

# MARINA INTERNATIONAL SCHOOL

## IT SCHEME OF WORK

### FORM 6 - TERM 1

WEEK	TOPIC	TOPIC DETAILS
1.1	Data, information and knowledge and Processing	Candidates should be able to: <ul style="list-style-type: none"><li>• define data, clearly identifying that data has no meaning</li><li>• define information and show how data can become information through context and meaning</li><li>• define knowledge and understand that information becomes knowledge when human experience is applied</li></ul>
1.2	Sources of data	<ul style="list-style-type: none"><li>• define static data and give an example</li><li>• define dynamic data and give an example</li><li>• compare the use of static information sources with dynamic information sources</li><li>• define direct and indirect data source</li><li>• understand the advantages and disadvantages of gathering data from direct and indirect data sources</li></ul>
1.3	SPREADSHEETS:- Create a spreadsheet	Candidates should be able to: <ul style="list-style-type: none"><li>• Create structure<ul style="list-style-type: none"><li>o explain the purpose of cells, rows, columns, ranges, worksheets and multiple worksheets in a single data file</li><li>o insert a row and a column, delete a row and a column, resize a row and a column, hide a row and a column</li><li>o manipulate cells and their content (including: date and time functions; extracting numeric values from strings, concatenating cell content, protecting: cells, rows, columns, worksheets and multiple worksheets in a single data file)</li><li>o adjust cell, row and column width and height</li><li>o freezing panes and windows</li></ul></li></ul>
1.4	Creating formatting	<ul style="list-style-type: none"><li>• format cells (including: date, time, text, numeric, currency, percentage, fractions, text orientation, alignment, conditional formatting)<ul style="list-style-type: none"><li>o format cell emphasis (including: colour, shading, merge, borders, comments)</li><li>o format page (including: page setup, fit to page, margins, header, footer)</li></ul></li></ul>

WEEK	TOPIC	TOPIC DETAILS
2.1	Data, information and knowledge (continued):- Quality of information	<ul style="list-style-type: none"> <li>• understand how accuracy, relevance, age, level of detail and completeness of the information can affect its quality</li> </ul>
2.2	Coding, encoding and encrypting data	<ul style="list-style-type: none"> <li>• describe the coding of data (including: M for male, F for female) and more intricate codes (including: clothing type, sizes and colour of garment)</li> <li>• discuss the advantages and disadvantages of the coding of data</li> <li>• evaluate the need for encoding data and analyse the different methods that can be used to encode data (including: codecs)</li> <li>• define encryption and describe different methods of encryption (including: symmetric, asymmetric, public key, private key)</li> </ul>
2.3	Spreadsheets (continued) Creating formulae and functions	<ul style="list-style-type: none"> <li>• explain the difference between a formula and a function</li> <li>• use formulae (including: add, subtract, multiply, divide, indices)</li> <li>• use absolute reference, relative reference, nested formulae, named cells, named ranges</li> </ul>
2.4	Spreadsheets (continued) Creating formulae and functions	<ul style="list-style-type: none"> <li>• explain why absolute and relative referencing are used</li> <li>• use functions (including: sum, average, minimum, maximum, integer, rounding, counting, IF, nested IF, lookup (including: vertical, horizontal), INDEX/MATCH, conditional formulae to include counting, sum, average)</li> </ul>
3.1	Coding, encoding and encrypting data (continued)	<ul style="list-style-type: none"> <li>• evaluate the need for encryption and how it can be used to protect data such as on a hard disk, email or in HTTPS websites</li> <li>• discuss encryption protocols (including: the purpose of Secure Socket Layer (SSL)/Transport Layer Security (TLS) and the use of SSL/TLS in client server communication)</li> </ul>
3.2	Checking the accuracy of data	<ul style="list-style-type: none"> <li>• define validation and analyse a range of validation methods (including: presence check, range check, type check, length check, format check and check digit, lookup check, consistency check, limit check)</li> <li>• define verification and analyse verification methods (including: visual checking and double data entry)</li> <li>• explain the need for both validation and verification</li> <li>• define proofreading</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
3.3	Spreadsheets Creating formulae and function (continued)	<ul style="list-style-type: none"> <li>• use validation rules (see 1.5)</li> <li>• test validation applied to a spreadsheet</li> <li>• test a spreadsheet model and evaluate the effectiveness of test plans for a spreadsheet model</li> <li>• verify and validate data entry</li> <li>• extract data</li> </ul> <p>o search using: text, numeric, date, time, Boolean operators (AND, OR, NOT), ., ,, =, .=, ,=, contains, starts with, ends with</p> <ul style="list-style-type: none"> <li>• sort data (including: ascending, descending) on multiple columns</li> </ul>
3.4	Spreadsheets Creating formulae and function (continued)	<ul style="list-style-type: none"> <li>• summarise and display data using pivot tables and pivot charts</li> <li>• import and export data (including: .csv, .txt, .rtf, graphs and charts)</li> </ul>
4.1	HARDWARE AND SOFTWARE:- Hardware	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• define the term hardware</li> <li>• evaluate internal hardware devices (including: central processing unit (CPU), motherboard, random access memory (RAM), read-only memory (ROM), graphics card, sound card, hard disk drive (HDD),</li> </ul>
4.2	Hardware (continued)	<ul style="list-style-type: none"> <li>• solid-state drive (SSD))</li> <li>• evaluate external hardware devices (including: monitor, keyboard, mouse, printer (laser, inkjet, dot matrix, plotter), speakers, camera (digital, video), webcam, scanner, magnetic ink character reader (MICR), optical mark reader (OMR), optical character reader (OCR), bar code reader, pen drive, portable hard disk drive, Blu-ray disc drive, memory card).</li> </ul>
4.3	Spreadsheets (continued) Graphs and charts	<ul style="list-style-type: none"> <li>• analyse and select the most appropriate type of graph or chart (including: bar chart, pie chart, line graph, comparative bar chart, comparative line graph)</li> <li>• create a graph or chart (including: appropriate data series, from contiguous data, from non-contiguous data, specified range(s))</li> </ul>
4.4	Spreadsheets (continued) Graphs and charts	<p>o label a graph or chart (including: title, legend, segment labels, segment values, percentages, category axis labels, series labels, value axis labels, scales, set axis scale maximum, set axis scale minimum)</p>
5.1	Hardware and software (continued) Hardware (continued)	<ul style="list-style-type: none"> <li>• explain the purpose of storage devices</li> <li>• evaluate storage devices (including: cloud, magnetic tape drive, optical, hard disk drive (HDD), solid-state drive (SSD))</li> <li>• explain the purpose of input and output devices</li> <li>• evaluate different input, storage or output devices for a given task.</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
5.2	System, application and user interface software	<ul style="list-style-type: none"> <li>• define the term software</li> <li>• evaluate types of software (system software and application software)</li> <li>• explain the purpose of system software (including: compilers, interpreters, linkers, device drivers, operating systems and utilities)</li> <li>• evaluate application software (including: word processing, spreadsheet, database management systems, control software, measuring software, applets and apps, photo editing software, video editing software, graphics manipulation software, communications software, web authoring software)</li> </ul>
5.3	Spreadsheet:- Modelling	<ul style="list-style-type: none"> <li>• use of what-if analysis (including: the use of scenarios)</li> <li>• describe the characteristics of modelling software</li> <li>• analyse the need for computer models</li> <li>• evaluate the effectiveness of spreadsheet models (including for: financial forecasting)</li> </ul>
5.4	Simulations	<ul style="list-style-type: none"> <li>• describe the advantages and disadvantages of using a model to create and run simulations</li> <li>• evaluate the use of simulation (including for: natural disaster planning, pilot training, car driving, nuclear science research)</li> </ul>
6.1	System, application and user interface software (continued)	<ul style="list-style-type: none"> <li>• evaluate application software for a given task</li> <li>• evaluate the characteristics of different types of user interface (including: command line interface, graphical user interface, dialogue interface, gesture based interface)</li> </ul>
6.2	System, application and user interface software (continued)	<ul style="list-style-type: none"> <li>• evaluate the use of colour, layout, font size, quantity of information and controls when designing a user interface</li> <li>• evaluate mental models and how they can be used when designing a user interface</li> </ul>
6.3	DATABASE AND FILE CONCEPTS:- Create a database	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• assign a data type and an appropriate field size to a field (including: text, alphanumeric, numeric (integer, decimal), date/time, Boolean)</li> <li>• describe the three relationships: one-to-one, one-to-many and many-to-many</li> </ul>
6.4	Create a database (continued)	<ul style="list-style-type: none"> <li>• create and use relationships (including: one-to-one and one-to-many)</li> <li>• create and interpret an entity relationship diagram</li> <li>• evaluate the difference between a flat file and a relational database and why one might be preferred in certain situations</li> <li>• create a relational database</li> <li>• analyse the function of key fields (including: primary key, compound key, foreign key)</li> <li>• set keys (including: primary key, compound key, foreign key)</li> <li>• define and use referential integrity and explain its importance</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
7.1	Utility software	<ul style="list-style-type: none"> <li>• define utility software</li> <li>• describe the role of different utility software (including: anti-virus, backup, data compression, disk defragmentation, formatting, file copying, deleting)</li> </ul>
7.2	Custom written software and off-the-shelf software	<ul style="list-style-type: none"> <li>• compare the benefits and drawbacks of custom written software and off-the-shelf software</li> </ul>
7.3	Compiler and interpreter	<ul style="list-style-type: none"> <li>• describe the function of a compiler</li> <li>• describe the function of an interpreter</li> <li>• evaluate the difference between a compiler and an interpreter</li> </ul>
7.4	Database and file concepts (continued) Create a database (continued)	<ul style="list-style-type: none"> <li>• validate and verify data entry <ul style="list-style-type: none"> <li>o use validation rules (see 1.5)</li> <li>o test validation applied to a database</li> <li>o verify data entry (see 1.5)</li> </ul> </li> </ul>
8.1	MONITORING AND CONTROL	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• identify a range of sensors and describe their use in monitoring technologies</li> <li>• identify a range of sensors and describe their use in control technologies</li> </ul>
8.2	Monitoring and control (continued)	<ul style="list-style-type: none"> <li>• evaluate the use of monitoring technologies in everyday life (including: CCTV monitoring, environmental monitoring, workplace monitoring)</li> <li>• evaluate the use of control technologies in everyday life (including: household appliances, car park barriers, traffic lights)</li> </ul>
8.3	Create a database (continued)	<ul style="list-style-type: none"> <li>• perform searches <ul style="list-style-type: none"> <li>o simple query on single criterion</li> <li>o complex queries using multiple criteria</li> <li>o queries using static parameters</li> <li>o queries using dynamic parameters</li> <li>o nested queries</li> </ul> </li> </ul>
8.4	Create a database (continued)	<ul style="list-style-type: none"> <li>o summarise data (including: cross-tab queries, pivot tables)</li> <li>o using text, numeric, date, time, wildcard, Boolean operators (AND, OR, NOT), ., ,, =, .=, ,=</li> <li>• use arithmetic operations, numeric and logical functions to perform calculations within a database (including calculated controls and calculated fields)</li> </ul>
9.1	eSAFETY AND HEALTH AND SAFETY	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• explain why personal data should be kept confidential</li> <li>• describe how personal data can be gathered by unauthorised persons (including: by smishing, vishing, phishing and pharming),</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
9.2	eSafety and health and safety (continued)	and how this might be prevented <ul style="list-style-type: none"> <li>• discuss why eSafety is necessary</li> </ul>
9.3	Create a database (continued)	<ul style="list-style-type: none"> <li>• sort data <ul style="list-style-type: none"> <li>o ascending, descending, grouped</li> </ul> </li> </ul>
9.4	Create a database (continued)	<ul style="list-style-type: none"> <li>• design, create and evaluate an appropriate data entry form (including: appropriate font styles and sizes, spacing between fields, character spacing of individual fields, use of white space, radio buttons, drop down menus, highlighting key fields, use form controls, create linked subforms)</li> </ul>
10.1	eSafety and health and safety (continued)	<ul style="list-style-type: none"> <li>• describe malware issues (including: Trojan horse, worms, spyware, adware, rootkit, malicious bots, ransomware)</li> <li>• describe a range of potential health issues that could arise from using IT</li> </ul>
10.2	eSafety and health and safety (continued)	<ul style="list-style-type: none"> <li>• describe a range of safety issues relating to the use of IT</li> </ul>
10.3	Create a database (continued)	<ul style="list-style-type: none"> <li>• design, create and evaluate database reports including grouped reports</li> <li>• design, create and evaluate a switchboard/menu within a database</li> </ul>
10.4	Create a database (continued)	<ul style="list-style-type: none"> <li>• import data (including: .csv, .txt, .rtf)</li> <li>• export data (including: table, query, report, export as .csv, .txt, .rtf)</li> </ul>
11.1	Algorithms and Flowcharts	<ul style="list-style-type: none"> <li>- Edit a given algorithm</li> <li>- Conditional branching</li> <li>- Looping</li> <li>- Nested loops</li> <li>- Procedures/subroutines</li> </ul>
11.2	Write an algorithm using pseudocode to solve a given problem	<ul style="list-style-type: none"> <li>- INPUT/READ</li> <li>- WRITE/PRINT</li> <li>- IF...ELSE...ENDIF</li> <li>- WHILE... ENDWHILE</li> <li>- REPEAT...UNTIL</li> <li>- CASE...ENDCASE</li> <li>- Comparison operators &gt;, &lt;, =</li> <li>- Arithmetic operators +, -, *, /</li> </ul>
11.3	Edit a given flowchart	<ul style="list-style-type: none"> <li>- Candidates should be able to draw a basic program flowchart that demonstrates a decision making process</li> </ul>

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
11.4	Draw a flowchart to solve a given problem	- Including: input/output, decision, terminator (start, stop), process boxes, subroutine, connector and flow line.  - Including: identifying errors in an algorithm/program flowchart for a given scenario
12.1	REVISION: Database and File Concept and Theory papers	Revise past question papers relating to all topic covered before the commencement of Mock Examination 1
12.2	REVISION: Database and File Concept and Theory papers	Revise past question papers relating to all topic covered before the commencement of Mock Examination 1
12.3	REVISION: Database and File Concept and Theory papers	Revise past question papers relating to all topic covered before the commencement of Mock Examination 1
12.4	REVISION: Database and File Concept and Theory papers	Revise past question papers relating to all topic covered before the commencement of Mock Examination 1
13.1	MOCK EXAMINATION 1 BEGINS	Forms 3, 5, 6 & 7
13.2	MOCK EXAMINATION 1 BEGINS	Forms 3, 5, 6 & 7
13.3	MOCK EXAMINATION 1 BEGINS	Forms 3, 5, 6 & 7
13.4	MOCK EXAMINATION 1 BEGINS	Forms 3, 5, 6 & 7
14.1	MOCK EXAMINATION 1 (continued)	Forms 3, 5, 6 & 7
14.2	MOCK EXAMINATION 1 (continued)	Forms 3, 5, 6 & 7

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
14.3	MOCK EXAMINATION 1 (continued)	Forms 3, 5, 6 & 7
14.4	MOCK EXAMINATION 1 (continued)	Forms 3, 5, 6 & 7

# IT SCHEME OF WORK

## FORM 6 - TERM 2

WEEK	TOPIC	TOPIC DETAILS
1.1	THE DIGITAL DIVIDE	Candidates should be able to: <ul style="list-style-type: none"><li>• understand that the digital divide refers to the gap between people and regions that have access to aspects of modern technology (including: telephone, television, personal computers and the internet), and those that do not or those that have restricted access</li></ul>
1.2	The digital divide (continued)	<ul style="list-style-type: none"><li>• understand that the digital divide can exist between:<ul style="list-style-type: none"><li>o people in cities and people in rural areas</li><li>o the educated and the uneducated</li><li>o socioeconomic groups</li><li>o more and less industrially developed nations</li><li>o high and low performance computers, wireless connections</li></ul></li></ul>
1.3	Database and file concepts (continued):- Normalisation to third normal form (3NF)	<ul style="list-style-type: none"><li>• describe the characteristics of data in unnormalised form (0NF), first normal form (1NF), second normal form (2NF) and third normal form (3NF)</li></ul>
1.4	Normalisation to third normal form (3NF)	<ul style="list-style-type: none"><li>• discuss the advantages and disadvantages of normalization</li><li>• normalise a database to 3NF</li></ul>
2.1	USING NETWORKS:- Network types	Candidates should be able to: <ul style="list-style-type: none"><li>• discuss the advantages and disadvantages of networking computers</li><li>• compare the characteristics of a local area network (LAN) with a wide area network (WAN)</li><li>• describe client-server and peer-to-peer networks</li><li>• describe the characteristics and purpose of virtual private networks (VPN)</li></ul>
2.2	Network types	<ul style="list-style-type: none"><li>• discuss the advantages and disadvantages of different network types (including: client-server, peer-to-peer, VPN)</li><li>• describe the characteristics and purpose of intranets and extranets</li></ul>

WEEK	TOPIC	TOPIC DETAILS
2.3	Data dictionary	<ul style="list-style-type: none"> <li>• describe the components of a data dictionary</li> <li>• select appropriate data types for a given set of data and a given situation</li> <li>• identify different data types (including: text, alphanumeric, numeric (integer, real, percentage, currency), date/time, Boolean/logical (yes/no, true/false))</li> </ul>
2.4	Query selection	<ul style="list-style-type: none"> <li>• evaluate the use of static and dynamic parameters in a query (see 9.1)</li> <li>• analyse when static and dynamic parameters should be used in queries (see 9.1)</li> <li>• analyse when simple, complex, nested and summary queries (including: cross-tab queries/pivot tables) should be used (see 9.1)</li> </ul>
3.1	Using Networks (continued):- Internet	<ul style="list-style-type: none"> <li>• describe the characteristics and purposes of the internet</li> <li>• define the term the internet</li> <li>• describe how the internet is used for communication (including: IM, VOIP and news services)</li> <li>• discuss the benefits and drawbacks of using the internet</li> <li>• define the term World Wide Web</li> </ul>
3.2	Internet (continued)	<ul style="list-style-type: none"> <li>• discuss the difference between the internet and the World Wide Web</li> <li>• discuss the advantages and disadvantages of mobile networks</li> </ul>
3.3	File and data management	<ul style="list-style-type: none"> <li>• evaluate different file types and their use</li> <li>• explain what is meant by proprietary and open-source file formats, and why open-source file formats are needed</li> <li>• explain why generic file formats are needed</li> <li>• explain the use of indexed sequential access</li> <li>• explain the use of direct file access</li> </ul>
3.4	File and data management (continued)	<ul style="list-style-type: none"> <li>• explain the use of a hierarchical database management system</li> <li>• describe the features of a management information system (MIS)</li> <li>• explain how a MIS can be used by organisations</li> </ul>
4.1	Using networks (continued):- Video and web conferencing	<ul style="list-style-type: none"> <li>• describe how to set up a video-conference</li> <li>• describe how to set up a web-conference</li> <li>• describe the use of networks in video and web-conferencing (including: Integrated Services Digital Network (ISDN), LAN, WAN, VPN, 802.11 a/b/g/n (wireless), Asynchronous Digital Subscriber Lines (ADSL), Synchronous Digital Subscriber Lines (SDSL), 3G/4G mobile networks)</li> </ul>
4.2	Video and web conferencing (continued)	<ul style="list-style-type: none"> <li>• discuss the impact of video-conferencing on society (including: the general public, legislation, education, medicine, business, media)</li> <li>• describe how data is transmitted and converted in a video-conference (including: use of codecs)</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
4.3	SOUND AND VIDEO EDITING	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• edit a video clip to meet the requirements of its intended application and audience</li> <li>o set an aspect ratio</li> <li>o trim a video clip to remove unwanted footage</li> <li>o join together video clips</li> <li>o create text based slides</li> <li>o create credits</li> </ul>
4.4	Video editing	<ul style="list-style-type: none"> <li>o add captions and subtitles</li> <li>o add fading effects</li> <li>o add animation effects</li> <li>o extract a still image from a video clip</li> <li>o insert a still image</li> </ul>
5.1	EXPERT SYSTEMS AND OTHER TYPES OF PROCESSING:- Expert systems	<p>Candidates should be able to:</p> <ul style="list-style-type: none"> <li>• describe the components of an expert system</li> <li>• explain how the components of an expert system produce possible solutions</li> </ul>
5.2	Expert systems	<ul style="list-style-type: none"> <li>• explain how an expert system can be used by organisations</li> </ul>
5.3	Video editing (continued)	<ul style="list-style-type: none"> <li>o add sound to a video clip</li> <li>o remove sound from a video clip</li> <li>o alter the speed of a video clip</li> <li>o export a video clip in different file formats</li> </ul>
5.4	Video editing (continued)	<ul style="list-style-type: none"> <li>o compress a video to different resolutions to suit different media (including: DVD, internet)</li> <li>• describe how typical features found in video editing software are used in practice</li> </ul>
6.1	Expert system (continued)	<ul style="list-style-type: none"> <li>• describe the terms backward chaining and forward chaining</li> <li>• explain the use of master and transaction files (including in: payroll and customer orders)</li> </ul>
6.2	Expert system (continued)	<ul style="list-style-type: none"> <li>• analyse the different types of processing and their uses (including: batch, online (interactive), real time)</li> </ul>
6.3	Sound editing	<ul style="list-style-type: none"> <li>• edit a sound clip to meet the requirements of its intended application and audience</li> <li>o trim a sound clip to remove unwanted material</li> <li>o join together two sound clips</li> <li>o fade in and fade out a sound clip</li> <li>o alter the speed of a sound clip</li> <li>o change the pitch of a sound clip</li> </ul>

WEEK	TOPIC	TOPIC DETAILS
6.4	Sound editing (continued)	<ul style="list-style-type: none"> <li>o add or adjust reverberation</li> <li>o overdub a sound clip to include a voice over</li> <li>o export a sound clip in different file formats</li> <li>o compress (including: the use of MP3) the sound file to different sample rates to suit different media</li> <li>• describe how typical features found in sound editing software are used in practice</li> <li>• describe how file sizes depend on sampling rate and sampling resolution</li> </ul>
7.1	Modelling and Simulations	<ul style="list-style-type: none"> <li>- Use what-if analysis</li> <li>- Including: what-if analysis, predicting the result of changing data, goal seek</li> </ul>
7.2	Test a spreadsheet model Know and understand:	<ul style="list-style-type: none"> <li>- What-if analysis</li> <li>- The characteristics of modelling software</li> <li>- The need for computer models</li> <li>- The effectiveness of spreadsheet models</li> </ul>
7.3	Create and apply a test plan to test a spreadsheet model	- Including for: financial forecasting, population growth, climate change, weather systems, queue management, traffic flow, construction
7.4	The use of a model to create and run simulations	- Uses including: natural disaster planning, pilot training, learning to drive a car, nuclear science research
8.1	REVISION	THE DIGITAL DIVIDE REVISION CONTINUED WITH PAST QUESTION PAPERS BOTH THEORY AND PRACTICAL
8.2	REVISION CONTINUED	THE DIGITAL DIVIDE REVISION CONTINUED WITH PAST QUESTION PAPERS BOTH THEORY AND PRACTICAL
8.3	REVISION CONTINUED	SOUND AND VIDEO EDITING  WITH PAST QUESTION PAPERS BOTH THEORY AND PRACTICAL
8.4	REVISION CONTINUED	SOUND AND VIDEO EDITING  WITH PAST QUESTION PAPERS BOTH THEORY AND PRACTICAL
9.1	REVISION CONTINUED	USING NETWORKS AND eSAFETY and HEALTH AND SAFETY
9.2	REVISION CONTINUED	USING NETWORKS AND eSAFETY and HEALTH AND SAFETY

<b>WEEK</b>	<b>TOPIC</b>	<b>TOPIC DETAILS</b>
9.3	REVISION CONTINUED	SPREADSHEET AND DATABASE AND FILE CONCEPTS
9.4	REVISION CONTINUED	SPREADSHEET AND DATABASE AND FILE CONCEPTS
10.1	REVISION CONTINUED	EXPERT SYSTEMS AND OTHER TYPES OF PROCESSING
10.2	REVISION CONTINUED	EXPERT SYSTEMS AND OTHER TYPES OF PROCESSING
10.3	REVISION CONTINUED	SPREADSHEET AND DATABASE AND FILE CONCEPTS
10.4	REVISION CONTINUED	SPREADSHEET AND DATABASE AND FILE CONCEPTS
11.1	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
11.2	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
11.3	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
11.4	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
12.1	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
12.2	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
12.3	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2
12.4	AS/A'LEVEL MOCK EXAMINATIONS 2	AS/A'LEVEL MOCK EXAMINATIONS 2