



# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: Mathematics

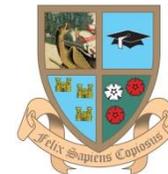
Year: 13

Teacher's Name: Mr Clifton

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	P4: Ch 5: Differentiation	<ul style="list-style-type: none"> <li>● Parametric differentiation</li> <li>● Implicit differentiation</li> <li>● Rates of change</li> </ul>
	10 <sup>th</sup> January	P4: Ch 6: Integration	<ul style="list-style-type: none"> <li>● Finding the area under a curve defined parametrically</li> <li>● Volumes of revolution around the x-axis</li> <li>● Integration by substitution</li> <li>● Integration by parts</li> <li>● Partial fractions</li> <li>● Solving differential equations</li> <li>● Modelling with differential equations</li> </ul>
	17 <sup>th</sup> January	P4: Ch 7: Vectors	<ul style="list-style-type: none"> <li>● Vectors</li> <li>● Representing vectors</li> <li>● Magnitude and direction</li> <li>● Vectors in 3D</li> <li>● Solving geometric problems in two dimensions</li> <li>● Solving geometric problems in three dimensions</li> <li>● Position vectors</li> <li>● 3D coordinates</li> <li>● Equations of a line in three dimensions</li> <li>● Points of intersections</li> <li>● Scalar product</li> </ul>
	24 <sup>th</sup> January		
	14 <sup>th</sup> February	D1: Ch 1: Algorithms	<ul style="list-style-type: none"> <li>● Using and understanding algorithms</li> <li>● Flow charts</li> <li>● Bubble sort</li> <li>● Quick sort</li> <li>● Bin-packing algorithms</li> </ul>



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			<ul style="list-style-type: none"><li>● Binary search</li></ul>
21 <sup>st</sup> February	D1: Ch 2: Graphs and Networks		<ul style="list-style-type: none"><li>● Modelling with graphs</li><li>● Graph theory</li><li>● Special types of graph</li><li>● Representing graphs and networks using matrices</li></ul>
28 <sup>th</sup> February	D1: Ch 3: Algorithms on Graphs		<ul style="list-style-type: none"><li>● Kruskal's algorithm</li><li>● Prim's algorithm</li><li>● Applying Prim's algorithm to a distance matrix</li><li>● The nearest neighbour algorithm</li><li>● Using Dijkstra's algorithm to find the shortest path</li></ul>
7 <sup>th</sup> March	D1: Ch 4: Route Inspection		<ul style="list-style-type: none"><li>● Eulerian graphs</li><li>● Using the route inspection algorithm</li></ul>
14 <sup>th</sup> March	D1: Ch 5: Travelling Salesman		<ul style="list-style-type: none"><li>● The classical and practical travelling salesman problems</li><li>● Using a minimum spanning tree method to find an upper bound</li><li>● Using a minimum spanning tree method to find a lower bound</li><li>● Using the nearest neighbour algorithm to find an upper bound</li></ul>
21 <sup>st</sup> March	D1: Ch 6: Critical Path Analysis		<ul style="list-style-type: none"><li>● Modelling a project</li><li>● Dummy activities</li><li>● Early and late event times</li><li>● The float of an activity</li><li>● Critical activities</li><li>● Gantt charts</li><li>● Scheduling diagrams</li></ul>

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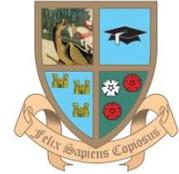
Year: 13

Teacher's Name: Mr Clifton

	28 <sup>th</sup> March	D1: Ch 7: Linear Programming	<ul style="list-style-type: none"><li>● Linear programming problems</li><li>● Graphical methods</li><li>● Locating the optimal point</li><li>● Solutions with integer values</li></ul>
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# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: Psychology

Year: 13

Teacher's Name: A O'Brien

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	The physical environment	Describe and evaluate the following: <ul style="list-style-type: none"><li>• retail/leisure environment design<ul style="list-style-type: none"><li>– retail store architecture (Turley and Milliman, 2000)</li><li>– leisure environments (Finlay et al., 2006)</li><li>– store interior layout (Vrechopoulos, 2004)</li></ul></li><li>• sound and consumer behaviour<ul style="list-style-type: none"><li>– music in restaurants (North et al., 2003)</li><li>– music in open air markets (Guéguen et al., 2007)</li><li>– background noise and food perception (Woods et al., 2010)</li></ul></li></ul>
	10 <sup>th</sup> January	The physical environment	<ul style="list-style-type: none"><li>• lighting, colour and smell<ul style="list-style-type: none"><li>– models of effects of ambience: pleasure-arousal and cognition emotion</li><li>– lighting and colour in retail stores (Kutlu et al., 2013)</li><li>– effects of odour on shopper arousal and emotion (Chebat and Michon, 2003)</li></ul></li></ul>
	17 <sup>th</sup> January	The psychological environment	Describe and evaluate the following: <ul style="list-style-type: none"><li>• environmental influences on consumers<ul style="list-style-type: none"><li>– cognitive maps of retail locations (Mackay and Olshavsky, 1975)</li><li>– crowding in retail environments (Machleit et al., 2000)</li><li>– shopper movement patterns (Gil et al., 2009)</li></ul></li><li>• menu design psychology<ul style="list-style-type: none"><li>– eye movement patterns, framing and common menu mistakes (Pavesic, 2005)</li></ul></li></ul>
	24 <sup>th</sup> January	The psychological environment	<ul style="list-style-type: none"><li>– primacy, recency and menu item position (Dayan and Bar-Hillel, 2011)</li><li>– sensory perception and food name (Wansink et al., 2005)</li></ul>



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## Secondary Long-Term Plan 2021-22

Subject: Psychology

Year: 13

Teacher's Name: A O'Brien

		<ul style="list-style-type: none"> <li>• personal space               <ul style="list-style-type: none"> <li>- theories of personal space: overload, arousal and behaviour constraint</li> <li>- space at restaurant tables (Robson et al., 2011)</li> <li>- defending place in a queue (Milgram et al., 1986)</li> </ul> </li> </ul>
14 <sup>th</sup> February	Consumer decision-making	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• consumer decision-making               <ul style="list-style-type: none"> <li>- models: utility theory, satisficing, prospect theory</li> <li>- strategies: compensatory, non-compensatory and partially compensatory</li> </ul> </li> <li>marketing theories: consideration and involvement (Richarme, 2005)</li> <li>• choice heuristics               <ul style="list-style-type: none"> <li>- availability, representativeness</li> </ul> </li> </ul>
21 <sup>st</sup> February	Consumer decision-making	<ul style="list-style-type: none"> <li>- anchoring and purchase quantity decisions (Wansink et al., 1998)</li> <li>- pre-cognitive decisions (Knutson et al., 2007).</li> <li>• intuitive thinking and its imperfections               <ul style="list-style-type: none"> <li>- thinking fast and thinking slow/system 1 and system 2 (Shleifer, 2012)</li> <li>- choice blindness (Hall et al., 2010)</li> <li>- false advertising and memory (Braun-LaTour et al., 2004)</li> </ul> </li> </ul>
28 <sup>th</sup> February	The product	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• packaging, positioning and placement               <ul style="list-style-type: none"> <li>- gift-wrapping (Porublev et al., 2009)</li> <li>- product colour and associative learning (Grossman and Wisenblit, 1999)</li> <li>- attention and shelf position (Atalay et al., 2012)</li> </ul> </li> <li>• selling the product               <ul style="list-style-type: none"> <li>- sales techniques: customer/competitor/product focused</li> </ul> </li> </ul>
7 <sup>th</sup> March	The product	<ul style="list-style-type: none"> <li>- interpersonal influence techniques; disrupt-then-reframe (Kardes et al., 2007)</li> </ul>

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		<ul style="list-style-type: none"> <li>- ways to close a sale</li> <li>• buying the product</li> <li>- purchase decisions: theory of planned behaviour (Ajzen, 1991)</li> <li>- black box (stimulus-response) model</li> <li>- consumer decision model</li> </ul>
14 <sup>th</sup> March	Advertising	<p>Describe and evaluate the following:</p> <ul style="list-style-type: none"> <li>• types of advertising and advertising techniques                             <ul style="list-style-type: none"> <li>- advertising media (e.g. television, etc.); persuasive techniques</li> <li>- marketing mix models: The 4 Ps (McCarthy), The 4 Cs (Lauterborn)</li> <li>- product placement in films (Auty and Lewis, 2004)</li> </ul> </li> <li>• communication and advertising models                             <ul style="list-style-type: none"> <li>- changing attitudes and models of communication (source, message, etc.)</li> </ul> </li> </ul>
21 <sup>st</sup> March	Advertising	<ul style="list-style-type: none"> <li>- AIDA model (and updates of it)</li> <li>- hierarchy of effects model</li> <li>• advertising applications                             <ul style="list-style-type: none"> <li>- brand recognition in children (Fischer et al., 1991)</li> <li>- advertising and consumer personality (Snyder and DeBono, 1985)</li> <li>- effective slogans (Kohli et al., 2007)</li> </ul> </li> </ul>
28 <sup>th</sup> March		Revision



# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: CIE A2 IT

Year: 13

Teacher's Name: Laurence Bell

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	<b>Using Networks: Network security</b>	<ul style="list-style-type: none"> <li>describe the security issues that could arise from networking computers</li> <li>explain how security issues can be prevented on a computer network</li> </ul>
	10 <sup>th</sup> January	<b>Using Networks: Network security:</b>	<b>Satellite Communication Systems</b> <ul style="list-style-type: none"> <li>describe how satellite communication systems are used and work in data transfer systems, television and radio broadcasting systems and global positioning systems (GPS)</li> </ul>
	17 <sup>th</sup> January	<b>Project management: Prototyping</b>	<ul style="list-style-type: none"> <li>describe types of prototyping (including: evolutionary, incremental, throw-away, rapid)</li> <li>discuss the advantages and disadvantages of prototyping</li> <li>describe Rapid Application Development (RAD) and other methods of software development (including: the conventional 'waterfall' method)</li> <li>discuss the advantages and disadvantages of rapid application development (RAD)</li> </ul>
	24 <sup>th</sup> January	<b>Mail merge</b>	<ul style="list-style-type: none"> <li>create a master document structure (including: standard letter)</li> <li>create a source file using appropriate software</li> <li>link a master document to a source file, identifying and using correct field names, using conditional operators</li> <li>specify rules for managing recipients and content of a mail merge</li> <li>set up fields for manual completion</li> <li>create appropriate prompts to the user</li> </ul>
	14 <sup>th</sup> February	<b>Programming for the web JavaScript</b>	<b>Use JavaScript to:</b> <ul style="list-style-type: none"> <li>Add interactivity to web pages</li> <li>Change HTML content</li> <li>Change HTML styles</li> <li>Show/Hide HTML elements</li> </ul>
	21 <sup>st</sup> February	<b>Programming for the web JavaScript</b>	<ul style="list-style-type: none"> <li>demonstrate a range of object-based programming techniques</li> <li>recognise data types (including: number, string, Boolean, array, object)</li> </ul>

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Subject: CIE A2 IT

Year: 13

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28 <sup>th</sup> February	<b>Programming for the web JavaScript</b>	<ul style="list-style-type: none"><li>• create functions</li><li>• Know and understand the structure</li><li>• and syntax of JavaScript code.</li></ul>
7 <sup>th</sup> March	<b>Programming for the web JavaScript</b>	Use JavaScript to: <b>output/display data to:</b> <ul style="list-style-type: none"><li>• HTML documents</li><li>• HTML elements</li><li>• alert boxes</li><li>• the browser console</li></ul>
14 <sup>th</sup> March	<b>Programming for the web JavaScript</b>	Display data in different ways <ul style="list-style-type: none"><li>• React to common HTML events</li><li>• Provide user interaction</li></ul>
21 <sup>st</sup> March	<b>Exam Revision:</b>	
28 <sup>th</sup> March	END of TERM EXAMS	



# Britannica International School, Shanghai

## Secondary Long-Term Plan 2021-22



Subject: Art & Design

Year: 13

Teacher's Name: Ineke Oosthuizen

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	Review and refine Peer and self-assessment  AO2 Review and refine ideas as work develops	<b>Using peer / self-assessment to reflect on work completed so far and to inform development</b>  <ul style="list-style-type: none"> <li>• Peer assessment – learners' review each other's work to identify areas that they think have worked well and that could be developed further.</li> <li>• Learners review their own work, identify areas of interest and consider ideas for further artist research. Learners share these with a peer explaining their concerns and any problems they foresee.</li> <li>• Identify how they will gather this research.</li> </ul>
	10 <sup>th</sup> January 17 <sup>th</sup> January 24 <sup>th</sup> January 14 <sup>th</sup> February	Artist research learner led  Written work 1000– 1500 words  AO1 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress  AO3 Develop ideas through investigations informed by contextual and other sources, demonstrating analytical and critical understanding	Gather research <ul style="list-style-type: none"> <li>• Learners spend the following four weeks building on their research into their chosen theme. This will depend on the theme of their Personal Investigation.</li> <li>• Learners should select two more artworks to research. These may be sourced from first hand, or they may research from second images of the work.</li> <li>• Consider their brief when selecting the work, it may be a comparison from a different period of the same artist or it may be a different artist responding to similar themes or issues.</li> <li>• Learners should consider how they will be presenting the personal investigation and start to write up their research in an appropriate way.</li> </ul> <p>Written analysis Focus on the key areas for analysis:</p> <ul style="list-style-type: none"> <li>• Personal experience – learners should consider what they bring with them when they view the work. Their past experiences, their identity and their prior knowledge/expectations of the work.</li> <li>• Content – research when, where and who made the work. Consider the reasons it was made and what was happening in the local and wider world at the time. Influences and inspirations of the artist/ crafts person/designer</li> <li>• Subject – what impact or influence does the title have on the understanding or evaluation of the work, does it come under a genre or explore a theme.</li> <li>• Object – analyse the aesthetic and technical qualities of the work, its colour, shape surface, materials, process, scale, composition, viewpoint.</li> </ul>



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## Secondary Long-Term Plan 2021-22

Subject: Art & Design

Year: 13

Teacher's Name: Ineke Oosthuizen

	21 <sup>st</sup> February	Review and refine Peer and self-assessment  AO2 Review and refine ideas as work develops	Using peer / self-assessment to reflect on work completed so far and to inform development  Peer assessment – learners review each other's work to identify areas that they think could be developed further in the practical work.
	28 <sup>th</sup> February 7 <sup>th</sup> March 14 <sup>th</sup> March 21 <sup>st</sup> March	Develop practical work in response to artist study  AO1 Record ideas, observations and insights relevant to intentions, reflecting critically on work and progress AO2 Explore and select appropriate resources, media, materials, techniques and processes, reviewing and refining ideas as work progresses	Produce two final outcomes in response to artist research  From the research undertaken so far, learners should develop their own ideas for their practical work. This could be as a response to the contextual research of the investigation so far, or it could be based on technical research, exploring media and processes.  Experiment more extensively with ideas generated from their artist research to influence and stimulate manipulation of their own images. Annotate all studies Produce two final outcomes in response to artist research  <b>Extension activity:</b> Make a further two final outcomes in response to the artist/crafts person/designer study.
	28 <sup>th</sup> March	Review and refine Peer and self-assessment  AO2 Review and refine ideas as work develops AO4 Present a personal and coherent response that realises intentions and, where appropriate makes connections	Learners use the mark scheme to assess progress so far and identify any areas for improvement.  Focus on the four assessment objectives (AOs) and make sure work covers each of them. Refer back to the initial brief for their Personal Investigation and assess whether they have reached a conclusion to their study. Make sure they consider how they intend to present the written element and the practical element so that they are integrated in a considered and meaningful way. Learners should present their work to their peer and explain how their work has achieved the brief or if not, identify what needs to be done.

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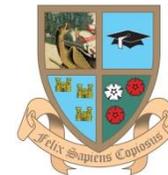
Teacher's Name: Ineke Oosthuizen

		between visual and other elements	
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# Britannica International School, Shanghai

## Secondary Long-Term Plan 2021-22



Subject: A Level Chinese

Year: Y13

Teacher's Name: Elaine Fu

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	主题四：1978 年改革开放对中国的影响 副主题：变革  ——超级大都市  <b>Theme 4:The impact of reform and opening up in 1978 on China</b>  <u>Sub theme: Reform</u>  Megacities	1.什么是“超级大都市”？ 2.中国有哪些“超级大都市”？ 3.举一例说明为何这座城市能发展成为超级大都市？ 4.这些城市有哪些特点？ 5.在这些城市生活有哪些机遇和挑战？
	10 <sup>th</sup> January	主题四：1978 年改革开放对中国的影响 副主题：变革  ——城市移民	1.在中国哪些城市外来人口众多？ 2.外来人口移居城市的原因 3.外来人口移居城市可能面临的困难 4.城市外来人口对城市的发展有哪些利与弊？ 5.如何应对外来人口可能带来的问题？（每个问题逐一讨论） 6.你认为城市是否应该尽可能地接纳外来人口？
	17 <sup>th</sup> January	<b>Theme 4:The impact of reform and opening up in 1978 on China</b>  <u>Sub theme: Reform</u>  Urban migration	- 户口制度是什么？ - 其作用是什么？ - 其带来的问题是什么？ - 是否应该取消户口制度？



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Subject: A Level Chinese

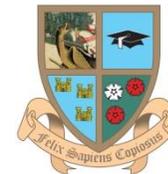
Year: Y13

Teacher's Name: Elaine Fu

24 <sup>th</sup> January	<p>主题四：1978 年改革开放对中国的影响 副主题：中英关系</p> <p>——概况</p> <p><b>Theme 4: The impact of reform and opening up in 1978 on China</b></p> <p><u>Sub theme: China-UK Relation</u></p>	<ol style="list-style-type: none"><li>1. 中英关系对中、英两国来说，有什么重要性？请分别说明</li><li>2. 自改革开放以来，中英关系经历了哪些重大发展？</li><li>3. 中英关系发展在哪些方面存在障碍？（两国在哪些方面有矛盾？）</li><li>4. 在 2015 年，曾有说法称“中英关系”进入了“黄金时代”，当时为何这样说？现状是否依然如此？</li><li>5. 近年来，中英关系方面有哪些重要事件发生？对两国关系有何影响？（如：脱欧，英国不顾美国反对与华为合作 5G）</li></ol>
14 <sup>th</sup> February	<p>主题四：1978 年改革开放对中国的影响 副主题：中英关系</p> <p>——贸易关系</p> <p><b>Theme 4: The impact of reform and opening up in 1978 on China</b></p> <p><u>Sub theme: China-UK Relation</u></p> <p>Trading</p>	<ol style="list-style-type: none"><li>1. 中英两国在贸易方面的关系如何？</li><li>2. 疫情对两国贸易有什么样的影响？</li><li>3. 脱欧以后，对中英贸易会产生什么样的影响？</li></ol>
21 <sup>st</sup> February	<p>主题四：1978 年改革开放对中国的影响</p>	<ol style="list-style-type: none"><li>1. 近年来，中英两国在教育领域有哪些重要的合作与交流？</li><li>2. 近年来，中国赴英留学人数逐年增加。中国学生选择去英国留学的原因是什么？</li></ol>



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Teacher's Name: Elaine Fu

	副主题：中英关系 ——教育交流  <b>Theme 4: The impact of reform and opening up in 1978 on China</b>  <u>Sub theme: China-UK Relation</u>  Education	3. 中国赴英留学生人数增加，对中英文化交流有什么好处？ 4. 与此同时，也有越来越多的英国学校来中国开办学校，这是什么原因？ 5. 英式学校在中国市场受到欢迎的原因是什么？
28 <sup>th</sup> February	主题四：1978年改革开放对中国的影响 副主题：中英关系 ——文化交流  <b>Theme 4: The impact of reform and opening up in 1978 on China</b>  <u>Sub theme: China-UK Relation</u>  Culture	1. 近年来，中英两国之间有哪些文化方面的合作项目或活动？ 2. 中国人眼中的英国文化 - 中国人熟悉的英国文化符号有哪些？ - 中国人通过哪些渠道了解英国文化？ - 英剧在中国的流行说明了什么？ - 英国为何成为受中国游客欢迎的旅游目的地？  3. 英国人眼中的中国文化 - 英国人对中国文化的了解程度如何？ - 中国文化符号有哪些？ - 英国人熟悉的中国文化符号有哪些？ - 英国人通过哪些渠道了解中国文化？ - 英国人对了解中国文化的意愿如何？
7 <sup>th</sup> March	Preparation for Speaking Exam	
14 <sup>th</sup> March	Preparation for Speaking Exam	

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## Secondary Long-Term Plan 2021-22



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Year: Y13

Teacher's Name: Elaine Fu

	21 <sup>st</sup> March	Preparation for Speaking Exam	
	28 <sup>th</sup> March	Preparation for Speaking Exam	



# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: A2 Business

Year: 13

Teacher's Name: Mr. M. L. O'Brien

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	Globalisation	economic globalisation within the context of the broader concept of 'globalisation' the implications for marketing of increased globalisation and economic collaboration, e.g. BRICS
	10 <sup>th</sup> January	Strategies for international marketing	the importance of international marketing for a specific business/situation international markets – identification, selection and entry whether a business in a given situation should develop an international market through pan-global marketing or maintain local differences choosing a strategy, in a given situation, to develop a global market factors influencing the method of entry into international markets
	17 <sup>th</sup> January	Enterprise resource planning (ERP) Measurement and significance of capacity Increasing capacity utilisation Outsourcing	main features of an ERP programme how ERP can improve a business' efficiency in relation to: inventory control, costing and pricing, capacity utilisation, responses to change, management information how capacity utilisation can be measured implications of operating under or over maximum capacity choosing methods of improving capacity utilisation (e.g. through rationalisation, sub-contracting) benefits of outsourcing in a given situation
	24 <sup>th</sup> January	Lean production Kaizen Just in Time (JIT) Quality control and assurance Total Quality Management Benchmarking	links between lean production and inventory control, quality, employees roles, capacity management and efficiency Kaizen (continuous improvement) in the context of lean production • JIT in the context of lean production implications and justification of adopting a JIT approach quality in terms of what the customer demands the importance of quality assurance methods of quality control: inspection, testing, random sampling, involving the workforce in quality control the link between quality and training aims and effectiveness of TQM the potential of Kaizen in TQM



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## Secondary Long-Term Plan 2021-22

Subject: A2 Business

Year: 13

Teacher's Name: Mr. M. L. O'Brien

			the importance of benchmarking in quality control
14 <sup>th</sup> February	The need for projects and project management Network diagrams Critical Path Analysis		projects as a response to the need for change reasons and impact of project failure, including examples main elements of a network diagram: activities, dummy activities, nodes construction of a network from given data finding the minimum project duration and the critical path calculation of total and free float interpretation of the results of the analysis of a network how minimum duration and floats might be used in project management CPA as a management tool
21 <sup>st</sup> February	Approaches to costing: full, contribution Solutions to costing problems		differences between full and contribution costing uses and limitations of the full costing method the nature of the technique of contribution costing the difference between contribution and profit limitations of contribution costing situations in which contribution costing would be and would not be used solution of numerical problems involving costing methods using contribution costing to help with 'accept/reject' order decisions
28 <sup>th</sup> February	The purposes of budgets Variances: adverse, favourable		measuring performance benefits and drawbacks from the use of budgets how budgets might be produced use of flexible budgets and zero budgeting purposes of budgets for allocating resources, controlling and monitoring of a business role of budgets in appraising business the meaning of variances calculation and interpretation of variances [but not price/ volume variances]
7 <sup>th</sup> March	The income statement The statement of financial position		amendment of an income statement from given data the impact on the income statement of a given change amendment of a statement of financial position from given data the relationships between items in the income statement and the statement of financial position



# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: A2 Business

Year: 13

Teacher's Name: Mr. M. L. O'Brien

	Inventory valuation Depreciation	<p>the impact on the statement of financial position of a given change in valuing non-current assets or inventories</p> <p>the difficulties of valuing inventory</p> <p>the net realisable value method [Note: LIFO and FIFO will not be examined]</p> <p>the role of depreciation in the accounts</p> <p>the impact of depreciation (straight line method only) on the statement of financial position and the income statement</p>
14 <sup>th</sup> March	Profitability ratio Financial efficiency ratios Gearing ratio Investor ratios Practical use of ratio analysis	<p>return on capital employed</p> <p>inventory turnover, days' sales in receivables</p> <p>all the usual definitions of gearing are acceptable, e.g. Debt/ Equity and Debt/(Debt + Equity). It is the interpretation of the calculation that is important when selecting a source of finance</p> <p>dividend yield, dividend cover, price/earnings ratio</p> <p>how each of these ratios is used</p> <p>reasons for the results obtained</p> <p>strategies that businesses might adopt to improve ratio results</p> <p>comparison of ratios results between businesses</p> <p>limitations of these accounting ratios</p>
21 <sup>st</sup> March	The concept of investment appraisal Basic methods: payback, accounting rate of return (ARR) Discounted cash flow methods: discounted payback, net present value (NPV), internal rate of return (IRR) Qualitative factors in investment appraisal	<p>the need for investment appraisal</p> <p>the significance of risk in investment decisions</p> <p>the meaning, calculation and interpretation of payback and ARR</p> <p>the meaning, calculation and interpretation of discounted payback and NPV</p> <p>the meaning and interpretation [but not the calculation] of IRR</p> <p>qualitative factors that might influence an investment decision in a given situation</p> <p>comparison of the investment appraisal methods, including their limitations</p>

# Britannica International School, Shanghai

## Secondary Long-Term Plan 2021-22



Subject: A2 Business

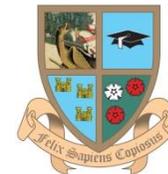
Year: 13

Teacher's Name: Mr. M. L. O'Brien

	28 <sup>th</sup> March	Understanding what strategic management is	the meaning of corporate strategy, tactics and strategic management the need for strategic management Chandler's assertion that strategy should determine organisational structure how business strategy determines competitive advantage in an increasingly competitive world
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# Britannica International School, Shanghai



## Secondary Long-Term Plan 2021-22

Subject: Physical Education

Year: 11-12-13 (Core PE)

Teacher's Name: Anthony Chevrier & Jaco Olivier

Term	Week Beg.	Topic	Learning Objectives
2	3 <sup>rd</sup> January	Swimming	To learn how to describe and evaluate the quality of their own swimming, and to recognise what needs improving.
	10 <sup>th</sup> January	Swimming	To learn how to describe and evaluate the quality of their peers swimming, and to recognise what needs improving.
	17 <sup>th</sup> January	Net/Wall	To learn how to prepare physically for a game of badminton as well as increase their ability to work well with others.
	24 <sup>th</sup> January	Net/Wall	To learn how to adapt and refine existing skills as well as evaluate the strengths and weaknesses in their own performances and that of others.
	14 <sup>th</sup> February	Net/Wall	To develop their observational skills and abilities in order to offer advice on how to correct technique. To learn the correct scoring system for doubles.
	21 <sup>st</sup> February	Net/Wall	To develop knowledge of different doubles formations as well as further develop knowledge on the rules of the game.
	28 <sup>th</sup> February	Net/Wall	To learn and develop key leadership skills through umpiring.
	7 <sup>th</sup> March	Net/Wall	To learn how to organise/run a round robin tournament both singles and doubles games.
	14 <sup>th</sup> March	Striking and Fielding	To learn how to catch the ball from long distances, heights and speeds as well as learn how to throw accurately over arm. To learn how to field the ball at distances including long barriers as well as learn how to consistently bat the ball from a medium paced bowl. To learn how to bowl the ball at a medium height accurately.

# Britannica International School, Shanghai

## Secondary Long-Term Plan 2021-22



Subject: Physical Education

Year: 11-12-13 (Core PE)

Teacher's Name: Anthony Chevrier & Jaco Olivier

21 <sup>st</sup> March	Striking and Fielding	To learn how to make team decisions appropriately as well as make the decision on who catches the ball if two players go for it at the same time. To learn how to choose who plays in what position on the field.
28 <sup>th</sup> March	Striking and Fielding	To learn how to identify an appropriate warm up to help skills in oncoming activities (Rounders) as well as learn how to identify and name muscles that are being exercised during activities. To gain an understanding of how to identify wide balls, no balls, high balls, and body balls as well as know the score system and how to umpire