

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

- 24 November:** **First Year Parents' Evening**
at which the choices system is described.
- 1 December:** **Exams in most subjects** (Wednesday to Friday 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.
- 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.
- January:** **Special Interim Report**
designed to inform boys, housemasters, tutors and parents about GCSE prospects especially in the optional subjects.
- 26 January:** **GCSE Choices Parents' Evening**
- 6 February:** **Preliminary Choice Forms filled in via the Portal**
- 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.
- 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.
- 21 May:** **Final Choice Forms filled in via the Portal**

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 four unitary awarding bodies; **AQA, CIE, 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, Modern Languages, Design Technology and the Sciences. These syllabuses are more rigorous and appropriate for Tonbridgians. The style of the examination, which does not include coursework except in English and history, 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 cannot 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 2012, 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 (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) 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 key thing to bear in mind is that the quality of the grades achieved is much more important than the number of subjects studied.

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 and parents fill in their Provisional Choice Form to the Director of Studies on the Portal. 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 early May, boys and parents fill in their final choice forms on the Portal. 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

Edexcel: www.edexcel.org.uk

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

OCR: 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 pupils follow a course of study preparing them for the English IGCSE (CIE 0500) and, in the majority of cases, for the English Literature IGCSE (CIE 0486). 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

The examination (50%), which is based on unseen prose texts, demands skills of interpretation, analysis, and directed creative writing. The coursework (50%) involves three assignments which vary from the creative to the critical and argumentative. The course maintains a clear and effective focus on distinctly valuable linguistic skills.

ENGLISH LITERATURE

The examination (75%) 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 2011-2012 this is *Julius Caesar* or *Journey's End*); poetry (a selection from the anthology *Songs of Ourselves*) and the novel (most study Wharton's *Ethan Frome* or *The Great Gatsby*).

The coursework aspect of the course (25%) is designed to allow students to explore a range of literary possibilities. The process of re-drafting their coursework is vital to the development of strong argument and expression.

Richard Malpass

MATHEMATICS

In Mathematics we use the Edexcel Examinations IGCSE Mathematics (4MA0) 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. 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 Dr. Bill Burnett, Head of Science (wjb@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 IGCSE. 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).

The specifications for the IGCSE in Modern Languages (Edexcel IGCSE French 4FR0, Spanish 4SP0, German 4GN0, Mandarin GCSE Edexcel 2CN01) 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.

For French, German and Spanish IGCSE, the main examination is divided into three sections - listening, reading and writing - each of which is worth a third of the final mark: much of the testing takes place in the foreign language. There are three examined units at the end of the course; unit one is the listening paper, unit two reading and writing and unit three is the oral exam. Two grades are awarded at IGCSE for French, German and Spanish. The main grade (for CV/UCAS purposes) is based on the listening, reading and writing modules. The second grade is awarded solely for the oral.

Looking more closely at the skill areas, by the end of the course, boys 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:** giving short presentations about prepared topics and accurately recounting experiences in the past, present and future tenses
3. **Reading:** reading and responding to authentic texts such as signs, letters, leaflets and newspaper or magazine extracts.
4. **Writing:** communicating accurately through short letters and more extended descriptions of incidents or personal experiences and global issues in a variety of tenses

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 second and/or third years.

There are three options for those who do early-take French. Boys can opt to take an AQA AS French Listening, Reading and Writing unit. 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 who take this course will be expected to take the Edexcel GCSE at the end of the year. It may be necessary to select boys for this course if demand is high and this selection will be based on their performance in the early-take mocks as well as class teachers' impressions. A maximum of sixteen boys will take this option.

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 Italian, Japanese, Dutch 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 and GREEK

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.

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

With each passing year Britain's position as just one part of a much larger global economic and political network becomes clearer. The CIE IGCSE course explains how this modern world has emerged, with a course that covers the whole of 20th century history, from the First World War to the end of the Cold War.

The syllabus has two main elements:

- 1) A broad overview of world history in the 20th century, covering the period 1918-1989.

This is tested in the paper one (section a) in which candidates must choose two from four questions with topics including the origins of the Second World War, the Cuban Missile Crisis and the fall of the Berlin Wall.

Each year one of the topics in the course (it varies each year) is also tested in the paper two, a source-based exam paper.

All boys will also spend three or four weeks in the Lent term doing an extended study into an aspect of the Second World War of their choice. This is a non-examined part of the course allowing them to develop their own interests in history and give them an experience of independent research.

- 2) A focussed study on Germany 1919-45, looking at the problems Germany faced after the First World War, the rise to power of Hitler and the nature of Nazi Society both before and during the Second World War.

This also tested in the paper one (section b), with candidates choosing one from two questions on this subject.

This element of the course is also tested through coursework (making 27% of the final mark). This consists of one essay and six shorter questions which are set as part of the normal prep routine.

With its emphasis on argument and analysis of ideas and documents History is a challenging and useful subject in terms of the skills it teaches, while the content of the course gives valuable understanding for the historical context of events in the world today, from the credit crunch to the war in Iraq.

Luke Ramsden

RELIGIOUS STUDIES

OCR J621: Philosophy & 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 four one-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.

Like other leading independent schools, we have yet to move to IGCSE since the specifications are more limiting than our current syllabus. The open nature of our popular GCSE course allows us to stretch and challenge way beyond the confines of GCSE.

Julian Dobson

ART

The students are entered for the **OCR GCSE Art and Design: Fine Art J161**

The course is taught in 2 stages. The first stage is taught from September until March of Year 2 and culminates in an exhibition in the Tunnel Gallery. The focus for this unit is **Skills Development**, they will be introduced to the Assessment Objectives and coached in the correct way to develop a unit of coursework, starting from **drawing and responding from life** and then **developing** initial ideas/observations through to a **conclusion**. Throughout students will be taught how to understand and interpret images and visual information and use **research** into artists and crafts people to inform the development of their work. This unit is **not** submitted as part of the GCSE coursework.

The second stage runs from Summer Term until the end of the Michaelmas Term in Yr 3. This unit is the **Controlled Assessment Unit** and the work produced will be submitted as the student's Coursework component of the GCSE (60%). Using the skills that they learnt in Stage 1 they are asked to develop a portfolio of work from a given starting point. The teaching is focussed on the **Assessment Objectives** and the development of a coherent and focussed body of work. A proportion of the lessons will be **Controlled Assessment** lessons (45 hours) which are low supervision (ie. the students work independently) and it is the work completed in this time that will go into their portfolios.

Students will learn specific techniques and skills which will contribute towards their creative knowledge, including

- Observational skills including Two-dimensional drawing using a variety of media and techniques
- An ability to analyse and understand a rich variety of images and artefacts and use a variety of research skills to relate it to their own work.
- A basic understanding of the **Formal Elements** through analysis and making
- A variety of techniques and skills including **painting, printmaking, darkroom and digital photography, ceramics, sculpture and mixed media collage**.

The exam paper is given to the students at the start of the Lent term and they are given 6-7 weeks (including Half term) in which to prepare. This takes the form of a choice of given starting points moving towards the development of a unit of work and the completion of a final piece within exam conditions. The actual exam will be sat in the last week of the Lent Term in 3 blocks of 3-4 hours.

Charlotte Chisholm

DESIGN & TECHNOLOGY

Cambridge **IGCSE** Resistant Materials Technology encourages boys to design and make products with **creativity** and **originality** using a range of materials and techniques. It allows boys to design and make products using **electronic** and **control** components, plastics, wood, metal, paper and card, but other materials such as textiles and ceramics are not excluded from use in project work.

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

Design methodology, product development, packaging and product marketing are taught to develop an understanding of the broad perspectives of the designed world. An understanding too of human factors and an appreciation for ethical and sustainable issues are also covered. Other areas taught include product manufacture, methods of production, manufacturing systems and the use of ICT in the context of industrial manufacture.

Opportunities are given to develop practical abilities to design, make and modify products and systems for identified purposes by selecting and using material sources 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 **three** components; a **compulsory design paper** worth 25% of the marks, a **written paper** worth 25% and a **coursework project**, selected by the student, which accounts for 50% of the total marks. The coursework project represents about 45 hours of work across two and ½ terms. Work normally starts on this aspect of the assessment in the summer term of the second year and concludes at half term in the lent term of the 3rd year.

David Dixon

DRAMA AND THEATRE ARTS

WJEC

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 Unit 1 Devised Performance (60%) requires students to create an original piece of theatre in groups of between 3 and 5 based on one of four set themes or stimuli. The assessment is divided into two tasks; a practical performance (40%) of the finished piece which must be between 15 and 25 minutes in length and a 1500 word written Performance Report (20%) that covers the rationale, development and performance aspects of devising an original play. As part of this unit students will study a theatre practitioner or genre such as Stanislavski or Brecht and a theatre company such as Kneehigh or Frantic Assembly. They will comment on how their devised piece was influenced by this work and the theatre they have seen as part of the course.

The Unit 2 Performance From Text (20%) requires the students to perform an extract from a published play script in groups of 2 to 5. This is assessed by a visiting examiner who will mark the students on their individual performance in front of a live audience. This performance is often the highlight of the course.

Unit 3 is a 1½ hour Written Exam (20%) split into two sections. In section A students have to answer four questions on a scene from a chosen set text that they will have studied in class. The questions will ask them to make directorial and design choices about characters, costume, acting style and staging. In section B they will answer similar questions based on the choices they made about the play performed for the Performance from Text unit.

Gavin Bruce

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 compositional 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.

Julian Thomas & Mark Forkgen

DIVINITY – The non-examined compulsory course (not a GCSE)

The Divinity course, which all boys do, is designed to extend, complement and enrich the 2nd year curriculum in a non-examined context. It has been carefully constructed to have no overlap with the GCSE Religious Studies course. Lessons are largely discussion based and there are four main areas of study over the year:

- Human Rights - which examines the nature of rights and various issues, tapping in to current affairs where ever possible.
- Holocaust Theology - this introduces Judaism and some of the theological and philosophical questions associated with the Holocaust such as moral responsibility and the origins of anti-Semitism.
- Mindfulness - this is a practical eight week course which teaches boys the principles of secular mindfulness or meditation.
- Critical thinking - in this module boys explore thinking skills, logic problems and looks at how arguments are constructed.

This is a paper version of the form which will appear on the Portal. This version is for reference only.

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

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, PE and Information Systems. In the Third Year Divinity, PSHE and PE are replaced by a Seminar course.

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: tick ONE box only	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

Geography

History

Religious Studies

Art*

Drama*

Music*

Design Technology*

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.