmap image and be aware that images contain metadata and be able to describe typical metadata</p> <p><b>Unit 5: Digital Representation of Sound &amp; Data Encryption and Compression</b>                      In this unit we learn to describe the digital representation of sound in terms of sampling rate and resolutions, describe the principles of operation of an analogue to digital converter and a digital to analogue converter, understand and apply the Nyquist theorem. calculate sound sample sizes in bytes and learn about MIDI devices and will learn about different data encryption and compression techniques like Caesar cipher, Vernam cipher algorithm.</p> <p><b>Unit 6: Hardware and software</b>                      In this unit we will learn to define the terms hardware and software and understand the relationship between them, explain what is meant by system software and application software, understand the need for, and attributes of, different types of software, understand the functions of operating systems, utility programs, libraries and translators. We will learn to understand working principals of Operating systems.</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit 7: Computer Organisation and Architecture</b>                      In this unit we will learn about the basic internal components of a computer system, I can understand the role of the processor, main memory, buses and I/O controllers and how they relate to each other, will be explaining the difference between von Neumann and Harvard architectures and describe where each is typically used, will explain the role and operation of the processor and its major components, will describe the Fetch-Execute cycle, describe the factors affecting processor performance, will learn about processor instructions and different addressing modes. We will learn to write programs using Assembly language, will learn about different Input Output and Storage Devices.</p> <p><b>Unit 8: Communication: Technologies and consequences</b>                      In this unit we will learn about basic communication techniques, different networking techniques, wired and wireless networking, CSMA and CSID as well as Challenges faced in the digital age.</p>

<p><b>Spring Term 2b</b></p>	<p><b>Unit 9: Problem solving and theory of computation</b>          In this unit we will learn about basic problem solving and theory for computation. Here we will learn about solving logical problems using algorithms and pseudocode, will learn about describing program aim into structural approach, writing pseudocode and algorithms, testing the algorithms and Finite state machines.</p> <p><b>Unit 10: File handling and exception handling</b>          In this unit we will learn to define the terms field, record, file, will be able to read from and write to a text file and understand when and how to use exception handling in a program.</p>
<p><b>Summer Term 3a</b></p>	<p><b>Paper 1: Practical Past paper Revision (Discussion with Pre-release material program)</b></p> <p><b>Paper 2: Theory Paper Revision</b></p>
<p><b>Summer Term 3b</b></p>	<p><b>A2 Level: Data structure</b>          In this unit we will learn about different concepts of data structure in programming, we will learn about the working of Queues, Lists, Stacks, Hash tables and dictionaries using Python coding, we will also learn graphical representation of programming structure using techniques of Graphs, Trees and Vectors.</p> <p><b>A2 Level: The internet</b>          In this unit we will learn about Structure of the internet, learn about Packet and Circuit switching, TCP/IP and application layer protocols used for data transmission and basics of IP addresses and Client Server modelling.</p>

Useful Resources/Websites	
<p><b>Specification:</b></p> <p><b>Python Resources:</b></p>	<p><a href="https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517/subject-content-as">https://www.aqa.org.uk/subjects/computer-science-and-it/as-and-a-level/computer-science-7516-7517/subject-content-as</a></p> <p><a href="https://www.udemy.com/course/the-python-bible/">https://www.udemy.com/course/the-python-bible/</a></p> <p><a href="https://www.codecademy.com/learn/paths/computer-science">https://www.codecademy.com/learn/paths/computer-science</a></p> <p><a href="https://www.youtube.com/watch?v=kqtD5dpm9C8">https://www.youtube.com/watch?v=kqtD5dpm9C8</a></p> <p><a href="https://www.youtube.com/watch?v=LzYNWme1W6Q">https://www.youtube.com/watch?v=LzYNWme1W6Q</a></p> <p><a href="https://www.w3schools.com/python/default.asp">https://www.w3schools.com/python/default.asp</a></p> <p><a href="https://replit.com/new/python3">https://replit.com/new/python3</a></p>

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Term	Topics to be Studied
<p><b>Autumn Term 1a</b></p>	<p><b>Unit 1: Information Technology Systems – Strategy, Management and Infrastructure</b> We will explore the relationships between the hardware and software that form an IT system. We will look at the way that systems work individually and together, as well as the relationship between the user and the system. We will examine issues related to the use of IT systems and the impact that they have on organisations and their stakeholders. Students will explore how IT systems enable organisations to access data, information and users locally and globally.</p>
<p><b>Autumn Term 1b</b></p>	<p><b>Unit 2: Creating Systems to Manage Information</b> We will examine the structure of data and its origins, and how an efficient data design follows through to an effective and useful database. We will examine a given scenario and develop an effective design solution to produce a database system. Students will then test their solution to ensure that it works correctly. Finally, we will evaluate each stage of the development process and the effectiveness of the database solution.</p>
<p><b>Spring Term 2a</b></p>	<p><b>Unit 3: Using social media in Business</b> We will explore different social media websites, the ways in which they can be used and the potential pitfalls when using them for business purposes. We will develop a plan to use social media strategies for business purposes to achieve specific aims and objectives. We will then implement the plan, developing and posting content and interacting with others. Finally, students will collect data on the business use of social media and review the effectiveness of your efforts.</p>
<p><b>Spring Term 2b</b></p>	<p><b>Unit 11: Cyber Security and Incident Management</b> We will examine the many different types of cyber security attacks, the vulnerabilities that exist in networked systems and the techniques that can be used to defend an organisation’s networked systems. We will investigate the techniques used to assess risks and ways of planning to deal with the results of a cyber security incident and recover systems following an incident.</p>
<p><b>Summer Term 3a</b></p>	<p><b>Unit 19: Enterprise in IT</b> We will learn about enterprise by looking at the characteristics of entrepreneurs, the techniques they use and how these contribute to setting up and running an enterprise. We will examine whether you have the entrepreneurial skills to start up an IT enterprise. Once we have identified a potential IT product or service, we will investigate whether customers want it and what features they do and don’t like.</p>
<p><b>Summer Term 3b</b></p>	<p><b>Unit 5: Data Modelling</b> We will investigate the fundamentals of the decision-making process. We will find out how using data modelling provides the computational ability to compare consequences and determine a preferred course of action. We will develop the skills and techniques necessary to create complex spreadsheets in order to produce accurate information that informs decision making.</p>

## Useful Resources/Websites

<https://qualifications.pearson.com/content/dam/pdf/btec-international-level-3/it/specification-and-sample-assessments/btec-international-level-3-it-specification.pdf>

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