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Area for learning	Focus	Activities	Useful Websites/Apps
<b>English 1<sup>st</sup> Language</b>	To consolidate understanding of writing tasks in the IGCSE paper.	Create a checklist or web diagram for all IGCSE writing tasks. What are some key points you have to include? A few examples are as follows <ul style="list-style-type: none"><li>• Language Analysis</li><li>• Summary Writing</li><li>• Descriptive writing</li><li>• Narrative Writing</li><li>• Dialogue Writing</li><li>• Informal Letter</li></ul> Refer to English folder and read through all the targets set and create strategies to meet the targets.	<a href="http://www.xtremepapers.com">www.xtremepapers.com</a>
<b>English 2<sup>nd</sup> Language</b>	To consolidate understanding of writing tasks in the IGCSE paper	Create a checklist or web diagram of the following writing genres. Write down the key areas of focus. <ul style="list-style-type: none"><li>• Article Writing</li><li>• Letter Writing</li></ul>	<a href="http://www.xtremepapers.com">www.xtremepapers.com</a>



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		Refer to English folder and read through all the targets set and create strategies to meet the targets.	
<b>English Literature</b>	To analyse the Shakespearean play- Romeo and Juliet	Create a point evidence explanation (PEE) document for the characters and main themes found in Act 1 and Act 2 of the play. Analyse how the plot develops and evaluate how specific techniques like foreshadowing, soliloquies and comic relief has an impact on the plot.	<a href="https://www.sparknotes.com/shakespeare/romeojuliet/">https://www.sparknotes.com/shakespeare/romeojuliet/</a> <a href="https://www.enotes.com/topics/romeo-and-juliet">https://www.enotes.com/topics/romeo-and-juliet</a>
<b>Mathematics (Accelerated)</b>	<b><u>LOGARITHMS AND EXPONENTIAL</u></b> <ul style="list-style-type: none"><li>Use simple properties of the logarithm and exponential functions including <math>\ln x</math> and <math>e^x</math>.</li><li>Sketch the graphs of logarithm and exponential functions including <math>e^x</math> and <math>\ln x</math> and transform them.</li></ul>	Research on Using the Distance and Midpoint Formulas in Real Life ARCHEOLOGY. For example, while on an archaeological dig, you discover a piece of a broken dish. To estimate the original diameter of the dish, you lay the piece on a coordinate plane and mark three points on the circular edge. Use these points to find the diameter of the dish. The variables $x$ and $y$ are related by the equation $ax^2 - by^2 = x$ . The straight-line graph obtained by plotting values of $y^2/x$ against	<a href="http://www.classzone.com/eservices/home/pdf/student/LA2_10AAD.pdf">http://www.classzone.com/eservices/home/pdf/student/LA2_10AAD.pdf</a> <a href="http://www.mathplanet.com/education/algebra-1/radical-expressions/the-distance-and-midpoint-formulas">http://www.mathplanet.com/education/algebra-1/radical-expressions/the-distance-and-midpoint-formulas</a>



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	<ul style="list-style-type: none"><li>• Apply laws of logarithm, including change of base of logarithms.</li><li>• Solve complex equations involving logarithms and exponential.</li></ul> <p><b><u>STRAIGHT LINE GRAPHS</u></b></p> <ul style="list-style-type: none"><li>• Interpreting equations of straight-line graphs</li><li>• Transforming given relationships to straight line form and determining the unknown constants</li><li>• Solving questions involving the mid-point and length of a line.</li><li>• Parallel and perpendicular lines</li></ul>	<p>the values of <math>x</math>, has a gradient of <math>\frac{4}{9}</math> and passes through the point <math>(18,4)</math>. Find <math>a</math> and <math>b</math>.</p> <p>Explain how to cross link logarithms and exponential functions.</p>	<p><a href="https://www.sophia.org/concepts/midpoint-formula-in-the-real-world">https://www.sophia.org/concepts/midpoint-formula-in-the-real-world</a></p> <p><a href="http://www.warrick.k12.in.us/schools/castlesouth/docs/Math/Algebra/Alg%201%2012.6%20pg%20748.pdf">http://www.warrick.k12.in.us/schools/castlesouth/docs/Math/Algebra/Alg%201%2012.6%20pg%20748.pdf</a></p> <p><a href="http://www.americanbookcompany.com/newsite/samplebooks/SAMPLE%20PAGES%20-%20Passing%20the%20North%20Carolina%20End-of-Course%20Test%20for%20Algebra%20I/files/assets/downloads/page0016.pdf">http://www.americanbookcompany.com/newsite/samplebooks/SAMPLE%20PAGES%20-%20Passing%20the%20North%20Carolina%20End-of-Course%20Test%20for%20Algebra%20I/files/assets/downloads/page0016.pdf</a></p> <p><a href="https://www.chegg.com/tutors/what-are-Distance-and-Midpoint-Formulas/">https://www.chegg.com/tutors/what-are-Distance-and-Midpoint-Formulas/</a></p>
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<b>Mathematics (Extended)</b>	<b>Topic:</b> Graphs <ul style="list-style-type: none"><li>• Straight line graphs, Quadratic Graphs, Cubic graphs and reciprocal graphs</li></ul> <b>Learning Objectives:</b> <ul style="list-style-type: none"><li>• To calculate the gradient of a straight line.</li><li>• To find the equation of a straight line from the given co-ordinates.</li><li>• To draw the quadratic, cubic or reciprocal graphs for the given equations.</li><li>• To solve associated equations approximately by graphical methods.</li><li>• To find the roots and turning points of quadratic graphs.</li></ul>	<ul style="list-style-type: none"><li>• Research on the application of quadratic graphs in calculating areas, determining a product's profit or formulating the speed of an object.</li><li>• Research on the application of Quadratics in Athletics- events like shot puts, javelin,</li><li>• Finding Speed: quadratic equations are useful in calculating the speed. Ex: Avid</li></ul> <p>Quadratic equations are also useful in calculating speeds. Avid kayakers, for example, use quadratic equations to estimate their speed when going up and down a river.</p>	<a href="https://www.youtube.com/watch?v=cptHPWbLxRE">https://www.youtube.com/watch?v=cptHPWbLxRE</a> <a href="https://www.youtube.com/watch?v=7C3f-sYMNCU">https://www.youtube.com/watch?v=7C3f-sYMNCU</a> <a href="https://www.youtube.com/watch?v=Gqag0QJZKtk">https://www.youtube.com/watch?v=Gqag0QJZKtk</a> <a href="https://www.youtube.com/watch?v=o8hSEVq2AOg">https://www.youtube.com/watch?v=o8hSEVq2AOg</a> <a href="https://www.youtube.com/watch?v=SVQ2lq-VRkM">https://www.youtube.com/watch?v=SVQ2lq-VRkM</a> <a href="https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s">https://www.youtube.com/watch?v=cptHPWbLxRE&amp;t=26s</a> <a href="https://www.youtube.com/watch?v=lyYHsKRC7os">https://www.youtube.com/watch?v=lyYHsKRC7os</a>
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	<ul style="list-style-type: none"><li>To calculate the gradient of a curve using a tangent.</li></ul>		
<b>Physics</b>	<p><b>Electric Circuits</b></p> <ul style="list-style-type: none"><li>Design and understand simple digital circuits combining several logic gates</li><li>Apply truth tables to describe the action of individual gates and simple combinations of gates</li></ul> <p><b>The magnetic effect of a current</b></p>	<ul style="list-style-type: none"><li>Use Samlabs website to investigate the action of logic gate</li><li>Investigate on how the turning effect of a d.c. motor will change if the current flowing through the motor coil is increased.</li><li>Do research on the action of<ul style="list-style-type: none"><li>Electric bell</li></ul></li><li>Do research on the uses of electro magnets in day to day life.</li></ul>	<p><a href="https://samlabs.com/us/">https://samlabs.com/us/</a></p> <p><a href="http://www.skool.co.uk">www.skool.co.uk</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="https://www.e4training.com/eddy/simulate9.html">https://www.e4training.com/eddy/simulate9.html</a></p>



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	<ul style="list-style-type: none"><li>• To describe the pattern of the magnetic field due to currents in straight wires and in solenoids.</li><li>• To describe the effect on the magnetic field of changing the magnitude and direction of the current.</li><li>• State and use the relative directions of force, field and current.</li></ul>		
<b>Chemistry</b>	<b><u>Carbonates</u></b> <ul style="list-style-type: none"><li>• To explore and demonstrate an understanding of the chemistry of limestone</li></ul>	<ul style="list-style-type: none"><li>• Prepare a PowerPoint presentation on real life uses of limestone</li><li>• Write five balanced chemical equations involving <math>\text{CaCO}_3/\text{CaO}/\text{Ca}(\text{OH})_2</math></li></ul>	<a href="https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/13-carbonates/13-1-carbonates/">https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/13-carbonates/13-1-carbonates/</a> <a href="https://pmt.physicsandmathstutor.com/download/Chemistry/GCSE/Notes/CIE-IGCSE/13-">https://pmt.physicsandmathstutor.com/download/Chemistry/GCSE/Notes/CIE-IGCSE/13-</a>



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	<p><b><u>Chemical energetics</u></b></p> <ul style="list-style-type: none"><li>To investigate the energy change in a given reaction</li><li>To compare exothermic and endothermic reactions.</li></ul> <p><b><u>Production of energy</u></b></p> <ul style="list-style-type: none"><li>To explore various types of fuels and ways of energy transfers.</li></ul>	<ul style="list-style-type: none"><li>Design an experiment to determine the energy change for exothermic/endothermic reaction.</li><li>Create five questions that involve calculating energy change in a reaction.</li><li>Draw labelled energy profile diagrams for exothermic and endothermic reactions.</li></ul> <ul style="list-style-type: none"><li>Design an infographic poster using CANAVA /Glogster on 'Types of fuel cell'</li></ul> <p>Write an article on 'Hydrogen fuel cell – future of energy.'</p>	<p><a href="#">Carbonates/Set-A/13.%20Carbonates.pdf</a> <a href="https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/6-chemical-energetics/6-1-1-chemical-energetics/6-1-1-energetics-of-a-reaction/">https://www.savemyexams.co.uk/notes/igcse-chemistry-cie-new/6-chemical-energetics/6-1-1-chemical-energetics/6-1-1-energetics-of-a-reaction/</a> <a href="https://igcsechemrevision.wordpress.com/section-4/b-energetics/">https://igcsechemrevision.wordpress.com/section-4/b-energetics/</a> <a href="https://www.bbc.co.uk/bitesize/guides/z8p72hv/revision/1">https://www.bbc.co.uk/bitesize/guides/z8p72hv/revision/1</a> <a href="http://www.docbrown.info/page01/ExIndChem/electrochemistry10.htm">http://www.docbrown.info/page01/ExIndChem/electrochemistry10.htm</a></p>
Biology	<b><u>Control and coordination</u></b>		



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	<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>• Justify the significance various types of neurotransmitters.</li><li>• Describe the action of antagonistic muscles to include the biceps and triceps at the elbow joint</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</li></ul>	<p>Outline a schematic representation of a reflex arc.</p> <p>Explain how knee jerk reflex is an example of a reflex action.</p> <p>Create an infographic poster on various sense organs and its role as a receptor of stimulus.</p> <p>Compare the structure and function of the 3 different neurons.</p> <p>Create a simulation to explain synapse and the transmission of electrical impulse across.</p> <p>Plan an investigation to explain geotropism and phototropism.</p>	<p><a href="https://www.youtube.com/watch?v=3lVEoR_DrSE">https://www.youtube.com/watch?v=3lVEoR_DrSE</a></p> <p><a href="https://www.youtube.com/watch?v=Uk0U16uZpPA">https://www.youtube.com/watch?v=Uk0U16uZpPA</a></p> <p><a href="https://www.youtube.com/watch?v=yxjJQ3VogMQ">https://www.youtube.com/watch?v=yxjJQ3VogMQ</a></p> <p><a href="https://www.youtube.com/watch?v=PxSkuyjZ3MM">https://www.youtube.com/watch?v=PxSkuyjZ3MM</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> <p><a href="https://www.youtube.com/watch?v=Equ4MSIPVwY">https://www.youtube.com/watch?v=Equ4MSIPVwY</a></p>
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	<p>including accommodation and pupil reflex</p> <ul style="list-style-type: none"><li>• Correlate the significance of synapse and types of neurotransmitters.</li></ul> <p><b><u>Biotechnology</u></b></p> <ul style="list-style-type: none"><li>• Describe the role of anaerobic respiration in yeast during production of ethanol for biofuels.</li><li>• Describe the role of anaerobic respiration in yeast during bread-making.</li><li>• Define <i>genetic engineering</i> as changing the genetic material of an organism by removing,</li></ul>	<p>Explain that DNA can be cut in certain places using different restriction enzymes to select the correct gene. If the same restriction enzyme is used to cut the bacterial DNA then the ends of the human and bacterial DNA will stick together.</p>	
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	changing or inserting individual genes.		
<b>Food and Nutrition</b>	<ul style="list-style-type: none"> <li>• Reasons for preserving food.</li> <li>• Methods of preservation and an understanding of the principles involved.</li> </ul>	<p>Look at various food packages that you have at home and complete writing about the information present on the food labels</p> <p>You need to understand the difference between 'use by' and 'best before'.</p> <p>Use-by: These dates refer to safety. Food can be eaten up to the end of this date but not after even if it looks and smells fine.</p> <p>Best before: These dates refer to quality rather than food safety. Foods with a 'best before' date should be safe to eat after the 'best before' date, but they may no longer be at their best.</p>	<p><a href="http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/decaayrev2.shtml">http://www.bbc.co.uk/schools/gcsebitesize/science/add_gateway_pre_2011/greenworld/decaayrev2.shtml</a></p>
<b>Economics</b>	<ul style="list-style-type: none"> <li>• To differentiate between direct and indirect taxes</li> <li>• To analyse how governments, use taxation to affect the distribution of income</li> </ul>	<ul style="list-style-type: none"> <li>• Use examples to contrast a direct tax with an indirect tax.</li> <li>• Choose a country and comment briefly on its tax system. Then with reference to it analyse how the government</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li> <li>• <a href="http://www.cie.org.uk">www.cie.org.uk</a></li> </ul>



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		might use taxation to affect the distribution of income. (In not more than 150 words)	<a href="http://www.en.wikipedia.org/wiki/Tax">www.en.wikipedia.org/wiki/Tax</a>
<b>Accounting</b>	<ul style="list-style-type: none"> <li>To distinguish between receipts and payments account and income and expenditure accounts.</li> </ul>	<ul style="list-style-type: none"> <li>Visit a non-trading organisation with your parents, find out what could be their main source of income.</li> <li>Check the financial statements that the treasurer of a club may prepare at the end of the financial year.</li> </ul> <p>Identify and explain the purpose of a receipt and payment account.</p>	<ul style="list-style-type: none"> <li><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li> <li><a href="http://www.cie.org.uk">www.cie.org.uk</a></li> <li><a href="http://www.myaccountinglab.com">www.myaccountinglab.com</a></li> </ul>
<b>Business Studies</b>	<ul style="list-style-type: none"> <li>To describe Productivity</li> <li>To explain the Lean Production, Kaizen and JLT</li> <li>To analyse the methods of production</li> </ul> <p>To evaluate the role of technology in production method</p>	<p>Choose and complete <b>any two</b> tasks from the following:</p> <ul style="list-style-type: none"> <li>Create a <b>mind map (soft copy)</b> on the JLT and then explain how it eliminates the need to hold inventory.</li> <li>Make a poster (soft copy) Investigate examples of Production method used in your own country/country of your choice.</li> <li><b>Investigate/Research</b> Why business hold inventories. Illustrate by diagram buffer inventory, reorder level and maximum inventory level.</li> </ul>	<ul style="list-style-type: none"> <li><a href="http://www.dineshbakshi.com">www.dineshbakshi.com</a></li> <li><a href="http://www.cie.org.uk">www.cie.org.uk</a></li> <li><a href="http://www.en.wikipedia.org/wiki/Tax">www.en.wikipedia.org/wiki/Tax</a></li> </ul>



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		<ul style="list-style-type: none"> <li>• Create a <b>mind map (soft copy)</b> on the <b>Kaizen</b> and then explain how it eliminate need to hold inventory.</li> <li>• <b>Investigate and make a report (soft copy)</b> With regard to any country note the new technology used to enhance the production in the business. List five companies and the name of technology used.</li> </ul> <p><b>Investigate/Research</b> -Create a Prezi explaining different production methods.</p>	
<b>Travel and Tourism</b>	<ul style="list-style-type: none"> <li>• To reinforce basic travel &amp; tourism concepts and definitions</li> </ul>	<ul style="list-style-type: none"> <li>• Define Tourism products &amp; services</li> <li>• What are the functions of Tour operators?</li> <li>• What is an itinerary?</li> <li>• Mention and explain the components of Travel and tourism.</li> <li>• Identify and explain in which the local economy is likely to benefit from ‘multiplier effect’.</li> <li>• Evaluate and explain the different impact of Tourism and how these impacts could be reduced.</li> <li>• Discuss why the ‘Demonstration effect’ can be a cause of serious social problems in certain destination.</li> </ul>	<a href="http://www.wto.org">www.wto.org</a>



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		<ul style="list-style-type: none"> <li>Identify and explain the features, which attracts tourist to a particular destination.</li> <li>Explain the personal skills and qualities that ‘front-of-house’ travel and tourism employees would be expected to possess.</li> </ul> <p>‘Staff teamwork is important for the delivery of customer service in the restaurant’- explain.</p>	
<b>Sociology</b>	<p><u>Topic: Media</u>  <u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To define mass media, to identify different forms of media and history of media</li> <li>To evaluate the different approaches which explains the media influence on behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Explain the term Medium?</li> <li>Explain the term Mass?</li> <li>What are the different forms of Mass communication</li> <li>List out four different approaches?</li> <li>Explain any one of the approaches?</li> </ul>	Sociology course book,
<b>Psychology</b>	<p><u>Topic:Bandura’s Social Learning Theory</u>  <u>Learning Objective:</u></p>	<ul style="list-style-type: none"> <li>Describe the procedure employed in the Bandura’s social learning theory</li> <li>Evaluate the study in terms of its usefulness</li> </ul>	Edexcel Pearson GCSE Psychology Text book



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	<ul style="list-style-type: none"><li>• To outline the theory of Bandura</li><li>• To outline the background, procedure and result of the study</li></ul>		<a href="https://www.simplypsychology.org/bandura.html">https://www.simplypsychology.org/bandura.html</a> <a href="https://www.verywellmind.com/social-learning-theory-2795074">https://www.verywellmind.com/social-learning-theory-2795074</a>
<b>Geography</b>	<p><u>Topic:</u> Topic: 1. Environmental risk and economic development 2. Rivers (revision)</p> <p>Learning objectives:</p> <ul style="list-style-type: none"><li>• To investigate on how economic activities may lead to threats to the environment.</li><li>• Demonstrate the need for sustainable development and management.</li></ul>	<ul style="list-style-type: none"><li>• Research and demonstrate ways of doing eco-tourism.</li><li>• Create a graph showing the level of air, water and land pollution of a developed and a developing country and interpret the same.</li><li>• Create a presentation showing the drainage system.</li></ul>	<a href="https://www.geographypods.com/21-river-features.html">https://www.geographypods.com/21-river-features.html</a> <a href="https://www.geographypods.com/theme-3---economic-development.html">https://www.geographypods.com/theme-3---economic-development.html</a>



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	<ul style="list-style-type: none"> <li>Examine the inputs stores and outputs of the hydrological cycle.</li> <li>Analyse the work of a river</li> </ul>		
<b>History</b>	<p><u>Topic:</u> How secure was the USSR's control over eastern Europe, 1948-1989?</p> <p><u>Learning Objective:</u></p> <ul style="list-style-type: none"> <li>To analyse how the Soviet Union deal with the opposition in Eastern Europe to communist control between 1956 and 1981</li> </ul>	<ul style="list-style-type: none"> <li>Students will research about USSR's control over Eastern Europe and answer the questions below.</li> <li>How successfully did the Soviet Union deal with the challenges in Eastern Europe to communist control between 1956 and 1981? Explain your answer.</li> <li>How far was the collapse of Soviet control over Eastern Europe due to influence of solidarity? Explain your answer</li> </ul>	Cambridge IGCSE and O level History Option B The 20 <sup>th</sup> Century: 2 <sup>nd</sup> Edition Ben Walsh
<b>Global Perspectives</b>	<p><u>Team project</u></p> <p>To collaborate with others and complete a Team project</p>	<p>Collaborate with members of your Team in designing and completing a team project.</p> <ul style="list-style-type: none"> <li>Explore the 8 topics given for Team project and collaborative discuss and chose a suitable topic</li> </ul>	Students will choose websites and other resources suitable to them.



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		<ul style="list-style-type: none"> <li>• Write a suitable Team project title.</li> <li>• Write a suitable project aim.</li> <li>• Discuss and choose a suitable project outcome.</li> <li>• Delegate responsibilities among the team members</li> <li>• Individually research the issues from various perspectives including cultural perspectives</li> <li>• Write a project explanation</li> <li>• Create the project outcome e.g. short video documentary, film, Posters, a campaign etc.</li> </ul> <p>Topics to choose from:</p> <p><b><u>Team Project Topics:</u></b></p> <ul style="list-style-type: none"> <li>• Conflict and peace</li> <li>• Disease and health</li> <li>• Human rights</li> <li>• Language and communication</li> <li>• Poverty and inequality</li> <li>• Sport and recreation</li> </ul>	<p><u>Exemplar Project outcome</u></p> <p><a href="https://www.youtube.com/watch?v=FpeitMIXqSk">https://www.youtube.com/watch?v=FpeitMIXqSk</a>.</p>
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		<ul style="list-style-type: none"><li>• Tradition, culture and identity</li><li>• Water, food and agriculture</li></ul>	
<b>Environmental Management</b>	<u>SUSTAINABLE AGRICULTURAL PRACTICES</u> To complete a project that will promote sustainability in agricultural practices	Use the internet to explore how agriculture may affect the environment. Also explore the following agricultural practices: <ul style="list-style-type: none"><li>• organic fertilizer (crop residue, manure)</li><li>• managed grazing (livestock rotation)</li><li>• crop rotation</li><li>• use of pest resistant and drought resistant varieties of crops</li><li>• trickle drip irrigation</li><li>• rainwater harvesting</li></ul> Upon completion of your research, create a model/ design a model to illustrate how one of the agricultural practices contributes to sustainability.	<a href="https://www.youtube.com/watch?v=-PnlwzxZWLY">https://www.youtube.com/watch?v=-PnlwzxZWLY</a>  <a href="https://www.youtube.com/watch?v=-tvJtUHnmU">https://www.youtube.com/watch?v=-tvJtUHnmU</a>



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<b>ICT</b>	<b>Topic:</b> Database <b>Learning Objective:</b> <ul style="list-style-type: none"><li>• Students will be able to describe the purpose of database</li><li>• Students will be able to create database.</li><li>• Students will be able to extract the data from database using queries.</li></ul>	<ul style="list-style-type: none"><li>• Encourage your child to explore the importance of creating database for an organisation and to understand the advantages of the same.</li><li>• Motivate your child to create a database for your office which will store details of all employees in the organisation including their salary and years of experience.</li></ul> <p>Ask your child to find out from the database they created, employees who have been working in the organisation for more than 10 years.</p>	<a href="https://www.tutorialspoint.com/ms_access/ms_access_create_database.htm">https://www.tutorialspoint.com/ms_access/ms_access_create_database.htm</a>
<b>Computer Science</b>	<b>Topic:</b> Security and ethics <b>Learning Objective:</b> <ul style="list-style-type: none"><li>• Students describe the need to keep data safe from accidental damage,</li></ul>	<ul style="list-style-type: none"><li>• Imagine your child have been employed as the Cyber Security Advisor for a local business. Encourage your child to create a user guide or infographic to help staff understand what security measures are and why they should use them to prevent cyber security threats. Include images to support your explanations.</li></ul>	<a href="http://www.pbs.org/wgbh/nova/labs/lab/cyber/">www.pbs.org/wgbh/nova/labs/lab/cyber/</a> (game link) <a href="https://www.veracode.com/blog/2012/10/common-malware-types-cybersecurity-101">https://www.veracode.com/blog/2012/10/common-malware-types-cybersecurity-101</a>



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	<p>including corruption and human errors.          Students to explain the importance of passwords, firewalls.</p>	<ul style="list-style-type: none"> <li>• Support your child to link to a game about cyber security from the link given.</li> <li>• Motivate your child to create a video on cyber security.</li> <li>• Encourage your child to do research on importance of strong passwords and firewalls.</li> </ul> <p>Encourage your child to create a report for different forms of malware. Support child to add notes about preventing the form of malware and find images to represent each section of malware.</p>					
<p><b>Physical Education</b></p>	<p>To understand the effects of performance enhancing drugs and its side effects</p>		<p>Example</p>	<p>Positive effect</p>	<p>Side effect</p>	<p>Associated sport</p>	<p><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></p>
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<b>Art and Design</b>	AO1, AO2, AO3	<p>To reflective confidence, enthusiasm and a sense of achievement in the practice of art and design.</p> <p>Works show growing independence in the refinement and development of ideas and personal outcomes.</p>	<a href="http://www.studentartguide.com">www.studentartguide.com</a>												
<b>French</b>	<ul style="list-style-type: none"> <li>Le climat et la météo</li> <li>- To Talk about the weather and to understand the weather forecasts</li> </ul>	<p><b>SPEAKING</b> : « Quel temps fait-il dans ton / votre pays ? /Que feras-tu la semaine prochaine s’il pleut ou s’il fait beau ..ect ? / Comment est-ce que le changement climatique a touché votre / ton pays ? / Qu’est-ce qui est fait pour limiter l’impact de ces changements ? / Qu’est-ce qu’on devrait faire pour améliorer la situation ? ”</p>	<ul style="list-style-type: none"> <li><b>READING</b> :</li> <li><a href="https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/3">https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/3</a></li> <li><a href="https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/4">https://www.bbc.co.uk/bitesize/guides/zhfc2sg/revision/4</a></li> </ul>												



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	<p>-To discuss the climate change and its consequences on the environment.</p>	<p><a href="https://www.podcastfrancaisfacile.com/dialogue/quel-temps-fait-il-en-bretagne.html">https://www.podcastfrancaisfacile.com/dialogue/quel-temps-fait-il-en-bretagne.html</a> ( go for the related ex) ↑ Role play</p> <p><a href="https://www.youtube.com/watch?v=Po1h2iokXzI">https://www.youtube.com/watch?v=Po1h2iokXzI</a> <a href="https://www.youtube.com/watch?v=j6k4sq9snY0">https://www.youtube.com/watch?v=j6k4sq9snY0</a> <a href="https://www.youtube.com/watch?v=SJdcrnm4w0I">https://www.youtube.com/watch?v=SJdcrnm4w0I</a> ( go for the related ex)</p> <p><a href="https://www.youtube.com/watch?v=aBpRlcc7v54">https://www.youtube.com/watch?v=aBpRlcc7v54</a> (imp) <a href="https://www.youtube.com/watch?v=lstfpRyODiY">https://www.youtube.com/watch?v=lstfpRyODiY</a> ( imp) <a href="https://www.youtube.com/watch?v=5Ao6jgTE6Z0">https://www.youtube.com/watch?v=5Ao6jgTE6Z0</a> ( imp)</p> <ul style="list-style-type: none"><li>• LISTENING : <a href="https://learningapps.org/watch?v=pqt0kqpb501">https://learningapps.org/watch?v=pqt0kqpb501</a></li></ul> <p><a href="https://french-resources.org/level/intermediate/skill/listening/topic/weather/publisher/schoolshape-68/channel/schoolshape_french_materials-1/worksheet/3268">https://french-resources.org/level/intermediate/skill/listening/topic/weather/publisher/schoolshape-68/channel/schoolshape_french_materials-1/worksheet/3268</a></p>	<p><a href="https://fr.islcollective.com/francais-fle-fiches-pedagogiques/vocabulaire/environnement/le-rechauffement-climatique/119582">https://fr.islcollective.com/francais-fle-fiches-pedagogiques/vocabulaire/environnement/le-rechauffement-climatique/119582</a></p> <p><a href="https://www.bonjourdefrance.com/exercices/contenu/la-meteo-en-francais-francais-precoce.html">https://www.bonjourdefrance.com/exercices/contenu/la-meteo-en-francais-francais-precoce.html</a></p>
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		<p><b>WRITING :</b> Ecrivez un article sur les conséquences des changements de climat. Mentionnez :- -Les liens avec les problèmes environnementaux. -Les effets sur la population -Ce que nous pouvons faire pour "faire face à ces problèmes / lutter ces problèmes " -Ce qui risque de se passer si nous n'agissons pas. Écrivez environ 150-180 mots en français.</p> <p><a href="https://ec.europa.eu/clima/change/causes_fr#:~:text=Les%20causes%20de%20la%20hausse,2)%20de%20l'atmosph%C3%A8re">https://ec.europa.eu/clima/change/causes_fr#:~:text=Les%20causes%20de%20la%20hausse,2)%20de%20l'atmosph%C3%A8re</a> . (imp and it has a lot of percentage; this kind of writing will help you to boost your mark)</p>	
Arabic (Arabs)	<p><b>TOPIC:</b> كاتب وراء كاتب الاستماع: عشر خطوات كتابة موضوعات وصفية</p>	<p>استخدام استراتيجيات العصف الذهني الاستنتاج وأسئلة أبعد من النص</p>	<p><a href="https://www.youtube.com/watch?v=FzmqltP9MEc">https://www.youtube.com/watch?v=FzmqltP9MEc</a> <a href="https://uae-school.com/archives/38082">https://uae-school.com/archives/38082</a></p>

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	<p><b>Learning objectives:</b></p> <p>أن يحلل المتعلم المادة المسموعة. - أن يحدد الفكر، والنقاط الرئيسية. - أن ينظم العرض تنظيماً جيداً أن يحدد الطالب الفكرة الرئيسية والأفكار الفرعية . أن يحلل الطالب النص تحليلاً أدبياً. أن يقارن الطالب بين نصين أدبيين مقارنة أدبية. أن يكتب موضوعاً وصفيًا أن يستخدم الوصف الداخلي والخارجي .</p>	<p>واستخدام التفكير الناقد في صياغة الأسئلة والتعزيز</p> <p>- قبل الاستماع يتم عرض صور ثم استخدام طريقة العصف الذهني في التعبير عن عناصرها ويتم استثمار الصورة لتوضيح موضوع الدرس للطلاب</p> <p>2- الاستماع للنص : توجيه الطلاب نحو استماع النص مسجلاً أو مقروءاً مع مراعاة آداب الاستماع والتأكيد على تحديد أسئلة المذيع واجابات الطلاب مع تقديم الأدلة للتمكن من تحليل مادة الاستماع وتقويتها - كتابة موضوع وصفي</p>	<p><a href="https://www.youtube.com/watch?v=u5hnDTHCaLQ">https://www.youtube.com/watch?v=u5hnDTHCaLQ</a></p>
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<b>Islamic Education (Arabs)</b>	TOPIC: - الاستعفاف-العقود في الاسلام - <b>Learning objectives:</b> يبيّن المقصود بالاستعفاف يبيّن أثر الاستعفاف على الفرد والمجتمع يوضح مجالات الاستعفاف يوضح أقسام العقود يبيّن خصائص العقود المالية في الاسلام يقترح حلولاً لمشكلة العقود المحرمة	يكتب موضوعاً عن العفة واثارها على الفرد والمجتمع يكتب عن خطورة انعدام العفة على المجتمع المسلم اكتب عن العقود المحرمة في الاسلام اكتب عن العقود المالية في الاسلام	<a href="https://www.youtube.com/watch?v=kC3-L1hoVK0">https://www.youtube.com/watch?v=kC3-L1hoVK0</a> <a href="https://www.youtube.com/watch?v=iwH32GS0WL8">https://www.youtube.com/watch?v=iwH32GS0WL8</a>
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<p><b>Islamic Education (Non-Arabs)</b></p>	<p><b>TOPIC</b></p> <p><b>Tawakul and Steadfastness to Truth</b></p> <ul style="list-style-type: none"> <li>To recite the ayat and interpret their meanings in their own words</li> <li>Infer some provisions from the verses.</li> <li>Indicate the significance and the background of the ayat.</li> </ul> <p><b>Wisdom of sending messengers to people</b></p> <ul style="list-style-type: none"> <li>To evaluate why Allah sent His messengers and prophets to all nations at all times.</li> </ul>	<ol style="list-style-type: none"> <li>In one or two paragraphs describe the background of the ayat and explain the meaning of the ayat and how would they help you in your life.</li> <li>Write a report on the efforts of sheikh zayed bin sultan Al Nahyan in founding and supporting awqaf projects inside and outside the country</li> </ol>	<p><a href="https://www.youtube.com/watch?hiYUdihU-s0&amp;t=1106s">https://www.youtube.com/watch?hiYUdihU-s0&amp;t=1106s</a></p> <p><a href="https://www.youtube.com/watch?_yM3cEGcIQ">https://www.youtube.com/watch?_yM3cEGcIQ</a></p> <p><a href="https://www.youtube.com/watch?v=96qCCDKfn0">https://www.youtube.com/watch?v=96qCCDKfn0</a></p>
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	<b>Endowment: Giving and Growth</b> <ul style="list-style-type: none"><li>• Explain the concept of endowment</li><li>• Illustrate the favor of endowment</li><li>• Distinguish between types of endowment</li></ul>		
<b>Moral Education</b>	<b>Topic – Inequality</b> <ul style="list-style-type: none"><li>• Briefly explain three different ways of measuring inequality</li></ul>	<ul style="list-style-type: none"><li>• Has globalisation helped reduce inequality or has it contributed to making it worse?</li><li>• How important do you think education is in helping to spread the benefits of globalisation and reduce inequality within countries?</li></ul>	<a href="https://www.equalitytrust.org.uk/how-economic-inequality-defined">https://www.equalitytrust.org.uk/how-economic-inequality-defined</a> <a href="https://www.un.org/en/development/desa/policy/wess/wess_dev_issues/dsp_policy_02.pdf">https://www.un.org/en/development/desa/policy/wess/wess_dev_issues/dsp_policy_02.pdf</a>