



**Dane Court Grammar School**

# **Sixth form**

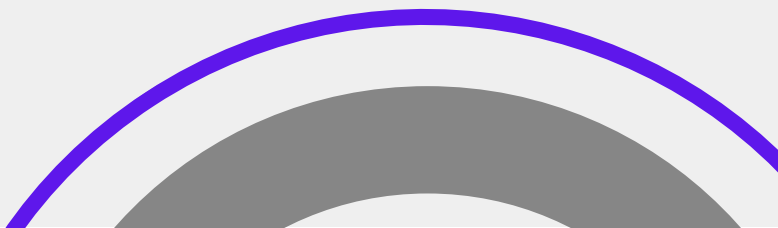
## **2026-27**

[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 our bespoke programme. 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 adept in critical thinking, research and oral presentation skills, and more likely to successfully complete their university studies. Research studies have concluded that IB students are 40% more likely to achieve an upper-second or first class honours degree (HESA 2021).

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 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), Food Science (S), Environmental Systems (S)
5. Mathematics	Mathematics (S or H) Mathematics - Analysis and Approaches (H only) 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 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:** a 4,000 word essay on a topic of your choice, reviewed from an interdisciplinary perspective, i.e. using two of your DP subjects; supported by a supervisor, but this is an independently driven project of research and analysis.

**Creativity, activity, service:** students complete a series of 'CAS' enrichment experiences in school and out in the wider community in order to take their learning into the real world and to develop valuable transferable skills. In-school experiences for 2025 include a biodiverse garden project in partnership with Thanet Earth, a school magazine project and a sports programme. Examples of experiences in the community include charity shop volunteering, beach ecology projects and sports coaching.

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, 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.

IBCP students progress on to a wide range of university and apprenticeship destinations, including top Russell Group universities such as Warwick, Exeter and Manchester, leading sporting institutions such as the University of Loughborough, and highly-sought after apprenticeships in areas such as paramedic science and accountancy. In 2025, 96% of IBCP applicants were accepted into their first choice of university.

## CP Core

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





## Bespoke Course

Our IB Bespoke Course can be a good choice for students who want a maximum of flexibility in their subject choices. Bespoke students choose five or six subjects from any of the IB subject groups in order to create their own specially-tailored programme.

Bespoke students are typically recommended to study three IB subjects at higher level and two at standard level. It is not necessary for Bespoke students to study the DP core (TOK, Extended Essay, CAS), although they can if they choose to. Students can choose any combination of five or six subjects from any of the IB subject groups (timetable permitting).

Studying a Bespoke curriculum will give you lots of scope to gain UCAS points. In 2025, 100% of Bespoke applicants were accepted into their first choice of university. Each higher-level subject is worth up to 56 UCAS points and each standard level subject is worth up to 28 points. Therefore a Bespoke student studying five IB subjects with three at higher level and two at standard level can achieve up to 224 UCAS points.

In recent years, our Bespoke students have gone on to destinations such as King's College London and the University of Bath in addition to higher-level apprenticeships. If you are interested in the Bespoke Course programme, we recommend researching the entry requirements of the university courses which you are interested in as some providers (e.g. Oxford and Cambridge) will require the full IB Diploma. Universities often make offers to Bespoke students based on their predicted grades in their three higher-level subjects e.g. 6, 6, 6 or 6, 6, 5.



# 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.

## 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)

# Aspirational Destinations Programmes



## 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

We offer a diverse sporting programme for 6th Form students, including football, netball, and basketball. Our teams have achieved great success in recent competitions, most notably our U18 girls' team. Beyond competitive achievement, sport provides crucial opportunities to develop leadership, teamwork, and resilience while maintaining a healthy, balanced lifestyle. All students are encouraged to participate.

## Music and drama

There are lots of opportunities for Sixth Form students to get involved with music and performance within the school. Music options include senior choir, jazz band, orchestra and ukulele club. Whole-school productions include musicals such as 'We Will Rock You' and drama opportunities include an ongoing project with the Royal Shakespeare Company.



**Extra-curricular  
Opportunities**

## Trips

Our sixth form students have the opportunity to attend many subject and extracurricular trips. Trips range from West End musicals to subject specific trips such as the Juniper Hall Geography Field Trip and Stratford English trip as well as language exchanges. Our trip to Tokyo in 2024 was a particular highlight!



## 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.



Extra-curricular  
Opportunities

# IB Curriculum

## Group 1: Studies in Literature

English Literature

## Group 2: Language Acquisition

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 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 level

Music Higher level

Theatre Higher level

Visual Art Higher level

# IB curriculum

## Career related programme – vocational subjects

Business

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

Community Engagement

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, ten works of literature are studied, while seven 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 accounting 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.

## 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 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 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). Other success stories of combining STEM with Languages in the 6th form, where studying a language did not hold them back from a STEM degree/career include the following:

"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 accounting 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: Mr J Hatcher

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 currently offered at standard level only and is a transdisciplinary subject so fits group 3 and/or 4. This effectively means students who study Environmental Systems & Societies can select it as their Humanity (group 3) or their Science (group 4), or as both Humanity and Science (group 3 & 4). Students taking this subject can have greater flexibility in their subject choices for the Diploma programme. 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 M Rowland

Economics teaches students to think analytically and critically about complex issues like inflation, taxes, interest rates, and unemployment, which directly affect their daily lives and future. By learning core concepts such as scarcity, opportunity cost, and supply and demand, students develop a powerful framework for making rational, informed decisions—from personal finance choices like saving and investing, to evaluating government policies and international events.

Furthermore, the discipline fosters valuable transferable skills like problem-solving, data analysis, and logical reasoning, making economics graduates attractive candidates for a wide variety of career paths in finance, business, public policy, and more. This understanding of economic principles is crucial for becoming an engaged, well-informed citizen and a successful participant in the global economy.

## Areas of study include:

- Introduction to Economics – The unit establishes the foundational concepts of scarcity, choice, and opportunity cost, alongside the methodology and tools used to analyze how different economic systems address the fundamental problem of resource allocation.
- Microeconomics – Students study how individual consumers and firms make decisions in markets, focusing on key concepts like supply, demand, elasticity, market efficiency, and the causes and consequences of market failures and government interventions.
- Macroeconomics – Students study the economy as a whole, focusing on national aggregates like economic growth, unemployment, inflation, and the use of government policy tools (fiscal and monetary) to achieve macroeconomic objectives.
- Students analyse the interconnectedness of national economies, studying theories and policies related to international trade (including trade protection and integration), exchange rates, the balance of payments, and the critical issues of economic development and sustainability in a global context.



## Assessment

The course is assessed through Internal Assessment and external examination.

- **Internal Assessment (IA)**
  - The Internal Assessment (IA) for IB Economics is a portfolio consisting of three separate written commentaries that apply economic theory to real-world issues. Students are expected to spend up to 20 hours on their IA's, worth 20% of the qualification.
- **External examinations**  
 Three written examination papers that collectively account for 80% of the final grade. These papers test students' knowledge, application, analysis, and evaluation skills across all syllabus content

### P1 Extended Response

Students complete two essay questions from a choice

1 hour 15 minutes

20%

### P2 Data Response

Students answer one compulsory question based on a set of data/source material

1 hour 45 minutes

30%

### P3 Policy Paper

Students answer two compulsory questions based on scenario/data, requiring quantitative skills, analysis, and policy recommendations.

1 hour 45 minutes

30%

**Progression** – Students can progress to university degree programmes (or higher level apprenticeships) such as Economics (BSc/BA), joint honours like PPE (Philosophy, Politics, and Economics) or Economics and Finance. These qualifications open up diverse career paths in fields requiring analytical, quantitative, and decision-making skills, including finance and banking, consulting, data analysis, and public policy and government.



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)
Geographic perspectives –global change Population distribution –changing population Global climate– vulnerability and resilience Global resource consumption and security	Freshwater–drainage basins Oceans and coastal margins Extreme environments Geophysical hazards Leisure, tourism and sport Food and health Urban environments	Geographic perspectives –global interactions Power, places and networks Human development and diversity Global risks and resilience



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
External assessment (80%) Paper 1 Option Themes (2hr 15mins) 35% Paper 2 Core (1hr 15mins) 25% Paper 3 Core extension (1hr) 20% Internal assessment 2,500 word fieldwork report 20%	External assessment (75%) Paper 1 Option Themes (1hr 30mins) 35% Paper 2 Core (1hr 15mins) 40% Internal assessment 25%

## 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 one core unit – Power, sovereignty, legitimacy and interdependence – and three thematic units – Rights and Justice, 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 studies to help them understand the following political challenges: 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)** Written report on a political issue that they have explored at a local level in order to better understand the complexity of the challenge.

## 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: Ms A McGinn

## 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: Mr G 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, euthanasia and the use of wealth 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)

- 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)

How does philosophy help us to understand and tackle modern issues like technology and the environment?

## 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.

The goal of the DP psychology course is not to create psychologists, but to promote psychological literacy. The end result will be an understanding and application of knowledge to explain the diversity as well as the commonality of behaviours displayed by themselves and others in real world contexts. We also aim to instil a love of the subject and a desire to continue exploring Psychology beyond the sixth form.

## Course outline

Concepts, content and contexts are meant to be integrated when investigating human behaviour. The content provides the psychological terminology and theories needed to understand how the biological, cognitive and sociocultural approaches assist in understanding behaviour in different contexts while using a variety of research methodology. Concepts provide a framework through which specific content is considered and contexts provide the real-world setting in which concepts and content are applied.

### Content

- Biological approach: There is a correlation between your biology and your behaviour – as your biology changes, so too does your behaviour, but also in the other direction as well.
- Cognitive approach: Behaviour is a product of unseen mental processing – we take in information through our senses, process this in our mind, and then determine an appropriate behavioural outcome as a response.
- Sociocultural approach: Humans are social creatures with a need to belong – the desire to be in a group causes us to behave in particular ways, and likewise when we are in a group.
- Research methodology: Utilising different methods in order to study behaviour and gather data as evidence for particular theories and hypotheses.

### Contexts

- Health and well-being: Studying mental health disorders and health problems. What causes these conditions? How do we diagnose them? What options are there to treat them? Are these treatments effective? What causes changes in the amount of people suffering from these?
- Human development: Throughout a person's lifetime they change drastically in terms of how they think and behave. How do children develop in their patterns of thinking and capability for understanding? What factors promote or hinder this development? How do we become more aware of ourselves?



- Human relationships: As humans we want to surround ourselves with people and feel negative when alone. How do groups cause our behaviour to change? How does culture influence our interactions with people? What causes us to become attracted to particular people?
- Learning and cognition: We gather knowledge to help us interpret the world around us and plan our behaviour. How do we learn? How does our mind work to think? Can we trust our mind to be accurate and impartial? What factors might lead to our thinking and memory becoming biased?
- **Concepts**
  - Bias: An inclination or prejudice towards or against a particular pattern of thinking or behaviour.
  - Causality: The attempt to explore and identify cause-and-effect relationships.
  - Change: Adaptation or alteration of behaviours, whether intentional, controlled, or unplanned.
  - Measurement: Methods used to study and record behaviour in an attempt to be accurate and impartial.
  - Perspective: Different ways of viewing and studying behaviour, with different priorities and assumptions.
  - Responsibility: The importance of respect for everyone involved within and studied by psychology.

## Assessment outline

- **Standard Level**
  - Paper 1: Integration of the concepts, content and contexts - 1½ hours; 35%
  - Paper 2: Applying concepts and content to research contexts - 1½ hours; 35%
  - Internal Assessment: Research proposal using one research method; 30%
- **Higher Level**
  - Paper 1: Integration of the concepts, content and contexts - 1½ hours; 25%
  - Paper 2: Applying concepts and content to research contexts - 1½ hours; 25%
  - Paper 3: Data analysis and interpretation of research data - 1¾ hours; 30%
  - Internal Assessment: Research proposal using one research method; 20%

## 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

Step into the fascinating world of Social and Cultural Anthropology, where you'll uncover the incredible ways humans create meaning, navigate relationships, and build societies. This course takes you far beyond the classroom, exploring how traditions, identities, and power shape the lives of people across the globe – including in your own community. Through case studies, ethnographic research, and thought-provoking discussions, you'll develop a unique lens to examine questions like: Why do humans organise themselves in such diverse ways? How do culture and power influence our daily lives? What can we learn from understanding others, and ourselves?

## 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, primarily through the exploration of key concepts such as belief, change, materiality, power, social relations and symbolism. However, there are many additional related concepts too, such as alterity, habitus, 'the Self' and diaspora. We use concepts to consider the unifying themes that underpin human experience, and more broadly, we begin to explore the language of anthropology by investigating our own cultural understanding, recognising our own biases along the way. We consider things like cultural relativism, ethnocentrism and culture shock

Part 2: Engaging with ethnography through nine areas of inquiry which may include classifying the world, conflict, development, and production, consumption and exchange. We explore a range of fascinating studies of groups from Brazil, England, Venezuela, Argentina, Ethiopia and Nigeria to name just a few. We also learn about different methods, ethical and practical considerations as well as a range of interesting theories which help by providing frameworks to understand, interpret, and analyse human cultures, behaviours, and social structures.



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 two stage fieldwork. Ethnographic methods enable anthropologists to understand people's lives and perspectives deeply and contextually. The IA for both SL and HL encourages students to employ these methods, emphasising the value of immersion, reflexivity, and ethical considerations in gathering qualitative data. Whichever level you choose, you will get a first hand experience of what it's like to be an anthropologist 'in the field'.

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 course 1hr 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 course Section B: HL extension— anthropological ethics. One compulsory question based on one of two stimuli (visual and written) 2hrs (30%)
Paper 2 – questions based on part 2 'engaging with ethnography'	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%)	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%)
Internal assessment – tasks based on part 3 'engaging in anthropological practice'	Four compulsory activities: 1. Observation report 2. Methodological and conceptual extension of initial fieldwork 3. Second fieldwork data collection and analysis 4. Critical reflection 2 hrs (30%)	Three compulsory activities: 1. Fieldwork proposal form 2. Critical reflection 3. Research report and reflection 60 hrs (25%)

## University opportunities:

Studying IB Social and Cultural Anthropology provides an excellent foundation for degrees in Criminology, Anthropology, Sociology, International Relations, Human Geography, and Cultural Studies to name a few. However, as a subject about 'what it means to be human', it is valuable for any course including Medicine, Game Design or even Conservation. It also supports interdisciplinary pathways, such as Law, Politics, and Global Health. Universities value anthropology students for their critical thinking, research skills, and cultural awareness—qualities in demand across many academic fields.

## Apprenticeship opportunities:

Anthropology develops transferable skills like analysis, communication, and problem-solving, which are highly sought after in apprenticeships. Fields such as social work, community development, marketing, and media often look for candidates with an understanding of human behaviour and cultural diversity, making this course an excellent stepping stone for so much.

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.



## 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 typically 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 A Gale

The DP computer science course requires an understanding of the fundamental concepts of computing systems and the ability to apply the computational thinking process to solve problems in the real world. The course also requires students to develop skills in algorithmic thinking and computer programming.

DP computer science is engaging, accessible, inspiring and rigorous, and has the following characteristics. The course:

- draws on a wide spectrum of knowledge of computer systems
- develops skills in algorithmic thinking and computer programming
- is underpinned by the computational thinking process
- enables and empowers innovation, exploration and the acquisition of further knowledge
- includes the study of machine learning
- raises ethical issues.

Computational thinking involves the ability to:

- specify problems in terms of their computational context and determine success criteria
- decompose complex real-world problems into more manageable problems
- abstract problems and generalize them to enable algorithmic thinking and to develop solutions
- test and evaluate solutions for improvements.

During the course, students will develop a computational solution. This will develop their ability to identify a problem or unanswered question, and design, develop and evaluate a proposed solution.

The course enables students to:

- develop conceptual understanding that allows connections to be made between different areas of the subject, and to other DP subjects
- acquire and apply a body of knowledge, methods, tools and techniques that characterize computer science
- analyse and evaluate solutions developed through computational thinking in a range of contexts
- approach unfamiliar situations with creativity and resilience
- use computational thinking to design and implement solutions to local and global problems
- develop an appreciation of the possibilities and limitations of computer science
- evaluate the impact of emerging technologies in computer science
- communicate and collaborate effectively
- develop awareness of the environmental, economic, cultural and social impact of computer science, its applications and ethical implications.



## II. Curriculum model overview

The DP computer science course is organised into two key themes:

- Theme A: Concepts in computer science
- Theme B: Computational thinking and problem-solving

Theme A focuses on how computing systems work. Theme B focuses on how we can use computing systems to solve real-world problems. The course also has a practical dimension, comprising the computational solution (internal assessment) and the collaborative sciences project.

The course will be studied using the Python programming language.

Paper 1	Paper 2	Internal assessment
40%	40%	20%

## Syllabus component

### A Concepts of computer science

- A.1 Computer fundamentals
- A.2 Networks
- A.3 Databases
- A.4 Machine learning

### B Computational thinking and problem-solving

- B.1 Computational thinking
- B.2 Programming
- B.3 Object oriented programming (OOP)
- B.4 Abstract data types (HL only)
- Case study

## Internal assessment

The computational solution



Head of department: Mr J Hatcher

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 so fits group 3 and/or 4. This effectively means students who study Environmental Systems & Societies can use it as their Humanity (group 3) or their Science (group 4), or as both Humanity and Science (group 3 and 4). Students taking this subject can have greater flexibility in their subject choices for the Diploma programme. 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: Mrs J Baker

## 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 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>

<https://www.shu.ac.uk/courses/food-and-nutrition?page=0&perPage=5&query=&yearOfEntry=2026%2F27>

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 - these topics will be studied by all students

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

Within the topics above, highr level students will also study:

- 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
36%	44%

### 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: Mrs H Brissenden

There are 2 pathway options:

## 1. Applications and Interpretations (available at Higher and Standard level)

Aim: To equip students with the skills to apply mathematical concepts to real-world problems, emphasising data analysis, mathematical modelling, and the effective use of technology.

Course Outline:

Standard level consists of topics such as:

- Trigonometry
- Statistics and probability
- Coordinate geometry and Voronoi diagrams
- Functions
- Sequences and series
- Logarithms and exponentials

The higher level course builds upon the standard level with additional topics such as:

- Complex numbers
- Matrices
- Kinematics,
- Algorithms,
- Hypothesis testing
- Further calculus

Students we would expect to follow this at higher level would be those interested in fields where mathematics is used in practical, contextual settings, such as social sciences, natural sciences, business, and design.

## 2. Analysis and Approaches – available at Higher level

Aim: To provide students with a deep and rigorous understanding of theoretical mathematical concepts, fostering strong analytical, logical reasoning, and problem-solving skills.

Course Outline: This higher level course studies topics such as:

- Permutations and combinations
- Complex numbers
- Polynomials
- Composite and reciprocal functions
- Vectors
- Advanced Calculus.

This course is designed to be a foundation for students intending to pursue fields like mathematics, engineering, physics, and economics at university level.



## Assessment Outline:

All students regardless of whether they are sitting higher or standard will complete an exploration. This is a piece of self-chosen mathematical research worth 20%. It 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.

## Standard Level exams:

Students will sit two calculator papers, both 1.5 hours and worth 80 marks each, totalling 80% of the overall total.

## Higher Level exams:

Students will sit three exam papers (all calculator for AI and one non-calculator for AA).

**AA Papers 1 and 2:** both 2 hours long, both worth 110 marks, consisting of short and long questions and each worth 30%.

**AI Paper 1:** 2 hours long, worth 110 marks, consisting of short questions and worth 30%.

**AI Paper 2:** 2 hours long, worth 110 marks, consisting of long questions and worth 30%.

**AA and AI Paper 3:** 1 hour long, worth 55 marks, consisting of problem solving questions worth 20% .

It is expected that those choosing higher level AI would have achieved a minimum of a grade 7 at GCSE Higher Mathematics and those choosing higher level AA would have achieved a minimum of a grade 8 at GCSE Higher Mathematics. This difference is due to the algebraic rigour required for the AA course.

## 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 close 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, create a soundscape or create the set design and staging 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) 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%



## 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.

## 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 film elements of the scene within the film. The written analysis must be no longer than 1750 words including a list of sources used (academic referencing)
- Comparative Study – Students 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 periods 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.

## 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 and research skills and the subject would be an excellent addition in interviews for the top universities.



Head of department: Miss C Jones

## Aims of the course

Music is a practical and challenging subject that encourages students to be curious, take risks, develop confidence when performing individually and in groups, and explore music as a performer, creator, researcher and collaborator. This course is developed to foster a lifelong love of music, as well as supporting pathways into University, Music College or work in the music industry.

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

- active listening skills
- confidence and proficiency when performing
- creativity in composing and transcribing ideas
- appreciating music of other cultures
- critically analysing music
- justifying creative choices

## 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 individual passions and interests while also broadening their musical foundation 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 on their instrument. 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 complete pieces. Students learn to present their created work through recorded performances, digitally created tracks and a variety of notations.
- In the role of researcher, students learn to investigate music in authentic ways, including aural, kinaesthetic and academic research

## Assessment outline

100% coursework over two years, divided into four units, 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

## Further study

In the last 3 years, 80% of our IB students have gone on to study Music at a variety of Universities, such as two students at Oxford on Choral and Organ scholarships, Performance at the Birmingham Conservatoire, Sound Design at York and Contemporary Music at the BIMM Music Institute.

## Careers links

Studying music at IB equips students 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: Mr B Birkitt

## 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

Learners 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 also experience live theatre in both local theatres and in London. Recent visits have been to see The Woman in Black, Kathakali, Hamilton, Metamorphosis, The House of Bernada Alba, Les Miserables, The Government Inspector, Grease. Additional and complementary extra-curricular activities are available to students. This includes The National Theatre Connections programme, and RSC projects that provide opportunity for students to hone their practical performance skills and leadership experience.

## 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 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 refer to this artistic journey as a line of enquiry, a process of play, practise and presentation that sees us help you to set yourself enquiry questions that we will explore together through material, aesthetic and conceptual experimentation and refinement.

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.

## 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 Edwards

## What is the course about?

The BTEC Nationals 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 (exams). 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 even 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 'Developing a Marketing Campaign' - 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 enable students 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 recruitment documents for a chosen job and take on the role of both the interviewer and the interviewee as part of the selection process. This involves preparing interview question answers where they experience, through role play, the selection process, which can help them to progress within their own chosen careers.

Unit 27 "Work Experience" – Students will have an opportunity to plan, prepare and experience a real working environment through a 40 hour work experience placement. This unit also requires them to reflect on their learning from this experience.



## Assessment

### Coursework

- Unit 1 Exploring Business
- Unit 4 Managing an Event
- Unit 5 International Business
- Unit 8 Recruitment and Selection Processes
- Unit 27 Work Experience

### External Examination

- Unit 2 Developing a Marketing Campaign
- Unit 3 Personal and Business Finance
- Unit 6 Principles of Management

## Careers links

By developing relevant business knowledge and understanding this course will give students the competitive advantage when progressing into employment, vocational training, higher level apprenticeships, or university. 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 and International Business Development as well as being their own Entrepreneur.



Head of department: Mrs J Baker

From 2026, Health and Social Care will comprise two consecutive Level 3 Cambridge Advanced National courses which will combine to provide the equivalent of two A-levels. In the first year, students will study for an extended certificate in Health and Social Care which will give them an excellent foundation in principles of best practice in health and social care settings including equality, diversity and legislation along with an understanding of anatomy and physiology. In the second year, students will study 'Mental Health: Individuals and Society' which will give them an insight into effective strategies for promoting and supporting mental health and wellbeing in both individuals and in society as a whole. The assessment will be a combination of coursework assignments and examinations.

These qualifications will also help students to develop independence and confidence in using skills that are relevant to the Health and Social Care and Mental Health sectors and will prepare you for progressing to university courses where independent study skills are needed.

The following units make up the qualification in Health and Social Care in Year 12:

Mandatory units

- Principles of Health and Social Care (Exam)
- Anatomy and physiology for health and social care (Exam)
- Person-centered approach to care (coursework)
- Supporting people with mental health conditions )

Optional units (2) - all coursework

- Supporting people with long term physical conditions
- Investigating public health
- Supporting people in relation to sexual health, pregnancy and postnatal
- Supporting healthy nutrition and lifestyles

The following units make up the qualification in Mental health: Individuals and Society in Year 13

Mandatory units

- Fundamentals of mental health and the individual (Exam)
- Mental health, wellbeing and society (Exam)
- Supporting and promoting mental health and well being in organisations (coursework)
- Community-based support for mental health and wellbeing (coursework)

Optional units (1) - coursework

- Supporting mental health and wellbeing with physical activity
- Supporting mental health and wellbeing with outdoor and creative activities



The types of courses you may progress to:

- BSc Nursing (Adult/Child/Learning disabilities/Mental health)
- BSc Midwifery
- BSc Health and social care
- BSc Healthcare and Health Science
- BSc Health Sciences
- BSc Paramedic Science
- BSc Public Health and Wellbeing
- BA Social Work
- BA (Hons) Primary Education
- Bachelor of Education BEd (Hons)
- BSc (Hons) Mental Health and Wellbeing
- BA (Hons) Counselling, Mental Health and Wellbeing
- BSc (Hons) Mental Health and Wellbeing Coaching
- BSc (Hons) Health Studies

Apprenticeships are available in health and social care, child studies and mental health and wellbeing as an alternative route into a career.

### Assessment

The course is graded Pass, Merit, Distinction and Distinction Star. The two Level Three Extended Certificate Courses above are equivalent to two A Levels or 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; Mental Health Nursing; Counselling; Social Work; Midwifery; Paramedics; Dispensing Chemist; Dental Hygienist; Psychology; Criminology; Social Care; Therapists; Radiography, Residential or Community Care; Registered Charities; Public Health.

### 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 challenging and highly rewarding. Designed in partnership with several universities, this well-rounded programme prepares you for further study or a direct path into a career within the sports industry. Each of the eight units studied offer unique challenges, exposing you to scenarios and experiences that promote your growth as a sports scientist. Topics range from biomechanics in sport and exercise to the sociology of sport and techniques for gathering valid and reliable data.

We are confident that by completing this course, you will gain both extensive knowledge in sports science and the skills to apply it effectively in real-world situations within your future career.

## Course outline

Eight separate units over two years.

Six of these units are compulsory:

- Sport and Exercise Physiology (exam-based assessment)
- Functional Anatomy (exam-based assessment)
- Applied Sports Psychology (controlled assessment 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)

## Assessment

In addition, you will complete two 'optional' units:

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

Each unit will be graded as Pass, Merit, or Distinction; these individual grades combine to form an overall course grade. Successfully completing the course will enable you to access some of the top sport-related university programmes in the UK.

During the course, you'll also take part in two field trips to the Sports Laboratory Facility at Canterbury Christ Church University, where you will gather essential data for your assignments.



## Career Opportunities

This qualification can open doors to a wide range of career paths, including roles such as:

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

## Past Student Comment

“The most enjoyable two years of my school life, studying something I’m passionate about. I appreciated the support from knowledgeable, dedicated staff members. I would definitely recommend the course.”

## Extracurricular Activities

We have a varied extra-curricular programme, which is available to all year groups, including sixth form students.



Coordinator: Ms J Vincent

Think. Question. Connect.

The Theory of Knowledge will transform how you see knowledge and the world.

Ever wondered how we know what we know? The Theory of Knowledge is the heart of the IB Diploma Programme Core, challenging you to think critically about knowledge itself. This course explores fascinating questions like: What makes something true? How do culture, language, and technology shape our understanding of the world? Are some ways of knowing more reliable than others?

TOK equips you with the skills to evaluate information critically, consider multiple perspectives, and make connections; it fosters interdisciplinary thinking, helping you connect ideas across subjects like science, history, and the arts. It's not just about answering questions - it's about learning to ask better ones. Therefore the TOK course doesn't just help you gain academic success, it helps you to become a reflective, open-minded thinker ready to navigate an increasingly complex world.

## 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 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 engage in an in-depth study of a focused topic, undertaken through an interdisciplinary approach combining two 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 and argued in a reasoned and coherent manner, appropriate to the subjects 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.

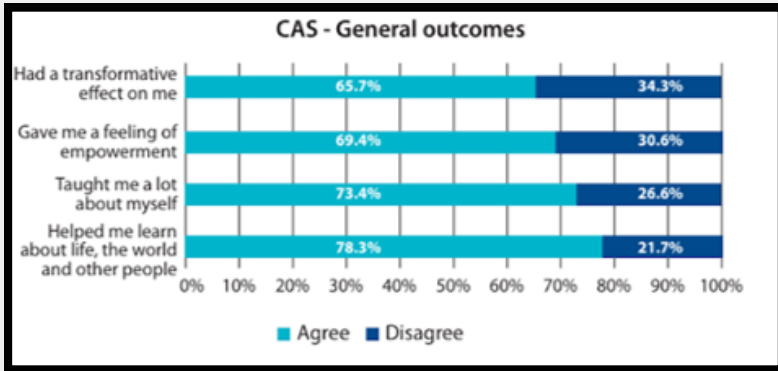
### Assessment outline

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 PPS course provides students with the opportunity to develop the necessary skills to forge their own pathways, personally and professionally, throughout their lives. Students gain the confidence to navigate the complexities of a challenging world, both now and in the future.

Through inquiry, students will:

- develop and apply transversal skills in a range of contexts
- explore and understand a variety of concepts related to their own personal and professional development
- consider, understand and value diverse perspectives
- become reflexive lifelong learners who can influence, manage and respond to change.

## Learning outcomes

By the end of the course, students are expected to be able to demonstrate competency in the following five learning outcomes.

LO1—Develop and apply intrapersonal skills in a variety of contexts.

LO2—Develop and apply communication and interpersonal skills in a variety of contexts.

LO3—Develop and apply thinking skills in a variety of contexts.

LO4—Develop and apply intercultural understanding in a variety of contexts.

LO5—Demonstrate an awareness of the ethical implications of one's choices and actions on self and others.

A minimum of 4 Concepts will be covered in PPS lessons from the list below:

- Change
- Connections
- Identities
- Perspectives
- Systems
- Well-being

## 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, community engagement, the reflective project and your vocational studies.

## How will it be assessed?

PPS will be internally assessed by the school. Students complete a portfolio of evidence which 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, focussed on an ethical dilemma in a career-related area.

The aims of the reflective project are for students to:

- engage in personal inquiry
- develop critical thinking and research skills to explore an ethical dilemma
- appreciate local and/or global perspectives
- appraise the reliability and bias of resources found during the research process
- develop effective communication skills by creating a structured, coherent and balanced argument
- develop self-management skills to support the research, writing and product-creation process
- engage in ongoing reflective practice.

How does it work?

Students will be required to:

- Identify an issue of interest in a career-related area
- Then identify an ethical dilemma associated with it
- Research and analyse the issue
- Present initial findings
- Improve and finalise their final project, following feedback on first draft. Present the project using skills developed in the approaches to learning course.

Ideas might include:

- Should school meals be sourced locally?
- Should positive discrimination in the workplace be promoted if it leads to more women in senior company positions?
- 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 a variety of formats, e.g:

- 3,000 word essay and a 1,000 word reflective report
- Podcast
- Storyboard
- Newspaper article
- Blog
- Presentation



# Community Engagement

## CP Core

Community engagement (CE) offers opportunities for students to learn in, from and with communities as well as to apply knowledge and skills acquired in other areas of learning.

CE invites students to engage with communities in dialogic, reciprocal, reflective and reflexive ways, and to expand their understanding from a personal to a relational to a systems dimension.

Students engage in an inquiry-based process of exploring and preparing, relating and acting, evaluating and sharing that is aimed at responding to relevant opportunities and challenges identified both by and with communities.

Through this process, students:

- develop and apply critical- and creative-thinking skills, social and affective skills, and ethical reasoning
- reflect on their positionality, develop the ability to build reciprocal relationships, and engage in place-based learning
- gain a deeper understanding of local and global issues, and develop the ability to manage complexity
- develop a sense of individual and collective responsibility and agency, and the capacity to become active participants in bringing about that for which they and their communities hope.

The course aims for students to:

- build relationships and engage in reciprocal collaborations that contribute to individual and collective well-being
- develop awareness of the complexity of, and appreciation for, the diverse ways of knowing, doing and being
- cultivate compassionate integrity, ethical solidarity and active hope
- embrace reflective and reflexive practice as tools for building a cognitive and affective foundation that supports lifelong learning and global citizenship.

Learning outcomes:

LO1—Foster reciprocal and dialogic engagement

LO2—Explore systems, and develop awareness of their roles within these

LO3—Develop, articulate and enact ethical thinking and action

LO4—Engage in reflective and reflexive practice

How will it be assessed?

Students will take part in sustained community engagement activities across the two years which will be evidenced in their learning journal and through three

review points with their mentor.

# Entry requirements

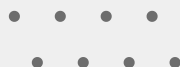
IB Diploma programme – 6 x Grade 6 and 2 x Grade 5 GCSEs

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		
AAQ Health and Social Care		
BTEC Sport and Exercise		



Students are normally expected to attain a minimum of a grade 5 in a subject in order to study it at standard level. Applications will be considered on a case-by-case basis on GCSE results day.



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