



**Dane Court Grammar School**

# **Sixth form**

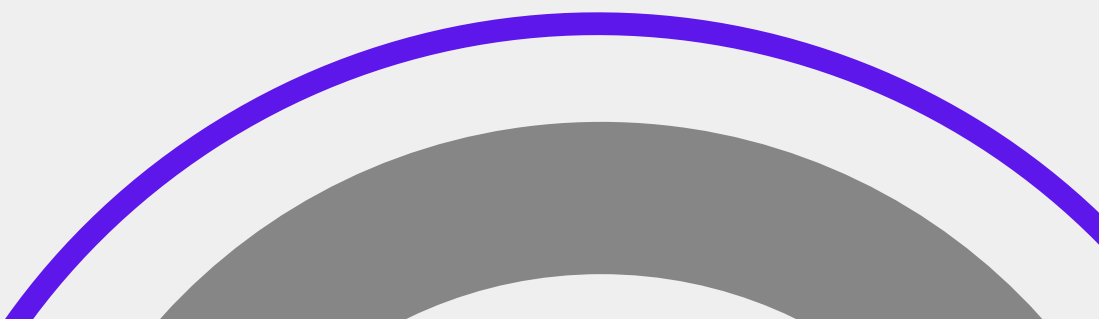
## **2024-25**

[www.danecourt.kent.sch.uk](http://www.danecourt.kent.sch.uk)



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## A Message from the Sixth Form Team

We are very proud of our Sixth Form at Dane Court Grammar School. Our International Baccalaureate (IB) curriculum pathways are world-class, knowledge-rich, internationally-recognised programmes which are highly valued by leading universities and employers.

Students at DCGS can choose to study either the [International Baccalaureate Diploma Programme](#) (IBDP), the [International Baccalaureate Career-related Programme](#) (IBCP), or a bespoke course. The IBDP and IBCP are unparalleled in their breadth and flexibility, meaning that students can choose a combination of subjects which is tailored to their unique ambitions and interests. The breadth of the curriculum also enables students to make interdisciplinary connections between subjects and areas of knowledge – a highly sought-after skill in today's increasingly competitive world. There is good reason why these qualifications are offered by some of the most expensive independent schools and the most successful international schools in the world. Compared to A-levels, the IB develops students to be more independent, more open-minded and more likely to successfully complete their undergraduate studies (University Admissions Officers' Report, 2017). Alongside the academic curriculum, we aim to foster a caring environment where individual support and emotional well-being is paramount. Students are supported by a dedicated team of mentors in addition to a Sixth Form Team comprising Heads of Year, the Head of Sixth Form and a dedicated Sixth Form Administrator. Our students receive extensive careers advice and one-to-one support with university and apprenticeship applications. We offer specialist programmes for aspiring medics, lawyers, Oxbridge applicants and apprenticeship candidates, in addition to a weekly guest-speaker programme featuring university academics, top professionals and Dane Court alumni students, and a whole host of other extracurricular opportunities.

We look forward to working with you and supporting you in your curriculum choices so that you can enjoy a happy and successful two years with us.

The Sixth Form Team

The IB Diploma programme offers a broad, knowledge-rich curriculum which allows students to develop into well-rounded independent learners, perceptive critical thinkers and international citizens.

Students study three subjects at higher level and three at standard level. In addition, students are further enriched through the DP Core Programme, which includes the Theory of Knowledge course (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS).

Choose **one** subject from each group unless other choices are indicated below.

Key: Level offered: H: Higher-level; S: Standard Level; A: Ab initio (from scratch)

1. Literature	English Literature (S or H)
2. Languages	French, German, Spanish (all S, H or A); Japanese (A)
3. Humanities (Individuals and societies)	Economics, Global Politics (both H only), Geography, History, Philosophy, Psychology, Anthropology (all S and H) Environmental Systems (S)
4. Sciences	Biology, Chemistry, Physics (all S and H) Computer Science (H and S), Food Science (S), Environmental Systems (S)
5. Mathematics	Mathematics (S or H) Mathematics – Analysis and Approaches Mathematics – Applications and Interpretation
6. Creative Arts If you do not wish to study an arts subject you may choose another from groups 2/3/4	Film, Music, Theatre, Visual Arts (all S or H)

The Core Programme within the IBDP is comprised of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS), and the Extended Essay (EE).

These three elements are an integral part of the DP experience. The IB subjects, while separate to the core, are nonetheless linked to it. The Core relies on the subject disciplines to provide enrichment, and individual subjects should be nourished by the Core. TOK, CAS and the EE can feed into a deeper understanding of the subject matter studied by DP students in addition to leading students to develop transferable skills which are highly valued by universities and employers.

**Theory of knowledge:** students reflect on the nature of knowledge, how we know what we claim to know and how each subject discipline offers a unique critical lens on the world. They will also learn how to think critically and distinguish between truth and falsehood, a crucial skill in today's world. Students develop valuable presentation skills.

**The extended essay:** an independent, self-directed piece of research on a topic of your choice, finishing with a 4,000 word paper

**Creativity, activity, service:** students complete a project related to these three concepts in order to make a contribution to the community and to develop valuable transferable skills e.g. National Citizen Service, Margate Arts Club, Zone Youth Club, Broadstairs.

For further information, see the subject overviews.





The IBCP (Career-related programme) is an ideal course for students who want to follow a vocational, career-related pathway whilst also benefiting from the breadth and academic principles of the IB curriculum.

IBCP students choose to study a well-established vocational course in either Business, Design Engineering, Health and Social Care or Sport and Exercise. In addition, students will study a minimum of two Standard level IB Diploma subjects up to a maximum of two Higher level and one Standard level subject.

## CP Core

Alongside their IBCP studies, IBCP students follow a Core enrichment programme comprising a reflective project, service learning (community volunteering) and opportunities for work experience. [For further information, see the subject overviews.](#)



Students who do not wish to enrol on the full Diploma Programme (IBDP) are able to create a Bespoke Course consisting of a bespoke portfolio of at least 5 IB subjects.

Bespoke students are able to combine aspects of the DP and the CP if they wish.

# Bespoke course



# Extra-curricular Opportunities



Dane Court Sixth Form students are encouraged to engage in a wide range of extra-curricular activities and leadership roles in order to develop their intellectual curiosity and to develop the transferable skills needed for university and career progression. We offer aspirational destinations programmes to provide tailored support for students who are aiming for competitive courses and destinations.

In addition, we offer a weekly guest speaker programme featuring talks from university academics, top professionals and Dane Court alumni students.



# Aspirational Destinations Programmes

## Emerging Lawyer Programme

Includes mock trial competition, LNAT entrance test preparation workshops, wider reading and trip to Canterbury Crown Court.



## Oxbridge Programme

Includes mock interviews, entrance test practice, 1-1 mentoring, supercurricular talks and support with summer schools.

## Emerging Medics, Dentists and Vets

Includes work experience opportunities, dissection club, entrance test practice, mock interviews and guest talks from medical professionals.

## Apprenticeships Programme

Includes apprenticeship fair and workshops and 1-1 support with applications and interviews.

## Lectures for the open-minded

A weekly programme of guest lectures from university academics, top professionals and Dane Court Alumni students which takes place on Wednesday lunchtimes in C9 (1.45 – 2.15)



## Leadership

A range of leadership roles are available including Head Student Team, House Captains, peer mentors and anti-bullying ambassadors. Student leaders gain valuable skills in communication, public speaking, organisation and event management.



## Debating Club and Model United Nations

Students have the chance to discuss current affairs and ethical dilemmas at our lively weekly debating club. We also offer the opportunity to participate in Model UN workshops and other national competitions.

## Sport

A wide range of sports is available including netball, soccer, hockey, rugby, cricket, tennis, athletics, badminton, basketball and trampolining. Competitive sport is available at 1st XI Soccer, 1st XV Rugby and 1st XI Cricket levels. Under 18 Netball, Hockey, and Badminton fixtures are also available, determined by demand. We are affiliated to many of the major sports associations which allows those with particular prowess to be put forward for county trials. We also have links with the Golf federation and regularly enter school competitions. Whatever your interests, the Dane Court P.E. Department will do their best to accommodate you.

# Extra-curricular Opportunities



## Trips

Our sixth form students have the opportunity to attend many subject and extracurricular trips. Ranging from West End musicals, subject specific trips such as the Juniper Hall Geography Field Trip, Stratford English trip as well as language exchanges.



## Duke of Edinburgh Award Scheme

Our sixth form students have the opportunity to enrol on the prestigious Duke of Edinburgh Silver Award Scheme. Last year, 35 Year 12 students participated in the Silver Award programme, with a practice expedition around Reculver, St Nicholas and Chislet and a qualifying expedition around Sandwich, Nonnington and Bekesbourne. All students are expected to complete Volunteering, Skills and Physical sections of the Award, which comprises a variety of possible activities, including cooking, singing, BSL, playing a new instrument, climbing and various house captain activities.



## Volunteering

The IB mission is to develop compassionate lifelong learners, this is developed through the Creativity, Action and Service and Service Learning programmes on the IBDP and IBCP respectively. Through these programmes our students are provided with many opportunities to volunteer and run projects in the local community for example; National Citizenship Service, Margate Arts Club and The Zone Youth Club Broadstairs.



# IB Curriculum

## Group 1: Studies in Literature

English Literature

## Group 2: Language Aquisition

French ab initio level

French Higher and Standard level

German ab initio level

German Higher and Standard level

Japanese ab initio level

Spanish ab initio level

Spanish Higher and Standard level

## Group 3: Individuals and Societies

Economics Higher level

Environmental Systems and Societies Standard level

Geography Higher and Standard level

Global Politics Higher level

History Higher and Standard level

Philosophy Higher and Standard level

Psychology Higher and Standard level

Social & Cultural Anthropology Higher and Standard level

## Group 4: Experimental Sciences

Biology Higher and Standard level

Chemistry Higher and Standard level

Computer Science Higher and Standard level

Environmental Systems and Societies Standard level

Food Science & Technology Standard level

Physics Higher and Standard level

## Group 5: Mathematics

Mathematics Higher and Standard level

## Group 6: The Arts

Film Higher and Standard level

Music Higher and Standard level

Theatre Higher and Standard level

Visual Art Higher and Standard level

# IB curriculum

## Career related programme – vocational subjects

Business and Finance  
Engineering Design  
Health and Social Care  
Sport

## DP Core Programme

Theory of Knowledge  
Extended Essay  
Creativity, Activity, Service

## CP Core Programme

Personal and professional skills  
Reflective Project  
Service Learning



Head of Department: Mrs N Underwood

## Aims of the course

In English Literature, students will learn about the manifestations of literature as a powerful mode of writing across cultures and throughout history. They will develop an understanding of the creativity of writers and readers, and the ways in which language can give rise to meaning. Through close analysis of texts, students will consider their own interpretations, as well as the critical perspectives of others, encouraging the exploration of how viewpoints are shaped by cultural belief systems and how meanings are negotiated within them. Students will engage in critical response and creative production, which will help shape their awareness of how texts work to influence the reader. Ultimately, this course empowers students to consider how literature represents and constructs social and cultural identities. It allows them to communicate and collaborate in a confident and creative way, fostering a lifelong interest in, and enjoyment of, literature.

## Course outline

At higher level, thirteen works of literature are studied, while nine are studied at standard level, selected from a range of places, time periods, genre and literary forms. All students are required to deliver an oral presentation in which they evaluate two of the works studied in relation to a common global issue, analysing and evaluating how their unique perspectives are constructed by the authors' choices. At higher level, students are also required to produce a 1500-word essay which demonstrates knowledge and understanding of one of the literary texts or works studied and interprets it in relation to a line of inquiry they have selected. The study of all texts, at both levels, equips the students to tackle both exam papers, one which introduces previously unseen texts, and one which invites comparison on previously studied works. Alongside the development of these crucial skills, students will engage in debate exploring a range of global issues in relation to literary texts: culture, identity and community; beliefs, values and education; politics, power and justice; art, creativity and imagination; science, technology and the environment.

## Assessment outline

Individual oral: 30% Standard level; 20% Higher level

Summer Term Y12

Essay: 20% Higher level only

Drafted Y12, completed Yr 13.

## Exams

End of Yr 13.

- Paper 1: Guided literary analysis – 35%

Students explore previously unseen literary passages and write a response, evaluating how writer's choices contribute to meaning. Higher level students respond to two texts; standard level students select one of two.

- Paper 2: Comparative essay – 35% Standard; 25% Higher level

Students produce a written comparison of two works studied, demonstrating knowledge and understanding and interpreting implications, similarities and differences, in connection with a given focus.

## Careers links

Studying English Literature opens up a wealth of opportunities. Not only do students scrutinise and debate a variety of texts, acquiring knowledge of literary movements, periods and critical approaches that have shaped the way we view literature today, but they also develop comprehensive written and spoken communication skills, becoming adept at arguing a point, framing a narrative and analysing various levels of meaning. These skills lend themselves to careers in journalism, copywriting, publishing, advertising, marketing, public relations, law, teaching, researching, editing and proofreading, as well as other careers requiring a grasp of communication, analysis and evaluation.



Head of Languages Faculty (French): Mrs A Radix

We advise students with grade 7/8/9 at GCSE to choose standard or higher level, rather than an ab initio qualification in a language previously studied at GCSE.

## Aims of the course

The ab initio course is available in French. The overall objective is for students to achieve communicative competence in a variety of everyday situations. To promote this, the four skills of listening, speaking, reading and writing will be regularly practised so that students develop their ability to both understand and use the written and spoken word.

Learning a foreign language provides the opportunity for enjoyment, creativity and intellectual stimulation. We will encourage an awareness and appreciation of the different perspectives of people from other cultures.

The aim of the ab initio course is to promote the idea that learning a language is more than a school subject and to encourage students to continue to use their language skills independently after the course.

## Course outline

The course focuses on everyday situations and aspects of the culture related to them. This ensures that the appropriate emphasis is placed on communication. The course is organised into topic areas which provide the teacher and the student with a context in which communicative functions and grammatical structures and vocabulary can be practised. Topics studied include the following:

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Personal attributes, personal relationships, eating and drinking, physical well being

Daily routine, leisure, holidays & tourism, festival & celebrations

Transport, entertainment, media, technology

Neighbourhood, education, the workplace, social issues

Climate, physical geography, global issues, environment

## Assessment

### External assessment:

Paper 1: Writing 1 hr (25%)

Paper 2: Receptive skills

Listening comprehension 45 min

Reading comprehension 1 hr (50%)

### Internal assessment:

Individual oral 7-10 min + 15 min preparation time (25%)

This is an intensive language learning course which will enable committed students to achieve a very high standard by the end of the two years. During the course, visiting the target language country to practise language skills acquired is therefore highly recommended.

### University opportunities:

An ab initio language can be continued to a higher level at university and languages can also be combined with a wide variety of other subjects in joint honours courses.

### Apprenticeship opportunities:

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.



Head of Languages Faculty (French): Mrs A Radix

We advise students with grade 7/8/9 at GCSE to choose standard or higher level

## Aims of the course

Standard and higher level courses are available in French. Students following this course will be expected to have studied the relevant language successfully to GCSE level. Students will be equipped with the necessary skills to be successful in the target language in both social and professional contexts: the higher level course also aims to prepare students for the study of French in Higher Education. At both standard and higher level, students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content. The distinction between standard and higher level can be seen in the level of competency the student is expected to develop in the four skill areas of listening, speaking, reading and writing.

Learning a language is intellectually stimulating and we aim to promote the enjoyment of language learning. We also aim to raise students' awareness of the links between languages and different cultures.

What skills will you gain?

At the heart of the courses are the three central elements of language, texts and cultural awareness. Students will be able to recognize, understand and produce a number of different types of texts to suit specific social and linguistic purposes.

### Course outline

At higher level students study two literary works originally written in the target language.

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Health & well-being, beliefs & values, lifestyles, subcultures, language & identity

Leisure, customs & traditions, holidays & travel, migration, life stories

Communication & media, technology, scientific innovation, entertainment, artistic

Social relationships, education, the working world, community, social engagement, law & order

The environment, globalisation, human rights, peace & conflict, equality, ethics, urban & rural environment



## Assessment

Students will be assessed on their understanding of three interrelated areas: language, cultural interaction and message. Both standard and higher levels are assessed in the April/May of Year 13. Formal assessment includes external examinations and internal assessment (see below).

## University opportunities

Students who wish to study a language at university are advised to take it for higher level. A higher level language (as a facilitating subject) could also help you secure a place on a range of courses from accountancy to engineering to philosophy. Languages can also be combined with a wide variety of other subjects in joint honours courses. Students who have previously studied HL languages at Dane Court have gone on to study International relations & Chinese at Goldsmiths (33 points), Chemistry at King's College (34 points), Psychology at Birmingham (32 points), Engineering at UEA (32 points) and Modern Languages at Southampton (32 points). In addition, it is possible to combine STEM with languages in the sixth form. Here are some success stories where studying a language did not hold them back from a STEM degree/career:

“My sister is a doctor, A-levels were Maths, Physics, French and General Studies.”

“One of my ex students did French, Maths, Chemistry and biology at A-level and is now at medical school”

## Apprenticeship opportunities

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.

## Extra curricular opportunities

Year 12 SL and HL students are invited to attend a Sixth Form Languages Conference at the University of Kent each year. Students take part in lectures and workshops in French, German and Spanish aimed at improving language skills and cultural understanding. They also attend lectures from university professors and students.

### Standard Level

External assessment:

Paper 1: Writing 1 hr 15 (25%)

Paper 2: Receptive skills: -

Listening comprehension 45 mins

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 15 min preparation time (25%)

### Higher Level

External assessment:

Paper 1: Writing 1 hr 30 (25%)

Paper 2: Receptive skills: -

Listening comprehension 1 hr

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 20 min preparation time (25%)

Head of department: Mrs G Green

We advise students with grade 7/8/9 at GCSE to choose standard or higher level, rather than an ab initio qualification in a language previously studied at GCSE.

## Aims of the course

The ab initio course is available in German. The overall objective is for students to achieve communicative competence in a variety of everyday situations. To promote this, the four skills of listening, speaking, reading and writing will be regularly practised so that students develop their ability to both understand and use the written and spoken word.

Learning a foreign language provides the opportunity for enjoyment, creativity and intellectual stimulation. We will encourage an awareness and appreciation of the different perspectives of people from other cultures.

The aim of the ab initio course is to promote the idea that learning a language is more than a school subject and to encourage students to continue to use their language skills independently after the course.

## Course outline

The course focuses on everyday situations and aspects of the culture related to them. This ensures that the appropriate emphasis is placed on communication. The course is organized into topic areas which provide the teacher and the student with a context in which communicative functions and grammatical structures and vocabulary can be practised. Topics studied include the following:

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Personal attributes, personal relationships, eating and drinking, physical well being

Daily routine, leisure, holidays & tourism, festival & celebrations

Transport, entertainment, media, technology

Neighbourhood, education, the workplace, social issues

Climate, physical geography, global issues, environment

## Assessment

### External assessment:

Paper 1: Writing 1 hr (25%)

Paper 2: Receptive skills

Listening comprehension 45 min

Reading comprehension 1 hr (50%)

### Internal assessment:

Individual oral 7-10 min + 15 min preparation time (25%)

This is an intensive language learning course which will enable committed students to achieve a very high standard by the end of the two years. During the course, visiting the target language country to practise language skills acquired is therefore highly recommended.

### University opportunities:

An ab initio language can be continued to a higher level at university and languages can also be combined with a wide variety of other subjects in joint honours courses.

### Apprenticeship opportunities:

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.



Head of department: Mrs G Green

We advise students with grade 7/8/9 at GCSE to choose standard or higher level

## Aims of the course

Standard and higher level courses are available in German. Students following this course will be expected to have studied the relevant language successfully to GCSE level. Students will be equipped with the necessary skills to be successful in the target language in both social and professional contexts: the higher level course also aims to prepare students for the study of German in Higher Education.

At both standard and higher level, students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems, and state and support their personal opinions on a variety of topics relating to course content.. The distinction between standard and higher level can be seen in the level of competency the student is expected to develop in the four skill areas of listening, speaking, reading and writing.

Learning a language is intellectually stimulating and we aim to promote the enjoyment of language learning. We also aim to raise students' awareness of the links between languages and different cultures.

## What skills will you gain?

At the heart of the courses are the three central elements of language, texts and cultural awareness. Students will be able to recognize, understand and produce a number of different types of texts to suit specific social and linguistic purposes.

## Course outline

The study of two literary works originally written in the target language is required only at higher level.

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Health & well-being, beliefs & values, lifestyles, subcultures, language & identity

Leisure, customs & traditions, holidays & travel, migration, life stories

Communication & media, technology, scientific innovation, entertainment, artistic

Social relationships, education, the working world, community, social engagement, law & order

The environment, globalisation, human rights, peace & conflict, equality, ethics, urban & rural environment

### Assessment

Students will be assessed on their understanding of three interrelated areas: language, cultural interaction and message. Both standard and higher levels are assessed in the April/May of Year 13. Formal assessment includes external examinations and internal assessment (see below).

### University opportunities

Students who wish to study a language at university are advised to take it for higher level. A higher level language (as a facilitating subject) could also help you secure a place on a range of courses from accountancy to engineering to philosophy. Languages can also be combined with a wide variety of other subjects in joint honours courses. Students who have previously studied HL languages at Dane Court have gone on to study International relations & Chinese at Goldsmiths (33 points), Chemistry at King's College (34 points), Psychology at Birmingham (32 points), Engineering at UEA (32 points) and Modern Languages at Southampton (32 points). In addition, it is possible to combine STEM with languages in the sixth form. Here are some success stories where studying a language did not hold them back from a STEM degree/career:

“My husband is a surgeon and did bio, chem and German at A-level”

“My son did STEM and MFL for A-level and his degree offers the opportunity to continue with a language and get time out in Spain. He's doing physics and it is very popular. That's Manchester. Leeds, Birmingham, Bristol and Bath all offered it too”

### Apprenticeship opportunities

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.

### Extra curricular opportunities

Year 12 SL and HL students are invited to attend a Sixth Form Languages Conference at the University of Kent each year. Students take part in lectures and workshops in French, German and Spanish aimed at improving language skills and cultural understanding. They also attend lectures from university professors and students.

#### Standard Level

External assessment:

Paper 1: Writing 1 hr 15 (25%)

Paper 2: Receptive skills: -

Listening comprehension 45 mins

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 15 min preparation time (25%)

#### Higher Level

External assessment:

Paper 1: Writing 1 hr 30 (25%)

Paper 2: Receptive skills: -

Listening comprehension 1 hr

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 20 min preparation time (25%)



Head of Languages Faculty: Mrs A Radix Head of Japanese: Ms M Myers

## Aims of the course

The ab initio course is available in Japanese. The overall objective is for students to achieve communicative competence in a variety of everyday situations. To promote this, the four skills of listening, speaking, reading and writing will be regularly practised so that students develop their ability to both understand and use the written and spoken word.

Learning a foreign language provides the opportunity for enjoyment, creativity and intellectual stimulation. We will encourage an awareness and appreciation of the different perspectives of people from other cultures.

The aim of the ab initio course is to promote the idea that learning a language is more than a school subject and to encourage students to continue to use their language skills independently after the course.

## Course outline

The course focuses on everyday situations and aspects of the culture related to them. This ensures that the appropriate emphasis is placed on communication. The course is organised into topic areas which provide the teacher and the student with a context in which communicative functions and grammatical structures and vocabulary can be practised. Topics studied include the following:

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Personal attributes, personal relationships, eating and drinking, physical well being

Daily routine, leisure, holidays & tourism, festival & celebrations

Transport, entertainment, media, technology

Neighbourhood, education, the workplace, social issues

Climate, physical geography, global issues, environment

### Assessment

#### External assessment:

Paper 1: Writing 1 hr (25%)

Paper 2: Receptive skills

Listening comprehension 45 min

Reading comprehension 1 hr (50%)

#### Internal assessment:

Individual oral 7-10 min + 15 min preparation time (25%)

This is an intensive language learning course which will enable committed students to achieve a very high standard by the end of the two years. During the course, visiting the target language country to practise language skills acquired is therefore highly recommended.

#### University opportunities:

An ab initio language can be continued to a higher level at university and languages can also be combined with a wide variety of other subjects in joint honours courses.

#### Apprenticeship opportunities:

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.



Head of department: Mrs C Howard-Lubendo

We advise students with grade 7/8/9 at GCSE to choose standard or higher level, rather than an ab initio qualification in a language previously studied at GCSE.

## Aims of the course

The ab initio course is available in Spanish. The overall objective is for students to achieve communicative competence in a variety of everyday situations. To promote this, the four skills of listening, speaking, reading and writing will be regularly practised so that students develop their ability to both understand and use the written and spoken word.

Learning a foreign language provides the opportunity for enjoyment, creativity and intellectual stimulation. We will encourage an awareness and appreciation of the different perspectives of people from other cultures.

The aim of the ab initio course is to promote the idea that learning a language is more than a school subject and to encourage students to continue to use their language skills independently after the course.

## Course outline

The course focuses on everyday situations and aspects of the culture related to them. This ensures that the appropriate emphasis is placed on communication. The course is organised into topic areas which provide the teacher and the student with a context in which communicative functions and grammatical structures and vocabulary can be practised. Topics studied include the following:

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Personal attributes, personal relationships, eating and drinking, physical well being

Daily routine, leisure, holidays & tourism, festival & celebrations

Transport, entertainment, media, technology

Neighbourhood, education, the workplace, social issues

Climate, physical geography, global issues, environment

## Assessment

### External assessment:

Paper 1: Writing 1 hr (25%)

Paper 2: Receptive skills

Listening comprehension 45 min

Reading comprehension 1 hr (50%)

### Internal assessment:

Individual oral 7-10 min + 15 min preparation time (25%)

This is an intensive language learning course which will enable committed students to achieve a very high standard by the end of the two years. During the course, visiting the target language country to practise language skills acquired is therefore highly recommended.

### University opportunities:

An ab initio language can be continued to a higher level at university and languages can also be combined with a wide variety of other subjects in joint honours courses.

### Apprenticeship opportunities:

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.



We advise students with grade 7/8/9 at GCSE to choose standard or higher level

Head of Spanish: Mrs C Howard-Lubendo

## Aims of the course

Standard and higher level courses are available in Spanish. Students following this course will be expected to have studied the relevant language successfully to GCSE level. Students will be equipped with the necessary skills to be successful in the target language in both social and professional contexts: the higher level course also aims to prepare students for the study of Spanish in Higher Education.

At both standard and higher level, students learn to communicate in the target language in familiar and unfamiliar contexts. They describe situations, narrate events, make comparisons, explain problems and state and support their personal opinions on a variety of topics relating to course content. The distinction between standard and higher level can be seen in the level of competency the student is expected to develop in the four skill areas of listening, speaking, reading and writing.

Learning a language is intellectually stimulating and we aim to promote the enjoyment of language learning. We also aim to raise students' awareness of the links between languages and different cultures.

## What skills will you gain?

At the heart of the courses are the three central elements of language, texts and cultural awareness. Students will be able to recognise, understand and produce a number of different types of texts to suit specific social and linguistic purposes.

## Course outline

The study of two literary works originally written in the target language is required only at Higher level.

### Themes

Identities

Experiences

Human Ingenuity

Social Organisation

Sharing the Planet

### Topics

Health & well-being, beliefs & values, lifestyles, subcultures, language & identity

Leisure, customs & traditions, holidays & travel, migration, life stories

Communication & media, technology, scientific innovation, entertainment, artistic

Social relationships, education, the working world, community, social engagement, law & order

The environment, globalisation, human rights, peace & conflict, equality, ethics, urban & rural environment

## Assessment

Students will be assessed on their understanding of three interrelated areas: language, cultural interaction and message. Both standard and higher levels are assessed in the April/May of Year 13. Formal assessment includes external examinations and internal assessment (see below).

## University opportunities

Students who wish to study a language at university are advised to take it for higher level. A higher level language (as a facilitating subject) could also help you secure a place on a range of courses from accountancy to engineering to philosophy. Languages can also be combined with a wide variety of other subjects in joint honours courses. Students who have previously studied HL languages at Dane Court have gone on to study International relations & Chinese at Goldsmiths (33 points), Chemistry at King's College (34 points), Psychology at Birmingham (32 points), Engineering at UEA (32 points) and Modern Languages at Southampton (32 points). In addition, it is possible to combine STEM with languages in the sixth form. Here are some success stories where studying a language did not hold them back from a STEM degree/career:

“I have an ex-student who did a mix of STEM and MFL at A-level. She went on to graduate with an MSci in chemistry with modern languages and has just started a PhD funded by DSTL (Defence Science and Technology Labs), which is an executive agency of the MoD”

## Apprenticeship opportunities

Students who enjoy languages may think about a higher or degree level apprenticeship to train in the areas of aviation operations, nursing, event operations, international trade/logistics operations or HM Forces.

## Extra curricular opportunities

Year 12 SL and HL students are invited to attend a Sixth Form Languages Conference at the University of Kent each year. Students take part in lectures and workshops in French, German and Spanish aimed at improving language skills and cultural understanding. They also attend lectures from university professors and students.

### Standard Level

External assessment:

Paper 1: Writing 1 hr 15 (25%)

Paper 2: Receptive skills: -

Listening comprehension 45 mins

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 15 min preparation time (25%)

### Higher Level

External assessment:

Paper 1: Writing 1 hr 30 (25%)

Paper 2: Receptive skills: -

Listening comprehension 1 hr

Reading comprehension 1 hr (50%)

Internal Assessment:

Individual oral 12-15 min + 20 min preparation time (25%)

Head of department: Mrs Frances Gallantree

The Environmental Systems and Societies course combines the skills from Biology and Geography but also includes Economics, Philosophy and Politics. Students do not need a GCSE in Biology or Geography to do the course, although both are beneficial.

Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. Students will also gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

In order to be successful students need to be willing to develop thinking skills, social skills, communication skills, self-management and independent research skills, as well as be confident in their use of statistics to analyse and interpret practical work.

## Course outline

The Environmental Systems & Societies (ESS) course is offered at standard level only and is a transdisciplinary subject ie Group 3 or 4. Students taking this subject can have greater flexibility in their subject choices for the Diploma.

The ESS curriculum includes three unifying concepts that are revisited throughout the course: perspectives; systems; sustainability.

## Syllabus content

Topic 1: Foundation

Topic 2: Ecology

Topic 3: Biodiversity and conservation

Topic 4: Water

Topic 5: Land

Topic 6: Atmosphere and climate change

Topic 7: Natural Resources

Topic 8 : Human populations and urban economics

## Experimental Programme

Practical work

Collaborative sciences project

Scientific investigation



## Assessment outline

Component	Weighting/%	Description
Paper 1	25	This one hour exam is a case study based paper. Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions are based on the analysis and evaluation of the data in the case study.
Paper 2	50	This two hour exam consists of a combination of short-answer, data-based, and essay questions. Section A is made up of short-answer and data based questions. Section B requires students to answer structured essay questions. there is a limited amount of choice
Individual Investigation	25	The individual investigation is an open ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3000 words.

## Careers links

The main topics, in this standard level subject, are studied on both a local and global scale and prepare students for further study in areas such as Environmental Sciences/Management, Biogeography, International relations, Environmental Law, Environmental Engineering and Agriculture.

However, given the multidisciplinary approach of this (biological, geographical, political, economic and social) course, studying ESS will give students a wide range of transferable skills that will support any career pathway. In addition, sustainability is a huge growth area in both universities and the employment sphere. Companies are increasingly looking for employees who can show awareness of environmental issues.



Head of department: Ms C Diffley

“On this earth we are all given a limited amount. Economists call this scarcity. We all try to make the most out of what we have, and this is what economics is all about. Essentially, we are all students of economics, consciously or unconsciously. An economics student is merely doing it with intention. In short, a person should study economics to make more out of their own life” Carter McClung

Economics is an exciting, dynamic science that allows students to develop an understanding of the complexities and interdependence of economic activities in a rapidly changing world. Through the study of theories and modeling of economic behaviours, students learn the questions to ask and develop their own schema to answer how we can best shape the future.

At the heart of economic theory is the problem of scarcity leading to choices having to be made. Choices made by economic agents (consumers, producers and governments) generate positive and negative outcomes and these outcomes affect the relative well-being of individuals and societies. As a social science, economics examines these choices using models and theories, applied to real world current issues, that they are encouraged to research themselves. Students are also encouraged to think about their role in driving and delivering change as responsible and open minded global citizens.

Economics is a foundation of many aspects of modern life and understanding the principles of economics not only develops problem solving skills but also gives insight into many other study disciplines. As such, economics is informed by and informs for example,, Maths,English, Finance, Geography, Psychology, Anthropology, Computers and technology, Environmental Studies and Politics and Business. In comparison with equivalent A-level curriculum the IB course provides students with a significantly more diverse course; grounded in real world economic problems that will be the challenge of future generations.

## Areas of study include:

- Introduction to Economics – learning about the underpinning concepts of economics, the economic problem and history of economic thought and key theorists such as Adam Smith and Maynard Keynes
- Microeconomics – learning about the laws of supply and demand, elasticities and competitive markets. Market failure and subsequent government interventions.



- Macroeconomics – considering the wider economic picture such as aggregate supply and demand, policy objectives and methods including monetary, fiscal and supply side to tame inflation, improve well-being and economic growth, whilst tackling inequality and poverty.
- The Global Economy – focusing on a worldwide economic perspective and interconnectedness and economic tools that can be used to optimise outcomes, including trade protectionism and liberalisation, trading bloc, exchange rates and sustainable development.

## Assessment

The course is assessed through Internal Assessment and external examination.

- Internal Assessment (IA)
  - Students are required to produce a portfolio of three commentaries (micro, macro and global) based on published extracts from the news media using the key concepts as a lens considering m. Students are expected to spend up to 20 hours on their IAs and it is worth 20% of the Higher Level qualification.
- Extended Essay – an extended piece of independent inquiry into a global issue.
- External Assessment  
For Higher Level Economics there are three examination papers.
- Paper 1 is a 1 hour and 15 minute paper worth 20%. This paper requires the student to provide essay answers to demonstrate knowledge and understanding from across the 2 years of study. Application, analysis and evaluation of key concepts and models are demonstrated through the use of real world examples.
- Paper 2 is data response questions. Worth 30% of the overall grade, students are provided with an extensive case study and data and are given 1 hour 45 minutes to conduct a series of calculations and use of diagrams and explanations.
- Paper 3 requires both quantitative and qualitative techniques to analyse and evaluate economic relationships and provide informed policy advice. This paper is 1 hour and 45 minutes and is worth 30% of the grade.

Progression – Students can progress to higher level apprenticeship or university to follow a number of different career pathways including Being an economist and informing Government Policy, Business Consultancy, Investment Banking, Wealth Management, Think Tanks and Advocacy and Politics.

Head of Department: Mr M Hutchings

“Geography is the only subject that has given me the skills to interpret and understand reality in a way I could not imagine before and that will remain for life.”

A student at the British School of Rio de Janeiro (2013)

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and physical processes in both time and space. It seeks to identify trends and patterns in these interactions. It also investigates the way in which people adapt and respond to change, and evaluates actual and possible management strategies associated with such change. Geography describes and helps to explain the similarities and differences between different places. These may be defined on a variety of scales and from the perspectives of a different range of actors, with varying powers over decision-making processes.

## Course Outline

Core (SL and HL)	Options (SL study two options and HL study three)	Core extension (HL only)
<p>Geographic perspectives – global change</p> <p>Population distribution – changing population</p> <p>Global climate – vulnerability and resilience</p> <p>Global resource consumption and security</p>	<p>Freshwater – drainage basins</p> <p>Oceans and coastal margins</p> <p>Extreme environments</p> <p>Geophysical hazards</p> <p>Leisure, tourism and sport</p> <p>Food and health</p> <p>Urban environments</p>	<p>Geographic perspectives – global interactions</p> <p>Power, places and networks</p> <p>Human development and diversity</p> <p>Global risks and resilience</p>

Opportunities are given throughout the course to enable student learning through practical fieldwork, including a two day residential trip. The higher level course consists of 220 hours of externally assessed taught theory and 20 hours of fieldwork based investigation; the standard level course consists of 130 hours of externally assessed taught theory and 20 hours of fieldwork based investigation.

Assessment: Higher level	Assessment: Standard level
<p>External assessment (80%)</p> <p>Paper 1 Option Themes (2hr 15mins) 35%</p> <p>Paper 2 Core (1hr 15mins) 25%</p> <p>Paper 3 Core extension (1hr) 20%</p> <p>Internal assessment 2,500 word fieldwork report 20%</p>	<p>External assessment (75%)</p> <p>Paper 1 Option Themes (1hr 30mins) 35%</p> <p>Paper 2 Core (1hr 15mins) 40%</p> <p>Internal assessment 25%</p>

## Careers

“The knowledge and transferable skills that geographers gain from their degree studies are highly relevant to the workplace and I am delighted to say that geography graduates experience some of the lowest levels of graduate unemployment. You will find geographers working in every sector of the economy including the City, local businesses, not-for-profit organisations, leading highly relevant research or as key decision makers in local and national government.

Studying geography also helps us to understand many of the issues we face in Britain and globally, such as how we might respond to the impact of climate change or be better prepared for natural hazards. It is the new research undertaken by geographers that is informing the debate about these challenges and helping us to navigate through the world’s geographically complex people, places and environments.”

Nick Crane  
President, RGS-IBG



Teachers: Mr G Richardson and Ms A McGinn

## Aims of the course

The 21st century is characterised by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens.

The aims of the global politics course at SL and HL are to enable students to:

- Understand key political concepts and contemporary political issues in a range of contexts
- Develop an understanding of the local, national, international and global dimensions of political activity
- Understand, appreciate and critically engage with a variety of perspectives and approaches in global politics
- Appreciate the complex and interconnected nature of many political issues, and develop the capacity to interpret competing and contestable claims regarding those issues.

## Course outline

The course consists of 4 core units: Power, sovereignty and international relations, Human rights, Development and Peace and conflict.

Students also undertake an Engagement Activity in which they choose a political issue of particular interest to them, conduct academic research into the issue and seek to actively engage in addressing the issue from a local or national level.

HL students also conduct 2 in depth case studie presentations on 2 of the following themes: Environment, Poverty, Health, Identity, Borders and Security



## Assessment outline

Students complete 3 exams:

Paper 1 :

Stimulus-based paper based on a topic from one of the four core units

Four compulsory short-answer/structured questions

Paper 2:

Extended response paper based on the four core units

Students must write two essays from a choice of eight, each selected from a different core unit.

**Paper 3 (HL only).**

This new component will be a stimulus-based paper linked to the HL extension inquiries around global political challenges. Students will be able to use knowledge and evidence gathered from their own researched case studies to respond to the questions.

**Engagement Activity (Internally assessed)** Presentation and written report

## Careers links

The skills developed in Global Politics are transferable to a whole host of careers that relate to critical thinking, evaluation and analysis, for example: Politics, Law, Journalism, Humanitarian work, Business Management, Teaching and Social work





Head of Department: Mr A Baker

## Aims of the course

We live in an increasingly globalized world and events in a completely different region will impact upon our lives significantly. History at Dane Court aims to provide students with a broad knowledge and understanding of what happened in the 20th century studying some of the events in South Africa, the USA, China, Germany and Russia. In addition we study international relations during the Cold War. All of this provides a great basis for understanding many aspects of the world we live in today. Students will be encouraged to think in a global context rather than seeing History from a solely Euro-centric viewpoint. They will be challenged to examine a variety of attitudes and perspectives to understand how cultural and other factors impact upon Historical enquiry. The previous study of GCSE History will be of great benefit to students who take this course, although in exceptional circumstances we will consider applications of those who have not. The most important quality you can bring to lessons is an open, enquiring mind and a determination to work hard.

## Course Outline

### Standard Level

#### Paper 1: Rights and protest

Case study 1-The civil rights movement in the USA 1954-65 (Martin Luther King, Malcolm X and the struggle for Afro-American civil rights).

Case study 2-Apartheid South Africa 1948-64 (Apartheid; protests; Nelson Mandela and Albert Luthuli).

#### Paper 2: World History Topics

Topic 10 – Authoritarian States (20th Century)

Mao's China and Hitler's Germany.

Topic 12 – The Cold War

The origins, developments and end of the Cold War, including crises such as the Cuban Missile Crisis and leaders such as Reagan and Gorbachev.

#### Historical Internal Assessment (coursework)

An essay (max 2,200 words) on a topic of the students' choice arising from the course. This is a great opportunity for students to explore in greater depth an area that they find interesting from a topic within the syllabus (an Extended Essay on History would be an opportunity to explore other topics).

Higher Level (In addition to the above):

Paper 3: Aspects of the History of Europe

Topic 12 – Imperial Russia, revolutions and the emergence of the Soviet State  
1855 – 1924

This will allow students to understand the context within which a Communist revolution altered the course of Russian history, and will afford one half of the study of an area across over a century.

Topic 16 – The USSR and post-Soviet Russia 1924 – 2000

This will complete the picture for Russian History taking our study up to Putin coming to power. It will also complement the work done for Paper 2.

## Assessment

Written Papers – 5 hours in total (HL), 2 hours 30 mins in total (SL)

All students do Papers 1 & 2 and the Historical Investigation. To achieve the Higher Level, students will also take Paper 3.

- Paper 1 – Source analysis – Four short-answer/ structured questions. 1 hour.
- Paper 2 – Two essays from a choice. 1 hour 30 mins.
- Historical Investigation – on the student's choice, internally assessed and externally moderated.
- Paper 3 – Three essays from a choice. 2 hours 30 mins.

## Careers links

History is recognised as equipping students with the skills of analysis, evaluation, argument and organisation. It is therefore useful for many careers. However it is seen especially relevant for lawyers, police, journalism, the civil service, business management, teaching, politics, archivists and heritage management.



Head of department: Greg Richardson

## Aims of the course

The aim of the IB Philosophy is to empower students to engage in 'doing philosophy'. This is more than a 'history of philosophy' course. It is designed to develop students who are intellectually curious and wish to think critically about the information they are given. Students will be encouraged to draw on their own experiences and perspectives to evaluate and assess the arguments of philosophers from ancient Greece all the way to contemporary thinkers. They will explore a range of questions regarding human nature to ascertain what it is that makes us 'human'. They will learn about numerous ethical theories, apply them to modern issues such as abortion and euthanasia to evaluate whether 'right and wrong' are absolutes. They will determine whether it is possible to prove or disprove the existence of God. Most importantly they will see how all of these questions are relevant and fundamental in understanding and affecting the world around them.

## Course Outline

Core Theme—What makes us Human? (HL and SL)

- Rationalism and Empiricism
- Existentialism, Free Will and Determinism
- Natural Law and the Social Contract
- Identity and the self
- The Mind, the Body and Dualism
- Personhood and moral rights – do animals and robots deserve them?

Optional Theme 1. Philosophy of Religion (HL and SL)

- The Philosophical God vs. The Religious God
- Logic based arguments for and against God—Cosmological, Ontological, Teleological
- Arguments based on miracles, experience and morality
- The Problem of Evil
- Religious Language

Optional Theme 2. Ethics (HL only)

- Utilitarianism
- Virtue ethics and Aristotle's Golden Mean
- Meta –Ethics
- Deontology – duty based ethics
- Applied ethics – how do these theories work in modern debates around abortion, euthanasia etc.

The Prescribed Text (HL and SL)

Rene Descartes Meditations

Paper 3—The Unseen Text (HL only)

What is the purpose of philosophy and does it still have relevance today?

## External Assessment

HL – Paper One (Core Theme + Two optional Themes) – 40%. Paper 2 (Prescribed Text) – 20%. Paper 3 (Unseen Text) 20%  
SL – Paper One (Core Theme + One optional Themes) – 50%. Paper 2 (Prescribed Text) – 25%

Internal Assessment – HL 20% / SL – 25%

Both the Standard and Higher level pupils must complete an Internal Assessment as part of their Philosophy course. The beauty of the philosophy course work is that it is entirely at the students discretion what they write about. They must pick a non-philosophical stimulus (such as a film, book, song or picture) and explore the philosophical concepts that they believe are prevalent in the piece.

For example:

- Are the Hunger Games ethical from a Utilitarian standpoint?
- How do the lyrics of Marilyn Manson's 'The Reflecting God' allow us to explore the problem of evil?
- What can Frodo and Lord of the Rings teach us about Duty?
- Is the Joker the embodiment of existential ideals?
- Do Zombies in The Walking Dead have Personhood?

## Careers

The skills developed within philosophy are transferable to a whole host of degrees and as such philosophy is an ideal qualification for any career where critical thinking and evaluation of information is essential. Students who have studied philosophy go on to work in a wide range of industries such as journalism, law, human rights activism, medicine and health care, social work and politics.



Head of department: Mr J Rye

## Aims of the course

Psychology allows students to critically explore human mental processes and behaviour from a balanced multidisciplinary perspective as no single approach can explain the complexity of human behaviour. Students can then utilise their psychological understanding to be reflective about their own behaviour, cognition, and role in society. This encourages students to be more globally aware, open-minded, analytical thinkers, and principled in their actions.

Ultimately, this course equips students to be resourceful and focus on Psychology in the real world, allowing them to appreciate the diversity as well as the commonality between their own behaviour and that of others. The end result will be an understanding and application of knowledge to explain behaviours displayed by themselves and others in diverse settings in the real world. We also aim to instil a love of the subject and a desire to continue exploring Psychology beyond the sixth form.

## Course outline

### Core approaches to Psychology

- Biological approach
  - Brain, Hormones and pheromones, Genetics and evolution
  - (HL only) Value and ethics of animal research
- Cognitive approach
  - Cognitive processing, Reliability of cognitive processing, Influence of emotion on cognition
  - (HL only) Influence of modern digital technology on cognitive processing
- Sociocultural approach
  - The individual and the group, Cultural origins of behaviour, Cultural influences on individuals
  - (HL only) Influence of globalisation on individual behaviour

### Application of Psychology options

- The Psychology of Human Relationships (HL and SL)
  - Personal relationships, Group dynamics
- Developmental Psychology (HL only)
  - Developing as a learner, Influences on cognitive and social development



## Research methods and ethical considerations

- Approaches to conducting Psychological research
  - Methods, Participant sampling, Ethical considerations, Generalisability, Credibility, Bias
- Testing a theory of memory
  - Understanding the memory theory, Replicating an experiment to test the theory, Statistical analysis of collected data, Discussion of results, Evaluation of the conducted experiment

## Assessment outline

### Higher Level

- Paper 1 (Core approaches to Psychology) - 40%
- Paper 2 (Application of Psychology: Relationships and Developmental) - 20%
- Paper 3 (Approaches to conducting Psychological research) - 20%
- Internal assessment (Testing a theory of memory) - 20%

### Standard Level

- Paper 1 (Core approaches to Psychology) - 50%
- Paper 2 (Application of Psychology: Relationships) - 25%
- Internal assessment (Testing a theory of memory) - 25%

## Careers links

The skills developed as a result of studying Psychology are transferable to a wealth of different careers, both within Psychology as a discipline and applied in wider careers. Therefore, Psychology is an ideal qualification for any career where understanding behaviour, communication, and thinking critically are essential. Examples of careers where studying Psychology is required/beneficial could be in neuroscience, education, law enforcement, the legal profession, medicine, academia, therapy, sports and exercise, business, and forensics.



Head of department: Miss J Vincent

## Aims

- 1.To explore the characteristics and complexities of social and cultural life
- 2.To develop new ways of thinking about the world that demonstrates the interconnectedness of local, regional and global processes and issues
- 3.To foster an awareness of how cultural and social contexts inform the production of anthropological knowledge

## Course outline

The course is organised into three parts:

Part 1: Engaging with anthropology through the exploration of concepts such as belief, change, materiality, power, social relations and symbolism

Part 2: Engaging with ethnography through nine areas of inquiry which may include classifying the world, conflict, development, production, exchange and consumption

Part 3: Engaging in anthropological practice involving internal assessment with SL students conducting an observation and critique exercise whilst HL students carry out their own fieldwork

Assessment	Standard level	Higher level
Paper 1 – questions on an unseen text relating to part 1 ‘engaging with anthropology’	Three compulsory questions based on an unseen text and one compulsory question on one of the six “big” anthropological questions from part 1 of the course1hr 30 mins (40%)	Section A: Three compulsory questions based on an unseen text and one compulsory question on one of the six “big” anthropological questions from part 1 of the courseSection B: HL extension – anthropological ethics. One compulsory question based on one of two stimuli (visual and written)2hrs (30%)





<p>Paper 2 – questions based on part 2 ‘engaging with ethnography’</p>	<p>Section A: one compulsory question requiring students to make connections between a key concept, area of inquiry and real-world issue Section B: nine areas of inquiry, each containing two questions; students choose one question which must not be the same area of inquiry used in section A 1hr 30 mins (40%)</p>	<p>Section A: one compulsory question requiring students to make connections between a key concept, area of inquiry and real-world issue Section B: nine areas of inquiry, each containing two questions; students choose two questions from two different areas of inquiry which must be the same as the area of inquiry used in section A 2hrs 30 mins (45%)</p>
<p>Internal assessment – tasks based on part 3 ‘engaging in anthropological practice’</p>	<p>Four compulsory activities: 1. Observation report 2. Methodological and conceptual extension of initial fieldwork 3. Second fieldwork data collection and analysis 4. Critical reflection 20hrs (30%)</p>	<p>Three compulsory activities: 1. Fieldwork proposal form 2. Critical reflection 3. Research report and reflection 60 hrs (25%)</p>

## University opportunities:

Entry requirements to study Anthropology degrees tend to be quite flexible, depending on the type of Anthropology studied. For Forensic Anthropology, you might need to have good grades in Mathematics and science subjects, particularly Biology but for the Sociocultural type there may just be a preference for good grades in English Language, the Humanities or Social Sciences

## Apprenticeship opportunities:

Anthropology can open up apprenticeship opportunities in fields as diverse as advertising, central or local government and politics, conservation, counselling, human resources, nursing, social work, sales and marketing



Head of department: Mr T Howard

“Biology at Dane Court aims to develop Students ability to understand and remember the large amount of substantive knowledge that underpins the subject, analyse complex information and apply their knowledge to a variety of different scenarios. We want our students to be open minded to discussion of practical, moral and ethical issues in Biological science in the wider world. We aim to provide an environment that challenges our students to strive for their best. Most importantly, we want them to enjoy Biology.”

## Aims of the course

It is the aim of all the Diploma Programme experimental science courses and in particular of Biology to:

- provide opportunities for scientific study and creativity within a global context that will stimulate and challenge students
- provide a body of knowledge, methods and techniques that characterize biology and the biological sciences
- enable students to apply and use a body of knowledge, methods and techniques that characterize science and technology
- develop an ability to analyse, evaluate and synthesise scientific information
- engender an awareness of the need for, and the value of, effective collaboration and communication during scientific activities
- develop experimental and investigative skills
- develop and apply the students' information and communication technology skills in the study of science
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with science and scientists
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

The HL Biology course also provides a sound foundation for further study of Biology at University.

## Overview of the new course

A relevant and effective biology education needs to reflect societal change with a greater focus on skills and the interconnectedness of concepts, contexts and content, and facilitate deep learning and student understanding. Developments have taken place to address these needs.

The biology curriculum is built on four broad organising themes, each comprising two concepts, together with four levels of organisation.

## Conceptual learning

The course aims to develop understandings that connect factual, procedural and metacognitive knowledge and recognizes the importance of connecting learning with conceptual understanding. This includes a non-linear, ongoing process of adding new knowledge, evolving understandings and identifying misconceptions. Conceptual understanding will enable students to be aware and critical of their own knowledge, and to transfer and apply skills and understandings to new or different contexts.

By following the course, students will have engaged with the attributes of the IB learner profile. For example, the requirements of the internal assessment provide opportunities for students to develop every aspect of the profile.

## Assessment Outline

Internal Assessment: 20% (SL and HL) – Coursework on practical based research and data collection

## Exams

End of year 13:

Paper 1A includes multiple-choice questions on the syllabus and paper 1B includes data-based questions that are syllabus related, addressing all themes. HL – 2 Hours SL – 1 Hour 30 minutes

Paper 2A includes data-based questions from unfamiliar contexts and short-answer questions.

Paper 2B includes extended-response questions that focus on holistic knowledge and understanding of a wide range of syllabus content, skills, concepts and understandings. HL – 2 Hours 30 mins SL – 2 Hours

## Careers Links:

- [Academic researcher](#)
- [Biotechnologist](#)
- [Higher education lecturer](#)
- [Marine biologist](#)
- [Microbiologist](#)
- [Nanotechnologist](#)
- [Nature conservation officer](#)
- [Pharmacologist](#)
- [Research scientist \(life sciences\)](#)
- [Scientific laboratory technician](#)
- [Secondary school teacher](#)
- [Soil scientist](#)
- [Teaching laboratory technician](#)

## Jobs where your degree would be useful:

- [Anatomical pathology technologist](#)
- [Clinical scientist, cardiac sciences](#)
- [Dental technician](#)
- [Dentist](#)
- [General practice doctor](#)
- [Genetic counsellor](#)
- [Neuroscientist](#)
- [Science writer](#)
- [Veterinary nurse/Vet](#)
- [Zoologist](#)



Head of department: Dr M Green

## Aims of the course

This course is an introduction to modern chemistry and its uses, and combines academic study with the acquisition of practical and investigational skills. The higher level chemistry course teaches the skills and concepts that are required in order to study chemistry at university or many other courses in higher education, such as medicine, veterinary medicine, biological science, biochemistry, chemical engineering and environmental science, and also serves as useful preparation for employment.

## Course outline

Students at both standard level and higher level undertake a common core syllabus and a common internal assessment. Students at higher level, however, are required to study some topics in greater depth. The distinction between standard level and higher level is one of breadth and depth.

Higher level and standard level students will study the following 6 core topics:

1. The particulate nature of matter
2. Models of bonding and structure
3. Classification of matter
4. What drives chemical reactions?
5. How much, how fast and how far?
6. What are the mechanisms of chemical change?

## Assessment

Both standard level and higher level chemistry students are assessed by two examination papers at the end of the course (80%) and an internally assessed practical investigation at the end of year 12 (20%).

Paper 1 consists of multiple choice questions and data analysis questions

Paper 2 consists of short-answer and extended response questions

The internal assessment is a fantastic opportunity for students to delve further into an area of chemistry that interests them. With guidance from staff, students choose their own individual area of research then design, carry out, analyse and evaluate an entire practical investigation.

## Career opportunities

Students who wish to study Chemistry, Medicine, Dentistry or Veterinary Medicine at university are required to study chemistry at higher level. Students who enjoy chemistry may think about studying for a degree to train as a research scientist. They may also consider studying for a degree

apprenticeship sponsored by the science, engineering or manufacturing industries.



Head of department: Mr S Lycett

The IB DP computer science HL and SL course requires an understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. The course, underpinned by conceptual thinking, draws on a wide spectrum of knowledge, and enables and empowers innovation, exploration and the acquisition of further knowledge. Students study how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved. During the course the student will develop computational solutions to problems.

The aims of the computer science HL courses are to:

- provide opportunities for study and creativity within a global context that will stimulate and challenge students developing the skills necessary for independent and lifelong learning
- provide a body of knowledge, methods and techniques that characterise computer science
- enable students to apply and use a body of knowledge, methods and techniques that characterise computer science
- demonstrate initiative in applying thinking skills critically to identify and resolve complex problems
- engender an awareness of the need for, and the value of, effective collaboration and communication in resolving complex problems
- develop logical and critical thinking as well as experimental, investigative and problem-solving skills
- develop and apply the students' information and communication technology skills in the study of computer science to communicate information confidently and effectively
- raise awareness of the moral, ethical, social, economic and environmental implications of using science and technology
- develop an appreciation of the possibilities and limitations associated with continued developments in IT systems and computer science
- encourage an understanding of the relationships between scientific disciplines and the overarching nature of the scientific method.

This will involve the ability to:

- identify a problem or unanswered question
- design, prototype and test a proposed solution
- liaise with clients to evaluate the success of the proposed solution and make recommendations for future developments.



Computational thinking involves the ability to:

- think procedurally, logically, concurrently, abstractly and recursively
- utilise an experimental and inquiry-based approach to problem solving
- develop algorithms and express them clearly
- appreciate how theoretical and practical limitations affect the extent to which problems can be solved computationally.

## Standard Level

Paper 1 – 45%

Paper 2 – 25%

Internal assessment – 30%

## Higher Level

Paper 1 – 40%

Paper 2 – 20%

Paper 3 – 20%

Internal assessment – 20%

## SL/HL core

The topics that must be studied, including some practical work, are:

Topic 1: System fundamentals

Topic 2: Computer organisation

Topic 3: Networks

Topic 4: Computational thinking, problem-solving and programming

## HL extension

The topics that must be studied, including some practical work, are:

Topic 5: Abstract data structures

Topic 6: Resource management

Topic 7: Control

## Case study

Additional subject content introduced by the annually issued case study

## SL/HL core and HL extension

Object-oriented programming (OOP)

## Internal assessment Solution

Practical application of skills through the development of a product and associated documentation

Head of department: Mrs Frances Gallantree

The Environmental Systems and Societies course combines the skills from Biology and Geography but also includes Economics, Philosophy and Politics. Students do not need a GCSE in Biology or Geography to do the course, although both are beneficial.

Students' attention will be constantly drawn to their own relationship with their environment and the significance of choices and decisions that they make in their own lives. Students will also gain an appreciation of the global diversity of environments and ecosystems, cultural and historical differences in attitudes to the environment, and differing perspectives on sustainability.

In order to be successful students need to be willing to develop thinking skills, social skills, communication skills, self-management and independent research skills, as well as be confident in their use of statistics to analyse and interpret practical work.

## Course outline

The Environmental Systems & Societies (ESS) course is offered at standard level only and is a transdisciplinary subject ie Group 3 or 4. Students taking this subject can have greater flexibility in their subject choices for the Diploma.

The ESS curriculum includes three unifying concepts that are revisited throughout the course: perspectives; systems; sustainability.

## Syllabus content

Topic 1: Foundation

Topic 2: Ecology

Topic 3: Biodiversity and conservation

Topic 4: Water

Topic 5: Land

Topic 6: Atmosphere and climate change

Topic 7: Natural Resources

Topic 8 : Human populations and urban economics

## Experimental Programme

Practical work

Collaborative sciences project

Scientific investigation





## Assessment outline

Component	Weighting/%	Description
Paper 1	25	This one hour exam is a case study based paper. Students will be provided with a range of data in a variety of forms relating to a specific, previously unseen case study. Questions are based on the analysis and evaluation of the data in the case study.
Paper 2	50	This two hour exam consists of a combination of short-answer, data-based, and essay questions. Section A is made up of short-answer and data based questions. Section B requires students to answer structured essay questions. there is a limited amount of choice
Individual Investigation	25	The individual investigation is an open ended task in which the student gathers and analyses data to answer their own formulated research question. The outcome of the investigation will be assessed through the form of a written report. The maximum overall word count for the report is 3000 words.

## Careers links

The main topics, in this standard level subject, are studied on both a local and global scale and prepare students for further study in areas such as Environmental Sciences/Management, Biogeography, International relations, Environmental Law, Environmental Engineering and Agriculture.

However, given the multidisciplinary approach of this (biological, geographical, political, economic and social) course, studying ESS will give students a wide range of transferable skills that will support any career pathway. In addition, sustainability is a huge growth area in both universities and the employment sphere. Companies are increasingly looking for employees who can show awareness of environmental issues.



Head of Department: Kate Leese

## Aims of the course

The aim of this course is to stimulate your interest in the study of Food, from a molecular and microscopic level, through to the development of new products and technologies and wider issues. This is an applied science subject which will make links with all three of the other sciences and therefore equally can work as an accompaniment or alternative choice to the other science subjects on offer. The course covers many different aspects of Food as a nutrient and a functional ingredient, its safety, quality and place in manufacture from sensory attributes to packaging and ethical issues associated with it. Risk assessment and food safety is crucial in working with food and our students will study for a nationally recognised Level Two Food Hygiene qualification.

You do not need to have studied Food at GCSE to take this course. It is a Group 4 science at Standard Level, which links with many other subjects. Previous CP students who have also chosen to study Business or Sport have said how useful this subject has been in supporting their learning in CP subjects. Previous DP students have enjoyed taking Food as it fulfils the requirement for a group 4 subject and it also compliments both Biology or Chemistry.

Ultimately the course empowers students to appreciate the study of food for themselves, whilst considering the needs of people from different age groups and cultures in a world that is ever mindful of the fragility of the planet and its resources. We all have a vested interest in food as consumers and as human beings. Without it, we would not exist.

## Course Outline

This is a standard level course and is one of the Group Four Science subjects. This means that the subject will be taught as a science and some of the work will be carried out in a science laboratory. There will also be some opportunities to cook in the newly refurbished food room and to find out first hand how the ingredients react when they are combined and cooked and of course, how they look, smell and taste. The course is divided into four topic areas:

- Nutrition, including micro and macro nutrients; digestion and metabolism of food; nutritional awareness and responsibilities
- Materials and their Application, including functional properties of the nutrients; food additives and food fortification
- Food Quality, including food spoilage and food poisoning; organoleptic properties of food; food packaging and quality
- Food Process Engineering, including food processing methods, temperatures and their effects on colour, flavour and texture.



There are two teachers delivering the course, each with specific interests and skills, so the students will benefit from the knowledge of two subject specialists. Industrial links include visits to Gadds Brewery, Bakkavor (Kent Salads), Thanet Earth, Speciality Breads, and Cook Kitchen, where students can see the industry operating at first hand. We endeavour to make the course as interesting and varied as possible but most importantly, we want you to look forward to the lessons and to find it fun and rewarding.

## Assessment Outline

This Standard Level subject is assessed by two examination papers at the end of the course (80%) and an internally assessed practical investigation at the end of year 12 (20%).

Paper One: 1 Hour – consists of multiple-choice questions on core topics

Paper Two: 2 Hours – consists of short-answer and extended response questions on the core topics

Internal Assessment (IA): The internal assessment is a fantastic opportunity for students to delve further into an area of Food Science that interests them. With guidance from staff, students choose their own individual area of research then design, carry out, analyse and evaluate an entire practical investigation.

## Career Links

Opportunities in food related study at university are wide and varied. The food industry is keen to attract graduates as there is a national shortage of food technologists, dieticians and nutritionists. Salaries and career opportunities are excellent. Those who wish to study the subject because they enjoy it and see it as an attractive Group Four science option, will find that it dovetails well with other subjects. The course is relevant for both Diploma and Career Programme students. Food complements Business, Sport, Engineering, Information Technology and Health and Social Care. Because the food industry comprises large teams of specialists such as lawyers, accountants, production engineers, dieticians and food scientists, it also links well with many of the Diploma subjects.

## University Opportunities

- Dietetics, Nutrition Exercise and Human Health
- Consumer Behaviour
- Food Safety and Inspection
- Teaching
- New Product Development
- Psychology and Nutrition

<https://www.thecompleteuniversityguide.co.uk/league-tables/rankings/food-science>

<https://www.ntu.ac.uk/study-and-courses/courses/find-your-course/animal-rural-environmental-sciences/apprenticeships/2019-20/food-science-and-technology>

Apprenticeships:

Lincoln/Nottingham University – Food industry Technical Professional Degree Apprenticeship or other apprenticeships leading into exercise and health; nursing, food retail and marketing; advertising; food styling.

Head of department: Mr R Wade

## Standard or Higher Level?

At Higher Level topics are studied in significantly more detail and depth. There is also a much greater emphasis on calculations. Confidence in maths is an advantage for students taking HL Physics.

## Course Content

- 1.Space, time and motion
- 2.The particulate nature of matter
- 3.Wave behaviour
- 4.Fields
- 5.Nuclear and quantum physics

- 1.Rigid body mechanics
- 2.Relativity
- 3.Thermodynamics
- 4.Induction
- 5.Quantum physics

## Assessment

Standard Level (SL):

Paper 1	Paper 2
1 ½ hours	1 ½ hours
Multiple choice questions on core topics, Written questions on interpreting data, prescribed practicals and option topics.	Short answer and extended-response on core topics
36%	44%

Paper 1	Paper 2
2 hours	2 ½ hours
Multiple choice questions on core topics, Written questions on interpreting data, prescribed practicals and option topics.	Short answer and extended-response on core topics
20%	36%

### Internal Assessment (IA)

At both SL and HL the Internal Assessment (IA) is worth 20% of the final grade and has the same assessment criteria. Students are supported in lessons to research, plan and discuss their chosen research project. They then have a whole day to collect all their data, followed by a number of lessons to write up their analysis and evaluation sections. Comprehensive guidance is given throughout, both in terms of a written IA guide and through discussion with teachers. The IA is marked out of 24 by the teachers and externally moderated.

**Teaching** - Students studying SL Physics will have one teacher for 5 hours per fortnight. Students studying HL will be taught by two teachers for 4 hours each per fortnight. Each teacher will deliver separate topics. There will be intermittent tests throughout the year on the content that has been taught.

**Students** - To gain the most from the course students are expected to do the following: Take Notes – students should ensure they take clear, well presented notes during lessons. Often students will add additional information on the relevant page of the IB Physics Revision Guide. Organisation skills are very important.

Attendance – this will be monitored throughout the year. If a student misses a lesson they should ensure they catch up on the work missed.

Self-Study – the course content can be very demanding so it is important that students review the lesson in their own time. This will often be via homework but when homework is not set students should still look to reaffirm their knowledge.

**Physics club** – Every Monday after school the physics department offers a support group for all physics students. This is often used by our students to discuss problems they might not have been able to solve during their lessons during the week. Equally some students use this as an opportunity to discuss their interest in physics beyond the course. Some have gone as far as to organise an astronomy club for lower school students.

Finally, the teachers at this school teach Physics because they love the subject. There will be opportunities and resources available to widen your understanding of Physics beyond the IB and this is very much encouraged.



Head of Department: Mr S Ballard

There are 2 options available:

## 1. Applications and Interpretations

**Aims:** Students we would expect to follow this higher level course would be those who will require a high level of mathematics to support them in a more practical career such as engineering or statistical based courses. As it is an applications based course, technology is allowed throughout.

**Course Outline:** This higher level course builds upon the standard level with additional topics such as: Logarithms and exponentials, Complex numbers, Matrices, Kinematics, Algorithms, Hypothesis testing and Further calculus.

**Assessment Outline:** This higher level course is assessed through a combination of 3 exam papers (all with calculators allowed) and an exploratory project.

Paper 1: 120 minutes long, worth 110 marks consisting of short questions and worth 30% Paper 2: 120 minutes long, worth 110 marks consisting of long questions and worth 30% Paper 3: 60 minutes long, worth 55 marks consisting of problem solving questions worth 20% Exploration: A piece of self-chosen mathematical research worth 20%. It is expected that those choosing this higher level would have achieved a minimum of a grade 7 at GCSE Higher Mathematics.

## 2. Analysis and Approaches

**Aims:** This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology. We would expect that all students who are intending on starting this course would have a strong background in mathematics particularly within algebra.

**Course Outline:** This higher level course builds upon the standard level with additional topics such as: Permutations and combinations, Complex numbers, Polynomials, Composite and reciprocal functions, Vectors and Advanced Calculus.

**Assessment Outline:** This higher level course is assessed through a combination of 3 exam papers and an exploratory project.



Paper 1 (no calculator): 120 minutes long, worth 110 marks consisting of sections A and B and worth 30%

Paper 2: 120 minutes long, worth 110 marks consisting of sections A and B and worth 30%

Paper 3: 60 minutes long, worth 55 marks consisting of problem solving questions worth 20% Exploration: A piece of self-chosen mathematical research worth 20%

With both courses the exploration is an opportunity for students to explore an area of Mathematics which is of personal interest in line with the topics covered by the course.

It is expected that those choosing this higher level would have achieved a minimum of a grade 8 at GCSE Higher Mathematics.

Both courses will challenge students to problem-solve as certain topics and elements of the course content will be introduced in an investigational way. It is intended that other topic areas will be used for modelling analytical thought: in other words, we intend to explain clearly why we chose to tackle a certain problem or solution in that manner. Drawing links to TOK and discussing results and alternative solution paths will be essential. Students will have the opportunity to use new skills in their exploration.

**Career Links:** Most universities will be happy with either course as a component of your total points gained, but it is worth checking before you decide if you have a particular university and course in mind.





Head of Department: Mrs N Razzaq

### Aims of the course

This is an exciting and varied course combining the academic with the practical. The aim of the film course is to create critically autonomous students who gain a wide range of skills in the study and production of film and truly make the transition from film fan to film student. They will be able to analyse a variety of film texts from different historical periods, genres and film traditions. Students will be able to apply academic approaches including concepts and theories relating to film to further enhance their interpretations and develop their theory of knowledge. Furthermore, their theoretical understanding of film will be applied to their practical work which will encourage research, creativity, practical and technical skills.

### Course outline

In order to develop students' analytical and creative ability, they will be introduced to a wide range of films from across the globe. There is a focus on the application of film language through micro analysis, key concepts such as representation, ideology, audience, narrative and institution as well as genre. Internationalism will be developed by examining films from other countries with an emphasis on movements such as Film Noir, the historical development of American cinema, and the horror genre for example. Students are also given the opportunity to study and present their own study of film from an international and historical context so the course remains diverse and contemporary. Students should be able to communicate their understanding through essay writing, video essay and through their own practical work.

Students will develop practical skills in different production roles through a series of film-making tasks related to their academic analysis. For example, they may be asked to produce a short film sequence in a Film Noir style, or produce a script as the screenwriter for the opening sequence for a classical Hollywood film. Students will be taught scripting, storyboarding, filming and editing skills using industry standard software (Final Cut Pro X) on Apple Mac software.

### Assessment Outline

SL – Textual Analysis 30%, Comparative Study 30%, Film Production Portfolio 40%  
HL – Textual Analysis 20%, Comparative Study 20%, Film Production Portfolio 25%, Collaborative Film Project 35%



## External Assessments

- Textual Analysis – A written analysis of a five minute extract of a film from a prescribed film list set by the IB. Students must consider both the cultural context and a deconstruction of the micro-elements of film. The written analysis must be no longer than 1750 words including a list of sources used (academic referencing)
- Comparative Study – Students shall create a multi-media video essay showing research into a chosen area of film focus (genre, style, theory). Each multi-media video must compare two films, either from differing cultures or different time period and the video essay should last ten minutes maximum.

## Collaborative Film Project (HL only/external assessment)

- Students work together in groups of two-four students to create a seven minute film of a clearly identifiable genre. Each student is assessed for one of the following roles: Director, Screenwriter, Cinematographer, Sound Designer, and Editor. In addition, each student will also produce accompanying written documentation of no more than 2000 words.

## Internal Assessments

- Film Production Portfolio – students must showcase the best of their production skills in a choice of the following roles: Director, Editor, Screenwriter, Sound Designer and Cinematographer.
  - Create two production reels for two different production roles. Each reel lasts a maximum of three minutes in length. Students will also be required to complete a three page evaluation for each film reel.
  - Create one complete short film showcasing a different role from the above lasting a maximum of three minutes in length. Students will also be required to complete a three page evaluation.

## Careers

Studying film ensures you have a variety of skills in analysis, research and creativity. You learn how to critically evaluate media and film messages whilst also learning how to best create film as an art form. These production skills can open up careers in film, TV, radio and media production such as broadcast presenters, film directors, location managers and production designers. The course can also be useful for those wanting careers in advertising, public relations or events management. DP Film does not limit your career to the world of film and media. As an academic and practical subject the skill set established and honed across the two years is vital for many degree subjects. Students leave film with excellent academic writing skills and the subject would be an excellent addition in interviews for the top universities.



Head of department: Ms C Jones

## Aims of the course

This course inspires students to gain a lifelong love of music, whether they choose to study music at University, Music College or go onto work in the music industry. Music is a practical and challenging subject that allows pupils to gain confidence, take risks and develop as a performer, creator, researcher and collaborator.

This course enables students to learn about music from around the world and the importance music can have on society. It enables students to discover and engage with different forms of music across time, place and culture, promoting international-mindedness and an appreciation of the diversity of music. It develops a range of cross curricular skills, including;

- deep listening skills
- performance proficiency
- compositional craft
- the ability to discuss music critically
- the ability to justify creative choices
- the capacity for entrepreneurship in the musical world

## Course outline

As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

In addition, students will learn about four areas of inquiry; music for sociocultural and political expression, music for listening and performance, music for dramatic impact, movement and entertainment and finally music technology in the digital age.

- In the role of performer, students develop their skills in practical music-making and delivery, including interpretation, expression and technical proficiency. Students present their work, and the work of others, through recordings and videos of live performances.
- In the role of creator, students make music by composing, improvising and arranging. Students learn about different ways of turning musical thoughts and ideas into musical pieces. Students learn to present their created work through recorded performances, digitally created tracks and appropriate forms of notation.
- In the role of researcher, students learn to investigate music in authentic ways, including aural, kinaesthetic and scholarly research

## Assessment outline

100% coursework over two years as follows:

- Exploring music in context (SL: 30%, HL: 20%)
  - Written Expectation: Samples of Work (2,400 words)
  - Creating Expectation: One creating exercise (32 bars/one minute)
  - Performing Expectation: Local or global – one adapted performance (max. 2 mins)
- Experimenting with music (SL: 30%, HL: 20%)
  - Written Expectation: Experimentation (report 1,500 words)
  - Creating Expectation: Three related excerpts of creating (max 5 mins)
  - Performing Expectation: Three related excerpts of performing (5 mins)
- Presenting music (SL: 40%, HL: 30%)
  - Written Expectation: Programme notes (600 words)
  - Creating Expectation: Composition(s) (total 6 minutes)
  - Performing Expectation: Solo and/or ensemble (12 minutes)
- Contemporary music maker (CMM) (SL: N/A, HL: 30%)
  - 15 minute presentation video file with integrated written, audio and video evidence
  - Final product (max 7 minutes of final presentation)
  - Project plan, list of sources, scores

## Careers links

Studying music at IB allows students to develop their researching, collaborating, creating and performing skills, equipping them with the skills to confidently pursue careers in many different fields. These skills complement careers in fields such as composing, film and TV, writing music for advertising, electronic and computer music, live music entertainment, music education, music production, music journalism, sound engineering, musical theatre, sound technology and engineering, music for the moving image, and community music.



Head of department: Dan Stanley

## Aims of the course

Theatre is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, risk taking, open mindedness and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It encompasses all aspects of the IB learner profile and encourages you to take yourself out of your comfort zone and to explore world theatre in all of its guises.

## Course outline

The course is a multi-faceted theatre-making course of study. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists.

Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theatre course encourages students to appreciate that through the processes of researching, creating, preparing, presenting and critically reflecting on theatre, as participants and audience members, they gain a richer understanding of themselves, their community and the world.

Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their mode of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and strives to develop a practical exploration of international-mindedness.

## Assessment

### Internal Assessment

#### Task One: Production Proposal (HL 20%-SL 30%)

Students at SL and HL choose a published play text they have not studied as part of their course and formulate a vision for the design and theoretical staging of the entire play text for an audience. Written evidence of this proposal is submitted



## External assessment

Task two: Solo Theatre Piece (HL only 35%)

Students research a theatre theorist that they have not studied as part of their course, identify an aspect of their theory and create and present a solo theatre piece, lasting 4-7 minutes, that demonstrates the practical application of this theory to a theatre piece for an audience. Supporting written report and recording of performance submitted.

Task three: Collaborative Project (HL 25%-SL 40%)

Students at SL and HL collaboratively create an original piece of theatre, lasting 7-10 minutes, from a starting point of their choice. The piece is presented to an audience as a fully realised production. Supporting written report and recording of performance submitted.

Task four: Research Presentation (HL 20%-SL 30%)

Students at SL and HL plan, deliver and record an individual research presentation, 15 minutes max, in which they provide evidence of their academic and practical exploration and learning of a world theatre tradition that they have not previously studied. Supporting written report and recording of performance submitted.

## Extra Curricular expectations and opportunities

Throughout the course students must create and maintain a Theatre journal which plots, details and documents their theatre journey in all aspects of the course. They will be expected to attend extra curricular rehearsals throughout and will work collaboratively with others in the creation of exploratory, original and challenging theatre. They will be given numerous opportunities to work with visiting theatre companies. In the past we have undertaken workshops with Splendid Productions, Frantic Assembly, Complicite, Punchdrunk. They will experience live theatre in both local theatres and in London. Recent visits have been to see Hamilton, Metamorphosis, The House of Bernada Alba, Les Miserables, The Government Inspector, Grease.

## Career Links

Studying theatre opens up a plethora of future career opportunities. It is a course that opens up many pathways and avenues for students to develop a lifelong passion for the creative arts. We have had numerous students go on to study theatre at various levels and in a variety of different fields. These have included lighting design, acting, musical theatre, dance, filmography, tv and radio presenting. The possibilities for exploring theatre can be applied to any career path but study at standard or higher could whet your appetite for careers in- set, lighting, sound or projection design, television, dramatherapy, dramaturgy, directing, producing, costume design, make-up artist, playwright, theatre critic, film critic, dancer, choreographer, documentary maker, voice over artist, teacher... the possibilities are incredibly diverse. Above all though we

hope to inspire your love for the subject and to nurture a lifelong appreciation of the arts in their numerous forms.

Head of department: Mr D Brooks

## Aims of the course

Studying an Ib in visual arts you will be supported in the development of your own artistic practice.

Our aim is that by studying visual arts you:

Develop a visual language through which to communicate your thoughts and ideas.

Develop the balance between creativity and discipline that underpins an art and design practice.

Understand the role of visual arts in contemporary and historic culture.

## Course outline

The visual arts course is an 18 month journey in which you will identify your own areas of artistic interest and through research, exploration and practice develop the skills, understanding and ways of thinking to create a body of artwork.

We start by exploring visual language, getting to know, understand and use the formal elements, drawing with purpose, recognising that there are multiple ways of drawing and seeing with intent, recording observations of the world around you to inform your own work. In the first term you will be identifying the areas of art and design that interest you and that will form the foundation of your artistic explorations. As we move through year 12 there will be written assignments exploring artists/designers relevant to your interests, personalised and targeted practical tasks to develop your understanding of materiality, process, theme or context. As you gain a greater sense of who you are as an artist designer you will consolidate your experiments and practice into completed studio pieces, it is from the collection of studio pieces that you make that you will select the work for your exhibition to be held in the February of year 13.

## Assessment

IB Visual arts is a 100% coursework subject, no exams. The art and design work you make, the processes, developments and techniques that you use and the artists and designers that you study are assessed in these three components.

- **An exhibition:** You will curate an exhibition selected from the work you have made, Higher students must show between 8-12 pieces, Standard students between 4-8 pieces. (40%)
- **A portfolio:** Using your sketchbook as a guide you will present your experimentation, research and reflections as an electronic portfolio of the process of making art and design. (40%)
- **An illustrated essay:** In this research and critical writing element you will make visual and contextual analysis of three works of art and design. You will set yourself an enquiry question that allows you to critically evaluate these works and compare them with each other. (20%)



## Careers

Studying visual arts provides a pathway into a huge range of careers. We live in a designed world in which we are bombarded with imagery, objects and visual content. You could be the one doing the bombarding. We regularly send students off to art college and university from where they end up becoming architects, illustrators, graphic designers, printmakers, fashion designers, set designers, costume designers, animators, special effects co-ordinators, model makers, prosthetics makers, film directors, advertising executives, teachers, furniture makers, interior designers, ceramicists, fashion buyers, photographers, fashion stylists and even artists.



Head of department: Ms C Diffley

## Business – BTEC Level 3 Diploma

### What is the course about?

The BTEC Level 3 Diploma in Business is a two-year, full-time course, worth the equivalent of 2 Higher Level IB courses (or 2 A-Levels)

The Business curriculum is inherently applied. We seek to develop cultural capital through equipping students with business knowledge and skills, exposing students to opportunities and raising aspirations. Students will be better able to understand their local, national and global economy, their role within that and choices available: whether as an entrepreneur and business owner, a leader or manager and/ or as a proactively contributing employee. This in turn will lead to greater job satisfaction and personal fulfilment for the learner.

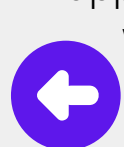
BTEC Business gives students a sound understanding of the business economy, organisations and systems, marketing, human resources, production and economy and finance. Students learn by completing projects and assignments that are based on realistic workplace situations, activities, and demands. This will include giving presentations, completing research tasks, taking part in role-plays, creating new product designs and writing reports. Assessment is via a combination of coursework and external assessment. A BTEC qualification in Business is a well-recognised and highly effective pathway to university, the world of work, and also apprenticeships.

### Course outline

In increasingly competitive markets and with customers becoming ever more informed and having growing expectations, it is ever more important that businesses strive to meet customer needs and wants. To enable this and develop their own transferable skills and employability, in this course students will study eight units, assessed through a combination of internally assessed coursework and exams.

Unit 1: 'Exploring Business' – through this unit students gain an overview of the key ingredients for business success. This covers markets and different types of business within them, how businesses are organised, communicate and compete, the characteristics of the environment in which they operate, and how these shape their activities and the importance of innovation and enterprise.

Unit 2 'Development of a Marketing Plan' – students discover the keys to promotion, examine the marketing aims and objectives for existing products/services and understand the importance of relevant, valid and appropriate research. Students also have an opportunity to experience what it would be really like to be a marketing manager through devising your own marketing campaign.



Unit 3 'Personal and Business Finance' – this unit helps students to develop a breadth of skills and knowledge needed to understand, analyse and prepare financial information. Personal finance involves the understanding of the importance of money and its effective management and provides students with key tools for financial sustainability. Business Finance covers key accounting techniques such as cashflow forecasting, comprehensive statements of account, depreciation and financial analysis.

Unit 4 'Managing an Event' – This is a practical unit, which will allow your learners to experience the satisfaction of being responsible for putting on a successful event. Event management is a fast-growing business sector and the demand.

Unit 5 'International Business' – This unit gives learners the opportunity to understand how globalisation can have an impact on all businesses, regardless of their size. In approaching this unit, therefore, students have the opportunity to focus not only on the major players in the global economy but also those small and medium-sized businesses who are directly involved in international business.

Unit 6 'Principles of Management' – In this unit, students will examine how businesses adapt their approaches to management in response to challenges in their environment. Depending on their roles and responsibilities, managers need to develop skill sets that enable them to work effectively in areas such as people, financial, resource and quality management, and managing change. Students will investigate issues that managers and leaders have to deal with in the workplace to make businesses more efficient and ensure their survival and growth.

Unit 8 'Recruitment and Selection Processes' – This unit prepares students for the leadership role of making essential staffing choices, whilst complying with current regulations. Students explore selection tools, recruitment processes and use of technology in this area. This unit gives an opportunity for students to develop their own CV and interview question answers and experience, through role play, the selection process which can also help them to progress within their own chosen careers.

Unit 27 "Work Experience" – Students will have an opportunity to experience the real working environment and reflect on their learning from this experience.



## Assessment

### Coursework

Unit 1 Exploring Business

Unit 4 Managing an Event

Unit 27 Work Experience

### External Examination

Unit 2 Developing a Marketing Campaign

Unit 3 Personal and Business Finance

Unit 5 International Business

Unit 6 Principles of Management

## Careers links

By developing relevant business knowledge and understanding this course will afford students the competitive advantage when progressing into employment, vocational training and higher apprenticeships, or higher education. Students will also develop employability skills such as problem-solving, critical thinking, intrapersonal skills, collaborative working, negotiating and influencing.

Studying Business can complement every career although many students choose to specialise in business as a discipline. Students progress to both university and higher level apprenticeship. Careers followed include Business Management, Human Resources, Marketing, Events Management and Financial Services such as Accountancy and Wealth Management, Events Management and International Business Development as well as being their own Entrepreneur.

## Financial Services LIBF Certificate and Diploma

### Aims of the course

The London Institute of Banking and Finance qualifications bridge the academic and vocational divide to provide students with essential practical skills in the field of finance, as well as providing essential life skills for the student's own personal money management. Students study for two qualifications

- Certificate in Finance Services (CeFs)
- Diploma in Finance Services (DipFS).

CeFS develops the knowledge and skills required for young people to make informed financial decisions by introducing them to the risks and challenges involved in personal finance and the tools for effective planning. Within this, it provides a solid basis for creating financial inclusion. Key content areas include:



- Importance of financial capability in the immediate, short, medium and long term.
- Financial services and products, including sources of help and advice.
- Borrowing, budgeting, financial planning and cash flow forecasting.
- The impact of external influences at different stages in the personal life cycle.
- Risk and reward in managing personal finance.

DipFS builds on the successful completion of the CeFS and extends this to include areas such as financial sustainability within the wider financial services system, and the long-term impact of debt. Within DipFS the student explores the political, economic, social, technological, ethical and legal impacts of personal finance in the short, medium and longer terms. Through this, students develop a greater understanding of the impact that global events can have upon consumers and the wider financial services industry. Key content areas:

- Legislative, policy and procedural changes in the Finance Industry to avoid a repetition of the 2008 credit crunch.
- Personal and external factors that lead to change.
- Maintaining financial sustainability and avoiding long-term debt.
- The financial services system and financial sustainability (individual and general).
- Marketing techniques
- The future of finance, including the use of Fintech and Bitcoins.

### Assessment outline

Both the CeS and the DipFS are graded A\*-E. Each qualification is examined by a multiple choice examination (35%) and an exam requiring essay responses to questions about a pre-released case study (75%). The timings for these are as follows:

- Unit 1: Financial capability for the immediate and short term (CIS) – January Yr 12
- Unit 2: Financial Capability for the medium and long term (CML) – May Yr 12
- Unit 3: Sustainability for an individual's finances (SIF) – January Yr 12
- Unit 4: Sustainability of the financial services system (SFS) – May Yr 12

### Careers links

The financially related content of DipFS and CeFs provides a solid foundation for continued study and apprenticeships within business and finance-related disciplines. Students progress into careers such as Investment and Retail Banking, Accountancy, Financial Advisors and Trading and Fund Management. However, the core skills of critical analysis and evaluation, synthesis and written communication, and independent learning are transferable and provide a strong grounding for further study in other fields; typical examples include engineering, technology, or not for profit style organisational occupations. For students who choose to move straight into employment, DipFS may support access to employment in areas such as in insurance, banking, and office administration, or in the voluntary sector such as with

Citizens Advice.



Teacher in charge: Mr M Alderson

## Aims of the course

This is an exciting, rigorous advanced Level 3 qualification, and is recognised by employers who have been involved in the development of the specification alongside professional bodies and higher education institutions. Essential transferable skills, such as communication, problem solving, research and teamwork, are included to equip students with the academic, personal and professional skills necessary for employment, higher apprenticeships or further study at university.

Design Engineers help to conceive and create everything from the latest iPhone to offshore drilling components. This qualification gives students the opportunity to develop specialist design skills and the ability to apply them to an engineering sector of their choice. This course provides an excellent pathway into diverse, emerging and exciting careers or further study in engineering.

## Course Outline

Students will take twelve units of which five are mandatory (M) and three are externally assessed (E). Optional units (O) are usually chosen to play to the strengths and interests of our students, teachers and local engineering companies. All units must be completed to achieve the full qualification.

## Units

- Mathematics for Engineering (M) (E)
- Science for Engineering (M) (E)
- Principles of Mechanical Engineering (M) (E)
- Principles of Electrical and Electronic Engineering (O)
- Mechanical Design (M)
- Computer Aided Design (M)
- Materials Science (O)
- Mechanical Simulation and Modelling (O)
- Mechanical Operations (O)
- Automation Control and Robotics (O)
- Electrical, Mechanical, Hydraulic and Pneumatic Control (O)
- Computer Aided Manufacture (O)



## Assessment

Many of the internally assessed units provide opportunities for students to apply the knowledge gained in their externally assessed examinations and develop practical 'hands-on' skills.

An essential part of the course requires students to undertake meaningful activity involving employers during their study. This can be in the form of structured work experience or work placements, assignments set by our industry partners and master classes or guest lectures. This course benefits from the enthusiastic support of a range of local engineering companies. There are no other formal entry requirements for this qualification but in order to optimise their chances of success, students would also benefit from having studied Science and Design Technology courses at GCSE.

## Next steps...

In addition to providing access to employment, apprenticeships or higher apprenticeships, this qualification attracts UCAS points allowing students to continue their study in the same area at degree level.

Just a few examples of career opportunities as a result of the study of Design Engineering are as a design engineer, development engineer, ergonomist, research and development engineer, civil engineer, product development engineer, product design engineer, or integrated circuit design engineer

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Head of department: Judith Baker

## Aims of the Course

Health and Social Care students grow to understand the complexity of being human. In learning about the difficulties and challenges faced by others they discover more about themselves and the role they might play in making a difference. Our aim is to prepare students for the challenges they will meet in Higher Education and Employment and to consider the real impacts of people living with conditions or illnesses. The course is broad, covering Health environments, such as nursing and physiotherapy; Social Care, such as counselling and therapies and Childcare, such as early years teaching and safeguarding. We want our students to learn to work with other people in a caring and intelligent manner, building knowledge and professional skills and attitudes that will underpin their future careers in the sector. Developing the ability to communicate effectively with service users on a one-to-one basis as well as with colleagues in a group setting is an important part of the course and we aim to take our students on a journey, where they will experience the highs and lows of being human. Many students do not know what they want to do when they begin the course and others change their mind about the focus of their interest. The beauty of this vocational course is that it helps students to gain experience in the Health, Social and Child care sectors and to decide where they see themselves in two to five years time.

## Course Outline

The department offers the highly successful level 3 Cambridge technical diploma in health and social care as part of the International Baccalaureate Career-related Programme, which is studied over two years. The course offers a wide range of centre assessed units, as well as examined units on equality, diversity and rights in health and social care; health, safety and security; anatomy and physiology; personalisation and a person centred approach to care, and safeguarding. Students will develop professional and personal skills through interaction with people who either work in the sector or require care or support, as well as theoretical knowledge and understanding to underpin their skills.

Students will consider the impact on people living with conditions or illnesses, including social, financial and psychological impacts. They will study the signs, symptoms and treatment of conditions or illnesses. They will also learn about the legislation and guidance supporting health and social care, so that they can ensure the people they are working with are not only able to access all the care and support they are entitled to, but are also able to protect themselves from any harm or abuse whilst at work. There is the opportunity to undertake work experience. Students have worked in nursery schools, reception classes as well as residential care homes.



## Assessment

The majority of the course is internally assessed through compulsory and optional Units (coursework). Five Units will be assessed through examination in January and June. The course is graded Pass, Merit, Distinction and Distinction Star. This is a double award, equivalent to two A Levels / Two DP subjects at Higher Level. The majority of our students gain Distinctions.

## Career Links and Apprenticeship Opportunities

Early childhood studies; Primary teaching; Teaching Support Assistant; Policing; Nursing; Midwifery; Paramedics; Dispensing Chemist; Dental Hygienist; Psychology; Criminology; Social Care; Therapists; Radiography, Residential or Community Care; Registered Charities.

## Methods of study, trips and experiences:

A work placement in a H&SC setting; Visits to Yoakley Homes; Visit to a playgroup; Speakers, including a Care Home Manager, Equality Lawyer, TB Nurse; Group work; One-to-one interactions with service users.



Head of Department: Miss G Bolt

## Aims of the course

The Sport Science course is demanding but extremely rewarding. It has been designed in association with a number of universities to create a well-balanced programme of study to equip you for higher education or to move directly into a career within the sports industry. Each of the eight units of study will challenge you in different ways, giving you exposure to scenarios and experiences that will support your development. This ranges from the biomechanics of sport and exercise through to sociology of sport and how to collect valid and reliable data.

We know that you will leave this course full of sport science knowledge and the ability to apply this knowledge to real world scenarios to be the most effective in your chosen field of work in the future.

## Course outline

You will complete eight units of study over two years.

Six of these units are mandatory:

- Sport and Exercise Physiology (external exam)
- Functional Anatomy (external exam)
- Applied Sports Psychology (external controlled task)
- Field and Laboratory Based Fitness Testing (coursework based)
- Applied Research Methods in Sport & Exercise Science (coursework based)
- Coaching for Performance and Fitness (coursework based)

Plus two optional units which are usually:

- Sociocultural Issues in Sport and Exercise (coursework based)
- Specialised Fitness Training (coursework based)

## Assessment

You will be assessed in three ways:

- Five assignments (internally set and marked)
- One task (completed in a controlled environment, set by the examination board)
- Two written exams (set and marked by the examination board)

Each unit will receive a Near Pass, Pass, Merit or Distinction grade. These grades will then combine to give an overall grade for the course. On successful completion of the course you will combine this result with your other IBCP courses, offering you a balanced set of results that will have the potential to allow you access to some of the best sport-related courses in the country.



During the course you will also have two trips to the Sports Laboratory Facility at Canterbury Christ Church University to collect vital data for your assignments.

### Career opportunities

There are so many opportunities and careers pathways you can gain from this qualification such as:

- Physiotherapist
- Osteopath
- Sports Coach
- High Level Personal Trainer
- Physical Education Teacher
- Sport Scientist
- Sports Analyst
- Sport Journalist
- Sport Nutritionist
- Events Manager

### Past Student comments:

Matt Weatherley:

“The most enjoyable 2 years of my school life, studying in an area which I am very passionate about. I was grateful for the help given by dedicated members of staff with excellent subject knowledge. I would definitely recommend the course.”

### Extra Curricular:

Our extra curricular activities are open to all the year groups including our 6th form students and most Wednesday afternoons there is an U19 Kent Cup football league match. We enter a team for this each year.



Head of department: Ms J Vincent

## Course aims

- 1.to encourage students to reflect on the central question, “How do we know that?”, and to recognise the value of asking that question
- 2.to expose students to ambiguity, uncertainty and questions with multiple plausible answers
- 3.to equip students to effectively navigate and make sense of the world, and help prepare them to encounter novel and complex situations
- 4.to encourage students to be more aware of their own perspectives and to reflect critically on their own beliefs and assumptions
- 5.to engage students with multiple perspectives, foster open-mindedness and develop intercultural understanding
- 6.to encourage students to make connections between academic disciplines by exploring underlying concepts and by identifying similarities and differences in the methods of inquiry used in different areas of knowledge
- 7.to prompt students to consider the importance of values, responsibilities and ethical concerns relating to the production, acquisition, application and communication of knowledge.

## Course outline

The TOK curriculum is made up of three deeply interconnected parts taught through six units of work (called ‘Big Questions’ or BQs for short) which help us explore combinations of the following:

The core theme—Knowledge and the knower: This theme is about reflecting on ourselves as knowers and thinkers, and to consider the different communities of knowers to which we belong. E.g in BQ1 we look at the ‘Foundations’ of knowledge and how things like reasoning, sense perception and memory play different roles. Additionally, we question what we think we know, believe to be true and are certain of... and then start to unpick it!

Optional themes: These elements (knowledge and technology; knowledge and language; knowledge and politics; knowledge and religion; and knowledge and indigenous societies) further help us explore other influences on knowledge production and acquisition. E.g. in BQ2 on ‘Values’ we look at the role of cultural knowledge and in BQ5 on ‘Creativity’ we look at technology and politics.

**Areas of knowledge:** The areas of knowledge (AOKs) are specific branches of knowledge, each of which can be seen to have a distinct nature and sometimes use different methods of gaining knowledge. In TOK, students explore five compulsory areas of knowledge: history; the human sciences; the natural sciences; mathematics; and the arts. All AOKs are discussed across the six units so that the content of your DP subjects can be explored to consider 'what' knowledge is being produced and 'how' they similarly/differently produce it.

## Assessment

There are two formal assessments in the TOK course:

1. The TOK exhibition assesses the ability of the student to show how TOK manifests in the world around us. The exhibition is an internal assessment component; it is a 950 word commentary on three objects selected by the student to explore a prompt question from a choice of 35. It is marked by the teacher and is externally moderated by the IB. This comprises  $\frac{1}{3}$  of the final TOK grade.
2. The TOK essay engages students in a more formal and sustained piece of writing in response to a title focused on the areas of knowledge. The essay is an external assessment component; it is marked by IB examiners. The essay must be a maximum of 1,600 words and must be on one of the six prescribed titles issued by the IB for each examination session. This comprises  $\frac{2}{3}$  of the final TOK grade

**NB – A possible additional 3 IB points are awarded for TOK and EE combined. Attaining a D in one or both will result in 0 points. Failure to gain more than a E in either will result in 0 points and a failing condition for the Diploma**

Extended Essay Coordinator – Mr J Rye

## Aims of the course

The EE is at the heart of the IB Diploma Programme and consequently a key component of sixth form life at Dane Court, enabling students to demonstrate attributes of the IB learner profile in an applied manner as they undertake the opportunity to investigate a topic of individual special interest, promoting high-level research and writing skills, intellectual discovery, and creativity, whilst encouraging personal reflection on abilities and growth throughout the process.

## Course outline

All DP students undertake and complete an in-depth study of a focused topic chosen from one of their six studied academic subjects. This piece of work is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor. The student's independent research, analysis, and critical thinking ultimately leads to a major piece of formally presented, structured writing of 4,000 words, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It also features three reflection sessions with their supervisor, which includes a short, concluding interview, or viva voce, with their supervisor following the completion of the extended essay.

## Assessment outline

The EE itself is graded from A to E, with the lowest grade being a failing condition. Points awarded for the IBDP core are compiled based on the gradings for both the EE and for Theory of Knowledge. Scoring an A grade in both areas will earn the student the maximum 3 points for the Core, whereas scoring a D grade in both areas will earn the student 0 points for the Core.

## Careers links

Previous EE participants routinely feel that the skills gained from doing the EE prepared them for life at university and beyond, enabling them to meet complex demands through drawing upon the experience of completing a long-lasting research process. The developed ability to formulate arguments in a coherent manner, with specific and honed research, writing, analysis, and referencing skills, is invaluable. Skills of organisation and time management help throughout their daily personal and professional lives.

“Some years after leaving school, I still find myself citing my EE in conversations; the feeling of self-accomplishment remains to this day.”





CAS Coordinator – Mr J Rye

### Aims of the course

CAS is at the heart of the IB Diploma Programme and consequently a key component of sixth form life at Dane Court, enabling students to demonstrate attributes of the IB learner profile in real and practical ways as they undertake an individualised journey of discovery of self and others, to grow as unique individuals with new possibilities, new challenges, and new roles, and to understand they are members of local and global communities with responsibilities towards each other and the environment.

### Course outline

CAS stands for:

- Creativity—exploring/extending ideas leading to an original product or performance
- Activity—physical exertion contributing to a healthy lifestyle
- Service—collaborative engagement with the community in response to a need

Students develop skills, attitudes, and dispositions through a variety of individual and group experiences that provide students with opportunities to explore their interests, express their passions, and grow as unique individuals, recognising their role in relation to others. A CAS experience is a single or series of events based on interest, skill, or potential for growth. CAS is an 18th month programme requiring students to undertake experiences from September of year 12 to February of year 13. The focus, however, is not the time spent but the quality of experience, reflections, and personal growth. Although the CAS experiences will have to be completed in the students' own time, there is time allocated where a member of staff can give guidance and support on the different experiences.

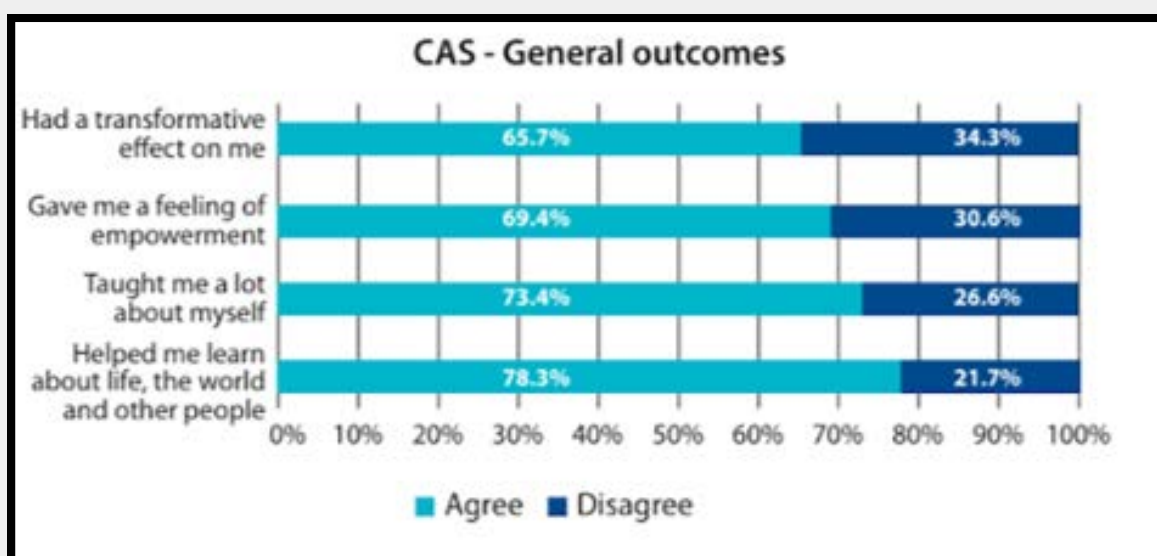
### Assessment outline

All CAS students are expected to maintain and complete a CAS portfolio as evidence of their engagement with, and achievement of, CAS. The portfolio is used by students to plan their CAS programme, reflect on their experiences, and gather evidence of involvement. CAS is not formally assessed or graded; rather it is simply a pass/fail criteria of the diploma being awarded. Therefore the portfolio compiled by students is the evidence used to monitor and determine completion of the CAS programme.



### Careers links

As an individualised journey based around developing skills, attitudes, and dispositions, CAS has the potential to link into or even open doors into whatever careers or future paths that students could consider. This is an ideal opportunity for students to explore work experience and develop critical skills for their future careers. Research has shown that previous CAS participants perceive positive outcomes that endure beyond the DP, both generally and in the development of more specific attributes.



The Personal and Professional Skills (PPS) course is part of the IBCP core. It is a course that emphasises the development of transferable skills needed to operate successfully in a variety of contexts, now and in the future. It helps students to ask questions such as, “How do I learn best?” and “What strengths can I bring to a team?”

Through this course students are provided with the tools to enable them to take responsibility for their own learning. Central to this is “learning to learn” and developing in individuals an awareness of how they learn best, of through processes and of learning strategies.

## What are the aims?

The PPS course aims to encourage students:

- To develop as reflective and lifelong learners who can adapt to diverse situations
- To recognize personal strengths and identify ways to overcome challenges
- To be aware of and respond effectively to ethical dilemmas
- To value diversity of cultures and perspectives

## Themes Covered in PPS lessons will include:

- Personal development
- Intercultural understanding
- Effective communication
- Thinking processes
- Applied ethics

## How will it be taught?

You will have timetabled ‘CP Core’ lessons which will include PPS lessons, but there will be considerable crossover between this, the reflective project and your vocational studies.

## How will it be assessed?

PPS will be internally assessed by the school. Students complete 50 hours of learning and a portfolio of evidence will be compiled by each student and submitted at the end of the course.



This is an in-depth body of work produced over an extended period and submitted towards the end of the course. It should reflect the student's experience of the IBCP, and in particular, the area of vocational study.

### The aims of the reflective project are:

- To produce an extended piece of work
- To engage in personal enquiry, action and reflection
- To develop research and communication skills
- To develop skills of critical and creative thinking

### How does it work?

Students will be required to:

- Identify an issue of interest arising from their vocational study
- Then identify an ethical dilemma associated with it
- Research the issue
- Work with the local community
- Present the project using skills developed in the approaches to learning course.

Ideas might include:

- Should school meals be sourced locally?
- Should the Government be required to fund lifeguard provision?
- What is the impact of tourism on the environment in Ramsgate?

### How will it be assessed?

Students can tackle the reflective project in one of the following formats:

- 3,000 word essay and a 1,000 word reflective report



In this aspect of the IBCP core, students have to liaise with members of the local community and undertake unpaid and voluntary activities that help the community and also have a learning benefit for the student. Overall students spend at least 50 hours committed to this work. Students often undertake service initiatives related to topics studied previously in their academic disciplines, utilizing skills, understanding and values developed in these studies.

## The course aims for students to:

- Identify own strengths and develop areas for growth
- Demonstrate participation with service learning experiences
- Demonstrate the skills and recognise the benefits of working collaboratively
- Demonstrate engagement with issues of global significance
- Recognise and consider the ethics of choices and

## How does it work?

Service Learning centres around the student identifying a community need and embarking on five stages of development which is assessed over the entire course. These five stages are Investigation, Preparation, Action, Reflection and Demonstration. Students will:

- Investigate an interest that often raises questions and curiosity and typically reveals an authentic need
- Prepare by learning more to deepen understanding
- Take action based on the verified need
- Reflect on what they have done along the way
- Demonstrate their understanding and accomplishments to an audience.

## Service Learning could include:

Direct service: Students engage directly with the people, environment or animals. For example, students could develop a garden in partnership with refugees or work in an animal shelter.

Indirect service: Though students do not see the recipients of indirect service, they have verified their actions will benefit the community or environment. For example, students could redesign a non-profit organization's website or write picture books to teach a language



**Advocacy:** Students speak on behalf of an issue of public interest in order to promote awareness and understanding through dispersal of accurate information that may lead to others taking action. For example, Students could lead an awareness campaign on hunger or create a video about sustainable water solutions

**Research:** Students collect information from various sources, analyse data and report on a topic of importance to influence policy or practice. For example, students may conduct environmental surveys to influence their school, or conduct social research by interviewing people on topics such as homelessness, unemployment or isolation.

## How is this assessed?

Students are expected to maintain and complete a service learning portfolio as evidence of their engagement with service learning and their understanding and application of the five stages of service learning and achievement of the five service learning outcomes. The course will culminate with a presentation of all students' achievements.

# Entry requirements

IB Diploma programme – 6 x Grade 6 and 2 x Grade 5 GCSEs

IB Career-related programme – 3 x Grade 6 and 2 Grade 5 GCSEs

IB Bespoke Course – 6 x Grade 6 and 2 Grade 5 GCSEs

These are the minimum entry requirements for studying Higher Level subjects:

Subject	If studied at GCSE	If not studied at GCSE
English Literature	6	
Languages	7	
Economics		7 in Maths
Geography	6	6
Global Politics		6 in English or History
History	6	
Philosophy	6 in RE	6 in English
Psychology		6 in English
Social & Cultural Anthropology		6 in English
Biology	7 Triple/77 Trilogy	
Chemistry	7 Triple/77 Trilogy	
Computer Science	7 (CS, not IT)	
Physics	7 Triple/77 Trilogy	
Maths AA	8	
Maths AI	7	
Film	6 in Media	6 in English
Music	6	
Theatre	6 in Drama	
Visual Art	6	
BTEC Business/LIBF Finance		
BTEC Engineering Design		
BTEC Health and Social Care		
BTEC Sport and Exercise		

Applications will be considered on a case-by-case basis on GCSE results day. **84**





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