

Aim High Study Progress Programme  
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Area for learning	Focus	Activities	Useful Websites/Apps
<b>English 1<sup>st</sup> Language</b>	Revision Interview Writing <ul style="list-style-type: none"> <li>To enhance critical thinking and interview writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>Watch the interview given in the link.</li> <li>Comment on the kind of questions asked in the interview.</li> <li>Explore how the structure and content of the responses.</li> <li>Create three questions that you would like to ask a celebrity of your choice.</li> </ul>	<a href="https://www.youtube.com/watch?v=48DSSIYxf3o">https://www.youtube.com/watch?v=48DSSIYxf3o</a>
<b>English 2<sup>nd</sup> Language</b>	Revision <ul style="list-style-type: none"> <li>To be able to develop academic vocabulary.</li> <li>To develop effective article writing skills.</li> <li>To develop complex sentence structure.</li> <li>*Structuring a Paragraph focusing on effective P.E.E</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>Create your own blog. There are several free blog sites that make it easy to get started. Writing for an audience gives kids a meaningful purpose — a reason to use their developing reading and writing skills.</li> <li>Build a climate of words at home. Share experiences and rich talk about those experiences. The basis of good writing is good talk.</li> <li>Indulge in discussion with the student on various topics like-</li> <li>Is developing nuclear energy for commercial use justified?</li> </ul>	<a href="http://www.quickanddirtytips.com/business-career/public-speaking/how-to-improve-listening-skills">http://www.quickanddirtytips.com/business-career/public-speaking/how-to-improve-listening-skills</a> <a href="http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=389">http://englishteststore.net/index.php?option=com_content&amp;view=article&amp;id=11388&amp;Itemid=389</a> <a href="http://learnrealenglish.com/7-steps-to-learning-">http://learnrealenglish.com/7-steps-to-learning-</a>



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		<ul style="list-style-type: none"> <li>• Is censoring the media effective?</li> <li>• Should all students have an after school job?</li> </ul> <p>Homework should be banned. Research more on the topics and draw mind maps based on his/her findings. Give your feedback and then prompt him to write an article giving a suitable title.</p>	<p><a href="http://english.gclid=CP3EotTplsCFYIF3gdcWoA8g">english?gclid=CP3EotTplsCFYIF3gdcWoA8g</a></p> <p><a href="http://esl.about.com/od/intermediate/listen1/a/How-To-Practice-English-Listening-Comprehension-Skills.htm">http://esl.about.com/od/intermediate/listen1/a/How-To-Practice-English-Listening-Comprehension-Skills.htm</a></p> <p><a href="http://esl.about.com/od/speaking-english/a/sta_conv.htm">http://esl.about.com/od/speaking-english/a/sta_conv.htm</a></p>
<p><b>English Literature</b></p>	<p>Revision</p> <ul style="list-style-type: none"> <li>• To comprehend the literary background of writers from Australia and New Zealand</li> </ul>	<p>Revise all the topics covered in Term 2:</p> <ul style="list-style-type: none"> <li>• Aborigines and Maoris – their history and cultural practices.</li> <li>• The original inhabitants of Australia and New Zealand.</li> <li>• The early settlers of Australia and New Zealand.</li> <li>• The suppression and repression of the natives.</li> </ul> <p>The current status of the natives in Australia and New Zealand.</p>	<p><a href="https://history.stackexchange.com/questions/19256/did-the-aborigines-of-australia-and-the-maoris-in-new-zealand-know-about-each-other">https://history.stackexchange.com/questions/19256/did-the-aborigines-of-australia-and-the-maoris-in-new-zealand-know-about-each-other</a></p> <p><a href="https://www.economist.com/international/2018/12/01/why-new-zealands-maori-do-better-than-australias-aboriginals">https://www.economist.com/international/2018/12/01/why-new-zealands-maori-do-better-than-australias-aboriginals</a></p>



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			<a href="https://en.wikipedia.org/wiki/M%C4%81ori_people">https://en.wikipedia.org/wiki/M%C4%81ori_people</a> <a href="https://en.wikipedia.org/wiki/Indigenous_Australians">https://en.wikipedia.org/wiki/Indigenous_Australians</a>
<b>Mathematics Accelerated</b>	Revision Probability <ul style="list-style-type: none"> <li>To calculate the probability of simple combined events, using the probability diagrams and tree diagrams and Venn diagrams.</li> <li>To calculate conditional probability using Venn diagrams, tree diagrams and tables.</li> </ul>	Revise all the topics taught in term 1 and 2. Research on the real-life application of probability in the following cases: <ul style="list-style-type: none"> <li>In machine learning and data analytics that go into predictive algorithms, such as weather forecast (for example, finding what's the probability of rain tomorrow)</li> <li>Targeted advertisement (what's the probability that this woman has a baby, so that she could be given discount coupons on diapers)</li> <li>Search engine (if you type "cricket" in the search box, what's the probability that you meant to search about the game of cricket as against the insect called cricket)</li> <li>Analysing the best plan of insurance which suits you and your family the most.</li> </ul>	<a href="https://www.statisticshowto.datasciencecentral.com/what-is-conditional-probability/">https://www.statisticshowto.datasciencecentral.com/what-is-conditional-probability/</a> <a href="http://setosa.io/conditional/">http://setosa.io/conditional/</a> <a href="https://www.khanacademy.org/math/statistics-probability/probability-library/conditional-probability-independence/v/calculating-conditional-probability">https://www.khanacademy.org/math/statistics-probability/probability-library/conditional-probability-independence/v/calculating-conditional-probability</a> <a href="https://www.youtube.com/watch?v=ibINrxJLvIM">https://www.youtube.com/watch?v=ibINrxJLvIM</a> <a href="http://www.mathsarea.co.uk/examunit1/higherprobabilityquestions.pdf">http://www.mathsarea.co.uk/examunit1/higherprobabilityquestions.pdf</a>



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		<ul style="list-style-type: none"> <li>Quantum mechanics, satellite surveillance, communication and information theory</li> <li>Horse racing</li> </ul>	
Mathematics Extended	Revision Mensuration: <ul style="list-style-type: none"> <li>To derive the formula for arc length and calculate the perimeter of a sector</li> <li>To derive the formula for sector area and find the area of a segment in a circle</li> <li>To evaluate the volume of prisms, cylinders, sphere, cone and pyramids.</li> <li>To evaluate the surface area of solids</li> </ul>	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>Draw different sectors – quarter of a circle, semi-circle, one third etc. and try to derive the formula for arc length and sector area.</li> <li>Make a formulae booklet for arc length, sector area and volume of 3D shapes.</li> <li>Design a building involving sectors and arc.</li> <li>Research on the applications of histograms. Differentiate between histograms and bar charts</li> </ul>	<a href="http://www.softschools.com/formulas/math/arc_length_formula/143/">http://www.softschools.com/formulas/math/arc_length_formula/143/</a> <a href="http://www.bbc.com/bitesize/guides/zt6vcj6/revision/5">www.bbc.com/bitesize/guides/zt6vcj6/revision/5</a> <a href="http://www.mathsisfun.com/geometry/solid-geometry.html">www.mathsisfun.com/geometry/solid-geometry.html</a> <a href="http://www.mathopenref.com/surface-area.html">www.mathopenref.com/surface-area.html</a> <a href="https://www.mathsisfun.com/data/histograms.html">https://www.mathsisfun.com/data/histograms.html</a> <a href="https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9">https://www.bbc.co.uk/bitesize/guides/zc7sb82/revision/9</a>



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	<p>Histograms:</p> <ul style="list-style-type: none"> <li>To draw a histogram and interpret it from the given continuous data</li> </ul>		
Physics	<p><b>Revision</b></p> <p><b>Electromagnetic Spectrum</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><b>Refraction of light:</b></p> <ul style="list-style-type: none"> <li>To describe an experimental demonstration of the refraction of light</li> </ul> <p><b>Total internal reflection:</b></p>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>Create a list of questions you would like to ask your teacher. Frame higher order questions using bloom's taxonomy.</li> <li>The applications of gamma radiations and how it is used in Medicine.</li> </ul>	<p><a href="http://earthsky.org/space/what-is-the-electromagnetic-spectrum">http://earthsky.org/space/what-is-the-electromagnetic-spectrum</a></p> <p><a href="https://www.youtube.com/watch?v=J97YSCnU4KM">https://www.youtube.com/watch?v=J97YSCnU4KM</a></p> <p><a href="http://www.islandphysics.com">www.islandphysics.com</a></p> <p><a href="http://www.cie.org.uk">www.cie.org.uk</a></p> <p><a href="http://www.skool.co.uk">www.skool.co.uk</a></p> <p><a href="https://www.youtube.com/watch?v=RdFeITDxZ3M">https://www.youtube.com/watch?v=RdFeITDxZ3M</a></p> <p><a href="https://www.youtube.com/watch?v=Kzo2Gs6SThE">https://www.youtube.com/watch?v=Kzo2Gs6SThE</a></p> <p><a href="https://www.scribd.com/doc/135561521/IGCSE-Physics-Refraction-experiment">https://www.scribd.com/doc/135561521/IGCSE-Physics-Refraction-experiment</a></p>

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	<ul style="list-style-type: none"> <li>• To describe the passage of light through parallel sided transparent material</li> <li>• To give the meaning of critical angle</li> <li>• To describe total internal reflection</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate on refractive materials in different situations, <i>eg glass and their uses.</i></li> <li>• Research on how an infrared remote control device for a TV works.</li> <li>• Investigate the effects of coloured lighting in shops, in theatres and on TV.</li> <li>• Research on why when the ray travels from air to glass, the angle of refraction is smaller than the angle of incidence.</li> <li>• Create a list of questions based on Bloom's taxonomy to check understanding of topic of your peers for the topic.</li> </ul>	<p><a href="http://www.bbc.co.uk/bitesize/higher/physics/radiation/refraction/revision/2/">http://www.bbc.co.uk/bitesize/higher/physics/radiation/refraction/revision/2/</a></p>
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		<ul style="list-style-type: none"> <li>Research and present your work on real life applications of correlation and regression of light.</li> <li>Research on why do we see a distorted view when we look through a window that is covered with raindrops?</li> </ul>	
<b>Chemistry</b>	<p><b>Revision</b>  <b>Extraction of Metals</b></p> <ul style="list-style-type: none"> <li>To elaborate, the extraction of aluminium from bauxite ore</li> <li>To justify the role of cryolite in the extraction of aluminium.</li> <li>To construct half-cell reactions at the respective electrodes.</li> </ul> <p><b>Electrolysis of molten and aqueous ionic compounds.</b></p>	<p>Revise all the topics taught in term 2.</p> <p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Design and present an infographic poster using CANAVA /Glogster on the topic- Diagrammatic representation of Iron production in blast furnace</li> </ul> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>Create a game or design a quiz on Kahoot to assess the understanding of the students for the topic: <b>Extraction of metals by carbon reduction</b></li> </ul> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>Plan an experiment to investigate the factors involved in rusting.</li> </ul> <p>-----</p> <p><b>Activity 1</b></p>	<p><a href="http://www.steel.org/making-steel/how-its-made/processes/how-a-blast-furnace-works.aspx">http://www.steel.org/making-steel/how-its-made/processes/how-a-blast-furnace-works.aspx</a></p> <p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/chemicals/extractionmetalsr_ev1.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/chemicals/extractionmetalsr_ev1.shtml</a></p> <p><a href="http://www.csun.edu/~ml727939/coursework/695/rusting%20rate%20of%20iron%20nails/rusting%">http://www.csun.edu/~ml727939/coursework/695/rusting%20rate%20of%20iron%20nails/rusting%</a></p>



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	<ul style="list-style-type: none"><li>• To explain electrolysis as the breakdown of an ionic compound, molten or in aqueous solution, by the passage of electricity</li><li>• To relate the products of electrolysis to the electrolyte and electrodes used,</li><li>• To construct ionic half-equations for reactions at the cathode and at the anode</li><li>• To describe the production of electrical energy from simple cells,</li><li>• To outline the uses of electroplating</li></ul>	<ul style="list-style-type: none"><li>• Plan an experiment to separate to separate Hydrogen and Oxygen from water.</li></ul> <p><b>Activity 2</b></p> <ul style="list-style-type: none"><li>• Create a poster in infographics “<b>comparing the electrolysis of molten and aqueous NaCl</b>”.</li></ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"><li>• Make a presentation on uses of the products formed as the result of electrolysis of Sea Water.</li></ul> <p><b>Activity 4</b></p> <ul style="list-style-type: none"><li>• Write an Article on Hydrogen production in UAE.</li></ul>	<p><a href="http://www1.lsbu.ac.uk/water/electrolysis.html">20rates%20of%20iron%20nails.htm</a></p> <p><a href="http://www1.lsbu.ac.uk/water/electrolysis.html">http://www1.lsbu.ac.uk/water/electrolysis.html</a></p> <p><a href="https://www.boundless.com/chemistry/textbooks/boundless-chemistry-textbook/electrochemistry-18/electrolysis-132/electrolysis-of-sodium-chloride-529-3650/">https://www.boundless.com/chemistry/textbooks/boundless-chemistry-textbook/electrochemistry-18/electrolysis-132/electrolysis-of-sodium-chloride-529-3650/</a></p> <p><a href="http://scifun.chem.wisc.edu/chemweek/PDF/Cl2&amp;NaOH.pdf">http://scifun.chem.wisc.edu/chemweek/PDF/Cl2&amp;NaOH.pdf</a></p>
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			<a href="http://www.slideshare.net/lcyh000/sodium-hydroxide-industrial-use">http://www.slideshare.net/lcyh000/sodium-hydroxide-industrial-use</a>
<b>Biology</b>	<p><b>Revision</b> <b>Transport in mammals</b></p> <ul style="list-style-type: none"> <li>To describe the circulatory system as a system of blood vessels with a pump and valves to ensure one-way flow of blood</li> <li>To identify the structures of the mammalian heart, limited to the muscular wall, the septum, the left and right ventricles and</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>Construct an infographic poster on how the blood is pumped?</li> <li>Construct a fact sheet on circulatory system and its importance.</li> <li>Compare the structure of artificial and human hearts</li> <li>Explore the interaction of circulatory system with other body systems using a mind map.</li> <li>Think like a scientist and research on the topic” Effects of gene mutation on structure and function of the red blood cell.”</li> <li>Give some real life examples for single and double circulation with appropriate description.</li> <li>Create a TEDed lesson on coronary artery disease.</li> <li>Carry out an investigation to find out the pulse rate, before and after exercises and prepare a report on it.</li> </ul>	<a href="http://www.livescience.com/22486-circulatory-system.html">http://www.livescience.com/22486-circulatory-system.html</a> <a href="https://youtu.be/uKdZVt1vBIQhtt">https://youtu.be/uKdZVt1vBIQhtt</a> <a href="ps://youtu.be/H04d3rJCLCE">ps://youtu.be/H04d3rJCLCE</a> <a href="http://www.livescience.com/54124-the-telltale-heart-facts-about-your-blood-pump-infographic.html">http://www.livescience.com/54124-the-telltale-heart-facts-about-your-blood-pump-infographic.html</a> <a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.lp_circula/the-circulatory-system/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.lp_circula/the-circulatory-system/</a> <a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.circulator/from-the-heart/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.circulator/from-the-heart/</a>

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	<p>atria, one-way valves and coronary arteries.</p> <ul style="list-style-type: none"> <li>• To describe the difference between single and double circulation.</li> <li>• To explain the structure and function of heart.</li> <li>• To describe coronary heart disease in terms of the blockage of coronary arteries</li> <li>• To plan an investigation to find out the effect of physical activity on the pulse rate</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate the heart beat in infants, children and adults and prepare a report on this investigation.</li> <li>• Make your own stethoscopes.</li> </ul>	<p><a href="http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.transplant/">http://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.transplant/</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/circulatory_systems_cardiac/revision/2/">http://www.bbc.co.uk/schools/gcsebitesize/science/triple_ocr_gateway/the_living_body/circulatory_systems_cardiac/revision/2/</a>  <a href="http://www.ivyroses.com/Biology/Transport/Double-Circulation.php">http://www.ivyroses.com/Biology/Transport/Double-Circulation.php</a>  <a href="http://www.webmd.com/heart-disease/guide/heart-disease-coronary-artery-disease#1">http://www.webmd.com/heart-disease/guide/heart-disease-coronary-artery-disease#1</a>  <a href="http://www.henry.k12.ga.us/cur/mybody/circ_lessons.htm">http://www.henry.k12.ga.us/cur/mybody/circ_lessons.htm</a>  <a href="https://youtu.be/puTqZPOETfQ">https://youtu.be/puTqZPOETfQ</a>  <a href="https://youtu.be/48GIGiozXI">https://youtu.be/48GIGiozXI</a></p>
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<p><b>Food and Nutrition</b></p>	<p>Revision Sources and functions of the following <u>Nutritive value of foods</u>:</p> <ul style="list-style-type: none"> <li>➤ vitamins (A, C, D, E, K, B group – thiamine, riboflavin, nicotinic acid and cobalamin)</li> <li>➤ mineral elements (calcium, iron, phosphorous, potassium, sodium, fluoride, chloride, iodide)</li> <li>➤ water</li> <li>• Sources and uses of <u>food energy</u>.</li> </ul>	<p>Revise all the topics taught in term 2. <u>The Nutrient Content of Food</u></p> <ul style="list-style-type: none"> <li>• Use different visual aids to show how water, light and air affect nutrients</li> <li>• Cut out pictures of foods from magazines and sort into Nutrient groups. Paste them onto card and design a game, (e.g., like snap or happy families) matching the name of the nutrients with the sources and function.</li> <li>• Design an experiment to see what happens to vitamins when heat is applied.             <ul style="list-style-type: none"> <li>• Adapt any recipe containing <u>carrot</u> to make something different keeping in mind to retain the nutritive value as much as possible.</li> </ul> </li> </ul>	<p><u>Food a fact of life website -</u>  <a href="http://www.foodafactoflife.org.uk/">http://www.foodafactoflife.org.uk/</a>  <u>The Eat well plate-</u>  <a href="https://www.gov.uk/government/publications/the-eatwell-guide">https://www.gov.uk/government/publications/the-eatwell-guide</a></p> <p><u>Nutrients</u>  <a href="http://www.healthline.com/health/food-nutrition/six-essential-nutrients">www.healthline.com/health/food-nutrition/six-essential-nutrients</a>  <a href="http://www.nia.nih.gov/health/important-nutrients-know-proteins-carbohydrates-and-fats">www.nia.nih.gov/health/important-nutrients-know-proteins-carbohydrates-and-fats</a></p>
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	<ul style="list-style-type: none"> <li>Sources and functions of <u>non-starch polysaccharide (NSP)/dietary fibre</u></li> </ul>		
<b>Economics</b>	Revision Occupations and Earnings	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>Research about the labour law and the minimum wage legislation prevalent in the UAE.</li> <li>Analyse how government intervention affects the labour market.</li> </ul>	<a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a> <a href="http://www.tutor2u.net">www.tutor2u.net</a> <a href="https://www.mohre.gov.ae/en/home.aspx">https://www.mohre.gov.ae/en/home.aspx</a>
<b>Business Studies</b>	<ul style="list-style-type: none"> <li>Revision</li> <li>To explain the internal and external influences on financial objectives</li> <li>To evaluate the trade-off between the shareholder and employee satisfaction</li> </ul>	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>Find out the following for UAE, India, United Kingdom, United States of America, Brazil, Canada, France, Germany and Australia               <ul style="list-style-type: none"> <li>➤ Inflation Rate</li> <li>➤ Unemployment Rate</li> <li>➤ Growth Rate</li> <li>➤ Central Bank Rate</li> </ul> </li> </ul>	<a href="http://www.tutor2u.net">www.tutor2u.net</a> Newspapers and Magazines Text Book



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		<ul style="list-style-type: none"> <li>• Determine the value of the US Dollar against the following currencies for the period Jan 2017- Dec 2017 and give your opinion: ( Consider 15<sup>th</sup> of every month)               <ul style="list-style-type: none"> <li>➤ Euro</li> <li>➤ British Pound</li> <li>➤ Indian National Rupee</li> <li>➤ Australian Dollar</li> <li>➤ Singapore Dollar</li> </ul> </li> </ul>	
<b>Accounting</b>	<ul style="list-style-type: none"> <li>• Revision</li> <li>• To recognize the reason for the difference between bank balance as per cash book and pass book</li> <li>• To determine correct bank balance as per cash book</li> </ul>	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>• Research on the need of preparing Bank Reconciliation Statement and also Identify the reasons for differences between the cash book balance and the bank statement balance</li> <li>• Draw up the format for bank reconciliation Statement.</li> </ul>	<a href="http://www.cie.uk.org">www.cie.uk.org</a> <a href="http://www.igcsecentre.com">www.igcsecentre.com</a> <a href="http://www.myaccountinglabs.com">www.myaccountinglabs.com</a>
<b>Travel and Tourism</b>	Revision <ul style="list-style-type: none"> <li>• To analyse the major influencers in travel</li> </ul>	Revise all the topics taught in term 2.	The UAE's tourist or visitor guide UAE tourist board's Destination Manual



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	<p>industry. Learn how location/ global position, climatic conditions are favourable for this industry</p>	<ul style="list-style-type: none"> <li>• Choose two contrasting destinations and compare them in terms of climate, location, culture, food. Point out the key implications for tourism development such as:             <ul style="list-style-type: none"> <li>➤ Temperatures (daily, seasonal variations)</li> <li>➤ Hours of sunshine</li> <li>➤ Geographical location (sea, sand, ice, mountains etc.)</li> <li>➤ Food, culture of the location</li> </ul> </li> <li>• 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:             <ul style="list-style-type: none"> <li>➤ Backpackers</li> <li>➤ DINKY</li> <li>➤ Empty Nesters</li> <li>➤ Grey Market/ Boomers</li> <li>➤ Youth Market</li> </ul> </li> <li>• Analyse which of the following group visits the most or travels the most.</li> </ul>	<p>Internet sites, e.g., local attractions and destinations. The Columbus Guide to World Tourist Attractions</p>
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		You could present your findings as a Report.	
<b>Sociology</b>	Revision Family	<ul style="list-style-type: none"> <li>• Revision of the topics taught in term 2</li> <li>• Research on how roles are changing in the society.</li> <li>• Prepare a report on the statistics of different types of housework wives and husbands do.</li> <li>• Based on your report write an essay on how diversity in families is leading to changes in roles in the family.</li> </ul>	<a href="http://www.sociology.org.uk">www.sociology.org.uk</a>
<b>Psychology</b>	Revision Development	<ul style="list-style-type: none"> <li>• Revise the theory and studies of Piaget and Inhelder and Gunderson's study on parent praise. And apply the morality theories to it.</li> </ul>	Textbook
<b>Geography</b>	Revision Indicators of development	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>• Research on how HDI is calculated and compare the HDI of developing countries with developed countries.</li> </ul>	Textbook and internet
<b>History</b>	Revision League of Nations	Revise all the topics taught in term 2. <ul style="list-style-type: none"> <li>• Critical evaluation and analysis on the impacts of the First World War and the subsequent rise of Hitler.</li> </ul>	Internet and Textbook.

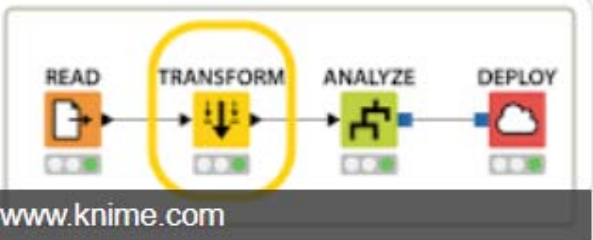


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<b>Global Perspectives</b>	Revision Skill Development	<ul style="list-style-type: none"> <li>• Revise all the topics taught in term 2.</li> <li>• Practise key skills in section A of the Global Perspectives textbook:             <ul style="list-style-type: none"> <li>➤ Identifying Key issues</li> <li>➤ Writing a research question</li> <li>➤ Identifying various perspectives including cultural perspectives.</li> <li>➤ Identifying and evaluating causes and consequences</li> <li>➤ Suggesting and evaluating courses of action</li> </ul> </li> <li>• Choose, research and present one key issue in the topic <u>Education</u>. Include the relevant sources they have used for research.</li> </ul>	Text book Appropriate sources references sources chosen by the student for citation.
<b>Environmental Management</b>	Revision Natural Ecosystem	<ul style="list-style-type: none"> <li>• Revise all the topics taught in term 2.</li> <li>• Research on the different biomes and different reserve forests.</li> </ul>	Internet and textbook.
<b>ICT</b>	Revision Data Manipulation <ul style="list-style-type: none"> <li>• To create a real life database, create</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the topics taught in term 2.</li> <li>• Data Manipulation is used for storing and accessing large volume of data, organized in a structured manner.             <ul style="list-style-type: none"> <li>➤ Explore about the significance of using database.</li> </ul> </li> </ul>	<a href="https://www.computerhope.com/jargon/d/datamani.htm">https://www.computerhope.com/jargon/d/datamani.htm</a>



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	<p>effective reports, data entry forms and labels.</p>	<ul style="list-style-type: none"> <li>➤ Share different methods of how data is stored, data types specified.</li> <li>➤ Analyze organizing data, creating a query, a report</li> <li>➤ Discuss about real life scenario and create a database report on it.</li> </ul> 	<p><a href="https://www.computerhope.com/jargon/d/datamani.htm">https://www.computerhope.com/jargon/d/datamani.htm</a></p>
<p><b>Computer Science</b></p>	<p>Revision Programming Language</p> <ul style="list-style-type: none"> <li>• To analyse features of high level and low level language.</li> </ul>	<ul style="list-style-type: none"> <li>• Revise all the topics taught in term 2. Python is a programming language that lets you work more quickly and integrate your systems more effectively. You can learn to use Python and see almost immediate gains in productivity and lower maintenance costs.</li> <li>• Analyse features of compiled and interpreted languages. Also discover few compiled languages.</li> </ul>	<p><a href="https://www.geeksforgeeks.org/python-features/">https://www.geeksforgeeks.org/python-features/</a></p> <p><a href="https://data-flair.training/blogs/features-of-python/">https://data-flair.training/blogs/features-of-python/</a></p>



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	<ul style="list-style-type: none"> <li>To compare different translators like compilers and translators</li> </ul>	<ul style="list-style-type: none"> <li>Explore the importance of pyDOC feature in programming language.</li> <li>Discuss about various programming languages used in different companies of UAE.</li> <li>Research and develop assembly code.</li> </ul>	
<b>Physical Education</b>	<p>Revision</p> <ul style="list-style-type: none"> <li>To learn about types of motivation.</li> <li>To know the importance of goal setting.</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>What is the difference between intrinsic and extrinsic motivation. Give examples of each.</li> <li>Name and explain seven principles of goal setting.</li> <li>Describe a model of how your brain processes information. Draw a quick sketch to illustrate it. What are the main stages in the model?</li> </ul>	<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>
<b>Art and Design</b>	<p>Revision</p> <ul style="list-style-type: none"> <li>Experiment with and develop your BEST ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Revise all the topics taught in term 2.</li> <li>Experiment with the different materials you intend to use.</li> <li>Experiment with your own artwork in response to the theme: using a range of materials and mediums.</li> </ul>	<a href="http://www.studentartguide.com">www.studentart guide.com</a>
<b>French</b>	<ul style="list-style-type: none"> <li><u>L'école et les plans pour l'avenir</u></li> </ul>	<p><b>Revision</b></p>	<p><b>READING :</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/1">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/1</a> </p>



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	<p>- To describe YOUR school (SUBJECTS / RULES / PRESSURE / UNIFORM) using complex structures and justified opinions.</p> <p>Also to talk about your future plans</p>	<p><b>SPEAKING:</b> « Ton école, où est-elle située? /Combien d'élèves et de professeurs y a-t-il environ? /C'est quel type d'école? /Décris les bâtiments et les salles de classe/ Donne ton avis sur ton école. Justifie ton opinion.</p> <p><a href="https://www.youtube.com/watch?v=Do52GrPym8o">https://www.youtube.com/watch?v=Do52GrPym8o</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/8">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/8</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/9">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/9</a></p> <p style="text-align: center;">  Important         </p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/6">https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/6</a>  <a href="https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/7">https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/7</a></p> <p>LISTENING :</p> <p><a href="https://www.youtube.com/watch?v=1sQq9HN1eUU">https://www.youtube.com/watch?v=1sQq9HN1eUU</a>  <a href="https://www.youtube.com/watch?v=qN6qQABYtdg">https://www.youtube.com/watch?v=qN6qQABYtdg</a>          DESCRIPTION STARTS AT MIN 3:36  <a href="https://www.youtube.com/watch?v=qN6qQABYtdg">https://www.youtube.com/watch?v=qN6qQABYtdg</a>  <a href="https://www.youtube.com/watch?v=O8wHHRhKzRE">https://www.youtube.com/watch?v=O8wHHRhKzRE</a></p>	<p><a href="https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/1">https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/3">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/3</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/6">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/6</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/7">https://www.bbc.co.uk/bitesize/guides/zng9hbk/revision/7</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/5">https://www.bbc.co.uk/bitesize/guides/zfc8nrd/revision/5</a></p>
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		DESCRIPTION STARTS AT MIN 3:32 <b>WRITING</b> : Décris-moi ton collège. /Qu'est-ce que tu étudies au collège ? /Qu'est-ce que tu vas étudier plus tard ? /Qu'est-ce que tu fais , normalement ,pendant la pause-déjeuner au collège? /Parle-moi de tes profs./Que penses-tu du règlement scolaire?	
Arabic (Arabs)	الطباق والمقابلة أن يحدد الطالب الطباق والمقابلة أن يوظف الطالب الطباق والمقابلة الفييس بوك أن يحلل المتعلم أفكار النص. أن يوضح الفكرة الرئيسة والأفكار الداعمة.	مناقشة وحوار حول التضاد والدخول منها الى موضوع الدرس يوظف الطالب الطباق والمقابلة  يقارن بين نصين من حيث الأفكار والأسلوب يذكر الفكرة العامة للنص ويحدد الأفكار الفرعية ويذكر الدليل .	<a href="https://www.youtube.com/watch">https://www.youtube.com/watch</a>  <a href="https://www.albayan.ae/opinions/articles/2016-05-04-1.2631927">https://www.albayan.ae/opinions/articles/2016-05-04-1.2631927</a>
Islamic Education (Arabs)	العفة – رعاية الرسول (ص) لأهل بيته يعرف مفهوم العفة يوضح العلاقة بين الاستعفاف والمروءة يبين أنواع العفة يذكر نماذج للعفة من القرآن الكريم	يكتب بحثا عن رعاية الرسول (ص) ورعايته لأهل بيته يكتب تقريرا عن أثر العفة على لافرد والمجتمع يكتب موضوعا عن الاستعفاف وأثاره على المجتمع  سيكلف الطالب بتكليفات بيتية ويحرص على حفظ سورة الكهف	<a href="https://www.youtube.com/watch?v=9ArCNu1TS4w">https://www.youtube.com/watch?v=9ArCNu1TS4w</a>  <a href="https://www.youtube.com/watch?v=H12YXlkSHKc">https://www.youtube.com/watch?v=H12YXlkSHKc</a>



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	يحلل آثار العفة الاجتماعية يقترح قواعد وقائية للعفة		
<b>Islamic Education (Non Arabs)</b>	Revision The Prophet's Methodology in Da'wah <ul style="list-style-type: none"><li>• To apply concept of prophet's methodology in Da'wah</li><li>• To apply the styles and characteristics of the prophet's methodology in Da'wah</li><li>• To evaluate the effect of the prophet's methodology in Da'wah in Muslim's life</li></ul>	<ul style="list-style-type: none"><li>• Revision all the topics taught in term 2.</li><li>• Create a power point on methodology in Da'wah in Muslim Community.</li></ul>	<a href="https://www.youtube.com/watch?v=REUjkRVpeWs">https://www.youtube.com/watch?v=REUjkRVpeWs</a>



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<b>Moral Education</b>	Revision Understanding the Emirati Heritage <ul style="list-style-type: none"><li>To describe the different heritage of the UAE</li></ul>	<ul style="list-style-type: none"><li>Revise all the topics taught in term 2.</li><li>Describe a selected site or aspect of the intangible heritage in terms of its historical, cultural and socio-economic value.</li></ul>	<a href="https://ich.unesco.org/doc/src/01851-EN.pdf">https://ich.unesco.org/doc/src/01851-EN.pdf</a>
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