Senior School
Welcome to the IB Programme
2016 - 2018
preparing for the world

DULWICH COLLEGE | SHANGHAI |
上海德威英国国际学校
providing students with the skills and the outlook to work anywhere in the world
providing students with the outlook

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Detur Pons Mundo: Building Bridges to the World.

Dulwich College Shanghai aspires to be respected internationally as a community committed to developing individuals who see and act ethically upon the breadth of opportunity the world presents.

Our Philosophy and Objectives.

At Dulwich College Shanghai, we:

- Develop the complete individual.
- Challenge individuals to strive for excellence.
- Encourage respectful collaboration.
- Celebrate the diversity of our community.
- Are committed to developing charitable and compassionate individuals who are willing to contribute to the community.
- Provide individuals with the skills and outlook to live and work in all areas of the globe.
- Prepare individuals to meet the challenges of an ever-changing world.
- Aim to develop confident individuals prepared to take risks.

College Values.

At Dulwich College Shanghai, our College Values embody our Philosophy and Objectives. We aim to develop well-rounded young people who strive for excellence in all that they do and are well equipped for future success through being:

- Academically successful
- Effective learners
- Effective communicators
- Principle-centred members of society
- Balanced individuals
The IB Diploma Programme at DCS (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 internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The learner profile is best described by a set of learner attributes. The table below shows how each of the attributes relates to and is encompassed within our own College Values.

<table>
<thead>
<tr>
<th>DCS Values</th>
<th>IB Learner Profile Attributes</th>
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<tbody>
<tr>
<td>Academically successful</td>
<td>Knowledgeable</td>
</tr>
<tr>
<td>Effective learners</td>
<td>Inquires</td>
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<tr>
<td></td>
<td>Thinkers</td>
</tr>
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<td></td>
<td>Risk-takers</td>
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<tr>
<td>Effective communicators</td>
<td>Communicators</td>
</tr>
<tr>
<td>Principle-centred members of society</td>
<td>Principled</td>
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<tr>
<td></td>
<td>Open-minded</td>
</tr>
<tr>
<td></td>
<td>Caring</td>
</tr>
<tr>
<td>Balanced individuals</td>
<td>Balanced</td>
</tr>
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<td></td>
<td>Reflective</td>
</tr>
</tbody>
</table>

By embracing our College Values, students at DCS are therefore developing as IB Learners.

The Curriculum

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

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

• Studies in Language and Literature
• Language Acquisition
• Individuals and Societies
• Sciences
• Mathematics

And either one subject from the Arts or a second subject from those above.
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, Action, 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. Action seeks to develop a healthy lifestyle through physical activity. 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.
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 A1, 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 participation in Creativity, Action and Service.
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 per week as part of their timetable.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
<th>Group 5</th>
<th>Group 6</th>
</tr>
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<tbody>
<tr>
<td>Studies in Language and Literature</td>
<td>Language Acquisition</td>
<td>Individuals &amp; Societies</td>
<td>Sciences</td>
<td>Maths</td>
<td>The Arts</td>
</tr>
<tr>
<td>English A: Language and Language HL/SL</td>
<td>German B HL/SL</td>
<td>Business Management HL/SL</td>
<td>ESS SL only</td>
<td></td>
<td>Film HL/SL</td>
</tr>
<tr>
<td>German A: Literature HL/SL</td>
<td>Spanish B HL/SL</td>
<td>Psychology HL/SL</td>
<td></td>
<td></td>
<td>Chemistry HL/SL</td>
</tr>
<tr>
<td>German A: Language and Literature HL/SL</td>
<td>French ab initio SL only</td>
<td></td>
<td></td>
<td></td>
<td>Economics HL/SL</td>
</tr>
<tr>
<td>Language A: SSST Literature SL only</td>
<td>Mandarin ab initio SL only</td>
<td></td>
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<td></td>
<td>History HL/SL</td>
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<td></td>
<td>Spanish ab initio SL only</td>
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<td></td>
<td>Psychology HL/SL</td>
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<td></td>
<td>A second Language A from Group 1</td>
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At DCS, 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 study Mathematics HL, Physics HL and Chemistry HL or SL”.

IMPORTANT:
- Some courses may not be offered due to insufficient student enrollment.
- 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 occasions 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 is too challenging for them and/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 stressful at times for even the most able 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 or a Language A: School Supported Self Taught (SSST) literature programme in their mother tongue.
University Courses and Careers

University Courses

DCS students apply to a range of universities throughout the world; destinations include the UK, the US, Canada, Australia, Hong Kong, Singapore and mainland Europe among others. Universities tend to be flexible in terms of the subject requirements to study for most degree programmes but are nevertheless demanding in terms of the total points that must be achieved. The points awarded to a student at the end of the IB Diploma Programme will be the most important factor in determining the course of choice, wherever the destination, because your academic success is the most important factor in admissions decisions for universities worldwide.

However, in the technical and scientific areas of study, some courses will have very particular subject-specific requirements and here it is possible to give clear guidelines. The choices that matter will be the Higher Level subjects rather than those at Standard Level. It is vital that students carry out research to be certain that the subject choices at Higher Level are appropriate and applicable for the university courses they may be interested in studying. This is especially true for applicants to medicine and engineering.

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 two Sciences plus Mathematics, although the University of Cambridge in the UK does prefer this, and taking two Sciences plus Mathematics at HL will make you a more competitive applicant.

There are many other complications that go with studying 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).
- Nearly all medical schools require an interview before they are prepared to offer a place.
- Most medical schools will require applicants to sit an extra online assessment as part of the application process (e.g. UKCAT or BMAT in the UK, UMAT or GMAT in Australia).

Science & 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 will be essential for any Engineering degree.

Economics, Finance and Accountancy Degrees

The only subject that is sometimes a requirement for these degree programmes is HL Mathematics. Certainly strength in Mathematics is desirable. It would probably be sensible to study Economics at HL if the intention is to study Economics at university but this is NOT essential for most universities.

Business and Management

There are no definite requirements for these degrees although again it would be sensible to study Business Management at HL, just to ensure this is what a student may want to spend another three years studying at university.
Candidates will certainly need to show some ability in Mathematics because of the Economics modules, which will be part of the degree programme and so it is essential to study, at least SL Mathematics and achieve a reasonable grade. Top universities may well prefer HL Mathematics. Most universities will deny students with Math Studies for highly-selective courses in Business.

**Psychology and Sports Science**
Both of these subjects are considered sciences by universities and therefore at least one science subject among your HL choices will be essential – typically Biology. A student does NOT need to study Psychology at school to get onto a Psychology degree programme at university.

**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 university.

**Law or Media Studies**
There are no particular subject requirements for these degrees but Law will definitely require very high grades. Strength in social sciences (history, geography, etc) would be an advantage. 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**

**Vocational Degrees**
The advantage of a vocational degree such as Medicine, Law, or Engineering is that a student has a clear idea of the career they are aiming for and the precise nature of that career will depend upon the postgraduate training that they choose. Universities will be able to give you plenty of advice on the available options.

**Non-vocational Degrees**
It is possible to go straight from university into well-paid work in business, independent, or government employment and universities organise career fairs to facilitate this. However, for many university students their career will depend upon their postgraduate training.

Some students will study for further academic degrees such as a Masters degree or a research degree (e.g. PhD). These will lead on to university teaching or working in a research field. Others will choose a more vocational form of postgraduate training and this will again be the choice that determines their career path. Universities will be able to advise on this.

**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 doesn’t 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 once the academic year is over. 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 Counselling Office can provide detailed information on available options, in addition to regular visits from representatives and a summer programmes presentation in Term 2.
IBDP

Subject Information
Entry Guidance:
Chinese A: Literature is recommended for first language (mother tongue) students 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 studying Chinese A.

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   (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: mandarin@dulwich-shanghai.cn
Group 1: Chinese A: Literature and Language

Entry Guidance:
Chinese A: Literature and Language is recommended for first language (mother tongue) students 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 Chinese A.

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: mandarin@dulwich-shanghai.cn
Group 1: English A: Literature

Entry Guidance:
English 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 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: english@dulwich-shanghai.cn
Group 1: English A: Literature and Language

Entry Guidance:
English A: Literature and Language 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 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: english@dulwich-shanghai.cn
Group 1: German A: Literature

Entry Guidance:
German A: Literature is recommended for the first language (mother tongue) student or for those students who have a high level of fluency in German. Any student interested in selecting German 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 MFL: mfl@dulwich-shanghai.cn
Group 1: German A: Language and Literature

Entry Guidance:
German A: Literature and Language is recommended for the first language (mother tongue) student or for those students who have a high level of fluency in German. Any student interested in selecting German 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:
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 MFL: mfl@dulwich-shanghai.cn
Group 1: Language A: School Supported Self-Taught (SSST) Literature

Entry Guidance:
School Supported Self-Taught is a SL only course that are not offered through direct instruction in school 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 DCS 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, due to the independent nature of the course.

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: ibdp@dulwich-shanghai.cn
Group 2: Chinese B

Entry Guidance:
The Chinese B course is designed for foreign language learners or second language leaners 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. 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 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 Mandarin: mandarin@dulwich-shanghai.cn
Group 2: English B

Entry Guidance:
The English 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 ESL course will be eligible. 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
- 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: the best of three classroom activities assessed by the teacher

For further advice:
Contact the EAL coordinator: eal@dulwich-shanghai.cn
Group 2: French B

Entry Guidance:
The French 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. 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
- 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: mfl@dulwich-shanghai.cn
Group 2: German B

Entry Guidance:
The German 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. 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
- 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: mfl@dulwich-shanghai.cn
Group 2: Spanish B

Entry Guidance:
The Spanish 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. 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
• 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: mfl@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: mfl@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: mandarin@dulwich-shanghai.cn
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: mfl@dulwich-shanghai.cn
Group 3: Economics (also in Group 6)

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.

Note that students cannot study both IB Economics and IB Business and Management.

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:

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<tr>
<th>Higher Level</th>
<th>Standard Level</th>
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<tr>
<td>External Assessment</td>
<td>80%</td>
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<td>Internal Assessment</td>
<td>20%</td>
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</tbody>
</table>

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 the Head of Economics and Business Studies: economics@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:

- Understand human interactions with the environment
- Develop an understanding of contemporary geographical issues
- Examine international examples and develop their global awareness and understanding
- Learn transferrable skills through a variety of teaching and learning styles such as debating topics, presentations, 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 in transition
- Disparities in wealth and development
- Patterns in environmental quality and sustainability
- Patterns in resource consumption

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

- Freshwater – issues and conflicts
- Oceans and their coastal margins
- Extreme environments
- Hazards and disasters – risk assessment and response
- Leisure, sport and tourism
- The geography of food and health
- Urban environments

Higher Level students only will study the Global Interactions unit: measuring global interactions, changing space – the shrinking world, economic interactions and flows, environmental change, socio-cultural exchanges, political decision-making and global interactions at the local level.

Course Assessment:

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<th>Standard level</th>
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<tr>
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<td>75%</td>
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<tr>
<td>Internal Assessment</td>
<td>20%</td>
<td>25%</td>
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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.

For further advice:
Contact the Head of Geography: geography@dulwich-shanghai.cn
Group 3: History (also in Group 6)

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 a disciplined method of study that deals in arguments and interpretations, not certainties. This course enables students to:

- Critically evaluate and analyse information that the media and other sources put before them
- Make balanced, reasoned judgments on historical factors and events
- Write sophisticated analysis around historical questions
- Evaluate sources for the historical relevance through an assessment of their origin, purpose, value and limitations.

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

- International Relations 1918-1925
- Causes, Practices and Consequences of War
  a. World War II
  b. The Chinese Civil War
- Democratic States: Challenges and Responses
  a. Weimar Republic 1918-1933
- Rise and Rule of Single Party States
  a. Hitler’s Germany
  b. Mao’s China
- Origins of the Cold War
- 19th and 20th Century Asia (HL Only)
  a. 19th Century China
  b. 19th Century Japan
  c. Early 20th Century China

Course Assessment:

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<tr>
<td>Internal Assessment</td>
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</tbody>
</table>

Internal Assessment Details:
- Both HL and SL students undertake a detailed Historical investigation and are required to complete a 2,000 word 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 the syllabus.

For further advice:
Contact the Head of History: history@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. Note that students cannot study both IB Economics and IB Business Management.

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 an organization or analyses a decision to be made by an organization (or several organization).

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.

For further advice:
Contact the Head of Economics and Business Studies: businessstudies@dulwich-shanghai.cn
Group 3: Psychology (also in Group 6)

Entry Guidance:
No prior study of Psychology is expected. It is recommended that students are confident in English 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
- Analyse critically and evaluate studies, theories, concepts and arguments related to human behaviour
- Formulate an argument and articulate views fluently
- Apply psychological theories to everyday life behaviour
- Understand and use diverse methods of psychological inquiry

Course Content:

**Paper 1 (HL and SL)**

Biological Level of Analysis: Evolutionary, genetic, neuro-chemical, hormonal influences of behaviour as well as brain structure and function

Cognitive Level of Analysis: Cognitive process with a particular focus on memory

Sociocultural Level of Analysis: Group influence, stereotypes, attributions, culture

**Paper 2 (HL both options, SL one option)**

Developmental Psychology: Social and cognitive development from infancy to adolescence, identity and gender formation during adolescence

Health Psychology: Stress, Addiction, Obesity and Health Promotion strategies

**Paper 3 (HL only)**

Qualitative research: Case studies, interviews, observations

Course Assessment:

**Higher Level:**

External Assessment 80% (Paper 1, 2, 3)

Internal Assessment 20% (Experiment)

**Standard Level:**

External Assessment 75% (Paper 1, 2)

Internal Assessment 25% (Experiment)

Internal Assessment Details:
- Both HL and SL students will be expected to design and conduct an experimental study related to memory ability and function.

For further advice:
Contact the Head of Psychology: psychology@dulwich-shanghai.cn
Group 4: Chemistry (also in Group 6)

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.

Course Aims:
There will be an emphasis on the nature of science running through the course, to be addressed
through a practical approach through investigative work that will promote an understanding of how
scientists work and 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 develop aspects of the IB 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, measurements.

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

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 internal assessment consists of one individual scientific investigation on a topic appropriate
to the level of the course of study. The task will take about 10 hours and the write-up should
be about 6 to 12 pages long.

For further advice:
Contact the Head of Chemistry: chemistry@dulwich-shanghai.cn
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 a practical approach through investigative work that will promote an understanding of how scientists work and 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 develop aspects of the IB 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 internal assessment consists of one individual scientific investigation on a topic appropriate to the level of the course of study. The task will take about 10 hours and the write-up should be about 6 to 12 pages long.

For further advice:
Contact the Head of Biology: biology@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 a practical approach through investigative work that will promote an understanding of how scientists work and 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 develop aspects of the IB 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 internal assessment consists of one individual scientific investigation on a topic appropriate to the level of the course of study. The task will take about 10 hours and the write-up should be about 6 to 12 pages long.

For further advice:
Contact the Head of Physics: physics@dulwich-shanghai.cn
Group 4: Environmental Systems and Societies (ESS)

Entry Guidance:
This course is only offered at 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:
Through a systems approach and from a holistic perspective, the course aims to provide students opportunities to acquire knowledge and understanding of different environmental systems at a variety of scales, ranging from local to global, in an international context. It involves analyzing these environmental systems, their issues and their controversies, examining the interconnectedness of these systems, considering the variety of environmental value systems that influence decisions about them, developing an appreciation that environmental problems are created and solved by decisions of individuals and societies and that management of finite and inequitable resources is the key to sustainability.

Course Content:
The course content includes foundations of environmental systems and societies, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems and society, soil systems and terrestrial food production systems and societies, atmospheric systems and societies, climate change and energy production, human systems and resource use.

Course Assessment:
External Assessment 75% Internal Assessment 25%

Internal Assessment Details:
- The internal assessment consists of one individual scientific investigation of an ESS research question topic that has been designed and carried out by the student. The task will take about 10 hours and also involves writing a report.

For further advice:
Contact the Head of Science: ess@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 choosing Mathematics Higher Level have studied Additional Mathematics but students who have studied only IGCSE Mathematics can be considered. 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 should 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: maths@dulwich-shanghai.cn
Group 5: Mathematics Standard Level

Entry Guidance:
This course caters for students who are equipped with the skills needed to apply mathematical techniques correctly and have a sound mathematical background. The study of IGCSE Mathematics or a similar programme is recommended as a pre-requisite. 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: maths@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: maths@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 consists 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: drama@dulwich-shanghai.cn
Group 6: Visual Arts

Entry Guidance:
No prior experience of making art is required 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. It is also an advantage if the student has studied Visual Arts or Graphics at the IGCSE level.

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 rational 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 rational >400 words

HL 1. 13 – 20 screens
HL 2. 13 – 25 screens
HL 3. 8 – 11 artworks and a rational >700 words

For further advice:
Contact the Head of Art & Design: shelley.swain@dulwich-shanghai.cn
Group 6: Music

Entry Guidance:
HL and SL Music is designed for the specialist music student with a background in musical performance and composition, who may pursue Music at university or conservatory level. Students wishing to take Music, are expected to have at least 3 years consistent tuition on their instrument, receive regular private tuition and regularly participate in an ensemble. Candidates require the minimum of a Grade 3 equivalent understanding of basic Western music theory. Candidates will be required to purchase a copy of the relevant notation and sequencing software and in addition will need to arrange individual music lessons on their selected instrument. Students will take a leadership role in music across the College and will participate in one of the Dulwich College Shanghai choirs or another ensemble. Participation is mandatory.

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 their potential as musicians, both personally and collaboratively, in whatever capacity, to the fullest.

Course Content:
Both HL and SL students pursue studies in Musical Perception and Analysis. This will require the study of a set piece of music that has been selected by the IBO. Throughout the course, students listen to a wide variety of Medieval, Renaissance, Baroque, Classical, Modern and ‘World’ music and develop their understanding of the technical, structural, musical and contextual basis of music.

The syllabus is made up of three compulsory parts for HL students:

- Musical Perception and Analysis.
- Solo Performance: voice or instrument, including at least one recital.
- Composition: three or more contrasting compositions.

SL students have three options:
Option A: Musical Perception and Analysis and the Solo Performance: voice or instrument that must include one or more recitals. This option is designed for a student who has a background in musical performance.

Option B: Musical Perception and Analysis and the Group Performance: two or more public performances. Students selecting this option must ensure their ensemble meets at least once a week (minimum) and that the ensemble does not contain any professional musicians. This option is designed for students with a general interest in music and may be taken without extensive musical experience.

Option C: Musical Perception and Analysis and Composition: two or more contrasting compositions. This option is designed for the student who has a background in musical composition.
Course Assessment:
Higher Level
External Assessment  50%    Internal Assessment  50%

Internal Assessment Details:
Higher Level:
• Solo Performance: presentation of one or more solo recitals (approximately 20 minutes)
• Composition: three contrasting compositions (5-15 minutes), with recordings and a written statement.

Standard Level:
SL students choose one of the following options:
Solo Performance Option    Group Performance Option    Composition Option

For further advice:
Contact the Head of Senior School Music: music@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 have a MacBook Retina or Pro with ideally 8 GB of RAM, but at least 4GB 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 and SL:
External Assessment  50%   Internal Assessment  50%

External Assessment Details:
• Independent study: Students write an original script for a documentary on any aspect of film theory or history that interests them. (25%)
• Presentation: Individually chosen from a prescribed list of films, students have four weeks to prepare an oral analysis on a key scene from film history. (25%).

Internal Assessment Details:
• Students must complete a film production portfolio. The film may be made in a group but each student will adopt a different role: director; writer; sound designer; cinematographer or editor. HL students must also produce a trailer for their movie.

For further advice:
Contact the Head of Film: film@dulwich-shanghai.cn