



TONBRIDGE
SCHOOL

FROM CHOICES TO DECISIONS

TONBRIDGE ONLY CONNECT





This booklet sets out various general points common to all subjects, providing short descriptions of the courses offered 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 & IGCSE

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.

Examination certificates are awarded by five unitary awarding bodies: AQA, CIE, OCR, Eduqas 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.

The minimum requirement for entry to the Sixth Form is 60 points across each boy's GCSE subjects, and with a 7 required in the subjects to be studied at A-level, where applicable.

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.





TIMETABLE FOR GCSE SUBJECT CHOICES

For courses commencing in September

Mid-January

Video on GCSE choices to appear on Parent Portal and Firefly. It will be linked in the Newsletter, along with the guide.

Before Parents' Evening

Pupil discussion of choices with Tutor, Housemaster and parents.

Mid to Late January

Parents' Evening for GCSE option subjects.

Late January

Further discussion about GCSE subject choices with parents.

During February

Subject timetable blocking scheme established.

This is done by the Deputy Head Academic, 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.

Mid-March

Any changes to GCSE choices to be sent to the Deputy Head Academic (mark.weatheritt@tonbridge-school.org)

THE CURRICULUM IN THE SECOND & THIRD YEARS

All boys are required to study English, Mathematics and the Sciences, plus four options, at least one of which must be a Modern Language, from the list below.

- Art
- Computer Science
- Design & Technology
- Drama
- French
- Geography
- German
- History
- Latin & Greek or Latin
(Latin & Greek continued from First Year study, not a new start)
- Music
- Mandarin
- Religious Studies
- Spanish

The **English** course will lead to two separately graded subjects called English Language 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 all boys. Boys in the top few sets will, in addition, cover some topics beyond the IGCSE course in preparation for A-level work.

All boys will study the **Sciences** with three specialist teachers in **Physics, Chemistry** and **Biology**. About 25 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 Language** is compulsory. A maximum of two languages from the list opposite can be taken under the provision that both languages continue from the Novi year. An opportunity to evaluate language options will be available ahead of the Novi Parents' Evening.

Careful thought should be given to language choices. All languages, whether studied prior to Tonbridge or from scratch in the Novi, are examined to the same level at GCSE.

It is not possible to start a language from scratch in the Second Year. The languages chosen for IGCSE must have been studied in the Novi.

Three further options from the list opposite 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, Computer Science, Design & Technology, Drama or Music**). 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 (I)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 A-level. The Sixth Form courses introduced in 2016 make it important that GCSE has been studied in each subject to be considered for A-level with the exception of **Religious Studies**, for which GCSE is not required.

The number of GCSEs studied

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

More 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 achieve eleven GCSEs by doing Triple Science, Latin and Greek. A smaller number could end up with 12 including Triple Science, **Latin** and **Greek**.

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.



Pastoral Education

All Second and Third Year students will have weekly timetabled Pastoral Education lessons, in which they will study a wide range of topics relating to Health and Wellbeing, Relationships and Life Beyond Tonbridge.

The curriculum is designed to meet their needs as fully as possible and to be helpful and relevant to them, both at this stage of life and in the future.

The lessons are largely discussion based: students are invited to grapple with topical issues in order to expand their knowledge and hone their views.

There is great emphasis on developing the skills and tools they will need to handle situations they may encounter throughout their lives and on fostering a sense of empathy, tolerance and respect for others.

In the Second Year, students do a ten-week Introduction to Mindfulness course in the Michaelmas Term. They then move on to look at Healthy Relationships and Safe Sex in the Lent Term and, in the Summer Term, study Racism in the UK.

Third Year Students spend the Michaelmas Term studying Mental Health, then in the Lent and Summer Terms will take a Citizenship course. This looks at how the country is run, and examines issues of social justice through the lens of the Equality Act 2010.

SUBJECT DETAILS

Non-examined subjects

In the Second Year, all boys will have timetabled lessons for Physical Education, which will occupy two periods per cycle. In the Third Year, PE is replaced with a Seminar programme of talks and activities.

The option-choices process

During the first half of the Lent Term in the First Year, boys are given a briefing by the Deputy Head Academic, Mark Weatheritt. Armed with this booklet, the end of Michaelmas Term 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 Choices Form and send to the Deputy Head Academic on the Portal. From this information, the Deputy Head Academic devises the final option block scheme to allow as many as possible of the requested combinations to be timetabled.

In mid-March, 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.

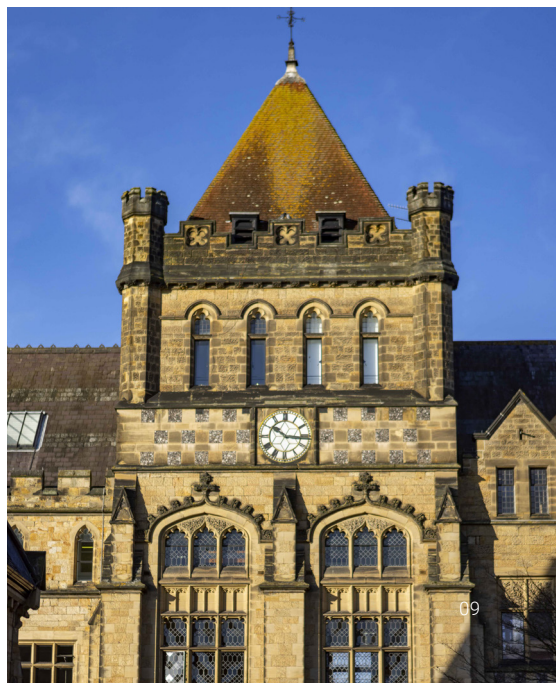
If a particular subject is over-subscribed when firm choices are made, then priority is given to those boys who listed it on their provisional choice form.

Mark Weatheritt

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	aqa.org.uk
CIE	cie.org.uk
Edexcel	edexcel.org.uk
Eduqas	eduqas.co.uk
OCR	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 in alphabetical order.



ENGLISH

All pupils follow a course of study preparing them for the English IGCSE (Edexcel 4EA1) and the English Literature IGCSE (Edexcel 4ET1). The course encourages boys to read, understand and respond to a wide variety of literary and non-literary texts, 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.

In addition, the Creative Writing Group and Junior English Society encourages those who want to spend more time and energy on their own work and encourages the love of literature. The Debating Society offers students the opportunity to develop their speaking skills and use of rhetoric.

English Language

The examination (60%) is two hours and fifteen minutes long and has two parts: section A requires students to analyse both studied and unseen non-fiction texts, demanding skills of interpretation and analysis, whilst section B is a directed transactional writing piece.

The coursework (40%) involves two assignments: a creative/descriptive piece and a formal essay on either poetry or prose. The course maintains a clear and effective focus on distinctly valuable linguistic skills.

English Literature

The examination (60%) is two hours long and has three sections: an analysis of unseen poetry, a comparison of two poems from a studied anthology, and an essay question on a modern prose text.

The coursework aspect of the course (40%) is made up of two essays, one which explores a modern drama and a second essay analysing a text from the 'Literary Heritage'. The process of re-drafting their coursework is vital to the development of strong argument and expression.

Nicholas Waywell

MATHEMATICS

In Mathematics we use the Edexcel Examinations IGCSE Mathematics (4MA1) 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, at the end of the Third Year, with available grades 9-4. Boys in the top few sets will, in addition, cover some topics beyond the IGCSE course in preparation for A-level work. Boys in 3M0 and 3M1 take the AQA Level 2 Certificate in Further Mathematics.

Owen Elton



THE SCIENCES

All Tonbridge boys follow the same science syllabus for the first two years, namely Edexcel IGCSE Biology, Chemistry and Physics for six periods each per fortnight. In the Novi, boys are taught in forms and not by ability in science. Before the start of the Second Year they will be setted, based on proven performance in the Novi Michaelmas and Summer exams and the views of their three science teachers. Sets 1-3 will be parallel top sets, 4-6 will be mid-range sets and 7-8 will be made up of boys who may benefit from being in a slightly smaller group with more individual attention. At the end of the Second Year a choice will need to be made as to the preferred course of study in the Third Year.

The majority will go on to take separate IGCSEs in Biology, Chemistry and Physics (so called "Triple Science") which gives the greatest number of IGCSE passes and is the best preparation for A-level sciences.

They will have seven lessons per fortnight in each subject and sit two exam papers per subject during the exam season.

A minority of boys, who find sciences challenging, will opt instead to take IGCSE Double Award Science. They will continue to study all three sciences, taught by a subject specialist, in the same time allocation but with total content equivalent to two IGCSEs. At the end of the course, the boys sit a single exam paper in each subject and the scores are combined, leading to the award of two overall IGCSE grades, so that the results certificate might read "8/7 in Science (Dual Award)".

THE SCIENCES

Historically this had enabled boys to focus their effort on a smaller volume of material and achieve higher grades. Boys who are advised to take Dual Science should consider this carefully, as the staff making such recommendations do so on the basis of many years of experience and with the best interests of the individual uppermost. However, they will be free to continue with Triple if they wish.

There is no coursework in any of the science options. Practical skills are examined through questions about experimental work which are embedded in the exams. We find this works admirably for boys, who carry out a great deal of experimental practical work during their courses in the normal course of events.

Any questions about the two courses may be addressed to Nick Waite, Head of Science.

Brief details for each science subject.

BIOLOGY

(Edexcel IGCSE 4BI1 or Double Award Science 4SD0)

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.

Bill Burnett

CHEMISTRY

(Edexcel IGCSE 4CH1 or Double Award Science 4SD0)

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.

David Robinson

PHYSICS

(Edexcel IGCSE 4PH1 or Double Award Science 4SD0)

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.

Chris Powell

MODERN LANGUAGES

French, German, Spanish & Mandarin

Boys must opt for at least one of French, German, Spanish or Mandarin, and those who enjoy learning languages and show good linguistic ability should strongly consider opting for two languages at IGCSE.

The new specifications for IGCSE in Modern Languages (Edexcel IGCSE French 4FR1, German 4GN1, Spanish 4SP1, Mandarin 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. As well as giving students the skills they need to navigate a trip abroad, to a French-, German-, Spanish or Chinese-speaking country, we believe that learning languages and discovering other cultures opens up a whole world of opportunities for work, study and leisure.

Beyond the examined curriculum, we also encourage the boys to engage in cultural enrichment through film, literature and by entering local and national competitions. With restrictions on travel being lifted, we are also looking forward to offering a wider variety of trips than has recently been possible.

For French, German and Spanish IGCSE, the examination is divided into four skills - listening, speaking, reading and writing - each of which is worth a quarter of the final mark. All of the testing takes place in the foreign language. There are three examined units at the end of the course: Paper 1 (Listening), Paper 2 (Reading and Writing) and Paper 3 (Speaking).

By the end of the course, boys should be capable of:

1. Listening: understanding and responding to a variety of sources ranging from announcements 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 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.

We are usually 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 and Russian tutors who come regularly to the School to give private lessons at all levels. Tuition 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, or have any questions about your son's language options, please contact the Head of Modern Languages, Mr Will Law.

Will Law

LATIN and GREEK

In both Latin (OCR J282) and Greek (OCR J292) 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 three papers. One 90-minute paper tests understanding of the language by passages for unseen translation and comprehension; this paper is worth 50% of the total GCSE marks. (A short section of that paper, worth 5% of the total GCSE marks, asks candidates either to translate three sentences from English into Latin/Greek or to answer some questions on the grammar of a passage in Latin/Greek.)

There are, in addition, two 60-minute papers which focus on extracts from literary texts that have been studied intensively by candidates in advance; the questions on these papers test knowledge of content, historical context and literary style. One of these two papers looks at prose literature, the other at verse literature. Each of the literature papers is worth 25% of the total GCSE marks.

There is no controlled assessment or coursework. Boys taking Latin and Greek will take their Latin GCSE at the end of the Second Year, and the Greek GCSE at the end of the Third Year. All other boys taking Latin will take the GCSE at the end of the Third Year.

James Burbidge

ART

We offer two OCR GCSE Art and Design endorsements:

OCR GCSE Art and Design: Fine Art J171
OCR GCSE Art and Design: Photography J173

For both courses the structure is the same.

Coursework Unit

Stage 1: Over the course of the Michaelmas and Lent Terms, Year 10 students focus on developing key observational skills.

Students are introduced to the Assessment Objectives and learn to structure a Unit of Work according to the chosen endorsement.

Fine Art: The boys focus on developing their building skills, in a broad range of media, whilst creating a body of first-hand observations. Enhancing their individual work, they will explore a wide range of processes, including painting, sculpture, printmaking, and various photographic techniques.

Photography: Students will have the opportunity to use digital and film cameras to capture first-hand observations, exploring imaging techniques, such as composition, lighting, exposure, and framing, with a possibility to incorporate moving image.

In both endorsements, students study analysis techniques to better understand their own work and that of other artists, helping to broaden their expressive vocabulary. They will also harness formal elements to develop their interpretative skills through exposure to diverse artistic works.

Stage 2: After Easter, Year 10 students begin to collate images and ideas from earlier stages in the year to create a personal portfolio. Each endorsement contributes towards varying outcomes, encouraging a large scope of creativity and diversity across portfolios.

Fine Art: Outcomes can be in a wide variety of media, including painting, printmaking, sculpture, ceramics, mixed-media collage, Fine Art, photography, film or video either individually or in combination.

Photography: Outcomes for this endorsement should be photographic in nature, employing either digital or traditional methods, or a mix of these and more alternative methods, including moving images. For both endorsements, boys will learn specific techniques and skills which will contribute towards their creative knowledge, including:

- Observational skills, employing traditional drawing methods and lens-based technology.
- An ability to analyse and understand a rich variety of images and artefacts and use a range of research skills relating to their own practical work.
- An understanding of the **formal elements (Line, Tone, Texture, Form and Colour)** through analysis and making.
- A foundation in the manipulation and creation of individual works of Art and Design.

Exam Unit

The exam paper is given to the boys immediately after Christmas and runs over the course of the Lent Term. This takes the form of a choice of given starting points. Boys select one starting point and develop a unit of work which culminates in the completion of an outcome, under timed exam conditions, over three sessions (10 hours in total). These timed sessions will take place in the first two weeks of the Summer Term.

Coursework is worth 60% of the mark and the Set Task (Exam) unit is worth 40%.

There is no written exam for GCSE Art and Design.

Fian Andrews

COMPUTER SCIENCE

Computer Science is the fastest growing subject both at GCSE and A-level, and the technical knowledge and problem-solving skills developed in the subject are now considered essential in a wide range of fields.

The Edexcel Computer Science GCSE is a rigorous introductory course to further study in the field, with a strong focus on developing boys' programming skills. The course includes units in computational thinking, data, networking and the hardware and software components of computer systems, as well as the impact of computing on individuals, society and the environment.

The GCSE is examined through two papers, weighted equally, the first focusing on the fundamental principles of Computer Science, and the second on the application of computational thinking. The School's chosen programming language, Python, is one of the most popular in the world, and is used by leading technology companies, including Google, Netflix, Instagram, Spotify and Reddit. The course builds on the programming skills and interest that boys have acquired in their first year and gives them the opportunity to develop these skills and interests further.

At Tonbridge, we put particular emphasis on the need for students to have practical programming experience and a range of opportunities for boys to build their own software will be provided throughout the course. Games programming is actively encouraged as one of the most effective and fun ways of consolidating programming skills, as is using the latest generation of micro-computers, such as the Raspberry Pi, to gain hands-on experience of developing practical applications.

Justin Robertson

DRAMA

The Eduqas GCSE course will suit boys with a genuine love of theatre and performance, and who see Drama as a valuable way of understanding of how human beings behave, develop relationships and cope with 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 who relish being actively involved in lessons.

Component 1

Devising Theatre (40%) requires students to create an original piece of drama in groups of between two and five, in the style of a practitioner or genre, based on one of four set themes or stimuli. The assessment is divided into three tasks; **Devising** (20%), which is assessed through a 900-word written Portfolio of Supporting Evidence or a video blog; **Realising** a practical performance (10%), which must be between 5 and 16 minutes in length; and **Evaluating** (10%), the devising process assessed through a 90-minute written analysis.

As part of this component, 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.

Component 2

Performing from a Text (20%) requires the students to perform an extract from a published play script in groups of two to four. 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.

DESIGN & TECHNOLOGY

Component 3

Interpreting Theatre is a 90-minute Written Exam (40%) 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 a question based on a piece of **Live Theatre** seen as part of the course.

Sumair Hussain

Cambridge IGCSE Design and Technology Resistant Materials (Syllabus code 0979) introduces students to a wide range of technological approaches and processes, and provides the opportunity for them to develop their creative problem solving skills through the design and manufacture of products.

The course aims to develop the skills which designers use within the context of materials and their processing. It takes an extensive look at the applications and the physical and working properties of a wide range of materials, including plastics, woods, man-made boards, metals, paper, card, textiles and smart materials, all of which are available for use in the project work.

The specification also examines the wider considerations and implications of the moral, social, ethical and economic factors that impact on society. Students are taught to analyse products and processes and how design and technology affects the manufacturer, user and environment. ICT and computer aided design play an important role in the course with students learning how to use industry standard software and equipment to enhance their work.

Coursework forms a very important part of the design and technology course. Students will be expected to identify a real problem and work with a genuine client in order to develop their designs into a final practical outcome. The coursework project represents about 45 hours of work, preparation for which starts in the Summer Term of the first year of the course, with the manufacturing being done during the Michaelmas Term of the second year.



DESIGN & TECHNOLOGY

The assessment scheme consists of three components; a compulsory design paper worth 25% of the marks, a written paper worth 25% and the coursework project, selected by the student, which accounts for 50% of the total marks.

Richard Day



GEOGRAPHY

Geography is concerned with the analysis of patterns and processes in both physical and human landscapes, looking for solutions to the local and global challenges posed. At IGCSE this involves tackling a wide variety of topic areas, including plate tectonics, fluvial landscapes, urbanisation, economic development, energy use, and environmental issues such as desertification and deforestation. The major focus of the new IGCSE course is on interpreting resources given in the exam. In this context, practical skills such as map, photo, satellite image and graph interpretation are developed. Boys will also participate in two field trips to learn hypothesis construction and practise the collection, presentation and analysis of geographical data.

Candidates will study five topics: two from human geography, two from physical geography and a 'global issues' section which combines the two. Since 2019, the Edexcel IGCSE (4GE1) exam has been split into two separate papers (usually a couple of weeks apart) of one hour 15 and one hour 45, instead of the previous single three hour long paper. There is no written coursework, but the examination paper has a section which tests the coursework skills learned on the two half-day field trips.

Further details about the subject can be found on the Department's web pages, and it may be useful to talk to boys in the Lower Sixth who are studying A-level Geography and have been through this course already.

Chris Battarbee

HISTORY

The Cambridge IGCSE course explores the making of the modern world, starting with the final shots of the First World War and ending with the collapse of communism. The syllabus has three elements - a coursework essay written in the Third Year (making up 30% of the final overall mark) and two exams (worth 40% and 30% respectively) at the end of the course.

In the first two terms of study, boys examine a broad overview of world history in the 20th century, covering the period 1918-1989. Key questions that boys explore include 'was Germany punished harshly by the Treaty of Versailles?', 'was Chamberlain right to follow a policy of appeasement?' and 'Why did America lose the Vietnam War?'.

In the third and fourth terms of the course, boys complete a focused study on Germany 1918-1945, looking at the problems Germany faced after the First World War, the rise to power of Hitler and the nature of Nazi Society. One of the pieces of written work, undertaken in the Michaelmas Term of the second year of study, is the coursework element of the IGCSE. It consists of one essay on Germany in the inter-war period (to a maximum of 2,000 words).

With its emphasis on argument and analysis of ideas and documents, History is both challenging and useful in equal measure. Boys develop key skills, such as the critical analysis of texts and close reading of sources, while the content of the course also enables boys to see contemporary issues, such as conflict in Ukraine or great power rivalry, in their proper context. More broadly, it can lead to an appreciation of both the possibility and difficulty of change in the present world.

MUSIC

The CIE IGCSE Music Specification (0410) focuses on three core skills essential to an all-round musical education: Performing, Composing and Listening. 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:

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

The two-year course consists of 60% coursework and 40% listening examination.

The coursework combines 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 necessarily on 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, making effective use of musical resources, and presenting their ideas clearly on paper.

MUSIC

In the **Listening** module, boys will be developing their aural awareness and ability to make informed judgements about music. There are four sub-sections to the course: study of general music history (Baroque, Classical, Romantic and so on); a World Music set topic; aural dictation (for example writing down melodies from a recording in a skeleton score); and study of an Orchestral Set Work.

NB. Boys do not need to play two instruments, or to have studied music theory, to pursue this course successfully, although the latter is clearly advantageous.

Julian Thomas & Mark Forkgen

ART, DRAMA, MUSIC OR TECHNOLOGY AWARD HOLDERS

Please note that we would normally require holders of one of these awards to take that subject for GCSE, although not necessarily in the Sixth Form.

If this is a problem, please contact the Deputy Head Academic.



RELIGIOUS STUDIES

Religious Studies (IGCSE Edexcel (4RS1)) aims to introduce theological, ethical and philosophical ideas in a clear, challenging and critical manner. Boys will wrestle with questions ranging from whether humans have such a thing as free will to the ethical issues raised by abortion and euthanasia. We look at issues through the lens of Christianity, but not uncritically, and equal weight is given to non-religious points of view. This allows us to branch off into philosophy (such as Hobbes and the nature of humans, and Sartre on freedom) and a discussion of the hard-atheism of the likes of Richard Dawkins.

There are four main topics:

- **The Universe, Creation and Place of Humans**
(origins of universe, the nature of humans, science and religion, problem of evil and issues of free will and determinism).
- **Life and Death**
(the afterlife, meaning of life, marriage, sex, relationships, abortion and euthanasia).
- **Peace and Conflict**
(war, just war, crime and punishment).
- **Rights and Equality**
(human rights, racism, sexism, social justice).

This is supported by a subsidiary section on the nature of Christian ethical thinking. This looks at key aspects of belief which mould a Christian's world view, such as approaches to texts, rules for living and key teachers.

Typically, boys will look at an issue from a

range of religious views and balance this with a non-religious response. Where possible, examples and case studies (perhaps from the news, literature or history) are used as a stimulus for discussion. There is seldom a 'right answer' and boys are encouraged to argue and debate to forge their own perspectives.

The IGCSE is examined by a one hour and 45 minute exam on the Philosophy and Ethics sections, and by a one hour and 30 minute exam on the religious community topics. Religious Studies should appeal to those who enjoy arguing and challenging their own and society's preconceptions. It will develop boys' 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



TONBRIDGE
ONLY CONNECT

Tonbridge School
High Street
Tonbridge
Kent TN9 1JP
+44 (0)1732 304297
general@tonbridge-school.org

TONBRIDGE-SCHOOL.CO.UK



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The information contained in the brochure is accurate at the time of going to press