



# JC Key Stage 3-4 Transition Booklet 2023-24



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# Vice Principal's Welcome

June 2023

Dear GCSE students

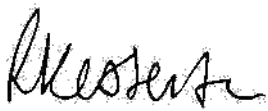
The Jumeirah College Key Stage 3 - 4 Transition Booklet contains specific tasks for you to complete and provides guidance to support you in your transition to study at GCSE level. As you complete your studies at Key Stage 3, it is a good time for you to begin to access the activities outlined in this booklet. These will support you in bridging the gap in skills, knowledge and understanding, as well as mind-set and independence, between these distinct key stages. All members of Year 10 will return in September, having spent the preceding two months focusing their attention on their selected areas of study for the next academic year, alongside a well deserved break.

Although each subject studied at GCSE level at the College is detailed in this booklet, the expectation is that you will only undertake the preparatory work for the subjects you intend to study from September, including the Key Stage 4 compulsory subjects of English Language and Literature, Mathematics and Science. For external applicants, the electronic resources are located on Google classroom, and will be available from the Registrar.

We look forward to celebrating your GCSE successes in August 2025 and are confident that the prudent use of this advice over the coming weeks will enhance those successes.

I wish you a wonderfully productive and enriching summer.

Yours sincerely,



Mr Robert Kesterton  
Vice-Principal



# Arabic

<b>Examination Board:</b>	<b>Pearson Edexcel</b>
<b>Specification:</b>	<b>Arabic 9-1 1AA0</b>
<b>Head of Department:</b>	<b>Arabic A and Islamic , Mr M Nabhan</b> <b>Arabic B, Mr W Hegazi</b>

With GCSE Arabic, students will develop their Arabic language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students will study three distinct themes. These themes apply to all four question papers in the skills of Listening, Reading, Speaking and Writing. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Arabic is spoken.

**Theme 1:** Identity and culture

**Theme 2:** Local, national, international and global areas of interest

**Theme 3:** Current and future study and employment

If you are lucky enough to spend some time in an Arabic speaking country this summer then you need to take full advantage of all the cultural and linguistic opportunities available to you.

## **Tasks**

We ask that you carry out the three tasks below before the start of Term 1, to ensure that you are best prepared for the start of the GCSE Arabic course:

- Work on the vocabulary list shared with you by your teacher
- Watch and listen to Arabic from the following channels:  
<https://www.alarabiya.net/>  
<https://www.skynewsarabia.com/>
- Work on the reading booklet shared with you by your Arabic teacher

# Art & Design

**Examination Board:**

**EDEXCEL**

**Specification:**

**GCSE 1ADO (coursework) and 1ADO-02 (exam)**

**Head of Department:**

**Miss S Jackson**

## **Tasks**

### **1. Observational Drawings**

Draw at least 2 objects based on the theme "Botanical" This could be food, bones, plants etc.

Have a look at the powerpoint examples: <https://docs.google.com/presentation/d/11pMf2CcQv2IJGVB1-0tskDv2lqmp297R/edit#slide=id.p1>

**2. Take at least 10 photographs** based on the theme "Botanical" Clearly consider: Perspective, viewpoint and lighting

### **3. Present your summer inspirations to the class in September.**

You may want to use a sketchbook, notebook or individual sheets of paper

## **Success Criteria**

You will be able to speak confidently to the class about your work

## **Submission Date**

The first lesson back in September

## **Reading List**

Look at websites for your local town and see the '**What's On**' sections

# Business

**Examination Board:**

**AQA**

**Specification:**

**Business Studies GCSE 8132**

**Head of Department:**

**Mr A Kinsey**

## **Task**

1. Use the following link <http://www.aqa.org.uk/subjects/business-subjects/gcse/business-8132> to access the AQA '**Business GCSE content**' to familiarise yourself with the course content

2. The following link <https://www.aqa.org.uk/subjects/business/gcse/business-8132/specification-at-a-glance> introduction shows the Business **GCSE specification, assessment objectives and overview of examinations**. In year 10 you will be new to business and other related subjects such as economics, as they are not studied at Key Stage 3 level, you will not however be disadvantaged at all if you opt for them, and it will all be a pleasant surprise in September. Familiarise yourself with the topic areas to be studied and you may find you know more about business than you thought.

3. Watch **Dragon's Den** – if you are not familiar with the show it is a series of episodes featuring entrepreneurs pitching their business ideas in order to secure investment finance from a panel of venture capitalists. Although the wannabe entrepreneurs take their ideas very seriously, as you will see from some of the episodes, such as the 'bog-in-a-bag' effort, the show verges on comedy at times and is highly watchable. You can use YouTube to access most of the episodes that have been aired.

4. Visit the [www.tutor2u.net](http://www.tutor2u.net) website – **the home of business, economics and humanities**; this useful learning resource provides a business blog, an on-line revision clinic, the Biz Quiz and many interesting articles on current business events, issues and inspiring stories.

5. Create a **portfolio of news articles** from newspapers and magazines. Look for articles reporting on current business related issues linking to the main topic areas of your course – entrepreneurship, marketing, finance, human resources and operations management. To be a successful business student it is of paramount importance that you keep up to date with current events in the business world and global economy by embracing wider reading and also watching 'quality' news channels such as BBC World and CNN.

## **Core Text**

AQA GCSE Business, Malcome Surridge and Andrew Gillespie, Hodder Education, ISBN 9781471899386

## **Newspapers**

The Guardian, The Times, The Daily Telegraph

# Computer Science

**Examination Board:**

**Cambridge**

**Specification:**

**IGCSE Computer Science (0984)**

**Head of Department:**

**Mr G Dela Cruz**

## Tasks

In order for students to be confident and prepared for the new and challenging course of Computer Science. It will be necessary for students to have a broad understanding of how programming software operates before September.

Before starting, students need to build an understanding about the basics of computer programming. Outlined below is a list of tasks which will allow the students to gain a deeper insight into fundamentals of programming languages and each of their specific functions.

## Success Criteria

Students should prepare a thoroughly researched and well-presented report answering all the tasks listed below.

## Pre-course tasks

1. What is an algorithm?
2. What are flowcharts? (Identify how flowcharts are used to represent inputs, processes and outputs)
3. What is machine language?
4. What is high level language?
5. What is low-level language?
6. How are high level languages translated into machine language?
7. What is an interpreter, assembler and how does it differ from compilers?
8. Search the web and find some of the most popular programming languages. Look at the job boards and see what languages people are looking for. List the languages and the job board you looked at.
9. What are logic gates? Draw the shape of each logic gate and their truth tables.
10. Pick a piece of technology, other than a computer you use regularly. Briefly describe the hardware devices it has and categorise them as either inputs and/or outputs.
11. What is a CPU?
12. In python create a program that will allow a user to input their name, age, DOB, gender, and email address. Once the user has entered their details correctly, output the information on screen.

**Useful websites** that introduce the students to the fundamentals of Computer Science and will assist with the pre-course tasks and learning some of the basics of the Python language:

<http://csunplugged.org/>

<http://www.cie.org.uk/programmes-and-qualifications/cambridge-igcse-computer-science-0478/>

[www.bbc.co.uk/education/subjects/z34k7ty](http://www.bbc.co.uk/education/subjects/z34k7ty)

## Python programming:

<http://www.pythonschool.net/category/basics.html>

<http://www.codeacademy.com>

# Design & Technology

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>8552</b>
<b>Head of Department:</b>	<b>Mr G Parkin</b>

Design and Technology is a very skills dependent course of which the majority is hands on through projects in the workshop. There are a variety of skills which require constant practise in and outside of lesson such as designing, sketching and CAD (Computer Aided Design).

The tasks below are **optional** but will help to familiarise yourself with 3D modelling for use in your NEA work.

## Tasks

### 1. Onshape (*Recommended*)

Practise using Onshape to further deepen your CAD skills. Login using your school email address. Works on Windows and Mac

On Youtube.com search '[CADsessions](#)' there are a series of tutorials to follow. Save your completed tutorial models and show these to your teacher at the start of year 10

### 2. Documentaries (*Optional*)

Watch the below documentaries, the first four are on Google Drive. For the final two search on Youtube.

- [Zoe Laughlin - How To Make: The Trainer](#)
- [Zoe Laughlin - How To Make: The Toothbrush](#)
- [Zoe Laughlin - How To Make: Headphones](#)
- [The Secret Story of Stuff Materials of the Modern Age](#)
- Megafactories (any episodes that interest you)
- How it's made (any episodes that interest you)

If you are having access issues or can't find the videos contact Mr Parkin.

### 3. Sketching (*Optional*)

Spend time practising your sketching skills by drawing products from your home and applying colour appropriately, [Technologystudent.com](#) will help. Practise the following techniques:

- Freehand sketching
- Isometric drawing
- Perspective drawing

#### **Websites:**

<https://cad.onshape.com/signin>

<https://www.youtube.com/>

<https://www.technologystudent.com/>



# Drama & Theatre Studies

**Examination Board:** CAMBRIDGE  
**Specification:** IGCSE 0994  
**Head of Department:** Mr R Burke

## Tasks

Now is a fabulous time to get watching some amazing productions online! Performances are being constantly updated so this is a good place to find out what is being screened each week

<https://www.playbill.com/article/schedule-of-upcoming-and-current-free-live-stream-broadcasts-com-322823>

<https://www.timeout.com/theatre/best-streaming-theatre-shows-how-to-watch-online>

## We also suggest the following

<https://www.youtube.com/user/ntdiscovertheatre>

<https://www.oldvictheatre.com/whats-on/2018/a-monster-calls>

<https://www.shakespearesglobe.com/watch/>

<https://www.geckotheatre.com/>

<https://www.franticassembly.co.uk/>

## Extension Tasks:

The study of the following practitioners and texts

Antonin Artaud, Steven Berkoff, Bertold Brecht and Konstantin Stanislavski.

DNA by Dennis Kelly

# Economics

**Examination Board:**

**Edexcel**

**Specification:**

**IGCSE Economics**

**Head of Department:**

**9-1 Mr A Kinsey**

## Tasks

1. Use the following link <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-economics-2017.html> to familiarise yourself with the course content.

2. The following link <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-economics-2017.html> shows the Economics IGCSE specification, assessment objectives and overview of examinations.

### 3. Current Affairs

Keep up to date with the latest developments around the world using websites such as BBC.

### 4. Take an interest in personal finance

Discuss with family and friends the benefits of saving versus borrowing. Look at various savings accounts and the different types of loans available (both Sharia & Non-Sharia compliant). Using websites like Investopedia, Bullbearings and Motley Fool, investigate stock markets such as the FTSE and the Dow Jones. Many websites offer the possibility to set up a simulation share portfolio. Try your hand at trading and try to devise a strategy based on current economic conditions

5. Visit the [www.tutor2u.net](http://www.tutor2u.net) website – *the home of business, economics and humanities*; this useful learning resource provides an economics blog, an on-line revision clinic, the Biz Quiz and many interesting articles on current business happenings and inspiring stories.

### 6. Popular Economics

In recent years there has been a lot of public interest in economics and this has given rise to a number of books such as 'The Undercover Economist' and 'Freakonomics'. Try to read one of these popular economics texts to understand the methodology and issues covered by economics.

### 7. Multi Media

There are many useful websites offering videos and podcasts on economic affairs. Keep up to date by downloading and watching/listening to topical and interesting areas.

## Overall

**The key to success in economics is to know what is happening in the world and why it is happening. Above all be actively interested in current affairs. Develop your own perspective on issues and be prepared to argue your point of view and also understand why other might hold a different view on the same subject to you.**

## Core Text

Pearson Edexcel International GCSE (9-1) Economics Student Book by Rob Jones.

## Newspapers

The Guardian, The Times, The Daily Telegraph

# English Language & Literature

<b>Examination Board:</b>	<b>AQA</b>
<b>Specification:</b>	<b>English Language (AQA 8700)</b> <b>English Literature (AQA 8702)</b>
<b>Head of Department:</b>	<b>Miss K Trotman</b>

You will be starting your GCSE in September. This is a new specification for both Language and Literature. Unlike previous years, you will not be producing any coursework. You will be examined at the end of Year 11.

## **The most important thing you can do over the summer is read.**

- Keep a reading log while you are reading. Write down what you notice about the themes, characters and events in each text. Write a list of all the techniques the writer uses and the effects these techniques have on you, the reader.

You could choose at least one of the texts from the lists below as these are texts you might be studying. Or, refer to the reading list which you can get on the communicator or from your English teacher.

## **Over the course of your GCSE, you will read:**

- A 19th Century Novel, such as:
- Jekyll and Hyde, Christmas Carol, Great Expectations, Jane Eyre, Frankenstein, Pride and Prejudice and Sign of Four
- A modern prose or drama text, such as :
- An Inspector Calls, Lord of the Flies, Animal Farm and Blood Brothers
- A Shakespeare play, such as:
- Macbeth or Romeo and Juliet
- For your English Language exam, it is really important that you read good quality non-fiction.
- Create a scrap book of interesting articles that you have found in newspapers, magazines and online
- Read 1 broadsheet newspaper every week. Read 1 News website such as BBC, CNN, FOX, The Guardian, The Times every week. (To really push yourself, try to compare the different ways newspapers and websites report the same story.)
- When you visit museums, galleries, theatres etc. whilst on holiday collect the leaflets and factsheets. Annotate the articles for what the writer's ideas are and for the techniques he or she uses to convey those ideas. Think about how these informational texts are written. Are they just informative or also persuasive? Argumentative? Entertaining?

## **You should also make sure that you are writing for different audiences and purposes**

- Choose one of your summer reading novels and watch a film version. Write a comparison for a film magazine.
- Write a blog on an issue of your choice
- Write a description of somewhere you have visited over the summer
- Keep a journal over the summer to experiment with your expression

# French

**Examination Board:**

**AQA**

**Specification:**

**French (8658)**

**Head of Department:**

**Mrs F Temple-Smith**

With GCSE French, students will develop their French language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students will study three distinct themes. These themes apply to all four question papers in the skills of Listening, Reading, Speaking and Writing. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where French is spoken.

•Theme 1: Identity and culture

Self and family

Technology

Free time (sports, hobbies and interests)

Customs & festivals

•Theme 2: Local, national, international and global areas of interest

My home and local area

Healthy living

Social issues (homelessness, charities)

Environment

•Theme 3: Current and future study and employment

Education

Future studies/University

Careers

Useful revision websites:

[www.linguascope.com](http://www.linguascope.com) (intermediate)

[www.languagenut.com](http://www.languagenut.com)

[www.netflix.com](http://www.netflix.com) (watch some French series or films)

If you are lucky enough to spend some time in a French speaking country this summer then you need to take full advantage of all the cultural and linguistic opportunities available to you.

# Geography

**Examination Board:**

**Edexcel**

**Specification:**

**IGCSE (4GE1)**

**Head of Department:**

**Mrs S White**

Welcome to IGCSE Geography. The aim of this information is to use the summer break as productively as possible so that you can make a confident start to the course in late August when we return to college.

## **Tasks:**

**1. Course Content** - Download and save a copy of the Edexcel IGCSE specification, this can be found here: <https://qualifications.pearson.com/en/qualifications/edexcel-international-gcses/international-gcse-geography-2017.html>  
You should then use this to familiarise yourself with the course structure, topics and number/type of examinable units. <https://www.bbc.co.uk/bitesize/topics/zcdrbk7>

**2.** The first topic we study in Year 10 is Hazardous Environments, use the links below to refresh your knowledge.  
**Online news articles and journals-** Immerse yourself in current affairs and geographical issues. Aim to visit these sites frequently sharing three areas of research/ideas with your family weekly:

- BBC News <https://www.bbc.co.uk/news>
- The Guardian <https://www.theguardian.com/uk>
- The Conversation <http://theconversation.com/uk>

**3. Podcasts-** Give your eyes a break at a time when your screen time has increased and pop your headphones in instead to broaden your geographical understanding :

•Costing the Earth – <https://www.bbc.co.uk/programmes/b006r4wn> .Podcasts on a wide variety of geographical issues including climate change, carbon, urban greening, deforestation, alternative power, plastics etc.  
Royal Geographical Society – “Ask the Geographer podcasts” <https://www.rgs.org/schools/teaching-resources/ask-the-expert-podcasts/>A fantastic set of podcasts to keep you up-to date with the latest geographical research.

- Global Dispatches Podcasts- <https://www.undispatch.com/category/podcast/> . These podcasts created by the United Nations focus on investigating global development issues.
- The Inquiry - <https://www.bbc.co.uk/programmes/p029399x/episodes/downloads> .BBC podcasts exploring the trends, forces and ideas shaping the world beyond the headlines.
- Podcasts from Oxford University School of Geography and the Environment – <https://podcasts.ox.ac.uk/units/school-geography-and-environment> .These online audio resources consist of lectures, seminars and interviews from the School of Geography and the Environment at the University of Oxford.

**4. Activities you could do with your family** - subscribe to Netflix and have a family focused evening together watching one of the following titles per week together over the summer break

- Into the Inferno: Eruptions and lava flows it captures the raw power of volcanoes.
- The Boy who harnessed the wind: About a Malawian boy who creates a water pump in a time of water shortage
- Cowspiracy: Investigate the food and meat industry Available on Netflix
- Africa: Documentary series about Africa. Narrated by David Attenborough
- Our Planet, Planet Earth and Planet Earth 2: The Irreplaceable Sir David Attenborough explores some of the world's different biomes and their varied flora and fauna.
- Blue Planet: More geographical joy from Sir David who explores the world's oceans/seas
- The Dark Tourist: David Farrier's eight-part series looks at unconventional destinations across the world. From the radioactive villages of Japan following the 2013 tsunami to the voodoo villages of South Africa.

**5. Membership**—Join the Royal Geographic Society as a ‘young geographer’. This membership will provide access the Society's educational resources containing in-depth case studies – a great revision tool for GCSE. You will also receive a digital subscription to the ‘geographic’ magazine and be able to attend regular online lectures and talks.

Free online access to all our academic journals - a great resource for undergraduates

# History

<b>Examination Board:</b>	<b>Edexcel</b>
<b>Specification:</b>	<b>History (9-1) from 2016 (1HI0)</b>
<b>Head of History &amp; Politics:</b>	<b>Mrs E Griffin</b>

## Examination Overview:

### Paper 1 (1HI0/11) – Medicine Through Time

This paper is split into two sections; the first section is a study of medicine and medical developments in the First World War. The second section is a study of medicine through time, from medieval to present day, where students will explore how and why medicine has changed.

**Paper 2 (1HI0/B4+P4) – B4: Superpowers: the Cold War & P4 Early Elizabethan England 1558-1588** This paper is again split into two sections. The first section is a study of the Cold War and the increasing tension between the USA and the Soviet Union, students will need to identify the consequences of various events. Students will also investigate the rule of Elizabeth I and how she overcame many challenges, we will focus on the causes of these events.

### Paper 3 (1HI0/31) – Weimar and Nazi Germany 1918-1939

We will study the inter-war period within Germany, exploring how a new democracy was rapidly dominated by Nazi control. Students will use a range of sources and interpretations to investigate this period.

## Year 10:

We will start Year 10 with the **Cold War 1945-1991** unit – students will therefore, need to prepare for this scheme of work by completing the following tasks. All students will receive a copy of the course textbook to borrow in their first lesson.

## Transition work and tasks – Google Classroom gazykr4:

1. Read through the History.com article on the overview of the Cold War:  
<https://www.history.com/topics/cold-war/cold-war-history>
2. Can you write a definition of Communism and Capitalism – what are the differences?
3. Make a timeline for key events during the Cold War – can you identify the consequences of events and link to other events?
4. Use the course textbook on the Google Classroom to complete the table, also on the classroom, on the three Grand Alliance Conferences during the Second World War.
5. Complete the profiles of the leaders on the Google Classroom.

## Useful Resources:

BBC Bitesize: <https://www.bbc.co.uk/bitesize/topics/zwbysg8> John  
D Clare: [https://www.johndclare.net/cold\\_warA1.htm](https://www.johndclare.net/cold_warA1.htm)

# Information & Communication Technology

**Examination Board:**

**Cambridge**

**Specification:**

**IGCSE ICT (0983)**

**Head of Department:**

**Mr G Dela Cruz**

## Tasks

### Organising a charity fundraising day

A charity wants to raise awareness of its work and to raise funds. The charity is organizing a fund raising day and wishes to advertise the event and get sponsorship from local organizations. The organization which gives the most money will be given free tickets. The organisers want to develop an ICT based system to help them manage aspects of the charity fundraising day.

In order to prepare for this you have been asked to:

- Produce a screen-based presentation to advertise the fundraising day which could be uploaded to a website or be displayed in a public place.

### Success Criteria

#### Research Task

Collect information including pictures about the charity and about potential types of activities or performers who could help raise money on the day.

#### Presentation Task

Create the first draft of a presentation using at least 3 slides to advertise the charity fundraising day.

### Basic Skills

Use of appropriate page layout and formatting of data e.g.

- Fonts and sizes
- Simple formatting techniques e.g. bold, text alignment, colour fonts
- Word art, borders, auto shapes,
- Simple tables or original templates
- Simple bullets or numbering
- Insert, crop or resize and position an image fit for purpose
- Combine text with information in different forms *from a library* e.g. images, sound, gif, video
- Sequence a set of events e.g. a simple animation

### Advanced Skills

- Enhance tables with borders, cell merging, text direction or rotation, text to tables
- Rotation or enhanced manipulation of image
- Customised bullets using *internal* facilities
- Numbering with sub-numbering
- Use a **second** different source for data e.g. digital image, sound, original graph
- Headers **or** footers
- Page numbering on more than one page

**Additional Reference Material:** <http://www.teach-ict.net/software/ppt/powerpoint.htm>

# Mathematics

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Specification:</b>	<b>1MA1 Higher and Foundation tier</b>
<b>Head of Department:</b>	<b>Mr P Tank</b>

## All students transitioning from KS3 to 4

Students have the option to consolidate their learning from Year 9 through the Grade Booster Packs on My Maths;  
Set 1 students - Grade 6 & 7 Booster Pack  
Set 2 students - Grade 4 & 5 Booster Pack  
Set 3 students - Grade 3 & 4 Booster Pack

Students should log in to [www.mymaths.co.uk](http://www.mymaths.co.uk) using the school login details - **login: jumeirah password: south04** and access the Booster Packs under the Revision and Assessment heading.

Please note that this work is entirely optional, scores for the tasks will not be saved and the work will not be reviewed by the teacher in September.

## New students joining JC in September 2023

Students new to the college should know that existing students have already completed Units 1 and 2 of the GCSE course. To catch up they should complete the following tasks on My Maths.

### Step 1

Log in to [www.mymaths.co.uk](http://www.mymaths.co.uk) using **login: jumeirah password: south04**

### Step 2

In the drop down menu on the left, "Select Curriculum", select 'GCSE 9-1 (England)'

### Step 3

Under the "Number" tab, complete all 'lessons' and 'online homework' tasks (you do not need to enter a personal login for these) under; "Multiples and factors", "Powers and roots", "Standard form", "Estimating and accuracy (estimating introduction and estimating calculations 1 & 2 only) and "Calculators"

### Step 4

Under the "Algebra" tab, complete all lessons and online homework tasks (you do not need to enter a personal login for these):

- **Algebraic manipulation** - simplifying 1 & 2, single brackets, brackets and expanding three binomials, factorising linear
- **Expressions and formulae** - all except rearranging 2 and the investigations
- **Equations** - linear, all tasks
- **Sequences** - arithmetic sequences and generating sequences

## OPTIONAL READING LIST

The Codebook

The Man Who Loved Only Numbers

The Man who knew Infinity

A History of Mathematics

A Mathematician's Apology

Fermat's Last Theorem

The Millenium Problems

Journey Through Genius: The Great Theorems of Mathematics

The Music of the Primes

From Here to Infinity

by *Simon Singh*

by *Paul Hoffman*

by *Robert Kanigel*

by *Carl B. Boyer*

by *G. H. Hardy*

by *Simon Singh*

by *Keith Devlin*

by *William Dunham*

by *Marcus du Sautoy*

by *Ian Stewart*



# Music

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Available levels:</b>	<b>GCSE 1MU0</b>
<b>Entry requirements:</b>	<b>Must be able to perform to Grade 4 standard</b>
<b>Head of Department:</b>	<b>Ms H Chambers</b>

## Tasks

### 1 Performance

Prepare a piece of music (preferably Grade 4 or above) to perform to the class as a solo performance, during the first week of term. This should be showcasing what you feel is your strength in performance and will give you a starting grade for your assessed performances. Please bear in mind that you will be assessed on:

*accuracy;*  
*interpretation (including dynamic contrast, use of tempo and phrasing);*  
*technical competence.*

If your piece needs a backing track, please remember to bring it to school on a USB. If you need an accompanist, please bring the piano part for Ms Wetherell to play.

### 2 Undertanding of technical terms and musical language

Spend some dedicated time on [www.musictheory.net](http://www.musictheory.net), ensuring that you have an understanding of the following:

*staff notation;*  
*cadences;*  
*circle of fifths and key signatures;*  
*instruments of the orchestra.*

Listen to a variety of music to identify the sound different instruments make.

**Please purchase a copy of the Edexcel GCSE (9-1) Anthology of Music.**

### 3 GCSE Anthology

We will be studying eight pieces of music, which you will eventually be required to know about in a lot of detail. Familiarise yourself with the following pieces which can all be found online:

- ***Brandenburg Concerto No 5 in D major, movement 3*** by Johann Sebastian Bach
- ***Piano Sonata Op.13 No. 8 in C minor, 'Pathétique', movement 1*** by Ludwig van Beethoven
- ***'Music for a While'*** by Henry Purcell
- ***'Killer Queen' from Sheer Heart Attack*** by Queen
- ***'Defying Gravity' from Wicked*** by Stephen Schwartz
- ***'Main Title/Rebel Blockade Runner' from Star Wars: Episode IV A New Hope*** by John Williams
- ***'Release'*** by Afro Celt Sound System
- ***'Samba Em Preludio' from Esperanza*** by Esperanza Spalding

# Physical Education

<b>Examination Board:</b>	<b>EDEXCEL</b>
<b>Specifications:</b>	<b>Full course SPE01/01</b>
<b>Entry requirements:</b>	<b>Need to play for College Sports teams</b>
<b>Head of Department:</b>	<b>Ms S Wardell</b>

Welcome to the GCSE Physical Education course you have chosen to follow in Years 10 and 11 here at Jumeirah College.

## Practical Sports Profile

Prepare a sporting profile of yourself using the following tasks;  
Using the specification link below:

1. Identify which **three** sports you would consider to be your strongest (**one individual, one team and one other**) (either individual or team) (they **must** be listed on the specification)

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.coursematerials.html#filterQuery=category:Pearson-UK:Category%2FSpecification-and-sample-assessments>

2. For **each of these sports** that you have identified, read the criteria and decide what score you think you would get for:

- A. **Isolated skills** (out of 10)
- B. Application in **competitive situation** (out of 25).
- C. **Add A and B together** to give score out of 35

3. After this evaluation, **set at least one target for each sport** as to what you would need to do to move up to the next band for either the isolated skills or the competitive situation.

**You may want to use a table like below:**

Sport	Individual or team	Isolated skills/10	Competitive situation/25	Total/35	Targets for each sport

You will then use these targets to focus on what you need to improve when you cover these sports in PE or when performing for a sports team.

**If you have any questions or concerns over the summer break please do not hesitate to contact Ms E Silverwood: [e.silverwood\\_jcd@gemsedu.com](mailto:e.silverwood_jcd@gemsedu.com)**

# Psychology

**Examination Board:**

**AQA**

**Specifications:**

**GCSE Full course 8182**

**Head of Department:**

**Ms L Johnson**

Welcome to GCSE Psychology. Please complete the tasks below to ensure that you enter this thought-provoking course with your eyes wide open.

## **Tasks**

1. Prepare a one page informative poster (ready to present in the first week back). On it consider the following:  
What is Psychology? How can we use Psychology in everyday life?  
Look at the top ten most influential studies in Psychology and pick one and summarise it.  
Decide how useful this study is in terms of its contribution to psychological knowledge.
2. Familiarise yourself with some of the suggestions below. There are no course texts here, but instead books, movies and websites that current Psychology students recommend.

## **Movies**

- A Beautiful Mind (2001)
- Inside Out (Disney)
- Three identical strangers

## **Books**

- Haddon, Mark (2003) *The Curious Incident of the Dog in the Night Time*.
- Mulholland, Neil (2007) *The Psychology of Harry Potter*.

## **Websites**

- <https://www.bps.org.uk/>
- [www.psychology.org/](http://www.psychology.org/)
- [www.bbc.co.uk/science/humanbody/](http://www.bbc.co.uk/science/humanbody/)

# Science

**Examination Board:**

**AQA**

**Specification:**

**GCSE Biology (8461)**

**GCSE Chemistry (8462)**

**GCSE Physics (8463)**

**GCSE Combined Science Trilogy (8464)**

**Head of Department:**

**Mr A Berry**

**Context:** Students started the GCSE program in Year 9. All students have completed the same content up to this stage. In Year 10 students will split into Triple and Combined Science pathways.

**Combined Science:** Students study the three Sciences with subject specialist teachers. At the end of the course, they sit six examinations that are 70 minutes in duration. They receive a qualification called combined Science. It gives students two grades in Science. 9-9 being the highest, followed by 9-8, 8-8, 8-7 and so on.

**Triple Science:** Students study the three Sciences with subject specialist teachers. At the end of the course, they sit six examinations that are 105 minutes in duration. There is approximately 40% more content in the triple course. Students receive three separate GCSE grades in Biology, Chemistry and Physics. For example, a student could get three 9's, or alternatively a Biology 9, Chemistry 7, Physics 5.

Approximately two thirds of students at Jumeirah College study the combined Science pathway. It is a robust course that gives students a real flavor of all three sciences. Taking combined science does not prevent students from moving on to the individual sciences at A level. The other one third of students complete triple Science. This pathway is appropriate for our strongest scientists and students who are hoping to enter a scientific field.

Our aim is to ensure that all students are on the most appropriate pathway at the start of Year 10. There is more than sufficient time to complete the combined science course in two years. Students who take the triple pathway will need to work faster through more difficult content. Achieving higher grades in the triple science subjects is more challenging. It is therefore important to consider that the *quality* of GCSE grades may be more important than the *quantity*.

**Specifications:**

**GCSE Biology (8461)**

<https://www.aqa.org.uk/subjects/science/gcse/biology-8461/specification-at-a-glance>

**GCSE Chemistry (8462)**

<https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462/specification-at-a-glance>

**GCSE Physics (8463)**

<https://www.aqa.org.uk/subjects/science/gcse/physics-8463/specification-at-a-glance>

**GCSE Combined Science Trilogy (8464)**

<https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464/specification-at-a-glance>

**Year 9 content:** A summary of the content covered in Year 9 can be found below.

**Biology**

B1 Cell structure and transport

B2 Cell division

B3 Organization and the digestive system

**Chemistry**

C1 Atomic structure

C2 The periodic table

C5 Chemical changes

**Physics**

P1 Conservation and dissipation of energy

P2 Energy transfer by heating

P3 Energy resources

Students may wish to review some of these concepts over the summer break.

Current Jumeriah College students have access to Kerboodle and will be able to view the content there.

Students who will be new to JC can create a free account on **Cognito** <https://cognitoedu.org/home.html>

# Spanish

**Examination Board:**

**AQA**

**Specifications:**

**Spanish (8698)**

**Head of Department:**

**Mrs F Temple-Smith**

With GCSE Spanish, students will develop their Spanish language skills to their full potential, equipping them with the knowledge to communicate in a variety of contexts with confidence.

Students will study three distinct themes. These themes apply to all four question papers in the skills of Listening, Reading, Speaking and Writing. Students are expected to understand and provide information and opinions about these themes relating to their own experiences and those of other people, including people in countries/communities where Spanish is spoken.

•Theme 1: Identity and culture

Self and family

Technology

Free time (sports, hobbies and interests)

Customs & festivals

•Theme 2: Local, national, international and global areas of interest

My home and local area

Healthy living

Social issues (homelessness, charities)

Environment

•Theme 3: Current and future study and employment

Education

Future studies/University

Careers

Useful revision websites:

[www.linguascope.com](http://www.linguascope.com) (intermediate)

[www.languagenut.com](http://www.languagenut.com)

[www.netflix.com](http://www.netflix.com) (watch some French series or films)

If you are lucky enough to spend some time in a Spanish speaking country this summer then you need to take full advantage of all the cultural and linguistic opportunities available to you.