

**Sixth Form Courses**

**International**

**Baccalaureate**

**For entry from September 2025**

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Creativity Action and Service

Theory of Knowledge

Extended Essay

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    - The IB Options form is linked at the end of the booklet

These can be found on the School website and collected from individual subjects at the Open Evening.

**1. An Introduction to the Sixth Form Curriculum**

**Introduction to KC Sixth Form**

The Sixth Form aims to prepare students for a diverse set of possibilities in the future, this could be university based study in the UK or overseas, apprenticeships or the world of work. All students have the opportunity to thrive and flourish in an environment specifically designed to meet their learning needs, with a range of academic choices including the IB Diploma, A Levels and Cambridge Technicals.

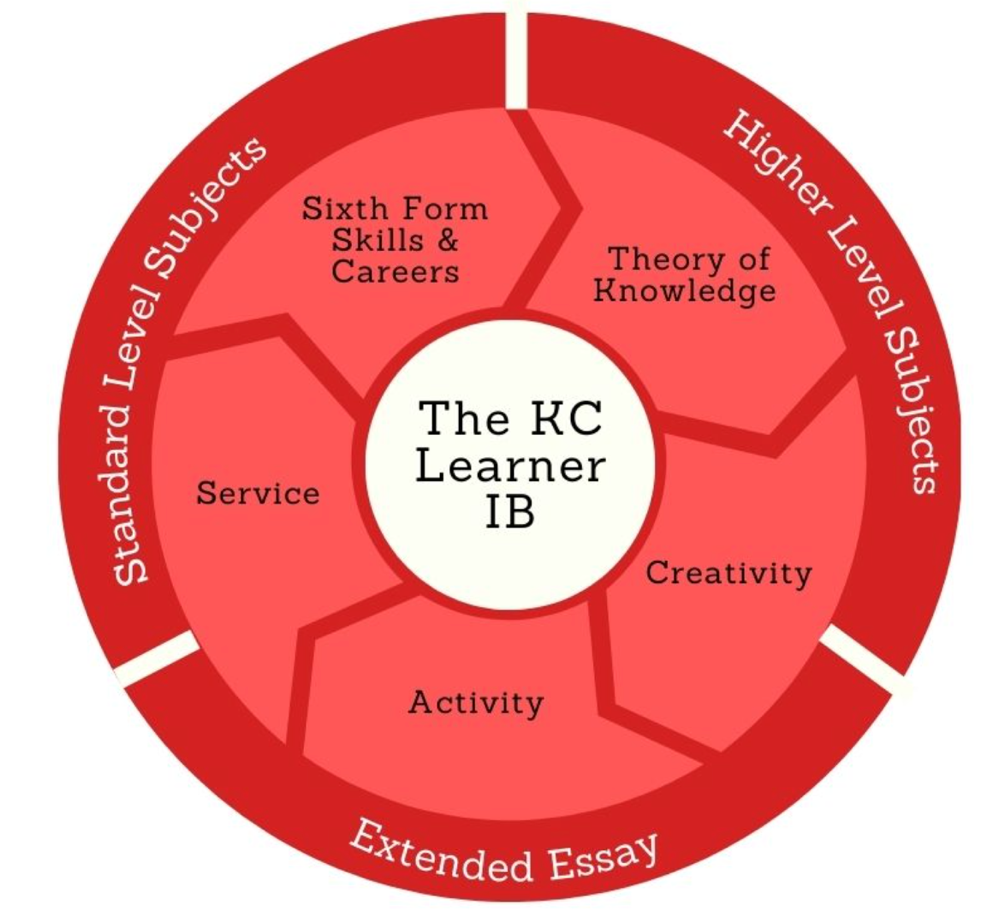
The Sixth Form enables students to experience smaller, tutorial style lessons and make use of timetabled independent study lessons, developing core skills to prepare them for their onward journey either into Higher Education or the workplace. Our diverse and international community is unique, allowing students of all backgrounds and faiths to be nurtured whilst being intellectually challenged in the classroom. We have a supportive family atmosphere at KC where teachers will always go the extra mile to help you with future decision making and supporting your progress.

Kent College is a leading provider of the IB Diploma Programme, consistently placed in the top ten IB schools in the UK. We also offer A Level and Cambridge Technical Diploma courses, which can be taken together. With this broad range of courses on offer we are able to ensure students follow the most appropriate combination of subjects given their interests and abilities. We are passionate that every student receives the education that is right for them, and our dedicated team of teachers ensures our students not only achieve excellent results but that while doing so, they foster a lifelong love of learning. At Kent College, we know that every student learns in a different way, and we believe that offering these multiple pathways allows each student the opportunity to challenge their individual strengths and abilities in the way that suits them best.

**Academic Course Choices**

All the pathways offer challenging, highly regarded qualifications which are accepted as university entrance qualifications worldwide. The IB and A Level programmes of study are two-year courses, with external exams at the end of the two years. The Cambridge Technical Diplomas are a combination of portfolios of work with less emphasis on final examinations, when choosing one of these courses it is important to check whether it is accepted beyond the UK. The choice of which programme to study will rely largely on a student’s academic interests, personal learning style, and plans for university and beyond. Bespoke, individual timetables accommodate the subjects or combinations of subjects students wish to study, ensuring each student is able to pursue their interests.

This learner profile outlines the key aspects of the IB pathway in the Sixth form at Kent College. The outer circle encompasses the subject choices that students will choose for the IB; either Higher level or Standard Level, including an extended essay, and the inner circle showcases the wider options available to all students, which make up the whole sixth form experience at KC. These will be explained in further detail throughout the rest of this booklet.



**The IB Pathway**

The IB Diploma is an exciting programme that focuses not only on the academic enrichment of the student, but their personal development as a well-rounded individual. It is highly respected internationally and recognised by all UK universities. The Diploma offers a breadth of knowledge and range of skills that are sought after by employers and higher education alike. The IB Diploma allows students to follow six subjects from different areas of study including literature, a foreign language, humanities, science, maths, and an optional arts subject. Students also research and write an Extended Essay in an area of interest to them; this is highly regarded by universities. They also complement their academic study with a course on the Theory of Knowledge.

**Co-curricular experience**

Students at KC have the opportunity to experience a wide range of co-curricular activities to complement their academic studies. Aspects covered combine our students’ academic study with their wider understanding of the world and development as young adults, ready to embark on exciting opportunities after they leave Kent College Sixth Form. For IB students, students gain credit for their co-curricular activities in Creativity, Action and Service, called the CAS programme, which is monitored as they progress through Sixth form. The service section includes volunteering to help the community, activity involves physical exertion contributing to a healthy lifestyle and creativity involves any experience of creative thinking, outside classroom lessons. Of course, all students are encouraged to complete a breadth of co-curricular activities and often students will be taking part in several different options per week.

**Diverse Futures preparation**

As stated above one of the key purposes of the Sixth Form is to prepare the students for a diverse set of possibilities in the future. They have the opportunity to benefit from guest speakers, targeted careers advice and lessons within the PSHE and Sixth Form Skills curriculum. They also benefit from life skills sessions and global citizenship to help them to become well rounded, confident and resilient young adults. They are given a breadth of information about different futures pathways to allow them to find the right course of action for them. Full support from both academic and pastoral staff is given for university applications and we have dedicated support for specific university programmes such as Oxbridge, Medicine, Dentistry, Veterinary Medicine and Law. Every year, we also support students to apply to universities abroad including US universities and those in Europe. We also support students in their applications for degree apprenticeships and those going straight into the world of work.

**Bespoke individual timetables**

We aim to be as flexible as possible when constructing the timetable for students and it may be possible to accommodate other subjects or combinations of subjects than those in this information booklet. If there are any courses or combinations that are not included here then do contact the Director of Studies Mr Champion who will be able to check availability. It is sometimes possible to create bespoke programmes for individuals. Wherever possible we will strive to satisfy individual choices and requirements in terms of choices and patterns of study.

Should you require further information about any of our courses then do not hesitate to contact the school directly and we will be happy to arrange a meeting to discuss this with you.

Mrs Ellie Budd, Head of Sixth Form [ebudd@kentcollege.co.uk](mailto:ebudd@kentcollege.co.uk)

Mr Graham Letley, Deputy Head Learning [gletley@kentcollege.co.uk](mailto:gletley@kentcollege.co.uk)

Mr Rupert Champion, Director of Studies [rchampion@kentcollege.co.uk](mailto:rchampion@kentcollege.co.uk)

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##### **2. Key Dates**

**Autumn Term 2024**

Year 11 initial talk on options process and futures choices

Year 11 1:1 careers interviews from this point onwards

**September 28th 2024**

Senior School Open Morning 9am -1pm

**October 16th 2024**

Scholarship information evening

**November 12th 2024**

Sixth Form Open Evening 6pm-9pm

**November 29th 2024**

IB Scholarship application deadline

**December 2024**

**Initial subject choices submitted by Monday 2nd December**

**February 2025**

Year 11 Parents’ Evening 11th February

**January – February 2025**

Ongoing discussions re choices

**February 2025**

**Final choices confirmed with Mr Champion by 14th February**

**Summer Term 2025**

Choices confirmed with students

**May – June 2025**

GCSE Examinations

**August 2025**

GCSE Results and final course confirmation for the Sixth Form

**September 2024**

Sixth Form induction and courses start

**3. The IB and A Levels Compared**

|  |  |  |
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| **Questions** | **A Level** | **IB Diploma** |
| What is the difference between A Level and IB? | Most students study 3 subjects in Year 12, and EPQ is often studied alongside the 3 A Levels. | Students will study 6 subjects over the two years, 3 at Higher Level and 3 at Standard Level.  In addition, each student will complete an Extended Essay, a Theory of Knowledge course (TOK) and the CAS programme. (Creativity, Action and Service) |
| How do the examinations work? | In most subjects the exams are at the end of the second year. Grades A\*-E are pass grades. | The IB Diploma is examined at the end of year 13.  There are no public examinations in year 12, there will be elements of coursework to complete. |
| Is there an element of compulsion in each route? | The A Level pathway allows students a free choice of subjects, although students will be guided as to the sensible combinations of subjects appropriate to their proposed university studies, interests and abilities. | The IB Diploma students study English, a second language, a Humanity or Social Science, a Science, a Maths course and either a Creative Art or a second subject from one of the previous groups. You may choose whether to study a subject at Higher or Standard Level, Higher Level courses can be thought of as similar to A Level. |
| How do universities regard A Level and IB? | Universities are very familiar with the A Level. University offers are normally based on 3 subjects and typical offers from prestigious universities are in the range A\*AA to ABB, the A\* will also be used. Some universities make offers based on points rather than grades, the UCAS website explains this. | Universities are very familiar with the IB and offers from good universities will be in the range of 32-40 points. Offers may stipulate a 6 or a 7 in the subject to be studied at university.  IB students often secure places at their chosen university with less points than the original offer due to the value placed on the Diploma as a whole. |
| Are both pathways suitable for courses such as Medicine? | A Level candidates are expected to have studied Chemistry and a second Science subject or Mathematics to A Level, and Biology at least to AS Level. Some medical schools like a subject outside the sciences as the remaining subject. Some will require Biology and Chemistry. | IB candidates are expected to have studied Chemistry and Biology at Higher Level (although Maths Higher Level is also acceptable).  The breadth of the IB means all students can offer a Humanity and Languages as well as their Science subjects. |
| What about grading? | The A Level is marked on an alpha scale, A\*,A,B,C etc. The overall A Level grade in almost all subjects is based on the marks from the exams at the end of year 2. An A\* grade is awarded at A Level where 90% must be achieved as A2 and an A overall. | The IB Diploma is marked on a numeric scale. The maximum mark for each subject is 7, leading to a total of 42 points for the six subjects.  3 additional points are available for the core (Extended Essay & TOK) The maximum possible Diploma score is 45 points. A final score of 35 points would be equivalent to at least 4 A’s at A Level. The grade descriptors can be seen [here](https://drive.google.com/file/d/1PuUr0fVnUbGLu8FNEw_o91DzX95UF0PU/view?usp=sharing). |

|  |  |  |
| --- | --- | --- |
| Will the A Level and IB students be taught together? | A Level students will normally be taught separately from IB. | IB students will normally be taught separately from A Level. |
| Will I have time for co-curricular activities? | A wide range of co-curricular activities is offered across the sixth form and all students are encouraged to take part. | A wide range of co-curricular activities is offered across the sixth form and students’ involvement in these activities can count towards their IB Diploma, through the CAS programme. |
| What are the advantages/ disadvantages of each programme? | Students have a wide choice of subjects. Universities can find it harder to differentiate between students because of the high % of A grades. The A\* is increasingly used. | Students study a wider range of subjects, there is flexibility within the options for each subject group and level. Students only have one set of public examinations, at the end of year 13. Universities find it easier to differentiate between students, therefore offers can be favourable. |
| Who would be best suited to the course? | Students who have a very good idea of the subjects they want to study beyond GCSE and possibly at university. They do not want to continue with many of the subjects studied at GCSE, they have passions and interests in a handful of subjects. They will be hardworking, well-motivated and organised. | Students that want to study a broader range of subjects thus keeping their options open for university / careers. They want to undertake some independent research and report writing through the Extended Essay, they want formal recognition for their co-curricular activities through CAS and would enjoy the challenge posed by TOK where they will think and write critically about aspects of knowledge and its acquisition. They are hardworking, motivated and well organised. |

**4. The International Baccalaureate (IB)**

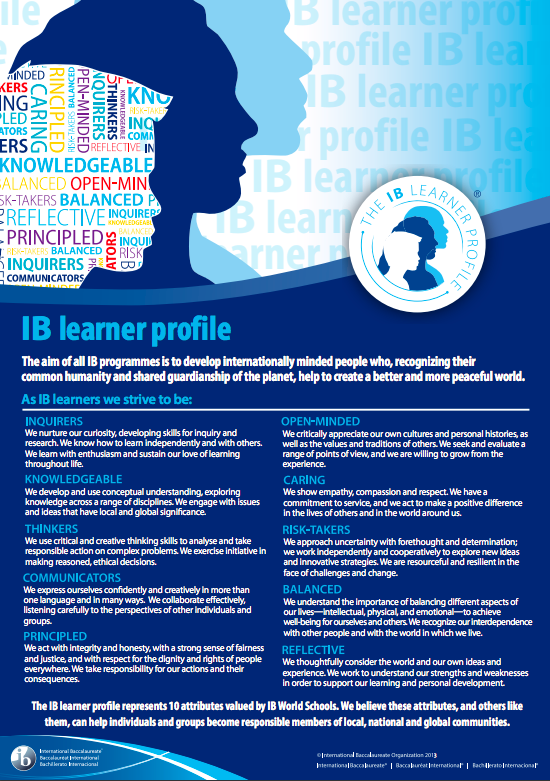
**What is the IB Diploma?**

The International Baccalaureate (IB) is an international examination of high academic standing throughout the world. The IB is very well established throughout the world and has seen significant expansion in the UK in recent years. It is recognised by all UK universities and is highly regarded internationally. The Diploma offers a breadth and range of skills that are sought after by employers and higher education alike.

We strongly believe the IB offers an excellent preparation for higher education and employment in an international and competitive environment. Whilst the IB might not suit every student we recommend that all our potential Sixth Form students consider this option carefully given the breadth and diverse range of skills offered through the Diploma.

The Diploma will suit those students that are hardworking, well organised and have a genuine curiosity for the subjects they wish to study.

The Diploma also seeks to develop as a series of human values in all students that promote respect of themselves and the world around them. These values are central to life at Kent College and as such will be developed in all students. The specific values are expressed in the **IB Learner Profile**, this is shown on the following page, more details can be seen by using the link [here](https://www.ibo.org/benefits/learner-profile/) which takes you to the IBO website.



Source : IBO Website

**IB Results at KC**

Our results for the IB Diploma have been excellent, consistently achieving an average of 37 points (world average 30 points), the equivalent of 4A’s at A Level. These results also place Kent College in the top 10 UK smaller IB schools. We offer an IB Scholarship worth up to 50% of tuition fees, the details of this can be seen in this booklet, applications for this must be submitted electronically by early March for existing students, for international students the deadline is flexible and should be discussed with Mr Letley directly.

**The Diploma consists of six subject groups:**

Group 1 English Literature (or other first language studied as a literature course)

Group 2 Second language studied as a language acquisition course, a beginners’ course is available

Group 3 The Humanities - Individuals and Societies

Group 4 The Sciences

Group 5 Mathematics

Group 6 The Arts

Three subjects are studied at Higher Level and three at Standard Level. There will be a number of different subjects within each of the groups and there is the possibility of studying more than one subject from groups 1-5.

In addition to the subjects studied there is also a compulsory core that comprises three elements:

1. An Extended Essay (an independent research paper on a topic of their choice)
2. Theory of Knowledge (a course in critical thinking)
3. CAS (a programme of Creativity, Action and Service) At Kent College, the extra-curricular programme is extensive and we are pleased with this formal recognition of achievement.

There are various criteria to meet to pass the diploma, they are set out in the separate section below.

Progression into the second year of the IB Diploma is not automatic. Students will be expected to perform well in the internal examinations and assessments during Year 12. Any student not achieving level 4s by the end of Year 12 and having made good progress with the core elements may not be allowed to progress into the second year, the final decision will be made by the Deputy Headmaster. In the second year the same standards will be expected and following the mock examinations in November, anyone not meeting these will be offered a place back in Year 12.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

A. CAS requirements have been met.

B. The candidate’s total points are 24 or more

C. There is no ‘N’ awarded for theory of knowledge, the extended essay or for a contributing subject.

D. There is no grade E awarded for theory of knowledge and/or the extended essay.

E. There is no grade 1 awarded in a subject/level.

F. There are no more than two grade 2’s awarded (HL or SL)

G. There are no more than three grade 3’s or below awarded (HL or SL)

H. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

I. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

J. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

**Making subject choices for the IB**

The full details of all the subjects / courses being offered in the IB can be found on the school website and will be available on the Sixth Form Open Evening.

The subjects on offer can be seen on the following page. Unless otherwise stated all subjects are available at both Standard and Higher Level.

All IB students will have to make sure they :

* Have 3 Higher and 3 Standard Level subjects
* Make it clear which level Language course they wish to follow on the options form as there are 3 levels available.

The choice of Higher Level subjects, mostly equivalent to A levels, is clearly very important and this will depend upon an individual’s strengths and future interests in terms of possible university courses. A minimum of a GCSE grade 7/8 would normally be expected in a subject before studying it at Higher Level in the IB or similar grades in related subjects where the subject has not been studied at A level.

Students must discuss their suitability for particular subjects with the relevant Head of Department prior to filling in the options form as requirements for different subjects will vary. The UCAS website, <http://www.ucas.ac.uk/> , provides some guidance about what subjects to study at Higher Level for particular degree courses.

The options form for IB should be completed online. We will endeavour to satisfy individual choices but this will depend on timetabling constraints and the level of demand for subjects. We will confirm the position with students and keep them informed of any changes that may be needed. Pupils and parents will be advised in the Spring and Summer Term if accessible courses are not available given mock results and other key information about their work and progress to that point.

**For choices being submitted for September 2025 please complete the electronic options form that is linked** [**here**](https://forms.office.com/e/HkpjTyPGxE) **soon. If you have any problems or queries please contact Mr R Champion, Director of Studies, rchampion@kentcollege.co.uk**

Subjects on offer in the International Baccalaureate (all subjects are offered at Higher and Standard Level unless stated otherwise)

|  |  |
| --- | --- |
| **Block** | **Subjects** |
| Literature  (‘A’ Language) | English and World literature  Italian (for native speakers)  German (for native speakers) |
| Language  Acquisition  (‘B’ Language) | Spanish1  French1  German1  English ‘B’ HL may be available in place of English ‘A’ Literature, this will depend on any other language options being selected and should be discussed directly. |
| Humanities | History  Geography  Business Management  Economics |
| Sciences | Physics  Biology  Chemistry |
| Maths | Analysis and Approaches (AA)  Applications and Interpretations (AI)  **The vectors course is included within the Maths courses from 2022** |
| Arts | Art  Music |

1  Group 2 languages may be studied at three levels:

ab initio or beginners’ level which counts as Standard Level,

Standard Level and Higher Level

**The compulsory core**

**Creativity Action Service (CAS)**

Creativity, Action, Service (CAS) is at the heart of the Diploma Programme. It is one of the three essential elements in every student’s Diploma Programme experience making up part of the core of the Diploma. It involves students in a range of activities alongside their academic studies throughout the Diploma Programme. The three strands of CAS, which are often interwoven with particular activities, are characterised as follows.

Creativity: arts, and other experiences that involve creative thinking.

Action: physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the Diploma Programme.

Service: an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

CAS enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Programme. A good CAS programme should be both challenging and enjoyable, a personal journey of self‑discovery. Each individual student has a different starting point, and therefore different goals and needs, but for many their CAS activities include experiences that are profound and life‑changing.

For student development to occur, CAS should involve:

• real, purposeful activities, with significant outcomes.

• personal challenge—tasks must extend the student and be achievable in scope.

• thoughtful consideration, such as planning, reviewing progress, reporting.

• reflection on outcomes and personal learning.

All proposed CAS activities need to meet these four criteria. It is also essential that they do not replicate other parts of the student’s Diploma Programme work.

Concurrency of learning is important in the Diploma Programme. Therefore, CAS activities should continue on a regular basis for as long as possible throughout the programme.

Many of the existing extracurricular activities at Kent College will count towards CAS, other projects and specific activities will also need to be planned.

Successful completion of CAS is a requirement for the award of the IB diploma.

**CAS Coordinator: Mrs R Kenmir**

**Extended Essay**

The Extended Essay is an in-depth study of a focused topic chosen from the list of approved Diploma Programme subjects – normally one of your six subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity. It provides you with an opportunity to engage in personal research in a topic of your own choice, under the guidance of a supervisor, who will be a teacher at the school. This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. Completion of the written essay is followed by a short interview, or viva voce, with the supervisor.

The Extended Essay is

* compulsory for all Diploma Programme students and must be awarded at least a grade D to enable the Diploma to be awarded, at maximum of 1.5 points are available from the Extended Essay.
* externally assessed and, in combination with the grade for Theory of Knowledge, contributes up to three points to the total score for the IB diploma.
* a piece of independent research/ investigation on a topic chosen by you in cooperation with a supervisor from the school.
* chosen from the list of approved Diploma Programme subjects.
* presented as a formal piece of scholarship containing no more than 4,000 words.
* the result of approximately 40 hours work.
* concluded with a short interview, or viva voce, with the supervising teacher.

In the Diploma Programme, the Extended Essay is the prime example of a piece of work where the student has the opportunity to show knowledge, understanding and enthusiasm about a topic of his or her choice. At university interviews, the Extended Essay is often used as a valuable stimulus to discussion. Some of the titles students have chosen in recent years include:

- How does resonance affect the behaviour of large structures in conditions of seismic activity? (Physics)

- What is so safe about safety matches? How does the quantity of toxic chemicals produced by a 'safety match' compare to the official limits? (Chemistry)

- What market form characterises the hotel market in Canterbury? (Economics)

- How and why does the amount of graffiti change with distance from the Central Business District of Cologne and Canterbury? (Geography)

- To what extent can "The Picture of Dorian Gray" and "The Woman in Black" be considered literary descendants of the Fairy Tale? (English)

- Picasso's reinvention of old masterpieces - Art in their own right or pastiches of Art history? (Visual Arts)

- To what extent does Emilio Lusso's memoir "Un Anno Sull' Altipiano" provide a useful and reliable account of events and conditions experienced by the Italian army on the Southern Front during the First World War? (History)

**Extended Essay Coordinator: Mrs E White**

**Theory of Knowledge**

Theory of Knowledge sits at the core of the IB programme. It is one of the things that makes the IB different from more conventional courses of study. Many educational courses lay great emphasis on the acquisition of facts. Unfortunately, this can sometimes result in students thinking that it is a simple matter to acquire knowledge or perhaps even truth. In Theory of Knowledge, the complexities and problems associated with knowledge are closely considered. We aim to introduce students to the 'real' world of knowledge, the world which they will encounter later on at university and beyond. We look at what we believe to be true, the reasons we have for holding these beliefs and whether or not the reasons for holding them are good reasons.

Issues addressed can be subject-related (Is there such a thing as the scientific method? What makes a great piece of art? How reliable are history books?) They can also be personal or current (How can I know what is right? To what extent can we trust the media? How am I influenced by my culture?) . Traditional philosophical problems are also considered (Are humans predictable? Do our senses give us the truth?)

While Theory of Knowledge demands and develops rigour and logical analysis, it is not simply a course in critical thinking. The aim is not only to introduce students to a range of ideas and debates but to encourage them to view their own ideas, views, beliefs and opinions in light of the ideas, views, beliefs and opinions of others. The course therefore requires students to demonstrate openness, sensitivity and respect.

In order to receive the IB Diploma, students must achieve a pass grade in Theory of Knowledge. The course is assessed in two ways. Students must deliver a 10 minute oral presentation and produce a 1200-1600 word essay. The grades from these are combined with the grade from the Extended Essay to give up to 3 points towards a candidate’s total score for their Diploma. Although this may seem a little light for such an ambitious course, this system allows students to pursue Theory of Knowledge and explore their own ideas without undue pressure on results.

**TOK Coordinator: Mr S Sorokos**

**IB Scholarship**

The IB scholarship will be awarded to a student studying the International Baccalaureate for two years and is worth up to 50% remission of tuition fees1. It is not transferable to other programmes of study in the Sixth Form.

**What is expected of me?**

We are looking for a student who can demonstrate excellent academic ability and potential within the International Baccalaureate programme.

**What will be asked of me?**

We will ask you to produce two pieces of written work and attend a short interview.

The first will explain why you particularly want to study the IB, this will be a maximum of 300 words.

The second will be an extended piece of writing based on an area of research that you have completed. This might be research completed based on reading or possibly some form of experiment / investigation. The report should not exceed 1,000 words.

The short interview will take place in the last week of the Spring term and will focus on the content of the two written reports.

Both pieces of work should be submitted together electronically to Mr Letley by 29th November for existing students [gletley@kentcollege.co.uk](mailto:gletley@kentcollege.co.uk) , international students should contact Mr Letley directly about submitting the application and the deadline that applies to them.

**What do I have to do to maintain my scholarship?**

As an IB scholar we will expect you to demonstrate your enthusiasm and excitement for the IB, this may be by helping with presentations about the IB or showcasing your work to potential IB students, you will be an advocate of the IB. You must maintain high levels of effort and achievement.

**When will I know if I have been successful?**

The Senior School Head and Mr Letley will inform you if you have been successful by the end of the Spring Term. If you would like to discuss this scholarship further please contact the Deputy Head Mr Letley, [gletley@kentcollege.co.uk](mailto:gletley@kentcollege.co.uk)

1  The maximum remission anyone can be awarded through scholarships is 50%, either in a single scholarship or in combination with any other scholarship award.

**Subject details for the IB**

**Art**

The Visual Arts course will allow all individuals the opportunity to develop artistically. It would suit all pupils who gained enjoyment from the freedom offered by the GCSE Art and Design course.

Pupils who have not previously studied Art are welcome but should consult with the Head of Art before making their final choice.

The Course covers: Theoretical Practice, Art Making Practice and Curatorial Practice, all supported by a Visual Arts Journal. Students will have to do a Comparative Study, a process Portfolio and an Exhibition at the end of the two year course.

**Comparative Study** - 20% of overall mark

Students analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts.

**Process Portfolio** - 40% of overall mark

Students submit carefully selected materials which evidence their experimentation. The quantity of work is determined by whether students have opted for SL or HL.

**Exhibition** - 40% of overall mark

Students submit for assessment a selection of resolved artworks from their exhibition. The exhibition is supported by a 400 0r 700 word curatorial rationale.

Course requirements / Who is the course intended for?

Pupils who have taken Design Technology at GCSE and would like to continue their studies in a creative sphere are also encouraged to pursue this option. However, it must be noted that this is a course with an Art, rather than a design bias and pupils considering this route should contact the Head of Art to discuss how this might affect them.

**Head of Department: Mrs M Montague**

**Biology**

The course specification is designed to enable candidates

* To generate understanding of the broad scope of Biology in the development of universal principles and life concepts;
* To develop essential knowledge and understanding of the concepts of Biology, and the skills needed for the use of these in new and changing situations;
* To develop an understanding of the link between theory and experiment;
* To sustain and develop their enjoyment of and interest in Biology;
* To recognise the value of Biology to society and how it may be used responsibly;
* To learn the pan-global nature of this science, in terms of both underlying fundamentals and the international nature of its study, through research and group interaction.
* To prepare the necessary skills to promote further study in Biology and related areas.
* To develop a broad based knowledge of the principles and applications of Biology to a high level consonant with university entrance or equivalent standard.
* To embrace the moral framework of science, understanding that scientific development can be limited by social, political and personal agendas.

**Basic Structure of the Course:**

Students at SL and HL share the following:

• An understanding of science through a stimulating experimental programme

• The nature of science as an overarching theme

• The study of a concept-based syllabus

• One piece of internally assessed work, the scientific investigation

• The collaborative sciences project

The SL course provides students with a fundamental understanding of biology and experience of the associated skills. The HL course requires students to increase their knowledge and understanding of the subject, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth. The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus

**Practical Biology**

At Kent College the course is strongly practically oriented with a sound emphasis on traditional broad-based theory; it is presented in an exciting and innovative fashion.

**Course content**

|  |  |  |
| --- | --- | --- |
| **Syllabus component** | **Teaching hours** | |
|  | **SL** | **HL** |
| **Syllabus content** | **110** | **180** |
| A: Unity and diversity: water; nucleic acids; origins of cells (HL); cell structure; viruses (HL); diversity of organisms; classification and cladistics (HL); evolution and speciation; conservation and biodiversity | 19 | 33 |
| B: Form and function: carbohydrates and lipids; proteins; membranes and membrane transport; organelles and compartmentalization; cell specialisation; gas exchange; transport; muscle and motility (HL); adaptation to environment; ecological niches | 26 | 39 |
| C: Interaction and interdependence: enzymes and metabolism; cell respiration; photosynthesis; chemical signalling (HL); neural signalling; integration of body systems; defence against disease; populations and communities; transfers of energy and matter | 31 | 48 |
| D: Continuity and change: DNA replication; protein synthesis; mutations and gene editing; cell and nuclear division; gene expression (HL); water potential; reproduction; inheritance; homeostasis; natural selection; stability and change; climate change | 34 | 60 |
|  |  |  |
| **Experimental programme** | **40** | **60** |
| Practical work | 20 | 40 |
| Collaborative sciences project | 10 | 10 |
| Scientific investigation | 10 | 10 |
| **Total teaching hours** | **150** | **240** |

**Assessment**

All students will be regularly assessed throughout the course using a range of methods including summative assessment and formative assessments.

The framework for internal assessment is based on the investigation and project work, which will have components of both a prescriptive and student generated nature.

During the course there will be mock examinations and tests used to help provide indicative grades and formative feedback for development. These will be based on past papers and sample papers from the IB and the relevant mark schemes will be used. Students will receive specific training on how to use these mark schemes themselves to self assess and peer assess in order to develop a greater understanding of the various assessment criteria and assessment objectives.

**Assessment Summary**

|  |  |
| --- | --- |
| **Standard Level** | **Higher Level** |
| **Written examinations**  **(Total 3 hours, 80%)** | **Written examinations**  **(Total 4 hours and 30 minutes, 80%)** |
| **Paper 1 (1 hour 30 minutes, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes)  (Total 55 marks) | **Paper 1 (2 hours, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions (four questions that are syllabus related, addressing all themes)  (Total 75 marks) |
| **Paper 2 (1 hour and 30 minutes, 44%)**  Section A - Data-based and short answer questions  Section B - Extended response questions  (Total 50 marks) | **Paper 2 (2 hour and 30 minutes, 44%)**  Section A - Data-based and short answer questions  Section B - Extended response questions  (Total 80 marks) |
| **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) | **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) |

**Course Requirements**

GCSE Biology or Science at minimum grade 6 (or overseas equivalent). Students without this may be able to take Biology after discussion with the IB coordinator.

**Career and Further Education Implications**

The broad-based knowledge and understanding imparted by the course will provide a good grounding for a career in any scientific area, especially within the Human Sciences, but will also be applicable to other degrees, including Law, Engineering, Sports Science, Psychology etc.

The qualification will be particularly appropriate for degree courses such as Biology, Biosciences, Natural Sciences and Human Sciences, and is a key subject requirement for Medicine, Veterinary Science, and Biomedical Science.

**Head of Department: Mrs J Gibson**

**Business Management**

**Topics:**

Business organisation & environment Marketing

Human Resources Operations management

**Accounts and Finance Business Strategy (HL only)**

Business and management is a study of the different ways in which individuals and groups interact in a vibrant business environment. It is an academic regulation that examines how business decisions are made and how these decisions affect the internal and external environments as well as how these environments affect decision making. The course is built on six concepts: Strategy, Innovation, Change, Ethics, Culture and Globalisation.

The IBO Business and Management programme is designed to give students an understanding of business principles, practices and skills. Emphasis is also placed on understanding technical innovation and day-to-day business functions of marketing, human resource management and finance. However, a fundamental feature of the programme is the concept of synergy. In its technical sense, it is a concept that means an organisation should seek an overall return greater than the sum of its parts. Applied to the Business and Management programme, it necessitates a style of teaching and learning based on integrating and linking the various modules to give students, by the end of the course, a holistic overview. This is particularly emphasised in Higher Level, with the extra Topic 6, which requires a strategic understanding of business decisions. Kent College has a diverse international community, which is a significant strength in this department, as students are able to share their own different cultural references, particularly in areas such as advertising and fashion trends, which greatly adds to all the students’ appreciation of business and its operation in different countries.

The variety and diversity of the business environment will be examined through a wide range of case study material, visits to local and national businesses, and the option for one international residential trip, designed to foster a broader understanding of business operations in a different cultural context (2017 Rome). Students will be given the opportunity to present work in at different stages, as well as carry out independent research for essay topics, encouraging independent learning. In addition to formal classroom time and the visits and trips, students are also encouraged to participate in the Young Enterprise programme. This programme enables students to put into practice concepts learned in class, and to experience first hand the highs and lows of business decision-making. It also facilitates team building, improves communication skills and encourages integration in our sixth form community.

**Assessment:**

A variety of assessment methods will be used during the course. Continual formative assessment will occur through the school’s own grading and reporting system, with target reviews and opportunities for both teacher and student reflection on progress. There will be an internal exam at the end of Year 12, as well as a mock IB exam in Year 13. Smaller topic tests/peer assessed presentations will also be used.

Two written exam papers, the first being based around a pre-researched case study and an internal written assignment make up the final assessment. Many students opt to choose the subject for their core extended essay assessment.

**Head of Department: Mr I Armbruster**

**Chemistry**

The course specification is designed to enable candidates

* To generate understanding of the broad scope of Chemistry in the development of universal principles and life concepts;
* To develop essential knowledge and understanding of the concepts of Chemistry, and the skills needed for the use of these in new and changing situations;
* To develop an understanding of the link between theory and experiment;
* To sustain and develop their enjoyment of and interest in Chemistry;
* To recognise the value of Chemistry to society and how it may be used responsibly;
* To learn the pan-global nature of this science, in terms of both underlying fundamentals and the international nature of its study, through research and group interaction.
* To prepare the necessary skills to promote further study in Chemistry and related areas.
* To develop a broad based knowledge of the principles and applications of Chemistry to a high level consonant with university entrance or equivalent standard.
* To embrace the moral framework of science, understanding that scientific development can be limited by social, political and personal agendas.

**Basic Structure of the Course:**

Students at SL and HL share the following.

• An understanding of science through a stimulating experimental programme

• The nature of science as an overarching theme

• The study of a concept-based syllabus

• One piece of internally assessed work, the scientific investigation

• The collaborative sciences project

The SL course provides students with a fundamental understanding of chemistry and experience of the associated skills.

The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level.

The SL course has a recommended 150 teaching hours, compared to 240 hours for the HL course. This difference is reflected in the additional content studied by HL students. Some of the HL content is conceptually more demanding and explored in greater depth.

The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

**Practical Chemistry**

At Kent College the course is strongly practically oriented with a sound emphasis on traditional broad-based theory; it is presented in an exciting and innovative fashion.

**Course content**

|  |  |  |
| --- | --- | --- |
| **Syllabus component** | **Teaching hours** | |
|  | **SL** | **HL** |
| **Syllabus content** | **110** | **180** |
| Structure 1. Models of the particulate nature of matter: the nuclear atom; electron configurations; the Mole; ideal gases | 17 | 21 |
| Structure 2. Models of bonding and structure Structure: the ionic model; the covalent model; the metallic model; from models to materials | 20 | 30 |
| Structure 3. Classification of matter: the Periodic Table; functional groups | 16 | 31 |
| Reactivity 1. What drives chemical reactions?: measuring enthalpy changes; energy cycles in reactions; energy from fuels; entropy and spontaneity (HL only) | 12 | 22 |
| Reactivity 2. How much, how fast and how far?: the amount of chemical change; the rate of chemical change; the extent of chemical change | 21 | 31 |
| Reactivity 3. What are the mechanisms of chemical change?; proton transfer reactions; electron transfer reactions; electron sharing reactions; electron-pair sharing reactions | 24 | 45 |
|  |  |  |
| **Experimental programme** | **40** | **60** |
| Practical work | 20 | 40 |
| Collaborative sciences project | 10 | 10 |
| Scientific investigation | 10 | 10 |
| **Total teaching hours** | **150** | **240** |

**Assessment**

All students will be regularly assessed throughout the course using a range of methods including summative assessment and formative assessments.

The framework for internal assessment is based on the investigation and project work, which will have components of both a prescriptive and student generated nature.

During the course there will be mock examinations and tests used to help provide indicative grades and formative feedback for development. These will be based on past papers and sample papers from the IB and the relevant mark schemes will be used. Students will receive specific training on how to use these mark schemes themselves to self assess and peer assess in order to develop a greater understanding of the various assessment criteria and assessment objectives.

**Assessment Summary**

|  |  |
| --- | --- |
| **Standard Level** | **Higher Level** |
| **Written examinations**  **(Total 3 hours, 80%)** | **Written examinations**  **(Total 4 hours and 30 minutes, 80%)** |
| **Paper 1 (1 hour 30 minutes, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions  (Total 55 marks) | **Paper 1 (2 hours, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions  (Total 75 marks) |
| **Paper 2 (1 hour and 30 minutes, 44%)**  Short-answer and extended-response questions  (Total 50 marks) | **Paper 2 (2 hour and 30 minutes, 44%)**  Short-answer and extended-response questions  (Total 90 marks) |
| **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) | **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) |

**Course requirements**

GCSE Chemistry or Science at minimum grade 6 (or overseas equivalent). Students without this may be able to take Chemistry after discussion with the IB coordinator.

**Career and Further Education Implications**

The broad-based knowledge and understanding imparted by the course will provide a good grounding for a career in any technical area, especially within the Sciences, but will also be applicable to other degrees, including Law, Engineering, Sports Science, Psychology etc.

The qualification will be particularly appropriate for degree courses such as Chemistry, Chemical Engineering, Natural Sciences and Human Sciences, and is a key subject requirement for Medicine, Veterinary Science, Dentistry and Pharmacology.

**Head of Chemistry: Mrs M McGovern**

**Economics**

Economics is in group 3 of the IB diploma, subjects concerned with individuals and societies.

As a dynamic social science, Economics deals with the concept of scarcity and the allocation of resources. Using theory as the framework for analysis and evaluation of economic issues and events, the course is a blend of theory and application and acknowledges the interrelationships with other areas of study such as history, geography, psychology, sociology, political studies and so on.

The course enables students to embrace the standard methodology of Economics. This involves a progression from problem identification, through to hypothesis formulation and testing, arriving finally at a conclusion. By distinguishing between positive (= True/False) statements and normative (=Right/Wrong) issues, students of Economics should develop a logical and sophisticated approach to understanding and commenting on central questions.

In addition to the aims of all subjects in group 3, the aims of the Economics course at higher and standard level are to:

• develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application

• develop an appreciation of the impact of individuals and societies of economic interactions between nations

• develop an awareness of development issues facing nations as they undergo the process of change.

These aims, if fulfilled, will produce intellectually curious students whose judgments, skills, ethical awareness, decision-making and self-awareness all conform to the desired outcomes listed under the Learner Profile of the IB.

**Course content**

The Foundations of Economics

Section 1: Microeconomics

Competitive Markets: Demand and Supply, Elasticity, Government Intervention, Market Failure, Theory of the Firm (Higher Level only)

Section 2: Macroeconomics

Economic Activity, Aggregate Demand and Aggregate Supply, Macroeconomic Objectives, Fiscal Policy, Monetary Policy, Supply-side Policies

Section 3: International Economics

International Trade, Exchange Rates, The Balance of Payments, Economic Integration, Terms of Trade (Higher Level only)

Section 4: Development Economics, Economic Development, Measuring Development, The Role of Domestic Factors, The Role of International Trade, The Role of Foreign Direct Investment, The Roles of Foreign Aid and Multilateral Development Assistance, The Role of International Debt, The Balance Between Markets and Intervention

**Economics SL**  
  
External assessment (3 hours) 80%  
  
Paper 1 (1 hour and 30 minutes) 40%  
An extended response paper (50 marks)  
Assessment objectives 1, 2, 3, 4  
Section A  
Syllabus content: section 1—microeconomics  
Students answer one question from a choice of two. (25 marks)  
Section B  
Syllabus content: section 2—macroeconomics  
Students answer one question from a choice of two. (25 marks)  
  
Paper 2 (1 hour and 30 minutes) 40%  
A data response paper (40 marks)  
Assessment objectives 1, 2, 3, 4  
Section A  
Syllabus content: section 3—international economics  
Students answer one question from a choice of two. (20 marks)  
Section B  
Syllabus content: section 4—development economics  
Students answer one question from a choice of two. (20 marks)  
  
Internal assessment (20 teaching hours) 20%  
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.   
Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.  
Maximum 750 words x 3 (45 marks)  
  
**Economics HL**  
  
External assessment (4 hours) 80%  
  
Paper 1 (1 hour and 30 minutes) 30%  
An extended response paper (50 marks)  
Assessment objectives 1, 2, 3, 4  
Section A  
Syllabus content: section 1—microeconomics  
Students answer one question from a choice of two. (25 marks)  
Section B  
Syllabus content: section 2—macroeconomics  
Students answer one question from a choice of two. (25 marks)  
  
Paper 2 (1 hour and 30 minutes) 30%  
A data response paper (40 marks)  
Assessment objectives 1, 2, 3, 4  
Section A  
Syllabus content: section 3—international economics  
Students answer one question from a choice of two. (20 marks)  
Section B  
Syllabus content: section 4—development economics  
Students answer one question from a choice of two. (20 marks)  
  
Paper 3 (1 hour) 20%  
HL extension paper (50 marks)  
Assessment objectives 1, 2 and 4  
Syllabus content, including HL extension material: sections 1 to 3—microeconomics,  
macroeconomics, international economics  
Students answer two questions from a choice of three. (25 marks per question)  
  
Internal assessment (20 teaching hours) 20%  
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.  
Maximum 750 words x 3 (45 marks)

**Internationalism in Economics**

As an international qualification, it is important that teaching of Economics for IB considers theories, ideas and events from the points of view of different individuals, nations and cultures in the global economy. Even if students' experiences are largely based in the UK, they will be encouraged to appreciate the nature and scope of the subject in the abstract and its applications to the global economy.

**Theory of Knowledge**

Economics contributes to this element of the course through its status as a highly developed and sophisticated social science, using scientific and (where appropriate) mathematical techniques to study human societies where behaviour is ultimately unpredictable and uncertain.

**Extended Essay**

Possible topics might include:

1.To what extent has bus deregulation in Canterbury been a success?

2.How does the rise in excise duty affect the demand of Shepherd Neame beer in Kent?

3.To what extent is the Indian restaurant market in Whitstable monopolistically competitive?

**Teacher in charge of Economics: Mr I Armbruster**

**English A: Literature**

The IB English A course is a Literature course which aims to build on and develop the skills acquired during GCSE English Literature. These aims of the English A1 course are to provide a rigorous and challenging study of English literature and its place within World literature. The literature studied will enable students to recognize, appreciate and understand common themes and literary styles and practices that underpin literature across continents and traditions.

The nature of the course and the style of teaching will place great emphasis on developing students as independent learners who take an increasing responsibility for their own learning, and the course will strive to develop students as critical thinkers who are adept and confident in promoting their own ideas, but also responding to those of others.

English A1 can be studied at Higher Level (HL) or Standard Level (SL) (see information below for course outlines). A ‘core’ syllabus is followed by both the Standard and Higher Levels, with the Higher Level students covering further material/texts in their additional teaching time.

Our entry requirements are 2 Grade Bs at GCSE in English Literature and English Language. The course is usually taught by two teachers at Higher Level, one at Standard Level.

STUDENTS CONSIDERING TAKING ENGLISH **AT HIGHER LEVEL** SHOULD HAVE PREVIOUS EXPERIENCE OF STUDYING LITERATURE AND/OR A LITERATURE QUALIFICATION

**Differences between the IB and A Level English Literature:**

Unlike A Level English Literature, which focuses on the study of Literature written in the English language, the IB English A1 course also includes the study of World Literature texts (texts originally written in a foreign language but studied in translation.)

Another major difference between the two qualifications is that for the IB, students are assessed through coursework and examination (as with the A Level) and through an oral presentation (unlike A Level.)

Finally, the IB is not modular and students will sit one examination at the end of their second year of study.

**Course outline:**

Texts studied: Standard Level study 9 texts, Higher Level 13 texts over the 2 year course.

The course is divided into 3 areas of study, known as **Areas of Exploration**:

* **Readers, writers and texts**

This area of exploration introduces students to the nature of literature and its study. The investigation students will undertake involves close attention to the details of texts in a variety of literary forms to learn about the choices made by authors and the ways in which meaning is created. At the same time, study will focus on the role readers themselves play in generating meaning as students move from a personal response to an understanding and interpretation that is influenced by the community of readers of which they are a part.

* **Time and space**

This area of exploration focuses on the idea that literary texts are neither created nor received in a vacuum. It explores the variety of cultural contexts in which literary texts are written and read across time and space as well as the ways literature itself – in its content – mirrors the world at large. Students will examine how cultural conditions can shape the production of a literary text, how a literary text can reflect or refract cultural conditions, and the ways culture and identity influence reception.

* **Intertextuality : connecting texts**

This area of exploration focuses on intertextual concerns or the connections between and among diverse literary texts, traditions, creators and ideas. It focuses on the comparative study of literary texts so that students may gain deeper appreciation of both unique characteristics of individual literary texts and complex systems of connection. Throughout the course, students will be able to see similarities and differences among literary texts. Students will gain an awareness of how texts can provide critical lenses to reading other texts and of how they can support a text’s interpretation by expanding on it or question it by providing a different point of view.

**Texts studied:** (a selection of the following will be studied)

**Readers, writers and texts** - *Dramatic Monologues -* Robert Browning; *Hard Times -* Charles Dickens;

*Selected Poems* - Carol Ann Duffy;

*A Room of One’s Own* - Virginia Woolf*;*

*The Tenant of Wildfell Hall -* Anne Bronte;

**Time and Space** - *The Leopard* - Guiseppe Di Lampedusa; *Madame Bovary* - Gustave Flaubert;

*One Day in the Life of Ivan Denisovich* - Aleksandr Solzhenitsyn; *Candide* - Voltaire

**Intertextuality** - *The Importance of Being Earnest* - Oscar Wilde;

*Death of a Salesman* - Arthur Miller;

*Hamlet* - William Shakespeare; *Dr Faustus* - Christopher Marlowe

**Method of Assessment:**

**Higher Level:**

External assessment (80%)

* Written examination (60%)

Paper 1 – Guided literary analysis - 2hrs 15mins (35%)

Paper 2 – Comparative Essay - 1hr 45mins (25%)

* Higher Level Essay - (1,500 words) (20%)

Internal assessment (20%)

* Individual oral - presentation exploring how a global issues is presented in 2 texts studied - 15mins

**Standard Level:**

External assessment (70%)

* Written examination (70%)

Paper 1 – Guided literary analysis - 1hr 15mins (35%)

Paper 2 – Comparative Essay 1hr 45mins (35%)

Internal assessment (30%)

* Individual oral - presentation exploring how a global issues is presented in 2 texts studied - 15mins

**Head of Department: Mr S Gant**

**Geography**

**Optional themes (Paper 1) – to be taken by both SL and HL students**.

1. Oceans and their coastal margins: the role oceans in influencing climatic conditions, oceans as a resource base and the management of coastal margins.
2. Natural hazards and disasters, risk assessment and response: a look at the range of human adjustments and responses to hazards at a variety of scales.

**Optional theme (Paper 1) – to be taken by the HL students only.**

1. Urban environments: urbanisation and the processes that occur within urban areas (and how they can create positive and negative consequences)

**Core Themes (Paper 2) – to be taken by both SL and HL students.**

1. Population distribution: a look into population change, migration and gender inequalities.
2. Global climate: a look at the atmosphere, the use of water, the problems of soil degradation and sustainability and the environment.
3. Global resource consumption and security: the changing global trends of resource use, and conservation strategies to overcome the problem of resource consumption.

**Extension topics (Paper 3) – to be taken by the HL students only**

1. Power, places and networks: how global power and influence varies spatially (including globalisation and global superpowers)
2. Human development and diversity: how different places become interconnected by global interactions through trade, migration and foreign direct investment.
3. Global risk and resilience: how political, technological and physical processes influence global interactions including the concept of the ‘shrinking world’ and the influence of multi-governmental organisations (MGOs).

**Fieldwork and coursework (worth 20% SL; 25% HL) – to be carried out by both SL and HL**

Location: Slapton, Devon, UK or equivalent location (residential trip for 5 days)

A small charge is made for the accommodation costs for this trip.

**Head of Department: Mrs A Letley**

**German A Language and Literature**

The German A language and literature course is aimed at native speakers. Students who pass the A course at Higher Level will have their IB Diploma recognised for German university entrance.

Students read and analyse in equal parts literary and non-literary texts in a variety of media. “Text” in this subject is defined as anything from which information can be extracted, and includes the widest range of oral, written and visual materials present in society. Each focuses on the relationships between texts, readers and writers; on the range and functions of texts across geographical space and historical time; and on the important aspects of intertextuality.

Language and literature course students will learn about the complex and dynamic nature of language and explore both its practical and aesthetic dimensions. They will investigate various ways in which language choices, text types, literary forms and context all affect meaning and will recognise that both language and literature guide us readers to reflect on life in the most surprising way!

**German A Language and Literature is the same at SL and HL but there are quantitative and qualitative differences between the levels.**

Higher Level:

External assessment (80%)

* **Paper 1**: Guided textual analysis (2 hours 15 minutes) (40 marks) 35%
* **Paper 2:** Comparative essay (1 hour 45 minutes) (30 marks) 25%
* **HL Essay:** an essay on one non-literary body of work, or a literary work studied during the course. 1,200-1,500 words in length. (20 marks) 20%

Internal assessment (20%)

* This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course.
* **The Individual oral** (15 minutes) is supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes followed by 5 minutes of questions by the teacher.

Standard Level:

External assessment (70%)

* **Paper 1:** Guided textual analysis (1 hour 15 minutes) (20 marks) 35%
* **Paper 2**: Comparative essay (1 hour 45 minutes) (30 marks) 35%

Internal assessment (30%)

* This component consists of an**`Individual Oral Exam** which is internally assessed by the teacher and externally moderated by the IB at the end of the course.
* Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes**,** followed by 5 minutes of questions by the teacher

Course structure:

Year 1 – Equal balance between literary and non-literary texts. Individual Oral and Higher Essay completed during and just after the first year.

Year 2 – Study of further literary and non-literary texts and continuous practise of paper 1 and paper 2 for the final exams in the summer term.

**Teacher of German A : Mrs F P Crockett**

**History**

History is a wonderful subject for developing the skills of communication and argument. People with qualifications in history follow an enormous variety of career paths in business, journalism, the law, government and academia. Our IB course will appeal to anyone who has an interest in world affairs; anyone with curiosity about the past, and anyone who enjoys research, problem solving and presenting a solution.

It offers students the chance to build on the work done at IGCSE and to engage with some entirely new topics, in order to develop a thorough understanding of modern world history. The Standard Level course contains an analysis of three dictatorships: those of Mao, Castro and Stalin; a module on the Cold War and a source-based study of protest movements in the Apartheid South Africa and the Deep South of America, alongside an Internal Assessment on a topic of the student’s own choosing. For the challenging work at Higher Level, we have opted to study the Americas, following modules on the Great Depression, civil rights and the Cold War across North and South America.

Students need not have studied history prior to starting this course. The specific skills and knowledge required are developed throughout the course itself.

**Trips**

IB history students have several opportunities to take their learning outside the classroom. We have built excellent links with the Canterbury universities: lecturers visit Kent College several times a year and our students have the chance to attend university events and use the university libraries. There are also trips to the Houses of Parliament and the National Archives.

**Broadening the Curriculum**

It is hoped that IB history students will take an interest in history which goes beyond the strict confines of the syllabus. This may be by attending local Historical Association lectures and events, by taking part in our popular Debating Society or the Model United Nations Society, going to interesting Liberal Studies talks or just by using some of the extensive range of resources available in the Department and the school library.

**Standard Level Courses**

Standard Level history is examined by a combination of coursework (the Internal Assessment), essays and document work. We have selected the following topics:

* Rights and Protests

The development of two protest movements: African American protest in the USA and the anti-Apartheid movement in South Africa.

* **Origins and development of authoritarian and single-party states**

Mao Zedong in China; Fidel Castro in Cuba; Lenin and Stalin in the Soviet Union. In each case, we examine how they acquired and wielded power.

* **The Cold War**

Material for detailed study includes Germany (especially Berlin (1945-61)), Afghanistan (1979-88), Korea, Cuba, Vietnam; Stalin, Truman, Castro, Kennedy and Reagan.

* **Internal Assessment**

A deconstructed essay on a topic of the student’s own choosing.

**Higher Level Courses**

Higher Level history is examined through essay work. In addition to the Standard level course, we have selected to cover the following topics:

* The Great Depression and the Americas

A study of the causes and consequences of the Great Depression in the United States, Canada and Brazil.

* **The Cold War and the Americas, 1945-81**

The development and impact of the Cold War in the America with special emphasis on the United States and Cuba.

* **Civil Rights and Social Movements in the Americas**

The course examines youth movements, feminism and the rights of racial groups, including indigenous populations, in the United States, Canada and Latin America.

**Head of Department: Mrs R Kenmir**

**Languages**

**Introduction**

The first and most important life-skill for a human being throughout his or her life is that of communication – and the most essential tool for communication is language! Almost everything we learn is through the medium of language and most if not all of the major disasters created by man are due to a breakdown in communication, a lack of ability to understand each other’s language and through that, each other’s cultures, values and priorities.

Language learning is not only about the mechanics of contemporary vocabulary and structures, but must involve the study of culture, history and literature, which enables us to learn from both current and past times and places.

It is this pivotal role of language which inspired those who first conceived of the IB to give language such a high priority in their hexagon of learning.

Language learning continues throughout our lives, much of it passive, but bearing in mind what has been said above, it should not be possible to give up the formal learning of language at the age of sixteen! This is, therefore, a huge benefit of the IB curriculum. The acquisition of language should not be seen as an academic exercise, although it may be taken up as such by some, but as the acquisition of a vital life skill, which will help to produce an all-rounded human being, with the confidence and the skill to communicate with others at all levels and from all backgrounds and experiences. Depending on aptitude and experience some will achieve a higher standard than others, but everyone is capable of pushing the boundaries of what they have already achieved by the age of sixteen, whether it be in their mother tongue or in a second or third language.

No matter how brilliant we are in any sphere of knowledge or expertise, without language skills we are powerless, isolated and vulnerable. However the converse is also true – the more language skills we have, not only do we possess more power, more control and understanding of other cultures and people, but most importantly perhaps the better equipped we are to use that power and understanding appropriately and compassionately.

The IB is the foundation of a programme for life and Kent College is perfectly suited to such a programme : the focus on internationalism, tolerance and communication is already a way of life, as is the concept of every teacher being a language teacher.

The IB courses are challenging, not only or even in the material covered, but also and more importantly in the approach and in the essential participative role played by the pupil. It is a move away from the spoon-feeding approach of A-levels, so the most important requirements are an eagerness to learn, a desire to achieve one’s best, the self-motivation to seek knowledge, not to wait for it to be delivered, and therefore to regard a teacher as a director and an enabler rather than simply as a source of knowledge.

**The Courses on offer**

The Group 2 language component can be studied at either Higher, Standard or ab initio level. 7 points is the maximum which can be achieved at all three levels, so it is important to discuss carefully which level will be most appropriate, depending on the standard already achieved in the language and on the future plans of the individual pupil. English language in Group 2 may also be available and is studied at HL. Higher Level is designed for those who have already achieved a high level at GCSE, who are serious about developing their language skills to the highest level possible and certainly for those who intend to study the language at university. Standard Level is for those who have already achieved a strong grade at GCSE in the language and have already studied the language for three to five years, but who are unlikely to continue their study to degree level. The ab initio course is for those who have not taken a language at GCSE, who are keen to start a new language or those who have a basic level in the language. The exact combination of language courses / levels running will be decided once it is clear what the makeup of students is opting for different languages. For students whose first language is German or Italian, the Language A course is also available.

As at GCSE all four skills are developed – Listening, Speaking, Reading and Writing. The final assessment takes place at the end of Year 13, although the interactive oral assessments can take place at any time. Pupils will be taught in a largely monolingual environment using authentic materials which inherently reflect an international dimension and will include literary and non-literary texts. Pupils will be expected to demonstrate flexibility when communicating both in speech and in writing, and to use appropriate registers in both the spoken and written language. They will learn how to manipulate the language accurately, to organise facts and ideas, present explanations, opinions and information, to understand and apply the grammatical structure of the language, and to transfer meaning from the language into English and vice versa.

Pupils will have to make every effort to communicate outside the classroom, on a regular basis with the Language Assistant, and also with other native speakers in the school and via email. Taking part in school exchanges in particular, and also in cultural trips, will be an automatic expectation.

Each language will be taught through various topic areas including: experiences, human ingenuity, how we share the planet and social organisation.

The IB Languages Programme offers a very exciting approach to the acquisition of language, not only developing knowledge of the language studied but also study, research and independent learning skills in a way which A-levels do not. Former IB students at undergraduate level enjoy a work ethic and study skills well in advance of most other students of their age who have entered higher education from a different route.

Languages in the IB offer an exciting opportunity for our pupils to prepare themselves for their future careers and for Higher Education, whatever they intend to study, it is hoped that as many pupils as possible will be sufficiently open-minded, ambitious and motivated to accept the challenge!

**Heads of Languages:**

**Mrs F P Crockett**

**German**

**Mrs F Modi**

**French**

**Mrs E Burrell**

**Spanish**

**Mathematics**

A Mathematics (group 5) course is a compulsory part of the IB diploma.

The IB realises the importance of mathematics for our everyday lives, without mathematics it is difficult to make informed decisions about almost anything. We use mathematics to decide on a bank account, order carpet, estimate a length, or read a newspaper. Mathematics provides an important key to understanding the world. Mathematics, for most of us, also extends into our chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within and between different rhythms; economists need to recognise trends in financial dealings; and engineers need to take account of stress patterns in physical materials. Scientists view Mathematics as a language that is central to our understanding of events that occur in the natural world. Some people enjoy the challenges offered by the logical methods of mathematics. Mathematics also provides us with the skills to be problem solvers and logical thinkers.

Students will be provided with a variety of learning opportunities including teacher-led discussions and demonstrations, exploring concepts and ideas using investigations, group work, paired problem solving tasks and tasks placing concepts in a practical context. The graphical display calculator (GDC), unlike in the A level, forms an integral part of teaching and learning.

The department has a culture of regular assessment as part of the diploma; weekly prep assignments based on exam style questions, investigations, or research will be set and assessed with feedback given to inform future learning. Short tests will also be set on the completion of a section of work.

Which of these courses the school will run will depend on student interest and university requirements. We will be offering both a Higher and Standard level course. The Higher Level course will satisfy the requirements of those students who need Maths as part of their future career / study pathway and the Standard Level course will provide a relevant and useful course for those for whom Maths is not required to such a high level for their future studies. Analysis and Approaches may be the only HL mathematics course running 2020-2022 depending on student choices.

**Mathematical: Analysis and Approaches**

This course is aimed at students who will go on to study subjects with substantial mathematics content. The subject will enable students to develop their algebraic skills and their fluency in the construction of a mathematical argument. This course will develop mathematics in a more abstract way and is designed for students who enjoy studying mathematics for its own sake.

This course is designed for students wishing to study courses at university with a substantial level of mathematical content such as mathematics itself, engineering, physical science, computer science or economics.

Requirements are likely to be GCSE 7 or above for SL and GCSE 8 or above for HL. Students should only consider this course if they feel that their algebra skills are already strong for a GCSE or equivalent student.

**Assessment**

Standard level

Written Assessment (external assessment)

Paper 1: short and long response questions[1 hour 30 minutes] (40%)

Paper 2 short and long response questions [1 hour 30 minutes] (40%)

The graphical calculator can be used on paper 2 only.

Exploration (Internal assessment) 20%

Higher level

Written Assessment (external assessment)

Paper 1: short and long response questions [2 hours] (30%)

Paper 2: shot and long response questions [2 hours] (30%)

Paper 3: problem solving paper [1 hour] (20%)

The graphical calculator can be used on both paper 2 and 3.

Exploration (Internal assessment) 20%

The exploration for both HL and SL is an opportunity for students to explore a question of their choice in a mathematical way.

**Mathematical: Applications and Interpretation**

This course is appropriate for students who are interested in developing their mathematics for describing our world and solving practical problems. This course is for students who enjoy mathematics best when seen in a practical context.

This subject is aimed at students who will go on to study subjects such as social sciences, natural sciences, statistics, business, psychology, some economics courses, and design, for example.

Requirements are likely to be GCSE 5 or above for SL and GCSE 6 or above for HL.

The course uses technology to explore mathematical models and to solve problems. It is envisaged that the Graphical Display Calculator (GDC), spreadsheets and graph drawing packages will be used as an integral part of the teaching. possible, concepts and skills will be learnt within a practical context.

**Assessment**

Standard level

Written Assessment (external assessment)

Paper 1: short response questions [1 hour 30 minutes] (40%)

Paper 2 extended response questions [1 hour 30 minutes] (40%)

The graphical calculator can be used on both papers.

Exploration (Internal assessment) 20%

Higher level

Written Assessment (external assessment)

Paper 1: short response questions [2 hours] (30%)

Paper 2: extended response questions [2 hours] (30%)

Paper 3: problem solving paper [1 hour] (20%)

The graphical calculator can be used on all papers.

Exploration (Internal assessment) 20%

The exploration for both HL and SL is an opportunity for students to explore a question of their choice in a mathematical way.

**Content of Both Mathematics courses**

Topic 1 Number and Algebra

Topic 2 Functions

Topic 3 Trigonometry and geometry

Topic 4 Statistics and probability

Topic 5 Calculus

Both course cover the same broad topics, however Analysis and approaches is weighted more towards Calculus and Trigonometry, whereas Applications and interpretation is more weighted towards Functions and Statistics.

The Analysis and approaches will require greater mathematical rigour and will develop algebraic skills and techniques.

If you intend to study a Mathematics course at SL, then there is no need to decide which mathematics course you wish to study. Simply say "Mathematics SL" on the form. Initially, all students study the common content shared by both courses. Students make a decision during the latter part of the Autumn term as to which SL Mathematics course they wish to study.

**Head of Department: Mr S Wiles**

**IB Music**

**Course Summary**

Students who study IB Music will engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. The course comprises both internal and external assessments with various components on exploring music in context, experimenting with music, and presenting music. The areas of assessment incorporate performing, creating (composing) and academic investigations. Students will develop their perceptual skills in response to a wide variety of music (classical, jazz, pop, folk, world etc.). They will also engage with settings of contemporary music making that reflect the dynamic and mutual influence of music and technology at the heart of the contemporary musical experience.

**Who is the course suited to?**

The course is ideal for students who

* are interested in both the practical and theoretical aspects of music-making
* respond to a creative approach to composition and performance
* value collaboration
* wish to experience a DP arts course
* plan to study music in university or college

**Course Entry Requirements**

* It is normal to have taken Music at GCSE level, or studied another suitable music curriculum up to age 16.
* Students should have individual tuition on an instrument or voice with a minimum standard of Grade 4 ABRSM/Trinity standard, or equivalent.
* It is important to be able to read music proficiently and have an understanding of music theory to a Grade 5 level.
* Students should ideally have some previous experience of composing
* Students should have a creative and enquiring mind, with a keen interest in a diverse range of musical genres.

**How is the IB assessed**

Standard Level (SL) and Higher Level (HL) submit the following common assessment tasks. There is no formal examination but coursework is submitted for either internal (IA) or external assessment (EA)

**An exploration portfolio**: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

**An experimentation report:** Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

**A musical presentation:** Finished works in creating and performing, supported by programme notes.

*In addition, HL students will submit*

**The Contemporary Music-Maker:** A continuous multimedia presentation documenting a real-life project

*A more detailed explanation of the content of these assessment tasks can be found below*

**Framework of study and assessment**

|  |  |  |
| --- | --- | --- |
| **Syllabus Component** | SL | HL |
| **Exploring Music in Context**  Students select samples of their work for a portfolio submission (maximum 2,400 words). Student submit:  a. Written work demonstrating engagement with, and understanding of, diverse musical material  b. Practical exercises:  · Creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)  · Performing: one performed adaptation of music from a local or global context for the student’s own instrument (maximum 2 minutes)  c. Supporting audio material (not assessed) | 30%  EA | 20%  EA |
| **Experimenting with Music**  Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process.  Students submit:  a. A written experimentation report that supports the experimentation (maximum 1,500 words)  b. Practical musical evidence of the experimentation process  · Three related excerpts of creating (total max 5 mins)  · Three related excerpts of performing (total max 5 mins) | 30%  IA | 20%  IA |
| **Presenting Music**  Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:  a. Presenting as a researcher - Programme notes (maximum 600 words)  b. Presenting as a creator - Composition and/or improvisation (max 6 mins)  c. Presenting as a performer Solo and/or ensemble (max 12 mins) and Excerpts, where applicable (max 2 mins) | 40%  EA | 30%  IA |
| **The Contemporary Music-Maker (HL only)**  Students submit a continuous multimedia presentation documenting their real-life project. Students submit multimedia presentation (maximum 15 minutes), evidencing:  a. The project proposal  b. The process and evaluation  c. The realised project, or curated selections of it | N/A | 30%  IA |

**Head of Department : Mr J Ross**

**Physics**

The IB Physics course is intended to build upon the principles established in GCSE Physics or Science/ Additional Science or any equivalent level studied outside the United Kingdom, such as the IGCSE.

The aims set out in the Learner Profile will be used to influence the way in which students study Physics as part of the IB Diploma Programme. This will include development of:

* a knowledge and understanding of the laws and vocabulary of Physics which will also include recognition that it results from the world-wide collaboration of scientists over many years.
* experimental and investigative skills, which will include following instructions, designing experimental tests and investigations, using apparatus and materials safely and effectively, recording and analysing data appropriately and the recognition and analysis of uncertainties and drawing conclusions. A series of practical exercises will be undertaken which will support the theoretical ideas under consideration and develop experimental skills.
* mathematical and graphical skills, as appropriate to the assessment at SL or HL and according to the mathematical background of students within each group.
* the ability to analyse, evaluate and synthesise scientific data which will enable students to focus on the process of Scientific Method and its limitations as a part of the Theory of Knowledge.
* information and communication technology as used within Physics which will include data logging, presentation software such as ‘powerpoint’, the use of spreadsheets, computer modelling and animations/simulations and internet search techniques.

A series of open-ended investigations will encourage students to develop their understanding across the whole of Physics, to exercise initiative in applying their cognitive and practical skills, to tackle complex problems and arrive at reasonable and balanced conclusions. Some solutions to practical problems require students to be open-minded and explore new strategies.

**Basic Structure of the Course:**

Students at SL and HL share the following.

• An understanding of science through a stimulating experimental programme

• The nature of science as an overarching theme

• The study of a concept-based syllabus

• One piece of internally assessed work, the scientific investigation

• The collaborative sciences project

The SL course provides students with a fundamental understanding of Physics and experience of the associated skills.

The HL course requires students to increase their knowledge and understanding of the subject, including additional mathematical skills, and so provides a solid foundation for further study at university level.

The distinction between SL and HL is therefore one of both breadth and depth. The increased breadth and depth at HL result in increased networked knowledge, requiring the student to make more connections between diverse areas of the syllabus.

The structure of this physics syllabus is intended to promote concept-based learning and teaching that can be connected through three concepts: energy, particles and forces.

These three concepts appear throughout the physics syllabus in each of the themes.

There are five organising themes in the physics syllabus:

A. Space, time and motion

B. The particulate nature of matter

C. Wave behaviour

D. Fields

E. Nuclear and quantum physics

Each of these themes is subdivided into topics. “Space, time and motion” includes the topics of kinematics and rigid body mechanics, “Fields” includes the topics of gravitational fields and induction, “Nuclear and quantum physics” includes the topics of radioactive decay and fission.

**Practical Physics**

At Kent College the course is strongly practically oriented with a sound emphasis on traditional broad-based theory; it is presented in an exciting and innovative fashion.

**Course content**

|  |  |  |
| --- | --- | --- |
| **Syllabus component** | **Teaching hours** | |
|  | **SL** | **HL** |
| **Syllabus content** | **110** | **180** |
| 1. Space, time and motion: kinematics; forces and momentum; work, energy and power; rigid body mechanics (HL); Galilean and special relativity (HL) | 27 | 42 |
| 1. The particulate nature of matter: thermal energy transfers; Greenhouse effect; gas laws; thermodynamics (HL); current and circuits | 24 | 32 |
| 1. Wave behaviour: simple harmonic motion; wave model; wave phenomena; standing waves and resonance, Doppler effect | 17 | 29 |
| 1. Fields: gravitational fields; electric and magnetic fields; motion in electromagnetic fields; induction (HL) | 19 | 38 |
| 1. Nuclear and quantum physics; structure of the atom; quantum physics (HL); radioactive decay; fission; fusion and stars | 23 | 39 |
|  |  |  |
| **Experimental programme** | **40** | **60** |
| Practical work | 20 | 40 |
| Collaborative sciences project | 10 | 10 |
| Scientific investigation | 10 | 10 |
| **Total teaching hours** | **150** | **240** |

**Assessment**

All students will be regularly assessed throughout the course using a range of methods including summative assessment and formative assessments. The students will be assessed following the school reporting and assessment schedule.

The framework for internal assessment is based on the investigation and project work, which will have components of both a prescriptive and student generated nature.

During the course there will be mock examinations and tests used to help provide indicative grades and formative feedback for development. These will be based on past papers and sample papers from the IB and the relevant mark schemes will be used. Students will receive specific training on how to use these mark schemes themselves to self assess and peer assess in order to develop a greater understanding of the various assessment criteria and assessment objectives.

**Assessment Summary**

|  |  |
| --- | --- |
| **Standard Level** | **Higher Level** |
| **Written examinations**  **(Total 3 hours, 80%)** | **Written examinations**  **(Total 4 hours and 30 minutes, 80%)** |
| **Paper 1 (1 hour 30 minutes, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions  (Total 45 marks) | **Paper 1 (2 hours, 36%)**  Paper 1A Multiple choice questions  Paper 1B - Data-based questions  (Total 60 marks) |
| **Paper 2 (1 hour and 30 minutes, 44%)**  Short-answer and extended-response questions  (Total 55 marks) | **Paper 2 (2 hour and 30 minutes, 44%)**  Short-answer and extended-response questions  (Total 90 marks) |
| **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) | **Internal Assessment (10 hours, 20%)**  The internal assessment consists of one task: the scientific investigation.  This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.  (Total 24 marks) |

**Course Requirements**

GCSE Physics or Science at minimum grade 6 (or overseas equivalent). Students without this may be able to take Physics after discussion with the IB coordinator.

**Career and Further Education Implications**

The broad-based knowledge and understanding imparted by the course will provide a good grounding for a career in any technical area, especially within the Sciences, but will also be applicable to other degrees, including Law, Medicine, Sports Science, Psychology etc.

The qualification will be particularly appropriate for degree courses such as Physics, Architecture, Natural Sciences and Mathematical Sciences, and is a key subject requirement for Space Science, Astrophysics and most Engineering degrees.

**Head of Department: Dr J Walters**

**For choices being submitted for September 2025 please complete the electronic options form that will be linked** [**here**](https://forms.office.com/e/HkpjTyPGxE) **soon. If you have any problems or queries please contact Mr R Champion the Director of Studies, rchampion@kentcollege.co.uk**