



## Curriculum Plan – 2025-26

### Subject: Art

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



## Curriculum Plan – 2025-26

**Subject:** AS Level Biology

**Exam Board:** Cambridge International Examinations (CIE)

**Syllabus Code:** 9700

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

# Britannica International School Shanghai Curriculum Plan – Year 12



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

<b>Assessment</b>	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
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## Curriculum Plan – 2025-2026

**Subject:** English Language

**Exam Board:** Cambridge

**Syllabus Code:** 9093

	Term 1	Term 2	Term 3
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Content	<p><b>Bridging the gap: iGCSE to AS Level</b> <b>Paper 1: Reading</b></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 (<b>GASP, CLIGPO</b>) 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"> <li>• Advertisements</li> <li>• Brochures</li> <li>• Leaflets</li> <li>• Editorials</li> <li>• News stories</li> <li>• Articles</li> <li>• Reviews</li> <li>• Blogs</li> <li>• Investigative journalism</li> <li>• Letters</li> <li>• Podcasts</li> <li>• (auto) biographies</li> <li>• Travel writing</li> <li>• Diaries</li> <li>• Essays</li> <li>• Scripted speech</li> <li>• Narrative writing</li> <li>• Descriptive writing</li> </ul>	<p><b>AS Level</b> <b>Paper 2: Writing</b></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"> <li>• Writing for a specific audience and purpose</li> <li>• Structuring your writing</li> <li>• Using a range of appropriate linguistic and literary features</li> <li>• Expressing ideas clearly and accurately</li> <li>• Reflecting upon and evaluating the qualities of your own writing, including aspects relating to its purpose, form and audience.</li> </ul>	<p><b>Review Sessions/ Study Leave</b></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"> <li>• Review sessions in class</li> <li>• Using their coursework effectively to self-study</li> <li>• A variety of past practice papers</li> <li>• Learning to make effective use of time.</li> </ul> <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>
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# Britannica International School Shanghai Curriculum Plan – Year 12



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



## Curriculum Plan – 2025-26

**Subject:** Further Pure Mathematics

**Exam Board:** Edexcel/Pearson

	Term 1	Term 2	Term 3
<b>Content</b>	<b>Statistics 1</b> <ul style="list-style-type: none"> <li>• Mathematical Modelling</li> <li>• Measures of Location and Spread</li> <li>• Representations of Data</li> <li>• Probability</li> <li>• Correlation and Regression</li> <li>• Discrete Random Variables</li> <li>• The Normal Distribution</li> </ul>	<b>Further Mathematics 1</b> <ul style="list-style-type: none"> <li>• Complex Numbers</li> <li>• Roots of Quadratic Equations</li> <li>• Numerical Solutions of Equations</li> <li>• Coordinate System</li> <li>• Matrices</li> <li>• Series</li> <li>• Proof</li> </ul>	<b>Statistics 2</b> <ul style="list-style-type: none"> <li>• Binomial Distributions</li> <li>• Poisson Distribution</li> <li>• Approximations</li> <li>• Continuous Random Variables</li> <li>• Continuous Uniform Distribution</li> <li>• Sampling and Sampling Distributions</li> <li>• Hypothesis Testing</li> </ul>
<b>Assessment</b>	End of topic assessments and external examination (S1)	End of topic assessments and Mock examination	FP1 and S2 – external examinations



## Curriculum Plan – 2025-26

**Subject:** History

**Exam Board:** Cambridge

**Syllabus Code:** 9489

	Term 1	Term 2	Term 3
Content	<b>French Revolution:</b> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Outcomes</li> <li>• Instability 1790-95</li> <li>• Napoleon's rise</li> <li>• Napoleon's aims and achievements</li> </ul> <b>Industrial Revolution:</b> <ul style="list-style-type: none"> <li>• Causes</li> <li>• Urbanisation</li> <li>• Political effects</li> </ul>	<b>German Unification:</b> <ul style="list-style-type: none"> <li>• Revolutions of 1848-49</li> <li>• Bismarck's intentions</li> <li>• How Germany was unified</li> <li>• Why Germany was unified</li> </ul> <b>Russian Revolution:</b> <ul style="list-style-type: none"> <li>• Causes/outcomes of 1905</li> <li>• Causes/outcomes of 1917</li> <li>• Bolshevik rise and consolidation</li> </ul>	<b>Revision:</b> <ul style="list-style-type: none"> <li>• Review</li> <li>• Past Papers</li> </ul>
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 – 2025-26

**Subject:** Mathematics

**Exam Board:** Edexcel

**Syllabus Code:** YMA01

	Term 1	Term 2	Term 3
<b>Content</b>	<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>Decision Mathematics 1</u></p> <p>Algorithms Graphs and Networks Algorithms on Graphs</p>	<p><u>Decision Mathematics 1 Continued...</u></p> <p>Route Inspection Travelling Salesman Critical Path Analysis Linear Programming</p> <p><u>Past Paper Practice</u></p>
<b>Assessment</b>	End of topic assessments and the first examination (P1)	End of topic assessments and assessed past papers	Second set of formal mock examination, assessed past papers and the P1, P2, D1 A Level examinations



## Curriculum Plan – 2025-26

**Subject:** Physics

**Exam Board:** Cambridge

**Syllabus Code:** 9702

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



## Curriculum Plan – 2025-26

**Subject:** Psychology  
**Exam Board:** Cambridge

**Syllabus Code:** 9990

	Term 1	Term 2	Term 3
Content	<p><b><u>Social approach</u></b></p> <ul style="list-style-type: none"> <li>Milgram study</li> <li>Piliavin et al. study</li> <li>Perry et al. study</li> </ul> <p><b><u>Learning approach</u></b></p> <ul style="list-style-type: none"> <li>Bandura et al. study</li> <li>Saavedra and Silverman study</li> <li>Fagen et al study</li> </ul> <p><b><u>Cognitive approach</u></b></p> <ul style="list-style-type: none"> <li>Andrade study</li> <li>Baron-Cohen et al. study</li> <li>Pozzulo et al. study</li> </ul> <p><b><u>Biological approach</u></b></p> <ul style="list-style-type: none"> <li>Hassett et al study</li> <li>Dement and Kleitman study</li> <li>Holzel et al study</li> </ul>	<p><b><u>Research Methods</u></b></p> <ul style="list-style-type: none"> <li>Types of Data</li> <li>Hypotheses and aims</li> <li>Variables</li> <li>Sampling of participants</li> <li>Experimental design</li> <li>Controlling variables</li> <li>Reliability</li> <li>Validity</li> <li>Ethics</li> <li>Data analysis</li> </ul> <p><b><u>Issues &amp; Debates</u></b></p> <ul style="list-style-type: none"> <li>the application of psychology to everyday life</li> <li>individual and situational explanations</li> <li>nature versus nurture</li> <li>the use of children &amp; animals in psychological research</li> </ul>	<p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>Review all content</li> <li>Past Papers 1 and 2</li> </ul>
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 – 2025-26

**Subject:** AS Level Chemistry

**Exam Board:** Cambridge International Examinations (CIE)

**Syllabus Code:** 9701

	Term 1	Term 2	Term 3
Content	<b>Physical chemistry</b> 1 Atomic structure 2 Atoms, molecules and stoichiometry 3 Chemical bonding 4 States of matter 5 Chemical energetics 6 Electrochemistry 7 Equilibria 8 Reaction kinetics  <b>Inorganic chemistry</b> 9 The Periodic Table: chemical periodicity 10 Group 2 11 Group 17 12 Nitrogen and sulfur	<b>Organic chemistry</b> 13 An introduction to AS Level organic chemistry 14 Hydrocarbons 15 Halogen compounds 16 Hydroxy compounds 17 Carbonyl compounds 18 Carboxylic acids and derivatives 19 Nitrogen compounds 20 Polymerisation 21 Organic synthesis	<b>Analysis</b> 22 Analytical techniques  Exam Prep
Assessment	End of Unit Tests, Exam based questions Practice Papers	End of Unit Tests, Exam based questions Practice Papers	External Examinations



## Curriculum Plan – 2025-26

**Subject:** Business

**Exam Board:** Cambridge

**Syllabus Code:** 9609

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



## Curriculum Plan – 2025-26

**Subject:** Geography

**Exam Board:** Cambridge AS Level

**Syllabus Code:** 9696

	Term 1	Term 2	Term 3
Content	<p><b>Population and migration</b> 4.1: Global population 4.2: Population structure 4.3: Migration</p> <p><b>Hydrology, river processes and hazards</b> 1.1: The drainage basin system 1.2: River channel processes and landforms 1.3: River flood hazards and impacts</p>	<p><b>Water resources and management</b> 5.1: Global water resources 5.2: Factors influencing water resources at the regional/national scale 5.3: Management of water resources at the regional/national scale</p> <p><b>Atmospheric processes and global climate change</b> 2.1: Energy budgets 2.2: Weather processes and phenomena 2.3: Global warming and climate change</p>	<p><b>Urban areas and management</b> 6.1: Urban growth 6.2 Urban structure and change 6.3: Sustainable urban development</p> <p><b>Earth processes and mass movements</b> 3.1: Plate tectonics 3.2: Tectonic processes and landforms 3.3: Mass movement hazards and impacts</p>
Assessment	Paper 1 and 2 past paper questions	Paper 1 and 2 past paper questions	Paper 1 and 2 past paper questions



## Curriculum Plan – 2025-26

**Subject:** Media Studies  
**Exam Board:** Cambridge

**Syllabus Code:** 9607

	Term 1	Term 2	Term 3
Content	<p><b>Coursework component and examination component for Section A.</b></p> <ul style="list-style-type: none"> <li>Textual analysis examination component – technical elements of film, genre and narrative theory, representation and semiotics, essay writing, micro and macro analysis.</li> <li>Coursework project – blog portfolios, technical elements of short film, practical techniques for media creation.</li> </ul>	<p><b>Coursework component and examination component for Section B.</b></p> <ul style="list-style-type: none"> <li>Media Industries and Contexts – case studies of different media areas, production, distribution, marketing, ownership, essay writing.</li> <li>Coursework project – blog portfolios, technical elements of short film, practical techniques for media creation.</li> </ul>	<p>Revision</p>
Assessment	<ul style="list-style-type: none"> <li>- Live marking and written feedback on essays.</li> <li>- Quizzes</li> <li>- Presentations</li> <li>- Practice tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Live marking and written feedback on essays.</li> <li>- Quizzes</li> <li>- Presentations</li> <li>- Practice tasks</li> </ul>	<ul style="list-style-type: none"> <li>- Live marking and written feedback on essays.</li> <li>- Quizzes</li> <li>- Presentations</li> <li>- Practice tasks</li> </ul>



## Curriculum Plan – 2025-26

**Subject:** Spanish

**Exam Board:** Edexcel

**Syllabus Code:** 9SP0

	Term 1	Term 2	Term 3
Content	<p><b>Topic:</b> Spanish societies</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Family structures</li> <li>The world of work</li> <li>The impact of tourism</li> </ul> <p><b>Topic:</b> <i>La Casa de Bernarda Alba</i>, by Federico García Lorca</p> <p><b>Grammar:</b></p> <p>Present, preterite, imperfect, present perfect, future</p>	<p><b>Topic:</b> Politics and the Arts in Spain</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Music through time</li> <li>Media, televisión and soap operas</li> <li>Internet and its impact on society and politics</li> </ul> <p><b>Topic:</b> <i>La Casa de Bernarda Alba</i>, by Federico García Lorca</p> <p><b>Grammar:</b></p> <p>Present, preterite, imperfect, present perfect, future, future perfect, conditional perfect</p>	<p><b>Topic:</b> Festivals &amp; traditions</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>Spanish festivals</li> <li>Traditions and customs through time</li> <li>Church and customs</li> </ul> <p><b>Topic:</b> <i>La Casa de Bernarda Alba</i>, by Federico García Lorca</p> <p><b>Grammar:</b></p> <p>Present, preterite, imperfect, present perfect, future, future perfect, conditional perfect, pluperfect &amp; subjunctive tenses</p>
Assessment	<ul style="list-style-type: none"> <li>Mocks: Papers 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>Mocks: Papers 1&amp;2</li> </ul>	<ul style="list-style-type: none"> <li>Mocks: Papers 1&amp;2</li> </ul>





## Curriculum Plan 2025-2026

**Subject:** Physical Education

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