










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Subject	Focus	Activities	Useful website
<b>Accounting</b>	Investment Appraisal <ul style="list-style-type: none"> <li>• Interpret why businesses appraise investments</li> <li>• Calculate investment appraisal methods accurately</li> <li>• Interpret results and recommend whether a project should go ahead</li> <li>• Evaluate limitations of each method</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Prepare a Prezi presentation comprising the following –</b>                Meaning and objectives of investment appraisal.                Explanation of the main investment appraisal techniques.                Advantages and limitations of each technique.</li> <li>• <b>Present a report on the usefulness of investment appraisal techniques in investment decision-making, with reference to real-life business situations.</b>  <b>OR</b></li> <li>• <b>Prepare a TED-Ed Flipped Lesson on Investment Appraisal</b> covering key concepts, methods, and evaluation points.</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Tutor2u – A Level Accounting</b>    <a href="https://www.tutor2u.net/business/reference/investment-appraisal">https://www.tutor2u.net/business/reference/investment-appraisal</a></li> <li>2. <b>BBC Bitesize – A Level Accounting</b>    <a href="https://www.bbc.co.uk/bitesize">https://www.bbc.co.uk/bitesize</a>                (Search: <i>Investment appraisal A level accounting</i>)</li> <li>3. <b>Accounting Stuff (YouTube)</b>    <a href="https://www.youtube.com/@AccountingStuff">https://www.youtube.com/@AccountingStuff</a></li> <li> <b>Cambridge (CAIE):</b>    <a href="https://www.cambridgeinternational.org">https://www.cambridgeinternational.org</a></li> <li> <b>AQA:</b>    <a href="https://www.aqa.org.uk">https://www.aqa.org.uk</a></li> </ol>



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<b>Arabic</b>	<ul style="list-style-type: none"><li>• قصة قصيرة (السماور</li><li>• الموشحات (جادك الغيث)</li><li>• نحو (المقاربة والرجاء والشروع)</li><li>• بلاغة (التقديم والتأخير)</li></ul>	<ul style="list-style-type: none"><li>• يصف الشخصية الرئيسة داخليًا وخارجيًا</li><li>• يحدد الأبعاد النفسية للشخصية</li><li>• يدلل على مغزى القصة من خلال الأحداث</li><li>• يحلل تغير حياة الابن قبل وبعد الأم</li><li>• يقارن بين الشعر العمودي والموشحات</li><li>• يبحث عن أسباب ظهور الموشحات</li><li>• يحلل عاطفة الشاعر في الموشح</li><li>• ينثر الأبيات نثرًا أدبيًا موضحةً الفكرة الرئيسة</li><li>• يستخرج مظاهر البلاغة من الأبيات</li><li>• يقارن بين بعض أبيات الموشح بموشح آخر</li><li>• يعرب أفعال المقاربة والرجاء والشروع</li><li>• يدلل على التقديم والتأخير بالشواهد من القرآن والشعر</li><li>• يحلل أغراض التقديم والتأخير</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">حل درس السماور عربي</a></li><li>• <a href="#">صف ثاني عشر فصل ثاني</a></li><li>• <a href="#">سراج -</a></li><li>• <a href="#">قصة السماور للصف الثاني</a></li><li>• <a href="#">PDF عشر - الإمارات</a></li><li>• <a href="#">الموشحات تعرفها ونشأتها</a></li><li>• <a href="#">- شرح قصيدة جادك الغيث</a></li><li>• <a href="#">سراج</a></li><li>• <a href="https://seraj-uae.com/file/2640/#2">https://seraj-uae.com/file/2640/#2</a></li><li>• <a href="https://www.youtube.com/watch?v=rbEIRcsDyMw">https://www.youtube.com/watch?v=rbEIRcsDyMw</a></li><li>• <a href="https://www.youtube.com/watch?v=UwmLbFrL5Y0">https://www.youtube.com/watch?v=UwmLbFrL5Y0</a></li></ul>
<b>Islamic Studies</b> <b>Arabs</b>	<p><b>المنهج النبوي في الرعاية الصحية</b> : الأهداف أحدد مقومات الصحة في السنة النبوية-1 أعبر عن كيفية محافظتي على صحتي شكرًا لله تعالى-2</p>	<p>نشاط جماعي(1): أستنتج وناقش أسباب انتشار الأمراض في العصر الحاضر رغم تقدم علوم الطب.</p>	<p><a href="https://seraj-uae.com/file/213/">https://seraj-uae.com/file/213/</a> <a href="https://uae-school.com/archives/19760">https://uae-school.com/archives/19760</a></p>



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	<p>أستنتج أسباب انتشار الأمراض رغم تقدم علوم الطب-3</p> <p>أستنتج أسباب انتشار الأمراض رغم تقدم علوم الطب -</p> <p>أعبر عن كيفية محافظتي على صحتي شكراً لله تعالى -5</p>	<p>نشاط جماعي(2):دلل من السنة النبوية على عناية الإسلام بالإجراءات الصحية وانها ليست من قبيل النظافة ولكنها عبادة لله.</p> <p>قال رسول الله: " ما ملأ آدمي وعاء شراً من بطنٍ .." أكمل الحديث مع الشرح. موضحاً القيم الصحية فيه.</p> <p>قال رسول الله: " المؤمن القوي خير وأحب إلى الله من المؤمن الضعيف وفي كل خير "</p> <p>اشرح الحديث موضحاً علاقته بالرعاية الصحية للمسلم.</p> <p>الكتاب ص 21</p>	<p><a href="https://teacherhelp.info/%D8%A7%D9%84%D9%85%D9%86%D9%87%D8%AC-%D8%A7%D9%84%D9%86%D8%A8%D9%88%D9%8A-%D9%81%D9%8A-%D8%A7%D9%84%D8%B1%D8%B9%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B5%D8%AD%D9%8A%D8%A9/">https://teacherhelp.info/%D8%A7%D9%84%D9%85%D9%86%D9%87%D8%AC-%D8%A7%D9%84%D9%86%D8%A8%D9%88%D9%8A-%D9%81%D9%8A-%D8%A7%D9%84%D8%B1%D8%B9%D8%A7%D9%8A%D8%A9-%D8%A7%D9%84%D8%B5%D8%AD%D9%8A%D8%A9/</a></p>
<p><b>Islamic Studies</b></p> <p><b>Non-Arabs</b></p>	<p>Extremism-</p> <p>-To elucidate the concept of balances views and moderation in Islam</p> <p>-To evaluate the factors lead to imbalance and how can we address this issue.</p> <p>( by referencing from Quran.Ahadeeth, Seerah and day to day life)</p>	<p>RECORD A VIDEO ON HOW HAS U.A.E SUCCESSFULLY IMPLEMENTED STRATEGIES AGAINST EXTREMISM? MENTION IN YOUR VIDEO THEIR EFFORTS TOWARDS THIS ISSUE .</p>	<p><a href="https://muslim.sg/articles/moderation-in-islam">https://muslim.sg/articles/moderation-in-islam</a></p>



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<p><b>Biology</b></p>	<p><b>Selection and evolution:</b></p> <ul style="list-style-type: none"> <li>• Discuss in groups how Darwin, using Darwin’s finches as an example, suggested that isolation of populations leads to speciation.</li> <li>• Use drawings / photographs of Darwin’s finches to annotate to explain speciation by isolation.</li> <li>• Research Darwin’s mockingbirds, explaining how the observations made of these birds are believed to have had a major influence on Darwin in his development of the concept of natural selection.</li> </ul> <p><b>Inherited Changes</b></p> <ul style="list-style-type: none"> <li>• Solve genetics problems involving monohybrid and dihybrid crosses, including those involving autosomal linkage, sex linkage, codominance, multiple alleles and gene interactions (the term epistasis does not need to be used; knowledge of the expected ratio for various types of epistasis is not</li> </ul>	<ul style="list-style-type: none"> <li>• Create a mind map on the factors influencing selection and variation.</li> <li>• Compare natural selection and artificial selection.</li> <li>• Make a presentation on selective breeding, focusing on its commercial aspect. <ul style="list-style-type: none"> <li>• Create 10 Kahoot questions on monohybrid and di hybrid crosses.</li> <li>• Draw annotated diagrams, using colors or shading, to show how two adjacent cells (haploid number 2) can produce 4 genetically different gametes by independent assortment.</li> <li>• Modelling using pipe cleaners to consolidate learning of independent assortment and crossing.</li> </ul> </li> </ul>	<p><a href="https://askabiologist.asu.edu/peppere-d-moths-game/play.html">https://askabiologist.asu.edu/peppere-d-moths-game/play.html</a></p> <p><a href="https://www.biointeractive.org/planning-tools/resource-playlists/teaching-natural-selection-and-genetic-code-using-rock-pocket">https://www.biointeractive.org/planning-tools/resource-playlists/teaching-natural-selection-and-genetic-code-using-rock-pocket</a></p> <p><a href="https://pmt.physicsandmathstutor.com/download/Biology/A-level/Notes/CIE/17-Selection-and-Evolution/Summary/Summary%20Notes%20(2022-2024%20syllabus).pdf">https://pmt.physicsandmathstutor.com/download/Biology/A-level/Notes/CIE/17-Selection-and-Evolution/Summary/Summary%20Notes%20(2022-2024%20syllabus).pdf</a></p> <p><a href="https://www.huffingtonpost.com/james-a-">https://www.huffingtonpost.com/james-a-</a></p>
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	<p>required. The focus is on problem solving)</p> <ul style="list-style-type: none"><li>• Solve Problems using genetic diagrams involving test crosses</li><li>• use the chi-squared test to test the significance of differences between observed and expected results (the formula for the chi-squared test will be provided) (see Mathematical requirements)</li></ul>		<p><a href="http://shapiro/variation-and-selection-w b 1522314.html">shapiro/variation-and-selection-w b 1522314.html</a></p> <p><a href="https://bio.libretexts.org/Bookshelves/Genetics/Online%20Open%20Genetics_(Nickle_and_Barrette-Ng)/06%3AGenetic%20Analysis%20of%20Multiple%20Genes/6.02%3A%20Epistasis%20and%20Other%20Gene%20Interactions">https://bio.libretexts.org/Bookshelves/Genetics/Online Open Genetics (Nickle and Barrette-Ng)/06%3A Genetic Analysis of Multiple Genes/6.02%3A Epistasis and Other Gene Interactions</a></p> <p><a href="http://www.contexto.info/DNA_Basics/Meiosis.htm">http://www.contexto.info/DNA Basics/Meiosis.htm</a></p> <p><a href="http://highereducation.mcgrawhill.com/sites/0072495855/student_view0/chapter28/animation_how_meiosis_works.html">http://highereducation.mcgrawhill.com/sites/0072495855/student_view0/chapter28/animation_how_meiosis_works.html</a></p>
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Business Studies	To improve student's understanding of Unit 5 – Finance and Accounting by completing topic-based past paper questions, focusing on Investment Appraisal, Financial Statements, Analysis of Published Accounts, Finance and Accounting Strategy and identifying areas for improvement.	Attempt past paper questions on topics - Investment Appraisal, Financial Statements, Analysis of Published Accounts, Finance and Accounting Strategy from the past papers (Paper 32 and Paper 42) from the series 9609/ May/ June/ 2024, 9609/ Oct/ Nov/ 2024, 9609/ May/ June/ 2025, 9609/ Oct/ Nov/ 2025.  Attempt the answers in the notebook and submit the same for teacher feedback.	<a href="#">CAIE 9609 Examiner Report</a> <a href="#">CAIE 9609 Candidate Response</a> <a href="#">9609 AS and A Level Business Coursebook</a>
Chemistry	<b><u>Electrochemistry:</u></b> <ul style="list-style-type: none"><li>• To explain the mathematical relationship <math>F = Le</math></li><li>• To outline the working of Standard Hydrogen Electrode</li><li>• To determine the EMF of the electrochemical cell (one half cell being metal/metal ion cell, non-metal/non-metal ion cell, ion/ion cell and the other half cell as SHE)</li><li>• To outline the direction of redox reaction using the electrochemical cell value</li></ul>	<ul style="list-style-type: none"><li>• Solve at least five questions making use of <math>F = Le</math> to predict the identity of a product during electrolysis</li><li>• Construct electrochemical cell using Standard Hydrogen Electrode as one of the half cell</li><li>• Research and prepare a write-up on determining the feasibility of a reaction based upon the electrochemical cell value</li><li>• Plan an investigation to be conducted in a school laboratory to determine the cell</li></ul>	<a href="https://www.chemguide.co.uk/inorganic/electrolysis/basiccalcs.html">https://www.chemguide.co.uk/inorganic/electrolysis/basiccalcs.html</a> <ul style="list-style-type: none"><li>• <a href="https://byjus.com/chemistry/standard-hydrogen-electrode/">https://byjus.com/chemistry/standard-hydrogen-electrode/</a></li><li>• <a href="http://www.dynamicscience.com.au/tesster/solutions1/chemistry/redox/electroc">http://www.dynamicscience.com.au/tesster/solutions1/chemistry/redox/electroc</a></li></ul>



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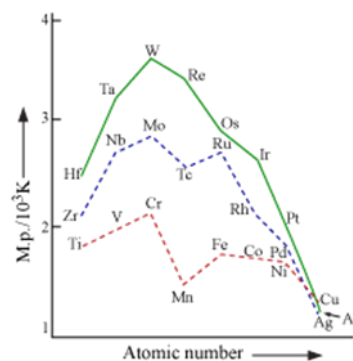
- To apply the Nernst equation to predict quantitatively how the value of an electrode potential varies with the concentration of the aqueous ion.
- To outline the direction of redox reaction using the electrochemical cell value
- To understand and use the equation

### **Transition elements:**

- Explain the properties of transition metals. Also, compare properties with s block elements.
- describe and explain the reactions of transition elements with ligands to form complexes, including the complexes of copper(II) and cobalt(II) ions with water and ammonia molecules and hydroxide and chloride ions
- Describe the shapes of transition metal complexes.
- explain qualitatively that ligand exchange may occur, including the complexes of copper(II) ions with water

potential under non-standard conditions (use Nernst equation)

- Prepare a Power-Point presentation on electrochemical cell value and feasibility of a reaction
- Practice interrelating standard Gibbs free change with the electrochemical cell value
- Practice writing electronic configuration of transition elements and ions.
- Explore the shapes of d subshell.
- Analyse the graph and suggest possible reason for the trends.



- Research about ligands, prepare a flow chart to show various types of ligands. Understand the differences between coordination number and valency.

[hemicalcellfromegu.com/an.htm](http://hemicalcellfromegu.com/an.htm)

- [https://chem.libretexts.org/Bookshelves/Introductory\\_Chemistry/Book%3A\\_Introductory\\_Chemistry\\_\(CK-12\)/23%3A\\_Electrochemistry/23.06%3A\\_Calculating\\_Standard\\_Cell\\_Potentials](https://chem.libretexts.org/Bookshelves/Introductory_Chemistry/Book%3A_Introductory_Chemistry_(CK-12)/23%3A_Electrochemistry/23.06%3A_Calculating_Standard_Cell_Potentials)
- <https://www.chem.tamu.edu/class/fyp/stone/tutorialnotefiles/electro/nernst.htm>
- <https://xtremepapers.xyz/revision/a-level/chemistry/inorganic/transition/features.php>

<https://chem.libretexts.org>



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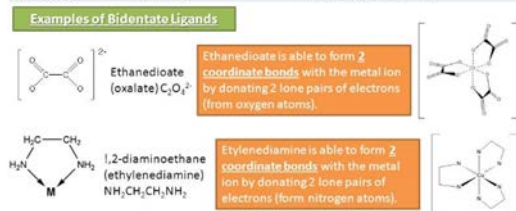


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and ammonia molecules and hydroxide and chloride ions

- explain the origin of colour in transition element complexes resulting from the absorption of light energy as an electron moves between two non-degenerate d orbitals using non degenerate concepts.
- Describe, in qualitative terms, the effects of different ligands on absorption, and hence colour, using the complexes of copper(II) ions with water and ammonia molecules and hydroxide and chloride ions as ligands
- Describe and explain ligand exchanges in terms of competing equilibria
- Deduce expressions for the stability constant of a ligand substitution using  $K_{stab}$  and explain its importance.
- Explain ligand exchange in terms of stability constants,  $K_{stab}$ , and understand that a large  $K_{stab}$  is due to the formation of a stable complex ion

Unidentate Ligand	Complex	Shape & Bond Angle	Coordination Number
Water	$[\text{Cu}(\text{H}_2\text{O})_6]^{2+}$	Octahedral 90	6
Ammonia	$[\text{Co}(\text{NH}_3)_6(\text{H}_2\text{O})_2]^{2+}$	Octahedral 90	6
Chloride ion	$[\text{Cu}(\text{Cl})_4]^{2-}$	Tetrahedral 109.5	4
Ammonia/Chloride	$[\text{Pt}(\text{NH}_3)_4(\text{Cl})_2]$	Square Planar 90	4
Cyanide	$[\text{Cu}(\text{CN})_4]^{2-}$	Tetrahedral 109.5	4
Cyanide, CN	$[\text{Ni}(\text{CN})_4]^{2-}$	Square Planar 90	4



- Practice writing the equations of transition metals complexes with various ligands and suggest observable changes. Write an expression for  $K_{stab}$ .

<http://www.memrise.com/course/161010/ocr-chemistry-a2-f325-definitions/3/>

<http://chemed.chem.purdue.edu/genchem/topicreview/bp/ch12/complex.php>

- <https://www.memrise.com/course/161010/ocr-chemistry-a2-f325-definitions/3/>

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<p><b>Economics</b></p>	<p>To improve students understanding on the concepts; Utility, Indifference Curves and Budget Line, Market Structures, Employment and Unemployment, Money and Banking</p>	<ul style="list-style-type: none"> <li>• <b>Past paper practice from Cambridge A Level Economics (9708): 2023–2025 – Paper 32 and Paper 42</b></li> </ul> <p>Utility and consumer behaviour (total and marginal utility, diminishing marginal utility, indifference curves, budget lines, consumer equilibrium)</p> <ul style="list-style-type: none"> <li>• Market structures (characteristics, diagrams, profit maximisation and efficiency in perfect competition, monopolistic competition, monopoly and oligopoly)</li> <li>• Employment and unemployment (types, causes, consequences and government policies)</li> <li>• Money and banking (functions of money, credit creation, central banks and monetary policy)</li> </ul>	<p><a href="https://bestexamhelp.com/exam/cambridge-international-a-level/economics-9708">https://bestexamhelp.com/exam/cambridge-international-a-level/economics-9708</a></p> <p><a href="https://pastpapers.papacambridge.com/directories/CAIE/CAIE-pastpaper">https://pastpapers.papacambridge.com/directories/CAIE/CAIE-pastpaper</a></p> <p><a href="https://www.teachmeconomics.com/">https://www.teachmeconomics.com/</a></p>
<p><b>Mathematics</b> <b>Pure Mathematics 3</b></p> <p><b>Integration</b></p>	<ul style="list-style-type: none"> <li>• Formulate a simple statement involving a rate of change as a differential equation</li> <li>• Find by integration a general form of solution for a first order differential equation in which the variables are separable Including any of the integration techniques from topic 3.5 above.</li> <li>• Use an initial condition to find a particular solution</li> </ul>	<p>Research on the application of differential equations in</p> <p>Architecture: An Architect Engineer uses integration in determining the amount of the necessary materials to construct curved shape constructions.</p> <p><b>Application in Medical Science:</b> Biologists use differential calculus to determine the exact rate of growth in a bacterial culture when different</p>	<p><a href="https://www.teachtutti.co.uk/blog/differential-equations-guide/">https://www.teachtutti.co.uk/blog/differential-equations-guide/</a></p> <p><a href="https://byjus.com/maths/differential-equation/">https://byjus.com/maths/differential-equation/</a></p> <p><a href="https://revisionmaths.com/advanced-level-maths-revision/pure-">https://revisionmaths.com/advanced-level-maths-revision/pure-</a></p>



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	<p>Interpret the solution of a differential equation in the context of a problem being modelled by the equation.</p>	<p>variables such as temperature and food source are changed.</p> <ol style="list-style-type: none"> <li><b>Application in Graphics:</b> It is used to determine the rate of a chemical reaction and to determine some necessary information of Radioactive decay reaction.</li> <li></li> </ol>	<p><a href="https://www.savemyexams.com/a-level/maths-pure/edexcel/18/revision-notes/8-integration/8-3-differential-equations/8-3-5-solving--interpreting-differential-equations/">maths/calculus/differential-equations</a>  <a href="https://www.savemyexams.com/a-level/maths-pure/edexcel/18/revision-notes/8-integration/8-3-differential-equations/8-3-5-solving--interpreting-differential-equations/">https://www.savemyexams.com/a-level/maths-pure/edexcel/18/revision-notes/8-integration/8-3-differential-equations/8-3-5-solving--interpreting-differential-equations/</a>  <a href="https://alevelmathsrevision.com/maths-categorised-exam-questions/">https://alevelmathsrevision.com/maths-categorised-exam-questions/</a></p>
<p><b>Mechanics</b></p>	<ul style="list-style-type: none"> <li>Understand the concept of the work done by a force, and calculate the work done by a constant force when its point of application undergoes a displacement not necessarily parallel to the force</li> <li>Understand the concepts of gravitational potential energy and kinetic energy, and use appropriate formulae</li> <li>Understand and use the relationship between the change in energy of a system and the work done by the external forces,</li> </ul>	<p>Research on the real life applications of energy and power</p> <p>Energy use and economic development are inseparable. Where there is energy poverty, there is poverty. And where energy availability rises, living standards rise as well. Energy is essential for human progress. Economic expansion and improving access to energy enable people to lead longer, more productive lives. Policy. Technology. Consumer</p>	<p><a href="https://mathswithdavid.com/9709-mechanics-1-power/">https://mathswithdavid.com/9709-mechanics-1-power/</a>  <a href="https://www.examsolutions.net/tutorials/exam-questions-work-energy-and-power/?board=OCR&amp;level=A-Level&amp;module=Further">https://www.examsolutions.net/tutorials/exam-questions-work-energy-and-power/?board=OCR&amp;level=A-Level&amp;module=Further</a></p>



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	<p>and use in appropriate cases the principle of conservation of energy</p>	<p>preferences. All three affect how the world uses energy. Each driver influences the others and changes over time, with variances by region and political circumstances.</p>	<p><a href="https://revisionmaths.com/advanced-level-maths-revision/mechanics/work-energy-power">+Mechanics+A-Level&amp;topic=11118 https://revisionmaths.com/advanced-level-maths-revision/mechanics/work-energy-power</a> <a href="https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fpmt.physicsandmathstutor.com%2Fdownload%2FPhysics%2FA-level%2FTopic-Qs%2FCAIE%2F05-Work-Energy-Power%2FSet-H%2FWork-Energy.pdf">https://www.physicsandmathstutor.com/pdf-pages/?pdf=https%3A%2F%2Fpmt.physicsandmathstutor.com%2Fdownload%2FPhysics%2FA-level%2FTopic-Qs%2FCAIE%2F05-Work-Energy-Power%2FSet-H%2FWork-Energy.pdf</a></p>
<p>Statistics 2</p>	<p><b><u>Sampling and Estimation</u></b></p> <ul style="list-style-type: none"> <li>• Calculate expectation and variance of the mean of a random sample.</li> <li>• Solve problems using central limit theorem where appropriate</li> </ul>	<p>Make notes to summarise learning on sampling and estimation that includes formulae and solved examples.</p>	<p><a href="https://www.khanacademy.org/math/ap-statistics/gathering-data-ap/sampling-observational-">https://www.khanacademy.org/math/ap-statistics/gathering-data-ap/sampling-observational-</a></p>



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	<ul style="list-style-type: none"> <li>Calculate unbiased estimates of the population mean and variance</li> <li>Determine and interpret a confidence interval for a population mean and proportion</li> </ul> <p><b>Hypothesis Tests</b></p> <ul style="list-style-type: none"> <li>Understand the difference between one-tailed and two-tailed tests and the terms null hypothesis, alternative hypothesis, significance level, rejection region.</li> <li>Formulate hypothesis and carry out a hypothesis test in the context of single observation from a population which has a binomial or poisson distribution.</li> </ul>	Research and summarise findings with examples on real life application on hypothesis testing.	<a href="https://www.studycart24.com/studies/e/identifying-population-sample">studies/e/identifying-population-sample</a> <a href="https://studyrocket.co.uk/revision/a-level-mathematics-caie/paper-6/sampling-and-estimation#:~:text=Sampling%20refers%20to%20the%20process,population%20based%20on%20sampled%20data.">https://studyrocket.co.uk/revision/a-level-mathematics-caie/paper-6/sampling-and-estimation#:~:text=Sampling%20refers%20to%20the%20process,population%20based%20on%20sampled%20data.</a> <a href="https://stattrek.com/hypothesis-test/hypothesis-testing.aspx">https://stattrek.com/hypothesis-test/hypothesis-testing.aspx</a> <a href="https://www.statisticssolutions.com/hypothesis-testing/">https://www.statisticssolutions.com/hypothesis-testing/</a>
Art& Design	Personal Investigation	Candidates produce practical work supported by written analysis containing detailed research.	<a href="http://www.studentartguide.com">www.studentartguide.com</a>
Psychology	Individual and group Performance: To analyse the social factors effecting individual and group performance and can describe, explain and evaluate research conducted in this area.	<ul style="list-style-type: none"> <li>Identify jobs that require sustained levels of concentration.</li> <li>What stages do groups of individuals need to go through to become an effective team?</li> </ul>	Psychology Coursebook – Hodder Education



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		<ul style="list-style-type: none"> <li>• What different functions need to be fulfilled for a team to be effective?</li> </ul>	
Physics	<p><b><u>Magnetic fields</u></b></p> <ul style="list-style-type: none"> <li>• To understand forces between current-carrying conductor and predict the direction of the forces.</li> <li>• To know the direction of force on a charge moving in a magnetic field.</li> <li>• To define magnetic flux density and the tesla and solve problems using the equation <math>F = BIL \sin \theta</math>, with directions as interpreted by Fleming's left-hand rule</li> <li>• To derive the expression <math>\epsilon = \frac{V}{t}</math> for the Hall voltage, where <math>t</math> = thickness</li> </ul> <p><b><u>Electromagnetic Induction</u></b></p> <ul style="list-style-type: none"> <li>• Define magnetic flux and the weber</li> <li>• Define magnetic flux linkage</li> </ul>	<ul style="list-style-type: none"> <li>• Find why two parallel currents attract and two antiparallel currents repel.</li> <li>• Research on how Hall voltage creates a voltage difference across an electrical conductor</li> <li>• Describe the working of a hall probe</li> <li>• Infer from appropriate experiments on electromagnetic induction: that a changing magnetic flux can induce an e.m.f. in a circuit that the direction of the induced e.m.f. opposes the change producing it the factors affecting the magnitude of the induced e.m.f.</li> </ul>	<p><a href="https://www.britannica.com/science/Hall-effect">https://www.britannica.com/science/Hall-effect</a>  <a href="https://courses.lumenlearning.com/physics/chapter/22-10-magnetic-force-between-two-parallel-conductors/">https://courses.lumenlearning.com/physics/chapter/22-10-magnetic-force-between-two-parallel-conductors/</a>  <a href="https://courses.lumenlearning.com/boundless-physics/chapter/magnetic-force-on-a-moving-electric-charge/">https://courses.lumenlearning.com/boundless-physics/chapter/magnetic-force-on-a-moving-electric-charge/</a>  <a href="https://byjus.com/physics/magnetic-flux/#:~:text=Magnetic%20flux%20is%20defined%20as,through%20a%20given%20surface%20area.">https://byjus.com/physics/magnetic-flux/#:~:text=Magnetic%20flux%20is%20defined%20as,through%20a%20given%20surface%20area.</a>   <a href="https://www.khanacademy.org/science/physics/magnetic-forces-and-">https://www.khanacademy.org/science/physics/magnetic-forces-and-</a></p>



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			<a href="https://www.youtube.com/watch?v=...">magnetic-fields/magnetic-flux-faradays-law/a/what-is-magnetic-flux</a>
Sociology	Globalisation and Migration: To analyse the causes of global migration.	<ul style="list-style-type: none"> <li>Assess the view that economic factors are the main cause of global migration. (26 marks)</li> <li>Assess the extent to which globalisation has increased international migration. (26 marks)</li> <li>Assess the view that political factors are more important than economic factors in explaining global migration. (26 marks)</li> <li>Assess the view that global inequality is the primary cause of global migration. (26 marks)</li> </ul>	Sociology coursebook- Jonathan Blundell
English Language	To compare and contrast article writing elements and development of ideas.	Analyse the two articles and write a passage stating the differences and comparisons seen in the treatment of disabled people. Analyse the difference and similarities in the lexis, orthography and grammar.	<a href="https://www.nationalgeographic.com/culture/article/paid-content-technology-is-opening-doors-for-southeast-asias-disabled">https://www.nationalgeographic.com/culture/article/paid-content-technology-is-opening-doors-for-southeast-asias-disabled</a>



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			<a href="https://historicengland.org.uk/research/inclusive-heritage/disability-history/1660-1832/the-lives-of-people-with-disabilities/">https://historicengland.org.uk/research/inclusive-heritage/disability-history/1660-1832/the-lives-of-people-with-disabilities/</a>
Computer Science	<ul style="list-style-type: none"> <li>• <b>Define</b> a binary tree and distinguish it from a binary search tree (BST).</li> <li>• <b>Explain</b> node structure (value, left child, right child) and key terms (root, leaf, height, depth).</li> <li>• <b>Traverse</b> binary trees using <b>pre-order</b>, <b>in-order</b>, and <b>post-order</b>.</li> <li>• <b>Build</b> a simple binary tree and perform traversals.</li> <li>• <b>Analyze</b> time complexity for insertion, search, and traversal (worst-case vs average-case).</li> <li>• <b>Visualize</b> trees and predict traversal outputs from diagrams.</li> </ul>	<p><b>Trace &amp; Predict</b></p> <ul style="list-style-type: none"> <li>• Show a traversal sequence and have students <b>sketch the tree</b> or <b>justify</b> if it's possible.</li> <li>• Example: In-order: 2, 4, 5, 7, 8, 9, 11 &amp; Pre-order: 7, 4, 2, 5, 9, 8, 11 → <b>Reconstruct</b> the tree.</li> </ul> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>• Students implement a Node class and recursion for traversals (Python or Java).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>GeeksforGeeks – Binary Trees:</b> Clear explanations of tree basics and traversals with code. <a href="https://www.geeksforgeeks.org/binary-tree-data-structure/">https://www.geeksforgeeks.org/binary-tree-data-structure/</a></li> <li>• <b>Khan Academy – Tree Data Structures (Videos):</b> Beginner-friendly tree concepts.<a href="https://www.khanacademy.org/computing/computer-">https://www.khanacademy.org/computing/co</a> <a href="https://www.khanacademy.org/computing/computer-">mputer-</a></li> </ul>



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			<a href="#">science/algorithms</a> <a href="#">#trees</a>
IT	<p>Theory :</p> <ul style="list-style-type: none"><li>• To evaluate the different stages of system life cycle</li><li>• To discuss different stages in Project management</li><li>• To evaluate different types of Networks</li></ul> <p>Practical :</p> <ul style="list-style-type: none"><li>• To use advanced spreadsheet functions</li><li>• To Normalize a data base.</li><li>• To use image editing tools and graphic animation tools</li></ul>	<p>Solve past paper questions based on the given topics Create a mind map on different stages in a system life cycle</p> <p>Create a video using audacity and Movie maker</p> <p>Use advanced excel functions and relational database concepts</p> <p>Edit images and animate objects using image editing tools</p>	<p>Software:</p> <p>Adobe Illustrator</p> <p>Adobe Photoshop</p>