



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -October \_2020

Subject	Focus	Activities	Useful website
Arabic	<p>TOPIC:</p> <ul style="list-style-type: none"><li>- اسم الآلة .</li><li>- التشبيه التمثيلي</li><li>- قصة حتى آخر رمق</li><li>- صديقي الهاتف .</li></ul> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"><li>- أن يتعرف اسم الآلة .</li><li>- أن يصيغ اسم الآلة .</li><li>- ن يوظف التشبيه التمثيلي .</li><li>- أن يحلل القصة .</li><li>- أن يكتب نهاية أخرى للقصة .</li><li>- أن يحلل المقال .</li></ul>	<ul style="list-style-type: none"><li>- تحديد اسم الآلة من المقال .</li><li>- كتابة موضوع مستخدما التشبيه التمثيلي .</li><li>- تحديد نوع التشبيه .</li><li>- تحديد عناصر القصة .</li><li>- وضع نهاية أخرى للقصة .</li><li>- كتابة استجابة أدبية .</li><li>- تحليل المقال .</li><li>- مقارنة المقال بمقال آخر .</li><li>- كتابة القصة من وجهة نظر راو آخر .</li></ul>	<p><a href="https://www.youtube.com/watch?v=Dr8jimaiH_Ako">https://www.youtube.com/watch?v=Dr8jimaiH_Ako</a></p> <p><a href="https://www.youtube.com/watch?v=Oxy4vJwcKes">https://www.youtube.com/watch?v=Oxy4vJwcKes</a></p> <p><a href="https://www.youtube.com/watch?v=2Pf-5IVf3dI">https://www.youtube.com/watch?v=2Pf-5IVf3dI</a></p> <p><a href="https://www.youtube.com/watch?v=HpePvqeE8eA">https://www.youtube.com/watch?v=HpePvqeE8eA</a></p>



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<b>Islamic Studies (Arabs)</b>	<p>التطرف – المسؤولية في الاسلام -</p> <p>TOPIC:</p> <p><b>Learning objectives:</b></p> <p>يبين المقصود بالتطرف</p> <p>يوضح موقف الإسلام من التطرف</p> <p>يستنبط الحكمة من التطرف</p> <p>يبيد رأيه حول التطرف</p> <p>يوضح آثار التطرف</p> <p>يميز بين المسؤولية الفردية والمسؤولية الجماعية</p> <p>يحدد نظرة الإسلام للمسؤولية والانسان</p> <p>يوضح مجالات المسؤولية الفردية</p> <p>يبين العلاقة بين المسؤولية الفردية والجماعية</p>	<p>يكتب عن خطورة التطرف على الفرد والمجتمع</p> <p>يكتب بحثا عن الاعتدال والوسطية في الاسلام</p> <p>يكتب موضوعا عن المسؤولية في الاسلام</p> <p>يكتب بحثا عن خطورة انعدام المسؤولية</p>	<p><a href="https://www.youtube.com/watch?v=pFIFEEHiY">https://www.youtube.com/watch?v=pFIFEEHiY</a></p> <p><a href="https://www.youtube.com/watch?v=n4XXILvmG8M">https://www.youtube.com/watch?v=n4XXILvmG8M</a></p> <p><a href="https://www.youtube.com/watch?v=9m44YfsvUjc">https://www.youtube.com/watch?v=9m44YfsvUjc</a></p>
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<p><b>Islamic Studies</b></p> <p><b>Non Arabs</b></p>	<p><b>1. SLANDER(IFK_ - EXHORTATION AND MORAL LESSON</b></p> <p>Learning objectives:</p> <ul style="list-style-type: none"><li>• To appreciate the magnificent character of Ayesha(RA)</li><li>• To comprehend the consequences of rumors on individual and society.</li></ul> <p><b>2. Protecting society against Moral Crimes</b></p> <p>Learning objectives:</p> <ul style="list-style-type: none"><li>-To elucidate the concept and protection from moral crimes.</li><li>-To evaluate the consequences of adultery on individual and society.</li></ul> <p><b>3. SURAH AL-ISRA(5-11)</b></p> <p>Learning objectives:</p> <p>To comprehend the importance of doing good deeds</p>	<p>Search and write down an essay that shows the wisdom behind the punishment of moral crimes as mentioned in Quran.</p> <p>Create a video suggesting how social media can be used to spread awareness about moral crimes.</p>	<p><a href="https://www.youtube.com/watch?v=OJccFa-">https://www.youtube.com/watch?v=OJccFa-</a></p>
<p>Chemistry</p>	<p><b>Chemical Bonding</b></p> <ul style="list-style-type: none"><li>• Describe the different types of bonding based using 'dot and cross' diagram</li><li>• Explain the shapes of, and bond angles in molecules using electron-pair repulsion theory</li></ul>	<p>Activity:</p> <ul style="list-style-type: none"><li>• Practice drawing dot-and-cross diagrams for ionic compounds as well as covalent compounds</li><li>• Make a power-point presentation to explain VSEPR theory as well as <math>\sigma</math> and <math>\pi</math> bonds</li></ul>	<p><a href="http://www.chemistryrules.me.uk/found/found3.htm">http://www.chemistryrules.me.uk/found/found3.htm</a></p> <p><a href="http://www.inchm.bris.ac.uk/schools/vsepr/">http://www.inchm.bris.ac.uk/schools/vsepr/</a></p> <p><a href="https://chem.libretexts.org/Core/Physical_and_Theoretical_Chemistry/Physical_Properties_of_Matter/Atomic_and_Molecular_Properties/Inte">https://chem.libretexts.org/Core/Physical_and_Theoretical_Chemistry/Physical Properties of Matter/Atomic and Molecular Properties/Inte</a></p>



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	<ul style="list-style-type: none"><li>• Describe covalent bonding in terms of orbital overlap including the concept of hybridisation</li><li>• Explain the term bond energy, bond length, and bond polarity</li><li>• Describe intermolecular forces based on permanent and induced dipoles, hydrogen bonding and metallic bonding</li></ul> <p><b>States of Matter</b></p> <ul style="list-style-type: none"><li>• State the basic assumptions of the kinetic theory as applied to ideal gases</li><li>• State and use the general gas equation <math>pV = nRT</math> in calculations</li><li>• Describe the lattice structures of crystalline solids including ionic, simple molecular, giant molecular</li></ul>	<ul style="list-style-type: none"><li>• List at least 10 molecules with their shapes and bond angles</li><li>• Research on hydrogen bonding as well as metallic bonding</li><li>• Solve past paper questions based on identifying the coordinate covalent bonding, shapes of molecules, bonding and physical properties</li></ul> <p>Activity:</p> <ul style="list-style-type: none"><li>• Design a quiz using Kahoot based on kinetic theory as applied to gases (to include – conditions necessary for gas to approach ideal behaviour and limitations of ideality)</li><li>• Practice calculations based on ideal gas equations</li><li>• Draw a flow chart to show the lattice structure of crystalline solids and describe their properties based on it.</li></ul>	<p><a href="#">molecular Forces/Specific Interactions/Hydrogen Bonding</a></p> <p><a href="http://learn.mindset.co.za/sites/default/files/re-sourcelib/emshare-show-note-asset/3723_fdoc.pdf">http://learn.mindset.co.za/sites/default/files/re-sourcelib/emshare-show-note-asset/3723_fdoc.pdf</a></p> <p><a href="http://www.chemguide.co.uk/physical/ktmenu.html">http://www.chemguide.co.uk/physical/ktmenu.html</a></p> <p><a href="http://ww2.chemistry.gatech.edu/class/peek/1310/notes/09-gases.pdf">http://ww2.chemistry.gatech.edu/class/peek/1310/notes/09-gases.pdf</a></p> <p><a href="https://www.creative-chemistry.org.uk/molecules/structures.htm">https://www.creative-chemistry.org.uk/molecules/structures.htm</a></p>
Biology	<p><b>Enzymes:</b></p> <ul style="list-style-type: none"><li>• Explain that enzymes are globular proteins that catalyze metabolic reactions.</li><li>• Explain the mode of action of enzymes in terms of an active site, enzyme/substrate</li></ul>	<ul style="list-style-type: none"><li>• Create a TED-Ed lesson or video on enzymes and their functions</li><li>• Create questions on padlet for your peer on mode of action of enzymes</li></ul>	<p><a href="http://www.cpalms.org/Public/PreviewResourceUpload/Preview/38326">http://www.cpalms.org/Public/PreviewResourceUpload/Preview/38326</a></p> <p><a href="http://www.rpi.edu/dept/bcbp/molbiochem/MBWeb/mb1/part2/sugar.htm">http://www.rpi.edu/dept/bcbp/molbiochem/MBWeb/mb1/part2/sugar.htm</a></p> <p><a href="http://www.calfnotes.com/pdf/CN102.pdf">http://www.calfnotes.com/pdf/CN102.pdf</a></p>



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	<p>complex, lowering of activation energy and enzyme specificity.</p> <ul style="list-style-type: none"><li>• Explain the effects of reversible inhibitors, both competitive and non-competitive, on the rate of enzyme activity.</li><li>• To compare the maximum rate of reaction (<math>V_{max}</math>) and the enzyme affinity of different enzymes for their substrates using the Michaelis-Menten constant (<math>K_m</math>).</li><li>• Structure of proteins and their roles in living organisms</li></ul> <p><b>1. Biological molecules</b></p> <ul style="list-style-type: none"><li>• Structure of carbohydrates and their roles<ul style="list-style-type: none"><li>○ In living organisms.</li></ul></li><li>• Structure of lipids and their roles in living organisms</li><li>• Structure of Haemoglobin</li><li>• Water</li><li>• Test for reducing and non-reducing sugars</li></ul>	<ul style="list-style-type: none"><li>• Create a Kahoot quiz on the topic enzymes.</li><li>• Interpret different graphs on enzyme affinity.</li></ul> <ul style="list-style-type: none"><li>• question 3,7,8 &amp; 9 from the course book</li><li>• Survey the bio fortified food with the types of biomolecules in the foods sold in UAE</li><li>• Evaluate whether the little brown grains of yeast obtained from the grocery store are alive by testing for metabolism and growth.</li><li>• Making a 3D and 2D structure of biomolecules for better understanding.</li></ul>	<p><a href="https://alevelnotes.com/Lipids/58">https://alevelnotes.com/Lipids/58</a> <a href="http://study.com/academy/lesson/structure-and-function-of-lipids.html">http://study.com/academy/lesson/structure-and-function-of-lipids.html</a> <a href="http://www.particlesciences.com/news/technical-briefs/2009/protein-structure.html">http://www.particlesciences.com/news/technical-briefs/2009/protein-structure.html</a> <a href="https://alevelnotes.com/Protein-Structure/61">https://alevelnotes.com/Protein-Structure/61</a> <a href="http://www.vivo.colostate.edu/hbooks/genetics/biotech/basics/prostruct.html">http://www.vivo.colostate.edu/hbooks/genetics/biotech/basics/prostruct.html</a></p> <p><a href="https://revisionworld.com/gcse-revision/biology/cell-activity/proteins-and-amino-acids/globular-and-fibrous-proteins">https://revisionworld.com/gcse-revision/biology/cell-activity/proteins-and-amino-acids/globular-and-fibrous-proteins</a> <a href="https://youtu.be/rYrtuTa6bTg">https://youtu.be/rYrtuTa6bTg</a></p> <p><a href="http://www.markedbyteachers.com/as-and-a-level/science/biological-importance-of-water.html">http://www.markedbyteachers.com/as-and-a-level/science/biological-importance-of-water.html</a> <a href="https://youtu.be/FziG5LgrXPo">https://youtu.be/FziG5LgrXPo</a> <a href="https://youtu.be/mfC9RB7IL9A">https://youtu.be/mfC9RB7IL9A</a> <a href="https://youtu.be/QU0VBcHnQOk">https://youtu.be/QU0VBcHnQOk</a></p> <p><a href="https://www.pinterest.com/pin/177962622753078984/">https://www.pinterest.com/pin/177962622753078984/</a> <a href="https://jameskennedymonash.wordpress.com/2015/03/09/foldable-biomolecules/">https://jameskennedymonash.wordpress.com/2015/03/09/foldable-biomolecules/</a> <a href="https://www.pinterest.com/pin/460563499374249978/">https://www.pinterest.com/pin/460563499374249978/</a></p>
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<b>Physics</b>	<p><b><u>Dynamics</u></b></p> <ul style="list-style-type: none"><li>• To state and apply each of Newton's laws of motion.</li><li>• To describe qualitatively the motion of bodies falling in a uniform gravitational field with air resistance</li><li>• To apply the principle of conservation of momentum to solve simple problems, including elastic and inelastic interactions between bodies in one and two dimensions</li></ul> <p><b><u>Projectile motion</u></b></p> <ul style="list-style-type: none"><li>• To describe and explain motion due to a uniform velocity in one direction and a uniform acceleration in a perpendicular direction</li></ul>	<ul style="list-style-type: none"><li>• A snooker ball strikes stationary ball. The second ball moves off sideways at <math>60^\circ</math> to the initial path of the first ball. Use the idea of conservation of momentum to explain why the first ball cannot travel in its initial direction after the collision. Illustrate your answer with a diagram</li><li>• Practice numerical problems applying the conservation of momentum principle.</li><li>• To derive equations for Range and maximum height for a projectile</li></ul>	<p><a href="https://www.physicsclassroom.com/class/newt laws/Lesson-1/Newton-s-First-Law">https://www.physicsclassroom.com/class/newt laws/Lesson-1/Newton-s-First-Law</a></p> <p><a href="https://www.s-cool.co.uk/a-level/physics/momentum-and-impulse/revise-it/principle-of-the-conservation-of-momentum">https://www.s-cool.co.uk/a-level/physics/momentum-and-impulse/revise-it/principle-of-the-conservation-of-momentum</a></p> <p><a href="https://www.physicsclassroom.com/class/momentum/u4l2b.cfm">https://www.physicsclassroom.com/class/momentum/u4l2b.cfm</a></p> <p><a href="https://www.physicsclassroom.com/Class/vectors/u3l2a.cfm">https://www.physicsclassroom.com/Class/vectors/u3l2a.cfm</a></p> <p><a href="https://www.physicsclassroom.com/class/vectors/Lesson-2/Horizontally-Launched-Projectiles-Problem-Solving">https://www.physicsclassroom.com/class/vectors/Lesson-2/Horizontally-Launched-Projectiles-Problem-Solving</a></p>
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<p><b>Business Studies</b></p>	<p>Chap 1 Enterprise The nature of business activity and the role of the entrepreneur</p> <p>Chap 21 – Operations planning –Methods of Production.</p> <p>To analyse factors of production As challenges for new businesses. To analyse reasons of selecting method of production for a manufacturing business.</p>	<p>Write a comprehensive report on factors of production and major challenges faced by new businesses.</p> <p>Visit to nearest manufacturing unit and research about their method of production. Analyse your findings and give reasons for selecting that business and develop a report on their production method also include photographs of business assembly line.</p>	<p><a href="http://www.tutor2u.net">www.tutor2u.net</a></p> <p><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p>
<p><b>Accounting</b></p>	<p>To analyze the meaning and purpose of charging depreciation in Accounting</p>	<ul style="list-style-type: none"> <li>• Why would a company use reducing balance method of depreciating its non-current assets in its financial statements?</li> <li>• Using an example familiar to you, show how depreciation occurs using reducing balance method. Present your findings on a PowerPoint / Prezi format</li> </ul>	<p><a href="http://www.bized.co.uk">www.bized.co.uk</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p> <p><a href="http://www.legislation.gov.uk">www.legislation.gov.uk</a></p> <p><a href="http://www.companieshouse.uk">www.companieshouse.uk</a></p>



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<b>Economics</b>	To analyse the problem of resource allocation and relating it to the basic economic problem	<p>Learning Menu on Basic Economic Ideas &amp; Resource Allocation. Attempt any three tasks from the learning Menu</p> <ol style="list-style-type: none"><li>1. Explain the real-world examples for the causes of an inward and outward shift of the PPF. Present your findings as a Report.</li><li>2. List out as many examples of specialization at the level of the individual, firm, region or country as a whole. Share your findings on an A3 Poster.</li><li>3. Refer to the link <a href="https://www.economist.com/news/middle-east-and-africa/21638141-africas-growth-being-powered-things-other-commodities-twilight">https://www.economist.com/news/middle-east-and-africa/21638141-africas-growth-being-powered-things-other-commodities-twilight</a>.</li></ol> <p>Write an essay on the topic - Are natural resources good or bad for economic development?</p> <ol style="list-style-type: none"><li>4. Create an Infographic presentation on the Time line and history of Money including the digital currency Bitcoin.</li></ol>	<p><a href="http://www.cie.org.uk/ae">www.cie.org.uk/ae</a></p> <p><a href="http://www.tutor2.com">www.tutor2.com</a></p> <p><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></p>
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		<p>Examine the role of financial markets in the wider economy Present your findings as a Pod cast or Video cast.</p>	
<p><b>Pure mathematics</b></p>	<p><b><u>Pure Mathematics 1</u></b></p> <p><b><u>Circular measure and Trigonometry</u></b></p> <ul style="list-style-type: none"> <li>• Use relationship between radians and degrees</li> <li>• Use formulae for arc length and sector area of a circle</li> <li>• Use exact values of sine, cosine and tangent of 30, 45, 60 degrees and related angles</li> <li>• Sketch and use graphs of sine, cosine and tan functions</li> <li>• Use important identities in solving trigonometric equations</li> </ul> <p><b><u>Statistics 1</u></b></p> <p><b><u>Probability, Permutations and combinations</u></b></p> <ul style="list-style-type: none"> <li>• Solve problems involving permutation and combinations of a set of objects</li> <li>• Evaluate probability in simple cases</li> </ul>	<p><b><u>Pure Mathematics</u></b></p> <p>Identify the units commonly used for angles. Why the use of radians?</p> <p>Find the exact values of trigonometric functions. Deduce a way to remember these.</p> <p>Write down the steps required to solve three different trigonometric equations.</p> <p><b><u>Statistics</u></b></p> <p>What is Bayer's theorem? How does this related with conditional probability</p>	<p><a href="https://www.intmath.com/trigonometric-functions/8-applications-of-radians.php">https://www.intmath.com/trigonometric-functions/8-applications-of-radians.php</a></p> <p><a href="https://en.wikibooks.org/wiki/High_School_Trigonometry/Applications_of_Radian_Measure">https://en.wikibooks.org/wiki/High_School_Trigonometry/Applications_of_Radian_Measure</a></p> <p><a href="https://www.purplemath.com/modules/solvtrig.htm">https://www.purplemath.com/modules/solvtrig.htm</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zpkdd2p/revision/1">https://www.bbc.co.uk/bitesize/guides/zpkdd2p/revision/1</a></p> <p><a href="http://www.sosmath.com/algebra/solve/solve0/solvtrig.html">http://www.sosmath.com/algebra/solve/solve0/solvtrig.html</a></p> <p><b><u>Statistics</u></b></p> <p><a href="https://revisionmaths.com/advanced-level-maths-revision/statistics/permutations-and-combinations">https://revisionmaths.com/advanced-level-maths-revision/statistics/permutations-and-combinations</a></p>



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	<ul style="list-style-type: none"><li>• Apply sample space to evaluate the probability.</li><li>• Add and multiply probability in appropriate cases.</li><li>• Apply Venn diagrams and tree diagrams to calculate the probability.</li><li>• Show that events are mutually exclusive or independent.</li><li>• Able to calculate conditional probability using formula.</li><li>• Model situations involving probability.</li></ul> <p><b><u>Mechanics 1 :</u></b> <b><u>Forces and equilibrium</u></b></p> <ul style="list-style-type: none"><li>• identify the forces acting in a given situation</li><li>• understand the vector nature of force, and find and use components and resultants</li><li>• use the principle that, when a particle is in equilibrium, the vector sum of the forces acting is zero, or equivalently, that the sum of the components in any direction is zero</li><li>• understand the concepts of limiting friction and limiting equilibrium, recall</li></ul>	<p>Model a situation on conditional probability from a real-life situation.</p> <p>Practice questions on resolving vectors with forces acting at different angles</p> <p>Research on different real-life examples applying the concept of limiting equilibrium</p>	<p><a href="https://revisionmaths.com/advanced-level-maths-revision/statistics/probability">https://revisionmaths.com/advanced-level-maths-revision/statistics/probability</a></p> <p><a href="https://www.youtube.com/watch?v=wTlbovKpTME">https://www.youtube.com/watch?v=wTlbovKpTME</a></p> <p><b><u>Mechanics</u></b></p> <p><a href="https://revisionmaths.com/advanced-level-maths-revision/mechanics/coefficient-friction#:~:text=When%20the%20frictional%20force%20is,to%20be%20in%20limiting%20equilibrium.">https://revisionmaths.com/advanced-level-maths-revision/mechanics/coefficient-friction#:~:text=When%20the%20frictional%20force%20is,to%20be%20in%20limiting%20equilibrium.</a></p> <p><a href="https://www.examsolutions.net/tutorials/friction-limiting-equilibrium-coefficient-friction/">https://www.examsolutions.net/tutorials/friction-limiting-equilibrium-coefficient-friction/</a></p>
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	<p>the definition of coefficient of friction, and use the relationship</p> <ul style="list-style-type: none"><li>• <math>F = \mu R</math> or <math>F \leq \mu R</math>, as appropriate</li></ul>		
<b>Psychology</b>	Biological approach	<p>Assess the biological approach in psychological studies?</p> <p>Focus on:-</p> <p>Key assumptions of biological approach.</p> <p>Key studies under biological approach.</p> <p>Issues and debates surrounding biological approach.</p> <p>Research on the different sociological perspectives -Functionalism, Marxism and Feminism. Also include the work</p>	<p><a href="https://www.verywellmind.com/what-is-the-biological-perspective-2794878">https://www.verywellmind.com/what-is-the-biological-perspective-2794878</a></p>



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		<p>of sociologists in the study of culture and society.</p> <p>Research method used by biological approach</p> <p>Strengths and weakness of using biological approach.</p>	
<b>Sociology</b>	<p>To evaluate the sociological perspectives on culture and identity</p>	<p>Research on the different sociological perspectives -Functionalism, Marxism and Feminism. Also include the work of sociologists in the study of culture and society.</p> <p>Prepare a report to find differences and similarities in the work done by sociologists and the perspectives they come under</p>	<p><a href="http://www.sociology.org.uk">www.sociology.org.uk</a></p> <p><a href="http://www.tes.co.uk">www.tes.co.uk</a></p>
<b>English Language</b>	<p>Analyzing the style of a writer</p>	<p>Research on any poems/poets of any genre and identify the common themes, motifs, style of writing, figurative devices etc. employed by the writer(s).</p> <p>Attempt a short poem with a similar theme, motifs and style that you have researched on</p>	<p><a href="http://www.poemhunter.com">www.poemhunter.com</a></p>



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<b>Art and Design</b>	Developing imageries	Brainstorming a concept with deep intention which is clear for a starting point to develop into imageries. An intention or purpose can come from a brief, proposal or research, while at other times it might begin as an idea or feeling.	<a href="http://www.studentartguide.com">www.studentartguide.com</a>
<b>Information Technology</b>	<p><b>Data, information and knowledge</b></p> <ul style="list-style-type: none"> <li>• Define data, clearly identifying that data has no meaning</li> <li>• Define information and show how data can become information through context and meaning</li> <li>• Define knowledge and understand that information becomes knowledge when human experience is applied.</li> <li>• To compare the use of static information sources with dynamic information sources</li> <li>• To define direct and indirect data source</li> <li>• To understand the advantages and disadvantages of gathering data from direct and indirect data sources</li> </ul>	<p><b>Activities:</b></p> <p>Students to understand how data is turned into information through the introduction of context and meaning, and how information becomes knowledge through the application of experience.</p> <p>Create presentations on different methods of Encryption.</p> <p>To give examples of Static data and Dynamic</p> <p>To define dynamic data and give an example</p> <p>To compare the use of static information sources with dynamic information sources</p>	<a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-information-technology-9626">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-international-as-and-a-level-information-technology-9626</a>



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	<ul style="list-style-type: none"> <li>• Encryption Methods</li> <li>• Hardware and software devices</li> </ul> <p>Practical: Database concepts</p> <ul style="list-style-type: none"> <li>• Import tables into database</li> <li>• Queries and Reports</li> <li>• Grouped Reports</li> <li>• Normalization concepts</li> </ul>	Students to work on advanced Database concepts and Past paper Practice	
<b>Travel and Tourism</b>	To Analyze and evaluate the 4 P's of marketing.	Here's an opportunity to put your knowledge of the Four P's into practice! You will select one of the eight motives for pleasure tourism. Create a one-day excursion in DUBAI. You may use three sites in DUBAI which are famous tourist spots. Create a poster and a brochure advertising your excursion.	Using the Internet, The Encyclopedia of DUBAI , and other sources. Visit the sites, collect data, pick up brochures, etc. Create a one-day excursion in DUBAI city.
<b>Computer Science</b>	<p><b>Hardware:</b></p> <p>Explain the difference between primary and secondary storage.</p> <p>Identify items that are stored in secondary storage.</p> <p>Explain the difference(s) between RAM and ROM, SRAM and DRAM, PROM, EPROM and EEPROM.</p> <p>Describe the principal operations of a range of hardware devices.</p>	Encourage your child to create presentation on the following: Ask child to research examples of devices that make use of PROM, EPROM and/or EEPROM, what they are used for in these situations and why.	<a href="http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem_Solving,_Programming,_Data_Representation_and_Practical_Exercise/Fundamentals_of_Programming/Input_and_output">http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem_Solving,_Programming,_Data_Representation_and_Practical_Exercise/Fundamentals_of_Programming/Input_and_output</a>



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	<p>Explain the purpose and use of buffers in a range of devices.</p> <p>Describe the use of sensors.</p> <p>Identify appropriate sensors for a scenario.</p> <p>Explain the difference between a monitoring and control system.</p> <p>Describe the use and function of a monitoring and control system in a given situation.</p> <p>Use the NOT, AND, OR, NAND, NOR and XOR logic gate symbols, Understand and define the functions of these gates</p> <p>Construct the truth table for each of the logic gates</p> <p>Construct a logic circuit</p> <p>Construct a truth table</p> <p>Construct a logic expression</p>	<p>Child should maintain a glossary of hardware component terminology.</p>	
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