



Aim High Study Progress Programme  
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Area for learning	Focus:	Activities	Useful Websites/Apps
English 1 <sup>st</sup> Language	<b>Formal Report Writing-0500</b> To develop report writing skills.	<ul style="list-style-type: none"><li>Review formal report writing techniques in the given link.</li><li>Analyse key points for the formal report question in the past paper 0500/S/2011/22 to compose a formal report.</li><li>Use the marking scheme to evaluate your strengths and areas of focus.</li></ul>	<a href="https://www.cienotes.com/wp-content/uploads/2018/07/0500_s11_qp_22.pdf">https://www.cienotes.com/wp-content/uploads/2018/07/0500_s11_qp_22.pdf</a>
English Literature	<b>Introduction to Pride and Prejudice</b>	Explore how Regency-era life, class, property laws, emerging middle-class wealth, and strict roles of men and women shape the world of the novel 'Pride and Prejudice'. Answer the following questions:	<a href="https://www.sparknotes.com/lit/pride/">https://www.sparknotes.com/lit/pride/</a>



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		<p>a. Imagine you are a young woman of modest means in Regency England. Rather than learning piano or French, you must labour in the household or fields. How would this shape your daily life and future prospects?</p> <p>b. Must one always preserve a friend's secret in your society? Describe a situation where you might feel compelled to reveal a friend's confidence for the greater proper good.</p>	
<b>English as a Second Language</b>	To revisit article writing skills.	<ul style="list-style-type: none"><li>• Using the given link and past papers, compose an article on the given topic.</li><li>• Use the rubric to self-evaluate and suggest ways to improve your areas of focus</li><li>• Rewrite the article to achieve your areas of focus.</li></ul>	<p><a href="https://igcseaid.com/notes/english-as-a-second-language-0511/writing-exercise-7-writing-an-article/">https://igcseaid.com/notes/english-as-a-second-language-0511/writing-exercise-7-writing-an-article/</a></p> <p><a href="https://dynamicpapers.com/past-papers/cambridge-past-papers/o-level/subjects-a-e/english-as-a-second-language/">https://dynamicpapers.com/past-papers/cambridge-past-papers/o-level/subjects-a-e/english-as-a-second-language/</a></p>



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<b>Additional Mathematics</b>	<b>Quadratics:</b> <ul style="list-style-type: none"><li>To complete the square for and use a completed square form</li><li>Find and use the discriminant of to determine the nature of solutions in a quadratic equation.</li><li>Solve quadratic inequalities in one unknown</li><li>Solve by substitution a pair of simultaneous equations of which one is linear and one is quadratic</li><li>Recognize and solve equations in that are quadratic in some function of</li></ul> <b>Modulus function:</b> <ul style="list-style-type: none"><li>Interpret the relation between <math>y =  f(x) </math> <i>and</i> <math>y = f(x)</math> and solve the equations involving modulus.</li></ul>	Recall and make notes on solving quadratic equations by factorization, formula and completing the square.  Research on the use of scientific calculator in solving a quadratic equation.          Research on the application of quadratic inequalities in real life.	<a href="https://www.mathsisfun.com/algebra/quadratic-equation.html">https://www.mathsisfun.com/algebra/quadratic-equation.html</a>  <a href="https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratic-functions-equations/x2f8bb11595b61c86:quadratic-formula-a1/a/discriminant-review">https://www.khanacademy.org/math/algebra/x2f8bb11595b61c86:quadratic-functions-equations/x2f8bb11595b61c86:quadratic-formula-a1/a/discriminant-review</a>  <a href="https://tutorial.math.lamar.edu/classes/alg/ReducibleToQuadratic.aspx">https://tutorial.math.lamar.edu/classes/alg/ReducibleToQuadratic.aspx</a>
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	<ul style="list-style-type: none"><li>Analyse and solve inequalities involving modulus functions and identify the solution sets</li><li>Sketch the graphs of cubic polynomials and their moduli, when given as a product of three linear factors.</li><li>Solve cubic inequalities graphically</li></ul> <p><b>Logarithm:</b></p> <ul style="list-style-type: none"><li>To know and use the laws of logarithms, including change of base of logarithms.</li><li>Apply the definition and properties of <math>e^x</math> and <math>\ln x</math>, including their relationship as inverse functions and their graphs</li></ul>	<p>Write different modulus functions (linear and nonlinear ) and sketch them.</p>	<p><a href="https://www.madasmaths.com/archive/maths_booklets/standard_topics/various/modulus_function_exam_questions.pdf">https://www.madasmaths.com/archive/maths_booklets/standard_topics/various/modulus_function_exam_questions.pdf</a></p> <p><a href="https://www.madasmaths.com/archive/maths_booklets/standard_topics/various/modulus_function_exam_questions.pdf">https://www.madasmaths.com/archive/maths_booklets/standard_topics/various/modulus_function_exam_questions.pdf</a></p>
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	<ul style="list-style-type: none"><li>Use natural logarithms to solve equations in which the unknown appears in indices</li></ul>		
Mathematics Extended	<b>Functions</b> <b>Learning objective:</b>	<b>Functions</b>	<a href="http://www.Desmos.com">www.Desmos.com</a>



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	<ul style="list-style-type: none"><li>• Use function notation, domain, range and evaluate the value of a function by substitution</li><li>• Understand and find inverse functions <math>f^{-1}(x)</math></li><li>• Form composite functions as defined by <math>gf(x) = g(f(x))</math></li><li>• Analyze and apply functions to solve functions given to the power <math>x</math></li><li>• Use functions to solve real life problems (consolidation)</li></ul> <p><b>Vectors</b></p> <p><b>Learning objective:</b></p> <ul style="list-style-type: none"><li>• Represent vectors by directed line segments and calculate the magnitude of a vector</li></ul>	<ul style="list-style-type: none"><li>• Function Machine Activity: put the input value into the "function machine" (box or bag) and then compute the output.</li><li>• Function Transformation Exploration: Explore how functions change with transformations (translations, reflections, dilations).</li><li>• Real-World Function Modeling: Provide students with real-world data. Ask them to find a function that models the data (linear, quadratic, etc.) Have them graph the data points and the function to see how well it fits. Discuss why certain functions are better models for specific data sets.</li></ul> <p><b>Vectors</b></p> <p><b>1. Vector Addition and Subtraction:</b></p>	<p><a href="http://www.savemyexams.com">www.savemyexams.com</a></p> <p><a href="http://www.studyhaven.com">www.studyhaven.com</a></p> <p><a href="http://www.Geogebra.com">www.Geogebra.com</a></p>
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	<ul style="list-style-type: none"><li>• Solve vector problems involving ratio and similarity</li><li>• Use vectors to show that 3 points are collinear</li><li>• Show that vectors are parallel</li></ul> Use position vectors	<ul style="list-style-type: none"><li>• Use graph paper or a vector app to plot vectors and perform operations like addition and subtraction. This can help visualize the resultant vectors.</li><li>• Use the parallelogram rule or head-to-tail method to demonstrate how vectors combine.</li></ul> <b>2. Finding Magnitude and Direction:</b> <ul style="list-style-type: none"><li>• Given a set of vectors, calculate their magnitude (length) and direction (angle from a reference axis).</li><li>• Great for teaching trigonometry and Pythagorean theorem applications.</li></ul> <b>3. Projectile Motion:</b> <ul style="list-style-type: none"><li>• Create a simulation or solve problems involving projectile motion, where vectors represent velocity and acceleration.</li></ul>	
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		<ul style="list-style-type: none"><li>Predict how far an object will travel using vector components for horizontal and vertical motion.</li></ul> <p><b>4. Displacement and Distance:</b></p> <ul style="list-style-type: none"><li>Use vectors to calculate displacement in real-life scenarios, like walking around a park. Compare the vector displacement to the actual distance traveled.</li></ul>	
<b>Statistics</b>	<p><b>Trend Series</b></p> <p><b>Learning objective:</b></p> <ul style="list-style-type: none"><li>Draw Line Graphs &amp; Time Series</li><li>Draw trend lines on time series graph and use inspection to identify trends</li></ul>	<p><b>Trend Series</b></p> <ul style="list-style-type: none"><li>Use historical data, such as stock prices, population growth, or weather patterns, and have participants plot the data on a graph. Then, they can draw a trend line manually or with software tools like Excel.</li><li>Provide a data set where participants plot data points and draw a trend line. Then, ask them to</li></ul>	<p><a href="https://study.com/academy/practice/quiz-worksheet-drawing-a-trend-line.html">https://study.com/academy/practice/quiz-worksheet-drawing-a-trend-line.html</a></p> <p><a href="https://quizlet.com/gb/478955724/edexcel-gcse-statistics-5-time-series-flash-cards/">https://quizlet.com/gb/478955724/edexcel-gcse-statistics-5-time-series-flash-cards/</a></p>



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	<ul style="list-style-type: none"><li>• Draw trend lines on time series graph and use inspection to identify trends and variations</li><li>• Draw a trend line through moving averages by eye</li></ul> <p><b>Probability distributions: Binomial distribution</b></p> <p><b>Learning objective:</b></p> <ul style="list-style-type: none"><li>• Understand the notation <math>B(n, p)</math>, Identify when a binomial distribution should be used and the conditions needed</li><li>• Calculate probabilities using any standard method including use of calculator</li></ul>	<p>extend the line into the future to make predictions based on the trend.</p> <ul style="list-style-type: none"><li>• Use historical economic data or social data (like unemployment rates, inflation, or sales growth). Ask participants to identify the trend lines over various decades and discuss external factors influencing those trends.</li></ul> <p><b>Probability distributions</b></p> <p>1. Dice Rolling Simulation</p> <ul style="list-style-type: none"><li>• Activity: Have participants roll a pair of dice multiple times (e.g., 50 rolls) and record the sum of the two dice on each roll. Plot the frequency distribution of the sums.</li></ul>	<p><a href="https://www.mathsgenie.co.uk/statistics.php">https://www.mathsgenie.co.uk/statistics.php</a></p> <p><a href="https://www.samworth.tgacademy.org.uk/files/2023/04/Statistics-GCSE-Revision-Notes.pdf">https://www.samworth.tgacademy.org.uk/files/2023/04/Statistics-GCSE-Revision-Notes.pdf</a></p>
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	<ul style="list-style-type: none"> <li>Know the calculation for the mean of a binomial distribution is <math>np</math></li> </ul> <p>Know the properties for the binomial distribution and how to calculate them</p>		
<b>Physics</b>	<p>Electric Charge and Current Electricity</p> <p><b><u>Electric charges&amp; Static electricity</u></b></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><b><u>Current Electricity</u></b></p>	<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>



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	<ul style="list-style-type: none"> <li>State that charging a body involves the addition or removal of electrons</li> <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>		<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>
<b>Chemistry</b>	<b>Topics: Stoichiometry:</b> <ul style="list-style-type: none"> <li>Define and use the terms relative atomic mass, molecular and formula mass.</li> <li>To use molar ratio and mole concepts to determine the mass of</li> </ul>	<ul style="list-style-type: none"> <li><b>Activity 1:</b> State the differences between molecular mass, formula mass and how it's calculated.</li> <li><b>Activity 2:</b> Explain how to deduce the relative atomic mass of an element using its % abundance.</li> </ul>	<b>Useful website:</b> <a href="https://www.bbc.co.uk/bitesize/guides/z2bfxf/revision/1">https://www.bbc.co.uk/bitesize/guides/z2bfxf/revision/1</a> <a href="https://byjus.com/chemistry/how-to-calculate-relative-atomic-mass/">https://byjus.com/chemistry/how-to-calculate-relative-atomic-mass/</a>

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	<p>products formed and reactants used in a chemical reaction.</p> <ul style="list-style-type: none"> <li>• To deduce the empirical formula and molecular formula from the given data.</li> <li>• To understand what is percentage purity and how it is determined for chemical reactions.</li> <li>• To calculate the percentage yield of a given chemical reaction.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Activity 3:</b> Define the term mole, research on why it is necessary to be used in a chemical reaction.</li> <li>• <b>Activity 4:</b> Research on the importance of percentage purity of a sample and how it's calculated.</li> <li>• <b>Activity 5:</b> Justify whether the reactions obtain 100% yield. Deduce the formulae to calculate % yield.</li> <li>• <b>Activity 6:</b> Compare and contrast empirical and molecular formula of a compound and deduce the method to calculate it.</li> <li>• <b>Activity 7:</b> Create an infographic/canvas/coggle to summarize your understanding about mole concepts.</li> </ul>	<p><a href="https://www.bbc.co.uk/bitesize/guides/z7c6fg8/revision/2">https://www.bbc.co.uk/bitesize/guides/z7c6fg8/revision/2</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zds48mn/revision/5#:~:text=Percentage%20purity%20of%20a%20substance,multiplying%20this%20number%20by%20100.">https://www.bbc.co.uk/bitesize/guides/zds48mn/revision/5#:~:text=Percentage%20purity%20of%20a%20substance,multiplying%20this%20number%20by%20100.</a>  <a href="https://www.savemyexams.com/igcse/chemistry/cie/23/revision-notes/3-stoichiometry/3-2-the-mole--the-avogadro-constant/3-2-7-percentage-yield--purity/">https://www.savemyexams.com/igcse/chemistry/cie/23/revision-notes/3-stoichiometry/3-2-the-mole--the-avogadro-constant/3-2-7-percentage-yield--purity/</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zrx32sg/revision/9#:~:text=The%20empirical%20formula,element%20present%20in%20a%20compound.">https://www.bbc.co.uk/bitesize/guides/zrx32sg/revision/9#:~:text=The%20empirical%20formula,element%20present%20in%20a%20compound.</a></p>
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<p><b>Biology</b></p>	<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>• 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> <p>Define sense organs as groups of receptor cells responding to specific stimuli: light, sound, touch, temperature and chemicals</p> <ul style="list-style-type: none"> <li>• Describe the structure and function of the eye including accommodation and pupil reflex</li> <li>• Correlate the significance of synapse and types of neurotransmitters.</li> </ul>	<ul style="list-style-type: none"> <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> <li>• Create a simulation to explain synapse and the transmission of electrical impulse across.</li> <li>• Plan an investigation to explain geotropism and phototropism.</li> <li>• Compare the effectivity of hormonal and coordination by nervous system.</li> </ul>	<p><a href="https://pmgbiology.com/tag/geotropism/">https://pmgbiology.com/tag/geotropism/</a></p> <p><a href="https://pmgbiology.com/tag/geotropism/">https://pmgbiology.com/tag/geotropism/</a></p> <p><a href="https://www.bbc.com/bitesize/guides/ztjrng8/revision/3">https://www.bbc.com/bitesize/guides/ztjrng8/revision/3</a></p> <p><a href="http://igbiologyy.blogspot.com/2014/03/89-accommodation-focusing-on-objects.html">http://igbiologyy.blogspot.com/2014/03/89-accommodation-focusing-on-objects.html</a></p>
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		<ul style="list-style-type: none"> <li>• Create a model to explain significance of auxin in geotropism and phototropism.</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          chemical preservation – sugar, salt, vinegar          modified atmosphere packaging          irradiation</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:             <ul style="list-style-type: none"> <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> <li>• Tube D - half fill with a strong sugar solution</li> <li>• Tube E - half fill with vinegar</li> </ul> </li> <li>• Air tight each bottle.</li> <li>• Put tube A in the refrigerator.</li> </ul>	<p><b>Useful websites</b>  <a href="http://www.highspeedtraining.co.uk">www.highspeedtraining.co.uk</a></p> <ul style="list-style-type: none"> <li>• <a href="http://practicalaction.org/technical-briefs-schools-food">http://practicalaction.org/technical-briefs-schools-food</a></li> <li>• <a href="#">Solar Drying - Practical Action</a></li> <li>• <a href="#">Zeer Pots: One ingenious solution to fresh produce for longer - Practical Action</a></li> </ul>



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		<ul style="list-style-type: none"> <li>• Leave tubes B - E in a warm place for 24hours and 72hours.</li> </ul>	
<b>Economics</b>	<u>Government and the macroeconomy</u> <ul style="list-style-type: none"> <li>• To be able Define fiscal policy</li> <li>• To explain the fiscal policy measures.</li> <li>• To discuss the effects of fiscal policy measures on government macroeconomic aims</li> </ul>	<p>Fiscal policy:</p> <p>Class discussion on a scenario that describes a change in government spending or taxation and discuss how this will impact the aggregate demand in an economy.</p> <p>In groups students will research and share with class: Assign each group a different macroeconomic objective (e.g., economic growth, low inflation, low unemployment, Stability in Balance of payment, redistribution of income).In their groups, learners identify an appropriate fiscal policy measure that could help achieve their assigned objective.Each group presents their chosen fiscal policy measure to</p>	<a href="https://igcseaid.com/notes/economics-0455/">https://igcseaid.com/notes/economics-0455/</a> <a href="https://www.cienotes.com/igcse-economics-past-papers/">https://www.cienotes.com/igcse-economics-past-papers/</a> <a href="https://www.savemyexams.com/igcse/economics/cie/20/revision-notes/">https://www.savemyexams.com/igcse/economics/cie/20/revision-notes/</a> <a href="https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-economics-0455/">https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-igcse-economics-0455/</a>



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		<p>the class, explaining how it is expected to support their objective.</p> <p>Other groups then discuss and determine if the proposed policy measure would help or harm the assigned macroeconomic aim. Differentiated task: Visual Aids: Use visual aids, such as charts or graphs, to illustrate the concept of aggregate demand and its components. Break down the factors that contribute to aggregate demand and show how changes in government spending or taxation can influence it.</p> <p>Extension task:</p> <p>1. Newspaper Article on Fiscal Policy Impact</p> <p>Assign the task of writing a newspaper article about a recent change in government fiscal policy and share with class.</p>	
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		<p>Learners prepare articles for a magazine supplement explaining how their country's government could use fiscal policy/taxation to help the country to:</p> <ul style="list-style-type: none"> <li>• make fewer journeys using petrol/diesel powered vehicles.</li> <li>reduce the income gap between rich and poor</li> <li>• increase the proportion of recyclable materials in household products.</li> </ul>	
<b>Accounting</b>	<p><u>Control Account</u></p> <ul style="list-style-type: none"> <li>• To interpret the purpose of Sales ledger and purchase ledger control accounts.</li> <li>• To identify the books of prime entry as source of information for control account.</li> <li>• To calculate figures of sales and purchases using control accounts.</li> </ul>	<p>Research on how control accounts help in summarizing and managing these transactions.</p> <p>Further, prepare Control Accounts Involved:</p> <ol style="list-style-type: none"> <li>1. Sales Ledger Control Account (Debtors' Control Account)</li> <li>2. Purchase Ledger Control Account (Creditors' Control Account)</li> </ol>	<p><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p> <p><a href="http://www.myaccountinglab.com">www.myaccountinglab.com</a></p> <p><a href="https://gocardless.com/guides/posts/what-is-a-control-account/">https://gocardless.com/guides/posts/what-is-a-control-account/</a></p>

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<b>Business Studies</b>	<p>Economies of scale and Diseconomies of scale</p> <p>To evaluate whether large businesses always benefit from growing by analysing the advantages and disadvantages, further, to evaluate linking to real-world business.</p>	<p><b>"Is Growth a Double-Edged Sword in Business?"</b></p> <p>Critically assess whether business growth always leads to efficiency by analysing how economies of scale improve competitiveness and how diseconomies of scale may reduce it. Choose a global company that has significantly expanded (e.g. Tesla, Amazon, Samsung) and evaluate whether its scale has become a strength or a weakness in today's dynamic business environment. Support your analysis with examples and evidence from research.</p>	<p><a href="https://www.tutor2u.net/business/reference/economies-of-scale">https://www.tutor2u.net/business/reference/economies-of-scale</a>  <a href="https://www.investopedia.com/terms/e/economiesofscale.asp">https://www.investopedia.com/terms/e/economiesofscale.asp</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zhx26sg/revision/1">https://www.bbc.co.uk/bitesize/guides/zhx26sg/revision/1</a></p>
<b>Travel and Tourism</b>	<p>Customer Service:</p> <ul style="list-style-type: none"> <li>To explain the importance of customer service.</li> </ul>	<ul style="list-style-type: none"> <li>Research on customer service in travel and tourism environments and the importance of sustainable standards (with examples). Follow with an explanation of the impacts of</li> </ul>	<p><a href="https://www.torrens.edu.au/stories/blog/hospitality/5-reasons-why-customer-service-is-important-in-hospitality">https://www.torrens.edu.au/stories/blog/hospitality/5-reasons-why-customer-service-is-important-in-hospitality</a></p>



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	<ul style="list-style-type: none"> <li>To Analyse the customer care policies in different travel and tourism organisation.</li> </ul>	<p>good and bad customer service to tourists and travel and tourism organisations.</p> <ul style="list-style-type: none"> <li>Suggest ways customer service in a selected tourism organisation (e.g. hotels) can be more sustainable.</li> </ul>	
<b>Sociology</b>	<p>Education: Relationship of education to social mobility and social Class</p> <ul style="list-style-type: none"> <li>To evaluate why education is important for social mobility with examples</li> </ul>	<ul style="list-style-type: none"> <li>Higher a student’s social class background is , the greater the chance of that student’s achieving high educational qualifications ‘- discuss</li> <li>They need to come up with two points – influence of home environment/background and influence of the school environment “Write a story about a girl who grew up in a poor village and became a successful entrepreneur because of access to free education.” Use ChatGPT to script a fictional story of a child from a low-</li> </ul>	<p>IGCSE SOCIOLOGY COURSE Book by Jonathan Blundell</p>



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		income background who uses education to achieve social mobility.	
<b>Psychology</b>	Social Psychology	<ul style="list-style-type: none"> <li>You are a social psychologist working for a think tank exploring how social influence affects young people today. Your task is to investigate how the concepts of <b>conformity, obedience, and minority influence</b> are reflected in real-life events and how they could be used to bring about <b>positive social change</b>.</li> </ul> <p><b>Step 1: Research &amp; Case Study (Apply AO1/AO2)</b>            Choose one <b>real-life event or social movement</b> influenced by social psychology (e.g., the civil rights movement, Extinction Rebellion, or even social media trends like TikTok challenges).</p> <ul style="list-style-type: none"> <li>Briefly describe the event/movement.</li> </ul>	<a href="#">Social Influence   Simply Psychology</a>  <a href="#">Social Influence - Psychologist World</a>



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		<ul style="list-style-type: none"><li>• Identify and explain how <b>social influence processes</b> (conformity, obedience, minority influence) played a role.</li></ul> <p><b>Step 2: Deep Dive Analysis (AO3 – Evaluation)</b> Answer the following questions in extended writing (250–300 words each):</p> <ul style="list-style-type: none"><li>• How effective was social influence in shaping behavior in your chosen example?</li><li>• Were there ethical issues in the way influence was exerted? Refer to Milgram, Zimbardo, or Asch where appropriate.</li><li>• Could minority influence (as described by Moscovici) be used to bring about change in a modern issue like climate change or equality?</li></ul>	
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<b>History</b>	<b>How effectively did the United States contain the spread of communism?</b>	<b>Case Study – the United States and events in Cuba, 1959–62</b> <ol style="list-style-type: none"><li>1. Write a commentary for a radio broadcast which attacks Castro and the actions he has taken against US interests in Cuba, whole class debate on the following: Was it wise for the United States to invade, then write a newspaper report to show how the invasion might have been reported in Cuba to show a different interpretation.</li><li>2. Textual and pictorial source analysis, annotating missiles' locations on the map and highlighting its impact on USSR &amp; USA, watch video, categorization of factors based on importance.</li></ol>	<a href="https://www.igcsehistory4u.com/uploads/5/3/4/7/53477679/cuba_1.pdf">https://www.igcsehistory4u.com/uploads/5/3/4/7/53477679/cuba_1.pdf</a> <a href="https://www.savemyexams.com/igcse/history/cie/18/revision-notes/the-20th-century-international-relations-from-1919/did-the-united-states-contain-the-spread-of-communism/the-usa-and-events-in-cuba-1959-62/">https://www.savemyexams.com/igcse/history/cie/18/revision-notes/the-20th-century-international-relations-from-1919/did-the-united-states-contain-the-spread-of-communism/the-usa-and-events-in-cuba-1959-62/</a> <a href="https://quizlet.com/gb/854531840/history-igcse-cuban-missile-crisis-flash-cards/">https://quizlet.com/gb/854531840/history-igcse-cuban-missile-crisis-flash-cards/</a>
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<b>Environmental Management</b>	Managing Natural Hazards <b>Learning Goal:</b> To research a specific natural disaster, understand its causes and impacts, and propose realistic ways to manage and reduce its effects.	Select one <b>real-world natural disaster</b> from the following list:  <b>Suggested Natural Disasters:</b> <ul style="list-style-type: none"><li>• 2004 Indian Ocean Tsunami</li><li>• 2010 Haiti Earthquake</li><li>• 2015 Nepal Earthquake</li><li>• 2011 Japan Tsunami</li><li>• 2021 Cyclone Tauktae (India)</li><li>• 2023 Turkey-Syria Earthquake</li><li>• 2019 Amazon Wildfires</li><li>• 2022 Pakistan Floods</li></ul> Use reliable sources (BBC, National Geographic, UN, etc.) to answer: <ul style="list-style-type: none"><li>• <b>What type of natural disaster was it?</b></li></ul>	EVM coursebook <a href="https://www.emdat.be">https://www.emdat.be</a> <a href="https://www.usgs.gov">https://www.usgs.gov</a> <a href="https://www.undrr.org">https://www.undrr.org</a> <a href="https://www.nationalgeographic.com/environment/natural-disasters">https://www.nationalgeographic.com/environment/natural-disasters</a> <a href="https://www.worldbank.org/en/topic/disasterriskmanagement">https://www.worldbank.org/en/topic/disasterriskmanagement</a> <a href="https://www.ucl.ac.uk/risk-disaster-reduction">https://www.ucl.ac.uk/risk-disaster-reduction</a>
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		<ul style="list-style-type: none"><li>• <b>What caused it?</b></li><li>• <b>Where did it occur? Include a map.</b></li><li>• <b>Who was affected?</b> (Number of people, homes, livelihoods)</li><li>• <b>What were the environmental, social, and economic impacts?</b></li><li>• <b>What short-term and long-term responses were taken?</b></li></ul> <p>Using your research, develop a <b>Disaster Management Plan</b> that answers:</p> <ol style="list-style-type: none"><li>1. <b>What could have been done to reduce the impact?</b> (e.g. better buildings, warning systems, education)</li><li>2. <b>How can this area prepare for future disasters?</b> Include:<ol style="list-style-type: none"><li>a. Evacuation plans</li></ol></li></ol>	
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		<ul style="list-style-type: none"> <li>b. Emergency kits</li> <li>c. Infrastructure ideas</li> <li>d. Community education programs</li> </ul> <p><b>3. What role should government, NGOs, and local people play?</b></p>	
ICT	<p><b>Topic: The Systems Lifecycle</b></p> <ul style="list-style-type: none"> <li>• To critically evaluate and synthesize information from the current system to inform decision-making for improvements or redesign.</li> <li>• To design and justify appropriate file/data structures, input and output formats, and validation routines that optimize system functionality and user efficiency.</li> <li>• To develop comprehensive test designs, strategies, and detailed</li> </ul>	<p><b>Scenario 1: School Library System Upgrade</b></p> <p>Students act as IT consultants redesigning a paper-based school library system. They gather system requirements through role-play interviews, then design data structures, input/output formats, and validation rules. The activity ends with a presentation justifying their design choices based on system limitations and user needs.</p> <p><b>Scenario 2: POS System for a Small Café</b></p>	<p><a href="https://www.savemyexams.com/igcse/ict/cie/21/revision-notes/5-the-systems-life-cycle/the-systems-life-cycle/the-systems-life-cycle-analysis/">https://www.savemyexams.com/igcse/ict/cie/21/revision-notes/5-the-systems-life-cycle/the-systems-life-cycle/the-systems-life-cycle-analysis/</a></p> <p><a href="https://learnlearn.uk/igcseict/7-the-systems-life-cycle/">https://learnlearn.uk/igcseict/7-the-systems-life-cycle/</a></p>



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	<p>test plans including test data, predicted results, actual outcomes, and evaluate the effectiveness of remedial actions based on discrepancies.</p> <ul style="list-style-type: none"><li>• To compare the four system implementation methods (direct changeover, parallel running, pilot running, phased implementation) by assessing their characteristics, uses, advantages, and limitations in different organizational contexts.</li><li>• To distinguish and construct effective technical and user documentation by evaluating their characteristics, purposes, and relevance to different user groups.</li></ul>	<p>Students create an implementation and testing plan for a new Point of Sale system in a café. They evaluate different implementation strategies, develop test plans with expected vs. actual outcomes, and suggest remedial actions. They also prepare user-friendly documentation for staff and a technical guide for IT support.</p>	
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<p><b>Computer Science</b></p>	<p><b>Topic: Data Transmission</b></p> <ul style="list-style-type: none"> <li>To Analyze how data is broken down into packets for transmission; evaluate the structure of a packet; and explain the process of packet switching with reference to real-world internet communication.</li> <li>To compare and justify different methods of data transmission between devices and recommend the most suitable method based on specific scenarios such as streaming or file transfers.</li> <li>To assess the function and efficiency of the Universal Serial Bus (USB) interface for data transmission; illustrate and evaluate the use of check digits for</li> </ul>	<p><b>Scenario 1: Online Shopping System</b></p> <p>Students simulate an online purchase process from a website, tracing how order data is broken into packets and routed across networks using packet switching. They analyze packet structure and evaluate error detection using check digits in barcode scanning. They also decide which transmission method (wired/wireless/serial/parallel) is most appropriate for each stage of the process and explain why.</p> <p><b>Scenario 2: Secure Communication Between Two Offices</b></p> <p>Students role-play a situation where two company branches need to send sensitive data over the internet. They compare symmetric vs. asymmetric encryption, simulate data transmission using a USB</p>	<p><a href="https://znotes.org/caie/igcse/computer-science-0478/theory/data-transmission">https://znotes.org/caie/igcse/computer-science-0478/theory/data-transmission</a></p> <p><a href="https://www.savemyexams.com/igcse/computer-science/cie/23/revision-notes/2-data-transmission/types-and-methods-of-data-transmission/data-transmission/">https://www.savemyexams.com/igcse/computer-science/cie/23/revision-notes/2-data-transmission/types-and-methods-of-data-transmission/data-transmission/</a></p>
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	<p>error detection in systems like ISBN and barcodes.</p> <ul style="list-style-type: none"><li>• To explain and model how Automatic Repeat Request (ARQ) ensures error-free data transmission; evaluate the importance of encryption in secure data communication.</li><li>• To differentiate and justify the use of symmetric and asymmetric encryption methods for various data transmission scenarios such as secure emails or financial transactions</li></ul>	<p>interface, and explain how ARQ and encryption protect the data from tampering. Students justify the best encryption method and error-checking technique for the scenario.</p>	<p><a href="https://www.studocu.com/en-us/document/cambridge-college/computer-science/chapter-2-note-data-transmission/33072766">https://www.studocu.com/en-us/document/cambridge-college/computer-science/chapter-2-note-data-transmission/33072766</a></p>
<b>Physical Education</b>	<ul style="list-style-type: none"><li>• To learn the advantages and disadvantages of sponsorship.</li></ul>	<p>Task-1</p>	<p><a href="http://www.teachpe.com">www.teachpe.com</a></p>



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	<ul style="list-style-type: none"> <li>To understand different forms of media.</li> </ul>	<p>List down the names of sponsors for some famous players for any games.</p> <p>Task-2</p> <p>Write down the advantages and disadvantages of sponsorship to the sport and to the performer.</p> <p>Task-3</p> <p>Make a list of all sports programmes which are aired on radio in UAE</p>	<p><a href="http://www.britishschoolofboston.org">www.britishschoolofboston.org</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p> <p><a href="http://www.sports-sponsorship.co.uk">www.sports-sponsorship.co.uk</a></p>
<p><b>Art</b></p>	<p>Updating and presenting the component one coursework.</p>	<p>Strategic approach to all assessment areas needs a close look as you might have missed on INVESTIGATING, EXPLORING and DEVELOPING your observational skills. As mentioned earlier please understand the amount of work that needs to be updated to demonstrate and reflect best results in presentation and expect you to follow the deadlines.</p>	<p><a href="http://www.studentartguide.com">www.studentartguide.com</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/4#:~:text=Annotation%20means%20writing%20key%20information,you%20have%20done%20and%20why.">https://www.bbc.co.uk/bitesize/guides/zgtngdm/revision/4#:~:text=Annotation%20means%20writing%20key%20information,you%20have%20done%20and%20why.</a></p>

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<p><b>French</b></p>	<ul style="list-style-type: none"> <li>• Mon temps libre</li> <li>• Mes Loisirs</li> <li>• Je vais au restaurant</li> <li>• Les expressions de quantité</li> </ul>	<p><b>Writing:</b> Students requested to make a blog about how to spend your time with family and friends.</p> <p><b>Speaking:</b> Students requested to make a podcast about how to spend your time with family and friends.</p> <p><b>Reading:</b> A structured reading tasks/ exercises about the above topics</p> <p><b>Listening:</b> A structured listening tasks/ exercises about the above topics</p>	<p><a href="https://pressbooks.bccampus.ca/frenchoer1/chapter/4-2-le-temps-libre-et-les-loisirs/">https://pressbooks.bccampus.ca/frenchoer1/chapter/4-2-le-temps-libre-et-les-loisirs/</a> <a href="https://www.francepodcasts.com/2022/01/11/expression-de-la-quantite/">https://www.francepodcasts.com/2022/01/11/expression-de-la-quantite/</a></p>
<p><b>Islamic Education Arabs</b></p>	<p>TOPIC:</p> <p>سورة الأحزاب-1 - 8 - الثبات على الحق</p> <p>العقل والنقل</p>	<p>ما أسباب نزول هذه الآيات من سورة الأحزاب؟</p> <p>اشرح المقصود بالآية الأولى</p>	<p><a href="https://seraj-uae.com/file/2662/">https://seraj-uae.com/file/2662/</a> <a href="https://uae-school.com/archives/9702">https://uae-school.com/archives/9702</a></p>

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	<p><b>Learning objectives:</b></p> <ol style="list-style-type: none"> <li>1. أن يُبين الدلالات الواردة في الآيات القرآنية.</li> <li>2. أن يُعدد القيم التي تضمنتها الآيات ويحرص على تطبيقها.</li> </ol> <ol style="list-style-type: none"> <li>1. أن يفسر معاني المفردات القرآنية.</li> <li>2. أن يستنتج بعض أحكام الآيات القرآنية.</li> </ol> <p>يحدد العلاقة بين العقل والنقل يبين دور العقل تجاه النقل يوضح نظرة الإسلام لتحدي العقل البشري يستنتج أهداف تحدي العقل البشري</p>	<p>ما دلالة قوله: وَكَفَى بِاللَّهِ وَكِيلًا؟ يُبين أساس التوارث وفقًا للآيات. يُبين القيم الإسلامية الواردة في السورة مع ذكر الآية التي تدل عليها. ميّز بين التبني وكفالة اليتيم. ما الميثاق الذي أخذه الله تعالى على الأنبياء؟ وضح مظاهر تكريم زوجات النبي (ص) في الآيات. ما دلالة ذكر الأنبياء بصيغة الجمع، والميثاق بصيغة المفرد في قوله تعالى: "وَإِذْ أَخَذْنَا مِنَ النَّبِيِّينَ مِيثَاقَهُمْ"؟ استخرج من الآيات ثلاث عادات وتصورات جاهلية لا تقوم على عقل أو منطق. ماهي الأمور التي اعطاها الله تعالى للإنسان لعمارة الأرض</p>	<p><a href="https://quran.com/ar/al-ahzab">https://quran.com/ar/al-ahzab</a> <a href="https://seraj-uae.com/file/2656/">https://seraj-uae.com/file/2656/</a> <a href="https://www.alarabiya.net/progr_ams/yatafkron/2024/09/20/%D9%8A%D8%AA%D9%81%D9%83%D8%B1%D9%88%D9%86-%D8%A7%D9%84%D8%B9%D9%82%D9%84-%D9%88%D8%A7%D9%84%D9%86%D9%82%D9%84-%D8%AA%D8%A7%D8%B2%D8%B1-%D8%A3%D9%85-%D8%AA%D9%86%D8%A7%D9%81%D8%B1">https://www.alarabiya.net/progr_ams/yatafkron/2024/09/20/%D9%8A%D8%AA%D9%81%D9%83%D8%B1%D9%88%D9%86-%D8%A7%D9%84%D8%B9%D9%82%D9%84-%D9%88%D8%A7%D9%84%D9%86%D9%82%D9%84-%D8%AA%D8%A7%D8%B2%D8%B1-%D8%A3%D9%85-%D8%AA%D9%86%D8%A7%D9%81%D8%B1</a> <a href="https://islamqa.info/ar/answers/225512/%D8%A7%D9%84%D8%">https://islamqa.info/ar/answers/225512/%D8%A7%D9%84%D8%</a></p>
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	<p style="text-align: center;">يبين أسباب بعد العقل عن النقل</p>	<p style="text-align: center;">لماذا خلقنا الله تعالى؟ وماهي المهمة التي كلفها ليقوم بها خلق الله تعالى الإنسان وجعل فيه الطاقات والقدرات الكافية لإعمار الأرض، ولكنها أيضا هي نفسها كافيته لتدمير الأرض فكان لابد من ضبط حركة هذه الطاقة البشرية في الاتجاه الصحيح</p> <p style="text-align: center;">من خلال ما سبق حلل ووضح نظرة الاسلام لتحدي العقل البشري.</p> <p style="text-align: center;">لماذا يحتاج الإنسان لإرسال الرُّسُلِ وإنزال الوحيِّ لأداء وظيفته مع أنَّه يملك العقل؟.</p> <p style="text-align: center;">ماذا نفعل إذا تعارض العقل القطعي على العقل الظني؟</p> <p style="text-align: center;">ما مستوى التحدي الذي ورد في القرآن الكريم؟</p> <p style="text-align: center;">وضح رأيك واجابتك بالدليل</p>	<p><a href="#">B9%D9%82%D9%84-%D8%A7%D9%84%D8%B5%D8%AD%D9%8A%D8%AD-%D9%84%D8%A7-%D9%8A%D8%AE%D8%A7%D9%84%D9%81-%D8%A7%D9%84%D9%86%D9%82%D9%84-%D8%A7%D9%84%D8%B5%D8%AD%D9%8A%D8%AD</a></p>
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<b>Arabic (Arabs)</b>	<p style="text-align: center;">TOPIC:</p> <p style="text-align: center;">* مراجعة التشبيه التام.  * مراجعة قواعد النحو السابقة (الجملة الاسمية والفعلية – الصفة – الحال.....)</p> <p style="text-align: center;"><b>Learning objectives:</b></p> <p style="text-align: center;">أن يميز الظواهر النحوية والصرفية.  * أن يربط بين خبراته السابقة</p> <p style="text-align: center;">TOPIC</p> <p style="text-align: center;">أنا من بدل بالكتب الصحابا  أن يحدد الطالب الفكرة الرئيسة والأفكار الفرعية.  أن يحلل الطالب النص تحليلًا أدبيًا</p>	<p style="text-align: center;">* يكتب فقرات باستخدام الجمل الاسمية والفعلية.  * يشرح الآية مستخدما التشبيه التمثيلي.  يميز الظواهر النحوية والصرفية.  * يكتب فقرات باستخدام التشبيه التام  يصمم خريطة بصفات شخصية الشاعر  يحدد الفكر الرئيسة في النص  لتحديد قائمة بمعلومات النص  يحلل الطالب النص تحليلًا أدبيًا  يشترك مع زملائه لتحديد قائمة بمعلومات النص</p>	<p style="text-align: center;"><a href="https://www.twinkl.ae/blog/an-wa-aljml-fy-allght-alrbyt">https://www.twinkl.ae/blog/an-wa-aljml-fy-allght-alrbyt</a></p> <p style="text-align: center;"><a href="https://www.twinkl.ae/blog/an-wa-aljml-fy-allght-alrbyt">أنواع الجمل في اللغة العربية - ما هي (twinkl.ae) الجملة الاسمية والفعلية</a></p> <p style="text-align: center;"><a href="https://madrassa.org/categories/arabic">https://madrassa.org/categories/arabic</a></p>
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	أن يحدد الطالب الفكرة الرئيسة والأفكار الفرعية.	يصمم خريطة للأفكار	
<b>Islamic Education</b>	<p>TOPIC: Steadfastness to Truth Isti'faf</p> <p><b>Learning objectives:</b></p> <ul style="list-style-type: none"><li>• To interpret the meanings of the ayat in their own words.</li><li>• To infer some provisions from the verses.</li><li>• To analyze the significance and the background of the ayat.</li></ul> <p>•To elucidate the concept of Isti'faf •To conclude the importance and levels of Isti'faf To evaluate the effects of Isti'faf on both individual and society.</p>	<p>Create a power point about the virtues of steadfastness to truth referencing to different ayat and Hadeeth</p> <p>Students will write an essay about the importance of isti'faf and its effects on the individual and the society.</p>	<p><a href="https://ibnihameed.wordpress.com/2024/03/22/steadfastness-in-truth-shines-brightest/">https://ibnihameed.wordpress.com/2024/03/22/steadfastness-in-truth-shines-brightest/</a></p> <p><a href="https://prezi.com/p/9c2l8mleeywd/istifaf-abstinence/">https://prezi.com/p/9c2l8mleeywd/istifaf-abstinence/</a></p>



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<b>Moral Education</b>	<p>TOPIC- What is Meant by the Terms Economy and Globalisation</p> <p>Learning Objective-</p> <ul style="list-style-type: none"> <li>• To explain two features of globalisation.</li> <li>• To state two advantages of globalisation and two disadvantages of globalisation.</li> <li>• To give definition of multinational business and give at least four examples of multinational businesses operating in the UAE.</li> </ul>	<p>Activities-</p> <ul style="list-style-type: none"> <li>• Encourage discussion on advantages and disadvantages of globalisation.</li> </ul>	<p><a href="https://online.hbs.edu/blog/post/pros-and-cons-of-globalization">https://online.hbs.edu/blog/post/pros-and-cons-of-globalization</a></p>
<b>PSHCEE</b>	<p>Topic- Hopes and Aspiration</p> <p>Learning Objectives-</p> <ul style="list-style-type: none"> <li>• To understand what we can change in the world around us as a responsible citizen.</li> </ul>	<p>Activities-</p> <ul style="list-style-type: none"> <li>• Encourage discussion on different ways to inspire people around to be a responsible citizen</li> </ul>	<p><a href="https://earthville.org/resources/responsible-global-citizenship/">https://earthville.org/resources/responsible-global-citizenship/</a></p>



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	<ul style="list-style-type: none"><li>• To think realistically about what we hope for in the future.</li></ul>	<ul style="list-style-type: none"><li>• Present thoughts on what we hope for in the future</li></ul>	
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