

CONTENTS

Page

Introduction	2
The Lower School	3
The Middle School	4
The Upper School	5
Subjects	
Art	6
Classics	7
Computing	8
Design and Technology	9
Drama	10
Economics, and Business & Management	11
English	13
Geography	14
History	16
Information Technology in a Global Society (ITGS)	17
Mathematics	19
Modern Languages	20
Music	22
Philosophy	24
Psychology	25
Religious Studies	27
Biology, Chemistry and Physics	29
The Year 9-13 curriculum: an overview	30

INTRODUCTION

Sevenoaks is a progressive, academic and international school. These characteristics are all reflected in the academic curriculum, which is complemented by a full and wide ranging co-curricular programme and a well-established and successful system of pastoral care. It is the purpose of this booklet to provide introductory information about the academic life of the school in general and the range of subjects in particular. Greater detail on the IB and the Middle School curriculum may be found in their respective booklets.

Each of the three Divisions of the School (Lower, Middle and Upper) has its own distinctive curriculum. It is our aim to provide material which is appropriate for our high-achieving pupils, to embrace the best of what is new in education and maintain the best of traditional practice. The common goal of all teachers here is to communicate effectively and to encourage pupils to develop a commitment to learning for its own sake. Preparation for university and beyond is also seen as important. Each pupil is taught to develop a self-motivated attitude to study and to become an independent learner. Syllabus selection plays an important part in this: academic departments review their courses regularly to ensure that learning is stimulating and interesting.

Public examinations (GCSE, IGCSE and IB) mark the end of the Middle and Upper School programmes but we do not participate in National Curriculum (Key Stage 3) testing at the end of Year 9.

In the Sixth Form, pupils are committed to learning six core subjects for the IB Diploma. These are English, a second language, a humanity, a science, Maths and an 'elective' subject. No pupil is exempt from studying a subject in one of these groups. Please see the booklet *The International Baccalaureate at Sevenoaks School* for further details.

Further information about the curriculum is available from the Registrar (Lower or Middle School entry) and the Sixth Form Admissions Tutor (Sixth Form entry only). Alternatively you may wish to contact me directly.

Graham Lacey

Deputy Head Academic

September 2009

Whilst we do our very best to ensure the information in this booklet is accurate and up-to-date, unforeseen changes to the curriculum may occur after its publication.

THE LOWER SCHOOL (Year 7 and 8)

Divisional Head Mr P de May

The Lower School has a wide range of amenities and activities designed to meet its needs, but is also an integral part of the main school. There are three forms for boys and girls entering at 11. They study English, Mathematics, French, Latin, Geography, History, Religious Studies, Biology, Chemistry and Physics. In addition to the central academic subjects, there are periods of Drama, Design Technology, Information Technology, Art and Music. Physical Education includes the major sports for boys and girls (Soccer, Rugby, Cricket, Athletics for boys; Netball, Hockey, Athletics, Rounders for girls) with additional time for Swimming, Squash, Tennis and Gymnastics.

We encourage the development of interests, skills and talents which may be further extended in out-of-school time and in subsequent years. Pupils have ready access to the Art Room, Sennocke Centre, the Music Centre, the Design Technology Centre and the Computer Room. In short, pupils in the Lower School use all the teaching facilities available to more senior students; Drama, for instance, is taught in the Sackville Theatre, and guidance is given in the use of our excellent School Library.

Students come to us from a variety of educational backgrounds. Particular care is taken to foster good work habits in preparation for the Middle School. These two crucial years are spent in a friendly environment where pastoral care is highly developed: seven day tutor groups and one boarding house aim to encourage children to enjoy learning.

The Lower School Common Room organises frequent trips in this country and abroad, visits to London theatres, museums and a host of other activities. A recreation room acts as a social centre. Each tutor group meets daily first thing in the morning and the whole Lower School comes together twice a week for formal assemblies.

The Lower School is thus an identifiable and distinctive part of the whole school, but with its own special feel and individuality. One of its main advantages is that as a small unit it settles children into a large community with a friendly and helping hand; this helps their future progress and development within the School.

THE MIDDLE SCHOOL (Years 9, 10 and 11)

Divisional Heads Mr J Grant, Mr A C Smith and Miss R L McQuillin

It is the purpose of the Middle School curriculum to ensure that all students have a suitably wide range of options available when they come to choose subjects for the Sixth Form and to provide opportunities for each student to pursue subjects of personal interest through the option blocks. The principle of breadth (guaranteed by the compulsory core of GCSE subjects) is an important one in its own right: Few students are able to map out their academic future with certainty in the pre-GCSE years and an open mind is recommended at this stage.

Year 9 students all follow courses in English, French, Maths, History, Geography, Science and Religious Education. The majority will also take two further languages chosen from Latin, German, Classical Greek, Spanish and Russian. A range of creative and technological subjects is also studied and all students follow courses in Personal and Social Development and Information and Communication Technology. Latin is now compulsory in Year 9.

Year 10 students follow a compulsory core of subjects to GCSE which consists of **Maths, English Language, English Literature, a modern foreign language and Science**. Students study all three sciences and are awarded three IGCSEs at the end of the course. All pupils are also expected to study a **humanity** (History or Geography or Classical Civilisation) and most take one of the **creative** subjects as well. Optional subjects are History, Geography, Classical Civilisation, Drama, Music, Art, Design (Resistant Materials), Design (Systems & Control) Information Technology, Latin, Classical Greek, and another modern foreign language i.e. French, German, Spanish or Russian. All students follow the school's own International Studies course in Years 10 and 11. I/GCSE courses run for two years and are examined at the end of Year 11.

THE UPPER SCHOOL (Lower and Upper Sixth Years)

Divisional Heads Mr P I Kino, Mrs R A Greenhalgh and Miss H P Tebay

The great majority of our Year 11 move into the Sixth Form and about 90 boys and girls join us at this stage from other schools. The Sixth Form differs from the Middle School in that the year groups are larger (over 400 students in total) and many of the students come from overseas. A typical Sixth Form year group will contain students from as many as 30 different countries. The international boarding houses have a unique atmosphere and the six subject International Baccalaureate Diploma, taken by all Sixth Form students, is a major contributing factor to the international outlook of Sevenoaks School. Further information about the IB Diploma is available from Nick Alchin, the IB Co-ordinator, or the separate IB booklet.

The day to day life of the sixth former is managed by tutors, grouped in three 'Divisions' under the leadership of a Divisional Head. Individual attention is guaranteed both in the close-knit boarding houses and the day houses with an average of seven students per tutor in each year.

In addition to the academic requirements of the Upper School curriculum, all Sixth Formers undertake a programme of PSD. This work covers a wide range of topics from entrance into university and organising life there, to investigating matters of personal health and well-being. Students are challenged to reflect on important issues in the immediate - and not so immediate - world around them. Sixth Formers also take part in a wide-ranging games programme and the various weekly voluntary activities run at the School. In addition, Sixth Formers take a lead in the co-curriculum provision of the School, taking on roles of responsibility in the various activities that take place each week. Most Sixth Formers become school prefects, which means that as students enter the senior stage of their school careers they take a leading role in establishing the good running and atmosphere of the school community.

Virtually all of our Sixth Form leavers go on to university. All receive specialist individual attention and general guidance from tutors and the Careers' Department. The Careers Centre is fully up to date and equipped with the latest computer software. Great care is taken to ensure that pupils make the right choices from an ever-expanding range of options and institutions. Advice is also available to pupils who wish to continue their studies in America or elsewhere. Our candidates have been particularly successful in gaining places at Oxford and Cambridge in recent years with over 40 in a year group meeting the demanding entry criteria. Further information about universities and careers is available from Dr Gerda Frank-Gemmill, Head of Careers.

SUBJECTS

ART

Head of Department Mr C M Thomas

Art is perhaps the most complex and yet most direct of all forms of communication. It combines the awareness of broad cultural ideals with the purely personal concerns. It allows the individual to find a place within the constantly shifting patterns of society by exploring and expressing their uniqueness. Art is both a sensual and a cerebral discipline, allowing for a delight in the manual manipulation of materials and the intellectual pursuit of ideas. Art History is an integral part of all the courses at every level.

Students have the opportunity of studying Art at every stage in their school career.

In the Lower School, Art is compulsory and students are involved in both 2D Art (painting, drawing, printmaking and I.C.T.) and 3D work.

During Year 9 students study 2D and 3D Art. The syllabus expands to look at ways of seeing and methods of describing the visual world.

Art has always been a grouping of visual languages, where media contribute greatly to meaning. The Art Department embraces a wide variety of media, from computer manipulated imagery through a range of sculptural processes to film making, photography and printing.

Students may study Art for GCSE in the Middle School and for Higher or Standard Level of the International Baccalaureate in the Sixth Form. Art History is taught as an integral part of all courses. The work and ideas of artists are discussed through gallery visits, slide lectures etc. Studying Art at any level allows students the time and space to develop creativity; to learn to trust their own decisions and find out about themselves. Art is all but essential for anyone thinking of a career in any visual-based industry, from advertising, architecture and film to fashion.

CLASSICS

Head of Department Mr S M Carr

The Department teaches Latin, Greek and Classical Civilisation. All students entering the School at 11 start Latin. By the beginning of Year 9 students will have a sound linguistic basis. Those who enter Year 9 at 13 either continue their Latin if studied previously or join an ab initio Latin set. The IGCSE course is a blend of the Cambridge Latin Course and a more traditional approach, combining the best of both worlds.

We have recently introduced a combined Greek and Latin set in Year 9 for those who have already demonstrated significant ability in Latin. For others there is an opportunity at this stage to start Greek as a separate subject. In both Latin and Greek we put emphasis on the acquisition of a rapid and accurate reading knowledge of the languages, while at the same time insisting on the essential precision which is so much a part of the 'old' approach. We believe, too, that students should absorb much about the social life of the two cultures as well as learning their languages. To this end, the Department arranges for Year 10 students a field visit every year to Pompeii.

Classical Civilisation can be started in Year 10 as a GCSE course. This non-linguistic course aims to give a picture of the ancient world, Greek and Roman. We do this by emphasising primary sources (literature, graffiti and archaeological evidence). Hence a lot of visual material is used. One of the main aims is to teach the evaluation of evidence.

In the Sixth Form the Department offers Latin, Greek and Classical Civilisation. The International Baccalaureate courses in Greek and Latin, in which HL and SL are offered, are very similar to the old A Level courses in that they lay emphasis on (a) the appreciation of ancient literature, (b) an awareness of the social and historical context in which that literature was written and (c) the acquisition of a linguistic fluency in order to read the literature in the original languages. Importance is attached to the influence of the ancient world upon the modern, in literature, art and institutions. The Department also offers an IB course in Classical Civilisation at Standard Level. Students gain through the course an informed insight into the literature and culture of ancient Greece and Rome. We run a trip to Rome in the Lower Sixth year, which gives the students a feeling for the development of Rome and the way in which Latin literature fits into that development. The Department also sometimes provides an opportunity to visit Greece with the same aims.

COMPUTING

Head of Department Mr P Ford

In Year 7 and 8 all students undertake a course which covers the basic skills in Information Technology. The purpose of this course is to ensure that students are aware of the ICT capabilities available to them at Sevenoaks School, and to promote the use of IT across all areas of the curriculum. It also includes touch typing within the curriculum to ensure that all students are equipped with this essential skill and can address computers at a reasonable speed and accuracy.

In Year 9 all students undertake the ICDL/ECDL course. This course is sponsored by the British Computing Society, used as an industry standard for IT skills and is currently being undertaken by more than 6 million people worldwide. From September 2009 the new ECDL syllabus 5.0 is offered, in which students undertake ECDL BASIC & ECDL EXTRA which, when completed, offers the full ECDL certificate, the GNVQ Level 2 in IT (equivalent to a higher level GCSE) and 26 UCAS points.

In Years 10 and 11 students may opt for an IT course in which the emphasis is on developing skills appropriate to industry while at the same time allowing those who wish to, to undertake GCSE IT.

The Computing Department supports 50+ computers in three main laboratories and two smaller projects rooms. All computers have access to the Internet which allows students to undertake research and development of coursework. All students have accounts on the main systems; this allows every account holder to have their own e-mail address. The department is currently supporting 1200 users and is open from 0830 - 1930 daily.

The aim of the department is to equip our students with the ability to understand and use computers in everyday situations and prepare them for life in an electronic age.

DESIGN AND TECHNOLOGY

Head of Department Mr G A Lawrie

Facilities are located in a variety of buildings converted at different times to provide an unusual but spacious layout. Accommodation includes two workshops with facilities for designing and working in resistant materials with an adjoining machine area, technicians' workshop and material store; engineering workshop; heat treatment area; two design/electronics laboratories; a computing room; staff offices; a junior workshop and several computer suites.

Design Technology courses are available throughout the school. In Year 7 and 8 it is a compulsory subject, with students following a foundation course based on projects which give them the opportunity to acquire skills in different materials and processes. The course occasionally integrates design and manufacturing with electronics.

At GCSE students are required to identify a problem, formulate an individual brief/specification and develop a solution in the form of a first generation prototype which can be suitably tested and evaluated. The GCSE course is concerned with the design and manufacture of innovative products and the influence of market forces. Students undertake a range of projects in the first year of the course as preparation for the major project in the second year. Theoretical knowledge is taught as a means of underpinning the project work.

The course is weighted dramatically towards the coursework element with 60% of the marks for the major project and 40% for the written examination at the end of the course.

Design Technology is classified in the experimental science group for the International Baccalaureate Diploma. It may therefore be taken as a student's compulsory science option or studied alongside another science subject. A common core of knowledge is studied by both HL and SL students, with an extension of the core material for HL, plus a range of options at both levels. A practical programme of investigations with a significant project element is an essential part of the course.

The Design Technology facilities are usually available until 5.30 pm weekdays and Saturday until 12.30 pm, during term time. A number of co-curricular clubs operate during these times. In addition many students use the facilities after school to work on their coursework projects.

A significant number of students have gained success in national competitions and the Arkwright Scholarship Scheme.

DRAMA

Head of Department Mrs P J Hargreaves

All students experience timetabled drama in the first three years of the school, in the form of weekly lessons in Years 7, 8 and 9. In these classes, emphasis is placed on imagination, the development of concentration and physical control, and co-operation with others.

Drama is available as a GCSE option. Students follow the AQA syllabus, undertake a series of group practical assessments, and study live theatre productions in preparation for a written paper.

In the Sixth Form, Theatre is available at Standard and Higher Levels. The course involves a wide-ranging study of both practical and theoretical aspects of theatre, supplemented by regular theatre visits and workshops, and allows students considerable freedom to explore their own theatrical interests. The Department also runs a new Standard Level course, Text and Performance, a synthesis of English and Theatre Arts which students can take instead of Standard Level English.

The academic work of the department is complemented by a good range of co-curricular productions which provide opportunities for students to act and assist in a variety of technical and backstage capacities. In all our work, however, we stress the importance of theatre as a communal, collaborative art form.

ECONOMICS AND BUSINESS & MANAGEMENT

Head of Department Mr P L Eversfield

Economics is a well-established and popular subject in the Sixth Form with approximately 140 students currently in each year of the course. It is felt inappropriate to teach the subject below the Sixth Form so all students, whether newly promoted from the Middle School or new to the school, start the subject from scratch with no presumption of prior knowledge.

The course covers microeconomics, including a consideration of such basic concepts as scarcity, choice and the operation of simple markets, and how firms operate in markets that are either competitive or monopolistic. Macroeconomics covers economy-wide issues such as economic growth, unemployment, inflation and international trade. The role of the government is a central theme and the IB course has a strong emphasis on international issues and development economics.

At both Higher and Standard Level, Economics is examined through a combination of short and long essay papers and the handling of data response exercises. Further, assessed coursework, based upon the writing of commentaries on press cuttings, represents an opportunity for students to demonstrate skills away from the examination room. At Higher Level this coursework represents 20% of the total mark and at Standard Level 25%.

The course relies upon the ability of the students to relate their theoretical knowledge to the real world. Therefore the department encourages students to take an active interest in current affairs by reading the quality press, magazines and selective use of television material; furthermore to participate in visits, both local and international.

Business and Management has a long tradition at Sevenoaks, the school being one of the founders of the subject for the 16 - 19 age group. Currently, around 10 students study the subject in each year. As with Economics, all Sixth Formers start from a common base and previous study of the discipline is not a precondition to start the course.

The IB course covers the basic functions of business; organisational theory, production, marketing, finance and human resource management, with a strong emphasis on the international aspects of business. For example, when considering the marketing of products, the existence of cultural differences must be allowed for; when looking at finance, the globalisation of capital markets will be relevant.

At Higher Level, assessment is by means of two examination papers, both of which

adopt the case study approach. Real or imaginary scenarios call upon the student to apply their acquired knowledge to assess the situation, solve a problem and put forward a preferred solution. Thus analytical and decision making skills are at a premium. There is also a research project, which involves the student in looking at a real world organisation; this is worth 25% of the final mark.

ENGLISH

Head of Department Mrs C J Henshaw

The Department's overriding aim is to create a culture within the school which encourages reading, confident speech and an enjoyment of literature. All our syllabuses are designed with this in mind.

In Years 7 to 9, the Department seeks to fulfil National Curriculum needs and requirements for Key Stage 3. As such, we develop the key skills of Speaking, Listening, Reading and Writing in a manner that demands increasing sophistication and grammatical accuracy from our students. In addition, we have developed schemes of work that go beyond national prescription. In Year 7, there is a Shakespeare Day, in Year 8 all students attend a study day at the Globe Theatre, while Year 9 students enjoy a visit to a production of a Shakespeare play.

At Key Stage 4, we currently follow the AQA integrated GCSE course for Language and Literature. A minimum of six substantial texts is studied across a variety of genres and historical periods. These include at least one Shakespeare play, a substantial nineteenth century novel, and poetry written before 1914. A modular scheme operates in Year 10, providing specialist teaching for key skill areas and helping to prepare students for the qualitative leap to Sixth Form work.

In the Sixth Form, students pursue one of the dynamic, international courses offered by the IB. Students can opt to study English at either Higher or Standard Level. Students read widely in both English and World Literature, and are assessed both in written and oral form. As an alternative, Text and Performance is also available, a synthesis of English and Theatre Arts, at Standard Level.

Outside the classroom, there is a flourishing Creative Writing group, a reading class, a School newspaper, an annual Book Week, regular author visits and trips to the theatre, all of which help to generate excitement about the subject and instil in our students a sense of critical intelligence as well as creativity.

GEOGRAPHY

Head of Department Mr P R Thompson

Geography is a dynamic subject that is firmly grounded in the real world and focuses on the interactions between individuals, societies and the physical environment in both time and space. It seeks to identify trends and patterns in these interactions and examines the processes behind them. It also investigates the way that people adapt and respond to change and evaluate management strategies associated with such change. Geography describes and helps to explain the similarities and differences between spaces and places. These may be defined on a variety of scales from a range of perspectives.

In Years 7 to 9 we follow a topical and interesting course (linked to the Key Stage 3 curriculum). Y7 topics include: *Making connections, The restless earth – earthquakes and volcanoes, Flood Disaster and Population Issues*. Y8 topics include: *Weather patterns over Europe, Can the Earth Cope?* and *The global fashion industry*. Y9 topics are: *Development issues, The 2012 Olympics, Changing China and Coastal environments*.

We follow the IGCSE (CIE) course. The curriculum content is divided into three themes which are collectively designed to develop an understanding of both the natural and human environment: *Population and Settlement, The Natural Environment and Economic Development and the Use of Resources*. All candidates sit three papers. In paper 1, candidates will be required to answer three structured resource-based questions and involves problem solving and free response writing. Paper 2 is mainly skills-based and will test a candidate's ability to handle various types of geographical information. Paper 4 is the 'Alternative to coursework', the primary feature of questions in this paper is that they will involve an appreciation from a theoretical standpoint of a range of techniques used in a variety of Geography fieldwork studies.

In the Sixth Form, Geography can be taken at either Standard or Higher Level for the International Baccalaureate. At **Standard Level**, pupils study the Core Theme – "*Patterns and change*". This provides an overview of the geographic foundation for the key global issues of our times. The purpose is to provide a broad factual and conceptual introduction to each topic and to the UN's Millennium Development Goals, in particular those concerning poverty reduction, gender equality, improvements in health and education and environmental sustainability. The core theme also develops knowledge of the likely causes and impacts of global climate change, a major contemporary issue of immense international significance. In addition, two other Themes are studied – *Oceans and their coastal margins and Extreme environments*. Students

will also acquire a number of geographical skills: mapping, graphics, statistical calculations, data research/processing/interpretation and the application of ICT. There is an element of Internal Assessment leading to **one** written report (25%) based on a fieldwork question, information collection and analysis with evaluation (max 2500 words). The final examination includes two papers, Paper 1 combines short-answer questions and one extended response question. Paper 2, students answer two structured questions.

The **Higher Level** programme includes the same Core Theme as the Standard Level. HL pupils study three optional themes – *Oceans and their coastal margins*, *Extreme environments and Urban environments*. In addition, HL students study the HL extension – *Global interactions*. The HL extension theme focuses on the global interactions, flows and exchanges arising from the disparities that exist between places. It presents important and contestable geographic issues of change in space and time. HL students also acquire a range of geographical skills: mapping, graphics, statistical calculations, data research/processing/interpretation and the application of ICT. There is Internal Assessment leading to one written report (25%) based on a fieldwork question, information collection and analysis with evaluation (maximum 2500 words). The final examination consists of three papers, including short-answer questions, extended response questions, structured questions and an essay question.

Fieldwork forms an essential part of the subject at all levels, and includes a variety of studies of the local area including settlement studies in Dorking (Y7), a microclimate study and a local river study (Y8), and a trip to the East Sussex coast (Y9) and an Olympic site visit (Y9). At IGCSE level, day trips include a study of the river Tillingbourne, a study of woodland ecosystems and a fieldtrip to London to investigate urban issues. There is also a residential fieldwork trip to Iceland during the first week of the summer holidays at the end of Year 10. At IB level there are fieldwork days on 'Coastal environments' and 'Urban environments' and a residential field trip to Morocco (Marrakech, The High Atlas Mountains and the desert fringe of the Sahara) at the end of the Lent term in the Lower Sixth.

All classrooms in the department have interactive white boards. The department has a well-equipped specialist room, with 12 networked PCs and a Stevenson Screen to collect weather data. Information Technology, including the analysis of satellite images, use of the Internet, CD-ROMs and G.I.S. software plays an increasingly important role in the subject.

HISTORY

Head of Department Dr A J Dunn

The Middle Ages are the focus for Year 7 Study. We begin by examining Medieval Britain, from the Norman Conquest through to the Black Death and the Peasants' Revolt. We also examine The Crusades, and finish the year with a study of the art and culture of The Renaissance.

Year 8 students study the Tudors and Stuarts, focusing on the main issues of religion, politics and war. Features include the reign of Elizabeth I, the origins of the British Civil Wars, Oliver Cromwell and the Restoration.

Year 9 students study the birth of the modern era, following the story of the French Revolution through to the rise of Napoleon Bonaparte and his Empire. The First World War is studied in the second half of the year. In summer term pupils complete a research project into the Holocaust.

There are two GCSE options – the Modern World and the Schools' History Project. The Modern World focuses on the global political events of the Twentieth Century, from 1900 to 1945. The course begins with a study of Britain 1890-1918, and moves on to the interwar period in Europe and the USA. Topics for study include the 1919 Peace Treaties, the League of Nations, and the causes of World War II. The SHP course studies Crime and Punishment in Britain from the Middle Ages to the present day, and Germany 1919-1945. From September 2009 all students starting GSCE will be writing a Controlled Assessment essay in Year 11; this replaces coursework.

The International Baccalaureate History course is available at both Higher and Standard Levels. The core of the syllabus focuses on the Cold War, the interwar period, and single party rulers such as Mao, Hitler and Lenin. Higher Level students also do a depth study on Nineteenth and Twentieth Century European topics, such as Imperial and Communist Russia, and German and Italian Unification.

All IB students are required to write a piece of coursework of 2,000 words in the Lower Sixth Year, worth 20% of the final grade at Higher Level, and 25% at Standard Level.

Sixth Form students can also choose to write their Extended Essay on a historical subject. Many Sevenoaks students go on to read History at a range of top universities. There is a weekly extension programme open to all Higher Level students in the Summer Term of Lower Sixth, and the Michaelmas Term of Upper Sixth.

INFORMATION TECHNOLOGY IN A GLOBAL SOCIETY (ITGS)

Head of Department Mr P Ford

ITGS is a Standard Level subject that forms an option within group 3, (Individuals and Societies) of the IB Diploma. The main focus of the subject is a consideration of the social significance and the ethical considerations rising from the use of IT, and how these influence individuals, communities, institutions and organisations. Although important, there is less emphasis on IT tools such as word processing, desktop publishing, databases, graphics and multi-media presentations. It is important to realise that this is **not** a Computer Science syllabus. Although a basic knowledge of IT tools is preferred, it is not necessary to be IT literate before embarking on this course.

Rapid advances of technology have plunged modern society into an 'Information Age', and the collection, processing, analysis and representation of information have become a dynamic dimension in today's society, with information becoming a commodity of economic importance and political power. Extensive international databases of information can be readily accessed, and communications can be sent around the world in seconds. New moral issues have surfaced: the protection of rights of access to personal data, the destruction or modification of information by viruses, and a proliferation of technology-based crimes. Moreover, technology has taken over many tasks that are too tedious, dangerous or expensive to be performed by humans, with new job opportunities or careers being created and others vanishing.

The syllabus is divided into three major topics:

- Social and Ethical Issues - including reliability, integrity, security, privacy, intellectual property, equality of access, control, globalisation and cultural diversity, policies and standards, and people and machines
- IT Systems in a Social Context - including hardware and networks, applications, communication systems, and integrated systems
- Areas of Impact - including business and employment, and three from education, health, arts, entertainment and leisure, science and the environment, and politics and government

The assessment of the course is through a combination of internally assessed coursework and a final examination paper:

The coursework includes a project (30%) in which students must develop a solution to a real world problem with end users assessing the final work as a viable alternative to the existing system. This involves research and development of a complete software solution which culminates in a written report of 2000-2500 words and the actual working solution being submitted for external moderation.

The final examination (70%) comprises two papers: a short-answer paper mainly concerning social and ethical issues and IT systems in a social context; and a structured-question based paper on the social and ethical issues, IT systems in a social context, and areas of impact.

MATHEMATICS

Head of Department Mr T C R Jones

The Mathematics Department is centrally located in Old School. Fifteen classrooms of different sizes are used, and we have two computer suites, a Departmental Office and a book and stationery store.

As a Department, we aim to provide enthusiastic, patient and friendly help, encouragement and advice to individuals and groups. We want students to experience the enjoyment and sense of achievement which comes from solving problems, reasoning clearly and stretching their imagination and initiative. We want them to understand Mathematics as a subject in and of itself, but also as a foundation of other subjects.

Students are set in all years except Year 7. Sets are reviewed throughout the year, generally after whole year tests and decisions are based on a student's performance, work throughout the year and ambitions within the subject. Problem solving is built into the schemes of work in all years, and we use the national competitions set annually by the Mathematical Association in all years.

At the end of Year 11 all students take Edexcel IGCSE Higher Tier, and approximately half take Additional Maths, a FSMQ (free-standing Maths qualification) which is both useful in itself and as a preparation for IB Mathematics.

Mathematics is a compulsory subject for the International Baccalaureate Diploma Programme. Three courses are available; Higher Level, Standard Level and Maths Studies – which also qualifies as a Standard Level course. Maths Studies aims to provide the non-specialist with a grounding in mathematics beyond IGCSE level. Standard Level is as rigorous as Higher Level – covering half the material in half the time. Higher Level is for very strong mathematicians. Successful Higher Level students generally have a very strong IGCSE Maths and Additional Maths background.

All three courses include pieces of project work spread over the two years. By the end of the IB course the Department aims to help students to form connections between their previous experiences of Mathematics and with situations encountered in other areas of the IB Diploma Programme, and to lay sound foundations for possible future encounters with Mathematics either at university, in future careers or in everyday life.

MODERN LANGUAGES

Head of Faculty Mr P X Pillet

Heads of Department

French Miss N Fayaud

German Mr R Ruge

Spanish Mr D Mott

Russian Mr J Drury

Additional Languages : Miss ML Delvallée

Students who join Sevenoaks in Year 7 study French as their first modern language. In Year 9 they may choose German, Spanish or Russian as an additional modern language. These courses are for beginners in the language, although, subject to numbers, continuation courses may be offered in German and Spanish. Some students take three languages to GCSE - two modern and one classical or one modern and two classical. Much use is made of the target language and activities are varied, whilst still ensuring that the basic grammar and structures of the language are clearly understood. Because we place great emphasis on using the foreign language in the country, all students are offered the opportunity to visit France on a day trip in Year 7, and take part in a study trip in Year 8 for a week.

In Year 9 students of higher ability currently devote two weeks in the Summer Term to an exchange with an equivalent class at the Institution des Chartreux in Lyon. This exchange programme is well established and brings tremendous benefit, both linguistically and culturally, to the students. The remaining Year 9 pupils are encouraged to participate in a two week holiday exchange with our partner school in Lyon.

All Year 10 and 11 students have the option of studying one or two modern foreign languages. Students studying French and Spanish prepare for the IGCSE. Pupils studying German or Russian prepare for GCSE with OCR or Edexcel respectively. Exchanges and/or study trips are also organised in Year 11 to France and in Year 10 to Spain, Germany and Russia.

In the Sixth Form, French, German, Spanish, Italian, Japanese and Russian are offered to the Higher and Standard Levels of the IB. In addition, 'ab initio' (beginners') courses are available in Spanish, Russian, Japanese, Italian and Mandarin. All studying the IB are required to study a foreign language, either at Higher or Standard Level. There is also provision for private tuition in many other languages as required - Norwegian, Dutch, Portuguese, Modern Greek, Hindi, Polish, Swedish, Finnish and Arabic. Students who are native speakers in French, Spanish, German or Mandarin have the opportunity to study their mother tongue as part of the bilingual programme. Some of these courses are offered on a private basis only.

There is a broad and rich exchange programme for modern languages in the Sixth Form.

Major productions in French, German and Spanish are staged regularly in the Sackville Theatre, either by Sevenoaks students or by visiting companies. For the younger students there are joint projects with the Humanities Department and for older students the Modern Languages Society regularly invites visiting speakers to give talks on the cultural/commercial/political aspects of the countries whose language is being studied. Every year the department enters students in the regional and national debating competitions in either French or Spanish and Sevenoaks students have won several national titles in recent years.

All these activities underline the commitment of the Department to give students real insight into the culture and institutions of the various countries, as well as to provide rigorous teaching of the languages themselves.

The Department is fortunate in having six foreign language assistants for French, German, Spanish and Mandarin; they hold weekly classes for small groups of Sixth Form students, as well as helping out with those younger.

The department is housed in a purpose built block, comprising a suite of 15 designated language rooms, all equipped with desktop computers, data projectors, audio equipment, a resources room with 16 computers for students' use, and a 26 booth digital language laboratory. Extensive use is made of satellite television and foreign language press as well as facilities for individual student research via the internet.

The department is large, thriving and enthusiastic and is passionate about fostering a love in our students for the languages and countries. Many of them continue their studies of languages at university.

MUSIC

Head of Department Mr C H J Dyer

Music is so much a part of the background of everyday life that it tends to be taken for granted. Yet, for many people it is a powerful focus of creative energy, and one which both stimulates and guides the imagination. Music education should aim to develop aesthetic sensitivity and creative ability in all pupils through attainment of skills, knowledge and understanding.

The Music curriculum interprets this description in relation to the basic activities relating to musical experience, namely **performing, composing, and listening and appraising**. The development of musical perception and skills is dependent upon the quality, range and appropriateness of these musical experiences, as they are provided within and outside school.

Music is part of the curriculum for students in Years 7, 8 and 9. During this period emphasis is placed on music as a practical subject and pupils are introduced to elementary composition techniques and, especially in Year 7, the use of the voice as a starting point for learning musical concepts.

The Music School is housed in the Aisher Hall. It includes a concert hall (capacity 400) with two grand pianos and an organ. There are two classrooms and fourteen individual instrumental teaching and practice rooms. There is a Music Technology room, and eight other music computers are housed in various teaching rooms around the department. The Music Library has an excellent collection of CDs and personal study scores. In addition to the two full-time staff and three part-time staff and secretary there are 45 visiting instrumental tutors who teach the full range of orchestral instruments, plus piano, organ, guitar, singing, harp, recorder and percussion. Lunchtime theory and aural classes are also available at no extra cost.

Making music together is as important as individual study and there are many ensembles that rehearse each week. There is a full programme of performance opportunities ranging from informal concerts in the boarding houses at 5 pm, to a series of evening school concerts. Ensembles available include Senior and Junior Orchestras, Wind Band, Senior and Junior Big Bands, Jazz Groups, many Senior and Junior vocal groups, including less formal choirs and barbershop groups as well as a choral society of 100 and a chamber choir. Chamber Music is also a strength; since 2002 many groups have entered the National Chamber Music Competitions for schools, now organised by Pro Corda with considerable success every year. There are also groups for pupils of all ages and stages down to a 'purely for fun' scratch orchestra for Grade 1 pupils.

For all academic examinations in Music (GCSE and IB) emphasis is placed in experiencing music in a vital way by making the most of relevant performing opportunities, developing a keen sense of aural perception.

The aim of the Music Department is to encourage all forms of music making, both individual and corporate. In recent years students have attended some of the Saturday Junior Departments of the London Music Colleges, been members of the Kent Youth Orchestra, Lydian Orchestra, National Youth Orchestra, the National Youth Jazz Orchestra and been successful participants in local and national competitions. Information on the music awards offered by the school is available from the Registrar's Department.

PHILOSOPHY

Head of Department Mr T Stuart

The aim of the course is to produce a philosopher. Thus, rather than concentrating on what philosophers in the past have said, it tries to inculcate the mental skills necessary for philosophical thought to flourish. To some, this may seem futile: better minds than mine have not fully understood the world; I can live a full life without ever trying to get philosophical about things. This common outlook is what is consistently challenged in Philosophy which takes to its heart Socrates' claim that 'the unexamined life is not worth living'. The open-ended nature of the subject (and the course) is both liberating and daunting: the former because the very elasticity of the 'boundaries' allows great scope for freely exploring ideas; the latter because there is not a finite body of knowledge which, once learnt, automatically produces satisfaction. The student who chooses Philosophy must be comfortable with this as well as being willing to give the necessary time and mental effort to thinking things through.

Philosophy can be taken at Higher or Standard Levels. At both levels there is a common, compulsory Core Theme. This invites an exploration of a range of philosophical problems related to what it means to be human. Examples of topics here include the relationship between mind and body; freedom and determinism; human nature; the self; social influences on our condition; what meaning there is in human life.

A second element of the course demands that students study a philosopher in that philosopher's own words. We choose to consider one of the most seminal books ever written in the subject: Descartes' *Meditations on First Philosophy*. During this part of the course, students learn to appreciate the technique and arguments of a major philosopher and how to engage in close critical appreciation of the claims being made.

In addition to these, HL students study two, SL pupils one, Optional Theme(s). Here the class considers, in very detailed way, a specific area of contemporary philosophy. Currently we look at 'Ethics' with both HL and SL; and 'The Philosophy of Religion' with HL only. Finally, HL students must sit an Unseen Text where they are presented with philosophical material which they need to analyse and evaluate in terms of technique rather than content.

These elements are examined at the end of the course. Coursework consists of an extended piece of writing (between 1600 and 2000 words) prompted by some non-philosophical stimulus. This enables students to develop more independence and freedom of choice in selecting and executing their work. The coursework accounts for 20% at HL, 30% at SL.

Above all else, Philosophy aims to be rigorous, challenging and intellectually stimulating, equipping students with key academic skills while exploring the world of thought.

PSYCHOLOGY

Head of Department **Mr I C Campbell**

Psychology can be defined as ‘the scientific study of behaviour and mental processes’. It is a fascinating subject which covers vast areas including child development, animal behaviour, social psychology, abnormal psychology as well as thought processes such as memory and language.

In the nineteenth century psychology was emerging from its ties with philosophical speculation, whereas contemporary psychology is increasingly empirical and scientific. Without disavowing its historical links with other fields of enquiry, modern psychology has found itself occupying a unique position as a meeting ground for both natural and social science. It follows, therefore, that diverse levels of analysis continue today to influence psychological research.

IB Psychology examines the interaction of biological, cognitive and sociocultural influences on human behaviour, thereby adopting an integrative approach. Understanding how psychological knowledge is generated, developed and applied enables students to achieve a greater understanding of themselves and appreciate the diversity of human behaviour. The ethical concerns raised by the methodology and application of psychological research are key considerations in IB Psychology.

IB Psychology takes a holistic approach that fosters intercultural understanding and respect. In the core of the IB Psychology course, the biological level of analysis demonstrates what all humans share, whereas the cognitive and sociocultural levels of analysis reveal the immense diversity of influences that produce human behaviour and mental processes. Cultural diversity is explored and students are encouraged to develop empathy for the feelings, needs and lives of others within and outside their own culture. This empathy contributes to an international understanding.

Some of the specific topics in the levels of analysis component include localising brain functions, the effect of genes and hormones on behaviour, how visual perception is affected by culture, eyewitness testimony, conformity and the behavioural effects of stereotypes.

Later in the course there is an in-depth examination of abnormal psychology focusing on diagnosing, explaining and treating humans suffering from psychological disorders. This option begins with a consideration of normal and abnormal behaviour. An understanding of issues related to diagnosis provides a framework for the subsequent study of disorders and therapeutic approaches.

Finally, there is a coursework component which involves students planning and carrying out a psychological experiment which can be on any psychological issue from the nature of prejudice to eyewitness testimony.

Assessment is through a combination of essays and short answer questions as well as through assessment of a psychological experiment.

RELIGIOUS STUDIES

Head of Department Rev N N Henshaw

The aim of the Religious Studies course in the Years 7 and 8 is to encourage in students an appreciation of the authority that religious experience has in the lives of human beings and to relate that experience to their own lives. The syllabus is in two parts:

Year 7 - Old Testament texts and contemporary issues

Year 8 - New Testament texts and contemporary issues

The aim of the **Year 9** course is to develop the skills necessary to approach Religious Studies as an academic subject. Students are introduced to the six components, including celebrations, origins and founders and sacred texts. These components are then applied to Hinduism.

The Year 10 syllabus makes a study of Christianity and its continuing impact on contemporary society. There is also a study of Judaism, Islam and Buddhism as world religions.

The Year 11 syllabus enables students to study a range of key questions and contemporary issues. The course covers personal, social and global issues and presents them in a variety of ways, using newspaper extracts and play readings, and provides an introduction to the philosophy of religion.

Our aim in teaching Religious Studies is that as students move through the school they should become increasingly aware of how beliefs and values of religions such as Christianity affect the way we view the world in terms of history, morals and theology. Bearing in mind the multicultural nature of British society and the internationalism of Sevenoaks, this makes the study all the more exciting and relevant.

SCIENCES

Head of Faculty Mr G A Lawrie

Heads of Department

Biology Mrs K Pitcher

Chemistry Dr S M Owen

Physics Dr S Sharp

Science is a core subject of the National Curriculum, and all students at Sevenoaks must study all three science disciplines to the end of Year 11 (Key Stage 4). Throughout the school students are taught to develop the practical skills which are a key part of the scientific method. These are based on the notions of hypothesis, experimentation and subsequent development of ideas and will occupy a considerable part of the practical components of their work. Students are encouraged to devise their own ideas and experimental plans in a framework of the scientific knowledge and everyday experiences they have gained so far.

Lower School

During Years 7 and 8, all students take Biology, Chemistry and Physics with individual specialist teachers covering a syllabus which is broadly in line with the Common Entrance examination taken by many outside pupils who enter Sevenoaks in Year 9. Students have nine lessons over two weeks. In this way we are able to focus carefully on the particular features and skills of each science discipline.

Middle School

In Year 9, pupils have twelve periods of science over two weeks and continue to study Biology, Chemistry and Physics separately with specialist subject teachers. Classes develop the skills which are part of the National Curriculum in science but students are not entered for Key Stage 3 examinations. Key Stage 4 (IGCSE) courses may be started during Year 9.

In Years 10 and 11 all students follow a science course, in fifteen periods over two weeks, leading to separate IGCSE awards in each of Biology, Chemistry and Physics.

The courses draw extensively on the everyday experience of the students and achieve a balance between the acquisition of knowledge and the development of scientific skills and processes. Course material has an immediate significance to the students, both in terms of intrinsic interest and by being connected to the real, everyday world. Sometimes the science is theoretical, but more often it is presented in a context within a practical problem, for example, or in relation to a real life activity.

Upper School

BIOLOGY

Students have the opportunity to follow an IB course at Higher Level, which is comparable with A Level and fulfils the same role for university entrance, or at Standard Level.

At all levels students are encouraged to observe, investigate and experiment, and relate what they discover to themselves and their environment. There are large Genetics and Physiology sections in the syllabuses which give students an insight into modern research and recent scientific developments.

CHEMISTRY

Students follow the IB Higher or Standard syllabuses. The emphasis is on intellectual and manipulative skills: the subject is presented as a way of conducting an enquiry. As a result of investigations and problems tackled during the course, students are encouraged to see a unifying pattern, and to realise that Chemistry is a coherent but developing body of knowledge, principles and theories. They are also shown that the work of the chemist has social, industrial, environmental and economic consequences for the community.

PHYSICS

Pupils follow the IB Higher or Standard Level syllabuses. The emphasis of this course is on gaining an understanding of the concepts of Physics. The IB courses have been recently revised to include the study of general scientific principles as well as a more modern approach to Physics by applying the ideas to real physical situations. There are several option topics such as Astrophysics, Optics and Special Theory of Relativity.

To study IB Higher Level Physics, students should have a GCSE A*, A or B grade in Physics (or overseas equivalent) and an A*, A or B grade in GCSE Mathematics. Some students who study Standard Level Physics may not have done I/GCSE, but it is expected that they will have had some equivalent overseas instruction and/or qualification in the subject.

YEAR 9 CURRICULUM		YEARS 10 AND 11 GCSE SUBJECTS		YEARS 12 AND 13 THE INTERNATIONAL BACCALAUREATE	
English	English Language and Literature	English	English Language and English Literature	Group 1 Language A	English Literature English Text and Performance (SL only)
Languages	French and Latin + ONE from: Spanish, German, Russian, Latin, Ancient Greek, Latin/Greek	A Modern Language	French or German or Spanish or Russian (studied formally for at least one year)	Group 2 Language B	Latin, Greek, French, Spanish, German, Russian, Mandarin, Japanese, Italian. (Other additional languages, e.g. Arabic, Hindi, Danish, Modern Greek, Finnish, Dutch, Swedish, Norwegian, Portuguese are available on a private basis.)
Humanities	Geography and History	Humanities	Geography or History or Classical Civilisation	Group 3 Individuals & Societies	History, Geography, Economics, Business and Management (HL only), Philosophy, Psychology (SL only), Classical Civilisation (SL only)
Science	Physics, Chemistry and Biology	Sciences	Physics, Chemistry and Biology	Group 4 Experimental Sciences	Biology, Chemistry, Physics, Design Technology
Mathematics	Mathematics	Mathematics	Mathematics	Group 5 Mathematics	Mathematics (HL) Mathematics (SL) or Maths Studies (SL)
Expressive Arts: Art, Music, Drama	Technology: Design, IT	Group 6 TWO to choose from	Art, Drama, IT, Design, Music, a second Humanity, a second modern foreign language*, Latin*, Greek*, Latin/Greek*	Group 6 Electives	Visual Arts, Music, Theatre OR second subject from Groups 2, 3 or 4
Religious Studies, PSD, PE, Swimming		Compulsory non-examined subjects	* studied formally for at least one year PE, Religious Studies, International Studies		