



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

Subject	Focus	Activities	Useful website
Arabic	<p><b>Unit:</b></p> <p>ما لن يأتي عبر النافذة الحرباء أفعال المقاربة والرجاء والشروع</p> <p>Learning Objectives: .</p> <ul style="list-style-type: none"><li>- أن يحلل القصة تحليلًا أدبيًا .</li><li>- أن يقارن بين القصص .</li><li>- أن يضع نهاية أخرى للقصة .</li><li>- أن يتعرف أفعالاً للمقاربة والرجاء والشروع .</li><li>- أن يتتبع أسلوب الكاتب .</li></ul>	<p>يحلل الطلاب القصة تحليلًا أدبيًا</p> <ul style="list-style-type: none"><li>* يتتبع وصف الشخصية .</li><li>* يضع نهاية أخرى للقصة .</li><li>* يقارن بين القصة وقصة أخرى ( السمين والنحيف ) .</li><li>* يتتبع أسلوب الكاتب واختيار الألفاظ .</li><li>* يتعرف إعراب أفعال المقاربة والرجاء والشروع .</li><li>* أ يوظف أفعال المقاربة والرجاء والشروع .</li></ul>	<p><a href="http://www.1mbooks.com/2013/10/blog-post_9.html">http://www.1mbooks.com/2013/10/blog-post_9.html</a></p> <p><a href="https://www.youtube.com/watch?v=SMox3_e1niA">https://www.youtube.com/watch?v=SMox3_e1niA</a></p> <p><a href="https://www.qssas.com/story/6678">https://www.qssas.com/story/6678</a></p> <p><a href="https://www.youtube.com/watch?v=5ZGW00Cbq8I">https://www.youtube.com/watch?v=5ZGW00Cbq8I</a></p>
Islamic Studies (Arabs)	<p>مقاصد التشريع الخمسة- الشيخة فاطمة بنت المبارك-منهج الرسول</p>		



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<p>(ص) في الرعاية الصحية</p> <p>أن يوضح الطالب مفهوم الرعاية الصحية * ومجالاتها مع الاستدلال بالقرآن الكريم والأحاديث الشريفة</p> <p>أن يبين الطالب أهمية الصحة في حياة الفرد *- والمجتمع</p> <p>أن يبدي الطالب رأيه في عمليات التجميل*-*</p> <p>أن يوضح دور الشبيخة فاطمة في اخدمة الاسلام والمسلمين</p> <p>أن يستنبط قواعد المسؤوليه في الاسلام</p>	<p>سيكلف الطالب ببعض التكاليفات البيتية - يحرص على البعد عن الاضرار التي تهلك صحته - يلتزم بأداب الاسلام في التواصل الاجتماعي</p> <p>يكتب بحثا عن الاضرار التي تهلك الصحة</p> <p>يكتب موضوعا عن الشبيخة فاطمة بنت المبارك</p> <p>أن يحلل مقاصد التشريع الخمس</p>	<p><a href="https://www.youtube.com/watch?v=SubEk6Zaa7l">https://www.youtube.com/watch?v=SubEk6Zaa7l</a></p>
<p><b>Islamic Studies</b></p> <p><b>Non Arabs</b></p>	<ul style="list-style-type: none"><li>TOPIC: To Comprehend the importance of being healthy in multiple areas in our lives</li><li>To evaluate the consequences of not being healthy on the individual &amp; society</li></ul> <p><b>SEPARATION OF SPOUSES:</b></p>	<p>Search and collect the evidences from Quran and ahadeeth on the importance of a healthy and balanced family system and record a video.</p>	<p><a href="https://www.youtube.com/watch?v=YU87qBdkMVU&amp;t=9s&amp;ab_channel=QuranWeekly">https://www.youtube.com/watch?v=YU87qBdkMVU&amp;t=9s&amp;ab_channel=QuranWeekly</a></p>



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<p>To comprehend the importance - of a balanced relationship of spouses</p> <p>To analyse the social importance - of a happy relationship between spouses</p> <p>To evaluate the consequences of separation of spouses on family.</p>	<p>Write an article on the importance of taking care of health and suggest some benefits of being healthy.</p>	<p><a href="https://www.youtube.com/watch?v=CnpCdBU3S3s&amp;t=240s&amp;ab_channel=QuranWeekly">https://www.youtube.com/watch?v=CnpCdBU3S3s&amp;t=240s&amp;ab_channel=QuranWeekly</a></p>
Chemistry	<p><b>ALKANES</b></p> <ul style="list-style-type: none"><li>To understand the general unreactivity of alkanes, including towards polar reagents</li><li>To describe the chemistry of alkanes as exemplified by the following reactions of ethane:</li></ul> <ul style="list-style-type: none"><li>Combustion</li><li>substitution by chlorine and by bromine</li></ul> <p>To describe the mechanism of free-radical substitution at</p> <ul style="list-style-type: none"><li>methyl groups with particular reference to the initiation,</li></ul>	<p><b>Activity 1:</b></p> <p>Practice writing balanced equations showing complete and incomplete oxidation.</p> <p>Compare combustion of simple alkanes and higher alkanes.</p> <p><b>Activity 2:</b></p> <p>Create an animation/ plan a simulation to show how free radical substitution reaction operates in alkanes.</p> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"><li>With reference to ADNOC- UAE based petroleum Industry write</li></ul>	<p><a href="http://www.a-levelchemistry.co.uk/16-alkanes.html">http://www.a-levelchemistry.co.uk/16-alkanes.html</a></p> <p><a href="https://alevelnotes.com/Alkanes/138">https://alevelnotes.com/Alkanes/138</a></p> <p><a href="https://chemstuff.co.uk/unit-2/functional-groups/alkanes/">https://chemstuff.co.uk/unit-2/functional-groups/alkanes/</a></p> <p><a href="https://revisionworld.com/a2-level-level-revision/chemistry/organic-chemistry/alkanes">https://revisionworld.com/a2-level-level-revision/chemistry/organic-chemistry/alkanes</a></p> <p><b>ONLINE QUIZ</b></p> <p><a href="http://en.mcqslearn.com/a-level/chemistry/alkanes-reaction-mcq.php">http://en.mcqslearn.com/a-level/chemistry/alkanes-reaction-mcq.php</a></p>



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<p>propagation and termination reactions</p> <ul style="list-style-type: none"><li>• To explain the use of crude oil as a source of both aliphatic and aromatic hydrocarbons</li><li>• To suggest how cracking can be used to obtain more useful alkanes and alkenes of lower Mr from larger hydrocarbon molecules.</li></ul> <p><b><u>ALKENES:</u></b></p> <ul style="list-style-type: none"><li>• To describe the chemistry of alkenes as exemplified, where relevant, by the following reactions of ethene and propene (including the Markovnikov addition of asymmetric electrophiles to alkenes using propene as an example):</li><li>• addition of hydrogen, steam, hydrogen halides and halogens</li></ul>	<p>about every detail for fractional distillation of crude oil. Also discuss the health and safety aspects during the fractional distillation.</p> <p><b>Activity 4:</b></p> <ul style="list-style-type: none"><li>- Prepare an INFOGRAPHIC poster to show reactivity of alkanes</li></ul> <p><b>Activity 5:</b></p> <p>Research about chemical properties of alkanes and prepare a poster showing the chemical reactions suitable mechanism.</p> <p><b>ACTIVITY 1:</b></p> <ul style="list-style-type: none"><li>• Prepare an INFOGRAPHIC poster to compare reactivity of alkanes and alkenes.</li></ul> <p><b>ACTIVITY 2:</b></p> <ul style="list-style-type: none"><li>• Create a concept map to show reactions of alkenes.</li></ul>	<p><a href="http://en.mcqslearn.com/a-level/chemistry/sources-of-alkanes-mcq.php">http://en.mcqslearn.com/a-level/chemistry/sources-of-alkanes-mcq.php</a></p> <ul style="list-style-type: none"><li>• <a href="http://www.a-levelchemistry.co.uk/29-alkenes.html">http://www.a-levelchemistry.co.uk/29-alkenes.html</a></li><li>• <a href="http://www.s-cool.co.uk/a-level/chemistry/aliphatic-compounds/revise-it/alkenes">http://www.s-cool.co.uk/a-level/chemistry/aliphatic-compounds/revise-it/alkenes</a></li><li>• <a href="https://revisionworld.com/a2-level-level-revision/chemistry/organic-chemistry/alkenes">https://revisionworld.com/a2-level-level-revision/chemistry/organic-chemistry/alkenes</a></li><li>• <a href="http://chubbyrevision.weebly.com/alkenes.html">http://chubbyrevision.weebly.com/alkenes.html</a></li></ul>
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# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<ul style="list-style-type: none"><li>• oxidation by cold, dilute, acidified manganate(VII) ions to form the diol</li><li>• oxidation by hot, concentrated, acidified manganate(VII) ions leading to the rupture of the carbon-carbon double bond in order to determine the position of alkene linkages in larger molecules</li><li>• To describe the mechanism of electrophilic addition in alkenes,</li><li>• using bromine/ethene and hydrogen bromide/propene as examples</li> <li>• To describe the characteristics of addition polymerisation as exemplified by poly(ethene) and PVC</li></ul>	<p><b>ACTIVITY 3:</b></p> <ul style="list-style-type: none"><li>• Polymers are necessary evils in today's world. Justify the statement.</li></ul> <p><b>ACTIVITY 4:</b></p> <ul style="list-style-type: none"><li>• Practice identifying products in oxidation reactions of alkenes acidified manganate(VII) ions under dilute and cold in addition to hot and concentrated conditions.</li></ul>	
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# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

Biology	<p><b><u>Transport in Mammals</u></b></p> <ul style="list-style-type: none"><li>• Explain the relationship between the structure and function of arteries, veins and capillaries.</li><li>• Describe the role of haemoglobin in carrying oxygen and carbon dioxide with reference to the role of carbonic anhydrase, the formation of haemoglobinic acid and carbaminohaemoglobin.</li><li>• Describe and explain the significance of the oxygen dissociation curves of adult haemoglobin at different carbon dioxide concentrations (the Bohr effect).</li><li>• Explain the differences in the thickness of the walls of the different chambers in terms of their functions with reference to resistance to flow.</li><li>• Describe the cardiac cycle (including blood pressure changes during systole and diastole).</li></ul>	<ul style="list-style-type: none"><li>• Diagrammatically explain the structure of heart, highlighting the differences in chambers.</li><li>• Using Bloom’s taxonomy to create different level questions on Transport in mammals.</li><li>• Make plan diagrams of the structure of arteries, veins and capillaries using photomicrographs, showing the distribution of various tissues.</li><li>• Bullet point the significance of Bohrs effect.</li><li>• Predict and draw the oxygen dissociation curve for people staying at high altitude.</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals">https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals</a></li><li>• <a href="https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals">https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals</a></li><li>• <a href="https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals">https://alevelnotes.com/notes/biology/exchange-and-transport/transport-in-animals</a></li><li>• <a href="https://www.youtube.com/watch?v=7bUa3eMlyRk">https://www.youtube.com/watch?v=7bUa3eMlyRk</a></li></ul>
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# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<p>Explain how heart action is initiated and controlled (reference should be made to the sinoatrial node, the atrioventricular node and the Purkyne tissue)</p>		<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=wQ2eCRN02f4">https://www.youtube.com/watch?v=wQ2eCRN02f4</a></li> </ul>
<b>Physics</b>	<p><b><u>Waves</u></b></p> <ul style="list-style-type: none"> <li>• To understand that energy is transferred by a progressive wave.</li> <li>• To analyse and interpret graphical representations of transverse and longitudinal waves.</li> <li>• To know the experimental arrangement of Young's double slit experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how to measure the frequency of sound waves using cathode ray oscilloscope</li> <li>• Compare the diffraction pattern of water waves and light waves.</li> <li>• State the properties of electromagnetic waves.</li> <li>• In Young double-slit experiment, state the effect of             <ul style="list-style-type: none"> <li>-Using slits of narrower width (but the same separation)</li> <li>-Using slits with smaller separation but of same width.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.acoustics.salford.ac.uk/feschools/waves/contents.php">www.acoustics.salford.ac.uk/feschools/waves/contents.php</a></li> <li>• <a href="https://www.islandphysics.com/waves-and-sound.html">https://www.islandphysics.com/waves-and-sound.html</a></li> <li>• <a href="http://www.physicsclassroom.com/class/light/Lesson-3/Young-s-Experiment">http://www.physicsclassroom.com/class/light/Lesson-3/Young-s-Experiment</a></li> </ul>
<b>Business Studies</b>	<ul style="list-style-type: none"> <li>• Marketing</li> </ul>		



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<ul style="list-style-type: none"> <li>Analyze the importance of effective marketing strategies with real world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the benefits to a retailing business of setting marketing objectives</li> <li>Explain ways in which a retailer of sports clothing could attempt to 'add or create value' to the products</li> <li>Outline ways a manufacturer of jeans could use to try to increase market share.</li> </ul>	<p><a href="http://www.entrepreneur.com/encyclopedia/market-research">www.entrepreneur.com/encyclopedia/market-research</a></p> <p><a href="http://www.businesscasestudies.co.uk">www.businesscasestudies.co.uk</a></p> <p><a href="http://www.tutor2u.net">www.tutor2u.net</a></p>
<p><b>Accounting</b></p>	<ul style="list-style-type: none"> <li>To analyse the structure of limited companies and the sources of raising capital.</li> <li>To describe the type of businesses that would use of unit, job and batch costing system.</li> </ul> <p>To apply costing concepts to make business decisions and recommendations.</p>	<ul style="list-style-type: none"> <li>Prepare a sway presentation analyzing the structure of limited companies which should include the following –             <ul style="list-style-type: none"> <li>➤ Features of limited companies</li> <li>➤ Share capital - meaning of and accounting for</li> <li>➤ Capital and revenue reserves</li> <li>➤ Loan capital</li> <li>➤ Preparation of internal final accounts and balance sheets of limited companies.</li> </ul> </li> <li>Present a write up on type of businesses that would use of</li> </ul>	<p><a href="http://www.myaccountinglab.com">www.myaccountinglab.com</a>, <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.accounting-world.com/">http://www.accounting-world.com/</a></p> <p><a href="https://www.investopedia.com/">https://www.investopedia.com/</a></p> <p><a href="https://study.com/search/text/academy.html?q=accounting#/topresults/accounting">https://study.com/search/text/academy.html?q=accounting#/topresults/accounting</a></p>





# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

		<p>unit, job and batch costing system.</p> <p>OR</p> <ul style="list-style-type: none"><li>• Prepare a Ted Ed Flipped Lesson on the topic.</li></ul>	
<b>Economics</b>	<ul style="list-style-type: none"><li>• International Trade</li><li>• To prepare flipped lessons using real world links</li></ul>	<ul style="list-style-type: none"><li>• Prepare a student –led lesson on any of the following topics:<ol style="list-style-type: none"><li>a) Different forms of Trade Integration and their impact</li><li>b) De-globalisation –is it the new trend?</li><li>c) The future of the EU and the Euro –will it survive?</li></ol></li><li>• Complete the Ted Ed Flipped Lesson on Trade Blocs Ted Ed Link on Trade Blocs</li><li>• <a href="https://ed.ted.com/;;on/j4k1sBlj">https://ed.ted.com/;;on/j4k1sBlj</a></li></ul>	<p><a href="#">Text Book by Colin Bamford and Susan Grant</a> <a href="http://www.tutor2u.net">www.tutor2u.net</a> <a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a> <a href="http://www.economicshelp.org">www.economicshelp.org</a> <a href="#">Newspapers and The Economist</a></p>



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

<p><b>Pure mathematics</b></p>	<p><b>Functions:</b></p> <ul style="list-style-type: none"> <li>Identify the range of a given function and find the composition of two given functions</li> <li>Illustrate the relation between a one – one function and it’s inverse</li> <li>Understand and use transformations of the graph of <math>y = f(x)</math></li> </ul> <p><b><u>Statistics 1</u></b></p> <p><b><u>Topic: Binomial Distribution</u></b></p> <ul style="list-style-type: none"> <li>Calculate binomial probabilities using the notation <math>X \sim B(n,p)</math></li> <li>Calculate expectation and variance for a binomial distribution.</li> </ul>	<p>Research on the real-life applications of functions.</p> <p>Make notes on different transformations on the function <math>y = f(x)</math> with examples.</p> <p>Model a situation on binomial distribution from a real-life situation.</p> <p>Model a situation on normal distribution from a real-life situation.</p> <p>Summarise your learning and prepare notes on binomial distribution with examples.</p> <p>Summarise your learning and prepare notes on normal distribution with examples.</p>	<p><a href="https://www.intmath.com/functions-and-graphs/2a-domain-and-range.php">https://www.intmath.com/functions-and-graphs/2a-domain-and-range.php</a></p> <p><a href="https://mathbitsnotebook.com/Algebra1/Functions/FNDomainRange.html">https://mathbitsnotebook.com/Algebra1/Functions/FNDomainRange.html</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3brdmn/revision/4">https://www.bbc.co.uk/bitesize/guides/z3brdmn/revision/4</a></p> <p><a href="https://www.onlinemathlearning.com/function-transformation-hsf-bf3.html">https://www.onlinemathlearning.com/function-transformation-hsf-bf3.html</a></p> <p><a href="https://revisionmaths.com/advanced-level-maths-revision/statistics/binomial-distribution">https://revisionmaths.com/advanced-level-maths-revision/statistics/binomial-distribution</a></p> <p><a href="https://revisionmaths.com/advanced-level-maths-revision/statistics/normal-distribution">https://revisionmaths.com/advanced-level-maths-revision/statistics/normal-distribution</a></p> <p><a href="https://www.youtube.com/watch?v=HF9YCzoX8kU">https://www.youtube.com/watch?v=HF9YCzoX8kU</a></p> <p><a href="https://www.youtube.com/watch?v=y6wofZpuxfE">https://www.youtube.com/watch?v=y6wofZpuxfE</a></p>
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# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

	<p><b><u>Mechanics 1</u></b></p> <p><b><u>Momentum</u></b></p> <p>Apply conservation of linear momentum to solve problems involving direct impact of two bodies.</p> <p>Apply conservation of momentum in coalescing bodies</p>	<p>Find situations that can be modelled as impulse-momentum problems – for example a bat hitting a ball, a jerk in a string when the string suddenly goes tight, the recoil of a rifle when a shot is fired.</p> <p>Use conservation of momentum principle in solving problems.</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.britannica.com/science/conservation-of-momentum">https://www.britannica.com/science/conservation-of-momentum</a></p>
<p><b>Psychology</b></p>	<p><b>Cognitive Psychology</b></p>	<p>Choose any or preferably all 4 studies and create either of these two,</p> <p>A Glogster poster with videos, images and text.</p> <p>A animoto/movie maker video compiling all the studies learnt.</p> <p>Practice the essay type questions from the Cambridge Past Papers</p>	<p><a href="http://www.glogster.com">www.glogster.com</a></p> <p><a href="http://www.animoto.com">www.animoto.com</a></p> <p><a href="http://www.psychologyabout.com">www.psychologyabout.com</a></p> <p><a href="http://www.s-cool.co.uk">www.s-cool.co.uk</a></p> <p><a href="http://www.thestudentroom.co.uk/wiki/A-Level_Psychology">www.thestudentroom.co.uk/wiki/A-Level Psychology</a></p>



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

<b>Sociology</b>	To evaluate the methods used in sociological research	<p>Research on the different sociological research methods</p> <p>Prepare a power point on them showing the advantages and disadvantages of each of the methods.</p> <p>Practice the essay type questions from the Cambridge Past Papers</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>Revision Topics</p> <ul style="list-style-type: none"> <li>• To practice writing reflective commentary</li> <li>• To enhance descriptive writing skills</li> <li>• To practice review writing.</li> <li>• To revisit theories related to semantic field and lexical field.</li> </ul> <p>To evaluate the form, style and language for varied genres.</p>	<p>Practice review writing by reviewing some books or paintings.</p> <p>Measure the progress using the rubrics and the checklist for review writing.</p> <p>Also write a reflective commentary for the same.</p>	<p><a href="http://study.com/academy/lesson/descriptive-writing-definition-techniques-examples.html">http://study.com/academy/lesson/descriptive-writing-definition-techniques-examples.html</a></p> <p><a href="https://papers.gceguide.com/A%20Levels/English%20-%20Language%20AS%20and%20A%20Level%20(9093)/">https://papers.gceguide.com/A%20Levels/English%20-%20Language%20AS%20and%20A%20Level%20(9093)/</a></p>
<b>Art and Design</b>	AO 1/2	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	<a href="http://www.studentartguide.com">www.studentartguide.com</a>



# The Winchester School



## Aim High Progress Study Programme \_ (Year 12) -January \_2021

		other times it might begin as an idea or feeling.	
<b>Information Technology</b>	<p><b>Theory:</b> Hardware and software</p> <ul style="list-style-type: none"> <li>• Discussion on user Interfaces</li> <li>• Types of software</li> <li>• Differentiate between compilers and Interpreters.</li> </ul> <p>Eafety and Heath and safety</p> <ul style="list-style-type: none"> <li>• describe how personal data can be gathered by unauthorized persons (including: by smishing, vishing, phishing and pharming), and how this might be prevented</li> <li>• discuss why Esafety is necessary</li> <li>• describe malware issues (including: Trojan horse, worms, spyware, adware, rootkit, malicious bots, ransomware)</li> <li>• describe a range of potential</li> </ul>	<p>Activities: Students to create presentations on hardware and software and highlight key points on types of hardware and software.</p> <p>Students to work on advanced Database and spreadsheet concepts and Past paper Practice.</p> <p>Describe how typical features found in sound editing software are used in practice</p> <ul style="list-style-type: none"> <li>• Describe how file sizes depend on sampling rate and sampling resolution.</li> </ul>	<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></p>



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	<p>health issues that could arise from using IT</p> <ul style="list-style-type: none"><li>• describe a range of safety issues relating to the use of IT</li></ul> <p><b>Practical:</b></p> <ul style="list-style-type: none"><li>• Database concepts</li><li>• Import tables into database</li><li>• Queries and Reports'</li><li>• Grouped Reports</li><li>• Normalization concepts</li><li>• Dynamic and Static Queries</li></ul> <p>Sound and video editing</p> <ul style="list-style-type: none"><li>• set an aspect ratio – trim a video clip to remove unwanted footage – join together video clips – create text based slides</li><li>• Describe how typical features found in video editing software are used in practice • edit a sound clip to meet the requirements of its intended application and audience</li></ul>		
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<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>To analyse the impact of tourism on the destinations and the people who live there.</li> </ul>	<ul style="list-style-type: none"> <li>Research on the factors that influence tourist’s decision to a destination of your choice. Also evaluate the tourist development in both MEDC’s and LEDC’s.</li> <li>Practice past papers for Pre - Mock exam preparation.</li> </ul>	<p>Using the Internet, text books, and other sources.</p> <p>Past Paper resource bank</p>
<b>Computer Science</b>	<p>Programing concepts:</p> <ul style="list-style-type: none"> <li>To use a ‘count controlled’ loop: <ul style="list-style-type: none"> <li>- given pseudocode will use the following structure: FOR &lt;identifier&gt; ← &lt;value1&gt; TO &lt;value2&gt; &lt;statement(s)&gt; ENDFOR</li> <li>- alternatively: FOR &lt;identifier&gt; ← &lt;value1&gt; TO &lt;value2&gt; STEP &lt;value3&gt; &lt;statement(s)&gt; ENDFOR</li> </ul> </li> <li>to use a ‘post-condition’ loop: <ul style="list-style-type: none"> <li>- given pseudocode will use the following structure: REPEAT</li> </ul> </li> </ul>	<p>Encourage your child to develop a software project to include the following:</p> <p>For example, if the chosen programming language is Python, give a program written in Java. Ask learners to translate the program in the chosen programming language. The result should be tested to see if it produces the correct output.</p>	<p>Commenting programs:</p> <p><a href="http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem_Solving,_Programming,_Data_Representation_and_Practical_Exercise/Fundamentals_of_Programming/Comments">http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem_Solving, Programming, Data Representation and Practical Exercise/Fundamentals of Programming/Comments</a></p> <p>Inputs and outputs in programming:</p> <p><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/Inpu t and output</a></p> <p>Operators:</p>



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			<p><a href="http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem_Solving,_Programming,_Data_Representation_and_Practical_Exercise/Fundamentals_of_Programming/Arithmetic_operators">http://en.wikibooks.org/wiki/A-level_Computing/AQA/Problem Solving, Programming, Data Representation and Practical Exercise/Fundamentals of Programming/Arithmetic operators</a></p> <p><a href="http://www.pp4s.co.uk/main/tu-op-intro.html">www.pp4s.co.uk/main/tu-op-intro.html</a></p>
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