



Curriculum Plan – 2024-25

Subject: English Language
Exam Board: Cambridge

Year: 12
Syllabus Code: 9093

| | Term 1 | Term 2 | Term 3 |
|----------------|--|--|---|
| Content | <p>Bridging the gap: iGCSE to AS Level Paper 1: Reading</p> <p>Students will develop their knowledge and understanding of an extensive and wide range of content throughout the first term. They learn to adopt methods (GASP, CLIGPO) to analyse a variety of components within the English language, adopting a more in-depth and detailed approach than at iGCSE. They will then transfer skills acquired by applying them to their own work. A heavy focus will be placed on secondary reading and independent study to offer the opportunity to students to become more responsible and better prepared for life at university.</p> <ul style="list-style-type: none"> • Advertisements • Brochures • Leaflets • Editorials • News stories • Articles • Reviews • Blogs • Investigative journalism • Letters • Podcasts • (auto) biographies • Travel writing • Diaries • Essays • Scripted speech • Narrative writing • Descriptive writing | <p>AS Level Paper 2: Writing</p> <p>The knowledge and understanding that students will need to show in Paper 2 is the same as is covered in Paper 1 but students will apply these skills and techniques in a number of ways, including:</p> <ul style="list-style-type: none"> • Writing for a specific audience and purpose • Structuring your writing • Using a range of appropriate linguistic and literary features • Expressing ideas clearly and accurately • Reflecting upon and evaluating the qualities of your own writing, including aspects relating to its purpose, form and audience. | <p>Review Sessions/ Study Leave</p> <p>Students use this time to focus on what is required for the exam. This will range from:</p> <ul style="list-style-type: none"> • Review sessions in class • Using their coursework effectively to self-study • A variety of past practice papers • Learning to make effective use of time. <p>All practice papers will be marked in class and the students will be given opportunity to revise their answers in order to create models.</p> <p>During study leave, students are encouraged to maintain diligence towards their chosen academic subject whilst regularly communicating with their teacher.</p> |

Britannica International School Shanghai
Curriculum Plan – Year 12



**Britannica
International
School Shanghai**
an Orbital Education School

| | | | |
|-------------------|--|--|---|
| Assessment | <ul style="list-style-type: none"> • End of Unit Tests • Practice Papers • Extended Writing (in class/ homework) • Coursework <p>Mock Exam</p> | <ul style="list-style-type: none"> • End of Unit Tests • Practice Papers • Extended Writing (in class/ homework) • Coursework <p>Mock Exam</p> | <ul style="list-style-type: none"> • 2nd Mock Exam / External Exam • Self-study <p>Practice Papers</p> |
|-------------------|--|--|---|



Curriculum Plan – 2024-25

Subject: Further Mathematics
Exam Board: Edexcel/Pearson

Year: 12
Syllabus Code:

| | Term 1 | Term 2 | Term 3 |
|------------|--|--|---|
| Content | <ul style="list-style-type: none">• Further Pure 1 | <ul style="list-style-type: none">• Statistics 2 | <ul style="list-style-type: none">• Mechanics 1 |
| Assessment | End of topic assessments and external examination (FP1) | End of topic assessments and Mock examination | S2 and M1 – external examinations |



Curriculum Plan – 2024-25

Subject: History

Year: 12

Exam Board: Cambridge

Syllabus Code: 9489

| | Term 1 | Term 2 | Term 3 |
|------------|--|--|---|
| Content | <p>French Revolution:</p> <ul style="list-style-type: none"> • Causes • Outcomes • Instability 1790-95 • Napoleon’s rise • Napoleon’s aims and achievements <p>Industrial Revolution:</p> <ul style="list-style-type: none"> • Causes • Urbanisation • Political effects | <p>German Unification:</p> <ul style="list-style-type: none"> • Revolutions of 1848-49 • Bismarck’s intentions • How Germany was unified • Why Germany was unified <p>Russian Revolution:</p> <ul style="list-style-type: none"> • Causes/outcomes of 1905 • Causes/outcomes of 1917 • Bolshevik rise and consolidation | <p>Revision:</p> <ul style="list-style-type: none"> • Review • Past Papers |
| Assessment | AS Paper 1 and 2 Exam Style Questions | AS Paper 1 and 2 Exam Style Questions | AS Paper 1 and 2 Exam Style Questions |



Curriculum Plan – 2024-25

Subject: Mathematics **Year:** 12

Exam Board: Edexcel International A Level

| | Term 1 | Term 2 | Term 3 |
|-------------------|--|---|--|
| Content | <p><u>Pure Mathematics 1</u></p> <p>Algebraic Expression Quadratics Equations and Inequalities Graphs and Transformations Straight Line Graphs Trigonometric Ratios Radians Differentiation Integration</p> <p><u>Pure Mathematics 2</u></p> <p>Algebraic Methods Coordinate Geometry in the (x,y) Plane Exponentials and Logarithm The Binomial Expansion</p> | <p><u>Pure Mathematics 2 (cont)</u></p> <p>Sequence and Series Trigonometric Identities and Equations Differentiation Integration</p> <p><u>Statistics 1</u></p> <p>Mathematical Modelling Measure of Location and Spread Representation of Data Probability Correlation and Regression Discrete Random Variables</p> | <p><u>Statistics 1 (cont)</u></p> <p>The Normal Distribution</p> <p>Review and Revision for final examinations</p> |
| Assessment | End of topic assessments and the first mock examination (P1) | End of topic assessments and assessed past papers | Second set of formal mock examination, assessed past papers and the P1, P2, S1 A Level examinations |



Curriculum Plan – 2024-25

Subject: Music
Exam Board: Cambridge

Year: 12
Syllabus Code: 9483

| | Term 1 | Term 2 | Term 3 |
|------------|---|---|---|
| Content | <p>The students will be introduced to the AS Cambridge Music course and understand the assessment criteria and its requirements. Students will begin to select and rehearse their performance pieces (A02) based on the grading criteria, they will then begin to start weekly practice on these and target areas for improvement.</p> <p>A01 Listening exam skills will be intermittently refreshed and revised. 5 set works introduced.</p> <p>A02 – Performance. Curate and develop performance project. Perform with technical, stylistic, interpretative and expressive control, and communicative awareness.</p> <p>A03 Composition coursework will be checked and developed on a regular basis</p> | <p>Students will focus directly on weaker elements of their individual preparation.</p> <p>All students will continue to work on their individual and ensemble performance pieces, with weekly mock presentations</p> <p>A03 Compositions should be close to completion by the end of this term.</p> <p>A01 Listening exam skills will be developed via set work study.</p> | <p>Revision and completion of all assessment criteria:</p> <p>A01 Listening • Aural awareness, perception and discrimination in relation to Western music. •</p> <p>Identifying and commenting on a range of music from cultures in different countries. •</p> <p>A02 Performing • Technical competence on one or more instruments. • Interpretative understanding of the music performed.</p> <p>A03 Composing • Discrimination and imagination in free composition. • Notation, using staff notation and, if appropriate, other suitable systems.</p> |
| Assessment | A01, A02, A03 skills assessed | A01, A02, A03 skills assessed | A01, A02, A03 skills assessed |



Curriculum Plan – 2024-25

Subject: Physics
Exam Board: Cambridge

Year: 12
Syllabus Code: 9702

| | Term 1 | Term 2 | Term 3 |
|------------|--|--|--|
| Content | <ul style="list-style-type: none"> • Physical quantities and units • Kinematics • Dynamics • Forces • Work, energy and power • Density and pressure & Deformation of solids • Waves & Superposition • Electricity & • D.C. circuits • Particle physics | <ul style="list-style-type: none"> • Paper 3 Preparation | |
| Assessment | <p>End of Unit assessments. End of Term Examination. Practical Investigations.</p> | <p>End of Unit assessments. End of Term Examination. Practical Investigations.</p> | <p>End of Unit assessments. End of Term Examination. Practical Investigations.</p> |



Curriculum Plan – 2024-25

Subject: Psychology
Exam Board: Cambridge

Year: 12
Syllabus Code: 9990

| | Term 1 | Term 2 | Term 3 |
|------------|--|---|---|
| Content | <p><u>Social approach</u></p> <ul style="list-style-type: none"> • Milgram study • Piliavin et al. study • Perry et al. study <p><u>Learning approach</u></p> <ul style="list-style-type: none"> • Bandura et al. study • Saavedra and Silverman study • Fagen et al study <p><u>Cognitive approach</u></p> <ul style="list-style-type: none"> • Andrade study • Baron-Cohen et al. study • Pozzulo et al. study <p><u>Biological approach</u></p> <ul style="list-style-type: none"> • Hassett et al study • Dement and Kleitman study • Holzel et al study | <p><u>Research Methods</u></p> <ul style="list-style-type: none"> • Types of Data • Hypotheses and aims • Variables • Sampling of participants • Experimental design • Controlling variables • Reliability • Validity • Ethics • Data analysis <p><u>Issues & Debates</u></p> <ul style="list-style-type: none"> • the application of psychology to everyday life • individual and situational explanations • nature versus nurture • the use of children & animals in psychological research | <p>Revision:</p> <ul style="list-style-type: none"> • Review all content • Past Papers 1 and 2 |
| Assessment | AS Paper 1 Exam Style Questions Mock Examination | AS Paper 2 Exam Style Questions Mock Examinations | AS Paper 1 and 2 Exam Style Questions |



Curriculum Plan – 2024-25

Subject: Art

Year: 12

| | Term 1 | Term 2 | Term 3 |
|---------|--|---|---|
| Content | <p>Component 1(Personal Investigation) developing written and practical work. Creating a portfolio and final outcome.</p> <p>Six sheets A2 on BOTH SIDES plus one A2 final outcome. Creative title page</p> <ul style="list-style-type: none"> • Mind map- initial ideas • Secondary source visual research pages and drawing from these. Annotation. Present own work alongside originals. • Primary source research: sketches, photos, annotation, drawn studies (closely observed and some more experimental). Present own work alongside originals. • Students to decide on focus for own work under the broad heading. • Research artists that they are interested in. | <p>Component 1(Personal Investigation) developing written and practical work. Creating a portfolio and final outcome.</p> <p>Complete pastiche in style of artist</p> <ul style="list-style-type: none"> • Complete own piece from primary sources in style of artist • Explore techniques and a range of media. • Refine and develop ideas, media choices. • Continue to create pieces that support the in <p>Six sheets A2 on BOTH SIDES plus one A2 final outcome.</p> <p>The Five Assessment Objectives (AO) re: AO1 -Gathering, recording, research, and investigation AO2 – Exploration and development of ideas AO3 – Organisation and relationships of visual and/or other forms AO4-Selection and control of materials, media and processes AO5 – Personal vision and presentation</p> | <p>Students start with Component 3(Personal Investigation) and prepare for the final assessment of their coursework.</p> <p>Develop plan for final piece showing alternative ideas. ? Work in more detail on chosen idea ? Culminating in a final piece that is refined, shows inspiration/links to chosen contextual link/artist</p> <p>By now the student should have a clear understanding of the assessment objectives.</p> |



| | | | |
|-------------------|-------------------------------|-------------------------------|--------------------------|
| Assessment | AO1, AO2, AO3 skills assessed | AO1, AO2, AO3 skills assessed | AO2, AO3 skills assessed |
|-------------------|-------------------------------|-------------------------------|--------------------------|



Curriculum Plan – 2024-25

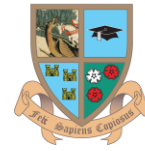
Subject: AS Level Biology

Exam Board: Cambridge International Examinations (CIE)

Year: 12

Syllabus Code: 9700

| | Term 1 | Term 2 | Term 3 |
|----------------|---|--|---|
| Content | <p>1 Cell structure 1.1 The microscope in cell studies 1.2 Cells as the basic units of living organisms</p> <p>2 Biological molecules 2.1 Testing for biological molecules 2.2 Carbohydrates and lipids continued 2.3 Proteins 2.4 Water</p> <p>3 Enzymes 3.1 Mode of action of enzymes 3.2 Factors that affect enzyme action</p> <p>4 Cell membranes and transport 4.1 Fluid mosaic membranes 4.2 Movement into and out of cells</p> <p>5 The mitotic cell cycle 5.1 Replication and division of nuclei and cells 5.2 Chromosome behaviour in mitosis</p> | <p>6 Nucleic acids and protein synthesis 6.1 Structure of nucleic acids and replication of DNA 6.2 Protein synthesis</p> <p>7 Transport in plants 7.1 Structure of transport tissues 7.2 Transport mechanisms</p> <p>8 Transport in mammals 8.1 The circulatory system 8.2 Transport of oxygen and carbon dioxide 8.3 The heart</p> <p>9 Gas exchange 9.1 The gas exchange system</p> <p>10 Infectious diseases 10.1 Infectious diseases 10.2 Antibiotics</p> | <p>11 Immunity 11.1 The immune system 11.2 Antibodies and vaccination</p> <p>Exam Prep: Theory and Practical Skills</p> |



| | | | |
|-------------------|---|---|--|
| Assessment | End of Unit Tests, Exam based questions Practice Papers | End of Unit Tests, Exam based questions Practice Papers | End of Unit Tests, Exam based questions Practice Papers External Examinations |
|-------------------|---|---|--|



Curriculum Plan – 2024-25

Subject: AS Business
Exam Board: CIE Cambridge

Year: 12
Syllabus Code: 9609

| | Term 1 | Term 2 | Term 3 |
|------------|---|--|---|
| Content | <p>1 Business and environment</p> <ul style="list-style-type: none"> Enterprise Business structure Size of business Business objectives Stakeholders in a business <p>2 People in organisations</p> <ul style="list-style-type: none"> Human resource management Motivation Management and leadership | <p>3 Marketing</p> <ul style="list-style-type: none"> The nature of marketing Market research The marketing mix <p>4 Operations management</p> <ul style="list-style-type: none"> The nature of operations Inventory management Capacity utilisation and outsourcing | <p>5 Finance and accounting</p> <ul style="list-style-type: none"> Business finance Sources of finance Forecasting and managing cash flows Costs Budgets <p>6 Exam Practice and Revision</p> |
| Assessment | <ul style="list-style-type: none"> End of Unit Tests Past/Specimen Papers and Mark Schemes | <ul style="list-style-type: none"> End of Unit Test/ Mock Exam Past/Specimen Papers and Mark Schemes | <ul style="list-style-type: none"> 2nd Mock Exam / External Exam/s Past/Specimen Papers and Mark Schemes |



Curriculum Plan 2024-2025

Subject: Physical Education

Year: 12 & 13 (Core PE)

| Year Group | Term 1 | Term 2 | Term 3 |
|--|---|---|--|
| <p><u>12 & 13</u> <u>Core PE</u></p> | <p><u>Block 1</u> <u>Invasion Games</u></p> <ul style="list-style-type: none"> • Keeping possession (dribbling, passing, receiving). • Attacking play. • Defensive play. • Scoring. • Rules and Regulations. • Tactics. <p><u>Block 2</u> <u>Health Related Exercise</u></p> <ul style="list-style-type: none"> • Fitness testing protocols and performance. • Warm up and cool down. • Principles and Methods of Training. • Aerobic and anaerobic energy systems. | <p><u>Block 3</u> <u>Swimming</u></p> <ul style="list-style-type: none"> • Stroke development (freestyle, breaststroke, backstroke, butterfly). • Diving and other entry methods. • Water safety and personal survival. • Threading water and float creation with clothes. <p><u>Block 4</u> <u>Net/Wall</u></p> <ul style="list-style-type: none"> • Overhead and underarm clear. • Smash, drop-shot, drive. • Serve (long, short, flick). • Tactical game play, shot selection and movement around the court. | <p><u>Block 5</u> <u>Athletics</u></p> <ul style="list-style-type: none"> • Short and long-distance running events. • Relay races, baton changeover within the boundaries. • Long Jump and High Jump. • Shot put. • Discus. <p><u>Block 6</u> <u>Striking and Fielding</u></p> <ul style="list-style-type: none"> • Batting/hitting. • Bowling/pitching. • Throwing and catching. • Fielding. • Back stop. • Base play. |
| <p>Assessment</p> | <p>Teacher Observations Peer-Assessment Self-Assessment Video Analysis</p> | <p>Teacher Observations Peer-Assessment Self-Assessment Video Analysis</p> | <p>Teacher Observations Peer-Assessment Self-Assessment Video Analysis</p> |