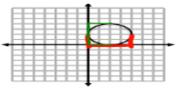
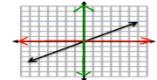




**Aim High Study Progress Programme**  
**Year 11**  
**September 2021**

Area for learning	Focus	Activities	Useful Websites/Apps
<b>English 1<sup>st</sup> Language</b>	<ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Narrative writing</li> <li>• Letter writing</li> <li>• Article writing</li> <li>• Language analysis</li> <li>• Summary writing</li> <li>• Speech writing</li> <li>• Formal Report</li> <li>• Journal</li> <li>• Interview Writing</li> </ul> Argumentative Writing	<ul style="list-style-type: none"> <li>• Refer to the website provided and practice the topics assigned.</li> <li>• Brainstorm for the chosen task.</li> <li>• Evaluate the points covered in the brainstorm against the marking scheme.</li> <li>• Use the content rubric to assess the content covered.</li> </ul>	<a href="http://papers.xtremepapers.com/CIE/Cambridge%20International%20A%20and%20AS%20Level/">http://papers.xtremepapers.com/CIE/Cambridge%20International%20A%20and%20AS%20Level/</a>
<b>English 2<sup>nd</sup> Language</b>	<ul style="list-style-type: none"> <li>• Article writing</li> <li>• Letter writing</li> <li>• Summary writing</li> <li>• Reading comprehension</li> </ul> Review Writing	<ul style="list-style-type: none"> <li>• Refer to the website provided and practice the topics assigned.</li> <li>• Brainstorm for the chosen writing task.</li> <li>• Attempt the reading and listening tasks and assess against the marking key</li> </ul>	<a href="http://papers.xtremepapers.com/CIE/Cambridge%20International%20A%20and%20AS%20Level/">http://papers.xtremepapers.com/CIE/Cambridge%20International%20A%20and%20AS%20Level/</a>

**Aim High Study Progress Programme**  
**Year 11**  
**September 2021**

<b>English Literature</b>	<ul style="list-style-type: none"> <li>Songs of Ourselves – Poetry.</li> <li>Stories of Ourselves – Prose</li> </ul>	<ul style="list-style-type: none"> <li>Read the assigned stories and poems.</li> <li>Review the analysis of the poems and stories.</li> <li>Analyse the themes and characters of the poems and stories. Research upon the literary genre and the historical background of the text.</li> </ul>	<a href="https://pastpapers.co/cie/?dir=IGCSE%2FEnglish-Literature-0486">https://pastpapers.co/cie/?dir=IGCSE%2FEnglish-Literature-0486</a>
<b>Additional Mathematics</b>	<p>TOPIC: FUNCTIONS</p> <p>LEARNING OBJECTIVE:</p> <ul style="list-style-type: none"> <li>Able to calculate the domain of a function</li> <li>Able to find the range of a function.</li> <li>Able to calculate composite functions.</li> <li>Able to find the inverse of a function</li> <li>Able to identify the relation between a function and its inverse</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the students to do online research on finding the domain and range of different types of functions</li> <li>Encourage the students to find the domain and range of continuous functions like <math>y = x^2</math></li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  <p>Begin with:            Domain: Between 0 and 4            Range: Between 0 and 4            Progress to:  <math>D: \{0 \leq x \leq 4, x \in \mathbb{R}\}</math>  <math>R: \{0 \leq y \leq 4, y \in \mathbb{R}\}</math></p> </div> <div style="text-align: center;">  <p>Begin with:            Domain: All real numbers            Range: All real numbers            Progress to:  <math>D: \{x \in \mathbb{R}\}</math>  <math>R: \{y \in \mathbb{R}\}</math></p> </div> </div> <p>Jimmy has to fill up his car with gasoline to drive to and from work next week. If gas costs \$2.79 per gallon, and his car holds a maximum of 28 gallons, Identify the domain and range of the function?            Summarise your learning on coordinate geometry in the form of notes, formulae, examples, flash cards etc.</p>	<a href="http://www.coolmath.com/algebra/15-functions/06-finding-the-domain-01">http://www.coolmath.com/algebra/15-functions/06-finding-the-domain-01</a> <a href="https://www.khanacademy.org/math/algebra/algebra-functions/domain-and-range/v/domain-of-a-function-intro">https://www.khanacademy.org/math/algebra/algebra-functions/domain-and-range/v/domain-of-a-function-intro</a> <a href="https://www.khanacademy.org/math/algebra-home/alg-functions/alg-domain-of-advanced-functions/v/domain-of-a-function">https://www.khanacademy.org/math/algebra-home/alg-functions/alg-domain-of-advanced-functions/v/domain-of-a-function</a> <a href="http://www.intmath.com/functions-and-graphs/2a-domain-and-range.php">http://www.intmath.com/functions-and-graphs/2a-domain-and-range.php</a> <a href="http://www.purplemath.com/modules/fcns2.htm">http://www.purplemath.com/modules/fcns2.htm</a>



Aim High Study Progress Programme  
Year 11  
September 2021

	<ul style="list-style-type: none"> <li>Sketch the graph of a function and its Inverse.</li> </ul> <p><u>Coordinate geometry:</u></p> <ul style="list-style-type: none"> <li>Find equation of a straight line, given sufficient information.</li> <li>Interpret and use any of the forms <math>y=mx+c</math>, <math>y-y_1=m(x-x_1)</math>, <math>ax+by+c=0</math> in solving problems</li> </ul>		<p><a href="https://www.khanacademy.org/math/algebra2/manipulating-functions/function-composition/v/function-composition">https://www.khanacademy.org/math/algebra2/manipulating-functions/function-composition/v/function-composition</a>  <a href="https://www.khanacademy.org/math/algebra2/manipulating-functions/function-composition/e/compose-functions">https://www.khanacademy.org/math/algebra2/manipulating-functions/function-composition/e/compose-functions</a>  <a href="https://www.khanacademy.org/math/algebra2/manipulating-functions/finding-inverse-functions/e/algebraically-finding-inverses">https://www.khanacademy.org/math/algebra2/manipulating-functions/finding-inverse-functions/e/algebraically-finding-inverses</a>  <a href="http://tutorial.math.lamar.edu/Problems/Calc/InverseFunctions.asp">http://tutorial.math.lamar.edu/Problems/Calc/InverseFunctions.asp</a>            x</p>
<b>Mathematics (Extended)</b>	<b>GRAPHS OF FUNCTIONS</b> <b>Straight line graphs, Quadratic Graphs, Cubic graphs, reciprocal and exponential graphs</b>	<ul style="list-style-type: none"> <li>Research on the application of quadratic graphs in calculating areas, determining a product's profit or formulating the speed of an object.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=cptHPWbLxRE">https://www.youtube.com/watch?v=cptHPWbLxRE</a></p>



Aim High Study Progress Programme  
Year 11  
September 2021

	<ul style="list-style-type: none"><li>• To calculate the gradient of a straight line.</li><li>• To find the equation of a straight line from the given coordinates.</li><li>• To draw the quadratic, cubic or reciprocal graphs for the given equations.</li><li>• To solve associated equations approximately by graphical methods.</li></ul> <p>To draw and interpret graphs representing exponential growth and decay problems</p> <p>To estimate gradients of curves by drawing tangents.</p> <ul style="list-style-type: none"><li>• To find the roots and turning points</li></ul>	<ul style="list-style-type: none"><li>• Research on the application of Quadratics in Athletics- events like shot puts, javelin</li><li>• Finding Speed: quadratic equations are useful in calculating the speed. Ex: Avid</li></ul> <p>Quadratic equations are also useful in calculating speeds. Avid kayakers, for example, use quadratic equations to estimate their speed when going up and down a river.</p>	<p><a href="https://www.youtube.com/watch?v=7C3f-sYMNCU">https://www.youtube.com/watch?v=7C3f-sYMNCU</a></p> <p><a href="https://www.youtube.com/watch?v=Ggag0QJZKtk">https://www.youtube.com/watch?v=Ggag0QJZKtk</a></p> <p><a href="https://www.youtube.com/watch?v=o8hSEVq2AOg">https://www.youtube.com/watch?v=o8hSEVq2AOg</a></p> <p><a href="https://www.youtube.com/watch?v=SVQ2lq-VRkM">https://www.youtube.com/watch?v=SVQ2lq-VRkM</a></p> <p><a href="https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s">https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s</a></p> <p><a href="https://www.youtube.com/watch?v=lyYHsKRC7os">https://www.youtube.com/watch?v=lyYHsKRC7os</a></p>
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Aim High Study Progress Programme  
Year 11  
September 2021

<b>Physics</b>	<p>Electric Charge and Current Electricity</p> <p><u>Electric charges &amp; Static electricity</u></p> <ul style="list-style-type: none"> <li>• Describe an electric field as a region in which an electric charge experiences a force</li> <li>• Describe simple field patterns, including the field around a point charge, the field around a charged conducting sphere and the field between two parallel plates</li> </ul> <p><u>Current Electricity</u></p> <ul style="list-style-type: none"> <li>• State that charging a body involves the</li> </ul>	<ul style="list-style-type: none"> <li>• Design simple experiments to show the production and detection of electrostatic charges</li> <li>• Give an account of charging by induction</li> <li>• Use electron model to distinguish between conductors and insulators</li> <li>• Plan an experiment to determine resistance using a voltmeter and an ammeter</li> <li>• Relate the resistance of a wire to its length and to its diameter</li> </ul>	<p><a href="https://phet.colorado.edu/en/simulation/ohms-law">https://phet.colorado.edu/en/simulation/ohms-law</a></p> <p><a href="https://phet.colorado.edu/en/simulation/balloons">https://phet.colorado.edu/en/simulation/balloons</a></p> <p><a href="http://amrita.olabs.edu.in/?sub=1&amp;brch=6&amp;sim=22&amp;cnt=4">http://amrita.olabs.edu.in/?sub=1&amp;brch=6&amp;sim=22&amp;cnt=4</a></p> <p><a href="https://www.savemyexams.co.uk/notes/igcse-physics-cie-new/4-electricity-magnetism/4-2-electrical-quantities/4-2-1-electric-charge/">https://www.savemyexams.co.uk/notes/igcse-physics-cie-new/4-electricity-magnetism/4-2-electrical-quantities/4-2-1-electric-charge/</a></p> <p><a href="https://igcseaid.com/notes/coordinated-science-0654/p12-2-electric-charge/">https://igcseaid.com/notes/coordinated-science-0654/p12-2-electric-charge/</a></p>
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Aim High Study Progress Programme  
Year 11  
September 2021

	<p>addition or removal of electrons</p> <ul style="list-style-type: none"><li>• State that current is related to the flow of charge</li><li>• State that the emf and potential difference (p.d.) across a circuit component is measured in volts</li><li>• Analyse qualitatively how changes in p.d. or resistance affect current</li></ul>		
<b>Chemistry</b>	<p><b>Topics: Stoichiometry</b></p> <ul style="list-style-type: none"><li>• To define and use the terms relative atomic mass, molecular and formula mass.</li><li>• To use mole to gram ratio to find the mass of</li></ul>	<ul style="list-style-type: none"><li>• <b>Activity1:</b> State the difference between molecular mass, formula mass and how it is calculated.</li><li>• <b>Activity 2:</b> Explain how a molecular mass is calculated for elements containing isotopes.</li></ul>	<p><b>Useful website:</b> <a href="https://www.youtube.com/watch?v=q49NwlrjaFw">https://www.youtube.com/watch?v=q49NwlrjaFw</a></p>

Aim High Study Progress Programme  
Year 11  
September 2021

	<p>products from given moles/masses of the reactants.</p> <ul style="list-style-type: none"> <li>To deduce the empirical formula and molecular formula from the given mole ratio.</li> <li>To understand what is percentage purity, and determine it for chemical reactions.</li> <li>To calculate the percentage yield, and determine it for chemical reactions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 3:</b> Research on how important it is to study or calculate the percentage purity of a given sample. Explain using an example.</li> <li><b>Activity 4:</b> Justify if any reactions obtain 100% yield(product). Explain using an example.</li> <li><b>Activity 5:</b> Create any 5-multiple choice/structured questions on mole concepts.</li> <li><b>Activity 6:</b> Compare what is the difference between empirical formula and molecular formula for a given compound.</li> <li><b>Activity 7:</b> Create an infographic/canvas/coggle to share your understanding of mole concepts.</li> </ul>	<p><a href="http://www.bbc.co.uk/schools/gcsebit/size/science/ocr_gateway/chemical_concepts/fundamentalrev5.shtml">http://www.bbc.co.uk/schools/gcsebit/size/science/ocr_gateway/chemical_concepts/fundamentalrev5.shtml</a></p> <p><a href="#">GCSE Science Revision Chemistry "Avogadro's Constant 1" - YouTube</a></p> <p><a href="https://www.youtube.com/watch?v=4q2eIWpfB6A">https://www.youtube.com/watch?v=4q2eIWpfB6A</a></p> <p><a href="https://www.youtube.com/watch?v=wI56mHUDJgQ">https://www.youtube.com/watch?v=wI56mHUDJgQ</a></p> <p><a href="https://www.youtube.com/watch?v=b2raanVWU6c">https://www.youtube.com/watch?v=b2raanVWU6c</a></p> <p><a href="https://www.youtube.com/watch?v=wNraBWvhYKY">https://www.youtube.com/watch?v=wNraBWvhYKY</a></p>
Biology	<p><u>Excretion</u></p> <ul style="list-style-type: none"> <li>State that urea is formed in the liver from excess amino</li> </ul>	<ul style="list-style-type: none"> <li>Diagrammatically explain the important function of liver, including the hormones which are broken down.</li> </ul>	Kidneys:



Aim High Study Progress Programme  
Year 11  
September 2021

	<p>acids by the process of deamination.</p> <ul style="list-style-type: none"><li>• Explain that the volume and concentration of urine produced is affected by water intake, temperature and exercise.</li><li>• Outline the structure and functioning of a kidney tubule including the role of the glomerulus.</li><li>• Explain dialysis in terms of salt balance, the maintenance of glucose concentration and the removal of urea.</li></ul> <p><u>Homeostasis</u></p> <ul style="list-style-type: none"><li>• Explain how blood glucose is regulated by</li></ul>	<ul style="list-style-type: none"><li>• Emphasise why glucose must be retained and excess water, urea and salts are excreted in urine.</li><li>• Elaborate on the functioning of dialysis. (Include the important processes involved and the diagrams).</li><li>• Discuss the advantages &amp; disadvantages of dialysis and kidney transplant.</li></ul> <ul style="list-style-type: none"><li>• Design a model of a section through the skin, to explain how body temperature is regulated with the changing external environment.</li><li>• Compare vasoconstriction and vasodilation.</li></ul> <ul style="list-style-type: none"><li>• Plan an experiment to investigate the effect of size on the rate of cooling.</li></ul>	<p><a href="http://www.abpschools.org.uk/res/coResourcelmport/resources04/kidneys/index.cfm">www.abpschools.org.uk/res/coResourcelmport/resources04/kidneys/index.cfm</a></p> <p>Revision – kidney failure: <a href="http://www.s-cool.co.uk/gcse/biology/homeostasis/revise-it/dealing-with-kidney-failure">www.s-cool.co.uk/gcse/biology/homeostasis/revise-it/dealing-with-kidney-failure</a></p> <p><a href="https://www.youtube.com/watch?v=nCzGfIPoHa0">https://www.youtube.com/watch?v=nCzGfIPoHa0</a> <a href="https://pmgbiology.com/2014/05/29/skin-a-understanding-for-igcse-biology/">https://pmgbiology.com/2014/05/29/skin-a-understanding-for-igcse-biology/</a> <a href="http://igcse-biology-2017.blogspot.com/2017/06/293-describe-role-of-skin-in.html">http://igcse-biology-2017.blogspot.com/2017/06/293-describe-role-of-skin-in.html</a></p>
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Aim High Study Progress Programme  
Year 11  
September 2021

	<p>the secretion of hormones.</p> <ul style="list-style-type: none"><li>• Discuss the structure of a human skin.</li><li>• Describe the maintenance of a constant body temperature in humans in terms of insulation and the role of temperature receptors in the skin.</li><li>• Explain the concept of control by negative feedback</li></ul> <p><b><u>Control and coordination</u></b></p> <ul style="list-style-type: none"><li>• Describe a simple reflex arc in terms of sensory, relay and motor neurons, stimulus and effector.</li><li>• Describe the action of antagonistic muscles to include</li></ul>	<ul style="list-style-type: none"><li>• Using a diagrammatic representation to explain the process of negative feedback.</li><li>• Outline a schematic representation of a reflex arc.</li><li>• Explain how knee jerk reflex is an example of an reflex action.</li><li>• Create an infographic poster on various sense organs and its role as a receptor of stimulus.</li><li>• Compare the structure and function of the 3 different neurons.</li><li>• Create a simulation to explain synapse and the transmission of electrical impulse across.</li></ul>	<p><a href="http://biology-igcse.weebly.com/negative-feedback.html">http://biology-igcse.weebly.com/negative-feedback.html</a> <a href="https://www.youtube.com/watch?v=Mts354VC7A">https://www.youtube.com/watch?v=Mts354VC7A</a></p> <p><a href="https://www.youtube.com/watch?v=Pp_5wvKtVU0">https://www.youtube.com/watch?v=Pp_5wvKtVU0</a></p> <p><a href="https://www.youtube.com/watch?v=3lVEoR_DrSE">https://www.youtube.com/watch?v=3lVEoR_DrSE</a> <a href="https://www.youtube.com/watch?v=Uk0U16uZpPA">https://www.youtube.com/watch?v=Uk0U16uZpPA</a> <a href="https://www.youtube.com/watch?v=yxjJQ3VogMQ">https://www.youtube.com/watch?v=yxjJQ3VogMQ</a> <a href="https://www.youtube.com/watch?v=PxSkuyjZ3MM">https://www.youtube.com/watch?v=PxSkuyjZ3MM</a> <a href="https://pmgbiology.com/tag/geotropism/">https://pmgbiology.com/tag/geotropism/</a></p>
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Aim High Study Progress Programme  
**Year 11**  
**September 2021**

	<p>the biceps and triceps at the elbow joint</p> <ul style="list-style-type: none"> <li>• Define sense organs as groups of receptor cells responding to specific stimuli: light, sound, touch, temperature and chemicals</li> <li>• Describe the structure and function of the eye including accommodation and pupil reflex.</li> </ul>		
<b>Food and Nutrition</b>	<p><b><u>Food preservation</u></b>          Reasons for preserving food.          Methods of preservation and an understanding of the principles involved:          heating – canning, bottling          removal of moisture – dehydrating          reduction in temperature – freezing</p>	<p>Pupils store frozen peas with a variety of preservatives in order to Investigate their effects.</p> <ul style="list-style-type: none"> <li>• Label five glass bottles A - E. Put your initials and the date on each tube.</li> <li>• Use forceps to put three peas (these were frozen peas) in each bottle.</li> <li>• Treat the bottle and the peas in the following ways:</li> <li>• Tube A - add nothing to this tube</li> <li>• Tube B - half fill with water</li> <li>• Tube C - half fill with a strong salt solution</li> </ul>	<p><b>Useful websites</b></p> <ul style="list-style-type: none"> <li>• <a href="http://youtu.be/S12zZhdOckC">http://youtu.be/S12zZhdOckC</a></li> <li>• <a href="http://bit.ly/use-by-or-best-before">bit.ly/use-by-or-best-before</a></li> <li>• <a href="http://practicalaction.org/technical-briefs-schools-food">http://practicalaction.org/technical-briefs-schools-food</a></li> <li>• <a href="http://practicalaction.org/zeer-pot-fridge">practicalaction.org/zeer-pot-fridge</a></li> <li>• <a href="http://youtu.be/ZNKifJHqScc">http://youtu.be/ZNKifJHqScc</a></li> </ul>



Aim High Study Progress Programme  
Year 11  
September 2021

	<p>chemical preservation – sugar, salt, vinegar modified atmosphere packaging irradiation</p>	<ul style="list-style-type: none"><li>• Tube D - half fill with a strong sugar solution</li><li>• Tube E - half fill with vinegar</li><li>• Air tight each bottle.</li><li>• Put tube A in the refrigerator.</li><li>• Leave tubes B - E in a warm place for 24hours and 72hours.</li><li>• Construct a results table into which you will be able to put your observations from each tube. You will be looking at what has happened to both the peas and the liquid. You</li><li>• will need to decide whether the peas look different to normal. A cloudy liquid shows that mould is beginning to grow.</li><li>• 8 Observe and tabulate your findings after 24 hours and 72 hours.</li><li>• Compare the differences from A- E and note with reasoning.</li></ul> <p><b>Suggestions for further investigations</b> Make a survey of the sorts of foods you and your friends have at home. What methods of food preservation are used? For how long will the different foods using the different methods of preservation stay fresh?</p>	<ul style="list-style-type: none"><li>• <a href="https://practicalaction.org/solar-drying-2">practicalaction.org/solar-drying-2</a></li></ul>
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**Aim High Study Progress Programme**  
**Year 11**  
**September 2021**

<b>Economics</b>	Competition Sustainable Challenges	Development	<p>Sustainable Development Challenges  <a href="https://sustainabledevelopment.un.org/content/documents/2843WESS2013.pdf">https://sustainabledevelopment.un.org/content/documents/2843WESS2013.pdf</a>Summary</p> <ul style="list-style-type: none"> <li>• The world is faced with challenges in all three dimensions of sustainable development—economic, social and environmental. More than 1 billion people are still living in extreme poverty, and income inequality within and among many countries has been rising; at the same time, unsustainable consumption and production patterns have resulted in huge economic and social costs and may endanger life on the planet. Achieving sustainable development will require global actions to deliver on the legitimate aspiration towards further economic and social progress, requiring growth and employment, and at the same time strengthening environmental protection.</li> <li>• Sustainable development will need to be inclusive and take special care of the needs of the poorest and most vulnerable. Strategies need to be ambitious, action-oriented and collaborative, and to adapt to different levels of development. They will need to systemically change consumption and</li> </ul>	<a href="https://sustainabledevelopment.un.org/content/documents/2843WESS2013.pdf">https://sustainabledevelopment.un.org/content/documents/2843WESS2013.pdf</a>
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Aim High Study Progress Programme  
Year 11  
September 2021

		<p>production patterns, and might entail, inter alia, significant price corrections; encourage the preservation of natural endowments; reduce inequality; and strengthen economic governance.</p> <ul style="list-style-type: none"><li>• The World Economic and Social Survey 2013 aims towards contributing to the deliberations on sustainable development with a focus on three important cross sectoral issues: sustainable cities, food security and energy transformation.</li><li>• <b><u>YOU MAY READ THE FULL ARTICLE TO GAIN A BETTER UNDERSTANDING OF THE TOPIC</u></b></li></ul> <p>Create four different posters to answer these questions-</p> <ul style="list-style-type: none"><li>• Identify the strategies for pursuing Sustainable development</li><li>• How do you think cities can become sustainable? Write a paragraph with particular reference to Dubai/UAE</li><li>• How do you think we can ensure food and nutrition security?</li><li>• Comment on the Energy transformation challenge. Why do you think it is a challenge?</li></ul>	
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Aim High Study Progress Programme  
Year 11  
September 2021

<b>Accounting</b>	To understand the banking system and to know how the debit cards and credit cards work.	<ul style="list-style-type: none"> <li>• Explain through a PPT presentation - How banking system works, the purpose of bank statement. Students may refer to their parent's bank statement and go through the major contents in it.</li> <li>• Prepare a Cash book for all the receipts and payments made for a month at home. (work closely with parents).</li> <li>• Prepare a model of the documents that help to prepare the same (receipts, bills, payment voucher, credit note etc.)</li> <li>• Prepare a Sway presentation to show how Debit card and Credit card works. (Discuss with parents, watch them using the cards and withdraw money to pay through their debit and credit cards).</li> </ul>	<p><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a>  <a href="#">IGCSE Accounting by Catherine Cocoum</a>  <a href="#">Financial Accounting by Frank Wood</a>  <a href="http://www.tutor2u.net">www.tutor2u.net</a> <a href="http://www.bized.co.uk">www.bized.co.uk</a>  <a href="http://www.sway.com">www.sway.com</a>  <a href="http://www.cie.org.uk">www.cie.org.uk</a></p>
<b>Business Studies</b>	Marketing Strategies	<ul style="list-style-type: none"> <li>• Choose ten products which you and your friends buy regularly. Collect examples of the advertising and write down where the products are advertised. Make a table showing the following – Product- TV, Radio, Newspapers, Magazines, Cinemas, Posters/Billboards, Leaflets, Internet, Other and fill where these 10 products are advertised. Once the table is filled, answer the following questions.</li> <li>• What can you observe from your completed table?</li> <li>• Do the places where the adverts are found suggest a particular target audience for the products?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.bized.co.uk">www.bized.co.uk</a></li> <li>• <a href="http://www.tutor2u.net">www.tutor2u.net</a></li> <li>• <a href="#">Interviews and Local newspapers and magazines.</a></li> <li>• <a href="#">IGCSE Business Studies Text Books;</a> <a href="http://www.tutor2u.net">www.tutor2u.net</a></li> </ul>

Aim High Study Progress Programme  
Year 11  
September 2021

		<ul style="list-style-type: none"> <li>• Is the target population a very large number of people or a relatively small number of people?</li> <li>• Are these the findings what you expected? Explain your answer.</li> <li>• You may present these in the form of a poster to be discussed and used for classroom displays.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.dineshbakshi.co.uk">www.dineshbakshi.co.uk</a></li> <li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li> </ul>
<p><b>Travel and Tourism</b></p>	<ul style="list-style-type: none"> <li>• To understand the major influencers in travel industry. Learn how location/ global position, climatic conditions are favourable for this industry.</li> </ul>	<p>Choose two contrasting destinations and compare them in terms of climate, location, culture, food. Point out the key implications for tourism development such as:</p> <ol style="list-style-type: none"> <li>1. Temperatures (daily, seasonal variations)</li> <li>2. Hours of sunshine</li> <li>3. Geographical location (sea, sand, ice, mountains etc.)</li> <li>4. Food, culture of the location.</li> </ol> <p>Research on 'Features which attract tourists to a particular destination'. Make a Survey form and do a random sampling by visiting malls and crowded areas. When you get your survey form filled by tourists, categorize them under following categories:</p> <ol style="list-style-type: none"> <li>1. Backpackers</li> <li>2. DINKY</li> <li>3. Empty Nesters</li> </ol>	<ul style="list-style-type: none"> <li>• <a href="#">The UAE's tourist or visitor guide</a></li> <li>• <a href="#">UAE tourist board's Destination Manual</a></li> <li>• <a href="#">Internet sites, e.g., local attractions and destinations.</a></li> <li>• <a href="#">The Columbus Guide to World Tourist Attractions</a></li> </ul> <p>Coggle.it Stormboard.com Canva.com Pictochart.com</p>



**Aim High Study Progress Programme**  
**Year 11**  
**September 2021**

		<p>4. Grey Market/ Boomers 5. Youth Market</p> <p>Analyse which of the following group visits the most or travels the most. You could present your findings as a Report.</p>	
<b>Sociology</b>	Crime and Deviance:	<ul style="list-style-type: none"> <li>Analyse the social agencies prevalent in UAE to curb crimes</li> <li>Differentiate between Formal and Informal social control and how is social control imposed both formally and informally in school?</li> </ul> <p>What are the various agencies of social control / and explain their role in curbing crimes</p>	<p><a href="https://www.youtube.com/watch?v=90f1Rr7T7As">https://www.youtube.com/watch?v=90f1Rr7T7As</a></p> <p><a href="https://www.youtube.com/watch?v=MauMiCL7G9Y">https://www.youtube.com/watch?v=MauMiCL7G9Y</a></p>
<b>Psychology</b>	Research Methods: Issues of reliability and validity in sampling methods	Look at methods of sampling and research and experimental designs to find out the issues of reliability and validity	<p><a href="https://www.youtube.com/watch?v=2fK1ClcyBTM">https://www.youtube.com/watch?v=2fK1ClcyBTM</a></p> <p><a href="https://www.youtube.com/watch?v=KuT2n1w0lxc">https://www.youtube.com/watch?v=KuT2n1w0lxc</a></p>
<b>Geography</b>	<p>Industry</p> <ul style="list-style-type: none"> <li>To examine the stages of an industrial system.</li> </ul>	To create a mind map showing the different factors affecting the location of industries.	<p><a href="https://www.thegeographeronline.net/industry.html">https://www.thegeographeronline.net/industry.html</a></p> <p><a href="https://www.geographypods.com/32-industrial-systems.html">https://www.geographypods.com/32-industrial-systems.html</a></p>



Aim High Study Progress Programme  
Year 11  
September 2021

<b>History</b>	Provisional Government of 1917	How effectively did the provisional government rule Russia in 1917	<a href="https://www.youtube.com/watch?v=MXPKqCQavUU">https://www.youtube.com/watch?v=MXPKqCQavUU</a> <a href="https://www.youtube.com/watch?v=AwhrYPQMZ3k">https://www.youtube.com/watch?v=AwhrYPQMZ3k</a>
<b>Global Perspectives</b>	GLOBALISATION	<p>Use the internet to explore key issues in the topic globalisation. Also have a look at the topic in the Global Perspectives textbook.</p> <ol style="list-style-type: none"> <li>1. Create a webpage/short film documentary/song lyrics/educational video/poem or poster about globalisation. This should show the various perspectives, causes, courses of action.</li> <li>2. Use the textbook. Answer the exam type questions at the end of the chapter. Access IGCSE past papers to practice for the September baseline assessment.</li> </ol>	<a href="https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1">https://www.bbc.co.uk/bitesize/guides/zxpn2p3/revision/1</a>  <a href="https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world">https://www.theguardian.com/world/2017/jul/14/globalisation-the-rise-and-fall-of-an-idea-that-swept-the-world</a> <a href="https://www.economicsonline.co.uk/Global_economics/Globalisation_introduction.html">https://www.economicsonline.co.uk/Global_economics/Globalisation_introduction.html</a>
<b>Environmental Management</b>	MANAGING NATURAL HAZARDS	<p>Use the internet to investigate the nature, causes and impacts of the following natural impacts:</p> <ul style="list-style-type: none"> <li>• You may also explore the topic by looking at chapter 6 in the EVM textbook.</li> </ul>	<a href="https://www.oas.org/dsd/publications/unit/oea54e/ch05.htm#:~:text=A%20widely%20accepted%20definition%20characterizes,especially%20seismic%20and%20volcanic)%2C%20and">https://www.oas.org/dsd/publications/unit/oea54e/ch05.htm#:~:text=A%20widely%20accepted%20definition%20characterizes,especially%20seismic%20and%20volcanic)%2C%20and</a>



Aim High Study Progress Programme  
**Year 11**  
**September 2021**

		<ul style="list-style-type: none"> <li>• Create flash cards for revising this topic. This should contain the key terminologies in the topic.</li> <li>• Examine IGCSE past papers and attempt relevant questions.</li> </ul> <p>Use IGCSE past papers to prepare for the September baseline assessment (Chapters 1-6)</p>	<p><a href="https://www.theallpapers.com/">https://www.theallpapers.com/</a>  <a href="https://www.nationalgeographic.org/topics/resource-library-environmental-hazards/?q=&amp;page=1&amp;per_page=25">https://www.nationalgeographic.org/topics/resource-library-environmental-hazards/?q=&amp;page=1&amp;per_page=25</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zcdrbk7">https://www.bbc.co.uk/bitesize/topics/zcdrbk7</a></p> <p><a href="https://slcc.pressbooks.pub/physical-geography/chapter/1-5/">https://slcc.pressbooks.pub/physical-geography/chapter/1-5/</a></p>
<b>ICT</b>	<p><u>LESSON OBJECTIVE</u>          To create spreadsheets using MS EXCEL, and explore entering formulas, sort data and format cells</p> <p><u>LESSON OUTCOME</u>          Will be able to create spreadsheet using MS EXCEL,</p>	<p style="text-align: center;"><b>Home activities</b></p> <p style="text-align: center;"><b>How can you help your child at Home</b></p> <p>Microsoft <b>Excel</b> is a spreadsheet program <b>used</b> to store and retrieve numerical data in a grid format of columns and rows. <b>Excel</b> is ideal for entering, calculating and analyzing company data such as sales figures, sales taxes or commissions.</p>	<p><a href="http://www.aceit-training.com">www.aceit-training.com</a>  <a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a>  <a href="https://www.udemy.com/excel-quick-start/">https://www.udemy.com/excel-quick-start/</a></p>



Aim High Study Progress Programme  
**Year 11**  
**September 2021**

	<p>use formulas and try test data in the model.</p>	<p>Help the child:</p> <ul style="list-style-type: none"> <li>❖ Create the layout for spreadsheet data model</li> <li>❖ Enter formulae and simple function in spreadsheets</li> <li>❖ Manipulate the data</li> <li>❖ Test the data model</li> <li>❖ Sort the data model</li> <li>❖ Change the display and the format of cells <ul style="list-style-type: none"> <li>• Change the size of row and column</li> </ul> </li> </ul>	
<p><b>Computer Science</b></p>	<p><b>Topic:</b> Binary Systems  <b>Learning Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to convert decimal numbers into binary and hexadecimal numbers.</li> <li>• Students will be able to explore about ASCII codes.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage your child to spend time practicing converting between binary and decimal and back again. A good resource for practicing binary number conversions is the Cisco Binary Game.</li> <li>• Discuss with your child about ASCII chart to see how these different number systems are used to represent the symbols on the keyboard.</li> <li>• Motivate your child to spend time in developing a pseudocode that can be used to convert between any base system and our decimal number system. Also encourage them to create a report on these algorithms that can be presented and shared with others.</li> </ul>	<p><a href="https://www.youtube.com/watch?v=r sxT4FfRBaM">https://www.youtube.com/watch?v=r sxT4FfRBaM</a>  <a href="https://www.youtube.com/watch?v=V LfITjd3lWA">https://www.youtube.com/watch?v=V LfITjd3lWA</a></p>

**Aim High Study Progress Programme**  
**Year 11**  
**September 2021**

	<ul style="list-style-type: none"> <li>Students will be able to create pseudocode for converting between base system.</li> </ul>		
<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Circulatory system</li> <li>Aerobic and anaerobic respiration Recovery</li> </ul>	<ul style="list-style-type: none"> <li>Create an information map to summarise all of the information for this cardiac output topic. Include notes on how this fits into the wider topic of the circulatory system, covered in this chapter. Include the following sections: key terms/useful definitions/diagrams/examples of exercise/sport.</li> <li>Which sports, events or activities have you taken part in that require a lower-level, but more sustained, level of activity? How long does this last for? What happens to your heart rate and breathing rate at the end of these activities?</li> <li>Think about how well you recover from vigorous exercise. Are you quick to recover, or does it take you longer than other people? What steps can you take to improve your recovery time?</li> </ul>	<a href="http://www.bbc.co.uk">www.bbc.co.uk</a> <a href="http://www.teachpe.com">www.teachpe.com</a>
<b>Art and Design</b>	<ul style="list-style-type: none"> <li>A01 and A02</li> </ul>	<ul style="list-style-type: none"> <li>Research, investigate and record the starting point of your project, from which to develop ideas and to develop the course work as it progress.</li> </ul>	<a href="http://www.studentartguide.com">www.studentartguide.com</a>

Aim High Study Progress Programme  
Year 11  
September 2021

<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• <b>Je vais en ville</b> Describing home town and area</li> <li>• <b>À la campagne et en ville</b> Describing town and country locations, giving opinions</li> <li>• <b>Je déteste ma ville</b> Advantages and disadvantages of different places to live</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing :</b> Écrivez 60 - 80 mots pour décrire une ville ou un village que vous connaissez : <ul style="list-style-type: none"> <li>- Dites où se trouve la ville/le village.</li> <li>- Dites ce qu'il y a à voir.</li> <li>- Dites ce qu'on peut faire là- bas.</li> <li>- Dites si vous aimez la ville/le village et pourquoi</li> </ul> </li> <li>• <b>Reading :</b>  <a href="https://cftrefle.wordpress.com/2018/02/11/parle-de-ta-ville/">https://cftrefle.wordpress.com/2018/02/11/parle-de-ta-ville/</a>  <a href="https://lingua.com/french/reading/ville/">https://lingua.com/french/reading/ville/</a>  <a href="https://www.languefr.net/2018/12/description-dune-ville.html">https://www.languefr.net/2018/12/description-dune-ville.html</a>  <a href="https://www.aupiedducourant.ca/blogue/2017/7/10/10-petits-gestes-pour-amliorer-sa-ville">https://www.aupiedducourant.ca/blogue/2017/7/10/10-petits-gestes-pour-amliorer-sa-ville</a> </li> <li>• <b>Listening :</b>  <a href="https://didier-equipereussite.com/ressources/exercices/saison/saison_02/site_saison_2_u9/site_saison_2_u9-quz-0012.html">https://didier-equipereussite.com/ressources/exercices/saison/saison_02/site_saison_2_u9/site_saison_2_u9-quz-0012.html</a>  <a href="http://platea.pntic.mec.es/cvera/hotpot/ecoutes/moyen/moodle/demander_son_chemin_a_paris.htm">http://platea.pntic.mec.es/cvera/hotpot/ecoutes/moyen/moodle/demander_son_chemin_a_paris.htm</a>  <a href="https://www.podcastfrancaisfacile.com/podcast/relatifs2.html">https://www.podcastfrancaisfacile.com/podcast/relatifs2.html</a> </li> </ul>	<p> <a href="https://capsulestrefle.wordpress.com/2020/12/18/les-commerces-de-la-ville/">https://capsulestrefle.wordpress.com/2020/12/18/les-commerces-de-la-ville/</a>  <a href="https://www.lepointdufle.net/penseigner/lexique-les-commerces-fiches-pedagogiques.htm">https://www.lepointdufle.net/penseigner/lexique-les-commerces-fiches-pedagogiques.htm</a>  <a href="https://www.lepointdufle.net/p/vocabulaire-themes.htm">https://www.lepointdufle.net/p/vocabulaire-themes.htm</a>  <a href="https://fr.islcollective.com/francais-fle-fiches-pedagogiques/rechercher/en%20ville">https://fr.islcollective.com/francais-fle-fiches-pedagogiques/rechercher/en%20ville</a>  <a href="https://www.youtube.com/watch?v=rTQaFADx3S0">https://www.youtube.com/watch?v=rTQaFADx3S0</a> </p>
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Aim High Study Progress Programme  
Year 11  
September 2021

		<ul style="list-style-type: none"> <li>• <b>Speaking :</b> Répondez aux questions suivantes : - Où habites-tu ? - Qu'est-ce qu'il y a à voir là où tu habites ? - Qu'est-ce qu'il y a à faire là où tu habites ? - Aimes-tu habiter là ? - Pourquoi ?</li> </ul>	
Arabic (Arabs)	<p>TOPIC: * مراجعة التشبيه التام . * مراجعة قواعد النحو السابقة ( الجملة الأسمية والفعلية – الصفة – الحال ..... )</p> <p><b>Learning objectives:</b> أن يميز الظواهر النحوية والصرفية . * أن يربط بين خبراته السابقة</p> <p>TOPIC: حسن الخلق</p>	<p>* يكتب فقرات باستخدام الجمل الاسمية والفعلية .</p> <p>* يشرح الآية مستخدماً التشبيه التمثيلي . يميز الظواهر النحوية والصرفية . * يكتب فقرات باستخدام التشبيه التام</p> <p>يصمم خريطة بصفات شخصية الشاعر يحدد الفكر الرئيسية في النص لتحديد قائمة بمعلومات النص يحلل الطالب النص تحليلًا أدبيًا</p>	<p><a href="http://www.drmosad.com/index76.htm">http://www.drmosad.com/index76.htm</a></p> <p><a href="https://www.mooneyes.org/t25754-topic">https://www.mooneyes.org/t25754-topic</a></p>

Aim High Study Progress Programme  
Year 11  
September 2021

	<p>أن يحدد الطالب الفكرة الرئيسية والأفكار الفرعية.</p> <p>أن يحلل الطالب النص تحليلًا أدبيًا</p> <p>TOPIC: إذا المرء لم يدنس</p> <p><b>Learning objectives:</b></p> <p>أن يحدد الطالب الفكرة الرئيسية والأفكار الفرعية.</p> <p>أن يحلل الطالب النص تحليلًا أدبيًا.</p>	<p>يشترك مع زملائه لتحديد قائمة بمعلومات النص</p> <p>يصمم خريطة للأفكار</p> <p>يحدد الفكر الرئيسية في النص</p> <p>يحلل الطالب النص تحليلًا أدبيًا</p>	<p><a href="https://www.youtube.com/watch?v=uSPDhV2BVJM">https://www.youtube.com/watch?v=uSPDhV2BVJM</a></p>
<p>Islamic Education (Arabs)</p>	<p>الثبات على الحق –العقل والنقل</p> <p>TOPIC:</p> <p><b>Learning objectives:</b></p>	<p>يبحث عن العادات الجاهلية التي أبطلها الإسلام</p> <p>يبحث عن الانبياء عن الرسل أولي العزم</p> <p>يبحث عن معني النقل الصريح والاعجاز العلمي</p>	<p><a href="https://ar.wikipedia.org/wiki/%D9%81%D9%82%D9%87_%D8">https://ar.wikipedia.org/wiki/%D9%81%D9%82%D9%87_%D8</a></p> <p><a href="http://www.ahlalheeth.com/vb/showthread.php?t=224111">http://www.ahlalheeth.com/vb/showthread.php?t=224111</a></p>

Aim High Study Progress Programme  
Year 11  
September 2021

	<p>أن يستنتج الأحكام من الآيات الكريمة أن يبين الدلالات الواردة في الآيات الكريمة أن يحدد العلاقة بين العقل والنقل أن يبين دور العقل تجاة النقل أن يستنتج أهداف تحدي العقل البشري</p>		
<p><b>Islamic Education (Non Arabs)</b></p>	<p>TOPIC:</p> <p>1. World is a place of action</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"> <li>To evaluate the significance of carrying out the responsibility in the Muslim's life.</li> <li>(By referencing Quran &amp; Seerah)</li> </ul> <p>2. Recording Sunnah</p>	<p>In one or two paragraphs describe the responsibilities of Muslim which should be carried out during his life across all phases and ages.</p> <p>Mention the most prominent hadeeth narrators from whom he learned the noble Hadeeth</p>	<p><a href="https://www.youtube.com/watch?v=2KOVwd6uTdA&amp;t=302s">https://www.youtube.com/watch?v=2KOVwd6uTdA&amp;t=302s</a></p> <p><a href="https://www.youtube.com/watch?v=m_A7yFLnctg">https://www.youtube.com/watch?v=m_A7yFLnctg</a></p>



Aim High Study Progress Programme  
Year 11  
September 2021

	<ul style="list-style-type: none"><li>- Students will be able to</li><li>- To apply what is meant by recording Sunnah</li></ul> Apply Phases of - recording Sunnah Distinguish between types of Hadeeth volumes.		
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Aim High Study Progress Programme  
Year 11  
September 2021

<b>Moral Education</b>	<b>'Economy' and 'Globalisation'?</b> <ul style="list-style-type: none"><li>• Will be able to classify examples of trade into imports and exports.</li><li>• Will be able state advantages of globalisation and disadvantages of globalisation</li><li>• Will be able to give and briefly explain three different ways of measuring inequality.</li></ul>	Discuss the question below: <ul style="list-style-type: none"><li>• Do you think globalisation has helped more people understand issues like deforestation and global warming?</li><li>• Does an increased in understanding of these issues help people make different choices?</li><li>• Has globalisation helped reduce inequality or has it contributed to making it worse?</li><li>• How important do you think education is in helping to spread the benefits of globalisation and reduce inequality within countries?</li><li>• Equality is one of the key pillars on which the UAE was founded. Do you think that Sheikh Zayed bin Sultan Al Nahyan would be pleased in the way the UAE has developed in terms of equality in the last 30 years? Give reasons to your answer.</li></ul>	<a href="https://www.youtube.com/watch?v=J0nFD19eT8">https://www.youtube.com/watch?v=J0nFD19eT8</a>
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