



Senior School
Welcome to the IB Programme
2018 - 2020

preparing for the world

DULWICH COLLEGE | SHANGHAI PUDONG |
上海德威外籍人员子女学校（浦东）



the skills and
to work anywhere in the world



providing students with d the outlook

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Graduate Worldwide

Our Vision

To create the best schools in the world.

Our Purpose

Our students make a difference in the world.

Our Vision and Purpose are supported by three strategic pillars governing our decision-making and our actions.

Students Come First

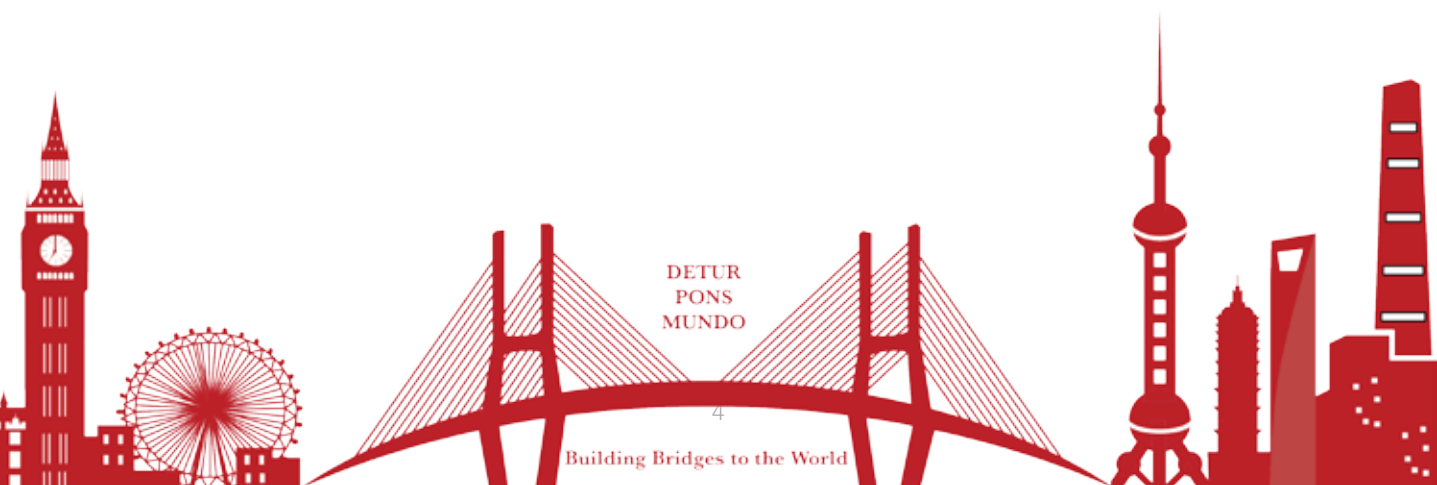
One College, Many Campuses

Pioneering Spirit

Our motto, *Detur Pons Mundo*, is translated as “*Building Bridges to the world*”.

Philosophy and Objectives

- * The College develops the complete individual
- * The College challenges individuals to strive for excellence
- * The College encourages respectful collaboration
- * The College celebrates the diversity of its community
- * The College is committed to developing charitable and compassionate individuals who are willing to contribute to the community
- * The College provides individuals with the skills and outlook to live and work in all areas of the globe
- * The College prepares individuals to meet the challenges of an ever-changing world
- * The College aims to develop confident individuals prepared to take risks



The IB Diploma Programme at Dulwich College Shanghai Pudong (DP)

The International Baccalaureate (or IBO), founded in 1968, is a nonprofit educational organisation based in Geneva, Switzerland. The IBO is a recognised leader in the field of international education and is currently working with 3,500 schools in 143 countries to develop and offer IB programmes to more than 1,064,000 students aged 3 to 19 years.

The Diploma Programme is a challenging two-year programme of international education for students aged 16 to 19 years old.

The IB Diploma Programme prepares students for university and life in a global society and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of identity and culture
- Develop the ability to communicate and understand people from other countries and cultures.

The IB Learner Profile

The aim of all the IB Programmes is to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. The learner profile is best described by a set of learner attributes. They are:

- Principled
- Inquirers
- Thinkers
- Communicators
- Open-minded
- Caring
- Balanced
- Reflective
- Knowledgeable
- Risk-takers

The Curriculum

The curriculum contains six subject groups together with a core made up of three components – Creativity, Activity, Service (CAS), Theory of Knowledge (ToK) and the Extended Essay (EE).

Students study six subjects, one from each of the five groups:

- Group 1: Studies in Language and Literature
- Group 2: Language Acquisition
- Group 3: Individuals and Societies
- Group 4: Sciences
- Group 5: Mathematics
- Group 6: The Arts

Students have the option of substituting a second subject from either Group 2, 3 or 4 in the place of a Group 6 subject.

The DP Core Subjects

The Core is compulsory and central to the philosophy of the IB Diploma Programme. The core requirements are:

The Extended Essay (EE)

The Extended Essay asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The EE has a prescribed limit of 4,000 words and equips them with the independent research and writing skills expected at university.

Theory of Knowledge (TOK)

The interdisciplinary TOK course develops a coherent approach to learning that unifies the academic disciplines. In this course on critical thinking, students inquire into the nature of knowing and deepen their understanding of knowledge as a human construction.

Creativity, Activity, Service (CAS)

Participation in the school's CAS programme encourages students to be involved in a range of activities alongside their academic studies throughout the Diploma Programme. Creativity encourages students to engage in the arts and creative thinking. Activity seeks to develop a healthy lifestyle through physical exertion complementing academic work elsewhere in the DP. Service with the community offers a vehicle for a new learning with academic value. The three strands of CAS enhance students' personal and interpersonal development through experiential learning and enable journeys of self-discovery. (Source: ibo.org)



How are students assessed?

At the end of the two-year programme, students are assessed both internally and externally in ways that measure individual performance against stated objectives for each subject.

Internal Assessment

The IB DP curriculum requires that students complete a major “project” in each IB Diploma subject they undertake enabling them to apply the knowledge and skills they are learning in the class to the assessment task. Such projects are formally called Internal Assessment (IA) because they are assessed “internally” by the subject teachers. To ensure consistency, IA projects are also moderated by IB examiners. The moderation process is an important part of maintaining consistency, fairness, high standards, and accountability in the IB Diploma Programme.

Some assessment tasks are conducted and overseen by teachers without the restrictions of examination conditions, but are then marked externally by examiners. Examples include Works in Translation assignments for Language A, Written Tasks for Group 2: Language Acquisition, Theory of Knowledge and Extended Essays.

External Assessment

In May of the second year of the IB Diploma Programme, students will undertake IB Diploma examinations based on two years worth of teaching materials.

Due to the degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest share of assessment for each subject.

The grading system is criterion based (results are determined by performance against set standards, not by each student’s position in the overall rank order); validity, reliability and fairness are the watchwords of the Diploma Programme’s assessment rubric and philosophy.

Diploma Programme students follow six courses: three at Higher Level and three at Standard Level. The points awarded for each course range from 1 (lowest) to 7 (highest). Students can also be awarded up to three additional points for their combined results on the Extended Essay and Theory of Knowledge. The highest total score for the IB Diploma that may be awarded is 45 points.

The Diploma is awarded to students who gain at least 24 points, subject to certain minimal levels of performance across the whole Diploma and to satisfactory completion of Creativity, Activity and Service requirements.

Subjects on Offer

The table below shows the subjects that can be studied in each of the academic groups. Students must select three Higher Level and three Standard Level subjects. In combination with the subjects, students are required to fulfil the requirements of the core components of TOK, EE and CAS to gain full certification in the IB Diploma Programme. All students will also undertake a period of Physical Education and Wellbeing per week as part of their timetable.

Group 1 Studies in Language and Literature	Group 2 Language Acquisition	Group 3 Individuals & Societies	Group 4 Sciences	Group 5 Maths	Group 6 The Arts
Chinese A: Literature HL/SL	Chinese B HL/SL	Economics HL/SL	Chemistry HL/SL	Mathematics HL	Theatre HL/SL
Chinese A: Language and Literature HL/SL	English B HL/SL	Geography HL/SL	Biology HL/SL	Mathematics SL	Visual Arts HL/SL
English A: Literature HL/SL	French B HL/SL	History HL/SL	Physics HL/SL	Mathematical Studies SL	Music HL/SL
English A: Language and Literature HL/SL	German B HL/SL	Business Management HL/SL	Computer Science HL/SL		Film HL/SL
German A: Literature HL/SL	Spanish B HL/SL	Psychology HL/SL	ESS SL only		Chemistry HL/SL
Language A: SSST Literature SL only	French ab initio SL only				Economics HL/SL
	Mandarin ab initio SL only				Psychology HL/SL
	Spanish ab initio SL only				History HL/SL
	A second Language A from Group 1				

At Dulwich College Shanghai Pudong, we believe that where possible, students should take a broad and balanced programme by selecting one subject from each group. We actively encourage students to ensure that the subjects they select are appropriate for university entrance, will maximise their potential and provide satisfaction and enjoyment. Students who are selecting a second Science or Humanities course as an Elective in Group 6, must provide reasons for selecting the course, for example, "I plan to take Engineering at Toronto University and to apply. I must be able to study Mathematics HL, Physics HL and Chemistry HL or SL".

IMPORTANT: Some courses may not be offered due to insufficient student enrollment.

In addition, it is not always possible to accommodate all course selections due to scheduling conflicts. Every effort will be made to accommodate student preferences but on occasion it may be necessary for students to modify their option choices. This is very much the exception rather than the rule.

Frequently Asked Questions

Do all students follow the full IB Diploma Programme?

The majority of students entering into Year 12 will begin the full IB Diploma Programme but some students may be advised that the full Programme may not be the appropriate option for their growth as students or not ideally suited to their college or university aspirations. In these specific situations, the College will direct the student to follow an individualised set of Diploma Programme courses, designed to best meet their needs and abilities. The College will identify students who may need to follow such a route and meetings will be set up with the individual students and their parents to discuss the options available.

What are the entry requirements for individual subjects in the IB Diploma Programme?

Entry to individual courses will be considered after the mock examinations in Year 11. In general students will be expected to be on track to achieve at least a B grade at (I)GCSE to start on a Higher Level course and at least a C grade to start on a Standard Level course. Students who have not demonstrated sufficient potential to start on a particular Higher Level or Standard Level course will be asked to provide alternative selections when choosing their options in Year 11.

Can I take four Higher Level subjects?

It is possible to take four Higher Level subjects as part of the IB Diploma programme but it is strongly discouraged. The IB Diploma programme is very demanding and can be busy and challenging for even the most able and motivated students. Universities do not favour students with four Higher levels and taking such a challenging programme could result in weaker performance across the subjects due to the workload pressures. We will consider some students taking four Higher Levels for the start of the IB if they are unsure of which subjects to pursue at a higher level but this would only be for a short period of time and all students would be expected to be on three Higher Levels by the end of Term 1 at the latest. If a student is keen to take four Higher Level subjects at the start of their course for valid reasons, they must consult with the IB Diploma Coordinator for further advice and guidance.

What is, and how do I achieve, a Bilingual IB Diploma?

The Bilingual IB Diploma is awarded to students who complete the full IB Diploma in a language that is not their mother tongue. To be awarded a Bilingual IB Diploma, a student must either:

- Complete two languages selected from Group 1 with the award of a grade 3 or higher in both. For example, a student may take Chinese A: Literature and English A: Language and Literature.
- Complete one of the subjects from Group 3 or Group 4 in a language that is not the same as a student's nominated Group 1 language. For example, as students will study all their subjects through the medium of English, they must study either Group 1 Chinese A: Literature, Chinese A: Language and Literature, German A: Literature or a Language A: School Supported Self Taught (SSST) literature programme in their mother tongue.

University Courses and Careers

University Courses

Dulwich College Shanghai Pudong students apply to a range of universities throughout the world; past destinations have included the UK, the US, Canada, Australia, Hong Kong, Singapore and mainland Europe. Admissions requirements vary depending on the country and the course or major you are looking at. For some courses, you must take specific Higher Level subjects, for others only total points matter. Some universities will assess your internal marks and progression over time, whereas other universities will look simply at the total points awarded at the end of the IB Diploma Programme.

Although it would be sensible to choose the subject a student is thinking of studying at degree level as a Higher Level subject, it is not essential in many cases. The main exceptions will be scientific or mathematical subjects, plus languages or those involving particular technical skills such as the Fine Arts or Performing Arts, i.e. those subjects where a student will need to build on what has been studied at IBDP level.

Medical Degrees

For Medicine, HL Chemistry must be studied – this is a universal requirement. Most medical schools will also require a second Science subject or Mathematics at HL – some will specify Biology. It is very unusual for medical schools to require all HL subjects to be three Sciences or two Sciences and Mathematics, although the University of Cambridge in the UK does prefer this.

There are many other factors to be considered to study Medicine. These include:

- Medicine is largely a graduate degree programme in most countries outside the UK (this provides more flexibility with the choice of first degree)
- Most medical schools require an interview before they are prepared to offer a place
- Most medical schools will require applicants to sit an external assessment as part of the application process (e.g. UKCAT or BMAT in the UK, UMAT or GMAT in Australia)

Science and Engineering Degrees

Science and Engineering degrees will certainly require a largely scientific/mathematical set of HL subjects, the exact combination depending upon which subject a student wishes to study at degree level. HL Mathematics and Physics and/or Chemistry are highly recommended for any Engineering degree.

Economics, Finance and Accountancy Degrees

Many degree programmes will be interested in a student's skill level in, and knowledge of, Mathematics. A strong score (5+) in Higher Level Mathematics or a top score (7) in Standard Level Mathematics is desirable. Many students also take HL Economics if the intention is to study Economics at university, but this is not essential for most universities.

Business and Management

There are no specific requirements for these degrees although many students choose to study Business Management or Economics to ensure this is what they may want to spend another three years studying at university.

Candidates will certainly need to show some ability in Mathematics because of the quantitative nature of some of the modules, so it is important to investigate Mathematics requirements. There are universities in the USA that expect students to have taken the most rigorous mathematics course available to them, even if it does not specify this on their requirements.

Psychology and Sports Science

In the UK, Psychology and Sports Science have a strong scientific base and therefore at least one science subject among your HL choices will be essential. A student does not need to study Psychology at school to get onto a Psychology degree programme.

Art and Design or Performing Arts

Any student wishing to enter these fields will need to choose the appropriate subject at HL that they are hoping to study further at university and also produce a portfolio of work or be prepared for an audition – this may well be more important than the IBDP results in getting a place at their chosen college.

Law or Media Studies

There are no particular subject requirements for these degrees but for Law it is helpful to study a course at HL that requires analysis of texts (English A, History or Psychology are good choices). Outside of the UK, Law is largely a graduate option. For the US, students should select a Humanities based degree or Liberal Arts programme as a first degree.

Careers

Gap Years

Gap years are useful as long as there is a clear goal and plan for the year. It is important that any student taking a gap year, considers how this will support their university studies when the gap year comes to an end. Gap years may be necessary if a student's initial choice of university does not work out or if they need to reapply. There is plenty of advice available as to constructive use of gap years.

Summer Programmes

Many universities will offer the opportunity to take part in summer programmes on campus. This provides the opportunity to explore an interest or develop a skill as well as to live for a week or more in the university, explore the local area and come to a decision whether this is the place to spend the next 3-4 years. The University Careers Guidance Office can provide detailed information on available options.

Leadership Programmes

There are many Leadership Programmes available, such as "Presidential Classroom", or the Global Young Leaders conference held in Washington for a week every summer. Attending such an event would be an excellent addition to any CV/resume, especially if the college that a student is applying to, is looking for evidence of strong leadership potential.

IBDP

Subject

Information



Group 1: Chinese Language A: Literature

Entry Guidance:

Chinese Language A: Literature is recommended for the first language (mother tongue) student or for those students who are more competent in Chinese than English. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from this course.

Course Aims:

This course aims to:

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognize the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in, language and literature
- Develop in students an understanding of the techniques involved in literary criticism
- Develop the students' ability to form independent literary judgments and to support those ideas.

Course Content:

Part 1	Works in Translation	(SL 2 Works	HL 3 Works)
Part 2	Detailed Study	(SL 2 Works	HL 3 Works)
Part 3	Literary Genres	(SL 3 Works	HL 4 Works)
Part 4	Options (in which works are freely chosen)	(SL 3 Works	HL 3 Works)

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the Head of Mandarin: diana.liu@dulwich-shanghai.cn

Group 1: English Language A: Literature

Entry Guidance:

English Language A: Literature is recommended for the first language (mother tongue) student or for those students who have a high level of fluency in English. Any student interested in selecting English Language A: Literature at HL or SL must have had previous formal literary experience and training and be confident and capable of writing critical essays about texts.

Course Aims:

This course enables candidates to:

- Explore a range of texts from different periods, styles and genres
- Develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop powers of expression, both in oral and written communication
- Recognise the importance of the contexts in which texts are written and received
- Develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning, through the study of texts
- Appreciate the formal, stylistic and aesthetic qualities of texts
- Develop an enjoyment of, and lifelong interest in language and literature.

Course Content:

Part 1	Works in Translation	(SL 2 Works	HL 3 Works)
Part 2	Detailed Study	(SL 2 Works	HL 3 Works)
Part 3	Literary Genres	(SL 3 Works	HL 4 Works)
Part 4	Options	(SL 3 Works	HL 3 Works)

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the Head of English: douglas.sillett@dulwich-shanghai.cn

Group 1: German Language A: Literature

Entry Guidance:

German Language A: Literature is recommended for the first language (mother tongue) student or for students who are more competent in German than English. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from this course.

Course Aims:

This course enables candidates to:

- Encourage a personal appreciation of literature and develop an understanding of the techniques involved in literary criticism
- Develop the students' powers of expression, both in oral and written communication, and provide the opportunity of practising and developing the skills involved in writing and speaking in a variety of styles and situations
- Introduce students to a range of literary works of different periods, genres, styles and contexts
- Broaden the students' perspective through the study of works from other cultures and languages
- Introduce students to ways of approaching and studying literature, leading to the development of an understanding and appreciation of the relationships between different works
- Develop the ability to engage in close, detailed analysis of written text
- Promote in students an enjoyment of, and lifelong interest in, literature.

Course Content:

Part 1	Works in Translation	(SL 2 Works	HL 3 Works)
Part 2	Detailed Study	(SL 2 Works	HL 3 Works)
Part 3	Literary Genres	(SL 3 Works	HL 4 Works)
Part 4	Options	(SL 3 Works	HL 3 Works)

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn

Group 1: Language A: School Supported Self-Taught (SSST) Literature

Entry Guidance:

School Supported Self-Taught is a SL only course and is recommended for students who wish to pursue studies in their first language (mother tongue). Any student interested in studying this course must have had previous formal literary experience and training and be confident and capable of writing critical essays about texts. Although Dulwich College Shanghai Pudong will provide guidance to students following this course, it is the expectation that parents will find a suitable tutor to support their son/daughter throughout the course and for assessment purposes. Not all mother tongue languages are available and if considering this option the student must meet with the IB Diploma Coordinator. Students who are considering this option must be highly self-motivated, as the course is not directly taught in school and is dependent on independent learning.

Course Aims:

This course enables candidates to:

- Explore a range of texts from different periods, styles and genres
- Develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop powers of expression, both in oral and written communication
- Recognise the importance of the contexts in which texts are written and received
- Develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning, through the study of texts
- Appreciate the formal, stylistic and aesthetic qualities of texts
- Develop an enjoyment of, and lifelong interest in, language and literature.

Course Content:

Part 1	Works in Translation	(SL 2 Works)
Part 2	Detailed Study	(SL 2 Works)
Part 3	Literary Genres	(SL 3 Works)
Part 4	Options	(SL 3 Works)

Course Assessment:

SL Only Course:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the IBDP Coordinator: james.mao@dulwich-shanghai.cn

Group 1: Chinese Language A: Language and Literature

Entry Guidance:

Chinese Language A: Language and Literature is recommended for the first language student or for those students who have a high level of fluency and literary competence in Chinese. While it is recommended that students have had experience of writing critical essays about texts, not having done so should not exclude them from studying this course.

Course Aims:

This course aims to:

- Introduce students to a range of texts from different periods, styles and genres
- Develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop the students' powers of expression, both in oral and written communication
- Encourage students to recognize the importance of the contexts in which texts are written and received
- Encourage, through the study of texts, an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning
- Encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- Promote in students an enjoyment of, and lifelong interest in language and literature
- Develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- Encourage students to think critically about the different interactions between text, audience and purpose.

Course Content:

Four to six literary works, plus an equivalent amount of media and non-fiction texts are studied as part of this course.

The focus of the course is to explore the role of context in the construction of meaning of a text.

Part 1 Language in Cultural Context

Part 2 Language and Mass Communication

Part 3 Literature – Texts and Contexts (SL 2 Works HL 3 Works)

Part 4 Literature Critical Study (SL 2 Works HL 3 Works)

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the Head of Mandarin: diana.liu@dulwich-shanghai.cn



Group 1: English Language A: Language and Literature

Entry Guidance:

English Language A: Literature and Language is recommended for the first language student or for those students who have a high level of fluency in English. Any student interested in selecting English Language A: Literature and Language at HL or SL must have had previous formal literary experience and training and be confident and capable of writing critical essays about texts.

Course Aims:

This course enables candidates to:

- Explore a range of texts from different periods, styles and genres
- Develop the ability to engage in close, detailed analysis of individual texts and make relevant connections
- Develop powers of expression, both in oral and written communication
- Recognise the importance of the contexts in which texts are written and received
- Develop an appreciation of the different perspectives of people from other cultures, and how these perspectives construct meaning, through the study of texts
- Appreciate the formal, stylistic and aesthetic qualities of texts
- Develop an enjoyment of, and lifelong interest in, language and literature.

Course Content:

The focus of the course is to explore the role of context in the construction of meaning of a text.

Part 1 Language in Cultural Context

Part 2 Language and Mass Communication

Part 3 Literature – Texts and Contexts

Part 4 Literature Critical Study

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

For further advice:

Contact the Head of English: douglas.sillett@dulwich-shanghai.cn

Group 2: English B

Entry Guidance:

The English Language B course is designed for learners whose first language is not English. It is a challenging and engaging course which aims to equip students with the necessary skills and intercultural understanding to communicate successfully. Language skills are developed through the study of a range of written and spoken material, ranging from everyday communication to literary texts.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding
- Understand how to use the language in a range of contexts and for a variety of purposes
- Develop an awareness and appreciation of the different perspectives of people from other cultures, through the study of texts and through social interaction
- Develop an awareness of the role of language in relation to other areas of knowledge
- Develop an awareness of the relationship between the languages and cultures with which they are familiar
- Build a strong basis for further study, work and leisure through the use of an additional language.

Course Content:

The course comprises five topics: three from the Core: Communication and Media, Global Issues and Social Relationships; and two chosen by the teacher from the five option choices: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Additionally, at HL, students must read two works of literature.

Course Assessment:

HL and SL Assessment:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

- Individual oral: 10-minute presentation and discussion with the teacher
- Interactive oral activity: Three classroom activities assessed by the teacher

For further advice:

Contact the EAL coordinator: marina.prozesky@dulwich-shanghai.cn

Group 2: French B

Entry Guidance:

The French Language B course is designed for genuine foreign language learners with some previous experience of learning the language, typically 4 to 5 years for HL and 2 to 5 years for SL. Any students who have completed the IGCSE French course will be eligible. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding
- Understand how to use the language in a range of contexts and for a variety of purposes
- Develop an awareness and appreciation of the different perspectives of people from other cultures, through the study of texts and through social interaction
- Develop an awareness of the role of language in relation to other areas of knowledge
- Develop an awareness of the relationship between the languages and cultures with which they are familiar
- Build a strong basis for further study, work and leisure through the use of an additional language.

Course Content:

The course comprises five topics: three from the Core: Communication and Media, Global Issues and Social Relationships; and two chosen by the teacher from the five option choices: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Additionally, at HL, students must read two works of literature.

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

- Individual oral: 10-minute presentation and discussion with the teacher
- Interactive oral activity: the best of three classroom activities assessed by the teacher

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn

Group 2: German B

Entry Guidance:

The German Language B course is designed for genuine foreign language learners with some previous experience of learning the language, typically 4 to 5 years for HL and 2 to 5 years for SL. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding
- Understand how to use the language in a range of contexts and for a variety of purposes
- Develop an awareness and appreciation of the different perspectives of people from other cultures, through the study of texts and through social interaction
- Develop an awareness of the role of language in relation to other areas of knowledge
- Develop an awareness of the relationship between the languages and cultures with which they are familiar
- Build a strong basis for further study, work and leisure through the use of an additional language.

Course Content:

The course comprises five topics: three from the Core: Communication and Media, Global Issues and Social Relationships; and two chosen by the teacher from the five option choices: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Additionally, at HL, students must read two works of literature.

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

- Individual oral: 10-minute presentation and discussion with the teacher
- Interactive oral activity: the best of three classroom activities assessed by the teacher

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn

Group 2: Spanish B

Entry Guidance:

The Spanish Language B course is designed for genuine foreign language learners with some previous experience of learning the language, typically 4 to 5 years for HL and 2 to 5 years for SL. Any students who have completed the IGCSE Spanish course will be eligible. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding
- Understand how to use the language in a range of contexts and for a variety of purposes
- Develop an awareness and appreciation of the different perspectives of people from other cultures, through the study of texts and through social interaction
- Develop an awareness of the role of language in relation to other areas of knowledge
- Develop an awareness of the relationship between the languages and cultures with which they are familiar
- Build a strong basis for further study, work and leisure through the use of an additional language.

Course Content:

The course comprises five topics: three from the core: Communication and Media, Global Issues and Social Relationships; and two chosen by the teacher from the five option choices: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Additionally, at HL, students must read two works of literature.

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

- Individual oral: 10-minute presentation and discussion with the teacher
- Interactive oral activity: the best of three classroom activities assessed by the teacher

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn



Group 2: Chinese B

Entry Guidance:

The Mandarin Language B course is designed for foreign language learners or second language learners with some previous experience of learning the language, typically at both Key Stage 3 and Key Stage

4. Any students who have completed the IGCSE Mandarin as a Foreign Language course or IGCSE Mandarin as a Second Language course will be eligible. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Course Content:

The course comprises five topics: three from the Core: Communication and Media, Global Issues and Social Relationships; and two chosen by the teacher from the five option choices: Cultural Diversity, Customs and Traditions, Health, Leisure, Science and Technology.

Additionally, at HL, students must read two works of literature.

Course Assessment:

HL and SL:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

- Individual oral: presentation and discussion with the teacher for 10 minutes
- Interactive oral activity: the best of three classroom activities assessed by the teacher

For further advice:

Contact the Head of Mandarin: diana.liu@dulwich-shanghai.cn

Group 2: French Ab Initio

Entry Guidance:

For students with little or no prior experience of French. Students who have studied French in Years 7-9 or completed an IGCSE French qualification may not be eligible for this course. All final decisions on the appropriateness of the course for which students are entered, are taken by the Deputy Head of Senior School – Academic and the IB Coordinator, in liaison with Heads of Department and subject teachers. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding through the study of texts and through social interaction
- Use the chosen language in a range of contexts and for a variety of purposes
- Develop awareness of the role of language in relation to other areas of knowledge
- Develop awareness of the relationship between the language and relevant cultures
- Develop a basis for further study, work and leisure through the use of an additional language.

Course Content:

The Language Ab Initio course is organised into three themes:

- Individuals and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Course Assessment:

SL only course:

External Assessment 75% Internal Assessment 25%

Internal Assessment Details:

Three-part oral internally assessed by the teacher and externally moderated by IB Examiners, carried out towards the end of the course.

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn

Group 2: Mandarin Ab Initio

Entry Guidance:

For students with little or no prior experience of Mandarin. Students who have studied Mandarin as a foreign language in Years 7-9 or completed an IGCSE Mandarin as a Foreign Language qualification, may not be eligible for this course. All final decisions on the appropriateness of the course for which students are entered, are taken by the Deputy Head of Senior School – Academic and the IB Coordinator in liaison with Heads of Department and subject teachers. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop students' intercultural understanding
- Enable students to understand and use the language they have studied in a range of contexts and for a variety of purposes
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of the different perspectives of people from other cultures
- Develop students' awareness of the role of language in relation to other areas of knowledge
- Develop students' awareness of the relationship between the languages and cultures with which they are familiar
- Provide students with a basis for further study, work and leisure through the use of an additional language
- Provide the opportunity for enjoyment, creativity and intellectual stimulation through knowledge of an additional language.

Course Content:

The Language Ab Initio course is organised into three themes:

- Individuals and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Course Assessment:

SL only course:

External Assessment 75% Internal Assessment 25%

Internal Assessment Details:

Three-part oral internally assessed by the teacher and externally moderated by IB Examiners, carried out towards the end of the course.

For further advice:

Contact the Head of Mandarin: diana.liu@dulwich-shanghai.cn



La anciana de
como jugueteo
desastre!

Las Reglas de Masquerade

1. No se permite el uso de armas de fuego.
2. No se permite el uso de armas blancas.
3. No se permite el uso de armas de guerra.
4. No se permite el uso de armas de guerra.
5. No se permite el uso de armas de guerra.
6. No se permite el uso de armas de guerra.
7. No se permite el uso de armas de guerra.
8. No se permite el uso de armas de guerra.
9. No se permite el uso de armas de guerra.
10. No se permite el uso de armas de guerra.

Group 2: Spanish Ab Initio

Entry Guidance:

For students with little or no prior experience of Spanish. Students who have studied Spanish in Years 7-9 or completed an IGCSE Spanish qualification may not be eligible for this course. All final decisions on the appropriateness of the course for which students are entered, are taken by the Deputy Head of Senior School – Academic and the IB Coordinator in liaison with Heads of Department and subject teachers. The most important consideration is that the language course should be a challenging educational experience for the student.

Course Aims:

This course enables candidates to:

- Develop intercultural understanding through the study of texts and through social interaction
- Use the chosen language in a range of contexts and for a variety of purposes
- Develop awareness of the role of language in relation to other areas of knowledge
- Develop awareness of the relationship between the language and relevant cultures
- Develop a basis for further study, work and leisure through the use of an additional language.

Course Content:

The language Ab initio course is organised into three themes:

- Individuals and society
- Leisure and work
- Urban and rural environment

Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Course Assessment:

SL only course:

External Assessment 75% Internal Assessment 25%

Internal Assessment Details:

Three-part oral internally assessed by the teacher and externally moderated by IB Examiners, carried out towards the end of the course.

For further advice:

Contact the Head of Modern Foreign Languages: marta.loboperez@dulwich-shanghai.cn



Group 3: Business Management

Entry Guidance:

No prior study of Business is required but ideally HL students should have studied Business Studies at IGCSE.

Course Aims:

The aims of the Business Management course at HL and SL are to:

- Encourage a holistic view of the world of business
- Empower students to think critically and strategically about individual and organizational behaviour
- Promote the importance of exploring business issues from different cultural perspectives
- Enable the student to appreciate the nature and significance of change in a local, regional and global context
- Promote awareness of the importance of environmental, social and ethical factors in the actions of individuals and organizations
- Develop an understanding of the importance of innovation in a business environment.

Course Content:

HL and SL : Core topics

Topic 1: Business organisation and environment

Topic 2: Human resources

Topic 3: Finance and accounts

Topic 4: Marketing

Topic 5: Operations management

Course Assessment:

HL:

External Assessment 75 % Internal Assessment 25 %

Research Project: a 2,000 word report that addresses an issue facing a business organisation (or a range of organisations) or analyses a decision to be made by a business organisation (or a range of organisations). It must be written from the perspective of a single business organisation and based on primary research.

SL:

External Assessment 75 % Internal Assessment 25%

Written commentary: 1,500 word commentary based on three to five supporting documents about a real issue or problem facing a particular organisation (or a range of organisations). It must be written from the perspective of a single business organisation and it may be based entirely on secondary research.

For further advice:

Contact Business Management teacher: shane.maika@dulwich-shanghai.cn

Group 3 or Group 6: Economics

Entry Guidance:

No prior study of Economics is required but ideally HL students should have studied IGCSE Economics. Students interested in taking this course should have an interest in current affairs and enjoy lively, well-informed debate about current issues and be prepared to follow these in the media.

Course Aims:

The aims of the course are to enable students to:

- Develop an understanding of microeconomic and macroeconomic theories and concepts and their real-world application
- Develop an appreciation of the impact on individuals and societies of economic interactions between nations
- Develop an awareness of development issues facing nations as they undergo the process of change.

Course Content:

The HL/SL syllabus consists of four sections:

- Microeconomics
- Macroeconomics
- International economics
- Development economics

Course Assessment:

Higher Level and Standard Level:

External Assessment 80% Internal Assessment 20%

HL and SL Internal assessment details:

- Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.

For further advice:

Contact Economics teacher: matthew.mcgee@dulwich-shanghai.cn

Group 3: Geography

Entry Guidance:

While the course is designed to support any student regardless of their past experience, it is recommended that students seeking to take Geography at HL have completed the IGCSE Geography course or a course of similar rigour.

Course Aims:

This course enables candidates to:

- Develop an understanding of the dynamic interrelationships between people, places, spaces and the environment at different scales
- Develop a critical awareness and consider complexity thinking in the context of the nexus of geographic issues
- Understand and evaluate the need for planning and sustainable development through the management of resources at varying scales
- Learn transferrable learning skills through a variety of teaching and learning styles, interpreting maps and materials, as well as organising ideas and presenting arguments through extended writing.

Course Content:

HL and SL students will study the following core topics:

- Population distribution – change and possibilities
- Global climate – vulnerability and resilience
- Global change in resource consumption, security and stewardship

The teacher will select three optional units for HL students and two for SL students from the following options:

- Freshwater – drainage basins
- Oceans and their coastal margins
- Extreme environments
- Geophysical hazards
- Leisure, tourism and sport
- Food and health
- Urban environments

Higher Level students only will study the Global Perspectives – Global Interactions core extension: places power and networks; development and diversity; global risks and resilience.

Course Assessment:

Higher Level

External Assessment 80%
Internal Assessment 20%

Standard level

External Assessment 75%
Internal Assessment 25%

HL and SL Internal assessment details:

At both Higher and Standard Level, students have to complete a 2,500 word fieldwork project, based on a residential fieldtrip that all students will be expected to attend. Previous trips, after a school subsidy have cost approximately 3500RMB. This price is an estimate and the exact price for 2019 will be confirmed closer to the time of the trip.

For further advice:

Contact the Head of Geography: laura.yardley@dulwich-shanghai.cn



Group 3 or Group 6: History

Entry Guidance:

While the course is designed to support any student regardless of their past experience, it is recommended that students seeking to take History at the HL have completed the IGCSE History course or a course of similar rigour.

Course Aims:

History is an evidence-based discipline that deals in arguments and interpretations, not certainties. It demands an inquiry based approach based around key historical concepts such as continuity and change, causation, significance and perspective. This course enables students to:

- Critically evaluate and analyse information that sources put before them
- Make balanced, reasoned judgments on historical factors and events
- Master bodies of knowledge in order to critically explore the past
- Write sophisticated analysis around historical questions
- Engage with different types of history; military, political, social, economic and cultural
- Be able to actively engage with and challenge differing historical perspectives on past events.

Course Content:

The course focuses on the history of 19th Century Asia, and 20th Century Asia and Europe and is divided into:

The Move to Global War 1931-1941 (HL & SL)

Two case studies that focus on Japanese, and Italian/German foreign policies

Causes and Effects of 20th Century Wars (SL & HL)

- a. The First World War Europe, Second World War Asia
- b. The Chinese Civil War, Spanish Civil War
- c. The Second Sino-Japanese War and the Second Italo-Abyssinian War
- d. other conflicts as opportunities arise

20th Century Authoritarian States (SL & HL)

- a. Hitler's Germany
- b. Mao's China
- c. Mussolini's Italy

19th and 20th Century Asia (HL Only)

- a. Early Modernization and Imperial Decline 1860-1912 (China and Japan)
- b. China and Korea 1910-1950
- c. Japan 1912-1990

Course Assessment:

Higher Level

External Assessment 80%
Internal Assessment 20%

Standard level

External Assessment 75%
Internal Assessment 25%

Internal Assessment Details:

Both HL and SL students undertake a detailed Historical Investigation based around a topic of their choice. It is encouraged that the topic chosen is based on the course syllabus studied but there is flexibility beyond this.

For further advice:

Contact the Head of History: jonathan.boyd@dulwich-shanghai.cn

Group 3 or Group 6: Psychology

Entry Guidance:

It is recommended that students are confident in English, Mathematics and Biology in order to explore and express the basis of human behaviour.

Course Aims:

This course enables candidates to:

- Examine behaviour from different perspectives
- Understand and use diverse methods of psychological inquiry
- Apply psychological theories to everyday life behaviour
- Plan and conduct scientific investigations
- Analyse and interpret primary and secondary data
- Formulate an argument and articulate views fluently
- Develop critical reasoning skills

Course Content:

Paper 1 (HL and SL)

Biological Approach

Evolutionary, genetic, neuro-chemical, hormonal influences on behaviour as well as brain structure and function. HL extension topic: Animal Research.

Cognitive Approach

Memory, decision-making and how emotion affects cognition. HL extension topic: cognitive processing in the digital world.

Sociocultural Approach

Group influences on behavior, cultural origins of behavior and cognition, enculturation and acculturation. HL extension topic: the influence of globalization on individual; attitudes, identities, and behaviours.

Paper 2 (HL both options, SL one option)

Psychology of Human Relationships

Personal relationships, group dynamics and social responsibility.

Abnormal Psychology

Diagnosis, etiologies, and treatment of disorders

Paper 3 (HL only)

Approaches to research in Psychology

Course Assessment:

Higher Level

External Assessment 80%

Internal Assessment 20%

Standard level

External Assessment 75%

Internal Assessment 25%

Internal Assessment Details:

Both HL and SL students will be expected to design and conduct a partial replication of a well-known psychological experiment.

For further advice:

Contact the Head of Psychology: michael.stewart@dulwich-shanghai.cn

STEM

the signals between
of the body + controls
breathing, sweating, heart rate,
etc.

MEDULLA
of the lower part of the
brainstem
controls heart rate
and pressure
Responsible for reflexes
in the body like
sneezing and coughing

in hearing
balance
of deep



Group 4: Biology

Entry Guidance:

For students interested in taking HL Biology, it is recommended that they have successfully completed the IGCSE Biology course or a course of similar rigour.

Course Aims:

There will be an emphasis on the nature of science running through the course, to be addressed through an active approach. This approach will promote an understanding of how scientists justify knowledge claims and an understanding of the scientific world view. Through experience, knowledge and reflection, the student will become trained to approach uncertainty scientifically and will develop aspects of the learner profile.

Course Content:

Core content/SL: Cell biology, molecular biology, genetics, ecology, evolution and biodiversity, human physiology.

Additional higher level /HL content: Nucleic acids, metabolism, cell respiration and photosynthesis, plant biology, genetics and evolution, animal physiology.

The options, of which students only have to study one, include: Neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation and human physiology.

Course Assessment:

HL and SL:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

The IA task will consist of one scientific investigation of around 6-12 pages taking up to 10 hours in total. The range of activities that could be completed include a hands-on practical investigation, spreadsheet analysis and modelling, simulations or databases.

For further advice:

Contact the Head of Biology: stephanie.rhodes@dulwich-shanghai.cn

Group 4: Computer Science

Entry Guidance:

For students interested in taking SL and HL Computer Science, it is recommended that they have successfully completed the IGCSE Computer Science course or a course of similar rigour.

Course Aims:

The course aims to provide students with a deep understanding of the fundamental concepts of computational thinking as well as knowledge of how computers and other digital devices operate. Underpinned by conceptual thinking, it aims to draw on a wide spectrum of knowledge to enable and empower innovation, exploration and the acquisition of further knowledge. It will allow students to explore how computer science interacts with and influences cultures, society and how individuals and societies behave, and the ethical issues involved.

Course Content:

Core content/SL: System fundamentals, computer organisation, networks, computational thinking, problem-solving and programming.

Additional higher level /HL content: Abstract data types, resource management and control systems. A case study is conducted on a topic which is announced each cycle, and forms the basis for questions in Paper 3.

The options, of which students only have to study one, include: databases, modelling and simulation, web science and object-orientated programming.

Course Assessment:

HL:

External Assessment 80% Internal Assessment 20%

SL:

External Assessment 70% Internal Assessment 30%

Internal Assessment Details:

Students demonstrate practical application of skills through the development of a software product and associated documentation.

For further advice:

Contact the Head of Computer Science: phil.whitaker@dulwich-shanghai.cn



Group 4 or Group 6: Chemistry

Entry Guidance:

For students interested in taking HL Chemistry, it is recommended that they have successfully completed the IGCSE Chemistry course or a course of similar rigour attaining a B grade or higher.

Course Aims:

There will be an emphasis on the nature of science running through the course, to be addressed through an active approach. This approach will promote an understanding of how scientists justify knowledge claims and an understanding of the scientific world view. Through experience, knowledge and reflection, the student will become trained to approach uncertainty scientifically and will develop aspects of the learner profile.

Course Content:

Core content/SL: Stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics, chemical kinetics, equilibrium, acids and bases, redox processes and organic chemistry.

Additional higher level /HL content: Atomic structure, periodicity, chemical bonding and structure, energetics, chemical kinetics, equilibrium, acids and bases, redox processes and organic chemistry.

The options, of which students only have to study one, include: materials, biochemistry, energy and medical chemistry.

Course Assessment:

HL and SL:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

The IA task will consist of one scientific investigation of around 6-12 pages taking up to 10 hours in total. The range of activities that could be completed include a hands-on practical investigation, spreadsheet analysis and modelling, simulations or databases.

For further advice:

Contact the Head of Science: nico.castele@dulwich-shanghai.cn

Group 4: Physics

Entry Guidance:

For students interested in taking HL Physics, it is recommended that they have successfully completed the IGCSE Physics course or a course of similar rigour.

Course Aims:

There will be an emphasis on the nature of science running through the course, to be addressed through an active approach. This approach will promote an understanding of how scientists justify knowledge claims and an understanding of the scientific world view. Through experience, knowledge and reflection, the student will become trained to approach uncertainty scientifically and will develop aspects of the learner profile.

Course Content:

Core content/SL: Measurements and uncertainties, mechanics, thermal physics, waves, electricity and magnetism, circular motion and gravitation, atomic, nuclear, and particle physics, energy production

Additional higher level /HL content: Wave phenomena, fields, electromagnetic induction, quantum and nuclear physics.

The options, of which students only have to study one, include: relativity, engineering physics, imaging, astrophysics.

Course Assessment:

HL and SL:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

The IA task will consist of one scientific investigation of around 6-12 pages taking up to 10 hours in total. The range of activities that could be completed include a hands-on practical investigation, spreadsheet analysis and modelling, simulations or databases.

For further advice:

Contact the Head of Physics: bryn.hughes@dulwich-shanghai.cn

Group 4: Environmental Systems and Societies (ESS)

Entry Guidance:

This course is an interdisciplinary Group 3 and 4 course that is only offered at Standard Level (SL). It is recommended that students selecting this course have successfully completed either an IGCSE Biology and/or Geography course, or a course of similar rigour.

Course Aims:

ESS is a complex course, requiring a diverse set of skills from its students. It is firmly grounded in both a scientific exploration of environmental systems in their structure and function and in the exploration of cultural, economic, ethical, political and social interactions of societies with the environment. As a result of studying this course, students will become equipped with the ability to recognise and evaluate the impact of our complex system of societies on the natural world. The course requires a systems approach to environmental understanding and problem solving, and promotes holistic thinking about environmental issues.

The aims of the ESS course are to enable students to:

- Acquire the knowledge and understandings of environmental systems at a variety of scales
- Apply the knowledge, methodologies and skills to analyse environmental systems and issues at a variety of scales
- Appreciate the dynamic interconnectedness between environmental systems and societies
- Value the combination of personal, local and global perspectives in making informed decisions and taking responsible actions on environmental issues
- Be critically aware that resources are finite, and that these could be inequitably distributed and exploited, and that management of these inequities is the key to sustainability
- Develop awareness of the diversity of environmental value systems
- Develop critical awareness that environmental problems are caused and solved by decisions made by individuals and societies that are based on different areas of knowledge
- Engage with the controversies that surround a variety of environmental issues
- Create innovative solutions to environmental issues by engaging actively in local and global contexts.

Course Content:

The course content includes fundamental ESS concepts, ecosystems and ecology, biodiversity and conservation, water, food production systems and society, soil systems and society, atmospheric systems and society, climate change and energy, human systems and resource use.

Course Assessment:

External Assessment 75% Internal Assessment 25%

Internal Assessment Details:

This involves the completion of an individual investigation of an ESS research question that has been designed and implemented by the student. The investigation is submitted as a written report. There may be the opportunity for students to participate in a field trip at the end of Year 12 in order to collect data for the IA. Details will be clarified nearer the time.

For further advice:

Contact the Head of ESS: chloe.robson@dulwich-shanghai.cn



Group 5: Mathematics Higher Level

Entry Guidance:

This course caters for students with a strong background in mathematics and competency in a range of analytical and technical skills. It is recommended that students who will be expecting to include mathematics as a major component of their university studies, either as a subject in its own right or within courses such as physics, engineering or technology select this level of mathematics. Others may take this subject because they have a genuine interest in mathematics and enjoy meeting its challenges and engaging with its problems. A graphical calculator is required for this course. The supported graphical calculator is the TI nspire cx. This can be purchased through the College.

Course Aims:

This course enables candidates to:

- Appreciate the multicultural and historical perspectives of Mathematics
- Develop an appreciation of the elegance, power and usefulness of Mathematics
- Further develop logical, critical and creative thinking skills
- Develop an understanding of the principles and nature of Mathematics
- Employ and refine their powers of abstraction and generalisation
- Develop patience and persistence in problem solving
- Appreciate the consequences arising from technological developments
- Transfer skills to alternative situations and to future developments
- Communicate clearly and confidently in a variety of contexts.

Course Content:

The course consists of the study of six core topics and one option topic:

- Algebra
- Functions and equations
- Circular Functions and trigonometry
- Vectors
- Statistics and probability
- Calculus
- Option topic: Statistics and probability

Course Assessment:

HL Course only:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

Students will be required to complete a portfolio of Exploration.

For further advice:

Contact the Head of Mathematics: lynda.evans@dulwich-shanghai.cn

Group 5: Mathematics Standard Level

Entry Guidance:

This course focuses on introducing important mathematical concepts through the development of mathematical techniques. The intention is to introduce students to these concepts in a comprehensible and coherent way, rather than insisting on the mathematical rigour required for Mathematics HL. Student should, wherever possible, apply the mathematical knowledge they have acquired to solve realistic problems set in an appropriate context. A graphical calculator is required for this course. The supported graphical calculator is the TI nspire cx. This can be purchased through the College.

Course Aims:

This course enables candidates to:

- Appreciate the multicultural and historical perspectives of Mathematics
- Develop an appreciation of the elegance, power and usefulness of Mathematics
- Further develop logical, critical and creative thinking skills
- Develop an understanding of the principles and nature of Mathematics
- Employ and refine their powers of abstraction and generalisation
- Develop patience and persistence in problem solving
- Appreciate the consequences arising from technological developments
- Transfer skills to alternative situations and to future developments
- Communicate clearly and confidently in a variety of contexts.

Course Content:

All topics are compulsory:

- Algebra
- Functions and equations
- Circular functions and trigonometry
- Vectors
- Statistics and probability
- Calculus

Course Assessment:

SL Course only:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

Students will be required to complete a portfolio of Exploration.

For further advice:

Contact the Head of Mathematics: lynda.evans@dulwich-shanghai.cn

Group 5: Mathematical Studies Standard Level

Entry Guidance:

This course is available at SL only. It caters for students with varied backgrounds and abilities. More specifically, it is designed to build confidence and encourage an appreciation of Mathematics in students who do not anticipate a need for Mathematics in their future studies. Students taking this course need to be already equipped with fundamental skills and a rudimentary knowledge of basic processes. A graphical calculator is required for this course. The supported graphical calculator is the TI nspire cx. This can be purchased through the College.

Course Aims:

This course enables candidates to:

- Appreciate the multicultural and historical perspectives of Mathematics
- Develop an appreciation of the elegance, power and usefulness of Mathematics
- Further develop logical, critical and creative thinking skills
- Develop an understanding of the principles and nature of Mathematics
- Employ and refine their powers of abstraction and generalisation
- Develop patience and persistence in problem solving
- Appreciate the consequences arising from technological developments
- Transfer skills to alternative situations and to future developments
- Communicate clearly and confidently in a variety of contexts.

Course Content:

All topics are compulsory:

- Number and algebra
- Descriptive statistics
- Logic, sets and probability
- Statistical applications
- Mathematical models
- Introductory differential calculus

Course Assessment:

SL Course only:

External Assessment 80% Internal Assessment 20%

Internal Assessment Details:

Students must complete an individual project, which can involve the collection of data and analysis of measurements.

For further advice:

Contact the Head of Mathematics: lynda.evans@dulwich-shanghai.cn



Group 6: Film

Entry Guidance:

No prior experience in film study or film-making is necessary, but a definite interest in film is required! Students should ideally have a MacBook Pro with at least 4GB of RAM for video editing.

Course Aims:

This course enables candidates to:

- Learn the practical and technical skills of film production
- Develop an appreciation and understanding of film as a complex art form
- Create and formulate stories, ideas, visions and emotions through film media
- Acquire a critical evaluation of film production
- Appreciate a knowledge of film-making traditions from a variety of countries.

Course Content:

Film consists of three main areas of study:

- **Textual Analysis**
Via detailed study of film sequences taken from a whole range of film genres, eras and countries, students are taught to analyse language, genre, audience, narrative, characterisation, camera angles, editing, lighting, sound, location and more.
- **Film Theory and History**
Through research and study of films from countries all over the world, students are encouraged to discuss historical, cultural, economic and socio-political influences on films and film-making traditions of particular countries.
- **Creative Process: Film Production**
Students learn and apply the complete structure and process of film-making from pre to post production in a personal and creative manner. Students will be encouraged to work in a variety of roles to enable them to explore their skills and aptitude in different fields. Students will be presented with 'film challenges' and will create a portfolio of their own movies. In the past students have made their own music videos, homages to film noir and Hong Kong action films, pastiches of popular cinema, their own comedy shorts as well as experimental cinema.

We are able to tailor the topics studied to meet student's personal interests and this gives them real ownership over the course content – thus making it more engaging and relevant.

Course Assessment

HL: External Assessment 40% Internal Assessment 60%

SL: External Assessment 60% Internal Assessment 40%

External Assessment Details:

- Comparative Study: Students make their own video essay comparing two films from different film eras
- Textual Analysis: Individually chosen from a prescribed list of films, students have four weeks to prepare an analytical essay on a key scene from film history.

Internal Assessment Details:

- Students must create a film reel which shows their skills as a creative filmmaker in 3 different production roles. These roles could be writer, director, cinematographer, editor, sound designer, composer, costume designer, special effects artist, animator, production or set designer
- HL students make a 7-minute original short film as part of a collaborative group project.

For further advice:

Contact the Head of Film: anthony.reich@dulwich-shanghai.cn



Group 6: Music

Entry Guidance:

HL and SL Music is designed for students with a background in musical performance and composition. In most cases it is recommended that students have studied an instrument or voice for 4 consecutive years. In addition, they should have some experience in composing and an understanding of Western music theory, for example gained through the IGCSE Music course. HL and SL creating students will be required to purchase a copy of the relevant notation and sequencing software, and HL students and SL performing candidates will need to arrange individual music lessons on their selected instrument. Students will take a leadership role in music across the College and are expected to regularly participate in musical ensembles.

Course Aims:

This course enables candidates to:

- Explore and enjoy the diversity of music from throughout the world and from different periods of history
- Develop perceptual skills through a breadth of musical experiences
- Learn to recognise, speculate, analyse, identify, discriminate and hypothesise in relation to music
- Develop their knowledge, abilities and understanding through performance and/or composition
- Develop fully their potential as musicians, both personally and collaboratively, in whatever capacity.

Course Content:

HL and SL study the compulsory module Musical Perception, which requires the study of two set works, in addition to developing aural analysis skills through listening to and analysing a wide variety of Medieval, Renaissance, Baroque, Classical, Modern, Popular and 'World' music.

HL students study two additional compulsory modules:

- Solo Performing: 20 minutes solo recital for voice or instrument
- Creating: three contrasting compositions with written reflections.

SL students study one additional module, chosen from three options:

- Solo Performing: 15 minutes solo recital for voice or instrument
- Group Performing: 20-30 minute performance as part of a school ensemble
- Creating: two contrasting compositions with written reflections.

Course Assessment:

Higher and Standard Level:

External Assessment 50% Internal Assessment 50%

External Assessment Details:

HL and SL: Listening and Analysis Examination (30%) and Musical Links Investigation (20%)

Internal Assessment Details:

Higher Level: Solo Performance (25%) and Creating (25%)

Standard Level: Solo Performing or Group Performing or Creating (50%)

For further advice:

Contact the Head of Senior School Music: ruth.collings@dulwich-shanghai.cn



Group 6: Theatre

Entry Guidance:

The Theatre course at both HL and SL requires no previous experience in Drama or Theatre but it is recommended that students wishing to study Theatre have successfully completed the IGCSE Drama course or a course of similar rigour.

Course Aims:

This course enables students to:

- Experience and participate in a wide and varied range of theatre activities and develop proficiency in more than one area of theatre technique
- Become familiar with forms of theatre from their own and different cultures
- Explore different theatre traditions in their historical contexts
- Develop the confidence to explore, to experiment and to work individually and collaboratively on innovative projects, which should involve challenging established notions and conventions of theatre
- Understand the dynamic, holistic and evolving nature of theatre and the interdependencies of all aspects of this art form.

Course Content:

HL and SL:

At the core of the Theatre Arts course lies a concern with clarity of understanding, critical thinking, reflective analysis, effective involvement and imaginative synthesis—all of which should be achieved through practical engagement in theatre.

- Practical performance and production components that consist of participation in at least three productions and numerous projects developing both performing and making skills.
- Theoretical components which consist of creative practical research into various forms of theatre, both cultural and historical.

Students will keep a journal of work throughout the course that records the various stages of their development and practice.

Course Assessment:

HL and SL:

External Assessment 75 % Internal Assessment 25%

External Assessment Details:

Students must complete a solo project, director's notebook, and a theatre research presentation

Internal Assessment Details:

Students must complete a collaborative project.

For further advice:

Contact the Head of Drama: carla.graves@dulwich-shanghai.cn



Group 6: Visual Arts

Entry Guidance:

Some prior experience of making art is recommended but curiosity about the work of artists; or fascination with the culture of art exhibitions, galleries, art museums, the built environment, visual culture or heritage, is expected.

Course Aims:

Art at this level is a challenging and wide-ranging field of study as well as a way to enjoy looking at, making, and discussing art.

This course enables students to:

- Investigate past, present and emerging forms of visual art; engage in researching, discussing and evaluating art; and produce personal creative statements as a personal response
- Understand local, national and international contexts through visual art and culture
- Develop the skills, techniques and strategies necessary to make personal statements in traditional and new medias
- Take responsibility for making relevant contemporary art inflected by personal experience.

Course Content:

There are three course components:

1. Comparative Study: A comparison of artists' works from more than one cultural context. 20%
2. Process Portfolio: A journal of research interests in techniques and processes seen in other artists work and developed through individual experimentation. 40%
3. Exhibition: A curated exhibition of a selected group of finished works produced during the course accompanied by a text outlining the rationale for the exhibition. 40%

Students learn to work independently developing their own projects. They demonstrate their ability to adapt by making use of several different types of media. Their ideas are challenged and refreshed by encounters with new art from different cultures and by confronting and exploring technical possibilities.

The course culminates in an exhibition where the juxtaposition of selected works will support a student's purpose outlined in a statement. The Process Portfolio and the Comparative Study are submitted for assessment in digital form.

Assessment Requirements:

SL 1. 10 – 15 screens

SL 2. 9 – 18 screens

SL 3. 4 – 7 artworks and a rationale >400 words

HL 1. 13 – 20 screens

HL 2. 13 – 25 screens

HL 3. 8 – 11 artworks and a rationale >700word

For further advice:

Contact the Head of Art: laura.thomson@dulwich-shanghai.cn



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