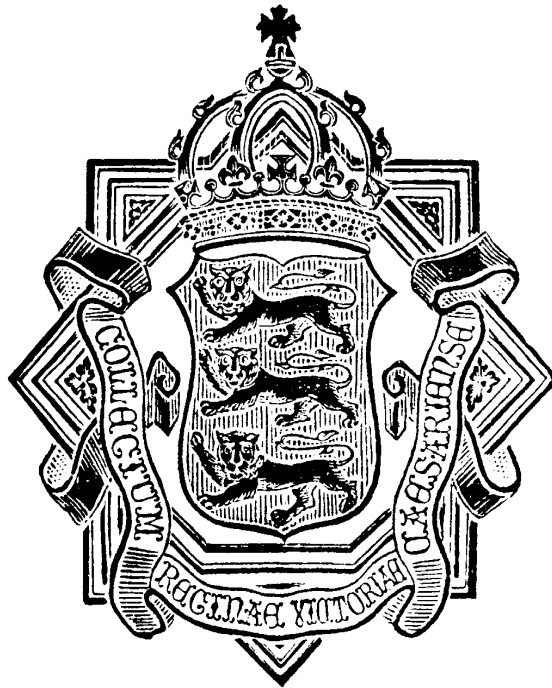


Victoria College



Year 9 into Year 10 Subject Options Booklet

For students entering Yr 10 Academic Year: 2011-12

Information for Students and Parents

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Help and Advice

Careers advice and guidance – Mr Hamel (Assistant Head Post 16) - Tel: 638257

Subject advice - from your son's current subject teacher – Parents Evening 1st
March 2011

Help with completing the Options Form – Mrs Taylor (Assistant Head Curriculum)
- Tel: 638227

Introduction

We have prepared this booklet to provide information for our students and their parents about the curriculum offered in Years 10 and 11, leading to GCSE. It will help you make decisions concerning subject choices for these years. For students hoping to continue their studies into the Sixth Form, we have included the subjects on offer from September 2011 in Years 12-13. These may well be amended in subsequent years.

The week at Victoria College is divided into 25 periods each lasting one hour. A core curriculum is operated for 10 of these providing a balanced programme of study for everyone. The remaining 15 periods are arranged to allow for a significant degree of student choice.

The aim of this choice is to allow you to concentrate on your particular strengths by following those subjects which may be most appropriate in preparing you to take your place in society and in the world of work, as well as helping you to develop as an individual.

The decisions you make will be of great importance and certain principles should be borne in mind when making them. The aim should be for a balanced selection so that career options can be kept open as long as possible and the choice of subjects should allow enough flexibility for a number of career alternatives. If you have clear intentions concerning further and higher education or particular careers, then entrance requirements and qualifications need to be considered carefully. If you are uncertain about Careers decisions you should speak with Mr Hamel before submitting your Option Form.

Study at Examination level is a development of the skills you have already learnt at Victoria College and offers many exciting ventures as you take your Option Choices to new levels. We will work closely with you to maximise your potential.

Mr Alun Watkins
Headmaster

Programme of Study

In Years 10 and 11 students follow a two year programme of study leading to GCSE examinations in most subjects. This programme has two elements: CORE subjects and OPTIONAL subjects.

The Core subjects are studied by all students. These are supplemented by 6 Optional subjects, all leading to GCSE, chosen from a possible sixteen. Having a choice of 6 options offers the opportunity to design an individual learning programme within certain principles. These principles, detailed on Page 5, are to ensure there is breadth and balance in the range of subjects chosen.

The CORE subjects are:

Those leading to GCSE Examination in Year 11:

English Language
English Literature
Mathematics
Religious Studies

Those that are not examined:

PE / Games
Careers
Personal and Social Education (*taught as a part of the RE Course and in the Pastoral Curriculum delivered by Form Tutors*)

The OPTION subjects, all leading to GCSE Examinations in Year 11 are:

Art
Biology
Chemistry
Physics
Triple / AS Science (Top set Scientists only)
Design and Technology – Graphic Products
Design and Technology – Resistant Materials
Drama
French
Spanish
Geography
History
ICT
Music
Sports Studies

Help and Advice

The right choice of subjects for Years 10 and 11 depends on the student being receptive to the advice and guidance offered at College. During this term, all students in Year 9 are following a Careers module which offers support in making these important decisions. They will have had the opportunity to hear from all Heads of Department about the courses on offer during the course of their normal classes. In addition, the students should consult their own Subject Teachers and Tutors and in cases where there might be concern over progression to a chosen career, Mr Hamel, Assistant Head (Post-16), whose brief also includes Careers Education and Guidance at College. Mr Hamel will always be happy to see students – and indeed parents! – at a mutually convenient time.

Principles of choice

In order to ensure that students have a balanced curriculum and the chance to develop a breadth of skills within their programme, whilst at the same time recognising their individual strengths, the College has established the following principles:

- All students must study at least one modern foreign language. Those who enjoy Foreign Languages may well want to take two
- All students must take one science and are *strongly* encouraged to take at least two. Those in the Top Set for Science may choose to continue their fast-track progression and take all three sciences as the Options – for all others, choosing three sciences will count for three of the six options available. Those considering careers in Medicine or Veterinary Medicine are advised to opt for all three sciences
- Other choices should be made to reflect a range of skills, including in expressive and technical areas

Procedure

Use a logical, thoughtful approach to making your choices...

- Gather all the information you need from your Subject Teachers. The Parents Evening on 1st March is useful for this
- Think about your own strengths and interests
- Consider whether there are particular career areas in which you may be interested and which might need particular subjects
- Try to show as much as you can about yourself in the range of choices you make

The form at the back of this booklet **must** be completed with your final choices and returned to **Victoria College Reception for the attention of Mrs Suzanne Job, Sixth Form and Careers Officer by Friday 4th March 2011**. Once you have chosen the compulsory Science and Foreign language, place your remaining five options in rank order of preference – including a subject in reserve which will be used in the event of our not being able to offer you your principle choices.

If there are any difficulties in timetabling your chosen courses or if there are any concerns about your choices these will be discussed with you at the earliest opportunity.

Please note that the subject choices offered at Victoria College are dependent on class sizes and timetabling. The ultimate decision rests with the Head Master.

The Optional Subjects – details

GEOGRAPHY: **Exam Board** OCR **Syllabus B**

The specification consists of three examined units:

Unit B561: *Sustainable Decision Making*

Unit B562: *Geographical Enquiry*

Unit B563: *Key Geographical Themes.*

The three units provide opportunities for candidates to give evidence of a range of geographical skills.

The *Sustainable Decision Making Exercise* will be based on pre-released material linked to one of the four key themes and will develop real-life skills relevant to future decision making.

Fieldwork and Issues Analysis are required for the *Geographical Enquiry* unit. The Fieldwork element of this module involves the collection of primary data and its subsequent presentation, analysis and evaluation. The Issues Analysis involves secondary research based on one of nine geographical issues (*Disease, Trade, Ecosystems, Sport, Fashion, Energy, New Technologies, Crime and Tourism*).

The final unit requires an understanding of three of the four key themes assessed through a written examination.

The four themes are:

1. Rivers and Coasts
2. Population and Settlement
3. Natural Hazards
4. Economic Development

This specification has a highly relevant content that will give candidates access to modern world issues at a range of scales, from local to global.

The subject is modular and the intention will be to sit the *Sustainable Decision Making* module (Unit B561) in January of Year 11 and the *Geographical Enquiry* module (Unit B562) will also be submitted for moderation in January of Year 11. This will give those who do not get results as good as they would have wished the opportunity to resit one or both modules in the Summer Term of Year 11, which is when the final module, *Key Geographical Themes* is examined.

At the end of the course it is hoped that boys will have acquired knowledge and understanding through the development of certain skills and they will have gained a sensitive awareness of the environment on an insular, national and global scale. The course is also devised to naturally lead into Advanced Level Geography.

HISTORY:

Examination Board - AQA

This subject allows students to understand more fully the world in which they live. In addition to encouraging the development of a range of cross-curricular skills, the History syllabus fosters particular concepts and skills:

- a. An awareness of the nature and analysis of evidence
- b. An appreciation of change and continuity
- c. Familiarity with ideas about causation, understanding *why* events take place
- d. An ability to enter into some informed appreciation of the predicaments and points of view of other people in the past

We follow AQA Specification B: The Modern World. The syllabus consists of three units:

Unit 1

Three topics are to be studied within Unit 1:

The Origins of the Cold War 1945-1955

Crises of the Cold War 1955-1970

Failure of Détente and the collapse of communism 1970-1991

Unit 2 the topics to be studied would be as follows:

Section A

From Tsardom to Communism, Russia 1914-1924

Section B

Stalin's Dictatorship: USSR, 1924-1941

The USA and Vietnam: Failure Abroad and at Home, 1964 – 1975

Unit 3

This is the coursework unit. The topic to be studied will be '**Britain at War**', which focuses on key battles in WWI and WWII.

Summary

The course has much to commend it since it allows students to develop communication skills, an ability to empathise with others and greater understanding of current world problems. Apart from being interesting, History is a useful GCSE which is valued by many employers. The Department incorporates the key skills of ICT, Communication and the Application of Number within its teaching programme.

DESIGN TECHNOLOGY

AQA Examinations Board

Students can choose either Graphic Products or Resistant Materials but not both.

GRAPHIC PRODUCTS

Students will complete a series of minor projects incorporating graphic presentation and manufacturing skills. Typical projects include the study of advertising, promotional gifts/packaging and product analysis.

Each minor project emphasises a particular element of the specification and builds upon previous knowledge. Scale modelling and practical workshop sessions allow students to realise their design concepts. The development of Information and Communication skills play a large part in the presentation of work and allows the exploration of advanced 3 Dimensional Modelling.

This course would ideally suit a person with some interest in design, marketing, promotion, project management or a manufacturing career in mind.

The examination content consists of 1 Paper of 2 Hours. Students are guided towards this paper with regular testing, and expectations are high. Students also submit a 'Design and Manufacture' project for examination. This is a major Graphic Product with a supporting design folder. This major project is expected to represent approximately 50 hours of presentation and manufacture.

Typical major projects have involved the students manufacturing themed Board Games and Targeted Promotional Packaging.

The course has to have a degree of flexible learning and is particularly reliant on the development of individual research and time management skills.

Areas of study will include:

- Analysis of common products – their historical development, their current manufacturing production and their future concept design
- Health and Safety in the workplace and when manufacturing items
- Environmental, social and cultural aspects of design
- Developments in modelling through computer aided design and manufacture
- Presentation of ideas and communication with clients through the use of ICT
- Working with mixed media to produce 'impact graphics'
- Design and manufacturing skills required in the world of work

Examination:	40%	Examination Paper	2 hours
	60%	Coursework – design and manufacture project	

DESIGN TECHNOLOGY

AQA Examination Board

Students can choose either Graphic Products or Resistant Materials but not both.

RESISTANT MATERIALS

This course aims to inspire, motivate and challenge through a broad and worthwhile content; exploring every day products, their design and manufacture influences. Students will develop a working knowledge and understanding of Resistant Materials by designing and manufacturing items using wood, metal and plastic as the primary materials. An understanding of why and how products are made is covered as well as the skills required to produce a quality product by hand and machine.

Students will use their knowledge and understanding to complete a major 'Design and Make Project', where they will design and construct their own product. Products such as lamps, storage units and flat packed furniture have been successfully produced achieving the top GCSE grades.

This course would suit any student interested in inventing, making things or designing. It is ideal for any student considering a career in Design, Construction, Engineering, Manufacturing or Project Management. The course develops flexible and transferable skills which are suitable for any career pathway.

Areas of study will include:

- Materials and Components – Metals, wood, plastics, composites, smart materials, adhesives and finishes
- Design and market influences – Inspiration and innovation
- Sustainability – The 6 Rs
- Health and Safety – Requirements / guidelines when making products
- Tools and Processes – The knowledge, techniques and processes required to make a quality product by hand or machine.
- CAD / CAM – Application of computerise systems in product design and manufacture
- System and Control – Applying systems to products i.e. electrical or mechanical

These areas and many others, including transferable skills, are taught predominantly through practical lessons as well as theory lessons.

Examination:	40%	Examination Paper	2 Hours
	60%	Controlled Assessment Coursework Project	

INFORMATION COMMUNICATION TECHNOLOGY - New Cambridge iGCSE

This is an exciting new specification written by Cambridge University that takes full account of recent updates in ICT and its effects on our lives. The course combines theoretical and practical studies focusing on the ability to use common software applications, including word processors, spreadsheets, databases, interactive presentation software, e-mail, web browsers and website design. Students will develop a greater awareness of how applications are used in the workplace, and consider the impact of new technologies on methods of working and on social, economic, ethical and moral issues.

The Cambridge iGCSE is a highly respected qualification that entails a rigorous assessment programme, so it has a good deal of currency with employers and universities alike. It is also an excellent preparation for A level ICT.

Content of the course

There are 8 fields of study as follows:

Field 1 – Types & Components of Computer Systems

Field 2 – Input & Output Devices

Field 3 – Storage Devices and Media

Field 4 – Computer Networks

Field 5 – Data Types

Field 6 – The Effects of Using ICT

Field 7 – ICT in Everyday Life

Field 8 – Systems Analysis & Design

Assessment Information

There is no coursework and the content is assessed by means of one formal written examination taken at the end of the two year course, together with two online practical examinations taken during the second year.

Paper 1 (40% of the total marks)

This is a written paper of 2 hours duration. All questions are compulsory and are mostly multiple choice or short answer questions but with some longer written responses required.

Paper 2 (30% of the total marks)

This is an online practical test of 2½ hours duration where you might be expected to design and implement a solution requiring an in depth knowledge of spreadsheets for example.

Paper 3 (30% of the total marks)

This is another online practical test of 2½ hours duration where you might be expected to provide a solution requiring an in depth knowledge of a relational database management system for example.

ART

OCR Examinations Board

This exciting and interesting course will enable students to develop their artistic skills and knowledge. Students will work on projects such as: the still life, landscape, portraiture, animals, architecture etc. Students will also study the work of other artists as a way of enhancing their own ideas, imagination and technical skills.

In Year 10 we will concentrate on building up techniques and confidence in handling a wide variety of art materials. Drawing in pencil, ink, charcoal and pastel and painting in watercolour, gouache, acrylic and oil will all feature, as well as mixed media and collage. In addition we have a suite of Apple Macintosh computers and digital cameras, enabling students to incorporate IT into their art work. As each student gains in confidence he will be encouraged to work on a more ambitious scale. Students will be given guidance in developing preparatory study sheets for project work, general presentation and the use of sketch books.

In Year 11 students will have greater opportunity to develop their own ideas and will often be given a number of project titles in order that they can choose one which is of particular interest to them. Greater emphasis will be placed on the individual student researching his own ideas but guidance and advice will always be available. The Art department is open during lunch and after school if students wish to use the facilities outside lesson time.

The Assessment: 60% **Course work** – this will be a selection of work made over Year 10 and 11 and presented in your portfolio.

40% **Controlled test** – taken at the end of Year 11. Students are given a choice of project questions. They make preparatory studies over six weeks and then produce a final piece in a 10 hour test (spread over two days).

The course has to have a degree of flexible learning and is particularly reliant on the development of individual research and time management skills.

Although the majority of materials will be provided by the department, students are required to purchase some equipment such as an Art Case, Sketch book and oil paints set. These can be purchased from the Art Department at cost price and an order list will be issued at the beginning of the academic year.

DRAMA

AQA Examination Board

This is an exciting and highly enjoyable course which will involve students in creative and imaginative drama. Much of the work is undertaken in the Howard Davis Theatre and Drama Studio and there are also ample opportunities to view performances at other venues, including the Jersey Arts Centre. This course engages students in a good deal of collaborative group work, fostering and developing a range of key skills; namely:

- An interest in and an understanding of a range of drama and theatre experiences.
- Increased self-confidence and group awareness.
- Imaginative, creative, cognitive communication and social skills.

Unit 1 - Written Examination (40%) – Externally assessed

The written paper (1 hour 30 minutes in length) comprises of three sections. Candidates answer one question from Section A and one further question from either Section B or Section C.

Section A - Practical work completed during the course (compulsory question)

Candidates must describe a piece of practical performance to which they have contributed. They must explain the nature of the activity undertaken (such as acting or stage management) and analyse the process that they personally undertook. They must also evaluate the effectiveness of their contribution to the piece.

Section B – Study and performance of a scripted play

Candidates will have studied a scripted play in practical means, taking either a performance, or design, or a technical approach. They will have had practical experience of their chosen approach through either a workshop presentation or through a full production of the play. Candidates should demonstrate their knowledge and understanding of the play from a performance perspective and be able to analyse the effectiveness of their ideas and skills and that of others in the group.

Section C – Study of a live theatre production seen

In the exam, candidates are given the opportunity to produce a personal response to various aspects of live theatre productions seen during the course. Candidates will see and study a live production of a scripted play (either professional or non-professional) and will precede the theatre visit and follow it up with practical workshops and class work. Candidates should demonstrate a clear understanding of how plays are constructed and realised and an understanding of the performance, technical and/or design skills involved and be able to analyse the effectiveness of those skills and of the play as a whole.

Unit 2 - Coursework (60%) - Internally assessed and externally moderated

The examination involves a practical coursework component, comprising of two controlled assessments; each with a weighting of 30% (60 marks each). Assessment options include Acting, Devised Thematic Work, Set Design, Lighting, Masks, Puppetry and Stage Management.

Each coursework component assesses the process and understanding of skills development (7.5%) and the quality of the final presentation / demonstration / artefact. (22.5%).

Edexcel Music GCSE – September 2011

Students opting for Music at GCSE level in September 2011 will be following the Edexcel syllabus.

This syllabus is divided into 3 Units.

Unit 1 – Performing 30%

Each candidate will be expected to submit recordings of 2 performances of music of their own choice. One will be a solo performance and the other will be an ensemble performance. These recordings will be made under supervised conditions (controlled assessment) and there will be a time limit of 10 hours for each recording to take place. Candidates can perform on any instrument(s) of their own choosing, or perform vocally, and there is no restriction on the style or genre. Performances are assessed by 3 different levels of difficulty ('easier', 'standard' and 'more difficult') of which the standard level is roughly equivalent to Grade 4 Associated Board standard.

Solo performances will be marked based on 2 criteria – Accuracy (mark out of 12) and Interpretation (mark out of 18). Ensemble performances will also be based on 2 criteria – Accuracy (mark out of 12) and also Interpretation and ensemble skill (mark out of 18).

These recordings can be made at any time during the course and will be internally marked and externally moderated by Edexcel.

Unit 2 – Composing 30%

Candidates will submit at the end of the course, 2 original compositions or arrangements. These compositions will have a combined playing time of between 2 – 4 minutes, and must be submitted with a recording and also a score.

The two compositions will be based on 2 different Areas of Study (see Unit 3 below) and will be internally marked and externally moderated by Edexcel.

Each candidate will be expected to research their compositions both in and out of College. However, the final recording and score must be done under supervised conditions (controlled assessment) with each piece being completed within 10 hours.

Each composition will be assessed using 3 compulsory criteria (each marked out of 5) and 3 optional criteria (each marked out of 5).

The compulsory criteria are: Use and development of ideas

Exploitation of the medium

Structure and form

The optional criteria are:

Melody

Harmony/accompaniment

Texture

Tempo/rhythm

Dynamic contrasts

Use of technology

Unit 3 Listening and Appraising 40%

In this unit, candidates will develop their listening and appraising skills through the study of music across a variety of styles and genres. The content of this unit is grouped into 4 Areas of Study each containing three set works.

The 4 Areas of Study are:

1. Western Classical music 1600 – 1899
 - Handel: Chorus 'And the glory of the Lord'
 - Mozart: Symphony No. 40 1st movement
 - Chopin: Piano Prelude No 15 in D^b Op 28 (Raindrop)
2. Music in the 20th century
 - Schoenberg: 'Peripetie' from 5 Orchestral Pieces Op 16
 - Bernstein: 'Something's coming' from West Side Story
 - Reich: 3rd movement from Electric Counterpoint
3. popular music in context
 - Davis: 'All Blues' from the album Kind of Blue
 - Buckley: 'Grace' from Grace
 - Moby: 'Why does my heart feel so bad?' from Play
4. World music
 - Capercaillie: 'Skye waulking song' from Nadurra
 - Rage Deth: by three artists (Wertheimar and Gorn; Shankar; Tanwar)
 - Koko; 'Yiri'

This unit will be assessed through a 90 minute examination set and marked by Edexcel and will be divided into 2 sections. Section A will be based on extracts from the set works studied throughout the course and will comprise of a range of question types including multiple choice, melody/rhythm completion, grid completion, one-word response and free response. Section B will be one extended response question (from a choice of two) on any one of the set works, or comparing musical features across set works. Section A will be marked out of 68 and Section B out of 12.

Students opting for Music at GCSE level must have a keen interest in all aspects of Music generally and have a secure instrumental and/or vocal ability. GCSE students are expected to take an active role in College music making by contributing to appropriate extra – curricular activities, including the College Choir.

GCSE Sports Studies

AQA Examinations Board

(“Physical Education (Double Award)”)

This is an interesting and active course, which aims to increase the pupil’s knowledge base in different areas of the sporting world.

The course is assessed practically (60%) and theoretically (40%). Due to the practical element of the course accounting for a large percentage of the final grade, pupils opting for GCSE Sport Studies should have shown a high commitment and a good level of personal performance to sport over the past three years.

Boys receive one theory lesson a week and at least 1 practical lesson (in either Y10 or Y11 there will be 2 practical lessons). This is additional to the timetabled PE and Games lessons.

Boys will sit two modules (Units 3+4) at the end of Year 10, and then two further modules (Units 5+6) at the end of Year 11 to gain a GCSE ‘double’ award.

The examination topics include:

- In Year 10: health, fitness and a healthy active lifestyle; training; diet; school influences; cultural and social factors; respiration; characteristics and benefits of leisure and recreation.
- In Year 11: skills for effective performance; testing, training and lifestyle choices to assess and improve performance; risk assessment and safe practice.

The practical lessons are focused on covering a range of sports from the syllabus. At the end of each year pupils will have 4 assessments which combine for the practical mark. Pupils are assessed as a ‘player/participant’ but also in other ways such as ‘organiser’, ‘coach’ or ‘official’. Each assessment will be marked out of 10.

The sports are selected from six groups containing a wide variety of activities :

- Games activities (Invasion, Net/Wall, Striking/Fielding/Target)
- Gymnastics activities
- Dance activities
- Athletics activities (inc. golf)
- Adventurous activities (inc. sailing, skiing)
- Fitness and Health activities

FRENCH SPANISH

AQA Examinations Board

Both languages have the same specification.

The main aims of the GCSE course are to encourage candidates to:

- develop understanding of the language in a variety of contexts
- develop knowledge of the language and the language learning skills
- develop the ability to communicate effectively in the language
- develop awareness and understanding of countries and communities where the language is spoken

The course and the assessment will be based on the following themes:

Lifestyle	Health, Relationships and Choices
Leisure	Free Time and the Media, Holidays
Home + Environment	Home and Local Area, Environment
Work + Education	School/College + Future Plans, Current and Future Jobs

Assessment will consist of 4 Units

Unit 1 Understand the spoken language (20% - **listening** comprehension)

Unit 2 Communicate in speech (30% - **speaking** test)

Unit 3 Understand the written language (20% - **reading** comprehension)

Unit 4 Communicate in writing (30% - **writing** test)

Listening and **Reading** will be assessed externally by final examination and will be offered at 2 tiers, Foundation and Higher Tier. **Speaking** and **Writing** will be untiered and differentiation will be by outcome not task. **Writing** will be assessed externally and will consist of 2 tasks submitted for marking (Coursework). **Speaking** will be conducted and assessed internally.

We have chosen AQA because it is the UK's favourite exam board. Their GCSEs

- enable students to realise their full potential
- contain engaging content
- are manageable for schools and colleges
- are accessible to students at all levels of ability
- lead to accurate results, delivered on time

Our coursebooks are exclusively endorsed by AQA and provide interactive courses in both languages containing everything necessary to deliver the new GCSE specifications.

SCIENCES

(Triple Science)

All students will have completed the first module in each of the three sciences by the end of year 9. This mark **can** be used as part of the GCSE mark for separate science at the end of Year 11.

You should choose to study two or three sciences from the separate disciplines of Biology, Chemistry and Physics. Students thinking of studying Medicine, Dentistry, or Veterinary Science at University should take all three sciences. A minority of students, in consultation with teachers, may be allowed to study just one science.

Top set scientists will complete all three sciences in the time available for other students taking two as they have already sat more modules. They will complete the separate science GCSE in all three sciences by the end of Year 10. They will then study a course in Year 11 which leads to the award of an AS in Science.

All GCSE Science subjects will be examined in a similar way with 3 written modules of 45 mins taken in January and June of each year. There is also a Practical Skills Assessment which is examined during normal lessons throughout the Years 10 and 11.

BIOLOGY

Biology – the science which looks at the world around us and at all living things. Biology is exciting, fascinating and helps us understand how the most interesting organism in the world works – ourselves! Studying Biology will give you an increased understanding of environmental issues, of health and disease and of the human condition.

NOTE - If it is likely that you will continue this subject to A Level then it is advisable to study Chemistry at GCSE.

Unit 1	Unit 2	Unit 3	Practical Skills
Health; nervous and hormonal control; drugs; adaptations and the environment; Basic genetics; reproduction and cloning; evolution.	Cells, tissues and organs; photosynthesis; organisms and the environment; proteins and enzymes; aerobic and anaerobic respiration; cell division and inheritance; genetics; speciation.	Movement in/out of cells; Heart and Lungs; transport systems in animals and plants; homeostasis; humans and their environment – waste, deforestation, biofuels and food production.	Investigative skills assignment (ISA). Involves doing a practical investigation and recording results. This is followed by a 45 minute written ISA test on the set practical.
25% of Marks	25% of Marks	25% of Marks	25% of Marks
Assessment: 1 hour of structured and closed questions	Assessment: 1 hour of structured and closed questions	Assessment: 1 hour of structured and closed questions	

CHEMISTRY

Chemistry at GCSE will take you further into this interesting and rewarding subject. This means more experiments, more skills to learn and more opportunity to look at the way the substances and materials used & abused in our modern day society are created and destroyed. You will be taking the knowledge and skills you learn and apply them to new situations involved in 'living in the material world'.

Unit 1	Unit 2	Unit 3	Practical Skills
Fundamental ideas, limestone and building materials, metals and their uses, crude oil and fuels, other useful substances from crude oil, plant oils, changes in the Earth and its atmosphere.	Structure and bonding, how structure influences the properties of substances, atomic structure and quantitative chemistry, rates of reaction, exothermic and endothermic reactions, acids/bases & salts, electrolysis,	The Periodic Table, the chemistry of water, calculating energy changes, further analysis and quantitative chemistry, the production of ammonia, further organic chemistry,	An 'Investigative Skills Assignment' is carried out. Students will develop a hypothesis, assess risks, collect, process and analyse data and form conclusions.
25% of Marks	25% of Marks	25% of Marks	25% of Marks

PHYSICS

As always in Physics you will be looking at a large range of topics in order to gain an understanding of the world around you. There will be ample opportunity to work on experiments which illustrate the concepts. The topics take you from the behaviour of electrons in a conductor to an understanding of the formation of stars and the evolution of our Universe. The course should enable you to make informed contributions about the issues of the day. We will extend the work to cover material outside the syllabus into areas such as Electronics, where we will undertake small construction projects and Astronomy where we look more deeply into the ideas concerning the structure of stars and galaxies. You may also be able to answer the questions about black holes and CERN.

Unit 1	Unit 2	Unit 3	Unit 4
Heat energy transfer Efficiency of energy transfer Electrical energy uses, cost and generation Electromagnetic waves Radioactivity	Speeding up and slowing down Momentum Static electricity Resistance Mains electricity Nuclear fusion and fission	Turning effects of forces Motion in a circle – planets and satellites Lenses Ultrasound Motors and generators Transformers	Controlled Assessment of Investigative Skills
25%	25%	25%	25%

The Core Subjects – details

ENGLISH

All students study English, English Language and English Literature in Years 10 and 11. Whilst this is taught as a combined course, students obtain three GCSE certificates. This course involves reading a variety of literary texts from the literary heritage and a range of more recent works. It also involves developing writing skills for a wide range of tasks. Essay writing skills are seen as important but so too are the ability to write for a wide variety of purposes, including formal letters, pamphlets and a range of media texts.

In Year 10 students will complete controlled assessments on five pieces of work, including creative writing, an essay on a Shakespearean text in relation to film, and work on fiction and poetry. Students will work on non-fiction aspects of the course in the summer.

Speaking and Listening coursework will include a number of assessed oral tasks such as group discussion, improvised drama and individual presentations, one of which will take students outside the classroom and into a public environment for performance. They will also be expected to produce an essay assessed under controlled conditions in which they study aspects of spoken language.

In Year 11 students start to concentrate on preparing for the exams. There are three examinations for English Literature, for which we teach a twentieth century play, a novel from a different culture and poetry by a modern poet, as well as a poet from our literary heritage. There is a further one exam in English Language on Non-Fiction and Media as well as Writing for Information and Ideas as well as a paper for English, which again will focus on Non-Fiction and Media, along with writing tasks that will include continuation tasks as well as media based questions.

All students will be entered for the Higher Tier with the expectation being that everybody will pass both courses with at least a C Grade.

MATHEMATICS

AQA EXAMINATIONS BOARD

This two year course builds on the topics covered in the lower school and leads to GCSE. At the end of Year 11 the assessment is based on two examination papers (one without the aid of a calculator). There is no coursework required for this examination.

There is an opportunity for able mathematicians to cover some additional topics that provide an introduction to A level work.

Mathematics is an important subject, both in its own right and as a support to many other subjects both at GCSE and especially A level.

RELIGIOUS STUDIES

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. RE encourages pupils to learn from different religions, beliefs, values and traditions, while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics.

All students have already started working on material from the AQA GCSE course in Religious Studies and will have the opportunity to take the GCSE exam at the end of Year 11. We concentrate on three main areas: an in depth analysis of one major world religion – Christianity – to be informed by reference to some of the other major religious traditions; Philosophy of Religion; and Ethics.

The course also considers many issues relevant to PSHE (Personal, Social and Health Education) and Citizenship

Year 9

Christianity: *Beliefs and Sources of Authority; the Bible; Denominations; Believers in God; Commitment and Membership – Baptism and Confirmation; Festivals; Pilgrimage and Places of Worship; Religious leaders; Prayer and Worship; Holy Communion and Sunday;*
Ethics: *Prejudice and discrimination, including the Holocaust; War and peace;*
Philosophy of Religion: *Science and Religion.*

Year 10

Philosophy of Religion: *The Existence of God; The Characteristics of God; Revelation and Enlightenment; The Problem of Evil; The Afterlife;*
Ethics: *Social Responsibility: Marriage; Personal Responsibility: Sexual Relationships.*

In Year 11

Ethics: *The Right to Life – Abortion and Euthanasia; Medical Technology; Drugs; Crime and Punishment; The Environment; World Poverty.*

CAREERS

All boys at KS4 follow a Careers programme aimed at increasing their awareness of careers issues and helping them to develop the skills needed to negotiate their way through the constantly changing world of employment. Specific sessions look at, completing forms, CVs and interview skills. Others encourage the students to look at different routes Post-16, to consider their own strengths and talents and to reflect on what is important to them as individuals in their future professional life. All boys in Yr 11 complete a work placement of two weeks under the auspices of the Trident Award scheme. The Careers Programme is complemented by individual guidance interviews with the Assistant Head (Post 16), especially at the time when options after GCSE need to be addressed.

PE AND GAMES

All students currently have 2 lessons of Sport per week. In year 10 one of these is a games afternoon and one is a traditional PE lesson. In Games the 'major' school sports are coached and inter-house matches are played. In PE, groups rotate around Athletics, Badminton, Basketball, HRF, Softball and Swimming. In Year 11 pupils choose options in both of their sports lessons as they start to take responsibility for their own sporting involvement.

CCF

There are three uniformed sections and boys are encouraged to join either the Royal Navy, Army or Royal Air Force. All essential items of uniform will be provided. The initial recruit training is common to all three services and this will involve basic drill, how to wear the uniform, weapon training and an understanding of the CCF and the armed forces in general. Students will become cadets upon completion of this training and will then follow the respective proficiency syllabus of their chosen section.

There will be opportunities during the year to undertake various activities that will include overnight camps, full bore rifle shooting and joint service exercises. Easter Adventure Training, Bisley and Summer Camp are off-island activities that Year 10 cadets will be encouraged to attend. Students will also have the opportunity to achieve Duke of Edinburgh Bronze Award. For some of these activities there may be a small charge to cover costs.

The aim of the CCF is to provide an organisation within which students may develop powers of leadership and qualities of responsibility, self-reliance, resourcefulness and endurance. The initial training programme is an important start to achieving this aim.

The CCF will be an extra-curricular activity for Years 10 and 11 students held on a regular basis on a Friday after school.

Subjects featuring in the Sixth Form Handbook for September 2011

Art	ICT
Business Studies	English Literature
Economics	Sport & Physical Education
Design & Technology	Music / Music Technology
Psychology	Drama and Theatre Studies
French	Media Studies
Spanish	History
Biology	Geography
Chemistry	Religious Studies
Physics	Further Mathematics
Mathematics	

Other Opportunities in the Sixth Form

Combined Cadet Force	Community Service
Sport	College Prefect
Work Experience	Young Enterprise
Music / Drama	Full Careers Programme

Activities:

- 'The Victorian' team
- CCF
- Multi-activity
 - Cookery
 - Swimming/Pool Activities
 - Street Dance
 - Circuit Training
 - Lawn Bowls
 - Climbing

Enrichment Programme:

- ECDL
- CSLA (Community Sport Leadership award)
- First Aid
- Local Government
- Health & Social Education
- LAMDA award in public speaking
- NPLQ – Lifeguard qualification
- Italian
- Photography
- Logic
- Critical Thinking
- Certificate in Financial Studies
- Craft skills
- Current Affairs
- Self-defence
- Transition skills
- Study skills
- Mandarin

YEAR 10 OPTIONS 2011 REPLY SLIP

Student name: _____

Tutor: _____

1. Modern Language choice (Spanish or French): _____

2. Science choice (Physics or Chemistry or Biology or Triple Science): _____
Students choosing Triple Science (Students eligible will be advised by science teachers) must make 3 further choices below plus a reserve subject. All other students must make 4 further choices plus the reserve subject.

Remainder of choices: Art, Biology, Chemistry, Physics, Graphic Products, Resistant Materials, Drama, Music, French, Spanish, History, Geography, IT, Sport Studies

List in order of preference

Choice 3 _____

Choice 4 _____

Choice 5 _____

Choice 6 _____

Choice 7 _____ **(Reserve)**

(list in order of preference)

Signed: _____ **Student**

Date: _____

Signed: _____ **Parent**

Date: _____

**Help and advice about the procedure can be sought from Mrs Taylor (Tel. 638227)
Careers advice and guidance – Mr Hamel – (Tel. 638257)
Subject advice – from your son’s current subject teacher - Parents Evening 1st March**

Please return to Victoria College Reception for the attention of Mrs Suzanne Job, Sixth Form and Careers Officer, by Friday 4th March 2011