



# Curriculum Mapping

Computing							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
	Theme	Communications	Graphics & Multimedia	Data	Algorithms & Programming	Computer Systems	Microbit Project
7	Skills Knowledge Concept	Expectations in a computing classroom, safe and strong passwords, Health & Safety in a computer room, how to access and use MS Teams, how to use the school email system appropriately, communicating online safely.	The difference between Bitmap & Vector images, the Copyright Law, Logo design for a specific audience and purpose, creating an advertising document for a specific purpose and, graphics design	The difference between Physical databases and digital databases, use of spreadsheets, how spreadsheets handle data, data types that can be used in a spreadsheet, use of basic formulas, use of basic functions, analysing data to make decisions, use of graphs to present data.	What is an algorithms, importance of algorithms, knowledge of flowchart symbols, creating flowcharts, understanding the importance of sequence, selection and iteration in algorithms, using Flowol to create flowcharts	Examples of computer systems, use of different devices, use and purpose of embedded systems, identify input devices and their use, identify output devices and their use, use of different storage devices and suitability for using	Using a Microbit, fundamentals of programming, programming using block based visual programming, computational thinking to solve problems, use of sequence in programming, use of selection in programming, use of iteration in programming
	Theme	Communications	Graphics & Multimedia	Data	Algorithms & Programming	Computer Systems	Ethics Projects
8	Skills Knowledge Concept	The difference between the Internet & The WWW, the difference between search engines and browsers, how search engines work, searching techniques to find relevant search results, importance of safety when using the web.	Understand the term multimedia, learn multimedia features within PowerPoint, understanding the importance of client requirements & target audience, creating a multimedia product using PowerPoint, evaluating a multimedia product.	Understand the term data, the difference between data and information, how much data is being captured when browsing the internet, how and what data is used for digital marketing, how different sectors like retail, manufacturing and healthcare use/store data to make future decisions, how retailers and manufacturers use data to find trends and patterns to generate revenue.	Understand the four main steps to computational thinking (decomposition, pattern recognition, abstraction and algorithmic thinking), introduction to Small Basic, understand the importance of using variables & user input in a program, how to use selection and iteration to create complex programs.	What is a computer system, the relationship between hardware and software, types of application software, importance of utility software, the difference between utility and operating system software, functions of an operating system.	How computers are changing perceptions, what is the digital divide and what factors are causing this to widen, identify technologies used and the main issues around using driverless cars, define the term intellectual property, explore the ethical issues around technology replacing humans in the workplace and everyday life.
	Theme	Communications	Graphics & Multimedia	Data	Algorithms & Programming	Computer Systems	Projects
9	Skills Knowledge Concept	What are networks, the difference between wired and wireless networks, the types of networks, Identify the types of network topologies and how they are constructed, factors affecting network performance, Advantages of using the cloud and virtual networks.	Understanding the importance of client requirements and target audience, purpose and use of pre-production documents, building key skills in Photoshop, creating a multimedia product, evaluating a multimedia product.	How computers store data, how to convert binary to denary, rules to follow when carrying a binary addition, hex conversion, difference between ASCII & Unicode, how computers store images and sound, types of compression.	Introduction to Python, how to create basic programs using print/variables and user input, how to create more complex programs using selection statements and different forms of iteration.	What hardware components are required in a working computer, difference between a general-purpose system and embedded systems, Different types of computer memory, purpose of the CPU, factors affecting the performance of the CPU.	Cross Curricular IT Skills Building  Personalised project to build up essential skills/knowledge prior to studying at KS4.
Wider Curriculum							



# Computing

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
	Theme	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA
10	Skills Knowledge Concept	<u>CS – Paper 1</u> SYSTEMS ARCHITECTURE Introduction to Computer Science; What is a computer system; purpose of the CPU & Components; Von Neumann Architecture; Fetch-Decode-Execute Cycle; CPU Performance Factors; Memory. <u>CS – Paper 2</u> Computational Thinking; Algorithms (flowcharts, pseudocode); Theory and Practical – Print, Variables, constants, operators; Practical - Variables, constants, operators.	<u>CS – Paper 1</u> Systems Architecture - Secondary Storage Networks - WAN, LAN & VPN; Network Topologies n Network Hardware; Client/Server & Peer to Peer  <u>CS – Paper 2</u> Theory - Input, output & Assignment; Data Types; Selection; Practical - Input, output & Assignment; Selection	<u>CS – Paper 1</u> Networks - Performance of Networks; DNS, IP addressing, web hosting, cloud; Virtual Networks; Layers & Protocols; Packet Switching  <u>CS – Paper 2</u> Theory – Sequence; iteration; Boolean Practical – Sequence; iteration	<u>CS – Paper 1</u> System Security - Introduction and threats; Malware; Preventing Vulnerabilities; Operating Systems  <u>CS – Paper 2</u> Theory - Arrays & Lists; File handling operations open & read Practical - Arrays & Lists; File handling operations open & read	<u>CS – Paper 1</u> Systems Software - Operating Systems; Utility Software  <u>CS – Paper 2</u> Theory - File handling operations Write and close; Procedures and functions Practical - File handling operations Write and close; Procedures and functions	<u>CS – Paper 1</u> Revision of Year 10 Content  <u>CS – Paper 2</u> Revision of Year 10 Content
		<u>iMedia - R081</u> The purpose, uses and content of mood boards, mind maps/spider diagrams; Interpreting client requirements and categorising the target audience; creating a mind map/spider diagram & mood board for the chosen advertisement.  <u>iMedia - R082</u> The purpose of digital graphics; Identifying the properties of digital graphics; Investigate the design and layout of digital graphics; Photoshop skills building	<u>iMedia - R081</u> The purpose, uses and content of visualisation diagrams, storyboards & scripts; Creating visualisation diagrams, storyboards & scripts for the chosen advertisement; analysing a script for the chosen advertisement  <u>iMedia - R082</u> Photoshop skills building; client and the target audience; Creating a work plan for the project; Producing ideas	<u>iMedia - R081</u> How to review pre-production documents and identify areas for improvements; Understanding file formats and their properties for pre-production documents; The purpose of using primary/secondary research; Producing work plans and production schedules <u>iMedia - R082</u> Legal Restrictions; Obtaining assets for use in the graphic; Repurposing the assets for use in the graphic & Evidence	<u>iMedia - R081</u> Producing work plans and production schedules; Hardware, software and techniques for pre-production; Health and safety considerations; Legislation in creative media production; Exam preparation for R081  <u>iMedia - R082</u> Create the graphic & Evidence; Reviewing the digital graphic	<u>iMedia - R081</u> Revision/Exam practice  <u>iMedia - R082</u> Create the graphic & Evidence; Reviewing the digital graphic	<u>iMedia</u> Year 11 Unit R085 Prep Year 11 Unit R087 Prep
	Theme	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA	Computer Science/iMEDIA
11	Skills Knowledge Concept	<u>CS</u> Progress exams revision – systems architecture; networks; systems software & security; algorithms; programming; logic & languages Data Representation - Storage Units & Binary Numbers; Binary Arithmetic; Hexadecimal	<u>CS</u> Data Representation - ASCII & Unicode; Images; Sound; Compression Programming Revision Logic and Languages - Logic Diagrams; Truth Tables	<u>CS</u> ELCE - Computer Systems in the modern world; Ethical, cultural and environmental issues; Legislation Logic and Languages - Defensive design; Errors & Testing; Facilities of an IDE, Algorithms - Searching & Sorting	<u>CS</u> Systems Architecture Revision Algorithms - Searching & Sorting	<u>CS</u> Networks Revision Data Representation revision	COMPLETION OF COURSE
		<u>iMedia – R085</u> Purpose and component features of websites; Devices used to access the web; Internet Connection Methods  <u>iMedia – R087</u> Identify a wide range of multimedia products; Hardware/Software/Peripherals needed; Different types of connections/Benefits & Limitations; Suitable file formats; Client brief	<u>iMedia – R085</u> Target Audience Requirements and resources needed; Workplan & Resources needed; Sitemap & Housestyle; Assets Table & Collecting Assets; Test Plan for Website; Legislation <u>iMedia – R087</u> Target Audience Requirements and resources needed; Workplan & Resources needed; Assets Table and Collecting Assets; Visualisation Diagram; Test Plan for Multimedia Product; Legislation	<u>iMedia – R085</u> Dreamweaver Skills Building; Setting up Dreamweaver & Evidence; Setting up the Template & Evidence  <u>iMedia – R087</u> Source, create and re-purposes the assets & Evidence; Prepare the structure for the multimedia product & Evidence; Navigation System for the product & Evidence; Adding content to the product & Evidence	<u>iMedia – R085</u> Creating and Adding Navigation to the Template & Evidence; Adding content to the website & Evidence; Reviewing the final website  <u>iMedia – R087</u> Adding content to the product & Evidence; Adding interactive features & Evidence; Save & Export the multimedia product & Evidence; Reviewing the final website	<u>iMedia – R085</u> Reviewing the final website  <u>iMedia – R087</u> Reviewing the final product	COMPLETION OF COURSE
Wider Curriculum							



# Computing

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Theme		Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals
12	Skills Knowledge Concept	<p><u>CS</u> <u>Structure and function of the processor</u> The Arithmetic and Logic Unit; ALU, Control Unit and Registers, Buses: data, address and control, The factors affecting the performance of the CPU, clock speed, number of cores, cache, The fetch-decode-execute cycle, including its effect on registers, The use of pipelining in a processor to improve efficiency, Von Neumann, Harvard and contemporary processor architecture.</p> <p><u>Types of processor</u> The differences between and uses of CISC and RISC processors, GPUs and their uses (including those not related to graphics), Multicore and Parallel systems.</p> <p><u>Input, output and storage</u> How different input, output and storage devices can be applied to the solution of different problems, The uses of magnetic, flash and optical storage devices, RAM and ROM, Virtual storage.</p> <p><u>Types of Programming Language</u> Need for and characteristics of a variety of programming paradigms, Procedural languages, Assembly, Modes of addressing memory, Object-oriented languages with an understanding of classes, objects, methods, attributes, inheritance, encapsulation and polymorphism.</p> <p><u>Compression, Encryption and Hashing</u> Lossy vs Lossless compression run length encoding and dictionary coding for lossless compression, Symmetric and asymmetric encryption, Different uses of hashing.</p> <p><u>Web Technologies</u> HTML, CSS and JavaScript. See appendix 5e, Search engine indexing, PageRank algorithm, Server and client-side processing.</p> <p><u>Databases</u> Characteristics of networks and the importance of protocols and standards, the internet structure (the TCP/IP Stack, DNS, protocol layering, LANs and WANs, Packet and circuit switching), Network security and threats, use of firewalls, proxies and encryption, Network hardware, client-server and peer to peer.</p> <p><u>A-Level Project</u> Investigating programming languages</p>		<p><u>CS</u> <u>Systems Software</u> The need for, function and purpose of operating systems, memory management (paging, segmentation and virtual memory), interrupts, the role of interrupts and Interrupt Service Routines (ISR), role within the Fetch-Decode-Execute Cycle, scheduling: round robin, first come first served, multi-level feedback queues, shortest job first and shortest remaining time, Distributed, embedded, multi-tasking, multi-user and Real Time operating systems, BIOS, device drivers, virtual machines, any instance where software is used to take on the function of a machine, including executing intermediate code or running an operating system within another</p> <p><u>Data Types</u> Primitive data types, integer, real/floating point, character, string and Boolean, represent positive integers in binary, use of sign and magnitude and two's complement to represent negative numbers in binary, addition and subtraction of binary integers, represent positive integers in hexadecimal, convert positive integers between binary hexadecimal and denary, representation and normalisation of floating point numbers in binary, floating point arithmetic, positive and negative numbers, addition and subtraction, bitwise manipulation and masks: shifts, combining with AND, OR, and XOR, how character sets (ASCII and UNICODE) are used to represent text.</p> <p><u>Networks</u> Characteristics of networks and the importance of protocols and standard, the internet structure (The TCP/IP Stack, DNS, Protocol layering, LANs and WANs, Packet and circuit switching, network security and threats, use of firewalls, proxies and encryption, network hardware, client-server and peer to peer)</p> <p><u>A-Level Project</u> Investigating programming languages/Analysis</p>		<p><u>CS</u> <u>Applications Generation</u> The nature of applications, justifying suitable applications for a specific purpose, utilities, open source vs closed source, translators: Interpreters, compilers and assemblers, stages of compilation (lexical analysis, syntax analysis, code generation and optimisation), linkers and loaders and use of libraries.</p> <p><u>Software Development</u> Understand the waterfall lifecycle, agile methodologies, extreme programming, the spiral model and rapid application development, the relative merits and drawbacks of different methodologies and when they might be used, writing and following algorithms.</p> <p><u>Data Structures</u> Arrays (of up to 3 dimensions), records, lists, tuples, the following structures to store data: stack, queue, how to create, add data to and remove data from the data structures mentioned above (using arrays and procedural programming), the following structures to store data: linked-list, graph (directed and undirected), tree, binary search tree, hash table, how to create, traverse, add data to and remove data from the data structures mentioned above. (NB this can be either using arrays and procedural programming or an object-oriented approach).</p> <p><u>Boolean Algebra</u> Define problems using Boolean logic, manipulate Boolean expressions, including the use of Karnaugh maps to simplify Boolean expressions, use the following rules to derive or simplify statements in Boolean algebra: De Morgan's Laws, distribution, association, commutation, double negation, using logic gate diagrams and truth tables, the logic associated with D type flip flops, half and full adders.</p> <p><u>Computing related legislation</u> The Data Protection Act 1998, The Computer Misuse Act 1990, The Copyright Design and Patents Act 1988, The Regulation of Investigatory Powers Act 2000.</p> <p><u>Moral and ethical Issues</u> The individual moral, social, ethical and cultural opportunities and risks of digital technology: computers in the workforce, automated decision making, artificial intelligence, environmental effects, censorship and the Internet, monitor behaviour, analyse personal information, Piracy and offensive communications.</p> <p><u>A-Level Project</u> Analysis</p>	



12		<p><b>CAMBRIDGE TECHNICALS IN IT</b> <b>Unit 1 – Fundamentals of IT</b> LO1 - computer hardware, computer components, types of computer systems, connectivity methods, communications hardware, hardware troubleshooting, units of measurement, number systems, number conversion</p> <p><b>Unit 2 – Global Information</b> LO1 – holders of information, types of information storage media, types of information access and storage devices, the internet, WWW, information formats (advantages/disadvantages)</p> <p><b>Unit 17 – Internet of Everything</b> LO1 – where IoT is used, applications of the use of IoT, the four pillars of the IoT people, how they connect, converting data into information to allow people to make decisions, data, information gathering devices</p> <p><b>Unit 3 – Cybersecurity (DOUBLES ONLY)</b> LO1 - Cyber security aims to protect information, Types of cyber security incidents, the importance of cyber security.</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO1 - Product development methodologies, phases of the product development life cycle, constraints</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO1 - Computer hardware components, storage</p>	<p><b>CAMBRIDGE TECHNICALS IN IT</b> <b>Unit 1 – Fundamentals of IT</b> LO1 - connectivity methods, communications hardware, hardware troubleshooting, units of measurement, number systems, number conversion</p> <p><b>Unit 2 – Global Information</b> LO2 – information styles and their uses, information classification, quality of information, information management LO3 – data versus information, categories of information used by individuals, categories of information used by organisations, stages of data analysis, data analysis tools, information system structure.</p> <p><b>Unit 17 – Internet of Everything</b> LO1 – processes, processing capabilities, things, connectivity, networked connections, security issues</p> <p><b>Unit 3 – Cybersecurity (DOUBLES ONLY)</b> LO2 – threats to cyber security, types of attackers, motivation for attackers, targets for cyber security threats, impacts of cyber security incidents, other considerations of cyber security</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO2 - requirements analysis phase, functional requirements, non-functional requirements, design phase</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO2 - understanding business requirements, design considerations</p>	<p><b>CAMBRIDGE TECHNICALS IN IT</b> <b>Unit 1 – Fundamentals of IT</b> LO2 – types of software, applications software, utility software, operating systems, communication methods, software troubleshooting, protocols,</p> <p><b>Unit 2 – Global Information</b> LO4 - UK legislation and regulation relating to the storage and use of information, global information protection legislation and regulation, green IT LO5 - Information sources and data types, data flow diagrams</p> <p><b>Unit 17 – Internet of Everything</b> LO1 – global impacts of IoT LO2 - Developments (body/health, home/garden, city/neighbourhood, industry, environment)</p> <p><b>Unit 3 – Cybersecurity (DOUBLES ONLY)</b> LO3 - Cyber security risk management, Testing and monitoring measures, Cyber security controls</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO3 – implementation (creating, testing, integration testing)</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO2 - backup storage recommendations, load balancing, methods of presentation of proposal</p>	<p><b>CAMBRIDGE TECHNICALS IN IT</b> <b>Unit 1 – Fundamentals of IT</b> LO3 – types of servers, virtualisation, networking characteristics, connectivity methods, business systems</p> <p><b>Unit 2 – Global Information</b> LO6 - Principles of information security, risks, impacts, protection measures, physical protection, logical protection Unit 2 Pre-release – Exam preparation</p> <p><b>Unit 17 – Internet of Everything</b> LO2 - Feasibility study</p> <p><b>Unit 3 – Cybersecurity (DOUBLES ONLY)</b> LO4 - Responding to an incident, cyber security incident report Unit 3 Pre-release – Exam preparation</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO3 – implementation (creating, testing, integration testing)</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO3 - health and safety considerations, configuration, preventative maintenance</p>	<p><b>CAMBRIDGE TECHNICALS IN IT</b> <b>Unit 1 – Fundamentals of IT</b> LO4 – communication skills, communication technology, personal attributes, ready for work, job roles, professional bodies, industry certification LO5 – ethical issues, operational issues, threats, physical security, digital security, Safe disposal of data and computer equipment</p> <p><b>Unit 2 – Global Information</b> Unit 2 Pre-release – Exam preparation</p> <p><b>Unit 17 – Internet of Everything</b> LO3 – Business proposal (target audience, processing required, data to be exchanged, things, networking requirements, devices to be used, security issues), Pitch presentation</p> <p><b>Unit 3 – Cybersecurity (DOUBLES ONLY)</b> Unit 3 Pre-release – Exam preparation</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO3 – implementation (creating, testing, integration testing)</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO4 - Test plan/table for accuracy and functionality</p>	<p><b>Unit 17 – Internet of Everything</b> LO3 – feedback (stakeholders, written, verbal), stakeholder considerations, revision of proposal, possible success criteria.</p> <p><b>Unit 9 – Product Development (DOUBLES ONLY)</b> LO4 – Acceptance testing with target users, maintenance phase.</p> <p><b>Unit 18 Hardware (DOUBLES ONLY)</b> LO4 - diagnostic software, benchmarking.</p>
Wider Curriculum							



# Computing

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
	Theme	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals	Computer Science/Cambridge Technicals
13	Skills Knowledge Concept	COMPUTER SCIENCE Project analysis, project design	COMPUTER SCIENCE Project design, project development	COMPUTER SCIENCE Project development	COMPUTER SCIENCE Project development, project testing	COMPUTER SCIENCE Project testing, project evaluation	COMPLETION OF COURSE
		<p><u>CAMBRIDGE TECHNICALS IN IT Unit 4 – Computer Networks</u> LO1 – Network interfaces, network components, network topologies, network protocols, networking models, IP Version</p> <p><u>Unit 12 – Mobile Technology</u> LO1 - Devices, connectivity, mobile device operating systems, current and potential future uses</p> <p><u>Unit 16 – Smarter Planet (DOUBLES ONLY)</u> LO1 - evolution of a Smarter Planet, Importance for a global society, impacts</p> <p><u>Unit 19 – Software (DOUBLES ONLY)</u> LO1 – Systems software, application software, reasons for installation or upgrade</p> <p><u>Unit 20 – IT Technical Support (DOUBLES ONLY)</u> LO1 - IT Support roles, support process, client types, communicating advice,</p>	<p><u>CAMBRIDGE TECHNICALS IN IT Unit 4 – Computer Networks</u> LO1 – network addressing, network data units, network security, network virtualisation LO2 – network configuration network services, IP configuration, testing tools</p> <p><u>Unit 12 – Mobile Technology</u> LO2 - uses of mobile technologies, ethical uses,</p> <p><u>Unit 16 – Smarter Planet (DOUBLES ONLY)</u> LO1 - business sectors, sectors with applications of a Smarter Planet</p> <p><u>Unit 19 – Software (DOUBLES ONLY)</u> LO1 – carry out maintenance activities, types of installation</p> <p><u>Unit 20 – IT Technical Support (DOUBLES ONLY)</u> LO2 – diagnostic techniques, types of faults</p>	<p><u>CAMBRIDGE TECHNICALS IN IT Unit 4 – Computer Networks</u> LO2 – network specification, network plan</p> <p><u>Unit 12 – Mobile Technology</u> LO3 - investigating business requirements, planning, technology business plan</p> <p><u>Unit 16 – Smarter Planet (DOUBLES ONLY)</u> LO2 - features for extension to Smarter Planet developments, feasibility study</p> <p><u>Unit 19 – Software (DOUBLES ONLY)</u> LO2 - Software installation/upgrade considerations, work plan</p> <p><u>Unit 20 – IT Technical Support (DOUBLES ONLY)</u> LO2 – Documentation and record keeping, post fault testing</p>	<p><u>CAMBRIDGE TECHNICALS IN IT Unit 4 – Computer Networks</u> LO3 – solution proposal, performance benchmarking tools,</p> <p><u>Unit 12 – Mobile Technology</u> LO3 - investigating business requirements, planning, technology business plan</p> <p><u>Unit 16 – Smarter Planet (DOUBLES ONLY)</u> LO2 - concept proposal LO3 - present concept proposal</p> <p><u>Unit 19 – Software (DOUBLES ONLY)</u> LO3 – maintenance plan, maintenance activities</p> <p><u>Unit 20 – IT Technical Support (DOUBLES ONLY)</u> LO3 – communication techniques, effectiveness of technical provision</p>	<p><u>CAMBRIDGE TECHNICALS IN IT Unit 4 – Computer Networks</u> LO4 – maintenance plan, troubleshooting, disaster recovery, software/hardware updates, performance management</p> <p><u>Unit 12 – Mobile Technology</u> LO4 - Promoting the mobile technological solution, improvements to mobile technological solution, predicting consequences of change</p> <p><u>Unit 16 – Smarter Planet (DOUBLES ONLY)</u> LO3 - refining concept proposal, evaluation of concept proposal to sustainability of the Smarter Planet</p> <p><u>Unit 19 – Software (DOUBLES ONLY)</u> LO3 – benefits of maintenance activities, maintenance evaluation</p> <p><u>Unit 20 – IT Technical Support (DOUBLES ONLY)</u> LO3 – analyse trends and make recommendations</p>	COMPLETION OF COURSE
Wider Curriculum							



# Curriculum Mapping

Business							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
10	Theme	R064	R064	R064	R064	R064	R064 & R065
	Skills Knowledge Concept	Expectations in a Business classroom. Induction activity. Market segmentation and target markets. Market research types and methods. Quantitative and Qualitative research	Product Life Cycle, USP, Branding, Added value, product Differentiation, Pricing Strategies Marketing Mix	External Factors affecting a Business. Methods of promotion and advertising including the advantages and disadvantages of each Customer Service. Taking feedback from customers.	Types of Business Ownership. Functional areas. Limited and Unlimited Liability. Business Planning	Costs, Revenues, Profits, Break-Even, Margin of Safety. Sources of Finance Revision. Exam skills, past paper practice	Revision. External examination Task 1a, 1b and 2a of coursework
11	Theme	R065	R065	R065	R066	R066	R066
	Skills Knowledge Concept	Task 2b R065 coursework, market research tools and analysis. Application of knowledge learnt in R064	Product design proposals Product design refinement Final product designs Justifications	Finance. Risk Factors, Viability of product design. Application of knowledge learnt in R064	The Branding and Sales Promotion/Advertising of the product designed in R065 Application of knowledge learnt in R064	Planning a pitch Delivering a pitch to a peer Scripting a pitch Carrying out a peer evaluation of a pitch Amend the pitch	Present the pitch to potential investors Evaluating/review the pitch Evaluate/Review the business proposal Application of knowledge learnt in R065 and R066
12	Theme	Exploring Business Marketing Customer Service Finance	Exploring Business Marketing Customer Service Finance	Exploring Business Marketing Customer Service Finance	Exploring Business Marketing Customer Service Finance	Exploring Business Marketing Customer Service Finance	Exploring Business Marketing Customer Service Finance
	Skills Knowledge Concept	<p>Unit 1: Business Ownership, Stakeholders, aims and objectives. Communication methods and its importance</p> <p>Unit 2: Marketing objectives, Marketing message market segmentation, mass and niche markets branding, cost constraints on marketing activities, SWOT, PESTEL,</p> <p>Unit 3: Unit 3: The functions and role of money. The importance of planning expenditure. Different payment methods and advantages/disadvantages. Different current accounts and students accounts and the advantages/disadvantages</p> <p>Cash Flow forecasts. Identifying cash flow problems and finding solutions. The benefits and limitations of cash flow forecasts</p> <p>Unit 14: Define customer service. Roles in customer service. The role of Teamwork in customer service. Rules and procedures in customer service. Different approaches to customer service</p>	<p>Unit 1: Functional areas, business internal organisational structures. KPIs of Business success Assignment 1</p> <p>Unit 2: Market intelligence, Market research, Validity and Reliability of data, The Product Lifecycle, Developing a rationale for a marketing campaign</p> <p>Unit 3 Different types of borrowing and advantages/disadvantages. Savings and investment, advantages and disadvantages, risk and reward</p> <p>Break Even analysis. Calculating the breakeven point, margin of safety, using break even and the limitations and benefits of break-even analysis</p> <p>Unit 14: Customer expectations and keeping customers satisfied. The benefits of good customer service. Consumer protection legislation. The impact of consumer protection legislation on business</p>	<p>Unit 1: PESTEL, SWOT, Porters 5 Forces, Business Culture, Ethics,</p> <p>Unit 2: Developing and planning a marketing campaign, Marketing Mix, Re-cap Marketing Message, Timescales, budgets and costings.</p> <p>Unit 3: Insurance products and their features advantages/disadvantages of different types. Different financial institutions their features and advantages and disadvantages How banks communicate with customers and the advantages/disadvantages Information, advice and guidance and advantages and disadvantages of using each source. Statements of comprehensive income. Calculating profit and loss. Depreciation, adjustments, pre-payments and accruals</p> <p>Unit 14: The methods used to improve customer service. Taking feedback from customers, monitoring and evaluating customer service</p>	<p>Unit 1: Demand and Supply, Market Structure. Assignment 2</p> <p>Unit 2: Rebecca's dairy revision of the syllabus through 6 hours of preparatory research. 3-hour mock examination</p> <p>Unit 3: The purpose of accounting. Capital and revenue income and expenditure. Sources of Finance and their appropriateness in different situations. Statement of financial position, current assets, current liabilities</p> <p>Unit 14: KPIs and Indicators of improved customer service/performance in a business.</p>	<p>Unit 1: Innovation and Enterprise, the benefits and how it impacts a business's success Assignment 3</p> <p>Unit 2: Past paper practice, Vinyl Records, Starlight Cinema</p> <p>Unit 3: Measuring profitability liquidity, evaluation of financial performance. Past paper practice</p> <p>Unit 14: Customer service skills and behaviours. Communication skills. Interpersonal skills, how to deal with customer complaints. Demonstrate own customer service skills. Evaluate own performance</p>	<p>Unit 1: Presentation and skills and content evaluation</p> <p>Unit 2: External examination, research and 3-hour exam</p> <p>Unit 3: Past paper practice, examination</p> <p>Unit 14: SWOT, action/development plan to improve customer service skills</p>

	Theme	Finance Managing an event International Business Recruitment and Selection Principles of Management	Finance Managing an event International Business Recruitment and Selection Principles of Management	Finance Managing an event International Business Recruitment and Selection Principles of Management	Finance Managing an event International Business Recruitment and Selection Principles of Management	Finance Managing an event International Business Recruitment and Selection Principles of Management	Finance Managing an event International Business Recruitment and Selection Principles of Management
13	Skills Knowledge Concept	<p>Unit 3: The functions and role of money. The importance of planning expenditure. Different payment methods and advantages/disadvantages. Different current accounts and students accounts and the advantages/disadvantages</p> <p>Cash Flow forecasts. Identifying cash flow problems and finding solutions the benefits and limitations of cash flow forecasts</p> <p>Unit 4: Learning aim A: Explore the role of an event organiser</p> <p>Different tasks needed to be completed by an event organiser</p> <p>Different skills needed by an effective event organiser</p> <p>Common formats for skills audit collection</p> <p>Unit 6: Definitions of management and leadership the functions of management and leadership Business Culture. Management and Leadership styles Management and Leadership skills Managing Human resources Human resource planning.</p> <p>Uni 8: The recruitment of staff, workforce planning, job centres, internal vs external advertising, on-line recruitment.</p>	<p>Unit 3 Different types of borrowing and advantages/disadvantages. Savings and investment, advantages and disadvantages, risk and reward</p> <p>Break Even analysis. Calculating the breakeven point, margin of safety, using break even and the limitations and benefits of breakeven analysis</p> <p>Unit 4: Learning aim B: Investigate the feasibility of a proposed event</p> <p>Different types of event, and the factors affecting success</p> <p>Feasibility measures and critical success factors</p> <p>Unit 6: Staff turnover, productivity Motivational theories Techniques to meet skills requirements Appraisal Managing change Quality management techniques. Standards marks</p> <p>Case study issue and research</p> <p>Unit 8: The recruitment and selection process and associated documents</p>	<p>Unit 3: Insurance products and their features advantages/disadvantages of different types. Different financial institutions their features and advantages and disadvantages How banks communicate with customers and the advantages/disadvantages Information, advice and guidance and advantages and disadvantages of using each source. Statements of comprehensive income. Calculating profit and loss. Depreciation, adjustments, pre-payments and accruals</p> <p>Unit 4: Learning Aim C Develop a detailed plan for a business, or social enterprise event</p> <p>Event planning and the use of planning tools</p> <p>Factors to be considered, including budgets, resources and contingency planning</p> <p>Unit 6: Exam case study research and examination</p> <p>Unit 8: The selection process, interviews, testing. Ethical and Legal considerations in the recruitment process. Undertake a recruitment activity</p>	<p>Unit 3: The purpose of accounting. Capital and revenue income and expenditure. Sources of Finance and their appropriateness in different situations. Statement of financial position, current assets, current liabilities</p> <p>Unit 4: Learning Aim D Stage and manage a business or social enterprise event</p> <p>Stage an event, demonstrating some relevant management Skills</p> <p>Demonstrate effective and safe management skills when organising and staging an event.</p> <p>Unit 5: Import, export, multinational. The reasons that businesses trade internationally, Different types of markets and factors affecting choice. Financing international trade Support available for international business Globalisation features.</p> <p>Unit 8: Undertake a recruitment activity. Review and evaluate a recruitment activity</p>	<p>Unit 3: Measuring profitability liquidity, evaluation of financial performance. Past paper practice</p> <p>Unit 4: Learning aim E: Reflect on the running of the event and evaluate own skills development</p> <p>Review the success of the event in meeting aims and objectives, achieving targets and receiving good feedback from stakeholders.</p> <p>Analyse the planning and running of the event, how risks and contingencies were managed, making recommendations for future improvements</p> <p>Unit 5: International trading blocs Barriers to international trade and reasons for protectionism and methods of protecting trade PESTEL SWOT analysis of a country. International business support systems. Cultural factors affecting a business and their impact on International trade</p> <p>Unit 8: Undertake a recruitment activity. Create an action plan to improve the recruitment and selection process</p>	<p>Unit 3: Past paper practice, examination</p> <p>Unit 4 Final Assessment of all assignments including time to modify and print the unit.</p> <p>Unit 5: Strategies for operating and developing international trade</p> <p>Unit 8: Undertake a recruitment activity. Create an action plan to improve the recruitment and selection process</p>
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# Economics

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Theme						
	Skills Knowledge Concept	<p>Micro (Unit 1): Introductory project Basic Economic problem, scarcity and allocation of resources, PPF Basic Demand &amp; Supply and price determination</p> <p>Macro (unit 2) The Measurement of macroeconomic performance Objectives of Gove Econ policy Macroeconomic indicators</p>	<p>Micro (Unit 1): Elasticities of demand, supply, income and cross elasticity of demand, interrelationships between markets. Specialisation and production, economies of scale</p> <p>Macro (unit 2) The circular flow of income AD and AS Analysis Introduction to Economic Thought</p>	<p>Micro (Unit 1): Spectrum of competition, conditions of perfect comp, what is a monopoly, consumer &amp; producer surplus</p> <p>Macro (unit 2) Economic Growth Employment and unemployment Inflation and deflation Conflicts between macroeconomic policy objectives</p>	<p>Micro (Unit 1): Market failure and forms of market failure, externalities, Merit, demerit goods, public goods, government failure</p> <p>Macro (unit 2) The structure of financial markets Fiscal policy Supply-side policies</p>	<p>Micro (Unit 1): Revision of topics from terms 1 &amp; 2, exam practice. Assessment AS paper</p> <p>Macro (unit 2) Revision of topics from terms 1 and 2 exam practice. Assessment AS paper</p>	<p>Micro (Unit 1): Individual economic decision making. Traditional economics assumptions, imperfect information, behavioural economics and economic policy</p> <p>Macro (unit 2) Start International economy</p>
13	Theme						
	Skills Knowledge Concept	<p>Micro (Unit 1): Production costs, types of cost and revenue. Theory of the firm, objectives, Perfect competition, monopoly</p> <p>Macro (unit 2) Start International economy Globalisation Trade Balance of Payments</p>	<p>Micro (Unit 1): Oligopolies, monopolistic competition, price discrimination, contestable markets. Efficiency of market structures</p> <p>Macro (unit 2) The Measurement of macroeconomic performance Objectives of Gove Econ policy Macroeconomic indicators</p>	<p>Micro (Unit 1): The labour market – demand and supply for labour Perfectly competitive and imperfectly competitive labour markets, Trade unions, minimum wage, discrimination</p> <p>Macro (unit 2) Economic Growth Employment and unemployment Inflation and deflation Conflicts between macroeconomic policy objectives Paper 3 work – think like an Economist</p>	<p>Micro (Unit 1): Distribution of income &amp; wealth, poverty and types of poverty. Policies to address poverty and redistribute income and wealth. Revision of Terms 1 to 5. Assessment A` level paper</p> <p>Macro (unit 2) The structure of financial markets Fiscal policy Supply-side policies Paper 3 work – think like an Economist</p>	<p>Micro (Unit 1) and Unit 3 synoptic unit Revisions exam practice past papers. Unit 3 technique</p> <p>Macro (unit 2) Revisions exam practice past papers. Unit 3 technique</p>	<p>Unit 3 Revision and exam technique up to date of last exam</p> <p>Macro (unit 2) Revision and exam technique up to date of last exam</p>
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# Media

Media							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
10	Theme	Media Language	Media Language	Media Representation	Media Representation	Media Audience	Media Audience
	Skills Knowledge Concept	Semiotics Denotation & Connotation Polysem & Anchorage - Semiotics Convention - Magazine Front Covers Mise-En-Scene - Shots and Framing Mise-En-Scene - Diegetic/Non-Diegetic Sound Mise-En-Scene - Setting, Costume and Lighting Todorov Narrative - Patterns Propp Todorov Narrative - Style Todorov Narrative - Theory Binary Opposition Levi Strauss	Textual Analysis Values and Beliefs - Usher & Pepsi Selection & Anchorage - Glamour and Heat Celebrity - Heat Gossip Magazines Audience Values Representation Celebrity - Star Theory - Beyoncé Celebrity - Hepburn & Galaxy Intertextuality - Hepburn & Galaxy Celebrity - Hepburn	Representation - Magazine Front Covers Mediations - Selections - Silverstone - Lohan & Winehouse Effects Debate - Covergirl Effects Debate - Pretty Little Liars & Tabloids Barthes Explicit & Implicit Advertising Shot Selection & Ordering Effects Debate - Stereotypes Gender Stereotypes - Arthur Men's Health Mediated Representations Newspapers Narrative Structure Newspapers Ethnicity & Nationality Impact of Representations Propp	Language, Representation and Context - OMO Representation & Gender - OMO Audience - Gerbner & Hall - OMO Language, Representation and Context - Tatler Representation Stereotypes -Tatler Language, Representation and Context - Reveal Language and Representation - NHS Campaign Anchorage and Intertextuality - Lady Leshurr	Measuring Audience - Global, Mass, National & Niche Audience Identity - Demographics - Ethnography - Psychographics Profiling - Ethnographic - Psychographic - Blumler & Katz Effects Debate - Hypodermic Needle - Cultivation Theory Gerbner & Gross Two-Step Flow - Young & Rubicam - Lazarsfeld Influencers Imaginary Entities Uses & Gratification Model - Blumler & Katz - Hall Uses & Gratification Model Reception Theory - Hall - Fragmented Audience – Consumption Moral Panics - Cohen's Model Media Today - Prosumers - The Third Wave	Media Language - Brand - Zoella Media Audience and Representation – Gender Influencer - Two-Step Flow - Lazarsfeld & Katz Identity - Blumler & Katz Hyper-Reality - Baudrillard - Kim Kardashian Representation - Gender Audience - Identity - Gaming Apps - Kim Kardashian Industry - Mobile Apps - Fandom - Jenkins Representation - Lara Croft Go Audience - Lara Croft Go Industry and Regulation  Also Introduce NEA Briefs and Preparation/Research Tasks Completed
11	Theme	Media Institutions	Media Institutions	Final CSP & NEA			
	Skills Knowledge Concept	Defining Institutions - Disney and Film Convergence, Synergy & Globalisation Expanding Institutions - Horizontal & Vertical Integration Subscription, Licence & Advertising TV Institutions BBC, Channel 4, Satellite & Cable Context & Consumption Institutions – Scheduling Print Institutions - Analysing Tabloids & Broadsheets Film Institutions - Hollywood Convergence Neale - Genre - Serial TV Drama Ownership – Gatekeeping News Film, Print & Online Who's show is it anyway?	Language - The Daily Mirror Representation - The Daily Mirror Audience - The Daily Mirror Industry & Contexts Language - The Times Representation - The Times Audience - The Times Newspapers Creating Success in the Exam Arctic Monkeys MV Audience Arctic Monkeys Industry & Contexts Arctic Monkeys Audience One Direction Industry & Research One Direction Music Video Tasks - Arctic Monkeys & One Direction	Language <i>Television - Dr Who/Class</i> Representation & Audience Propp - <i>Dr Who/Class</i> Industry & Contexts - Conventions & Representation - Science Fiction Genre - <i>Dr Who/Class</i> Audience TV Forms - Social & Industry Contexts - Blumler & Katz - Character tropes - <i>Dr Who/Class</i>  NEA Production: Final Editing/Composition Presentation Evaluation.		Exam Preparation and Revision	COMPLETION OF COURSE
Wider Curriculum							



# Media

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Theme	Media Language	Media Language	Media Representation	Media Representation	Media Audience	Media Audience
	Skills Knowledge Concept	Study of Semiotic: Barthes, Saussure, Pierce and Levi Strauss. Myth and Hyperreality. Narrative Theory: Todorov, Propp and Barthes Media Language: Conventions, Mise-en-Scene and Star Theory  <i>Unit 7 Core Lessons</i>	Applying Theoretical models. Media Representation Tide Compassion Fatigue WaterAid Music Videos: Formation and Riptide Representation and Ideologies - The Daily Mirror and The Times  <i>Unit 7 CSP Lessons</i>	Introducing Representation Mediation-Newspaper Analysis Gender Tropes: Butler and Mulvey. Queer Theory. Third Wave Feminism. Hegemony: Gramsci Stereotypes & Countertypes: Gilroy – Tomb Raider  <i>Unit 8 Core Lessons</i>	Applying Theoretical models. Audience: Tide and WaterAid Audience and Institutions: The Daily Mirror & The Times Clay Shirky Assassins Creed Franchise Film Industry: Black Panther & I, Daniel Blake  <i>Unit 8 CSP Lessons</i>	What is Audience? Effects Model: Frankfurt School, Hypodermic Model, Cultivation Model – Gerbner, Two Step Flow Theory. Uses & Gratification Theory. Demographics, Audience Profiling/Fragmentation. Death of Audience - Shirky Cohen and Moral Panics.  <i>Unit 9 Core Lessons</i>	Magazines: Mainstream & Alternative. Genre Theory/Branding Cover/Content Conventions Contexts and Era Mode of Address Representations Ideology Advertising (Also Introduce NEA Briefs and Preparation/Research Tasks Completed. NEA Pitch)  <i>Unit 9 CSP Lessons</i>
13	Theme	Media Industry	Media Industry	Final CSP			
	Skills Knowledge Concept	Defining Institutions Curran & Seaton Ownership in the Digital Age Funding – Sponsorship & Placement. Convergence. Schedules: Stripping/Stacking Print: Agenda Setting Genre - TV Drama Dominant Hegemony & Gatekeeping Regulation: Ofcom/Ratings  <i>Unit 10 Core Lessons</i>	Rise of the Vlogger Genre & Analysis Media Representation Zoella Media Language Zoella Influencers Audience Zoella Mode of Address Ideology in Online Products Online Sit Analysis – Attitude Adverts – Cultural Context Audience Issues.  <i>Unit 10 CSP</i>	TV Conventions - Genre Analysis - Ripper Street Exemplar - Neale - Repetition & Difference - Hybridity - Life on Mars - The Bridge Language - Narrative - Genre - Long Form TV - Documentaries Language - Structuralism - Post-Modernism -Representation & Identity - Hall - Gauntlett - Buckingham Identities - Van Zoonen - Gender - bell hooks - Butler - Gilroy - Ethnicity - Post-Modernism - Baudrillard - Levi-Strauss - Life on Mars Institutional Issues - Platforms - Broadcasting – Hesmondhalgh Audience - Blumler & Katz - Uses & Gratifications Verisimilitude/Modality Long Form Television Drama - Industry Contexts - Audience – Technology  NEA Production: Final Editing/Composition Presentation Evaluation		Exam Preparation and Revision	<b>COURSE COMPLETION</b>
Wider Curriculum							



# Psychology

Psychology							
		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Theme	Component 1/Component 2	Component 1/Component 2	Component 1/Component 2	Component 1/Component 2	Component 2	Component 2
	Skills Knowledge Concept	<p><u>Component 1</u> Intro to the five approaches, Biological approach: assumptions, therapy, classic evidence, contemporary debate and evaluation</p> <p><u>Component 2</u> Review of Research Methods Milgram's work – Deciding on a research question – aim, hypotheses (alternative, directional/nondirectional, null), Methodologies – Experiments and Quasi-experiments, Location of research (lab, field, on-line) Experimental design (independent groups, matched pairs, repeated measures), Reliability and Validity</p> <p>Answering short exam answers Approaches and RM</p>	<p><u>Component 1</u> Psychodynamic approach: assumptions, therapy, classic evidence, contemporary debate and evaluation</p> <p><u>Component 2</u> participant and nonparticipant observations, content analysis, structured interviews and questionnaires, semi-structured interviews, correlational studies, case studies self-report, primary/secondary, quantitative and qualitative data, Ethics – confidentiality, informed consent, right to withdraw, deception, risk of stress, anxiety, humiliation or pain, risks of values, beliefs, relationships, status, privacy, working with vulnerable individuals (inc. children)</p> <p>Answering 10-mark exam questions – Bowlby, Milgram</p>	<p><u>Component 1</u> Positive Approach: assumptions, therapy, classic evidence, contemporary debate and evaluation</p> <p><u>Component 2</u> Measures of central tendency (mean, median, mode) and range correlational studies, Graphical representations - frequency tables, graphs (line, bar charts, histograms, pie charts, scatter graphs), Review of mathematical skills – computation inc. decimals, fractions, percentages, ratios, estimates, Handling data – intro to significance, probability</p> <p>Answering long exam questions, evaluation and Ethical Issues</p>	<p><u>Component 1</u> Behaviourist approach: assumptions, therapy, classic evidence, contemporary debate and evaluation, Cognitive approach: assumptions, therapy, classic evidence, contemporary debate and evaluation</p> <p><u>Component 2</u> Start Personal Investigation 1 Planning stage.</p> <p>Answering full question on above approaches</p>	<p><u>Component 1</u> Revision – Biological approach vs Behaviourist approach – assumptions.</p> <p>Value of Psychodynamic therapies</p> <p><u>Component 3</u> Intro to controversy – Nature/Nurture debate Controversy – Ethical Issues – working with children / risk to individuals</p> <p>Complete past papers in class time on topics above</p>	<p><u>Component 2</u> Carry out first personal investigation</p> <p>Revision using past papers. Progress exam</p>
13	Theme	Component 1/Component 2 and Component 3	Component 3/Component 2	Component 3/Component 2	Component 2/Component 1	Component 2/Component 3	
	Skills Knowledge Concept	<p><u>Component 1</u> Review of the five approaches: assumptions, therapy, classic evidence, contemporary debate and evaluation, Biological, Behaviourist, Positive, Psychodynamic, Cognitive</p> <p><u>Component 2</u> Review of Research Methods (RM) including Milgram and Kohlberg's work Addictive Behaviours: Biological explanations – dopamine, addictive genes, Individual differences explanations – personalities, cognitive biases, Social Psychological Explanations – peer influences, the role of the media, Methods of modifying behaviour – agonist and antagonist substitution, aversion therapy. Controversies – Ethical costs of Conducting research – benefits to society, individual participants, potentially negative consequences for society, risk management techniques</p>	<p><u>Component 3</u> Stress: Biological explanations – adrenalin and acute stress, Cortisol and chronic stress, Individual differences explanations –hardiness, type A and B personality, Social Psychological Explanations –life events, daily hassles, Methods of modifying behaviour – beta blockers, stress inoculation training. Controversies – Cultural Bias, cross cultural studies, Difference or bias, ethnocentrism, historical and social context. Sexism – gender differences or gender bias, heterosexist, historical and social context, the 'invisibility' of women in Psychology, Non-human animals – BPS guidelines for psychologists working with animals, comparative ethological psychology, use as a therapeutic device, speciesism.</p> <p><u>Component 2</u> Review of mathematical skills – computation inc. decimals, fractions, percentages, ratios, estimates,</p>	<p><u>Component 3</u> Criminal Behaviour: Biological explanations – Inherited criminality, role of the amygdala, Individual differences explanations –Eysenck's criminal personality, cognitive factors, Social Psychological Explanations – Differential association theory, gender socialisation, Methods of modifying behaviour – anger management, restorative justice Controversies – Scientific status – benefits of being a science, changing nature of science, costs of being a science, methodologies of varies approaches.</p> <p><u>Component 2</u> Review of Research Methods – Deciding on a research question – aim, hypotheses (alternative, directional/nondirectional, null), Methodologies – Experiments and Quasi-experiments, participants and nonparticipant observations, content analysis, structured interviews and questionnaires, semi-structured</p>	<p><u>Component 2</u> Location of research (lab, field, on-line) Experimental design (independent groups, matched pairs, repeated measures) Levels of measurement (nominal, ordinal, interval and ratio) Graphical representations - frequency tables, graphs (line, bar charts, histograms, pie charts, scatter graphs) Distribution curves (normal, positive, negative skewed distributions) Measures of central tendency (mean, median, mode) Measures of dispersion (range, standard deviation) Inferential stats – Chi square, Mann Whitney U, Spearman's rho, Wilcoxin, probability values, observed/critical, Appropriate mathematical symbols. Reliability – internal/external, dealing with issues, assessment (test-retest, inter-rater, split-half), Validity – internal/external, issues (researcher bias, demand characteristics, social desirability), dealing with issues, assessment (concurrent, predictive, face, content and construct), Ethics – confidentiality, informed consent, right to withdraw, deception, risk of stress,</p>	<p><u>Revision</u> C1 Psychology: past and present, C2 Research Methods and Personal Investigations - Carry out second personal investigation C3 Psychology: Implications in the real world</p> <p>Complete past papers in class time on topics above</p>	<p>Revision using past papers External exam</p>



		Timed essays – Addiction Controversies	Handling data – significance, probability, sampling scientific data, selecting appropriate stats tests,  Timed Essays – Stress, Controversies	interviews, correlational studies, case studies, brain scans, longitudinal, cross sectional, self-report, primary/secondary, quantitative and qualitative data  Timed Essays – Criminal Behaviour and Research Methods	anxiety, humiliation or pain, risks of values, beliefs, relationships, status, privacy, working with vulnerable individuals (inc. children, working with animals, risk management (inc. ethics committees and guidelines), The role of scientific community in validating new knowledge (peer review, format of reporting an investigation)  <u>Component 1</u> Review of the five approaches: assumptions, therapy, classic evidence, contemporary debate and evaluation, Biological, Behaviourist, Positive, Psychodynamic, Cognitive  Timed Essays – Component 1 and Research Methods		
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# Sociology

		Term1		Term2		Term3	
		Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
12	Theme	Unit 1/Unit 2	Unit 1/Unit 2	Unit 1/Unit 2	Unit 1		
	Skills Knowledge Concept	<p><u>Unit 1</u> Relationship - economy and class structure, differential educational achievement of social groups by social class, gender and ethnicity, relationships and processes within schools, reference to teacher/pupil relationships, pupil identities, subcultures, hidden curriculum, organisation of teaching and learning</p> <p><u>Unit 2</u> Culture and Identity Students are expected to be familiar with sociological explanations of the following content: different conceptions of culture, including subculture, mass culture, folk culture, high and low culture, popular culture and global culture, the socialisation process and the role of the agencies of socialisation, the self, identity and difference as both socially caused and socially constructed</p> <p>Answering short exam answers Approaches and RM Answering 10-mark exam questions</p>	<p><u>Unit 1</u> Significance of educational policies, incl. policies of selection, marketisation, privatisation, policies to achieve greater equality of opportunity or outcome for understanding of the structure, role, impact and experience of and access to education, impact of globalisation on educational policy. Research Methods: Primary / secondary, quantitative and qualitative, positivism, interpretivism and sociological methods, 'social facts'</p> <p><u>Unit 2</u> the relationship of identity to age, disability, ethnicity, gender, nationality, sexuality and social class in contemporary society, the relationship of identity to production, consumption and globalisation. Families and Households Students are expected to be familiar with sociological explanations of the following content:</p> <p>Answering 20-mark exam questions,</p>	<p><u>Unit 1</u> Research Methods: Theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research. Sources of data, incl. questionnaires, interviews, participant /non-participant observation, experiments, documents and official statistics.</p> <p><u>Unit 2</u> Relationship of the family to the social structure and social change, with particular reference to the economy and to state policies, changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course, including the sociology of personal life, and the diversity of contemporary family and household structures, gender roles, domestic labour and power relationships within the family in contemporary society,</p> <p>Answering 30-mark exam questions, 10-mark RM questions</p>	<p><u>Unit 1</u> Students must be able to apply sociological research methods to the study of education. Methods in Education</p> <p><u>Unit 2</u> Nature of childhood, and changes in the status of children in the family and society, Demographic trends in the United Kingdom since 1900: birth rates, death rates, family size, life expectancy, ageing population, and migration and globalisation.</p> <p>Answering 20-mark MIC exam questions,</p>	Complete past papers in class time on topics learned throughout the year.	Revision using past papers. Progress exam
13	Theme	Unit 2/Unit 3	Unit 2/Unit 1/Unit 3	Unit 1/Unit 2/Unit 3	Unit 2/Unit 3	Unit 2/Unit 3	
	Skills Knowledge Concept	<p><u>Unit 2</u> Development, underdevelopment and global inequality, globalisation and its influence on the cultural, political and economic relationships between societies</p> <p><u>Unit 3</u> Crime, deviance, social order and social control Quantitative and qualitative methods of research; research design Sources of data, Inc. questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics Timed essay: Globalisation</p>	<p><u>Unit 2</u> Role of transnational corporations, non-governmental organisations and international agencies in local and global strategies for development</p> <p><u>Unit 1</u> Methods in Education</p> <p><u>Unit 3</u> Social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime Theoretical, practical and ethical considerations influencing choice of topic, Timed essay: Distribution of Crime</p>	<p><u>Unit 2</u> Methods in Education</p> <p><u>Unit 2</u> Development in relation to aid and trade, industrialisation, urbanisation, the environment, war and conflict</p> <p><u>Unit 3</u> Globalisation and crime in contemporary society; the media and crime: green crime; human rights and state crimes. Primary and secondary data, and between quantitative and qualitative data Relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' Theoretical, practical and ethical considerations influencing choice of topic, Timed essays – Global conflict, Research Methods</p>	<p><u>Unit 2</u> Employment, education, health, demographic change and gender as aspects of development</p> <p><u>Unit 3</u> Crime control, surveillance, prevention and punishment, victims Choice of method(s) and the conduct of research Consensus, conflict, structural and social action theories,</p> <p>Timed essays – Global change, Crime Prevention</p>	<p><u>Unit 3</u> The role of the criminal justice system and other agencies Concepts of modernity and post-modernity in relation to sociological theory Nature of science and the extent to which Sociology can be regarded as scientific, Relationship between theory and methods, Debates about subjectivity, objectivity and value freedom / relationship between Sociology and social policy.</p> <p>Complete past papers in class time on topics above</p>	Revision using past papers External exam
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