

# Tonbridge School

## GCSE COURSES

A booklet for Novi boys and parents providing information about the available subjects for study in the second and third years, good combinations, and implications for A level study and careers.

## **Timetable for GCSE Subject Choices**

- 20 November:** **First Year Parents' Evening**  
at which the choices system is described.
- 1 December:** **Exams in most subjects** (Monday to Thursday inclusive)  
These are designed to assess progress so far and to indicate GCSE potential in the optional subjects.  
As a result of these exams some boys will change sets at the start of the Lent Term in French, Spanish, maths and classics.
- 14 January:** **First Year GCSE Subject Choices Briefing for the boys**  
by the Director of Studies and the Head of Careers  
An introduction and explanation of the system.
- 2 February:** **Special Interim Report**  
designed to inform boys, housemasters, tutors and parents about GCSE prospects especially in the optional subjects.
- 9 February:** **Preliminary Choice Forms returned to Housemasters**
- February:** **Subject timetable blocking system established**  
This is done by the Director of Studies who devises an option scheme to allow as many as possible of the preliminary choices combinations to be scheduled. Any subsequent changes have to fit the devised option scheme.
- Late March:** **Parents receive end of term report**  
This will include a copy of the devised option scheme and a letter of explanation.
- 11 May:** **Special Interim Report**  
designed to inform boys, housemasters, tutors and parents about GCSE prospects especially in the optional subjects, one term on from the last such report.
- 18 May:** **Final Choice Forms returned to Housemasters**

Throughout this process the Director of Studies and Housemasters are available for advice and discussion.

## GCSE & IGCSE

This booklet sets out various general points common to all subjects, and then gives short descriptions of the courses followed in each subject at Tonbridge. It is intended to help first-year boys who will soon be asked to state preferences for the GCSE courses which they will start in September and take for the next two academic years.

GCSE (the General Certificate of Secondary Education) is designed primarily for those around the age of 16, who have completed a five-year course of secondary education, known as Key Stages (KS) 3 & 4 of the National Curriculum (NC), though the examination may be taken earlier. GCSE is primarily a summer examination running from mid May to the end of June. GCSE results are given in terms of grades A\*- G, with C normally being regarded as the 'pass' grade.

Examination certificates are awarded by three unitary awarding bodies; **AQA**, **OCR** and **EDEXCEL**. Schools are at liberty to choose GCSE examinations subject by subject from whichever Board they like.

GCSE examinations provide the formal testing for the National Curriculum at this stage. The exams are concerned with the understanding and application of knowledge, and fewer marks are allocated for straight recall of factual knowledge than used to be the case. In varying degrees in the different subjects there is greater emphasis on oral work, continuous assessment, coursework, and practical skills. Overall, the general purpose of the examination is to assess what a candidate knows, understands, and can do, rather than what he does not or cannot.

Because GCSE is designed for such a wide ability spread of candidates, ways have had to be devised of producing questions and papers which stretch the most able candidates, and yet are accessible to the less able. This process, called differentiation, means that in certain subjects a particular combination of papers (Higher Tier) must be attempted by those seeking the highest grades. Conversely, pupils taking certain other papers (Foundation Tier) may have a ceiling of, say, grade C. The notes on individual subjects in the following sections of this booklet describe how differentiation applies in those subjects where it occurs.

GCSE syllabuses, now known as specifications, were revised following the introduction in September 2000 of the new AS and A2 specifications - an A level now consists of three AS modules examined at the end of the Lower VIth year, and three A2 modules examined at the end of the Upper VIth. These new GCSE specifications came into effect in September 2001, and were examined for the first time in 2003.

The International GCSE, **IGCSE**, has syllabuses which will be used for English Literature, History, Geography, Mathematics and the Sciences. Other departments may also decide to adopt the IGCSE. These syllabuses are more rigorous and appropriate for Tonbridgians. The style of the examination, which does not include coursework, is also more appropriate. These exams are being taken by many independent school pupils and the grades are exactly equivalent to normal GCSEs.

The normal minimum requirement for entry to the Upper School is **six GCSE/IGCSE passes at grade B or above**, to include English and Mathematics. In addition, Heads of Departments may recommend minimum requirements specific to their subjects; these will be stated in the subject descriptions in the AS and A level brochure issued during a boy's Third Year. The importance of securing the highest possible GCSE grades can not be emphasised too much as the GCSE requirements of universities, particularly for the more selective institutions and courses, rise ever higher.

## The Curriculum in the Second & Third Years

In September 2008, all boys will begin the GCSE course which they will follow throughout the Second and Third Years, with the exception that some boys will take French and/or mathematics GCSE early at the end of the Second Year. Such boys will follow the extension courses in the Third Year in those subjects, as described below.

All boys are required to study English, mathematics, and the sciences, plus four options, one of which must be a modern foreign language, from the list below:

A maximum of two from French, German, Spanish or Mandarin (both continued from First Year study: *not* a new start)  
Latin & Greek *or* Latin *or* Classical Civilisation (Latin & Greek continued from First Year study: *not* a new start)  
Geography  
History  
Religious Studies  
Art  
Drama  
Music  
Design Technology

The **English** course will lead to two separately graded subjects called English and English Literature, both of which are taken at the end of the Third Year.

The **mathematics** course will lead to IGCSE at the end of the Third Year for the majority of boys. The more able mathematicians, likely to be those in the top two sets, will take IGCSE at the end of the Second Year. Such boys will continue the study of the subject in the Third Year following parts of the AS Pure Mathematics specification.

All boys will study the **sciences** with three specialist teachers in physics, chemistry and biology. Slightly fewer than half the boys will be entered for Double Award Science leading to two identical IGCSE grades. The remaining boys will be entered for three separately assessed and graded IGCSEs in the three sciences. For a further explanation of this please see the entry on Science in the subject details which follow.

At least one **modern foreign language** is compulsory. This can be French, German, Spanish or Mandarin. Although French is no longer the compulsory language, it is thought that most boys will wish to continue French to GCSE, a language in which they are likely to have already invested at least 3 years of study. None of these languages is offered 'from scratch' in the Second Year; they all continue from the First Year course. Boys in the top two French sets will take GCSE early at the end of the Second Year. Such boys will continue their language work in the Third Year either by starting the AS French course or possibly taking Italian to GCSE.

Three further **options** from the list above complete the portfolio of subjects. Although there is a completely free choice, in order to maintain a balanced curriculum, boys might consider selecting at least one humanity (geography, history, religious studies, classical civilisation) and at least one creative/technological subject (art, drama, music, design technology, electronics). Many boys will have studied Latin, perhaps with Greek, for several years. They may wish to continue their study to GCSE.

It is expected that **music, art, drama & technology scholars** will choose to study their scholarship subject to GCSE. In exceptional circumstances to be discussed with the Director of Music, the alternative for musicians is to select one less optional GCSE and to choose Music Practice instead.

## **Implications for A level**

We are often asked whether selecting certain subjects closes off possible options at AS/A level. The new A level courses introduced in 2008 make it important that GCSE has been studied in each subject to be considered for A level with the exception of Classical Civilisation and Religious Studies for which GCSE is not required.

### **The number of GCSEs studied**

Many boys will achieve nine GCSEs: English, English Literature, Mathematics, Science (Double Award), a Modern Language, and three option subjects.

Some boys will achieve a tenth GCSE either by taking Triple Science instead of Double Award Science or by taking Latin and Greek (in the time allocated to one GCSE).

A small number of the most able boys could achieve eleven GCSEs by doing Triple Science, Latin and Greek. A tiny number could end up with 12 including Triple Science, Latin and Greek plus Italian, following early-take French.

Some music scholars, not taking music GCSE, may have substituted music practice for one of their options and therefore achieve one less GCSE.

### **The non-examined curriculum in the Second and Third Year**

In the Second Year, all boys will have timetabled lessons for Divinity; Personal, Social and Health Education (PSHE), Information Systems, and Physical Education, which will occupy approximately 8% of the available time.

In the Third Year the non-examined curriculum replaces the some of the subjects above with a Seminar programme of talks and activities. This will occupy 3 periods per 72 period cycle or 5% of the available time. Information Systems continues until the ECDL qualification has been completed.

### **The option-choices process at Tonbridge School**

During the first half of the Lent term in the First Year boys are given a briefing by the Director of Studies, John Pearson, and the Head of Careers, Anna Rogers. Armed with this booklet, the end of Michaelmas term report, the Lent term special interim report and Novi examination results, boys and parents discuss possible option choices over the January exeat holiday. Soon after this, boys return their Provisional Choice Form to the Director of Studies via their Housemaster. From this information, the Director of Studies devises the final option block scheme to allow as many as possible of the requested combinations to be timetabled. After a second end of term report and a second Parents' meeting with subject staff in early May, boys return their final choice forms. Boys may amend their choices at this point, but any changes must fit the option block scheme devised from the preliminary choices.

If a particular subject is over-subscribed when firm choices are made, then priority is given to those boys who listed it on their provisional choice form. *In extremis*, an assessment of aptitude may have be used to decide which boys can be accommodated in over-subscribed subjects.

John Pearson  
Director of Studies

## Subject Details

The pages which follow give details of the course in each subject. The examination boards and specifications used are mentioned. If further information is required please contact the relevant Head of Department, whose name is given. Subject specifications can also be viewed via the examination boards' websites, the addresses for which are:

AQA: [www.aqa.org.uk](http://www.aqa.org.uk)

Edexcel: [www.edexcel.org.uk](http://www.edexcel.org.uk)

and for IGCSE <http://www.edexcel-international.org/quals/igcse/>.

OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

The details of the compulsory core subjects are given first, followed by the languages, modern and classical. The remaining optional subject details are given with the humanities preceding the creative and technological subjects. No order of priority is to be read into the order in which these subjects appear: all GCSEs are equally valuable.

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## ENGLISH

All students follow a course of study preparing them for the English GCSE (OCR 1900) and for the English Literature IGCSE (CIE). The course encourages boys to read, understand and respond to a wide variety of both literary and non-literary texts, and to develop the ability to construct and convey meaning in writing and speech.

Boys are encouraged, above all, to read, respond, think and write for themselves and to make links between literature, their own experience, and other subjects. The ability to use language clearly, fluently and appropriately is stressed throughout. We would also hope that the variety of trips to the theatre, poetry readings or films organised by the department helps to broaden and stimulate interest; the Creative Writing Group encourages those who want to spend more time and energy on their own work.

### ENGLISH

60% Examination: Unit One tests students' responses to 'non-fiction and media' texts, which might include newspaper articles or autobiographical writing. Candidates are assessed on their skill in constructing an argument, and their ability to summarise information and comment on the effects of written technique. In Unit Two, students must respond to literary texts as well as producing discursive and creative writing. Each unit is worth 30%.

40% Coursework: 20% is awarded for students' performances in speaking and listening tasks such as drama, group based activities, or individual presentations (Unit 5). Students must also complete a coursework folder, worth 20%, containing a critical essay on Shakespeare, a critical essay on poetry, and a short-story of their own composition.

### ENGLISH LITERATURE

#### *Paper 1*

The exam is 2 hours 15 minutes long and "blank text" (students are given clean copies of all texts in the exam room). They are required to write on three texts: a drama text (in 2008 this is *Macbeth*); poetry (a selection from the anthology *Songs of Ourselves*) and the novel (most study *The God Boy*, Set 1 *Far From the Madding Crowd*, Set 2 *To Kill a Mockingbird*).

#### *Paper 2*

1 hour 20 minutes. Unseen close reading of poem or prose extract.

Richard Evans

## MATHEMATICS

In Mathematics we use the Edexcel Examinations IGCSE Mathematics (4400) specification. All boys sit two two-hour papers. Calculators are allowed on both papers; there is no coursework component.

All boys take the Higher Tier IGCSE, with available grades A\*-C. The boys are setted by ability with the top two sets taking their IGCSE at the end of the second year.

The post-IGCSE Third Year Mathematics course follows the AS Mathematics Core (Pure) specification and provides the opportunity to take the Core 1 module and, in many cases, also the Core 2, the results of which may be used to count towards AS and A level Mathematics in the Sixth Form.

Ian Jackson

## THE SCIENCES

An identical core syllabus of science is studied by all boys. For some boys, this will result in two IGCSEs in Science – Double Award. Others will study some topics in more depth and get three IGCSEs in the three Separate Sciences.

The school uses the **Science specification (Double Award, 4SC0), administered by Edexcel International**. Double Award is a mode of study which allows the maintenance of a balanced science programme which examines the key topics and concepts of *all three* science subjects, Biology, Chemistry and Physics; no pupil will therefore drop a science subject before the end of the third year. For Double Award Science, three written papers are taken at the end of the course, one paper for each subject (3 x 2 hours). The boys' knowledge of experimental techniques will now be assessed as part of these three papers, replacing the separate written alternative to coursework papers which have previously been used; in addition, there is no coursework. Each of the three papers contributes 33.3% to the final overall grades: the marks are aggregated and a double IGCSE grade, e.g. A\*A\* or AA, is awarded (i.e. both grades are the same), with the grades simply reflecting performance in science as a whole and not the individual subjects.

Those studying Separate Sciences (sometimes referred to as “triple science”) study a larger syllabus in each science and gain three IGCSEs, one in each subject (the specifications are Biology 4BIO, Chemistry: 4CHO, and Physics: 4PH0). Each science is examined through two written papers taken at the end of the course, a 2 hour paper (which will be the same as those sat at Dual Award, hence containing the assessment of knowledge of experimental techniques, and worth 66.7% of the overall marks) and a 1 hour paper which assesses the additional material (worth 33.3% of the overall marks). The grades for the three sciences are reported separately. Again, there is no coursework.

Both Double Award Science and the Separate Sciences form suitable bases for further scientific study at A level.

The lesson time allocation is the same for both Double Award and the Separate Sciences, therefore only the more able boys will be able to cope with the pace and demand of pushing on through the extra material needed for the Separate Sciences. Initial selection for Double Award/Separate Sciences is made by the Head of Science in consultation with all the teachers within the department, mostly on the basis of science exam and block test performances during the Novi year. Teachers' opinions as to each boy's suitability are also considered carefully.

In the second year, three tiers are established:

R tier	probably leading to Double Award Science
Q tier	leading to either Double Award or Separate Sciences
P tier	probably leading to Separate Sciences.

A limited amount of re-setting occurs at the end of the Michaelmas Term in the second year before the course followed by the R tier boys diverges from the rest of the year group. After this time, boys in an R tier set will be committed to studying Double Award Science. For the rest of the year group, the decision between Double Award and Separate Sciences is taken at the end of the second year. At this time, boys may be moved between tiers depending on their second year test, internal exam performances and application to study.

Any questions about the two courses may be addressed to Richard Brookes, Head of Science ([rmb@tonbridge-school.org](mailto:rmb@tonbridge-school.org)).

**Brief details for each science subject follow.**

### **BIOLOGY (Edexcel IGCSE 4BI0 or Double Award Science 4SC0)**

The study of living processes concentrates on the workings of the human body, although plants are not forgotten. Topics range from cell structure, to the workings of major body systems, ecology and the impact of disease. The study of variation and genetics extends into modern applications of biology in genetic engineering and biotechnology. Practical work supplements the teaching of many of these topics.

Paul Ridd

### **CHEMISTRY (Edexcel IGCSE 4CH0 or Double Award Science 4SC0)**

Candidates will study the role of Chemistry in the environment and in industry. They will see how simple ideas developed in the laboratory can be applied to the world outside. In particular the syllabus will concentrate on the structure and properties of materials, on understanding why and how chemical reactions occur, on patterns and trends within the Periodic Table and on the special nature of organic Chemistry. Practical work has a high profile in this subject.

James Fisher

### **PHYSICS (Edexcel IGCSE 4PH0 or Double Award Science 4SC0)**

The course continues to develop pupils' ideas of how and why physical processes occur, their relationships to the fundamental laws of nature, and their applications in the everyday world. Throughout the course their learning will be reinforced through practical work. They will study the well-established theories in topics such as radioactivity, waves, motion, electricity and magnetism, and their application to technologies such as nuclear power. Pupils will be able to evaluate scientific ideas and explore the Physics used in everyday life from mobile phones to high speed jets.

Ralph Fleming

## **MODERN LANGUAGES**

### **FRENCH, GERMAN, SPANISH & MANDARIN**

Boys must opt for at least one of French, German, Spanish or Mandarin, and those with a linguistic interest should strongly consider opting for two languages at GCSE. If you have any concerns about your son's language options, please contact the Head of Modern Languages, Mr Lindsay McDonald ([lsm@tonbridge-school.org](mailto:lsm@tonbridge-school.org)).

The specifications for the GCSE in Modern Languages (board to be confirmed) lay great emphasis on both practical communication and grammatical precision. They aim to equip the student to elicit and convey information, through both the spoken and written word, over a wide range of clearly defined topic areas. They should enable the student to deal effectively with the many and varied demands likely to be made on him at all stages of, for example, a trip to France, Germany, Spain or China.

The Higher Tier examination, which we expect all boys to take, is divided into four sections - listening, speaking, reading and writing - each of which is worth 25% of the final mark: much of the testing takes place in the foreign language.

Looking more closely at the skill areas, by the end of the course, students should be capable of:

1. **Listening:** understanding and responding to a variety of sources ranging from announcements and telephone messages to radio broadcasts and interviews.
2. **Speaking:** carrying out role plays, giving short presentations about prepared topics and recounting experiences in the past.
3. **Reading:** reading and responding to authentic texts such as signs, letters, leaflets and newspaper or magazine extracts.
4. **Writing:** communicating accurately through notes, postcards, letters and more extended descriptions of incidents or personal experiences.

In order to improve the first two skill areas in particular, all boys have conversation classes during the course with a native speaker. Trips are currently offered in all four languages in the fourth and/or fifth forms.

The post-GCSE Third Year French course for the top two sets is a Continuation Course Certificate (AS in standard, but not in breadth) which is accredited by the Chartered Institute of Linguists. There is a one-year AS in Critical Thinking as an option. Alternatively, boys may opt to take a one-year Italian course to GCSE. This is a demanding course and boys will need to be sure they have the necessary commitment and self-motivation to complete it, as all boys will be expected to take the GCSE at the end of the year. It may be necessary to select pupils for this course if demand is high. A third option is to take AS Critical Thinking.

We may be able to arrange private tuition for those who have an interest in a language not catered for in the main curriculum. We currently have Chinese, Italian, Japanese and Russian tutors who come regularly to the school to give private lessons at all levels. Lessons in other languages may also be possible. These lessons take place on a private basis outside the main curriculum. If you are interested in arranging such lessons for your son, please do not hesitate to contact the Head of Modern Languages, Lindsay McDonald.

Lindsay McDonald

## LATIN, GREEK, and CLASSICAL CIVILISATION

In both **Latin** (OCR J281) and **Greek** (OCR J291) the GCSE specification provides a combination of elements: close analysis of a language which underlies those of modern Europe and provides an excellent training in clear and logical thought; and critical study of original literary texts in that language, of great interest and value in their own right. The examination in each subject consists of four hour-long examination papers (each for 25% of the marks). Two test understanding of the language by passages for unseen translation and comprehension. The other two focus on short prepared texts (one prose, one verse), testing knowledge of content, historical context and literary style. There is no controlled assessment or coursework.

**Classical Civilisation** (OCR J280) is a broad study, in English, of the history and culture of the ancient world. At Tonbridge the subject focuses on classical Greece, a period of central importance which experience has shown to appeal to boys at GCSE stage. The examination consists of four elements (each for 25% of the marks): hour-long examination papers on the history and civilisation of Athens and of Sparta, and on Homer's *Odyssey*; and a controlled assessment essay (done in class time) on Aristophanes' comedy *Lysistrata*. There is no coursework.

John Taylor

## GEOGRAPHY

Geography is concerned with the analysis of patterns and processes in both physical and human landscapes. At IGCSE this involves tackling a wide variety of topics, ranging from plate tectonics and fluvial landscapes, to the issues associated with urbanisation and economic development. In addition, the syllabus ensures that practical skills like map, air photograph and satellite image interpretation, hypothesis construction and the collection, presentation and evaluation of data are developed.

The candidates will study 5 topics, two from human geography, two from physical geography and one on 'Global Issues' which combines the two. All boys will be entered for the Higher Tier paper of the Edexcel IGCSE. There is only one examination paper (2h45min long) and no written coursework, though coursework skills may be touched on in the exam.

Further details about geography at Tonbridge can be found on the department's web pages in the school's main website.

Chris Battarbee

## HISTORY

What can History tell us about contemporary society? This is a question which the CIE IGCSE course will seek to answer.

The syllabus has three main elements.

On Paper One (40%), candidates must do two out of four questions on twentieth century world history. Topics include: were the Peace treaties of 1919-23 fair?; why had international peace collapsed by 1939?; who was to blame for the Cold War?; how secure was communist control of Eastern Europe 1948-1989? Paper One also includes two questions on our preferred Depth Studies: Germany 1918-45 and Russia 1905-1941.

Paper Two (33%) requires candidates to analyze a selection of documents on a prescribed topic area in twentieth century world history, drawing their own conclusions from those sources. The topic is announced by the board well in advance to make sure candidates are well-prepared. In 2010, the topic is the collapse of Soviet control in Eastern Europe.

Paper Four (27%) (the alternative to Paper Three, a coursework option) revisits the Depth Studies of Paper One, but this time with an emphasis on skills of document analysis.

David Cooper

## **RELIGIOUS STUDIES**

### **OCR J62: 1Religious Studies: Philosophy and Applied Ethics**

Religious Studies is an exciting and challenging course that provides an introduction to some of the 'big' questions in Theology and Philosophy.

The first paper focuses on Ethics. Boys study five modules on key ethical areas: human relationships (marriage, divorce, sex & sexuality); equality (racism & sexism); medical ethics (abortion, euthanasia, IVF, Genetics); poverty and peace & justice (war, punishment, protest). In each module we will discuss general issues surrounding the topic, focussing wherever possible on recent case studies, and move on to consider the variety of Christian responses drawn from the bible and teachings of specific thinkers and churches.

The second half of the course considers issues in the Philosophy of Religion; again five modules are studied: the nature of God (proofs for God's existence, Plato, the trinity, miracles, religious experience); the nature of belief; religion and science (creationism versus Darwin, the environment etc); death and the afterlife and the problem of evil (suffering and God, Satan, body and soul). These areas of study provide an excellent opportunity for introducing boys to key philosophical ideas and thinkers as well as a critical analysis of classic Christian views.

There are two two-hour papers at the end of the course. There is no coursework.

Religious Studies should appeal to those who enjoy arguing and challenging their own and society's preconceptions. It will develop students' critical thinking, analytical and debating skills, as well as touching on material that is supremely relevant to life in the twenty-first century.

Julian Dobson

## **ART**

The GCSE course (AQA 4202) encourages candidates to develop:

- a) creative and imaginative powers, and practical skills for communicating and expressing ideas, feelings and meanings in art, craft and design;
- b) investigating, analytical, experimental, and interpretive capabilities, aesthetic understanding and critical skills;
- c) understanding of codes and conventions in art, craft and design and awareness of the context in which they operate;
- d) knowledge and understanding of art, craft and design in contemporary societies and in other times and cultures.

The coursework is worth 60%, and the examination project 40%, of the final marks. At Tonbridge the boys do three units of coursework, two in the Second Year and the third, their 'mock' unit, in the Michaelmas Term of the Third Year. The teaching progresses from being very prescriptive in the second year when the focus is on the acquirement of skills and the development of a visual vocabulary, to a more 'hands-off' approach in the Third Year as the boys develop a more personal style in preparation for their exam unit.

Within the department we have enviable facilities in which GCSE candidates can explore a vast range of different materials. The main criteria, however, for gaining the best results, are a willingness to have a go at everything on offer, and a determination to explore the possibilities with energy and enthusiasm.

Charlotte Chisholm

## **DESIGN & TECHNOLOGY**

The course AQA Design and Technology (Resistant Materials) 4560 is chosen by boys who enjoy the activity of designing and making. It is a practical subject area, which encourages boys to develop a working knowledge of technological principles and design. It allows boys to design and make products in metal, plastic and wood, but other materials such as textiles and ceramics are not excluded from use in project work. The use of electronics is permitted as a complement to a resistant material, but the resistant material(s) will form the dominant feature in project work.

The specification examines the wider considerations and implications of past and present technological activity on society. Boys are taught to analyse products and processes and how design and technology affects the manufacturer, user and environment.

Opportunities are given to develop practical abilities and the confidence to make, design and modify products and systems for identified purposes by selecting and using material source effectively. In addition, boys are encouraged to cultivate critical and aesthetic abilities, enabling them to evaluate their design and technology activities. The use of computers for generating and presenting design ideas is an important aspect of this course. Computer aided design and computer operated machines will be a central feature and will underpin several technological activities.

The assessment scheme consists of two components; a written paper worth 40% of the marks, and a course project, selected from a list of tasks provided by AQA, which accounts for 60% of the total marks. The course work project represents about 45 hours of workshop time across two and ½ terms. Boys taking this subject, therefore, need to be prepared to spend time in the department outside lessons and standard prep allocations.

David Dixon

## DRAMA AND THEATRE ARTS

The GCSE course will suit boys with a genuine love of theatre and/or performing, and who see drama as a valuable way of coming to a better understanding of how human beings behave, develop relationships and cope with the expression of feelings and ideas. It offers a unique challenge to students who enjoy expressing themselves in a variety of creative ways, either as actors or designers, and like to be actively involved in all lessons.

The course is divided into two components:

The practical assessments (60%) and the written exam (40%)

The practical component, which is always done in groups of at least 3, requires each candidate to produce two pieces of practical work, at least one of which must be based on a performance skill (acting or devising or improvisation). 50% of the marks for the practical components are based on the process each candidate goes through to achieve the final performance, which is worth the other 50%. The emphasis of the course is thus as much on constructive, imaginative group work and an intelligent evaluation of the research, exercises, rehearsals and other methods used to create the performance as a challenging piece of drama, as it is on pure acting skills. Candidates may also opt for the set or costume design components as one of their practical skills.

The written exam includes questions on set texts, at least one of which is studied during the course. Other questions focus on plays seen during the GCSE course, either in the E.M. Forster Theatre or during Theatre Trips which also form an integral part of the course. These questions give the candidates the opportunity to describe and analyse the work of professional performers, directors and designers, as well as school performances.

Gavin Henry

## MUSIC

The OCR Music Specification (J535) focuses on three skills essential to an all-round musical education: **Performing, Composing and Listening & Appraising**. Though naturally all of these are inter-related and support each other, the course also is designed more specifically to help the pupil to become:

- (i) a more **informed** performer, through the study of an instrument and pieces written for it;
- (ii) a more **skilled** composer, through study of compositional techniques and styles;
- (iii) a more **understanding** listener, through studying a range of different types of music and the backgrounds to them.

The focus for learning in all three of these skills is provided by four particular Areas of Study:

- 1 **Understanding the context of your Instrument**
- 2 **Musical Relationships and Roles**
- 3 **Dance Music**
- 4 **Descriptive Music**

The two-year course consists of 60% coursework, 15% creative terminal task and 25% listening examination. The first two of these components (75%) combine together elements of performance and composition in ways which aim to encourage and develop boys' musical creativity and imagination. **Performing** will be in both solo and ensemble contexts, and can be via any instrument or singing – offering the maximum opportunity to follow a boy's own particular enthusiasms and demonstrate his abilities. Emphasis will be upon musical purpose, understanding and communication, *not* upon the standard of his technical achievement.

**Composition** will be aimed at giving an understanding of the elements of music, and how to use them successfully. This will eventually enable boys to produce finished pieces in a variety of styles (for example, it is entirely possible to achieve excellent marks writing music

in a contemporary popular idiom), making effective use of musical resources. In **Listening & Appraising** boys will be developing their aural awareness and ability to make informed judgements about music, as well as learning about a broad range of genres and styles of music, from the Western-Classical, Folk, Pop and World music traditions. Final assessment for this third component (25%) will be via a written paper based upon a CD of recorded musical examples, taken during the summer term.

**NB.** You do not need to play two instruments or to have studied music theory to pursue this course successfully.

John Holmes & Mark Forkgen

## **ECDL (European Computer Driving Licence)**

The aim is to get *all* boys at Tonbridge through the ECDL course so that they may demonstrate a basic level of computer literacy to universities, colleges and potential employers. It is not a GCSE and not part of the option scheme.

The ECDL is an internationally recognised basic computer literacy qualification consisting of the following seven modules.

1. Basic Concepts of Information Technology
2. Using the Computer and Managing Files
3. Basic Word Processing (Using Word)
4. Basic Spreadsheets (Using Excel)
5. Basic Databases (Using Access)
6. Basic Presentation Packages (Using PowerPoint)
7. Basic Information and Communications (Outlook and Internet Explorer)

It is not a specialist course, and is *not* a prerequisite for those who wish to go on to study Computer Science at A level, although boys with this in mind would probably have gained the ECDL qualification quite easily.

Ray Bradley

A copy of this form will be issued to all First year boys. This version is for reference only.

**NAME (print clearly)**..... **HOUSE:** .....

To be returned to your Housemaster by Monday 9<sup>th</sup> February.

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## GCSE OPTIONS: PROVISIONAL CHOICE FORM

In the Second Year you will continue your studies towards GCSE in only 9 of the 13 subjects you are doing in the Novi, together with Divinity and Personal, Social & Health Education (2 ppc), PE (2 ppc) and Information Systems leading to the ECDL qualification by the end of the Second Year (3 ppc). In the Third Year Divinity, PSHE and PE are replaced by a Seminar course (3 ppc) and the option subjects gain 1 ppc each. [ppc = period per 10 day cycle]

The following **five** subjects will be continued by all:

**English** (leading to 2 GCSEs called English and English Literature)

**Mathematics**

**Physics, Chemistry & Biology** (some pupils will eventually take Separate Sciences and others Double Award Science)

You are now asked to state the other **four** subjects you provisionally wish to continue.

The only restriction is that you must choose at least one modern foreign language (French, German, or Spanish). Note that this need not necessarily be French. It is not possible to study both German and Spanish at Tonbridge. If you wish to study two modern foreign languages, you should therefore opt for French in the box below and write the second language in one of the option boxes at the foot of the page.

First modern foreign language choice: <b>tick ONE box only</b>	French	German	Spanish	Mandarin

Please state your preferences for your final **three** subjects, in the boxes below, from this list:

German *or* Spanish *or* Mandarin (continuation from First Year study: *not* a new start)

Latin & Greek (continuation from First Year study: *not* a new start) *or* Latin *or* Classical Civilisation

Geography

History

Religious Studies

Art\*

Drama\*

Music\*

Design Technology\* (you don't need to decide which strand you will take until you have started the course)

My three options are (it does not matter which order you put them in):

1.	2.	3.
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\* It is expected that scholars in these subjects will choose to study that subject to GCSE. In exceptional circumstances to be discussed with the Director of Music, the alternative for music scholars is to select one fewer GCSE and to write Music Practice in the third column.