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1. Introduction

This booklet provides information for you and your parents about the curriculum offered in Years 10 and 11, leading to GCSE examinations. It will help you make decisions about subject choices for these years.

All students follow a core curriculum and this ensures that everyone has a balanced programme of education. Outside the essential subjects, students can make choices about what they study and this enables them to follow subjects that they are particularly strong at, that they enjoy most and that best prepare them for their future career.

Students should aim for a range of subjects so that they have enough flexibility to enable them to follow a range of future paths. Our Head of Careers, Mrs Job, can help students who are uncertain about their options so we recommend that boys speak to her before submitting an option form. If a student already has a clear idea of their direction, especially in higher education or employment, then we recommend that you consider the entrance requirements and qualifications that might be needed.

The same applies for Sixth Form. Students who are hoping to stay at Victoria College for A levels will need at least a Grade 4 in English and Mathematics GCSEs and may be asked to resit in November to achieve a Grade 5 if necessary. We have included a list of the A level subjects currently on offer although these can alter from year to year. We also ask that students who want to take three A levels have an average GCSE score of Grade 4.8 to 5.5. For some subjects we ask that students have a higher score so that we can be confident they will be comfortable and successful in studying at a higher level. Further advice and guidance on selecting A level subjects will take place throughout Year 10 and 11.

Entry into Years 12 and 13 is always discussed with the Head of Sixth Form and Headmaster so that individual boys’ circumstances can be taken into consideration.

We hope you enjoy the challenge of studying at GCSE level. You will be able to develop the skills you have already learnt at Victoria College and have opportunities to explore your Option Choices in more depth, with the great satisfaction and academic stimulation that can bring. We will work closely with you to maximise your potential in the classroom but please also remember that we are here to help and support you in every way through this phase of education. Please ask as many questions as you can before you make your decisions.

We wish you well in your GCSE years.

Mr Alun Watkins
Headmaster
2. Programme of study

In Years 10 and 11 students take Core subjects, which are studied by all students and five Option subjects.

Core subjects:
Leading to GCSE examinations in Year 11:

- English Language
- English Literature
- Mathematics
- Religious Studies
- Foreign Language: French or Spanish

Not examined:

- Games
- Careers
- Personal, Social and Health Education (PSHE) delivered by Form Tutors and external experts.

Option subjects
All leading to GCSE examinations in Year 11 are:

- Art
- Biology
- Chemistry
- Computer Science
- Design and Technology
- Drama
- Food and Nutrition
- French
- Geography
- History
- Music
- Physics
- Spanish
- Sports Studies
- Triple Science (express set scientists only)

3. Principles of choice

In order to ensure that students have a balanced curriculum and the chance to develop a breadth of skills, Victoria College has established the following principles:

- All students must take one science and are strongly encouraged to take at least two. Boys in the express set for science may choose to take all three sciences and for them this will only take up two option choices. Students considering medicine or veterinary careers are advised to opt for all three sciences.
- All students must study at least one modern foreign language. Students choose which one and can take two.
- Other choices should be made to reflect a range of skills, including in expressive and technical areas.
4. Making your choices – a guide for students

Use a logical, thoughtful approach to making your choices. You should begin by thinking about:

- The interests and strengths that you have
- The A level and career path that you may wish to pursue
- The opportunities that your selections will leave open to you in the future

Then consider which combination of subjects matches your aspiration. Before finalising your choices, please ensure that you have:

- Talked to your subject teachers about the course, what it entails and how it is assessed
- Attended the Year 9 Parents’ Evening on 11th February 2020 with your parents
- Taken an active part in the Year 9 Careers sessions
- Give consideration to the Assemblies when you will hear about the different subjects available to study from Heads of Department
- Made an appointment to see Mr Crossley, Mrs Priestley or Mrs Job for careers or University guidance

If you have any concerns about your option choices or your ability to succeed in a subject, please speak to a teacher or your tutor at the earliest opportunity.

Please note that the subject choices offered at Victoria College are dependent on class sizes and timetabling. The Headmaster makes the final decision.

The deadline for submitting options online is Friday 28th February. Please use the link shared with you by the School Office. If you submit your options and then decide upon a change, please contact Mr Crossley and Mrs Priestley to confirm your changes and resubmit online.

5. Help and advice

The right choice of subjects for Years 10 and 11 depends on the student being receptive to the advice and guidance on offer. 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. In addition, students should consult their own teachers in a subject, especially if there might be concern over progression to a chosen career. Mrs Job, Head of Careers, is always happy to see students and parents. She can be contacted on 638266.
6. Core subjects

English

Examination board: Edexcel

All students study one GCSE in English Language and one in English Literature. 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 is the ability to write for a wide variety of purposes, including formal letters, pamphlets and creative writing.

Speaking and Listening coursework will consist of one formal presentation (please note that the speaking and listening component no longer contributes towards their final GCSE but will be published as a stand alone grade on their results certificates).

Controlled Assessment is no longer part of GCSE Language or Literature. Students will sit their Language and Literature examinations at the end of Year 11. We will prepare set texts with them for their Literature examination and develop comprehension skills for their Language paper though the study of a variety of texts from different eras. Students will be asked to write for different audiences and purposes throughout Year 10 and 11 in preparation for the written element of the Language paper.

Mathematics

Examination board: AQA

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

This two-year course builds on the topics covered in the lower school and leads to the AQA Linear GCSE assessment at the end of Year 11. The assessment is based on three examination papers, one without the aid of a calculator. There is no coursework.

There is an opportunity for able mathematicians to be challenged with deeper questions based on the GCSE syllabus and to cover some additional topics in order to attempt the AQA Level 2 Further Mathematics qualification. This qualification serves as a base for Further Mathematics A level study. Students may also have the opportunity to participate in the UK Mathematics Trust individual and team challenges.
The Sciences
Examination board: Cambridge IGCSE

SEPARATE SCIENCES

The content of the Cambridge Assessment IGCSE Science courses reflects the exciting developments taking place across all the sciences at present. These rigorous courses give students an ideal stepping stone to a science at A Level, containing both theory and practical elements which are both formally assessed at the end of the two years. The courses are taught by well qualified subject specialists.

Students choose to study two or three sciences from the separate disciplines of Biology, Chemistry and Physics. Boys thinking of studying medicine, dentistry or veterinary science at university should take all three sciences as should those thinking of taking a science subject at Oxbridge. Some students, in consultation with senior members of staff, may be allowed to study just one science.

The Triple Science option:

This option is only open to express set science students. The pace of this course means that they can pass three GCSEs in the time allocated to only two and the content is covered more quickly than normal. In addition, this allows the express set students to obtain one more GCSE. Although more challenging, this option has the advantage of keeping all science choices open until A level without having to sacrifice one of the other GCSE options in which they might be interested.

NOTE: Students in the other science sets can still take all three sciences but each one will count as a single GCSE option.

Biology

With an emphasis on human biology, the Cambridge IGCSE Biology syllabus helps learners to understand the technological world in which they live, and take an informed interest in science and scientific developments. Learners gain an understanding of the basic principles of biology through a mix of theoretical and practical studies. They also develop an understanding of the scientific skills essential for further study at A level, which are useful in everyday life.

The course is assessed by two examinations, one written and one multiple choice, in May/June of Year 11, as well as by a practical exam.

The course covers five broad areas:
1. Characteristics and classification of living organisms
2. Organisation and maintenance of organisms
3. Development of organisms and the continuity of life
4. Organisms and their environment
5. Practical biology

NOTE: If a student is likely to continue this subject to A level, it is advisable to also study Chemistry at GCSE.
Chemistry

Chemistry at IGCSE will take you further into this interesting, relevant and rewarding subject. Students will take part in more experiments, learn new skills and have more opportunities to look at the way the substances and materials used and abused in our modern day society are created and destroyed.

You will be taking the knowledge and skills you learn and applying them to new situations involved in 'living in the material world'. Like Biology and Physics, we follow the Cambridge Assessment IGCSE course (0971). The IGCSE in Chemistry is essential to anyone thinking of studying the subject at A Level and to those that have future plans to work in the medical or veterinary sectors. It is equally useful to anyone looking at studying either Biology or Physics at IGCSE level or beyond. All the examinations in this course are taken at the end of Year 11. Practical skills are developed continually throughout the two years of the course and are externally assessed by examination.

Topics include:
- Exploitation of raw materials, including limestone, metals and crude oil
- Atomic structure, structure and bonding and how these influence the properties of substances
- Rates of chemical reactions
- Chemical energetics and chemical equilibria
- Quantitative chemistry
- Electrolysis
- Organic chemistry
- Chemical analysis

Physics

GCSE Physics is an important qualification to have because it demonstrates numeracy and the ability to problem solve in diverse situations.

It is often required by universities for anyone thinking of taking any aspect of science beyond school level, including medicine and veterinary courses, as well as science and engineering. The subject is advised for anyone with an enquiring mind and an interest in scientific matters in order to develop your confidence in a technological world.

We offer the Cambridge IGCSE in Physics, which is a traditional course. It is assessed by two examinations, one written and one multiple choice, in Year 11, as well as by a practical exam.

Topics include:
- Motion
- Forces
- Energy
- States of Matter
- Thermal Properties of Matter
- Waves, Sound and Light
- Electricity
- Atomic Physics
Modern Foreign Languages: French or Spanish

Examination board: AQA

It is a multilingual world and not everybody speaks English. A GCSE in French and/or Spanish give students an understanding of the language and culture of French and/or Spanish speaking countries.

Lessons are interactive and students are encouraged to speak in the target language as much as possible. They also have the opportunity to develop their oral skills by working in small groups with a native speaker. The ability to communicate in another language improves employability. Learning another language also develops key skills such as empathy, adaptability, communication, analysis, creativity, memory and mental agility.

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

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

Both language courses have the same specification and are based on the following themes:

- **Theme 1**  
  Identity and culture

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

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

**Assessment**

- **Unit 1** - Understand the spoken language (25% - listening comprehension)
- **Unit 2** - Understand the written language (25% - reading comprehension)
- **Unit 3** - Communicate in speech (25% - speaking test)
- **Unit 4** - Communicate in writing (25% - written test)

**Listening, Reading, Writing and Speaking** will be assessed externally by final examination and students can take Foundation Tier and/or Higher Tier.
Religious Studies

Examining board: AQA

Religious Studies has an important role both as an academic subject and as a significant contributor to the personal, social, moral and spiritual development of students. The subject is accessible to everyone whatever their own convictions or beliefs and gives students the opportunity to study and reflect on a range of topics and issues – religious, philosophical and ethical – that are of enduring interest in the modern world.

We follow the Jersey Curriculum for RS at Key Stages 3 and 4 and we also follow the AQA Religious Studies (Short Course) Syllabus which means that, by taking an exam at the end of Year 11, all students will gain a GCSE qualification in RS alongside their other subjects.

Students began this course at the start of Year 9 and over the three years there are two main areas of focus:

- The study of beliefs in two religions: Christianity and Buddhism.
- The study of two religious, philosophical and ethical themes: Religion, Peace and Conflict and Relationships and Families.

As well as being a qualification and giving students a mechanism to continue to explore their own attitudes, beliefs and values there are many other areas of the school curriculum (and life) in which knowledge of RS is relevant. It is a good foundation for understanding and further future study of topics in Law, History, Art, Science, Ethics, Philosophy, English, the Media, Politics, PSHE, Citizenship and more.

Careers

All boys at Key Stage 4 follow a Careers programme aimed at increasing their awareness of workplace 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 after GCSEs, 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 Year 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 Head of Sixth Form and Head of Careers, especially when options after GCSE need to be considered.

PE and Games

All students currently have two 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, 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.
7. Option subjects

Art

Examination board: OCR

This exciting and interesting course will enable students to develop their artistic skills and knowledge. The majority of individuals in Year 9 could consider taking Art as a GCSE subject choice as it is designed to allow a wide ability range to develop their artistic talents. It is especially desirable for students who are considering Art and Design based A levels and higher education courses after Sixth Form. Each year, a number of students doing Art are accepted onto courses such as architecture, product design, graphic design and art foundation courses.

Students will work on themed projects such as natural forms, still life, landscape, portraiture, animals, buildings and architecture. They will also study the work of relevant artists as a way of enhancing their own ideas, imagination and technical skills.

Year 10 will concentrate on building up their portfolios, learning new techniques and gaining 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. As each student gains in confidence he will be encouraged to work on a more ambitious scale and with a greater degree of independence. 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 select one which is of particular interest to them. Greater emphasis will be placed on the individual student researching his personal 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.

If your son is making consistently good progress, he has the option to take two separate art GCSEs – Fine Art and Critical and Contextual (research on artists). This is not at all compulsory and students need not feel pressured to take the additional GCSE if they think it will be too demanding.

Assessment

Coursework (60%): A selection of work made in Year 10 and 11 and presented in your portfolio.

Controlled test (40%): 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, students are required to purchase an A1 sized art folder. These are available from the Art Department at cost price and an order list will be issued at the beginning of the academic year.
Computer Science

Examination board: OCR

Computer Science is a very practical subject. Students will be able to use the knowledge and skills they learn in the classroom on real-world problems. It’s also a highly creative subject that calls on learners to be inventive. This engaging, modern qualification has been developed in consultation with companies like Microsoft, Google and Cisco as well as with organisations like Computing at School (CAS) together with teachers and academics.

There are three broad areas of study:

1. **Computer systems**: A study of how processors work as well as an investigation of computer memory and storage. It also explores modern network layouts and builds students’ skills in the ever important realm of cyber security. Different types of software used within computer systems will also be considered as well as how computers and computing affect ethical, legal, cultural and environmental issues.

2. **Computational thinking, algorithms and programming**: This section deals with fundamental algorithms in computer science and will build a firm foundation in programming techniques. Students will produce programs through diagrams as well as thoroughly testing programs to make them resistant to errors and misuse. There is also an exploration of Boolean algebra and a development of understanding how data within computers is stored in binary form.

3. **A programming project**: Students will use their new-found programming skills on an independent coding project by solving a real-world problem of their choice. The project will be carried out under exam-like conditions.

Assessment

The content is assessed by two exam papers at the end of the syllabus, one focusing on computer systems and one with a focus on computational thinking, algorithms and programming. Each paper lasts 1.5 hours and each is worth 40% of the total GCSE.

Students will also complete a programming project in the final year of the course that will take a total of 20 hours to complete, and is worth 20% of the final GCSE award.
Design & Technology
Examination board: AQA

Design and Technology is a subject where knowledge and understanding gained in all areas of the curriculum are brought together and applied to real world problem solving activities.

This course is designed to develop critical creative thinking skills and to manage and organise opportunities that are identified. This style of learning will equip you with lifelong skills of problem spotting and problem solving, and enable you to apply your learning in a range of contexts that may occur in any profession or future life stage.

This GCSE will require you to be curious and take risks. You will need to be prepared to challenge your thinking and you will need to work independently, making informed decisions based on your own journey of ‘iterative design’ - a process of exploration, creating and evaluating.

Throughout the course you will be building on the knowledge acquired in previous years and develop a more in-depth knowledge about materials, processes and techniques. This is done by completing a range of short projects that may involve designing and making using traditional workshop skills, CAD/CAM, electronics or even textiles – depending upon the requirements of your self-directed solution. Much of this work is completed in Year 10 as Year 11 is occupied by the Non Examined Assessment (previously known as coursework) Iterative Design Challenge component where you get to demonstrate your capabilities by designing and making a viable product.

<table>
<thead>
<tr>
<th>Iterative Design Challenge NEA</th>
<th>100 marks</th>
<th>Approximately 40 hours</th>
<th>50% of total GCSE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Non-exam assessment (previously known as coursework)</td>
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</table>

<table>
<thead>
<tr>
<th>Examination</th>
<th>Principles of Design and Technology</th>
<th>100 marks</th>
<th>2 hours</th>
<th>Written paper</th>
<th>50% of total GCSE</th>
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<tbody>
<tr>
<td>The examination brings together the learner’s core and in-depth knowledge and understanding.</td>
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<tr>
<td>Core knowledge of Design and Technology demonstrates learners’ broad understanding of principles across the subject.</td>
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<tr>
<td>In-depth knowledge allows learners to focus more directly on at least one main material category.</td>
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Drama

Examination board: Cambridge IGCSE

Drama is a subject that is becoming increasingly valued by businesses. In Drama you will not only study the craft of acting and theatre, you will also learn extremely valuable transferrable skills such as communication, collaboration, recall, empathy, analysis, evaluation, deconstruction of a given subject and construction of performance pieces. Drama can help build confidence and speaking skills. You are able to perform but also work on directional and production skills such as lighting, costume, sound, set and props.

The first part of the course is designed to get you up to speed with drama terminology and to start to build your skill base, particularly with regard to devising drama and collaborating with your peers. You will become familiar with the different drama medium, strategies and elements when exploring the subject, which are core to being a successful student when devising and studying play texts.

We explore a range of themes and issues; some are funny, some are moving, some are very thought provoking. You need to be prepared to think deeply about difficult situations and support others in doing so. You need to be open-minded and respect different opinions.

Most practical work is carried out in groups of varying sizes and can be demanding. You must feel comfortable working with all of your peers and have a willingness to develop your leadership skills. You will be filmed at points in the course and need to be comfortable with that. You will be expected to give up a lot of free time outside of lessons for rehearsals - including lunch times, after school and weekends - so you must make sure you are 100% committed to the course. We will also arrange local theatre trips in the evening and put on an annual theatre trip to London every February.

Course structure
Component 1: Written Exam (40%)
In three parts and based on practical work completed from the perspective of the actor, director and designer. The exam is taken in the summer of Year 11, is 2.5 hours, contains six to eight short questions and two long answers. It is externally assessed.

Component 2: Coursework (60%)
There are three pieces:
  1 solo performance from a scripted play
  1 group piece form a scripted play
  1 original devised piece
The coursework is internally assessed and externally moderated by the exam board.
**Food and Nutrition**

Examination board: OCR

Studying GCSE Food Preparation and Nutrition will equip you with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. You will be engaging in plenty of cooking and making carefully informed decisions about health conscious and safe cooking along with developing an awareness of the economics of food both in a domestic and global setting.

This is a very busy and practical course. You will need to be organised and be prepared to plan effectively as there is a significant commitment and cost when buying and bringing in food ingredients on a regular basis.

<table>
<thead>
<tr>
<th><strong>Food Investigation Task</strong></th>
<th>45 marks</th>
<th>15% of total GCSE</th>
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<tbody>
<tr>
<td>This component assesses the scientific principles underlying the preparation and cooking of food.</td>
<td>Non-exam assessment (previously known as coursework)</td>
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</table>

<table>
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<tr>
<th><strong>Examination</strong></th>
<th>100 marks</th>
<th>50% of total GCSE</th>
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<tr>
<td>This component assesses all areas of knowledge and understanding.</td>
<td>Written paper</td>
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<table>
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<tr>
<th><strong>Food Preparation Task</strong></th>
<th>105 marks</th>
<th>35% of total GCSE</th>
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<tbody>
<tr>
<td>This component assesses the planning, preparation and cooking and presentation of food.</td>
<td>3 hour practical examination</td>
<td>Non-exam assessment (previously known as coursework)</td>
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Geography

Examination board: AQA

There are three examined units (no controlled assessment or assignment):

- **Paper 1. Living with the Physical Environment**: Natural Hazards (tectonics, tropical storms, UK weather, climate change), Rivers and Ice. The Natural Hazards topic is covered in Year 9. There is also a question on Ecosystems and Tropical Rainforests, and then candidates answer one question from our chosen topic of Desert Environments.

- **Paper 2. Challenges in Human Environment**: Compulsory questions on Urban Issues, the Changing Economic World and Resource Management, then one from optional topics of Food, Water or Energy.

- **Paper 3. Geographical Applications**: This paper involves a decision making exercise based on pre-released material and questions about at least two pieces of practical fieldwork conducted during the year.

In addition, pupils will be examined on a variety of graphical, cartographic and statistical skills in all three papers.

The topics examined by these three papers cover a variety of physical processes that enable pupils to understand how the earth has been shaped by geographical processes and how people interact with the landscapes at a local, national and global level. The human topics explore contemporary themes and issues including migration, inequalities in world development and sustainable development. There is the opportunity to develop communication and discussion skills as well as independent research and analysis. Geographical skills involving maps, satellite images and Geographical Information Systems are integrated into the teaching of the topics and examined by application in the written papers.

Geography GCSE is a contemporary, relevant subject that is well regarded by universities; it is one of the Russell Group’s listed facilitating subjects. It is an ideal bridging subject between the Arts and Sciences and geographers gain a number of valuable transferable skills during the course, such as data handling, report writing, interpretation and evaluation of text.

Currently, the required two days of compulsory fieldwork (both Physical and Human) take place on-Island, but there may be the option of an off-Island trip, for which there will be an additional cost.
History

Examination board: AQA

This subject allows students to understand their world more fully. It inspires them to develop communication skills, an ability to empathise with others and greater understanding of current problems around the globe. As well as being a fascinating GCSE that is valued by employers, History develops a range of cross-curricular skills and links to numeracy, ICT and English in particular. History helps students to become more articulate, thoughtful and analytical. It also fosters:

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

Paper 1 - Understanding the Modern World
Section A: Period Study: Russia, 1894 -1945, Tsardom and Communism.
Section B: Wider world depth study: Conflict and Tension between East and West, 1945–1972

Paper 2 - Shaping the Nation
Section A: Thematic Study: Britain: Migration, empires and the people, c790 - present day
Section B: Elizabethan England 1558-1603
Music

Examination board: Edexcel

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. The syllabus has three components.

Component 1: Performing 30%

Students perform two pieces, one solo and one ensemble, with a combined duration of at least four minutes. Students are encouraged to develop creative thinking, aesthetic sensitivity, critical awareness, self-confidence, self-motivation and their own musical interests and skills. This includes the ability to make music individually and in groups, and perform with control, using phrasing and dynamics appropriate to their chosen styles and moods of music.

Component 2: Composing 30%

Students compose two pieces, one to a set brief and one as a free composition, with a combined duration of at least three minutes. They will be encouraged to explore a range of compositional starting points and investigate a range of elements, techniques and resources for developing and manipulating ideas – and turning them into completed pieces of music.

Component 3: Appraising 40%

Students’ listening and appraising skills are assessed through the study of music across a variety of styles and genres. The content is grouped into four areas, each of which contains two set works.

Instrumental Music 1700 – 1820
- J S Bach: 3rd movement from Brandenburg Concerto No.5
- Beethoven: 1st movement from Piano Sonata No 8. (Pathetique)

Vocal Music
- Purcell: Music for a While
- Queen: Killer Queen

Music for Stage and Screen
- Schwartz: Defying Gravity
- Williams: main title/rebel blockade runner (Star Wars Episode IV)

Fusions
- Afro Celt Sound System: Release
- Esperanza Spalding: Samba Em Preludio

There is a written examination of 1 hour and 45 minutes.
## Sport Studies

**Examination board: AQA**

GCSE Sport Studies gives pupils the chance to develop their understanding of sport and sport related matters. The course is assessed practically (30%) and theoretically (70%).

A large percentage of the final grade is based on a student’s understanding of the factors that underpin sport and sports performance so they should have a passion for this kind of knowledge. The majority of the lessons will be in the classroom looking at physiology, sports psychology, socio-cultural factors and health & fitness. The ability to understand the theory and be able to apply it to sporting performance will be essential for boys on this course and in the final examinations. The GCSE lessons are additional to the timetabled PE and games lessons that all students have.

Boys will sit two exams at the end of Year 11 accounting for 60% of their final grade. They will also submit three practical assessments in sports of their choice, which will account for 30% of their final grade. The final 10% is awarded for a written or verbal coursework that analyses either their own or someone else’s sporting performance.

Boys must choose one team sport, one individual sport and then one other from the lists below.

<table>
<thead>
<tr>
<th>Team activities</th>
<th>Individual activities</th>
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<tbody>
<tr>
<td>Association</td>
<td>Badminton</td>
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<tr>
<td>Football</td>
<td>Basketball</td>
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<td></td>
<td>Amateur</td>
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<td>Boxing</td>
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<td>Camogie</td>
<td>Cricket</td>
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<td>Trampolining</td>
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In order to achieve a top grade in the practical assessments students need to show a high level of sporting ability and that they can make successful and effective tactical and strategic decisions. The student’s performance must be highly effective, significant and sustained for almost all of the performance.
8. Combined Cadet Force (CCF)

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

The CCF is open to pupils of Victoria College and Jersey College for Girls and there are three uniformed sections, the Royal Navy, Army and Royal Air Force. The initial recruit training in Year 9 is common to all three services and involves basic drill, how to wear the uniform, leadership and weapon training and an understanding of the CCF and the armed forces in general. Recruits will become Cadets upon completion of this training and will then join the section of their choice.

All essential items of uniform except boots will be provided free of charge.

There will be opportunities during the year to undertake various activities that will include overnight camps, rifle shooting and joint service exercises. Adventure Training, Bisley and Summer Camps are off-Island during Activities Week and cadets in Year 9, 10 and 12 are encouraged to attend.

We have a College Shooting Club that meets on Monday, Tuesday and Thursday from 3.25 to 5.30pm, is free of charge and open to pupils in Year 9 and above.

The CCF parades at the following times:

Year 9, 10 & 11: 3.30pm to 5pm on Friday  
Sixth Form: 2pm to 3.25pm on Friday.
9. The Sixth Form

Sixth Form subjects in September 2019

- Art
- Biology
- Business Studies
- Chemistry
- Computing
- Design and Technology
- Drama and Theatre Studies
- Economics
- English Literature
- English Language and Literature
- French
- Further Mathematics
- Geography
- History
- Mathematics
- Media Studies
- Philosophy
- Physical Education
- Physics
- Politics
- Psychology
- Spanish

Other opportunities

- Combined Cadet Force (CCF)
- Sport
- Work Experience
- Music/ Drama
- Community Involvement
- College Prefect
- Young Enterprise
- Full Careers Programme

Enrichment programme

- Year 12 Weekly Lecture
- ECDL
- Level 1 Sport Coaching award
- First Aid
- Local Government
- Personal, Health and Social Education
- LAMDA award in public speaking
- ‘The Victorian’ team
- Italian
- Photography
- Financial studies
- STEM
- Current affairs
- Street awareness
- Transition skills
- Study skills
- Build a motorbike
- Mindfulness
- Cooking
10. Help and advice

Please contact any of the members of staff below to discuss the GCSE Options Process.

**Academic Head of Year**
Mrs Priestley on 638200  
o.priestley@vcj.sch.je

**Assistant Head Academic**
Mr Crossley on 638227  
p.crossley@vcj.sch.je

**Head of Sixth Form**
Mr Falle on 638257  
a.falle@vcj.sch.je

**Head of Careers**
Mrs Job on 638266  
s.job@vcj.sch.je

The deadline for submitting options online is Friday 28 February. Please use the link shared with you by the School Office.

If you submit your options and then decide upon a change, please contact Mr Crossley or Mrs Priestley to confirm your changes and resubmit online.