



**Aim High Study Progress Programme**  
**Year 10**  
**December 2024**

Area for learning	Focus	Activities	Useful Websites/Apps
<b>English</b> <b>1<sup>st</sup> Language</b>	<b>Analysis of Article</b> To analyse article writing elements and development of purpose.	Read an article from the links given and analyse: <ol style="list-style-type: none"> <li>a. Development of ideas</li> <li>b. Structure</li> <li>c. Techniques used to highlight the purpose</li> </ol> OR <ol style="list-style-type: none"> <li>1. Find a short, impactful speech or interview with a public figure. It could be a famous political speech, TED talk, or interview with an expert (e.g., on YouTube or news websites).</li> <li>2. Watch or listen to the speech carefully, taking notes on the key points, the speaker's main arguments, and any stories or examples used. Pay attention to the speaker's tone and purpose.</li> </ol> <b>Write Your Article:</b> Based on the speech, write a feature article (approximately 250-250 words) that: <ol style="list-style-type: none"> <li>a. <b>Introduces the speaker</b> and the context of the speech.</li> </ol>	<a href="https://www.nationalgeographic.com/magazine/article/the-alps-magical-ice-caves-risk-vanishing-in-our-warming-world-feature">https://www.nationalgeographic.com/magazine/article/the-alps-magical-ice-caves-risk-vanishing-in-our-warming-world-feature</a>  <a href="https://www.nationalgeographic.com/travel/article/this-bridge-in-northern-pakistan-is-a-surreal-span">https://www.nationalgeographic.com/travel/article/this-bridge-in-northern-pakistan-is-a-surreal-span</a>



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		<ul style="list-style-type: none"> <li><b>b. Summarizes the main message</b> or key arguments presented.</li> <li><b>c. Explains why the speech is relevant</b> or important, and how it might impact the audience or society.</li> <li><b>d. Includes a quote or two</b> from the speech, if relevant, to enhance the article's engagement.</li> <li><b>e. Use a conversational yet informative tone</b>, keeping the reader interested while maintaining objectivity.</li> </ul>	
<b>English 2<sup>nd</sup> Language</b>	<b>Summary Writing</b> To be able to summarize using higher order connectives.	Summarise any of the short stories you have recently read or the movie that you have watched within 120 words. Remember to use your own words and connectives.	<a href="https://igcseaid.com/notes/english-as-a-second-language-0511/reading-writing-exercise-5-summary-writing/">https://igcseaid.com/notes/english-as-a-second-language-0511/reading-writing-exercise-5-summary-writing/</a>
<b>English Literature</b>	<b>Novel Paper 1</b> To analyse the effect of narrative elements.	1. Analyse the following elements in the next chapter of the novel or short story you are currently reading for Paper 1. <ul style="list-style-type: none"> <li>a. Character development</li> <li>b. Development in themes</li> <li>c. Tone</li> <li>d. Linguistic choices and their impact</li> </ul>	<a href="https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)/04%3A_About_Ficti">https://human.libretexts.org/Bookshelves/Literature_and_Literacy/Writing_and_Critical_Thinking_Through_Literature_(Ringo_and_Kashyap)/04%3A_About_Ficti</a>



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		<p>e. Use of foreshadowing, flashback or change  f. Sentence construction and its impact</p> <p>Select one main character from the novel you're currently reading. Imagine you are that character. Write two <b>to three diary entries</b> that reflect your thoughts and emotions at different points in the story. In these entries, describe how you feel about key events or challenges they face, and how you change over the course of the novel. Be sure to include specific moments from the novel/short story that show your growth or struggles, and try to capture the character's unique voice and personality. You can also add creative touches like drawings or decorations to make it more fun!</p>	<p><a href="#">on- Short Stories and the Novel/ 4.05%3A How to Analyze Fiction- Elements of Literatures</a></p>
<p><b>Mathematics (Accelerated)</b></p>	<p><b>Trigonometry:</b></p> <ul style="list-style-type: none"> <li>Calculate bearing of a point with respect to another</li> </ul>	<p>Research on the real life applications of Trigonometry. Present your findings using power point/ video/ Prezi /poster.</p> <p>Create notes/formula booklet on Trigonometric concepts. Include examples and figures too</p>	<p><a href="http://www.mathsisfun.com/algebra/trigonometry.html">www.mathsisfun.com/algebra/trigonometry.html</a>  <a href="http://www.mathsteacher.com.au/year10/ch15_trigonometry/12_elevation_depression/23elevdep.htm">www.mathsteacher.com.au/year10/ch15_trigonometry/12_elevation_depression/23elevdep.htm</a></p>



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	<ul style="list-style-type: none"><li>• Find angle of elevation /depression in word problems</li></ul> <p>Apply sine rule and cosine rule in calculating missing</p> <ul style="list-style-type: none"><li>• side /angle in non right angled triangles.</li><li>• Calculate area of a triangle using the formula, <math>\frac{1}{2} ab \sin C</math></li><li>• Apply Trigonometry in calculating missing length/ angle in 3D shapes.</li><li>• Find exact trigonometric values of sine, cosine and</li></ul>		<p><a href="https://www.bbc.com/bitesize/guides/zqwhjty/revision/1">https://www.bbc.com/bitesize/guides/zqwhjty/revision/1</a> <a href="https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm">https://www.cimt.org.uk/projects/mepres/step-up/sect4/index.htm</a></p> <p><a href="http://www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html">www.mathsisfun.com/algebra/trig-sin-cos-tan-graphs.html</a> <a href="https://www.bbc.com/bitesize/guides/zpkdd2p/revision/2">www.bbc.com/bitesize/guides/zpkdd2p/revision/2</a></p>
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	<p>tangent for <math>0^\circ</math>, <math>30^\circ</math>, <math>45^\circ</math>, <math>60^\circ</math>, <math>90^\circ</math></p> <ul style="list-style-type: none"> <li>• Draw Sine and Cosine curves</li> <li>• Solve simple Trigonometric equations</li> </ul>		
<b>Mathematics (Extended)</b>	<b>Probability</b> <ul style="list-style-type: none"> <li>• To calculate the probability of combined events using sample space diagrams and Venn diagrams</li> <li>• To create and analyze probability tree diagrams by exploring a real-world scenario.</li> </ul>	<p>Activity:</p> <p><b>Weather Forecast</b>          Students can predict the weather conditions for a week and create a probability tree diagram and calculate the probabilities, and any conclusions or insights they gained from the activity.</p> <p><b>Medical Testing:</b> Evaluating the probability of a disease given a positive test result.</p>	<p><a href="https://www.savemyexams.com/igcse/maths_core/cie/23/revison-notes/probability/set-notation-and-probability-diagrams/probability-tree-diagrams/">https://www.savemyexams.com/igcse/maths_core/cie/23/revison-notes/probability/set-notation-and-probability-diagrams/probability-tree-diagrams/</a></p> <p><a href="https://www.savemyexams.com/igcse/maths_extended/cie/23/topic-questions/4-probability-">https://www.savemyexams.com/igcse/maths_extended/cie/23/topic-questions/4-probability-</a></p>

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	<ul style="list-style-type: none"> <li>To calculate conditional probability using tree diagrams and tables.</li> </ul>	<p><b>Sports Statistics:</b> Assessing the probability of a basketball player scoring a point given that they are shooting from a specific distance.</p> <p>Research on Business connecting to probability:</p> <ol style="list-style-type: none"> <li>1. Research on the probability of a person buying a product after seeing an ad? After clicking an ad? After making an enquiry? After seeing a proposal? After negotiating?</li> <li>2. Explore the above question for different kinds of ads or different kind of customers or different geographies or for different products for the same company</li> <li>3. Exploring the questions like the above have huge business value and such learning will be appreciated.</li> </ol>	<p><a href="https://www.savemyexams.com/dp/maths-aa-sl/ib/21/revision-notes/4-statistics--probability/4-3-probability/4-3-3-sample-space-diagrams/">and-statistics/4-2-probability-diagrams---tree-and-venn-diagrams/paper-2-and-paper-4/https://www.savemyexams.com/dp/maths-aa-sl/ib/21/revision-notes/4-statistics--probability/4-3-probability/4-3-3-sample-space-diagrams/</a>  <a href="https://thirdspacelearning.com/gcse-maths/probability/venn-diagram-probability/">https://thirdspacelearning.com/gcse-maths/probability/venn-diagram-probability/</a>  <a href="https://pmt.physicsandmathstutor.com/download/Maths/GCSE/Notes/Probability/h.%20Conditional%20Probability%20(H).pdf">https://pmt.physicsandmathstutor.com/download/Maths/GCSE/Notes/Probability/h.%20Conditional%20Probability%20(H).pdf</a></p>
<p><b>Mathematics - Statistic</b></p>	<p><b>Processing, representing and analysing data:</b> <b>Learning Objective:</b></p>	<p>Activity: <b>Daily Routine</b></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/4">https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/4</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/1">https://www.bbc.co.uk/bitesize/guides/zy9frwx/revision/1</a></p>

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	<p>To Construct, draw, use and understand Pictograms, Bar charts, Vertical line graphs, stem and leaf, box plots and pie charts. Select the appropriate representation for the data.</p> <p>To Construct, draw, use and understand Frequency polygons, Histograms with equal and unequal class intervals</p>	<p>Students Can Create pictograms to represent data visually, such as tracking how many hours they spend on different activities (e.g., homework, sports, or social media)</p> <p><b>Class Survey Comparison</b> Conduct a class survey (e.g., favourite hobbies, preferred school subjects) and create bar charts to compare results between categories. <b>Evaluate:</b> Whether the bars effectively show differences between categories, ensuring that the axes are labelled correctly and the bar spacing is consistent. They should assess how easily comparisons can be made between groups. Use a stem-and-leaf diagram to organize and represent test scores from a class, making it easy to see how scores are distributed and which ranges are the most common.</p>	<p><a href="#">10132_ch00_prelims_PB.indd (collins.co.uk)</a></p> <p><a href="https://revisionmaths.com/gcse-maths-revision/statistics-handling-data/cumulative-frequency-graphs">https://revisionmaths.com/gcse-maths-revision/statistics-handling-data/cumulative-frequency-graphs</a></p>
Physics	<p><b>Waves</b></p> <ul style="list-style-type: none"> <li>To distinguish between transverse and longitudinal waves.</li> </ul>	<p>Research on :</p> <ul style="list-style-type: none"> <li>❖ Create a list of questions you would like to ask your teacher. Frame higher order questions using bloom's taxonomy.</li> </ul>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/home_energy/introduction_to_wavesrev6.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/ocr_gateway/home_energy/introduction_to_wavesrev6.shtml</a></p>



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	<ul style="list-style-type: none"><li>• To describe wave motion with the help of wave fronts and represent Reflection and Refraction with wave fronts.</li><li>• To describe Diffraction through a narrow gap.</li></ul> <p><b><u>Electromagnetic Spectrum</u></b></p> <ul style="list-style-type: none"><li>• Analyse the main features of electromagnetic waves and describe the roles of the different types of EM waves.</li></ul>	<p>❖ Real life applications of Diffraction</p>	<p><a href="https://edpuzzle.com/media/65d84305fcb0be41700d9753">https://edpuzzle.com/media/65d84305fcb0be41700d9753</a></p> <p><a href="http://scienceprojectideasforkids.com/2010/sound-pitch-loudness/">http://scienceprojectideasforkids.com/2010/sound-pitch-loudness/</a></p>
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<b>Chemistry</b>	<b>TOPIC:</b>  <b>The Periodic Table:</b> <ul style="list-style-type: none"><li>• To understand the concept underlying the arrangement of elements in the periodic table and explain the trends.</li><li>• Describe the general physical and chemical properties of metals.</li><li>• Describe the transition elements as metals that: (a) have high densities (b) have high melting points (c) form coloured compounds (d) often act as catalysts as elements and in compounds</li></ul>	<b>Activity 1:</b> Describe the relationship between group no., no. of valency electrons  <b>Activity 3:</b> Students will draw an infographic poster on the different types of reactions along with with examples and their explanation	<a href="#">C9.2 – Group Properties – IGCSE AID</a>  <a href="#">Reactivity Trends in Groups 1 and 17 (3.1.4)   IB DP Chemistry SL 2025 Notes   TutorChase</a>  <a href="https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/9-the-periodic-table/9-2-group-element-properties/9-2-2-transition-elements/">https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/9-the-periodic-table/9-2-group-element-properties/9-2-2-transition-elements/</a>
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	<ul style="list-style-type: none"> <li>Describe transition elements as having ions with variable oxidation numbers, including iron(II) and iron(III)</li> </ul>		
<b>Biology</b>	<p><b>Plant Nutrition:</b></p> <ul style="list-style-type: none"> <li>To explain how the structure of the leaf is adapted for photosynthesis.</li> <li>To investigate the necessity for chlorophyll, light and carbon dioxide for photosynthesis, using appropriate controls.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage the students to Investigate the different types of leaves and pigments present in a leaf using simple experiments that can be conducted at home.</li> <li>Motivate the students to design a poster to find out how are leaves designed to increase photosynthesis and Research on what do plants do with the glucose made by them.</li> <li>Design a poster displaying how each limiting factor can affect the rate of photosynthesis.</li> </ul>	<ul style="list-style-type: none"> <li>➤ <a href="http://www.biotopics.co.uk/plants/psfac2.html">http://www.biotopics.co.uk/plants/psfac2.html</a></li> <li>➤ <a href="http://www.encyclopedia.com/plants-and-animals/botany/botany-general/chlorophyll">http://www.encyclopedia.com/plants-and-animals/botany/botany-general/chlorophyll</a></li> <li>➤ <a href="http://www.webexhibits.org/causesofcolor/7A.html">http://www.webexhibits.org/causesofcolor/7A.html</a></li> <li>➤ <a href="http://study.com/academy/lesson/how-">http://study.com/academy/lesson/how-</a></li> </ul>



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	<ul style="list-style-type: none"> <li>Describe the importance of:             <ul style="list-style-type: none"> <li>- Nitrate ions for making amino acids</li> <li>- Magnesium ions for making chlorophyll.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Motivate your child to go for a walk along with you &amp; identify the plants for any diseases &amp; record the details.</li> </ul>	<a href="https://www.eatforhealth.gov.au/food-essentials/five-food-groups">chlorophyll-absorbs-light-energy.html</a>
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>An understanding of the terms used in nutrition and nutrition-related problems.</li> <li>Composition and value of the main foods in the diet- Sources of vitamins and mineral and fat (fruits</li> </ul>	<p>Determine the top benefits of Fats and Oils and Fruits and Vegetables in relation with health stating scientific reasons.</p>	<a href="https://www.eatforhealth.gov.au/food-essentials/five-food-groups">https://www.eatforhealth.gov.au/food-essentials/five-food-groups</a> <a href="https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/">https://www.hsph.harvard.edu/nutritionsource/what-should-you-eat/vegetables-and-fruits/</a> <a href="https://www.betterhealth.vic.gov.au/health/healthyliving/fats-and-oils">https://www.betterhealth.vic.gov.au/health/healthyliving/fats-and-oils</a>



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	and vegetables, nuts; fats and oils.		
<b>Economics</b>	<ul style="list-style-type: none"> <li>To differentiate the function of commercial banks and central bank</li> <li>To know the various facilities are provided the commercial bank and know the different charges and the interest rate.</li> </ul>	<ul style="list-style-type: none"> <li>Visit a branch of a commercial bank or, if that is not possible or learners to go on the website of a commercial bank, and find out as much as they can about the activities of the bank. Produce summary posters illustrating the ways in which individuals/households and producers use commercial banks.</li> <li>Carry out research on their own central bank and that of another country. Preparing a presentation to the summarising their findings. Central bank websites usually provide a great deal of relevant information.</li> <li>Prepare a chart which clearly compares and contrasts the different functions and roles of both commercial banks and the central bank in an economy.</li> </ul>	<a href="https://www.centralbank.ae/en/">https://www.centralbank.ae/en/</a> <a href="https://www.investopedia.com/articles/03/050703.asp">https://www.investopedia.com/articles/03/050703.asp</a> <a href="https://www.geeksforgeeks.org/difference-between-commercial-bank-and-central-bank/">https://www.geeksforgeeks.org/difference-between-commercial-bank-and-central-bank/</a> <a href="https://corporatefinanceinstitute.com/resources/commercial-lending/commercial-bank/">https://corporatefinanceinstitute.com/resources/commercial-lending/commercial-bank/</a>



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<b>Accounting</b>	To analyse and evaluate the purpose of preparing financial statements.	<p>Prepare a Poster on Income Statement. Including a trading section and profit and loss account section of a pen manufacturing firm.</p> <ul style="list-style-type: none"><li>• Mention at least 20 entries including<ul style="list-style-type: none"><li>➤ Sales</li><li>➤ Sales Returns</li><li>➤ Purchases</li><li>➤ Purchase Return</li><li>➤ Credit Sales</li><li>➤ Credit Purchases</li><li>➤ Cash Entry</li><li>➤ Stationary entry</li><li>➤ Postage entry</li><li>➤ Bank entry</li></ul></li></ul>	<p><a href="http://showmyupdates.blogspot.ae/2014/12/trading-profit-loss-ac-and-balance-sheet_28.html">http://showmyupdates.blogspot.ae/2014/12/trading-profit-loss-ac-and-balance-sheet_28.html</a></p> <p><a href="https://www.youtube.com/watch?v=T-imJYUi ug\">https://www.youtube.com/watch?v=T-imJYUi ug\</a></p> <p><a href="http://www.moneycontrol.com/india/financials/tatamotors/profit-loss/TM03">http://www.moneycontrol.com/india/financials/tatamotors/profit-loss/TM03</a></p> <p><a href="http://www.investopedia.com/terms/p/plstatement.asp">http://www.investopedia.com/terms/p/plstatement.asp</a></p> <p><a href="https://en.wikibooks.org/wiki/Accountancy/Books_of_Prime_Entry">https://en.wikibooks.org/wiki/Accountancy/Books_of_Prime_Entry</a></p>



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			<a href="http://kfknowledgebank.kaplan.co.uk/KFKB/Wiki%20Pages/Books%20of%20Prime%20Entry.asp">http://kfknowledgebank.kaplan.co.uk/KFKB/Wiki%20Pages/Books%20of%20Prime%20Entry.asp</a>
<b>Business Studies</b>	<b>Topic – Organisational Chart</b> <ul style="list-style-type: none"> <li>▪ To analyse the relationship between business objectives and organisational structure.</li> <li>▪ To analyse the conflict between trust and control in delegation.</li> </ul>	<b>Research based Task:</b> Compare different organizational structures (hierarchical, flat, matrix, etc.) and analyze which is best suited for different types of organizations (e.g., large corporations vs. startups).  Select a company known for high trust in leadership (e.g., Google) and research how trust between leaders and employees impacts overall productivity, morale, and innovation.	<a href="https://www.investopedia.com/terms/o/organizational-structure.asp">https://www.investopedia.com/terms/o/organizational-structure.asp</a>  <a href="https://www.iohnseelybrown.com/Control_Vs_Trust_Deloitte_Toughtware.pdf">https://www.iohnseelybrown.com/Control_Vs_Trust_Deloitte_Toughtware.pdf</a>
<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>• To explain the concept of a "multiplier effect" in the context of tourism and its potential to stimulate the national economy.</li> </ul>	The Government of Trinidad and Tobago hopes that the Ministry of Tourism’s revised National Tourism Policy will create a multiplier effect on the nation’s economy. Explain how procedures of each of the following might receive economic benefits from the growth of tourism: Local Agriculture	<a href="https://visittrinidad.tt/wp-content/uploads/2022/03/Trinidad-and-Tobago-National-Tourism-Policy-2021-2030.pdf">https://visittrinidad.tt/wp-content/uploads/2022/03/Trinidad-and-Tobago-National-Tourism-Policy-2021-2030.pdf</a>



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	<ul style="list-style-type: none"> <li>To analyse how the growth of tourism can increase demand for locally manufactured goods, fostering economic growth and creating employment opportunities.</li> </ul>	Locally manufactured goods.	<a href="https://www.fao.org/faolex/results/details/en/c/LEX-FAOC220158/">https://www.fao.org/faolex/results/details/en/c/LEX-FAOC220158/</a> <a href="https://www.dubaidet.gov.ae/en/legislative-news">https://www.dubaidet.gov.ae/en/legislative-news</a>
<b>Sociology</b>	Family: To examine how industrialisation and Urbanisation affect families	Research on the views of Laslett, Anderson and Wilmot and Young	GCSE course book by Jonathan Blundell
<b>Psychology</b>	<b>Peterson and Peterson (1959) Short term Retentions of Individual Verbal Items</b>	<b>Quick Memory Test</b>  <b>Objective:</b> To show how interference affects short-term memory retention.	<a href="https://www.simplypsychology.org/peterson-peterson.html">https://www.simplypsychology.org/peterson-peterson.html</a>



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		<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"><li>• List of three-letter nonsense syllables (e.g., ZLF, MBQ, TKR)</li><li>• Timer (or use a phone)</li></ul> <p><b>Instructions:</b></p> <ol style="list-style-type: none"><li>1. <b>Present a Syllable:</b> Show students a nonsense syllable for 3 seconds, asking them to memorize it.</li><li>2. <b>Interference Task:</b> Immediately after, have them count backward from a random number (like 30) for 10 seconds.</li><li>3. <b>Recall:</b> After the 10 seconds, ask students to write down the syllable they memorized.</li><li>4. <b>Discuss:</b> Ask students if they found it difficult to recall the syllable after the interruption.</li></ol> <p>This short activity highlights how quickly memory can decay without rehearsal and how interference impacts recall.</p>	
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<b>History</b>	<b>Why did the Tsarist regime collapse in 1917?</b>	<p>To what extent did the October Manifesto address the underlying social, economic, and political grievances in Russia? Evaluate your answer.</p>	<ol style="list-style-type: none"> <li>1. Textbook</li> <li>2. <a href="http://www.johndclare.net/Russ2.htm">www.johndclare.net/Russ2.htm</a></li> <li>3. <a href="http://kenbaker.wordpress.com">http://kenbaker.wordpress.com</a></li> <li>4. <a href="http://www.ibiblio.org">www.ibiblio.org</a></li> </ol>
<b>Environmental Management</b>	Energy and the environment	<p>From real life, or using the internet, find real life examples of the following methods of energy conservation. For examples, please state which country it is from and a description of the method used.</p> <ul style="list-style-type: none"> <li>- A government policy focussed on energy conservation.</li> <li>- A country that uses mostly renewable energy.</li> <li>- A sustainable housing technique.</li> <li>- A method used to reduce the use of cars.</li> </ul>	EVM coursebook, internet research, personal experiences.
<b>ICT</b>	<b>TOPIC:</b> Data Analysis	<p>Encourage your child to:</p> <ul style="list-style-type: none"> <li>• Create the layout for spreadsheet data model</li> <li>• Use relevant Lookup functions</li> </ul>	<a href="#">IGCSE ICT - Data Analysis (Spreadsheets)   IGCSE ICT</a>



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	<p><b>LESSON OBJECTIVE:</b> To create spreadsheets using MS EXCEL, and explore entering formulas, sort data and format cells</p>	<ul style="list-style-type: none"> <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</li> <li>• Change the size of row and column</li> </ul>	
<p><b>Computer Science</b></p>	<p><b>TOPIC:</b> Algorithm design &amp; Problem Solving</p> <p><b>LESSON OBJECTIVE:</b> To be able to design, interpret, and test algorithms to solve computational problems by applying structured thinking. To be able understand and use flowcharts and pseudocode to represent algorithmic solutions and evaluate the</p>	<ul style="list-style-type: none"> <li>• Create a storyboard that visually represents each phase of the program development life cycle:</li> <li>• Design an automated checkout system for a small store. Should break it down into sub-systems (e.g., product selection, pricing, inventory management).</li> <li>• Create a form-based data entry scenario which apply validation</li> <li>• Use trace tables to find out errors in an Pseudocode</li> </ul>	<p><a href="#">IGCSE Computer Science GG</a></p>

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	effectiveness of their problem-solving approaches.																							
<b>Physical Education</b>	To understand the different parts of respiratory system. To understand the structure and functions of respiratory system.	<ul style="list-style-type: none"> <li>Draw a diagram of respiratory system and label it.</li> </ul> <p>Complete the table below</p> <table border="1"> <thead> <tr> <th>Part of respiratory system</th> <th>Structure</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td>Lung</td> <td></td> <td></td> </tr> <tr> <td>Alveoli</td> <td></td> <td></td> </tr> <tr> <td>Diaphragm</td> <td></td> <td></td> </tr> <tr> <td>bronchi</td> <td></td> <td></td> </tr> <tr> <td>epiglottis</td> <td></td> <td></td> </tr> <tr> <td>Larynx</td> <td></td> <td></td> </tr> </tbody> </table>	Part of respiratory system	Structure	Function	Lung			Alveoli			Diaphragm			bronchi			epiglottis			Larynx			<a href="http://www.teachpe.com">www.teachpe.com</a> <a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a> <a href="http://www.cie.org.uk">www.cie.org.uk</a> <a href="http://www.innerbody.com">www.innerbody.com</a> <a href="http://www.physicaleducation.co.uk">www.physicaleducation.co.uk</a>
Part of respiratory system	Structure	Function																						
Lung																								
Alveoli																								
Diaphragm																								
bronchi																								
epiglottis																								
Larynx																								
<b>Art</b>	AO1 and AO2: observations and insights relevant to intentions as work progresses.	<p>Find a suitable theme or a subject that you can explore and find first-hand experience.</p> <p>Take multiple images of the selected composition in a different lighting, different, background, different angles and later can be manipulated with the contrast and brilliance. Try zooming in the</p>	<a href="http://www.studentartguide.com">www.studentartguide.com</a>  <a href="https://drawpaintacademy.com/top-20-still-life-artists/#paul-cezanne-18391906">https://drawpaintacademy.com/top-20-still-life-artists/#paul-cezanne-18391906</a>																					



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		compositions and look for some IMPACTFUL colours, textures, shapes, sizes etc.	
<b>French</b>	<ul style="list-style-type: none"> <li>• La nourriture d'ici et d'ailleurs (page 30-31)</li> <li>• J'ai mal (page 34-35)</li> <li>• Chez le médecin (page 36-37)</li> <li>• L'interrogation</li> <li>• Les articles partitifs</li> </ul>	<p>Writing : Students are requested to write a blog on how to stay healthy (Diet+ exercice...)</p> <p>Speaking : Students are requested to record video/ podcast on how to stay healthy (Diet+ exercice...)</p> <p>Reading : Different reading tasks to improve the understanding of how it is important to stay healthy and what are the conséquences of not eating healthy.</p> <p>Listening : Different Listening tasks to improve the understanding of how it is important to stay healthy and what are the conséquences of not eating healthy.</p>	<p><a href="https://www.podcastfrancaisfacile.com/dialogue/dialogue-chez-docteur.html">https://www.podcastfrancaisfacile.com/dialogue/dialogue-chez-docteur.html</a></p> <p><a href="https://www.predilife.com/articles-bilan-nutrition/reequilibrage-alimentaire-les-bienfaits-dune-alimentation-equilibree/">https://www.predilife.com/articles-bilan-nutrition/reequilibrage-alimentaire-les-bienfaits-dune-alimentation-equilibree/</a></p> <p><a href="https://oraprdnt.uqtr.quebec.ca/portail/docs/GSC2213/O0002687613%20interrogation%20exercices%20et%20corriges.pdf">https://oraprdnt.uqtr.quebec.ca/portail/docs/GSC2213/O0002687613   interrogation exercices et corrig .pdf</a></p> <p><a href="https://oraprdnt.uqtr.quebec.ca/portail/docs/GSC2213/F4861">https://oraprdnt.uqtr.quebec.ca/portail/docs/GSC2213/F4861</a></p>

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			<a href="https://elaph.com/Web/ElaphLiterature/2005/5/65862.htm">68017 Les partitifs exercices et corrigé .pdf</a>
Arabic (Arabs)	<p>TOPIC:</p> <p>قصة قصيرة العابرون فوق شظاياهم</p> <p><b>Learning objectives:</b></p> <p>أن يصف الطالب الشخصيات في القصة</p> <p>أن يحلل العناصر الفنية للقصة</p> <p>أن يدلل على تقنيات الكتابة في القصة من خلال الأحداث</p> <p>أن يحلل دلالة العبارة في القصة</p> <p>أن يضع نهاية مختلفة للقصة من إبداعه</p> <p>أن يقارن القصة بقصتي مصباح الحمام والخبز</p> <p>أن يكتب استجابة أدبية للقصة</p>	<p>يصف الطالب الشخصيات في القصة</p> <p>يحلل العناصر الفنية للقصة</p> <p>يدلل على تقنيات الكتابة في القصة من خلال الأحداث</p> <p>يحلل دلالة العبارة في القصة</p> <p>يضع نهاية مختلفة للقصة من إبداعه</p> <p>يقارن القصة بقصتي مصباح الحمام والخبز</p> <p>يكتب استجابة أدبية للقصة</p>	<p><a href="https://elaph.com/Web/ElaphLiterature/2005/5/65862.htm">https://elaph.com/Web/ElaphLiterature/2005/5/65862.htm</a></p>

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<p><b>Arabic Non-Arabs</b></p>	<p>Topic: وسائل الإعلام: Learning Objectives: أن يصف التلميذ وسائل الإعلام أن يشرح التلمذ أهمية وسائل الإعلام أن يستنتج الأفكار الداعمة من النص أن يقيم التلميذ رايه في وسائل الإعلام</p>	<p>The students can create dictionaries of their own The students can make posters about media  The students can create videos about media The students can create a role play</p>	<p><a href="https://www.youtube.com/watch?v=N0wBntXyBc8&amp;t=2s">https://www.youtube.com/watch?v=N0wBntXyBc8&amp;t=2s</a>  <a href="https://www.youtube.com/watch?v=Svu4-AqC9pA">https://www.youtube.com/watch?v=Svu4-AqC9pA</a> <a href="#">العربية الفاعلية</a></p>
<p><b>Islamic Education (Arabs)</b></p>	<p>TOPIC: منهجية التفكير في الإسلام  <b>Learning objectives:</b>  تحديد خصائص التفكير المنهجي في الاسلام  استنتاج أثر التفكير المنهجي على الفرد والمجتمع</p>	<p>تحديد خصائص التفكير المنهجي في الاسلام  المقارنة بين العقل والمخ والدماغ  استنتاج أثر التفكير المنهجي على الفرد والمجتمع</p>	<p><a href="https://mawdoo3.com/">https://mawdoo3.com/</a> <a href="https://www.al-madina.com/article">https://www.al-madina.com/article</a> <a href="https://www.islamweb.net/ar/fatwa">https://www.islamweb.net/ar/fatwa</a></p>



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<p><b>Islamic Education (Non- Arabs)</b></p>	<p>1. <b><u>Stages of collection the Quraan</u></b></p> <p>- to explain the stages of collecting AL Quran.</p> <p>-To evaluate the efforts of Abu Bakr As Siddiq in serving Al Quran to those of Uthman R.A.</p>	<p>1. Write an essay or a journal report about Miracles in Al Quran Al Kareem.</p> <p>Write an essay to a friend convincing him why Muslims believe that Al Quran is not changed unlike previous book</p>	<p><a href="https://quranschooling.com/stages-of-compilation-of-quran/">https://quranschooling.com/stages-of-compilation-of-quran/</a></p>
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<b>Moral Education</b>	Topic: The Individual and The Community Learning Objective: To discuss how wealth can be used for good	Activities  Research on how to develop entrepreneurship skills by producing a plan for a business and making financial decisions based on how the business copes with economic pressures.	<a href="https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/">https://onlinedegrees.sandiego.edu/how-to-become-an-entrepreneur/</a>
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